

Answers

Writing in small print to be read by the teacher.

1. Writing words under pictures.

Children should look carefully. The following are for the teacher's instruction, not to be shown to the child:

2. Tracking

The child should first find the words containing the new sound, then read the passage. The next page checks for understanding. The child can refer back to the passage as needed.

3. Drawing

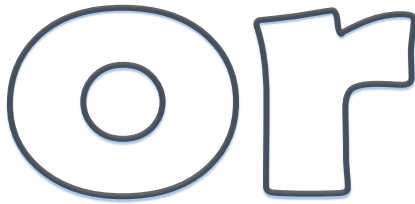
Look for evidence that the child has understood the story. Train the child to include as much detail in the picture as possible. Drawing helps to 'stick' the new sound in the memory and is a helpful tool to develop both reading comprehension and spelling.

4. Writing: children can use the story to help spell words, though should spell correctly without help those that have been taught in the phonic lessons. Assess as the child writes and ask; 'What revision is needed of sounds?' and plan work accordingly.

5. Be the Teacher: Proof reading is a time honoured strategy for helping children improve their spelling.

Tom has a black horse.

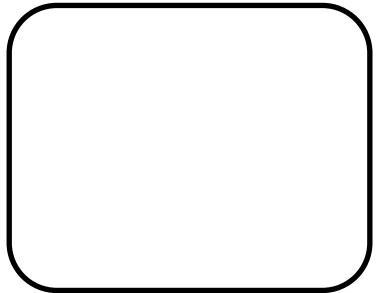
Name _____



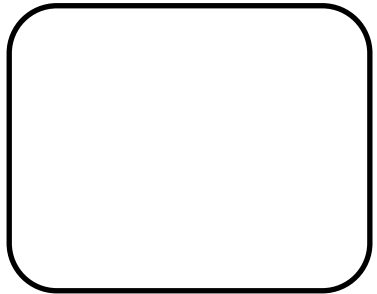
Say the sound. Write 'or' in the missing spaces. Read the words.

Draw pictures for three words.

f _ _ k

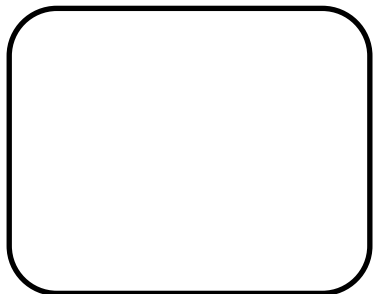


t _ _ ch



sp _ _ t

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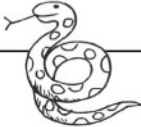
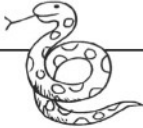


Underline the sound "ing" in red. Read and draw Tom on his horse.

This morning Tom is
going to the woods on his
horse. It will be good to
be in the sun, he thinks.
He sings a song as the
horse trots along.



or

Get a dice and two counters. Play with a partner. Throw the dice and move your counter around the board across and up the rows, starting on the grey square. Read the words as you land on them. If there is a ladder on the square you land on, read the word, go up the ladder and read the new word. If there is a snake, down you go! Read the word you land on first and the word at the bottom of the snake. Keep playing until you win!

| | | |
|---|--|--|
| horse  | north  | sort |
| short  | storm | morning  |
| sport | for  | torch |
| or | fork | thorn |

come

some

Read these words. Find them in the sentences below and underline them.
Now read the sentences.

1. Here are some cars.
2. Come here and see the fish.
3. Here is the fish shop.
4. I can see some stars.

Be the teacher!

What is wrong with this writing? Write it correctly underneath.

Tom has a blak hors