



*This book belongs to*  
\_\_\_\_\_



**Hilary & Tom Burkard**

First edition published October 2007

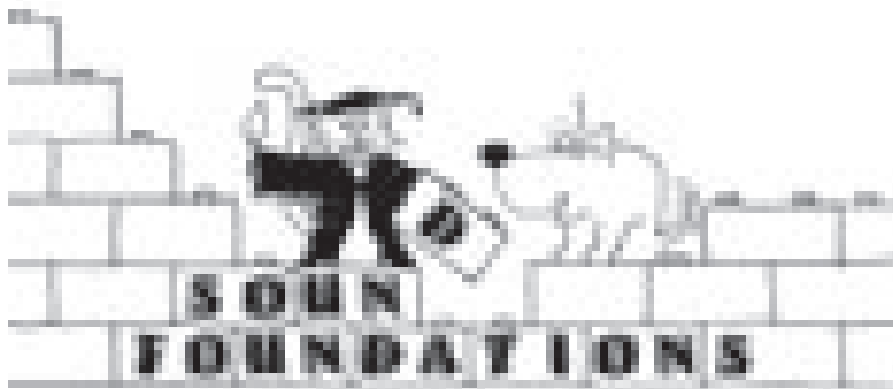
Tracing exercises produced using *Handwriting for Windows*  
available from: [www.kber.co.uk](http://www.kber.co.uk)

Copyright © Hilary Burkard 2007

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without the written permission of the authors.

**ISBN-10: 1-905174-23-3**

**ISBN-13: 978-1-905174-23-2**



PUBLISHED BY HILARY BURKARD  
MMVII

DISTRIBUTED BY  
**SOUND FOUNDATIONS**  
RIVERSIDE FARM, EASTON, NORWICH. NR9 5EP.  
[www.soundfoundationsbooks.co.uk](http://www.soundfoundationsbooks.co.uk)  
[sales@soundfoundationsbooks.co.uk](mailto:sales@soundfoundationsbooks.co.uk)  
☎ 01603 880346 FAX 01603 882170



## Introduction:

The Ground Rules .....	5
The Teaching Techniques .....	6
s, a, t .....	11
p .....	17
i.....	22
n .....	30
c,o,h .....	39
Bearly Reading .....	45
g, r, e .....	59
d, m, u .....	77
l, f, b .....	95
j, k, sh .....	113
ee, w, z .....	131
y, v, ar .....	149
x.....	167



—the phonics programme for children who “can’t learn phonics”.

- Suitable for all pupils with exceptionally poor working memory, including those in special programmes.
- **No lesson-planning.** Just 10 minutes a day with each pupil.
- **Bearing Away** is simple and straightforward. Teachers, assistants and volunteers can all use it successfully.

## The Sound Foundations philosophy:

As a teacher, your job is to get your pupil to make the most correct responses—*and* the fewest errors—in the available time. Children learn to think of reading as a “Can do!” activity.

## The Ground Rules:

1. **Don't make reading into a struggle!** If your pupil doesn't make the right response straight away, just model the correct response and ask him to repeat it.
2. Don't give ticks for a 'good try'. Just practise it, and go back to it the next day.
3. Keep the lesson going at a cracking pace! Kids' minds work a lot faster than ours do.
4. Daily lessons are essential. If you can't find 10 minutes per day, there's something wrong with your priorities.

# The Teaching Techniques:

## The Multi-Sensory Tiles—tracing exercises:

- With most children, it will be necessary to guide their finger at first.
- Always start on the dot, and follow the arrows.
- Always move the finger in one smooth, rapid motion.
- The pupil always says the sound while tracing.

## The Flashcards:

- Once pupils have learnt sounds with the Tracing Tiles, they are ‘awarded’ a Flashcard.
- The pupil’s flashcards are reviewed at the beginning and end of each lesson until the response is automatic.
- Be sure to read the instructions carefully.

**Using the cursor**—This is quite easy to learn. The cursor trains the child to read from left to right, and it trains them to look at every letter in a word.

**The ‘Flashback’ technique**—After you have corrected an error, you must return to the same item again.

All this is explained on the following pages. Please read them carefully.

## The Multi-Sensory Tiles:

- You can't go too far wrong just following the lesson plans, and using your common sense. But here are a few tips:
- With the slowest learners, you may have to say the sound with them as you guide their finger.
- Do the same with children who can't pronounce sounds accurately.
- With the digraphs (sh, ee & ar), hold the sound while tracing both letters. Make a game of it—see if your pupil can hold the sound long enough to trace both letters correctly.

## The Flashcards:

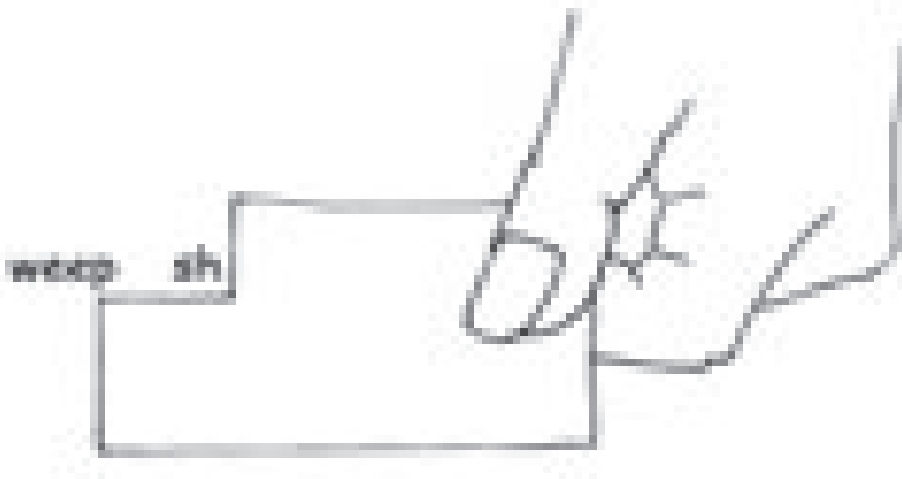
- Children 'win' flashcards after they have learnt the letters with the multi-sensory tiles. Make a big deal of it—write their name on the back of the card, and put it in the diskette pocket in the front cover of this book. The rest of the cards can be stored in the back pocket.
- Once the pupil has 'won' three flashcards, it is important to practise them at the beginning and end of each session.
- When the pupil says the correct sound, 'give' him the card by placing it front of him.
- Any time your pupil gets a sound wrong, just tell him what the sound is and have him repeat it. Then shuffle the card back one place—the pupil will almost always get it right the second time.
- The flashcard set contains digraphs which you will not need until the pupil graduates to *Bear Necessities*.

## Using the Cursor:

A cursor is a piece of card about the size of a business card, and it has a small notch cut out of one corner. You will use it to reveal letters (or digraphs) one at a time, so that the child gets used to scanning words from left to right.

**You must use the cursor for all reading exercises.**

When children are taught to read whole words, their eyes often jump all over the place, trying to scramble the letters to make a 'fit' with a word they know. With the cursor, children learn to read what is actually on the page.



## The Flashback Technique:

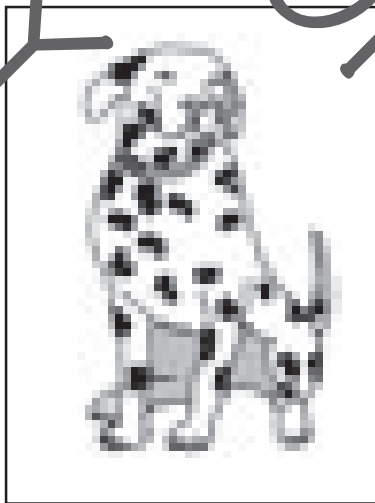
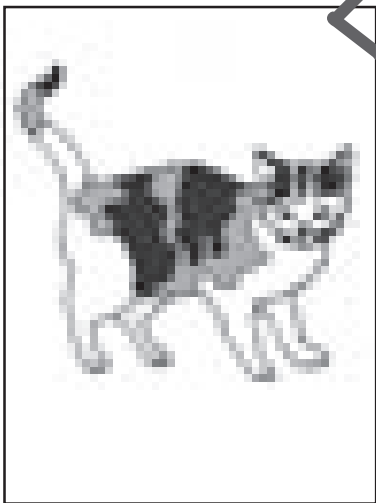
We use the **Flashback Technique** every time a pupil makes an error. If you go back to the instructions for using the flashcards, you will see that when a pupil does not make the correct response, you tell him what it is. Then you bury the flashcard one card back, so it comes up again while it is still fresh in his immediate memory. This is an example of the Flashback Technique.

We also use it when a pupil is reading words. Any time a pupil fails to read the word, correct him, get him to repeat it and go on to the next item. Then go back to the one he just missed. When you have finished a line, go back again to any words missed. When you have finished the exercise for the day, go back over all words missed again. This way, the pupil will usually earn his tick for the line the next day. (Remember—you never tick a line when the pupil gets it right on the second go—you must wait until the next day.)

## **Half the writing is upside down!**

This is intentional. You should **ALWAYS** sit opposite your pupil when you are using **Bearing Away**. You need to be able to see when they are confused, so you can step in right away and show them what to do before they make a mistake and lose confidence.

# ONLY EVALUATION FOR PRINTING



**Goal blending:**

1. "Here are pictures of a cat, a dog and a man. I am going to break the words up, and I want you to point to the right picture"

2. "Point to the /n/ /an/

Point to the /d/ /at/

Point to the /d/ /og/

... to the /c/ /at/

... to the /d/ /og/

... to the /m/ /an/

...the /c/ /at/

... the /m/ /an/

... the /d/ /og/

3. "Now we are going to make it a bit harder. Can you point to the /d/ /o/ /g/?

Point to the /m/ /a/ /n/

... to the /c/ /a/ /t/

... the /d/ /o/ /g/

... the /c/ /a/ /t/

... the /m/ /a/ /n/

... the /c/ /a/ /t/

... the /d/ /o/ /g/

... the /m/ /a/ /n/

Part 1.

**s** sfusbmsplxs

Part 2.

**a** tabnasdakfc

**Multi-sensory tiles exercise 1:** (see page 6 for further information.)

1. Lay out the tiles **s, a** and **t**. Point to the first tile:
2. "This letter makes the sound /s/. Put your finger by the dot and follow the arrows with your finger. Trace the /s/." Guide the pupil's finger in a smooth, quick movement, while saying /s/.
3. "Now trace the letter again, and you say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat steps 2 and 3 for **a** and **t**.

**Letter search:**

1. Point to the **s** in Part 1.
2. "This letter makes the sound /s/. Circle every /s/ you can find." Use the cursor to help the pupil scan along the line from left to right, if necessary.

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **s, a** and **t**:
2. "These letters are /s/, /a/ and /t/. Point to /s/." Correct if necessary.
3. "Now trace the /s/ and say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **a** and **t**.

**Letter search:**

1. Point to the **a** in Part 2.
2. "This letter makes the sound /a/. Circle every /a/ you can find." Use the cursor to help the pupil scan along the line from left to right, if necessary.

- 2 . "This letter makes the sound /t/. Circle every /t/ ."
- 1 . Point to the **t** in Part 2.

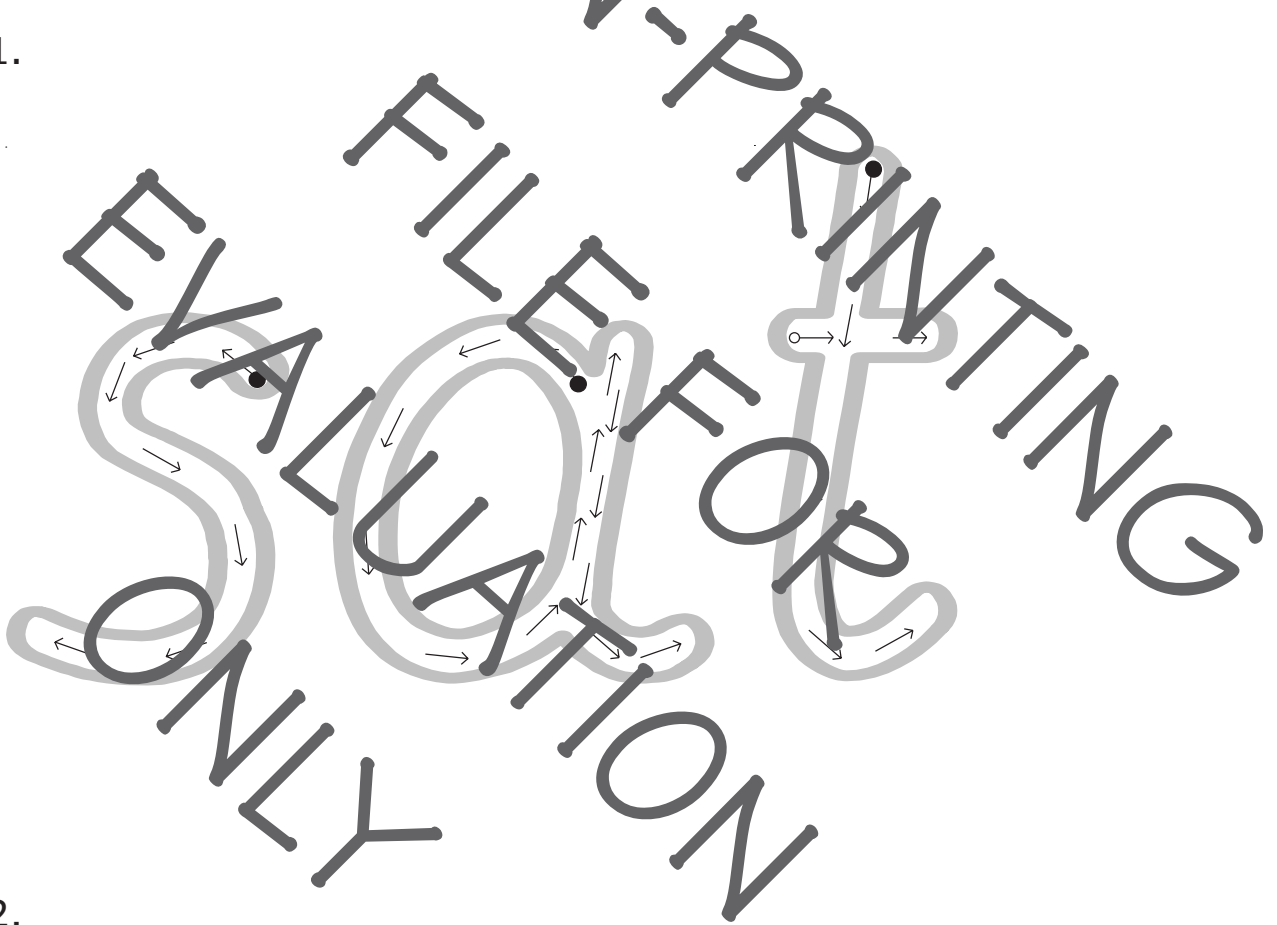
**Letter search:**

1. "Trace the /s/ with your finger and say the sound /s/." Guide the pupil's finger if necessary.
2. "Now take your pencil and trace the /s/ again—say the sound /s/. Try to stay inside the white."
3. Repeat for **a** and **t**. Guide the pupil's hand if necessary.

**Tracing exercise:**

1. Point to the **s** in Part 1. "What sound?" Correct if necessary.

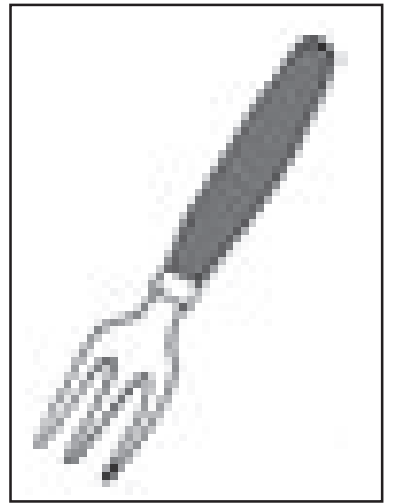
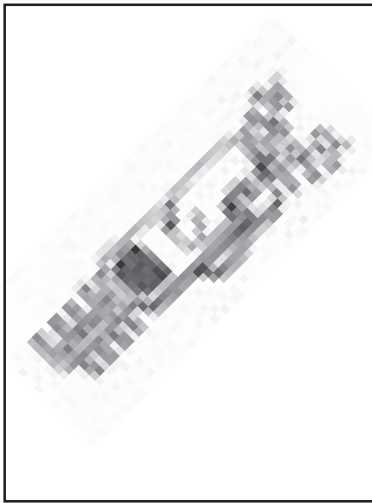
Part 1.



Part 2.

**t**

*nbtutpbsta*



**Oral blending:**

1. "Here are pictures of a bird, a zip and a fork. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /b/ /ird/.

Point to the /z/ /ip/.

... the /f/ /ork/.

... the /b/ /ird/.

... the /f/ /ork/.

... the /z/ /ip/.

... the /f/ /ork/.

... the /b/ /ird/.

... the /z/ /ip/."

3. "Now we are going to make it a bit harder.

Can you point to the /z/ /i/ /p/?

Point to the /b/ /i/ /r/ /d/.

... the /f/ /or/ /k/.

... the /z/ /i/ /p/.

... the /f/ /or/ /k/.

... the /b/ /i/ /r/ /d/.

... the /f/ /or/ /k/.

... the /b/ /i/ /r/ /d/.

... the /z/ /i/ /p/."

**Multi-sensory lines exercise 1:**

- Lay out the lines *s*, *a* and *t*. Point to the first tile:
- "This letter makes the sound /s/. Put your finger by the dot and follow the arrows with your finger. Trace the /s/." Guide the pupil's finger in a smooth, quick movement, while saying /s/.
- "Now trace the letter again, and say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
- Repeat steps 2 and 3 with *a* and *t*.

**Saying the sounds in a word:**

- Point to the word *sat* in Part 1.
- "This word is *sat*. I will point to the letters and say the sounds in *sat*—/s/ /a/ /t/."
- "Now you say the sounds in *sat*." Point to each letter as the pupil says the sounds.
- Cover the word. "Now say the sounds in *sat* again."

**Tracing exercise:**

- Point to the *t* in Part 2. "What sound?" Correct if necessary.
- "Trace the /t/ with your finger and say the sound /t/." Guide the pupil's finger if necessary.
- "Now take your pencil and trace the /t/ again—say the sound /t/. Try to stay inside the white." Repeat for *s* and *a*.

Part 1.

Part 2.




**a** pcanasarf

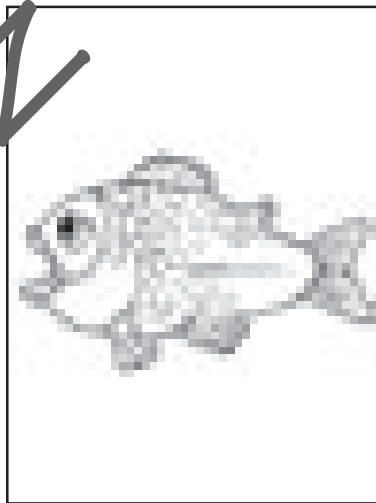
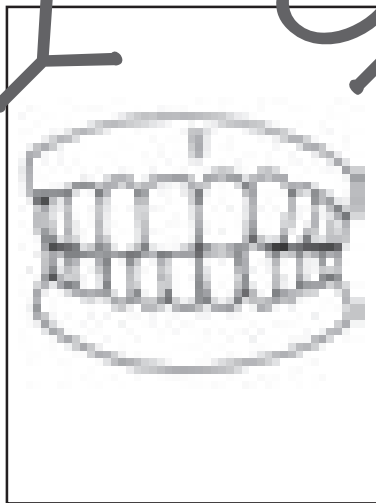
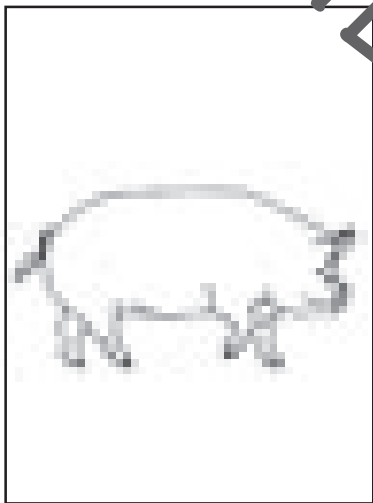
**Multi-sensory tiles exercise 2:**  
1. Lay out the tiles **s, a** and **t**:  
2. "These letters are /s/, /a/ and /t/. Point to /a/"  
*Correct if necessary.*  
3. "Now trace the /a/ and say the sound /a/ as you trace it." *Guide the pupil's finger if necessary.*  
4. "Now trace the /t/—say the sound /t/:"  
5. "Now trace the /s/—say the sound /s/:"

**Letter search:**  
1. Point to the **a**.  
2. "This letter makes the sound /a/. Circle every /a/ you can find."

**Multi-sensory tiles exercise 3:**  
1. Lay out the tiles **s, a** and **t**:  
2. "These letters are /s/, /a/ and /t/. Find the /t/ and trace it:"  
*Correct if necessary.*  
3. "Now find the /s/ and trace it. Now find the /a/...the /s/...the /t/...the /t/.../a/.../s/:"  
4. "Now just point to the letter when I say the sound... /a/.../s/.../a/.../t/.../s/.../t/:"

 If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 10-15. See instructions on page 7.

ONLY EVALUATION FOR PRINTING



1. Here are pictures of a pig, some **teeth** and a **fish**. I am going to break the words up, and I want you to point to the right picture.

2. "Point to the /p/ /ig/."  
Point to the /t/ /eeth/.

... the /f/ /ish/.  
... the /p/ /ig/.  
... the /t/ /eeth/.  
... the /f/ /ish/.  
... the /t/ /eeth/.  
... the /p/ /ig/.

3. "Now we are going to make it a bit harder. Can you point to the /t/ /eeth/?"

Point to the /p/ /i/ /g/.  
... the /f/ /i/ /sh/.  
... the /t/ /eeth/.  
... the /p/ /i/ /g/.  
... the /f/ /i/ /sh/.  
... the /t/ /eeth/.  
... the /p/ /i/ /g/.  
... the /f/ /i/ /sh/.  
... the /t/ /eeth/."

**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **t**, **a** and **p**. Point to the first tile:
2. "This letter makes the sound /t/. Put your finger on the dot follow the arrows with your finger. Trace the /t/." Guide the pupil's finger in a smooth, quick movement, while saying /t/.
3. "Now trace the letter again, and say the sound /t/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **a** and **p**.

**Letter search:**

1. Point to the **p** in Part 1.
2. "This letter makes the sound /p/. Circle every /p/ you can find."

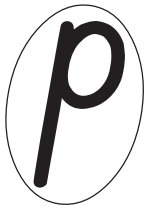
**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **t**, **a** and **p**:
2. "These letters are /t/, /a/ and /p/. Point to /t/" Correct if necessary.
3. "Now trace the /t/ and say the sound /t/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **a** and **p**.

**Saying the sounds in a word:**

1. Point to the word **tap** in Part 2.
2. "This word is **tap**. I will point to the letters and say the sounds in **tap**—/t/ /a/ /p/."
3. "Now you say the sounds in **tap**." Point to each letter as the pupil says the sounds.
4. Cover the word. "Now say the sounds in **tap** again."

Part 1.



afpukpnp spl

Part 2.

tap

- Letter search:**
1. Point to the **s** in Part 2.
  2. "This letter makes the sound /s/. Circle every /s/ you can find."

- Tracing exercise:**
1. Point to the **t** in Part 1. "What sound?" "Correct if necessary."
  2. "Trace the /t/ with your finger and say the sound /t/." Guide the pupil's finger if necessary.
  3. "Now take your pencil and trace the /t/ again—say the sound /t/. Try to stay inside the white." Repeat for **a** and **p**.

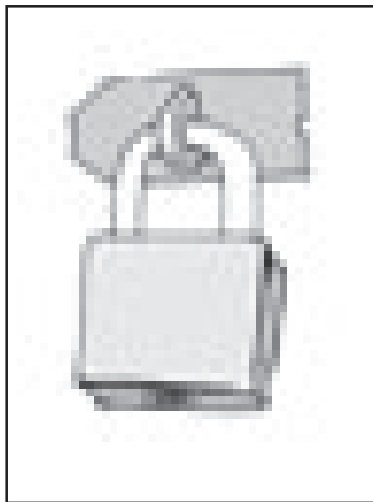
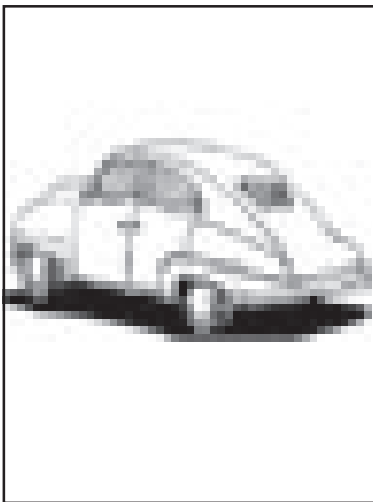
Part 1.



Part 2.

Ⓢ

afsuksmspl



**Oral blending:**

1. "Here are pictures of a **car**, a **lock** and a **bug**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /c/ /ar/.  
Point to the /l/ /ock/.  
... the /b/ /ug/.  
... the /c/ /ar/.  
... the /b/ /ug/.  
... the /l/ /ock/.  
... the /b/ /ug/.  
... the /l/ /ock/.  
... the /b/ /ug/.

3. "Now we are going to make it a bit harder.  
Can you point to the /b/ /u/ /g/?  
Point to the /c/ /ar/.  
... the /l/ /o/ /ck/.  
... the /b/ /u/ /g/.  
... the /l/ /o/ /ck/.  
... the /c/ /ar/.  
... the /l/ /o/ /ck/.  
... the /b/ /u/ /g/.  
... the /c/ /ar/.  
... the /b/ /u/ /g/."

1. Point to the **t** in Part 2.
2. "This letter makes the sound /t/. Circle every /t/ you can find."

**Letter search:**

1. Lay out the tiles **s, a** and **p**.
2. "These letters are /s/, /a/ and /p/. Point to /s/." Correct if necessary.
3. "Now trace the /s/ and say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **a** and **p**.

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **s, a** and **p**.
2. "This word is **sap**. I will point to the letters and say the sounds in **sap**—/s/ /a/ /p/." Repeat for **a** and **p**.
3. "Now you say the sounds in **sap**." Help to each letter as the pupil says the sounds.
4. Cover the word. "Now say the sounds in **sap** again."

**Saying the sounds in a word:**

1. Lay out the tiles **s, a** and **p**. Point to the first tile.
2. "This letter makes the sound /s/. Put your finger by the dot and follow the arrows with your finger. Trace the /s/." Guide the pupil's finger in a smooth, quick movement, while saying /s/.
3. "Now trace the letter again, and say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **a** and **p**.

**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **s, a** and **p**. Point to the first tile.

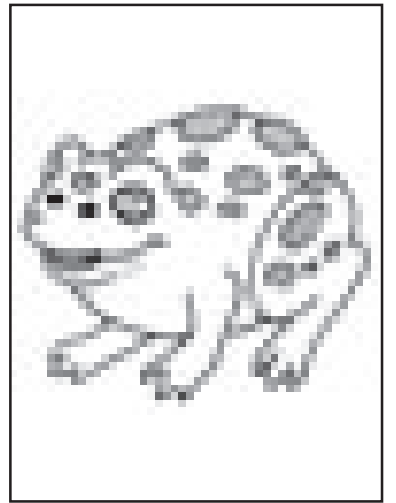
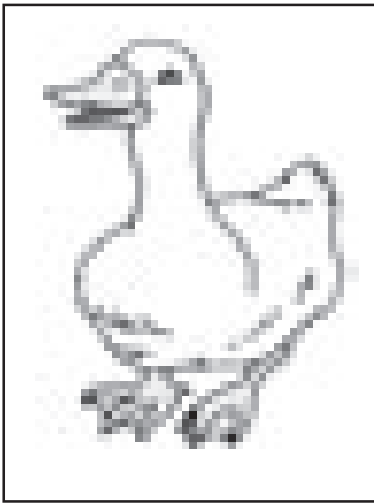
Part 1.

sap

Part 2.

t

stnkutntdit



### Oral blending:

1. "Here are pictures of a **duck**, a **pin** and a **toad**. I am going to break the words up, and I want you to point to the right picture:"
  2. "Point to the /d/ /uck/.  
Point to the /p/ /in/.  
... the /t/ /oad/.  
... the /d/ /uck/, ... the /t/ /oad/, ... the /p/ /in/.  
... the /d/ /uck/, ... the /p/ /in/, ... the /d/ /uck/;"
  3. "Now we are going to make it a bit harder.  
Can you point to the /t/ /oa/ /d/?  
Point to the /p/ /i/ /n/.  
... the /d/ /u/ /ck/.  
... the /t/ /oa/ /d/, ... the /d/ /u/ /ck/, ... the /p/ /i/ /n/.  
... the /t/ /oa/ /d/, ... the /d/ /u/ /ck/, ... the /p/ /i/ /n/."

### Multi-sensory tiles exercise 3:

1. Lay out the tiles **s**, **a** and **p** :
2. "These letters are /s/, /a/ and /p/. Find the /p/ and trace it:"  
*Correct if necessary.*
3. "Now find the /s/ and trace it. Now find the /a/...the /s/...the /p/...the /p/...the /a/.../s/:"
4. "Now just point to the letter when I say the sound..."  
/a/.../s/.../s/.../p/.../a/.../p/:"



If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 15-21.

**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **p, i** and **t**. Point to the first tile.
2. "This letter makes the sound /p/. Put your finger by the dot and follow the arrows with your finger. Trace the /p/." Guide the pupil's finger in a smooth, quick movement, while saying /p/.
3. "Now trace the letter again, and say the sound /p/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **i** and **t**.

**Letter search:**

1. Point to the **i** in Part 1.
2. "This letter makes the sound /i/. Circle every /i/ you can find."

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **p, i** and **t**.
2. "These letters are /p/, /i/ and /t/. Point to /p/." Correct if necessary.
3. "Now trace the /p/ and say the sound /p/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **i** and **t**.

**Saying the sounds in a word:**

1. Point to the word **pit** in Part 2.
2. "This word is **pit**. I will point to the letters and say the sounds in **pit**—/p/ /i/ /t/."
3. "Now you say the sounds in **pit**." Point to each letter as the pupil says the sounds.
4. Cover the word. "Now say the sounds in **pit** again."

Part 1.

**i**

it ik gin f dit

Part 2.

pit

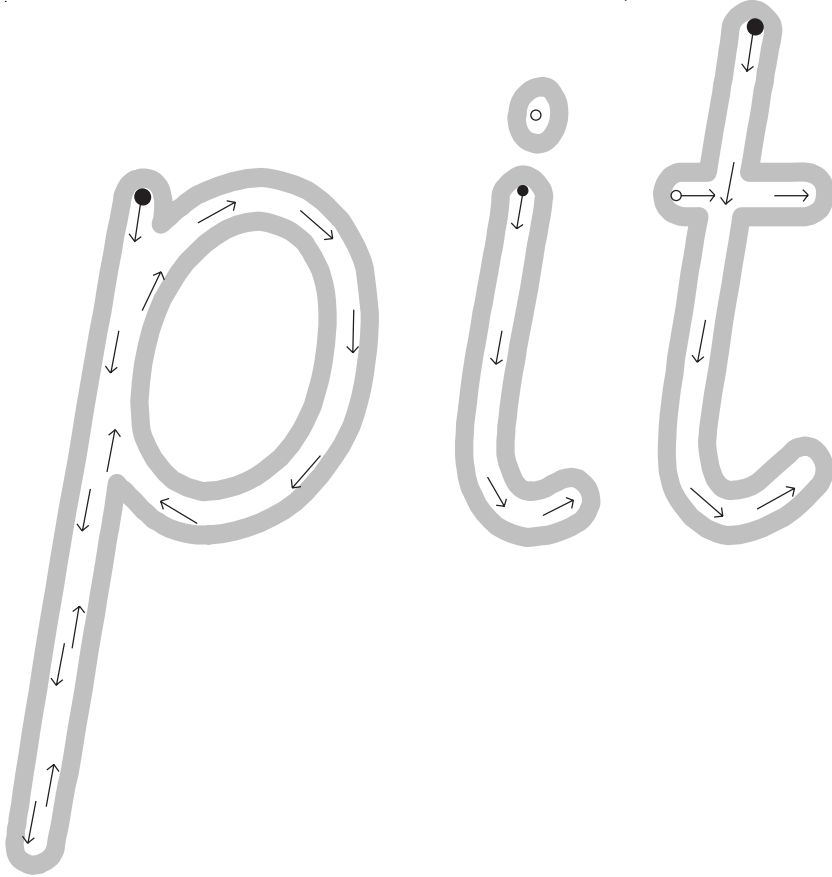
**Tracing exercise:**

1. Point to the **p** in Part 1. "What sound?" Correct if necessary.
2. "Trace the /p/ with your finger and say the sound /p/." Guide the pupil's finger if necessary.
3. "Now take your pencil and trace the /p/ again—say the sound /p/. Try to stay inside the white." Repeat for **i** and **t**.

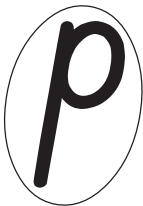
**Letter search:**

1. Point to the **p** in Part 2.
2. "This letter makes the sound /p/. Circle every /p/ you can find."

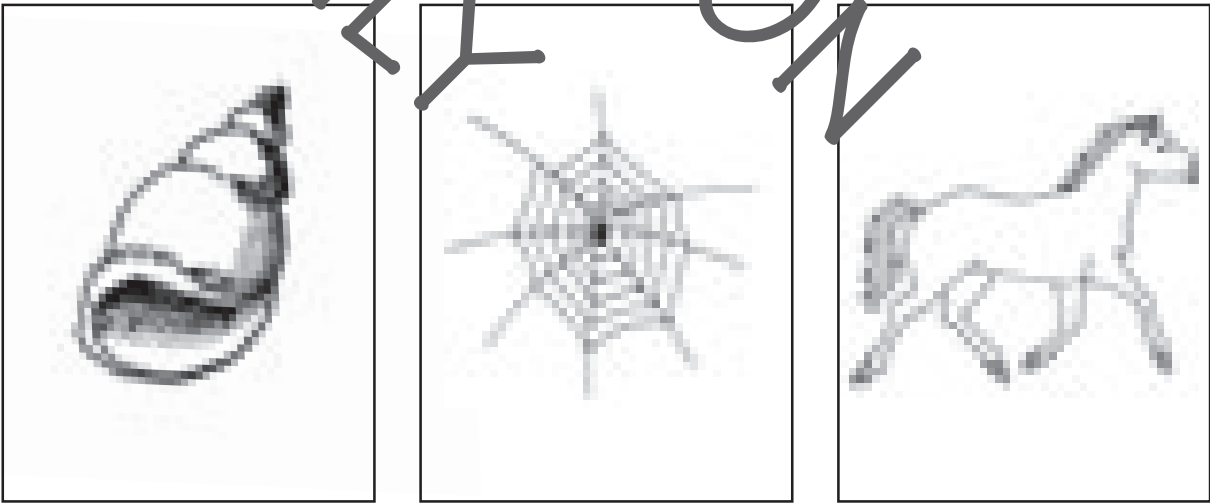
Part 1.



Part 2.



ptaspdgppn



**Oral blending:**

1. "Here are pictures of a **shell**, a **web** and a **horse**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /sh/ /ell/."
  - ... the /h/ /orse/.
  - ... the /sh/ /ell/, ... the /h/ /orse/.
  - ... the /h/ /orse/, ... the /w/ /eb/.

3. "Now we are going to make it a bit harder. Can you point to the /h/ /or/ /se/?"
  - ... the /h/ /orse/, ... the /w/ /ell/, ... the /sh/ /ell/.
  - ... the /h/ /orse/, ... the /w/ /ell/, ... the /sh/ /ell/.
  - ... the /sh/ /ell/, ... the /h/ /orse/.
  - ... the /h/ /or/ /se/, ... the /sh/ /ell/, ... the /w/ /ell/ /b/.
  - ... the /sh/ /el/ /ll/, ... the /w/ /el/ /b/, ... the /h/ /or/ /se/.

**Multi-sensory tiles exercise 3:**

1. Lay out the tiles **p, i** and **t**.
2. "These letters are /p/, /i/ and /t/. Find the /t/ and trace it."
  - Correct if necessary.

3. "Now find the /p/ and trace it. Now find the /i/...the /p/...the /t/...the /t/.../i/.../p/:"

4. "Now just point to the letter when I say the sound... /i/.../p/.../t/.../i/.../t/:"



If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 22-24.

**Multi-sensory tiles exercise 1:**

1. Lay out the tiles *s, i* and *t*. Point to the first tile:
2. "This letter makes the sound /s/. Put your finger on the dot follow the arrows with your finger. Trace the /s/." Guide the pupil's finger in a smooth, quick movement, while saying /s/.
3. "Now trace the letter again, and say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for *i* and *t*.

**Letter search:**

1. Point to the **a** in Part 1.
2. "This letter makes the sound /a/. Circle every /a/ you can find."

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles *s, i* and *t*:
2. "These letters are /s/, /i/ and /t/. Point to /s/" Correct if necessary.
3. "Now trace the /s/ and say the sound /s/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for *i* and *t*.

**Saying the sounds in a word:**

1. Point to the word **sit** in Part 2.
2. "This word is **sit**. I will point to the letters and say the sounds in **sit**—/s/ /i/ /t/." Use the cursor to show each sound as you say it.
3. "Now you say the sounds in **sit**." Point to each letter as the pupil says the sounds.
4. Cover the word. "Now say the sounds in **sit** again."

Part 1.

**a**

at ikainada

Part 2.

sit

2. "This letter makes the sound /s/. Circle every /s/ you can find."
  1. Point to the *s* in Part 2.
- Letter search:**

3. "Now take your pencil and trace the /s/ again—say the sound /s/. Try to stay inside the white." Repeat for *i* and *t*.
  2. "Trace the /s/ with your finger and say the sound /s/." Guide the pupil's finger if necessary.
  1. Point to the *s* in Part 1. What sound? Correct if necessary.
- Tracing exercise:**

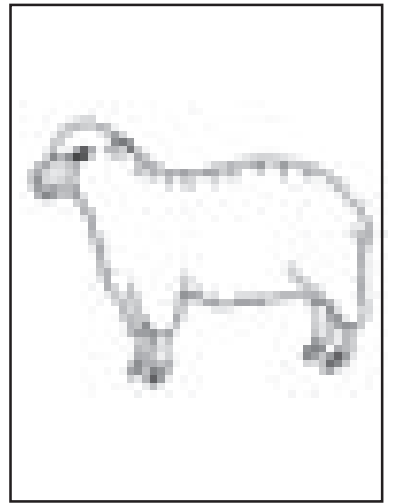
Part 1.



Part 2.



*tsusbmsplis*



**Oral blending:**

1. "Here are pictures of some **jam**, a **doll** and a **sheep**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /j/ /am/.  
Point to the /d/ /oll/.  
... the /sh/ /eep/.  
... the /j/ /am/,  
... the /sh/ /eep/,  
... the /d/ /oll/,  
... the /sh/ /eep/,  
... the /d/ /oll/,  
... the /sh/ /eep/,  
... the /j/ /am/:"

3. "Now we are going to make it a bit harder.  
Can you point to the /sh/ /eep/ p/?  
Point to the /d/ /o/ /ll/,  
... the /j/ /a/ /m/,  
... the /sh/ /eep/ /p/,  
... the /j/ /a/ /m/,  
... the /d/ /o/ /ll/,  
... the /j/ /a/ /m/,  
... the /d/ /o/ /ll/,  
... the /sh/ /eep/ /p/:"

ONLY AVAILABLE FOR PRINTING

1. Point to the word **sat** in Part 2.
2. "You are going to trace the word **sat**. Say the sounds in **sat**." Point to each letter as the pupil says the sounds.
3. "Now take your pencil and trace the letters, say each sound as you trace it. Try to stay inside the white."

**Tracing exercise:**  
 NB: All workbook tracing must be done with a pencil.

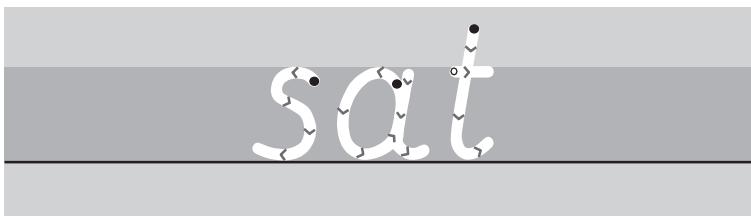
1. Point to the word **sat** in Part 1.
2. "This word is **sat**. I will point to the letters and say the sounds in **sat**—/s/ /a/ /t/. Use the cursor to show each sound as you say it.
3. "Now you say the sounds in **sat**." Point to each letter as the pupil says the sounds.
4. Cover the word. "Now say the sounds in **sat** again."

1. Lay out the tiles **s**, **a** and **t**.
2. "These letters are /s/, /a/ and /t/. Find the /t/ and trace it." Correct if necessary.
3. "Now find the /s/ and trace it. Now find the /a/...the /s/...the /t/...the /t/.../a/.../s/..."
4. "Now just point to the letter when I say the sound..."

**Multi-sensory exercise 3:**

Part 1.

Part 2.



**Letter search:**

1. Point to the **a** in Part 1.
2. "This letter makes the sound /a/. Circle every /a/ you can find."

**Multi-sensory tiles exercise 4:**

1. Lay out the tiles **s**, **a** and **t**.
2. "These letters make the word **sat**."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear:"
5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Writing letters from dictation:**

1. Point to Part 2.
2. "I will say the sound /s/, the sound /a/ or the sound /t/. Each time I say a sound, find the right letter and trace it."
3. "Now trace these letters:

/a/ /s/ /a/ /s/ /a/ /s/ /t/ /t/ /t/ /a/ /a/ /a/ /s/ /s/ /s/

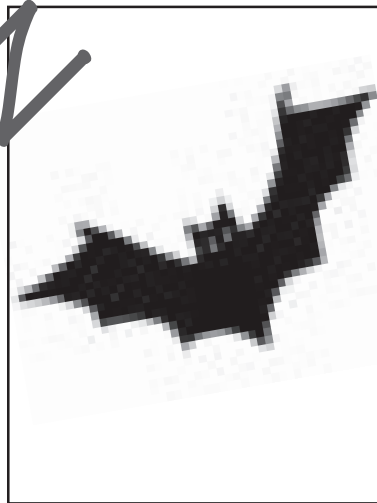
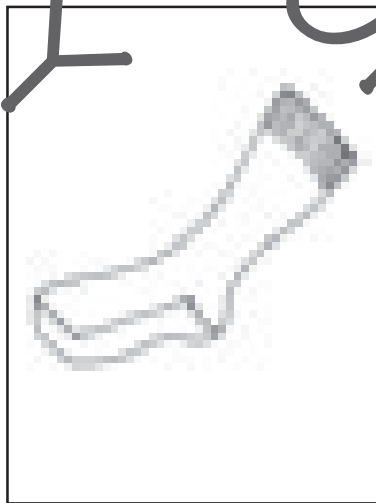
Part 1.

**a**

tabnasdakfa

Part 2.

ONLY FOR EVALUATION PURPOSES



**Oral blending:**

1. Here are pictures of a **can**, a **sock** and a **bat**. I am going to break the words up, and I want you to point to the right picture:  
 ... the /b/ /at/.  
 ... the /s/ /ock/, ... the /b/ /at/, ... the /c/ /an/.  
 ... the /b/ /a/ /... the /c/ /an/, ... the /s/ /ock/.
2. Point to the /s/ /ock/.  
 Point to the /c/ /an/.  
 ... the /b/ /at/.  
 ... the /s/ /ock/, ... the /b/ /at/, ... the /c/ /an/.  
 ... the /b/ /a/ /... the /s/ /ock/, ... the /c/ /an/, ... the /b/ /a/ /n/.
3. "Now we are going to make it a bit harder.  
 Can you point to the /b/ /a/ /t/?  
 Point to the /c/ /a/ /n/.  
 ... the /s/ /o/ /ck/.  
 ... the /b/ /a/ /t/, ... the /s/ /o/ /ck/, ... the /c/ /a/ /n/.  
 ... the /s/ /o/ /ck/, ... the /c/ /a/ /n/, ... the /b/ /a/ /t/."

**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **p**, **i** and **n**. Point to the first tile:  
 This letter makes the sound /p/. Put your finger by the dot and follow the arrows with your finger. Trace the /p/." Guide the pupil's finger in a smooth, quick movement, while saying /p/.
2. "Now trace the letter again, and say the sound /p/ as you trace it."  
 Guide the pupil's finger if necessary.
4. Repeat steps 2 and 3 with the **i** and **n**.

**Saying the sounds in a word:**

1. Point to the word **pin** in Part 1.
2. "This word is **pin**. I will point to the letters and say the sounds in **pin**—/p/ /i/ /n/."
  3. "Now you say the sounds in **pin**." Point to each letter as the pupil says the sounds.
  4. Cover the word. "Now say the sounds in **pin** again."

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **p**, **i** and **n**.
2. "These letters are /p/, /i/ and /n/. Point to /p/"
  3. "Now trace the /p/ and say the sound /p/ as you trace it." Guide the pupil's finger if necessary.
  4. Repeat for **i** and **n**.

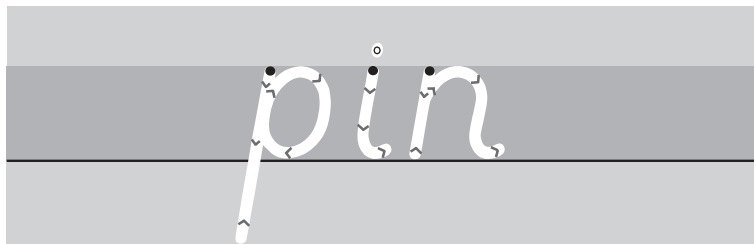
**Tracing exercise:**

1. Point to the word **pin** in Part 2.
2. "You are going to trace the word **pin**. Say the sounds in **pin**." Point to each letter as the pupil says the sounds.
3. "Now take your pencil and trace the letters, say each sound as you trace it. Try to stay inside the white."

Part 1.

pin

Part 2.



/i/ /d/ /n/  
 /i/ /n/ /d/  
 /d/ /i/ /n/

3. "Now trace these letters:

2. "I will say the sound /p/, the sound /i/ or the sound /n/. Each time I say a sound, find the right letter and trace it:"

1. Point to Part 2.

**Writing letters from dictation:**

5. "Can you hear the word? Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself."

4. "Now as I point to each letter, say the sound loud and clear:"

3. "Trace the first letter and say the sound." Repeat with the next two letters.

2. "These letters make the word pin."

1. Lay out the tiles, p, i and n.

**Multi-sensory tiles exercise 4:**

2. "This letter makes the sound /n/. Circle every /n/ you can find."

1. Point to the n in Part 1.

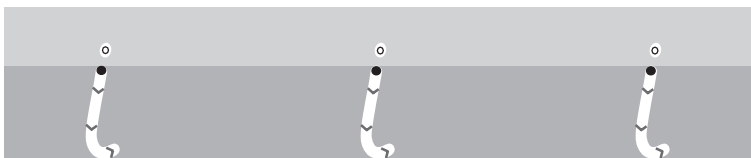
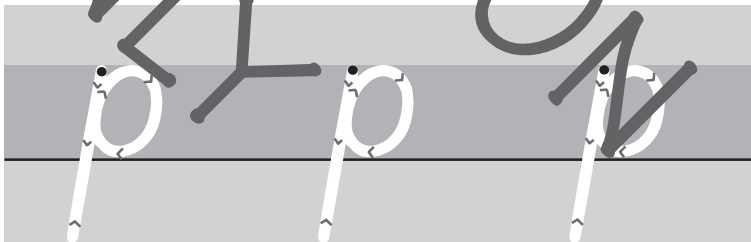
**Letter search:**

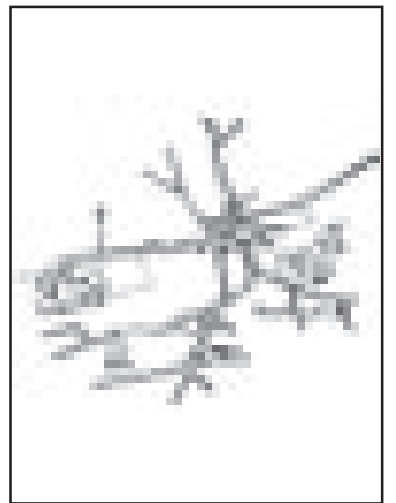
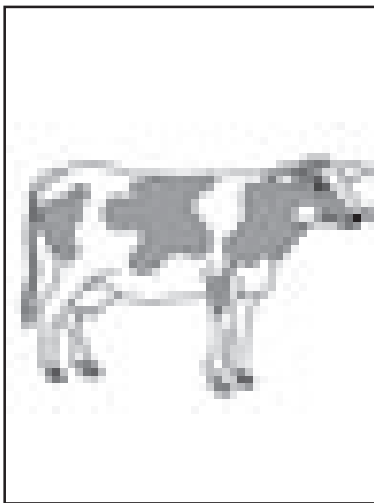
Part 1.



onikninfant

Part 2.





**Oral blending:**

1. "Here are pictures of a **jug**, a **cow** and a **map**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /j/ /ug/.

Point to the /c/ /ow/.

... the /m/ /ap/.

... the /j/ /ug/, ... the /m/ /ap/, ... the /c/ /ow/.

... the /m/ /ap/, ... the /c/ /ow/, ... the /j/ /ug/.2

3. "Now we are going to make it a bit harder.

Can you point to the /m/ /a/ /p/?

Point to the /c/ /ow/.

... the /j/ /u/ /g/.

... the /m/ /a/ /p/, ... the /j/ /u/ /g/, ... the /c/ /ow/.

... the /j/ /u/ /g/, ... the /c/ /ow/, ... the /m/ /a/ /p/."

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **n**, **i** and **p** :

2. "These letters are /n/, /i/ and /p/. Point to /n/"

Correct if necessary.

3. "Now trace the /n/ and say the sound /n/ as you trace it." Guide the pupil's finger if necessary.

4. Repeat for **i** and **p**.



*Otherwise, go back and repeat pages 30-34.  
If your pupil can do this without help, introduce the new flashcard.*

- 4. "Now just point to the letter when I say the sound...  
/i/.../n/.../p/.../i/.../p/.../n/..."
- 3. "Now find the /n/ and trace it. Now find the /i/...the  
/n/...the /p/...the /p/.../i/.../n/..."
- 2. "These letters are /n/, /i/ and /p/. Find the /p/ and trace it."  
*Correct if necessary.*

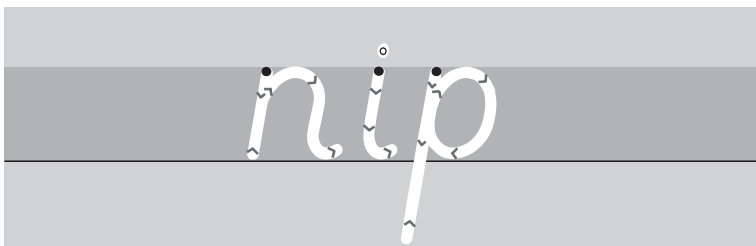
**Multi-sensory tiles exercise 2:**

- 1. Lay out the tiles **n, i** and **p**.
- 2. "You are going to trace the word **nip**. Say the sounds in **nip**." Point to each letter as the pupil says the sounds.
- 3. "Now take your pencil and trace the letters, say each sound as you trace it. Try to stay inside the white."
- 4. Cover the word. "Now say the sounds in **nip** again."
- 5. "Now you say the sounds in **nip**." Point to each letter as the pupil says the sounds.
- 6. "This word is **nip**. I will point to the letters and say the sounds in **nip**—/n/ /i/ /p/." Point to the word **nip** in Part 1.

NON-FLUENT WRITING

Part 1.

Part 2.



**Letter search:**  
 1. Point to the **i** in Part 1.  
 2. "This letter makes the sound /i/. Circle every /i/ you can find."

**Multi-sensory tiles exercise 4:**  
 1. Lay out the tiles **p, i** and **n**.  
 2. "These letters make the word **pin**."  
 3. "Trace the first letter and say the sound." Repeat with the next two letters.  
 4. "Now as I point to each letter, say the sound loud and clear."  
 5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Letter search:**  
 1. Point to the **t** in Part 2.  
 2. "This letter makes the sound /t/. Circle every /t/ you can find."

Part 1.

**i** gnikninlint

Part 2.

**t** btutpbstah

NON-PRINTING  
EVALUATION FOR  
ONLY

**Mastery Test 1.** The pupil must be able to say the sounds of the first six flashcards with no errors.

Any pupil who does not pass this test must go back to page 10. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

# Mastery Test

Learning words



You have mastered  
s a t p i n !





3. "Each time I say a sound, find the right letter and trace it."  
 2. "Now trace the letter again and say /c/."  
 1. "Point to Part 2."

Writing letters from dictation:  
 1. Point to Part 2.  
 2. "Each time I say a sound, find the right letter and trace it."

Letter search: Part 1

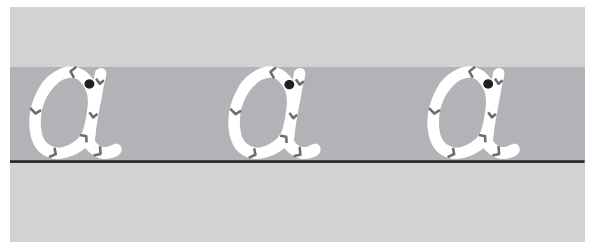
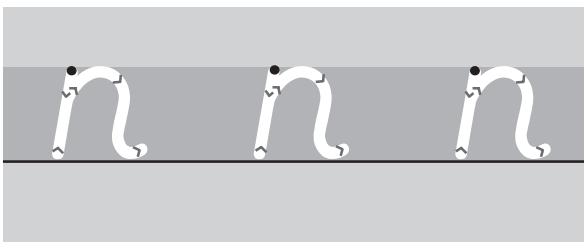
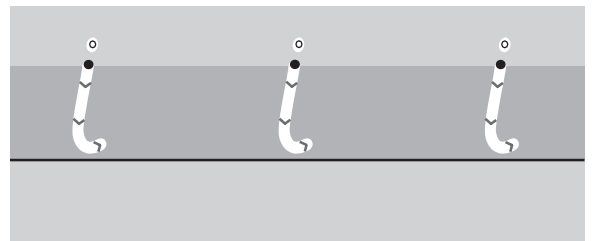
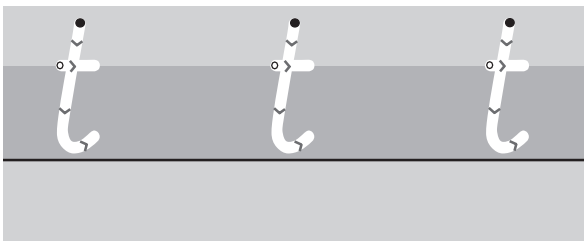
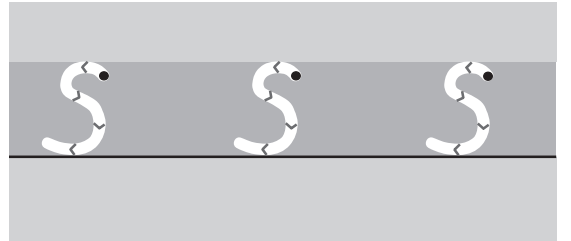
1. Lay out the tiles **c**, **o** and **h**. Point to the first tile:
2. "This letter makes the sound /c/. Trace the /c/."  
 Guide the pupil's finger while saying /c/.
3. "Now trace the letter again and say /c/."  
 Repeat for /o/ and /h/.

Part 1.



nchciclrcct

Part 2.



**Tracing exercise:**  
 1. Point to the first c in Part 2. "What sound?" Correct if necessary.  
 2. "Trace each /c/ with your pencil and say /c/. Stay inside the white."  
 Repeat for /o/ and /h/.

**Letter search: Part 1**

**Multi-sensory tiles exercise 2:**  
 1. Lay out the tiles c, o and h.  
 2. "These letters are /c/, /o/ and /h/."  
 3. "Point to /c/, now trace it and say the sound /c/."  
 Repeat for /o/ and /h/.

Part 1.

o

h

do kno lo bito  
 kn h k x i h l h t

Part 2.

c c c c c

o o o o o o

h h h h h h

**Saying the sounds in a word:**

1. Point to the word **cat** in Part 1.
2. "This word is **cat**. I'll say the sounds—/c/ /a/ /t/. Now you say the sounds in **cat**."
3. Cover the word. "Now say the sounds in **cat** again."  
Repeat for **top** and **hit**.
4. Cover all the words. "Say the sounds in **cat**."  
"Say the sounds in **top**."  
"Say the sounds in **hit**." Prompt if necessary.

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **c**, **o** and **h**.
2. "These letters are /c/, /o/ and /h/. Point to /c/." Correct if necessary.
3. "Now trace the /c/ and say the sound /c/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **o** and **h**.

**Letter search: Part 2**

Part 1.

cat top hit

Part 2.

i

nihluidirit

n

noiknosnitn

p

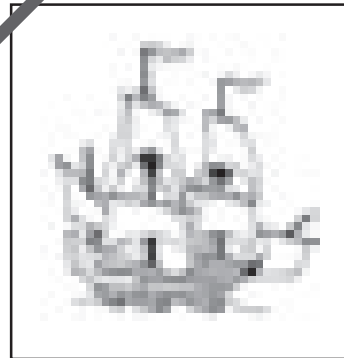
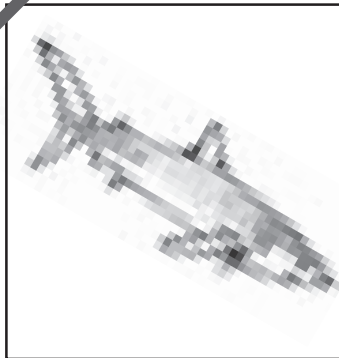
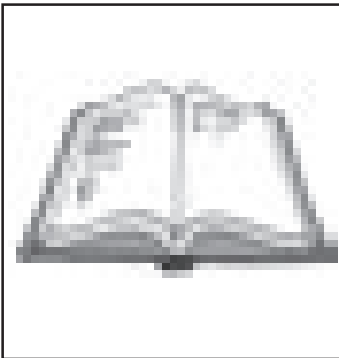
opspyipjnp

Oral blending:

1. "Here are pictures of a **book**, a **shark** and a **ship**. I am going to break the words up, and I want you to point to the right picture."
  2. "Point to the /b/ /ook/
    - ...the /sh/ /ark/
    - ...the /sh/ /ip/
    - ...the /sh/ /ark/
    - ...the /sh/ /ip/
    - ...the /b/ /ook/
    - ...the /sh/ /ip/
    - ...the /sh/ /ark/
    - ...the /b/ /ook/
  3. "Point to the /sh/ /i/ /p/
    - ...the /sh/ /ar/ /k/
    - ...the /b/ /oo/ /k/
    - ...the /sh/ /ar/ /k/
    - ...the /b/ /oo/ /k/
    - ...the /sh/ /ar/ /k/
    - ...the /b/ /oo/ /k/
    - ...the /sh/ /i/ /p/
    - ...the /b/ /oo/ /k/
    - ...the /sh/ /i/ /p/

NON-PRINTING EVALUATION ONLY

Part 1.



**Writing letters from dictation:**

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it."
 

/i/	/a/	/p/	/s/	/t/	/n/
/p/	/t/	/i/	/s/	/a/	/n/
/i/	/a/	/p/	/s/	/t/	/n/

**Saying the sounds in a word:**

1. Point to the word **can** in Part 2.
2. "This word is **can**. I'll say the sounds—/c/ /a/ /n/. Now you say the sounds in **can**."
3. Cover the word. "Now say the sounds in **can** again." Repeat for **hot** and **tip**.
4. Cover all the words. "Say the sounds in **can**." "Say the sounds in **hot**." "Say the sounds in **tip**." Prompt if necessary.

Part 1.

Tracing practice for letters: a, p, t, i, n, s. Each letter is shown three times on a three-line grid with directional arrows and a starting dot.

Part 2.

can hot tip

ONLY FOR PRINTING  
EVALUATION

Part 1.

Handwriting practice lines for lowercase letters c, o, and h. Each row contains five letters with numbered arrows indicating stroke direction. The letters are placed on a three-line grid (top, middle, bottom).


**Multi-sensory tiles exercise 3:**

1. Lay out the tiles **c**, **o** and **h**:

2. "These letters are /c/, /o/ and /h/. Trace the letters: /o/ /c/ /h/ /o/ /h/ /c/ /h/ /o/ /c/:"

3. "Point to the letters:

/c/ /h/ /o/ /h/ /o/ /c/ /h/ /o/ /c/ /o/:"

 If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 39-41.

**Tracing exercise 2:**

1. Point to the first **c** in Part 1. "What sound?" Correct if necessary.

2. "Trace each /c/ with your pencil and say /c/. Stay inside the white." Repeat for /o/ and /h/.

**Transfer of oral blending to print—how to use the 'Bearly**

**Reading' pages:**

**First—** Pupils trace letters at the top of the page with a pencil, saying sounds as they write them.


**Second—** You say the sounds in 'sat' as you move the cursor. Then you ask, "What word?"

Oral *sat* trace *sat* read *sat*



**Third—** The pupil traces the word with a pencil, saying the sounds. Again, you ask "What word?"

Oral *sat* trace *sat* read *sat*

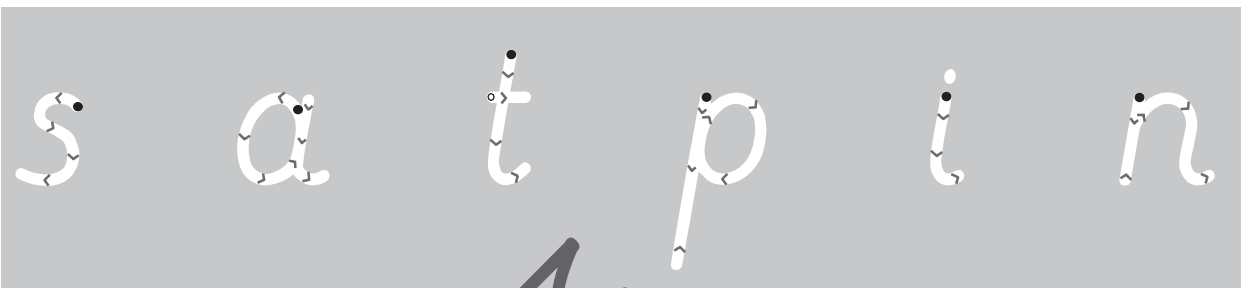


**Fourth—** You move the cursor and ask the pupil to say the sounds himself. Once more, you ask "What word?"

Oral *sat* trace *sat* read *sat*



This is virtually fool-proof—but it's still a big deal, the child has read his (or her) first word! Congratulations are in order! Repeat this procedure with the next three words on the page.



Oral

trace

read

sat



sat



pin



pin



tap



tap



sit



sit

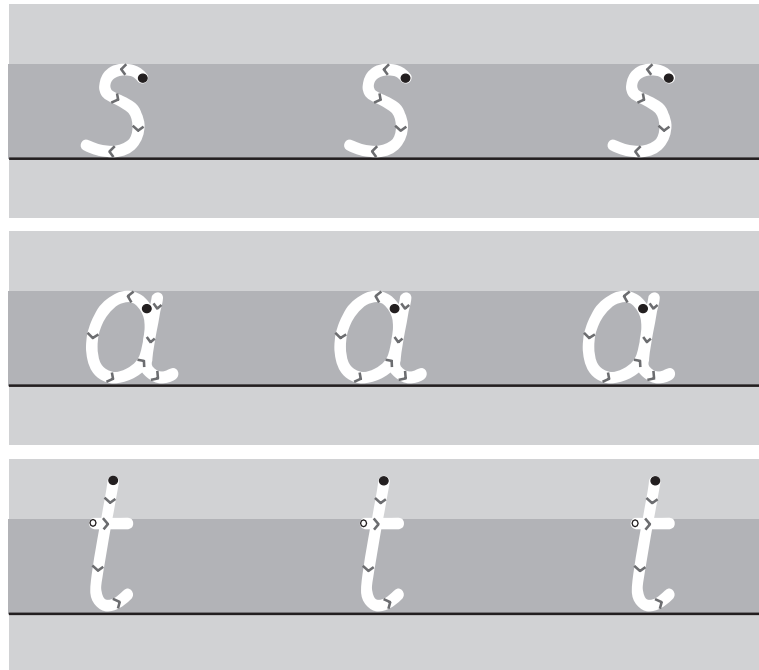


1. Lay out the tiles **c, a** and **t**.
  2. "These letters make the word **cat**."
  3. "Trace the first letter and say the sound." Repeat for the next two letters.
  4. "Now as I point to each letter, say the sound loud and clear."
  5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.
- Multi-sensory tiles exercise 4:**

1. Point to Part 1.
  2. "Each time I say a sound, find the right letter and trace it:"  
/s/ /a/ /t/ /s/ /a/ /t/ /s/ /t/ /t/
- Writing letters from dictation:**

1. Lay out the tiles **c, o** and **h**.
  2. "These letters are /c/, /o/ and /h/. Trace the letters: /c/ /h/ /o/ /o/ /c/ /h/ /o/ /h/ /c/."
  3. "Point to the letters: /o/ /c/ /h/ /c/ /h/ /o/ /h/ /c/ /o/
- Multi-sensory tiles exercise 3:**

Part 1.



Letter search: Part 1

Saying the sounds in a word:

1. Point to the word **tip** in Part 2.
2. "This word is **tip**. I'll say the sounds—/t/ /i/ /p/. Now you say the sounds in **tip**."
3. Cover the word. "Now say the sounds in **tip** again."  
Repeat for **pan** and **hop**.
4. Cover all the words. "Say the sounds in **tip**."  
"Say the sounds in **pan**."  
"Say the sounds in **hop**." Prompt if necessary.

Part 1.

t

istchtitlbt

s

psiksolsstng

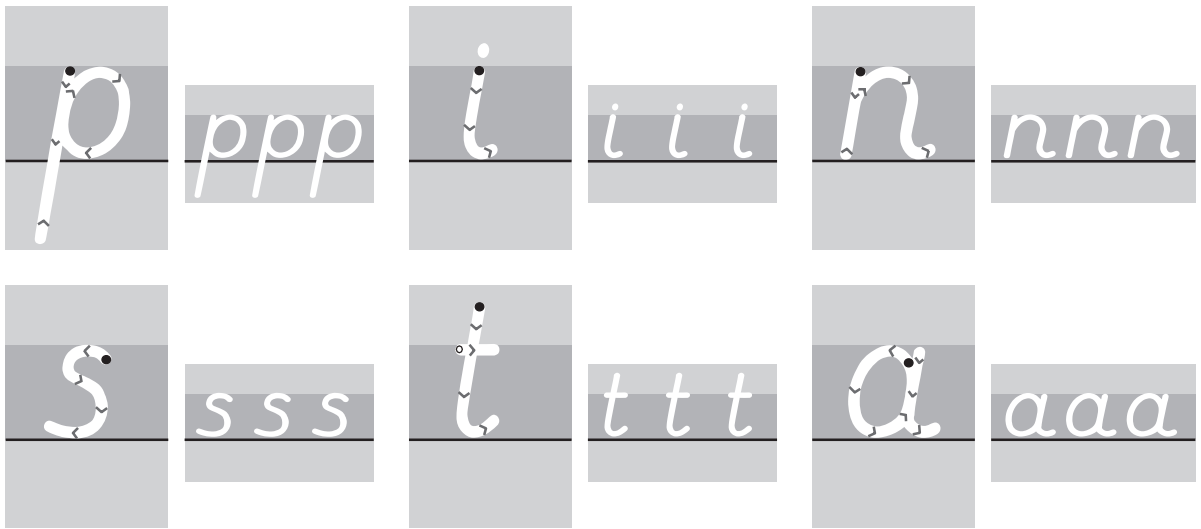
a

anukailaha

Part 2.

tip pan hop

Part 1.



- Multi-sensory tiles exercise 4:**
1. Lay out the tiles **t**, **o** and **p**.
  2. "These letters make the word **top**."
  3. "Trace the first letter and say the sound." Repeat for the next two letters.
  4. "Now as I point to each letter, say the sound loud and clear."
  5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

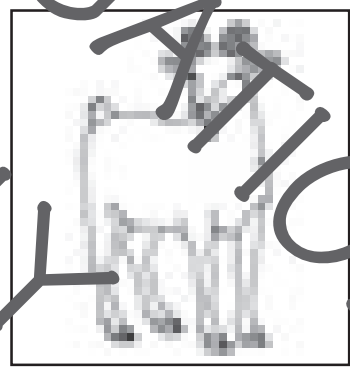
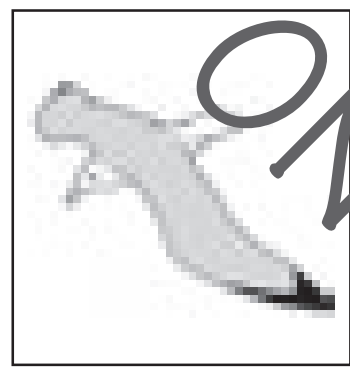
**Tracing exercise:**

1. Point to Part 1.
2. "Trace all the letters and say the sounds. Stay inside the white." (The purpose of this exercise is to ensure that the pupil forms letters correctly without the dot and arrows. If the pupil does not do this, correct immediately.)

**Multi-sensory tiles exercise 5:**

1. Lay out the tiles **c**, **a** and **t**.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

# NON-PRINTING EVALUATION FOR



**Oral blending:**

1. "Here are pictures of a **gull**, a **goat** and a **girl**. I am going to break the words up, and I want you to point to the right picture."
  - ...the /g/ /oat/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /oat/ /t/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /ir/ /l/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /oat/ /t/
2. "Point to the /g/ /u/ /ll/."
  - ...the /g/ /oat/
  - ...the /g/ /ir/ /l/
  - ...the /g/ /oat/
  - ...the /g/ /ir/ /l/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /ir/ /l/
  - ...the /g/ /oat/
3. "Point to the /g/ /ir/ /l/."
  - ...the /g/ /oat/ /t/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /oat/ /t/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /ir/ /l/
  - ...the /g/ /u/ /ll/
  - ...the /g/ /oat/ /t/

**Writing letters from dictation:**

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it."

/i/	/a/	/p/	/s/	/t/	/n/
/p/	/t/	/i/	/s/	/a/	/n/
/i/	/a/	/p/	/s/	/t/	/n/

**Saying the sounds in a word:**

1. Point to the word **tip** in Part 2.
2. "This word is **tip**. I'll say the sounds—/t/ /i/ /p/. Now you say the sounds in **tip**."
3. Cover the word. "Now say the sounds in **tip** again!"  
Repeat for **hop** and **sip**.
4. Cover all the words. "Say the sounds in **tip**."  
"Say the sounds in **hop**."  
"Say the sounds in **sip**." Prompt if necessary.

Part 1.

Tracing practice for the letters i, p, a, t, and s. Each letter is shown three times on a three-line grid with numbered arrows indicating stroke order.

Part 2.

*tip hop sip*

2. "Trace all the letters and say the sounds. Stay inside the white."  
(The purpose of this exercise is to ensure that the pupil forms letters correctly without the dot and arrows. If the pupil does not do this, correct immediately.)

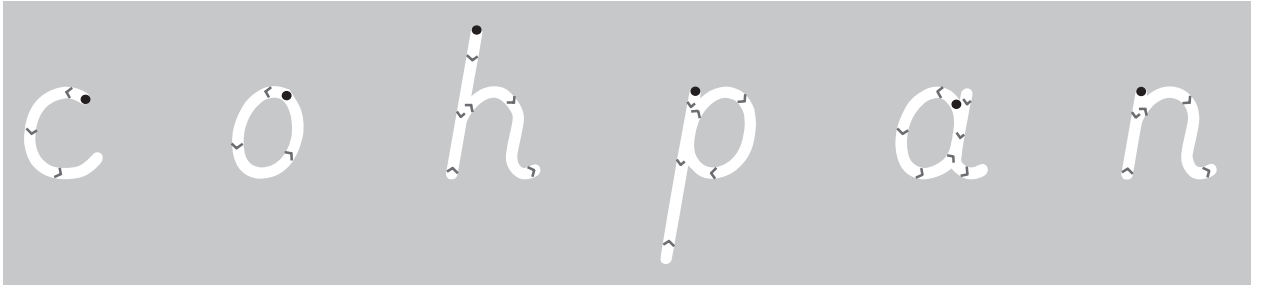
Tracing exercise:  
1. Point to Part 1.

Part 1.

Tracing exercise for letters s, t, a, p, n, i. Each letter is shown in a box with a dot and arrow indicating the starting point and direction of the stroke. Next to each letter are three examples of the letter written on a three-line grid.

Part 2.

Word recognition exercise. The letters a, s, and t are circled on the left. To the right, the words "ksana slaha", "satpshsins", and "itstctpitlbc" are written in a cursive font, with the circled letters highlighted in each word.



Oral

*cat*

trace



read

*cat*



*top*



*top*



*hot*



*hot*



*pan*



*pan*



2. "Each time I say a sound, find the right letter and trace it."  
 /s/ /a/ /a/  
 /s/ /a/ /t/  
 /t/ /s/ /t/

**Writing letters from dictation:**

1. Point to Part 2.

**Letter search: Part 1**

1. Lay out the cards **t**, **o** and **p**.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say "the sound yourself."

**Multi-sensory tiles exercise 5:**

Part 1.



int n t n t n c t n

Part 2.

**Saying the sounds in a word:**

1. Point to the word **top** in Part 1.
2. "This word is **top**. I'll say the sounds—/t/ /o/ /p/. Now you say the sounds in **top**."
3. Cover the word. "Now say the sounds in **top** again."  
Repeat for **hip** and **sap**.
4. Cover all the words. "Say the sounds in **hip**."  
"Say the sounds in **sap**." Prompt if necessary.



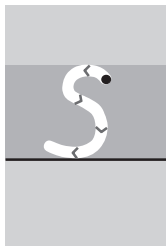

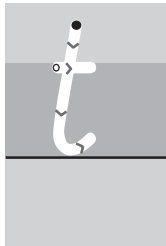

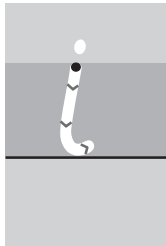

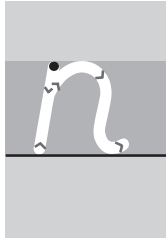

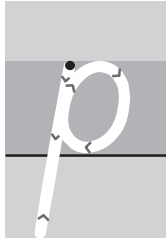

**Tracing exercise:**

1. Point to Part 2.
2. "Trace the large /a/, following the arrows."
3. "Next trace the small /a/, now write your own /a/ in the blank. Try to make it exactly the same as the one you traced."  
Repeat for **s**, **t**, **i**, **n** and **p**.

Part 1.

*top hip sap*

Part 2.

NON-PRINTING  
EVALUATION FOR  
FILE NO

**Mastery Test 2.** The pupil must be able to say the sounds of the first nine flashcards with no errors.

Any pupil who does not pass this test must go back to page 39. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.  
If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

# Mastery Test



You have mastered  
satpincoh !





**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **g**, **r** and **e**. Point to the first tile:
2. "This letter makes the sound /g/. Trace the /g/." Guide the pupil's finger while saying /g/.
3. "Now trace the letter again and say /g/." Repeat for /r/ and /e/.

**Letter search: Part 1**

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **g**, **r** and **e**:
2. "These letters are /g/, /r/ and /e/."
3. "Point to /g/, now trace it and say the sound /g/." Repeat for /r/ and /e/.

**Saying the sounds in a word:**

1. Point to the word **pig** in Part 2.
2. "This word is **pig**. I'll say the sounds—/p/ /i/ /g/. Now you say the sounds in **pig**."
3. Cover the word. "Now say the sounds in **pig** again." Repeat for **rap** and **pet**.
4. Cover all the words. "Say the sounds in **pig**." "Say the sounds in **rap**." "Say the sounds in **pet**." Prompt if necessary.

Part 1.

g n g h g i g l r g c t  
 p s i k p o p s s t p

Part 2.

pig rap pet

Letter search: Part 2

2. "Each time I say a sound, find the right letter and trace it!"
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| /p/ | /h/ | /c/ | /d/ | /o/ | /n/ |
| /i/ | /o/ | /h/ | /n/ | /p/ | /n/ |
| /d/ | /h/ | /c/ | /i/ | /o/ | /n/ |

Writing letters from dictation:  
1. Point to Part 1.

Part 1.

Part 2.

r

pr is n r l r i t r

e

e n e k x i e l e t

**Tracing exercise:**

1. Point to the first **g** in Part 1. "What sound?" Correct if necessary.
2. "Trace each /g/ with your pencil and say /g/. Stay inside the white."  
Repeat for /r/ and /e/.

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **g**, **r** and **e**:
2. "These letters are /g/, /r/ and /e/. Point to /g/"  
Correct if necessary.
3. "Now trace the /g/ and say the sound /g/ as you trace it." Guide the pupil's finger if necessary.
4. Repeat for **r** and **e**.

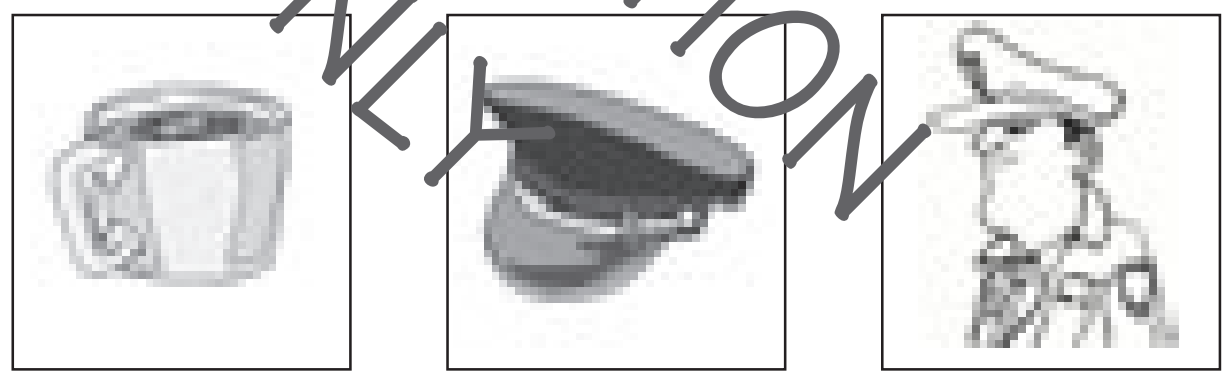
**Letter search: Part 2**

Part 1.

Part 2.

© chlu dcrct

# NON-FILLER PRINTING EVALUATION



### On blending:

1. There are pictures of a **cup**, a **cap**, and a **cop**. I am going to break the words up, and I want you to point to the right picture:

- 2. "Point to the /c/ /up/"  
...the /c/ /ap/  
...the /c/ /ap/  
...the /c/ /op/  
...the /c/ /ap/  
...the /c/ /op/  
...the /c/ /up/  
...the /c/ /op/  
...the /c/ /ap/

- 3. "Point to the /c/ /o/ /p/"  
...the /c/ /a/ /p/  
...the /c/ /a/ /p/  
...the /c/ /u/ /p/  
...the /c/ /a/ /p/  
...the /c/ /u/ /p/  
...the /c/ /o/ /p/  
...the /c/ /u/ /p/  
...the /c/ /a/ /p/  
...the /c/ /o/ /p/

**Letter search: Part 1**

**Multi-sensory tiles exercise 3:**  
 1. Lay out the tiles *c*, *o* and *h*:  
 2. "These letters are /c/, /o/ and /h/. Trace the letters:  
 /o/ /c/ /h/ /o/ /h/ /c/ /h/ /o/ /c/:"  
 3. "Point to the letters:  
 /c/ /h/ /o/ /h/ /o/ /c/ /h/ /c/ /o/ /o/

**Writing letters from dictation:**  
 1. Point to Part 2.  
 2. "Each time I say a sound, find the right letter and trace it:"

/p/	/o/	/c/	/n/	/o/	/d/
/o/	/c/	/d/	/h/	/c/	/h/
/c/	/d/	/o/	/i/	/p/	/n/

Part 1.

*h*    *nhihnohnht*

*o*    *opsyiojno*

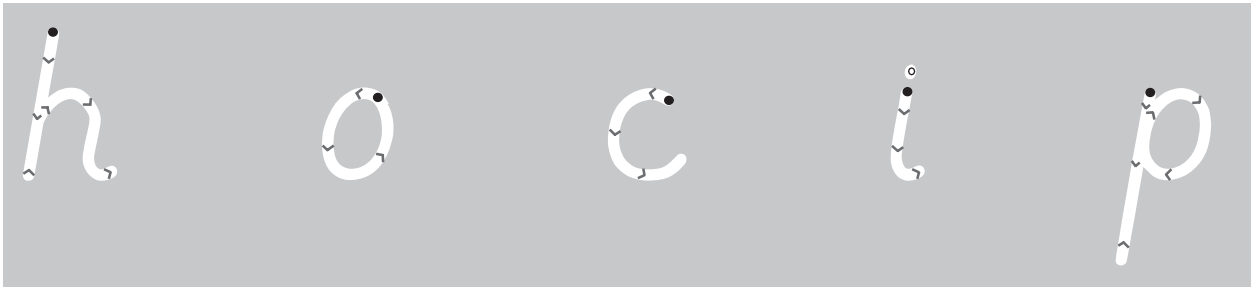
Part 2.


- Saying the sounds in a word:**
1. Point to the word **peg** in Part 1.
  2. "This word is **peg**. I'll say the sounds—/p/ /e/ /g/. Now you say the sounds in **peg**."
  3. Cover the word. "Now say the sounds in **peg** again." Repeat for **rot** and **get**.
  4. Cover all the words. "Say the sounds in **peg**." "Say the sounds in **rot**." "Say the sounds in **get**." Prompt if necessary.
- Tracing exercise:**
1. Point to the first **g** in Part 2. "What sound?" Correct if necessary.
  2. "Trace each /g/ with your pencil and say /g/. Stay inside the white." Repeat for /r/ and /e/.

Part 1.

peg rot get

Part 2.



Oral  
*hat*

trace  
*hat*

read  
*hat*



*tip*

*tip*

*tip*



*cap*

*cap*

*cap*



*pot*

*pot*

*pot*





**Letter search: Part 1**

**Saying the sounds in a word:**

1. Point to the word **got** in Part 2.
2. "This word is **got**. I'll say the sounds—/g/ /o/ /t/. Now you say the sounds in **got**."
3. Cover the word. "Now say the sounds in **got** again."  
Repeat for **rip** and **ten**.
4. Cover all the words. "Say the sounds in **got**."  
"Say the sounds in **rip**."  
"Say the sounds in **ten**." Prompt if necessary.

Part 1.

i

istcitithirct

n

snihsnisntn

p

gnppsipcnp

Part 2.

got rip ten

Letter search: Part 2

5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.
4. "Now as I point to each letter, say the sound loud and clear."
3. "Trace the first letter and say the sound."
2. "These letters make the word pig. Repeat for the next two letters."
1. Lay out the tiles *p, i* and *g*.

- Multi-sensory tiles exercise:**
1. Point to Part 1.
  2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

Part 2.

*i*

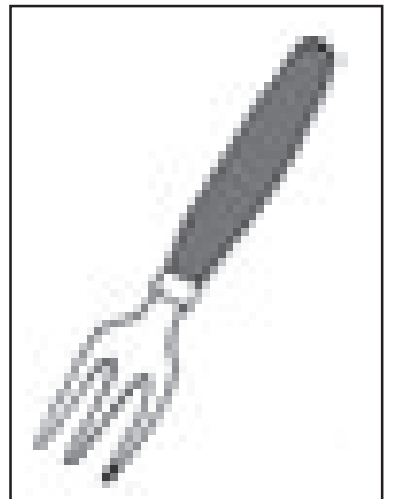
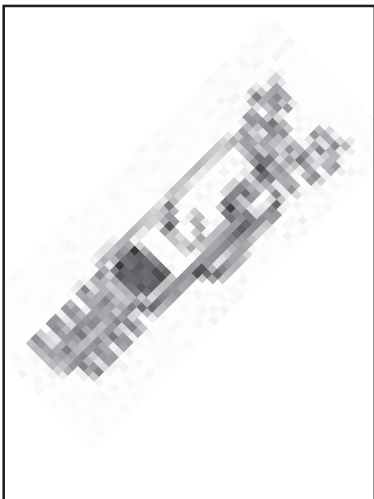
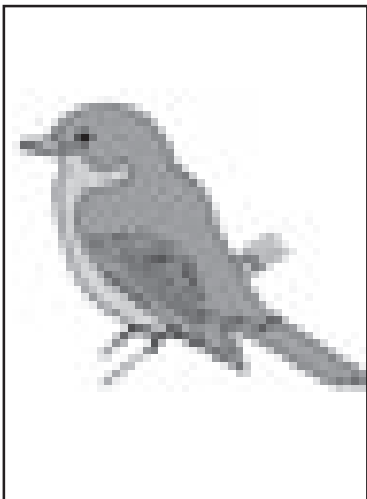
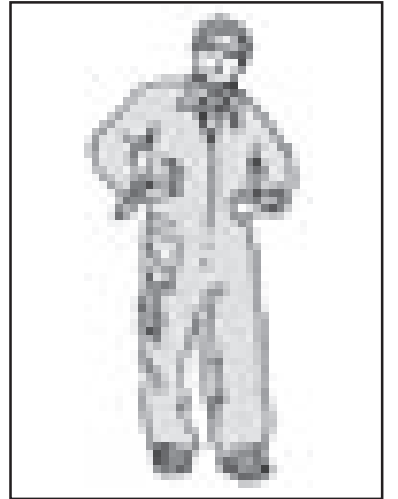
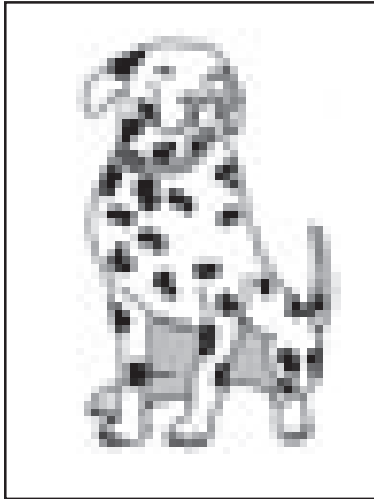
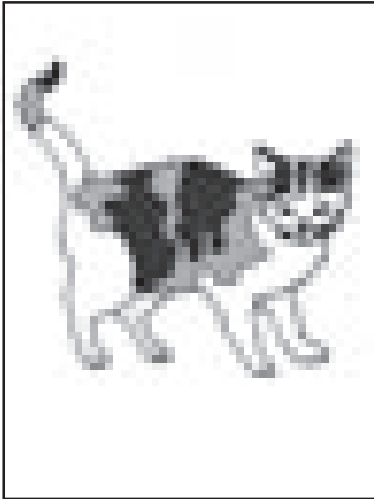
anikailihai

*c*

snchscicntc

**Oral blending:**  
 1. "Here are pictures of a **cat**, a **dog**, a **man**, a **bird**, a **fork** and a **zip**. Point to the..."

- |    |           |              |              |              |
|----|-----------|--------------|--------------|--------------|
| 3. | /c/ a/ t/ | /m/ a/ n/    | /f/ or/ k/   | /d/ o/ g/    |
|    | /d/ o/ g/ | /f/ or/ k/   | /z/ i/ p/    | /b/ i/ r/ d/ |
|    | /c/ a/ t/ | /m/ a/ n/    | /z/ i/ p/    | /b/ i/ r/ d/ |
| 2. | /d/ o/ g/ | /f/ or/ k/   | /z/ i/ p/    | /d/ o/ g/    |
|    | /z/ i/ p/ | /b/ i/ r/ d/ | /m/ an/      | /f/ or/ k/   |
|    | /d/ o/ g/ | /z/ i/ p/    | /b/ i/ r/ d/ | /c/ a/ t/    |
|    | /d/ o/ g/ | /f/ or/ k/   | /c/ a/ t/    | /m/ an/      |



2. "Each time I say a sound, find the right letter and trace it."
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| /a/ | /p/ | /t/ | /n/ | /s/ | /i/ |
| /n/ | /s/ | /a/ | /i/ | /t/ | /p/ |
| /t/ | /n/ | /s/ | /p/ | /a/ | /i/ |

**Writing letters from dictation:**

1. Point to Part 1.  
 cannot hear the word, say the sounds yourself.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.
3. "Trace the first letter and say the sound."  
 Repeat with the next two letters.
2. "Let's see if we can read this word."

**Multi-sensory tiles exercise 5:**

1. Lay out the tiles p, t and g.

Letter search: Part 1

Part 1.



Part 2.


Letter search: Part 3

2. "Trace all the letters and say the sounds. Stay inside the white."

1. Point to Part 2.

Tracing exercise:

"Say the sounds in **rig**." Prompt if necessary.

"Say the sounds in **hen**."

4. Cover all the words. "Say the sounds in **gap**."

Repeat for **hen** and **rig**.

3. Cover the word. "Now say the sounds in **gap** again."

the sounds in **gap**."

2. "This word is **gap**. I'll say the sounds—/g/ /a/ /p/. Now you say

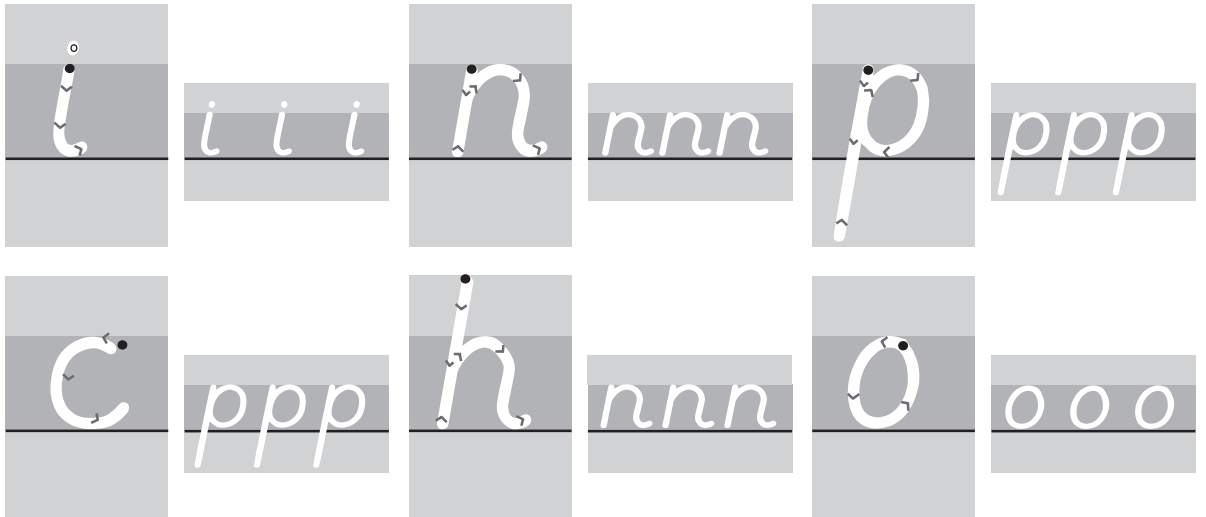
1. Point to the word **gap** in Part 1.

Saying the sounds in a word:

Part 1.

gap hen rig

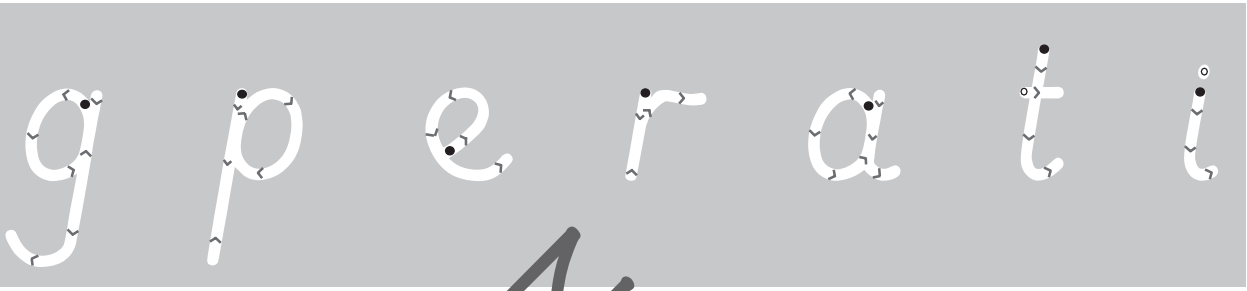
Part 2.



Part 3.

t

gthcitrictnt



Oral

trace

read

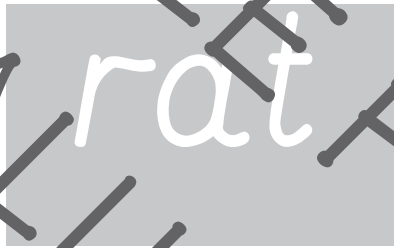
get



get



rat



rat



rip



rip



pig



pig



**Multi-sensory tiles exercise 5:**

1. Lay out the tiles **g**, **e** and **t**.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

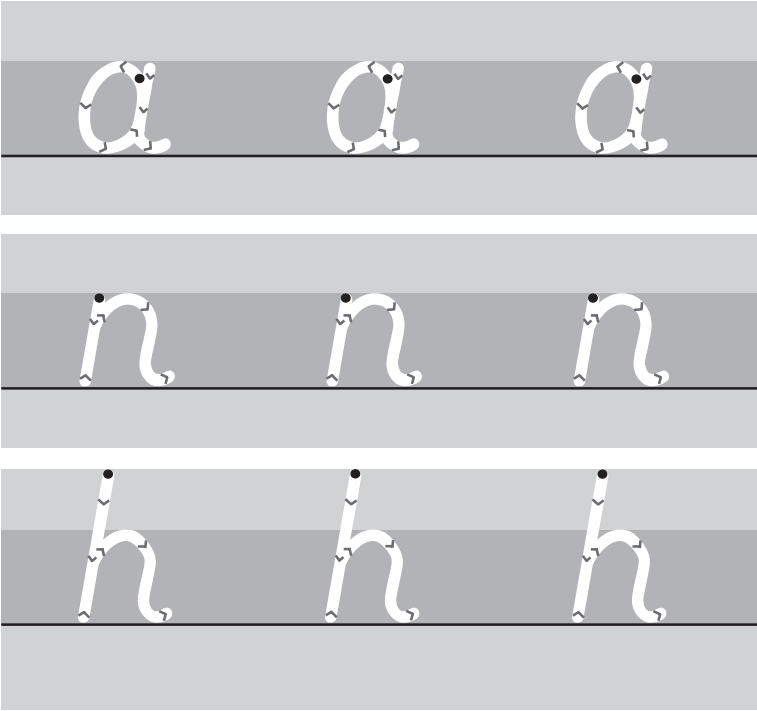
**Writing letters from dictation:**

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it."

Letter search: Part 2

/h/	/a/	/h/	/a/	/h/	/a/
/h/	/a/	/h/	/a/	/h/	/a/

Part 1.



Part 2.

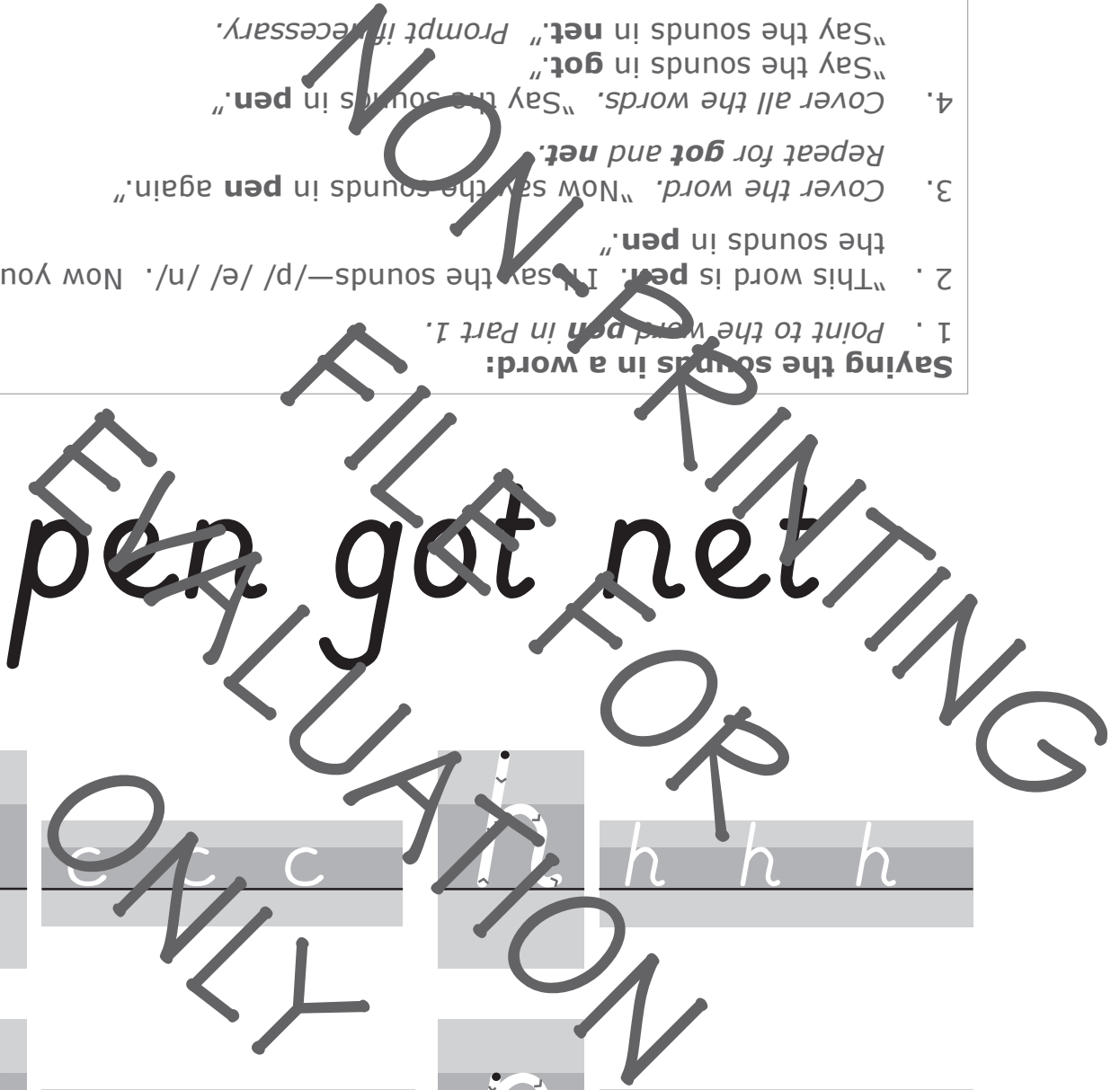


*isticftitlbict*

1. Point to Part 2.
  2. "Trace the large /c/, following the arrows."
  3. "Next trace the small /c/, now write your own /c/ in the blank. Try to make it exactly the same as the one you traced."
- Tracing exercise:**

1. Point to the word **pen** in Part 1.
2. "This word is **pen**. I'll say the sounds—/p/ /e/ /n/. Now you say the sounds in **pen**."
3. Cover the word. "Now say the sounds in **pen** again."
4. Repeat for **got** and **net**.
5. Cover all the words. "Say the sounds in **pen**." "Say the sounds in **got**." "Say the sounds in **net**." Prompt if necessary.

Part 1.



Part 2.


# Mastery Test

Any pupil who does not pass this test must go back to page 59. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 3:

The pupil must be able to say the sounds of the first twelve flashcards with no errors.



You have mastered  
s a t p i n  
c o h g r e !



**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **d, m** and **u**. Point to the first tile:
2. "This letter makes the sound /d/. Trace the /d/:"
3. "Now trace the letter again and say /d/:" Repeat for /m/ and /u/.

**Letter search: Part 1**

1. Lay out the tiles **d, m** and **u**:
2. "These letters are /d/, /m/ and /u/:"
3. "Point to /d/, now trace it and say the sound /d/:" Repeat for /m/ and /u/.

**Saying the sounds in a word:**

1. Point to the word **sad** in Part 2.
2. "This word is **sad**. I'll say the sounds—/s/ /a/ /d/. Now you say the sounds in **sad**:"
3. Cover the word. "Now say the sounds in **sad** again:" Repeat for **tug** and **him**.
4. Cover all the words. "Say the sounds in **sad**." "Say the sounds in **tug**." "Say the sounds in **him**." Prompt if necessary.

Part 1.

**d**      n d h g i d l m d c d

**m**      p m i s n m h m i m

Part 2.

sad      tug      him

Letter search: Part 2

2. "Each time I say a sound, find the right letter and trace it."

Writing letters from dictation:  
1. Point to Part 1.

Part 1.

Part 2.

u

uhhukmiulut

s

psiksojsnstn

h

hnukhihya

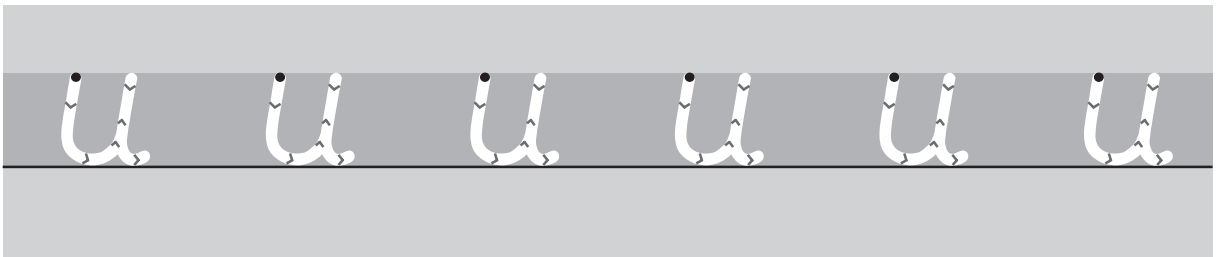
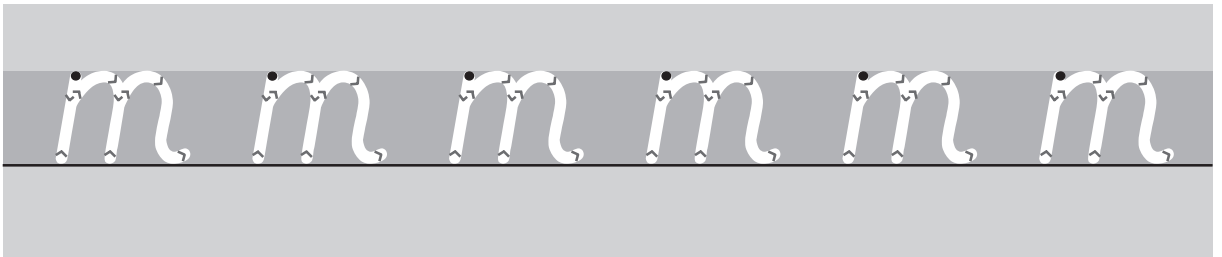
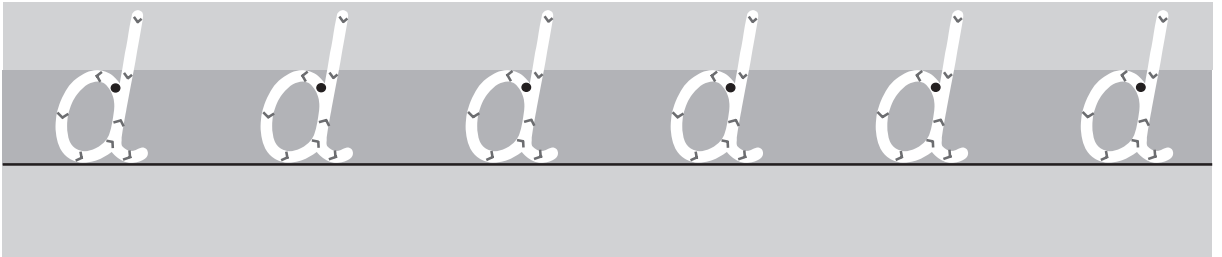
3. "Now trace the /d/ and say the sound /d/ as you trace it." Guide the pupil's finger if necessary. Repeat for **m** and **u**.
2. "These letters are /d/, /m/ and /u/. Point to /d/." Correct if necessary.
1. Lay out the tiles **d**, **m** and **u**:

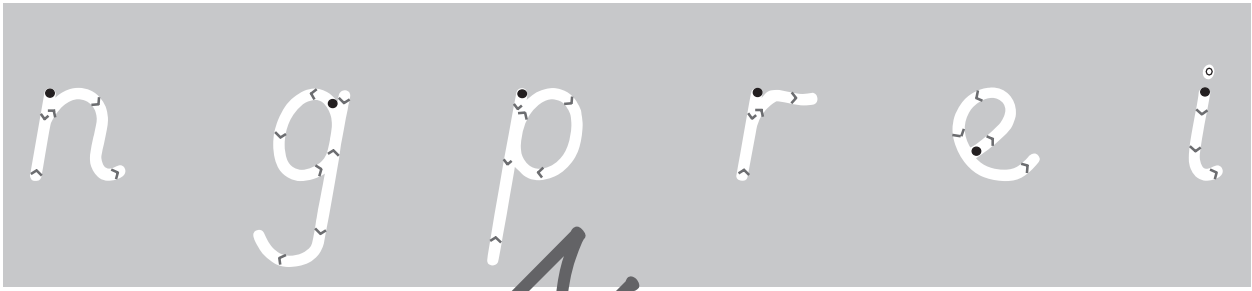
**Multi-sensory tiles exercise 2:**

2. "Trace each /d/ and say /d/. Stay inside the white." Repeat for /m/ and /u/.
1. Point to the first **d** in Part 1. "What sound?" Correct if necessary.

**Tracing exercise:**

Part 1.





Oral

Trace

read

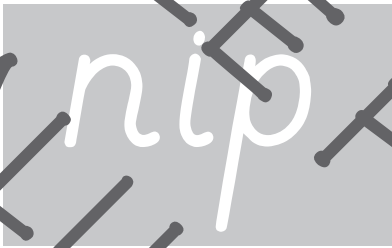
rag



rag



nip



nip



pet



pet



gas



gas





Letter search: Part 2

3. "Point to the letters:  
/d/ /u/ /m/ /u/ /m/ /d/ /u/ /d/ /m/ /m/
2. "These letters are /d/, /m/ and /u/. Trace the letters:  
/m/ /d/ /u/ /m/ /u/ /d/ /u/ /m/ /d/."
1. Lay out the tiles **d**, **m** and **u**:

Multi-sensory tiles exercise 3:

/d/	/c/	/g/	/e/	/s/	/r/
/p/	/l/	/n/	/l/	/g/	/r/
/s/	/e/	/s/	/r/	/p/	/e/
/c/	/g/	/s/	/r/	/p/	/e/

2. "Each time I say a sound, find the right letter and trace it."

Writing letters from dictation:

Part 1.

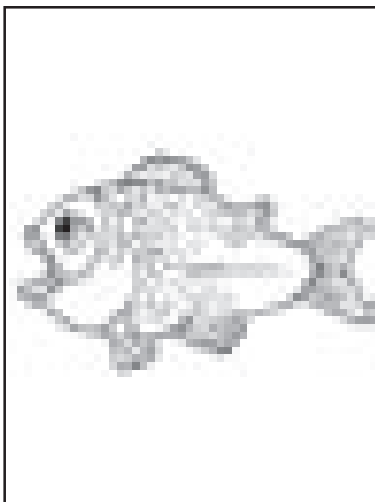
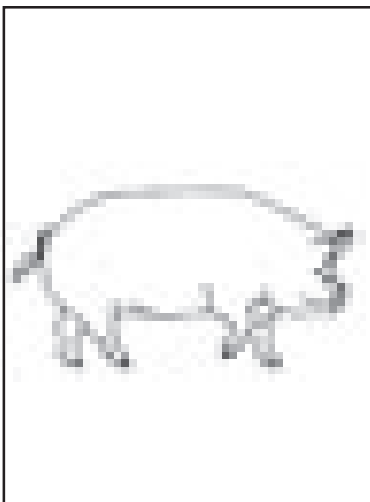
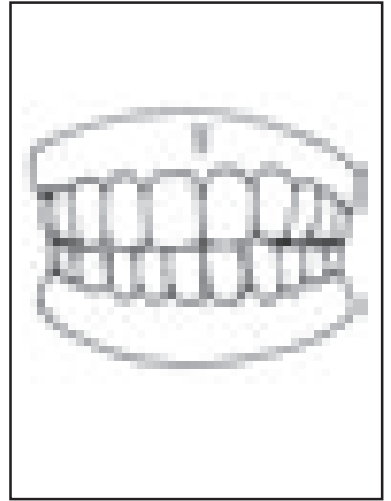
Part 2.

**h**

hstchithirht

**c**

scnchscilcta



**Oral blending:**  
 1. "Here are pictures of a **car**, a **lock**, some **teeth**, a **pig**, a **fish** and a **bug**. Point to the..."

2. /l/ lock/ /b/ ug/ /l/ lock/ /p/ ig/ /t/ ish/ /c/ ar/ /t/ eeth/ /p/ ig/ /t/ eeth/ /c/ ar/ /p/ /g/ /b/ /ug/ /b/ /ug/ /p/ /ig/ /t/ /eeth/ /c/ /ar/ /p/ /i/ /g/ /d/ /i/ /g/ /p/ /i/ /g/ /l/ /o/ /ck/ /c/ /ar/ /t/ /ee/ /th/ /t/ /ee/ /th/ /f/ /i/ /sh/ /b/ /u/ /g/ /f/ /i/ /sh/ /b/ /u/ /g/ /p/ /i/ /g/ /l/ /o/ /ck/ /c/ /ar/

- Tracing exercise**
1. Point to the first **d** in Part 1. "What sound?" Correct if necessary. Repeat for /m/ and /u/.
  2. "Trace each /d/ and say /d/. Stay inside the white." Repeat for /m/ and /u/.

- Saying the sounds in a word**
1. Point to the word **gum** in Part 2.
  2. "This word is **gum**. I'll say the sounds—/g/ /u/ /m/. Now you say the sounds in **gum**."
  3. Cover the word. "Now say the sounds in **gum** again." Repeat for **mop** and **did**.correct immediately.)
  4. Cover all the words. "Say the sounds in **gum**." "Say the sounds in **mop**." "Say the sounds in **did**." Prompt if necessary.

Part 1.



Part 2.

gum mop did

**Letter search: Part 1**

**Multi-sensory tiles exercise 4:**

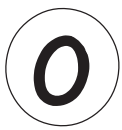
1. Lay out the tiles **r**, **e** and **d**.
2. "These letters make the word **red**."
3. "Trace the first letter and say the sound."  
*Repeat for the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

**Writing letters from dictation:**

1. Point to Part 2.
2. "Each time I say a sound, find the right letter and trace it."

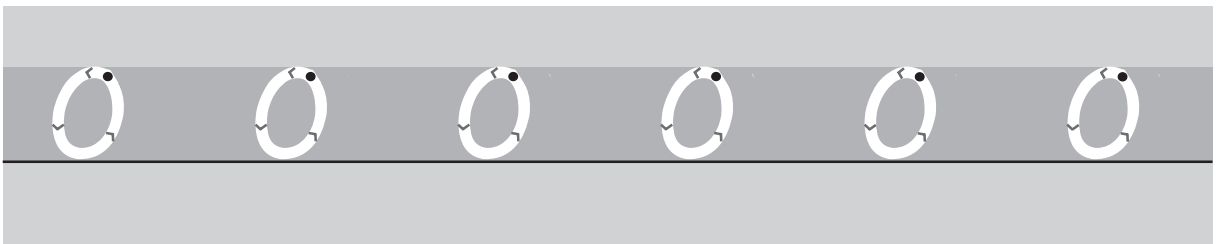
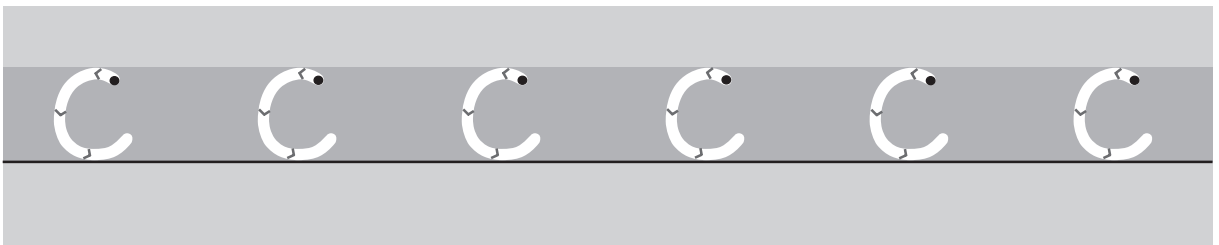
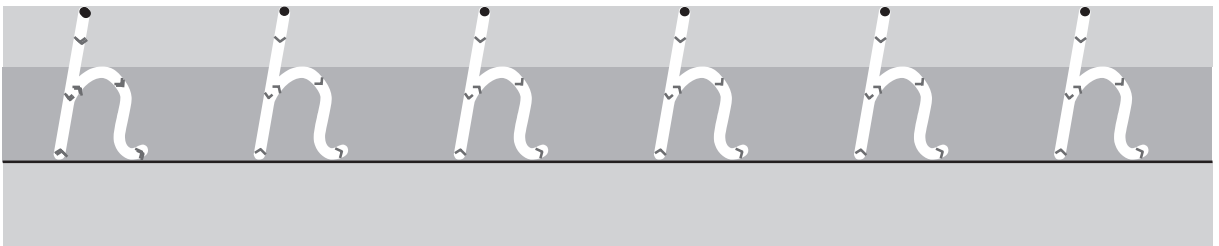
/o/	/h/	/o/	/c/	/h/	/c/
/o/	/h/	/c/	/h/	/c/	/o/
/h/	/o/	/c/	/o/	/h/	/c/

Part 1.



hotcoitrot

Part 2.



Letter search: Part 2

2. "Trace all the letters and say the sounds. Stay inside the white."

1. Point to Part 1.

Tracing exercise:

5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

4. "Now as I point to each letter, say the sound loud and clear."

3. "Trace the first letter and say the sound." Repeat for the next two letters.

2. "These letters make the word mud."

1. Lay out the letters **m u** and **d**.

Multi-sensory tracing exercise 4:

Part 1.

Tracing practice for letters e, g, r, o, c, h. Each letter is shown in a box with a stroke order guide, followed by a row of boxes containing multiple instances of the letter for tracing.

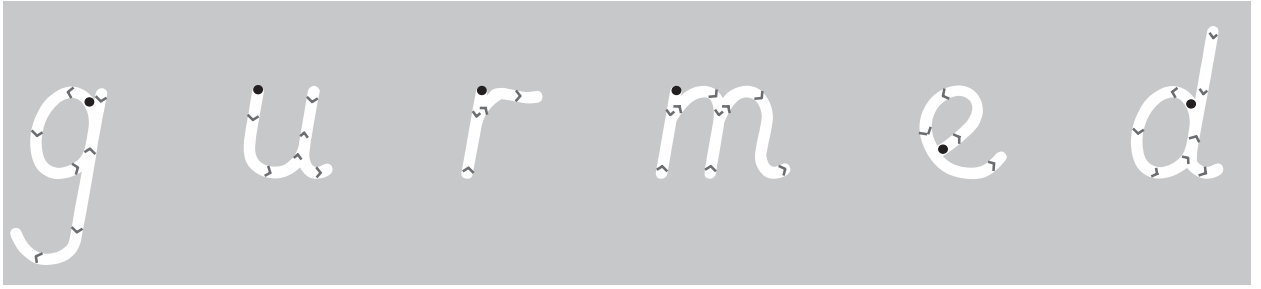
Part 2.

h

shnchshlctah

t

tmostchithirt



Oral  
*mud*

trace  
*mud*

read  
*mud*

*dog*

*dog*

*dog*

*man*

*man*

*man*

*red*

*red*

*red*

1. Lay out the tiles *m, a* and *n*.
2. "Let's see if we can read this word." Repeat with the next two letters.
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

Multi-sensory tiles exercise 5.

Writing letters from dictation:

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it."

/c/	/g/	/h/	/m/	/n/	/o/
/e/	/g/	/h/	/c/	/m/	/o/
/c/	/g/	/h/	/c/	/m/	/o/

Part 1.

**Letter search: Part 1**

**Saying the sounds in a word:**

1. Point to the word **den** in Part 2.
2. "This word is **den**. I'll say the sounds—/d/ /e/ /n/. Now you say the sounds in **den**."
3. Cover the word. "Now say the sounds in **den** again."
4. Repeat for **map** and **dog**.

**Tracing exercise:**

1. Point to Part 3.
2. "Trace all the letters and say the sounds. Stay inside the white."

4. Cover all the words. "Say the sounds in **den**." "Say the sounds in **map**." "Say the sounds in **dog**." Prompt if necessary.

Part 1.

⑤ hscnshscilsta

Part 2.

den map dog

Part 3.

g ggg e eee r rrr

h hhh o ooo c ccc

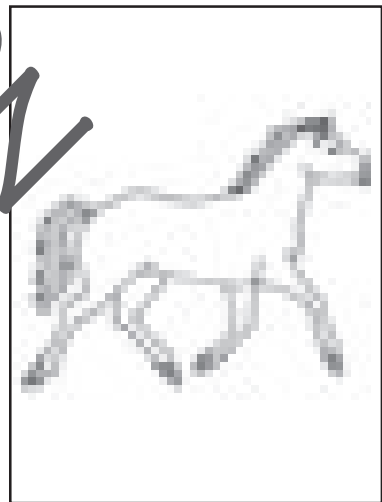
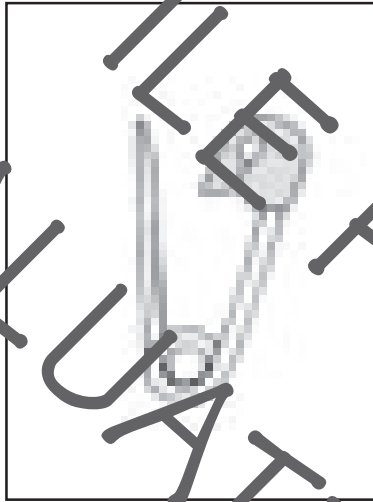
**Oral blending:**

1. "Here are pictures of a duck, a hen, a toad, a shell, a web and a horse. Point to the..."

2. /d/ /uck/ /w/ /eb/ /p/ /in/ /t/ /oad/  
/h/ /orse/ /sh/ /ell/ /h/ /orse/ /d/ /uck/  
/p/ /i/ /n/ /t/ /oad/ /d/ /t/ /oad/ /h/ /or/ /se/ /w/ /e/ /b/ /d/ /n/ /p/ /i/ /n/

3. /p/ /i/ /n/ /t/ /oad/ /d/ /h/ /or/ /se/ /w/ /e/ /b/ /d/ /n/ /p/ /i/ /n/  
/d/ /uck/ /h/ /orse/ /sh/ /ell/ /h/ /orse/ /t/ /oad/ /d/ /t/ /oad/ /h/ /or/ /se/ /w/ /e/ /b/ /d/ /n/ /p/ /i/ /n/

Part 1.



**Multi-sensory tiles exercise 5:**

1. Lay out the tiles *c*, *a* and *t*.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Letter search: Part 1**

**Writing letters from dictation:**

1. Point to Part 2.
2. "Each time I say a sound, find the right letter and trace it."

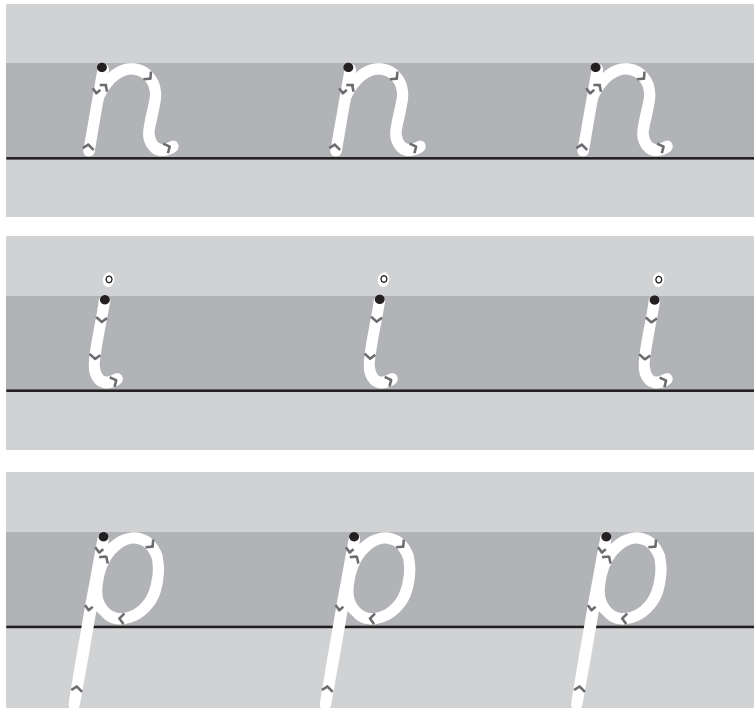
/p/ /d/ /n/ /i/ /n/ /p/ /i/ /n/ /n/

Part 1.



renukeieyea

Part 2.



1. Point to Part 2.
2. "Trace the large /r/, following the arrows."
3. "Next trace the small /r/, now write your own /r/ in the blank. Try to make it exactly the same as the one you traced."
  - Repeat for **g**, **o**, **e**, **h** and **c**.

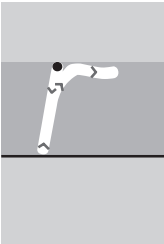



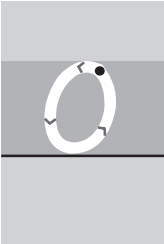
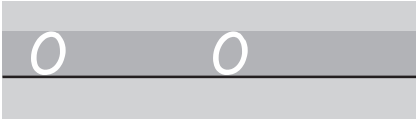


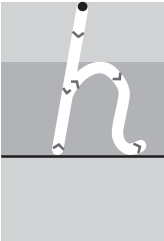

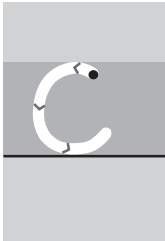

**Tracing exercise:**

1. Point to the word **hum** in Part 1.
2. "This word is **hum**. I'll say the sounds—/h/ /u/ /m/. Now you say the sounds in **hum**."
3. Cover the word. "Now say the sounds in **hum** again!"
  - Repeat for **den** and **mug**.
4. Cover all the words. "Say the sounds in **den**." "Say the sounds in **hum**." "Say the sounds in **mug**." Prompt if necessary.

Part 1.

hum den mug

Part 2.

# Mastery Test

Any pupil who does not pass this test must go back to page 77. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 4:

The pupil must be able to say the sounds of the first fifteen flashcards with no errors.



You have  
mastered -  
s a t  
p i n  
c o h  
g r e  
d m u !



**Multi-sensory tiles exercise 1:**  
 1. Lay out the tiles **l**, **f** and **b**. Point to the first tile:  
 2. "This letter makes the sound /l/. Trace the /l/."  
 Guide the pupil's finger while saying /l/.  
 3. "Now trace the letter again and say /l/." Repeat for /f/ and /b/.

**Letter search: Part 1**

**Multi-sensory tiles exercise 2:**  
 1. Lay out the tiles **l**, **f** and **b**:  
 2. "These letters are /l/, /f/ and /b/."  
 3. "Point to /l/, now trace it and say the sound /l/." Repeat for /f/ and /b/.

**Saying the sounds in a word:**  
 1. Point to the word **let** in Part 2.  
 2. "This word is **let**. I'll say the sounds—/l/ /e/ /t/. Now you say the sounds in **let**."  
 3. Cover the word. "Now say the sounds in **let** again." Repeat for **rob** and **bug**.  
 4. Cover all the words. "Say the sounds in **rob**." "Say the sounds in **bug**." Prompt if necessary.

Part 1.

**l**      ndlgimlhmlcl  
**f**      pfsnfgihtflif

Part 2.

let    rob    bug

Letter search: Part 2

1. Lay out the tiles **l**, **f** and **b**.
2. "These letters are /l/, /f/ and /b/. Point to /l/"  
Correct if necessary.
3. "Now trace the /l/ and say the sound /l/ as you trace it." Guide the pupil's finger if necessary. Repeat for **f** and **b**.

Multi-sensory tiles exercise 2:

1. "Each time I say a sound find the right letter and trace it."
2. "Each time I say a sound find the right letter and trace it."

Writing letters from dictation:

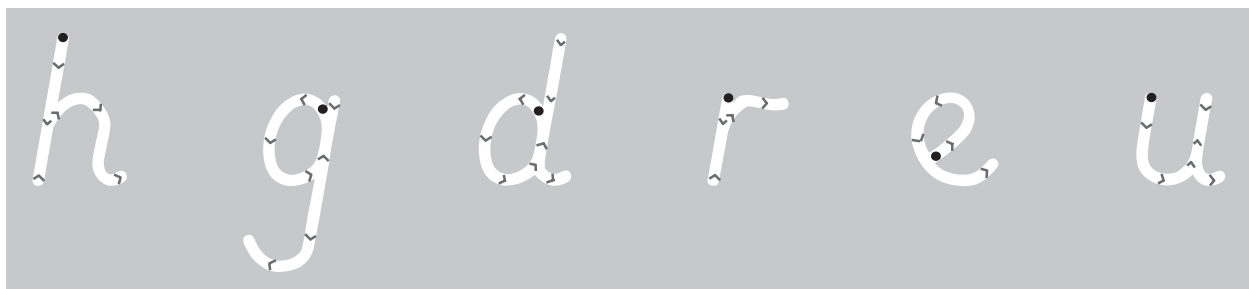
/e/ /r/ /m/ /l/ /u/ /d/ /f/ /g/ /n/ /m/ /u/ /d/ /e/ /r/ /m/ /l/ /u/ /d/ /f/ /g/ /n/ /m/ /u/ /d/

Part 1.

Part 2.

**b**

b h n b k m h b l b t



Oral  
*dig*



read  
*dig* □

*had*



*had* □

*den*



*den* □

*rug*



*rug* □

- Saying the sounds in a word:**
1. Point to the word **fit** in Part 1.
  2. "This word is **fit**. I'll say the sounds—/f/ /i/ /t/. Now you say the sounds in **fit**."
  3. Cover the word. "Now say the sounds in **fit** again." Repeat for **lot** and **bun**.
  4. Cover all the words. "Say the sounds in **fit**." "Say the sounds in **lot**." "Say the sounds in **bun**." Prompt if necessary.
- Tracing exercise:**
1. Point to the first **l** in Part 2. "What sound?" Correct if necessary.
  2. "Trace each /l/ and say /l/. Stay inside the white." Repeat for /f/ and /b/.

Part 1.

fit lot bun

ONLY FOR WRITING

Part 2.

**Letter search: Part 1**

**Multi-sensory tiles exercise 3:**

1. Lay out the tiles **l**, **f** and **b**:
2. "These letters are /l/, /f/ and /b/. Trace the letters: /f/ /l/ /b/ /f/ /b/ /l/ /b/ /f/ /l/:"
3. "Point to the letters: /l/ /b/ /f/ /b/ /f/ /l/ /b/ /l/ /f/ /f/ /b/ /f/ /b/ /l/ /b/ /f/ /l/:"

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 95-98.

**Writing letters from dictation:**

1. Point to Part 2.
2. "Each time I say a sound, find the right letter and trace it."

/n/	/m/	/g/	/e/	/d/	/r/
/d/	/e/	/u/	/m/	/g/	/r/
/m/	/g/	/d/	/r/	/u/	/e/

Part 1.

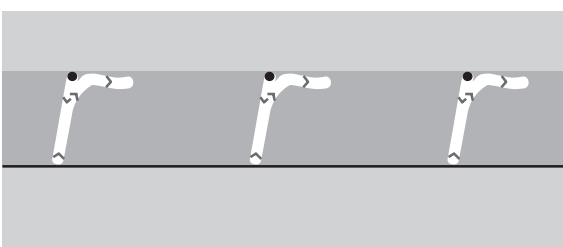
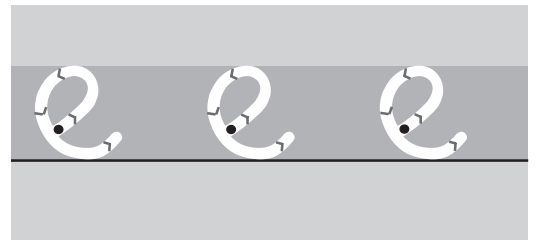
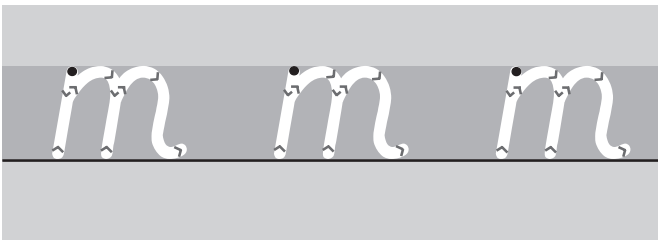
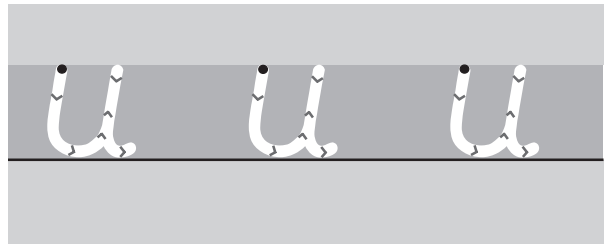
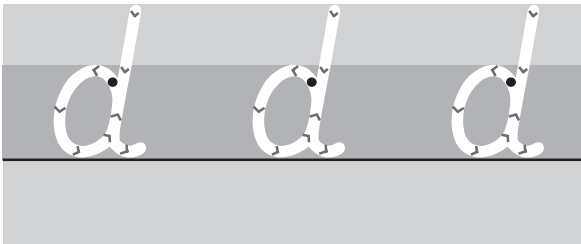
**m**

n m h c i m l m c m

**u**

u n i u s n r h u i u

Part 2.

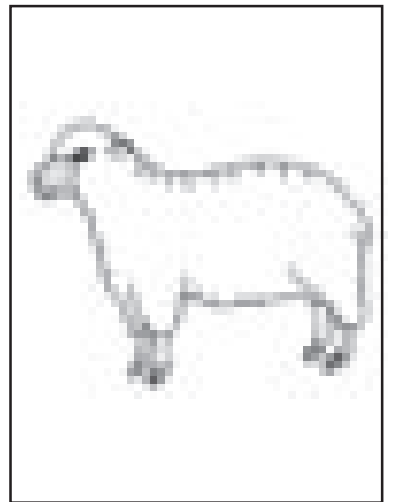
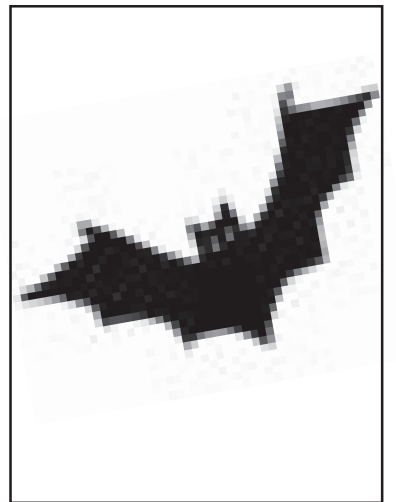




**Oral blending:**

1. "Here are pictures of a **can**, a **sock**, a **bat**, some **jam**, a **doll** and a **sheep** . Point to the..."

3.	/c/ a/ n/ /s/ o/ ck/ /c/ a/ n/	/b/ a/ t/ /sh/ ee/ p/ /b/ a/ t/	/b/ a/ t/ /sh/ ee/ p/ /j/ a/ m/ /j/ a/ m/	/s/ o/ ck/ /p/ i/ g/ /p/ i/ g/
2.	/s/ ock/ /j/ am/ /s/ ock/	/sh/ eep/ /p/ ig/ /j/ am/	/c/ an/ /b/ at/ /p/ ig/	/b/ at/ /sh/ eep/ /c/ an/



2. "Each time I say a sound, find the right letter and trace it."
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| /b/ | /l/ | /f/ | /b/ | /l/ | /b/ |
| /f/ | /l/ | /b/ | /l/ | /b/ | /f/ |
| /l/ | /f/ | /b/ | /f/ | /l/ | /b/ |

**Writing letters from dictation:**

1. Point to Part 2.  
 2. "Each time I say a sound, find the right letter and trace it."  
 3. "Trace the first letter and say the sound."  
 4. "Now as I point to each letter, say the sound loud and clear."  
 5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Multi-sensory tiles exercise 4:**

1. Lay out the tiles **f**, **u** and **n**.  
 2. "These letters make the word **fun**."

**Letter search: Part 1**

Part 1.

g

sginghsglgtp

Part 2.

Handwriting practice lines for letters g, f, and b. Each row contains six letters with numbered arrows indicating stroke order. The letters are placed on a three-band background (top, middle, bottom).

**Letter search: Part 1**

**Saying the sounds in a word:**

1. Point to the word **tub** in Part 2.
2. "This word is **tub**. I'll say the sounds—/t/ /u/ /b/. Now you say the sounds in **tub**."
3. Cover the word. "Now say the sounds in **tub** again."
4. Repeat for **fed** and **lip**.

4. Cover all the words. "Say the sounds in **tub**." "Say the sounds in **fed**." "Say the sounds in **lip**." Prompt if necessary.

**Tracing exercise:**

1. Point to Part 3.
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

*r*

*h r t c r m t r i r o t*

*e*

*e s t c e n t e i r e t*

Part 2.

*tub fed lip*

Part 3.




Oral bus trace bus read



leg leg leg fun fun fun



big big big



**Letter search: Part 1**

**Multi-sensory tiles exercise 4:**

1. Lay out the tiles **b, i** and **g**.
2. "These letters make the word **big**."
3. "Trace the first letter and say the sound."  
*Repeat for the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

**Writing letters from dictation:**

1. Point to Part 2.
2. "Each time I say a sound, find the right letter and trace it."

/g/	/u/	/r/	/d/	/m/	/u/	/g/
/e/	/u/	/r/	/m/	/m/	/u/	/e/
/u/	/r/	/d/	/d/	/d/	/r/	/g/

Part 1.

**d**    s d n c d s d l c t a d

Part 2.


2. "Trace all the letters and say the sounds. Stay inside the white."
  1. Point to Part 2.
- Tracing exercise:**

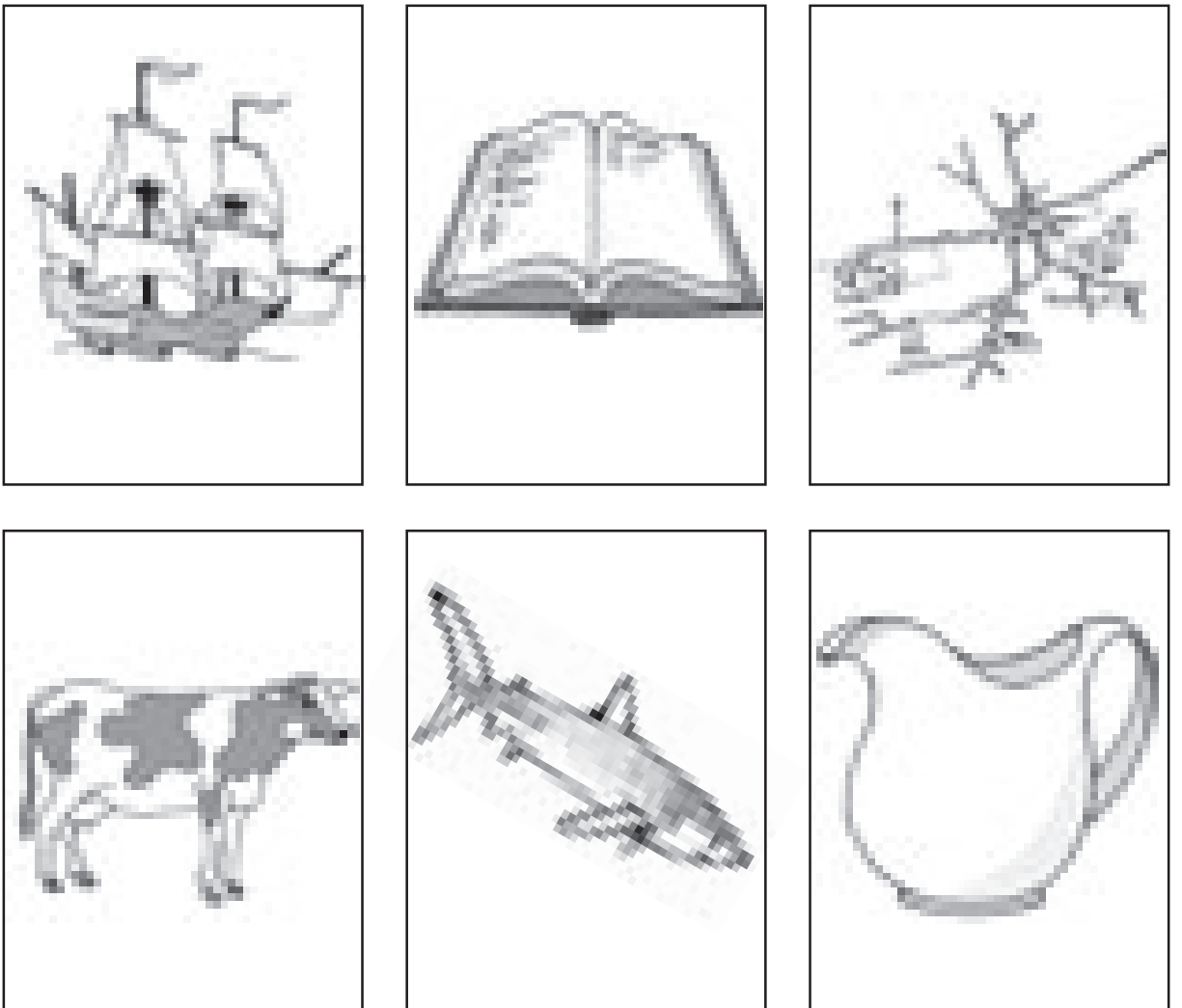
4. Cover all the words. "Say the sounds in **bet**." "Say the sounds in **pub**." "Say the sounds in **log**." Prompt if necessary.
  3. Cover the word. "Now say the sounds in **bet** again." Repeat for **pub** and **log**.
  2. "This word is **bet**. I'll say the sounds—/b/ /e/ /t/. Now you say the sounds in **bet**." "Point to the word **bet** in Part 1."
- Saying the sounds in a word:**

4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.
  3. "Trace the first letter and say the sound." Repeat with the next two letters.
  2. "Let's see if we can read this word." Lay out the tiles **b**, **e**, and **g**.
- Multi-sensory tiles exercise 5:**

Part 1.

bet pub log

Part 2.

**Oral blending:**

1. "Here are pictures of a **ship**, a **book**, a **cow**, a **map**, a **map**, a **cow**, a **shark** and a **jug**. Point to the..."

- |    |  |  |                                       |   |  |  |
|----|--|--|---------------------------------------|---|--|--|
| 3. | /b/oo/k/<br>/sh/i/p/<br>/m/a/p/<br>/j/u/g/ | /m/a/p/<br>/sh/ark/<br>/b/ook/<br>/m/ap/ | /j/ug/<br>/c/ow/<br>/m/ap/<br>/b/ook/ | /sh/ar/k/<br>/j/u/g/<br>/c/ow/<br>/b/ook/ | /sh/i/p/<br>/m/a/p/<br>/j/ug/<br>/c/ow/  | /b/oo/k/<br>/sh/i/p/<br>/m/a/p/<br>/j/u/g/ |
| 2. | /sh/i/p/<br>/j/ug/<br>/sh/ark/<br>/m/ap/   | /sh/ark/<br>/b/ook/<br>/m/ap/<br>/b/ook/ | /b/ook/<br>/m/ap/<br>/j/ug/<br>/c/ow/ | /b/ook/<br>/m/ap/<br>/j/ug/<br>/c/ow/     | /sh/i/p/<br>/j/ug/<br>/sh/ark/<br>/m/ap/ | /b/oo/k/<br>/sh/i/p/<br>/m/a/p/<br>/j/u/g/ |

Letter search: Part 1

Multi-sensory tracing exercise 5:

1. Lay out the tiles of o and g.

2. "Let's see if we can read this word."

3. "Trace the first letter and say the sound."

Repeat with the next two letters.

4. "Now as I point to each letter say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

Writing letters from dictation:

1. Point to Part 2.

2. "Each time I say a sound, find the right letter and trace it."

/o/  
/r/

/o/  
/r/

/n/  
/r/

/o/

/n/

/n/

Part 1.

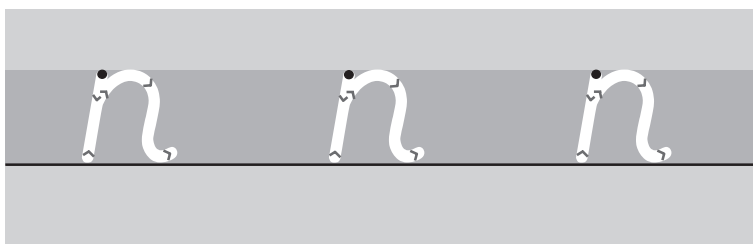
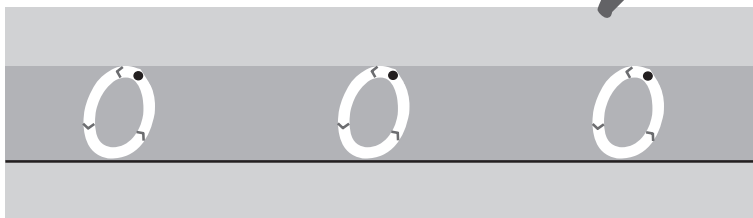
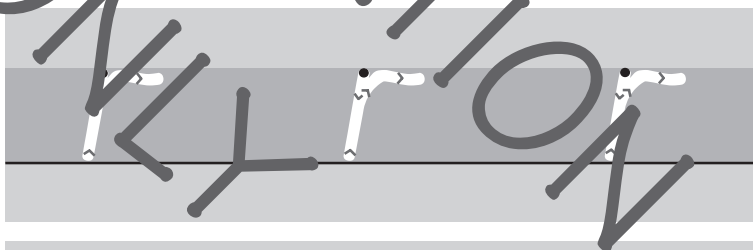
u

trhsuchuhlr

m

mcnmhmcmta

Part 2.



Letter search: Part 1

Saying the sounds in a word:

1. Point to the word **rub** in Part 2.
2. "This word is **rub**. I'll say the sounds—/r/ /u/ /b/. Now you say the sounds in **rub**."
3. Cover the word. "Now say the sounds in **rub** again."  
Repeat for **bag** and **lid**.
4. Cover all the words. "Say the sounds in **rub**."  
"Say the sounds in **bag**."  
"Say the sounds in **lid**." Prompt if necessary.

Part 1.

p

pgkipsjpnptn

e

renukeieyea

h

hsthcfthttbhct

Part 2.

rub bag lid

**Tracing exercise:**  
1. Point to Part 1.

2. "Trace the large /s/, following the arrows."

3. "Next trace the small /s/, now write your own /s/ in the blank. Try to make it exactly the same as the one you traced."

Repeat for t, o, a, h and c.

Part 1.

The image shows a tracing exercise for six lowercase letters: s, t, o, a, h, and c. Each letter is presented in three stages: a large version with directional arrows and a starting dot, a smaller version for tracing, and a blank space for independent practice. The letters are arranged in three rows: s and t in the first row, o and a in the second row, and h and c in the third row. Each letter is presented on a set of three horizontal lines (top, middle, bottom).

NON-FILLER PRINTING  
ONLY EVALUATION FOR

# Mastery Test

Any pupil who does not pass this test must go back to page 95. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 5:

The pupil must be able to say the sounds of the first eighteen flashcards with no errors.



You have mastered

satpin  
cohgre  
dmulfb



**Multi-sensory tiles exercise 1:**  
 1. Lay out the tiles **j**, **k** and **sh**. Point to the first tile:  
 2. "This letter makes the sound /j/. Trace the /j/."  
 3. Guide the pupil's finger while saying /j/.  
 3. "Now trace the letter again and say /j/."  
 Repeat for /k/ and /sh/.

**Letter search: Part 1**

**Multi-sensory tiles exercise 2:**  
 1. Lay out the tiles **j**, **k** and **sh**:  
 2. "These letters are /j/, /k/ and /sh/."  
 3. "Point to /j/, now trace it and say the sound /j/."  
 Repeat for /k/ and /sh/.

**Saying the sounds in a word:**  
 1. Point to the word **fib** in Part 2.  
 2. "This word is **fib**. I'll say the sounds—/f/ /i/ /b/. Now you say the sounds in **fib**."  
 3. Cover the word. "Now say the sounds in **fib** again."  
 Repeat for **bed** and **cub**.  
 4. Cover all the words. "Say the sounds in **fib**."  
 "Say the sounds in **bed**."  
 "Say the sounds in **cub**." Prompt if necessary.

Part 1.

**k** p k s n k g i k t f l k  
**sh** s h n b k s h b l s h

Part 2.

fib bed cub

**Writing letters from dictation:**

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it:"

/f/	/l/	/n/	/m/	/u/
/m/	/b/	/d/	/m/	/u/
/f/	/l/	/n/	/m/	/u/
/d/	/b/	/u/	/d/	/f/
/m/	/l/	/n/	/m/	/u/
/f/	/b/	/d/	/m/	/u/
/m/	/b/	/u/	/d/	/f/
/f/	/l/	/n/	/m/	/u/

**Multi-sensory tiles exercise:**

1. Lay out the tiles **j**, **k** and **sh**.
2. "These letters are /j/, /k/ and /sh/ point to /j/"  
Correct if necessary.
3. "Now trace the /j/ and say the sound /j/ as you trace it." Guide the pupil's finger if necessary.  
Repeat for **k** and **sh**.

**Letter search: Part 2**

Part 1.

Part 2.



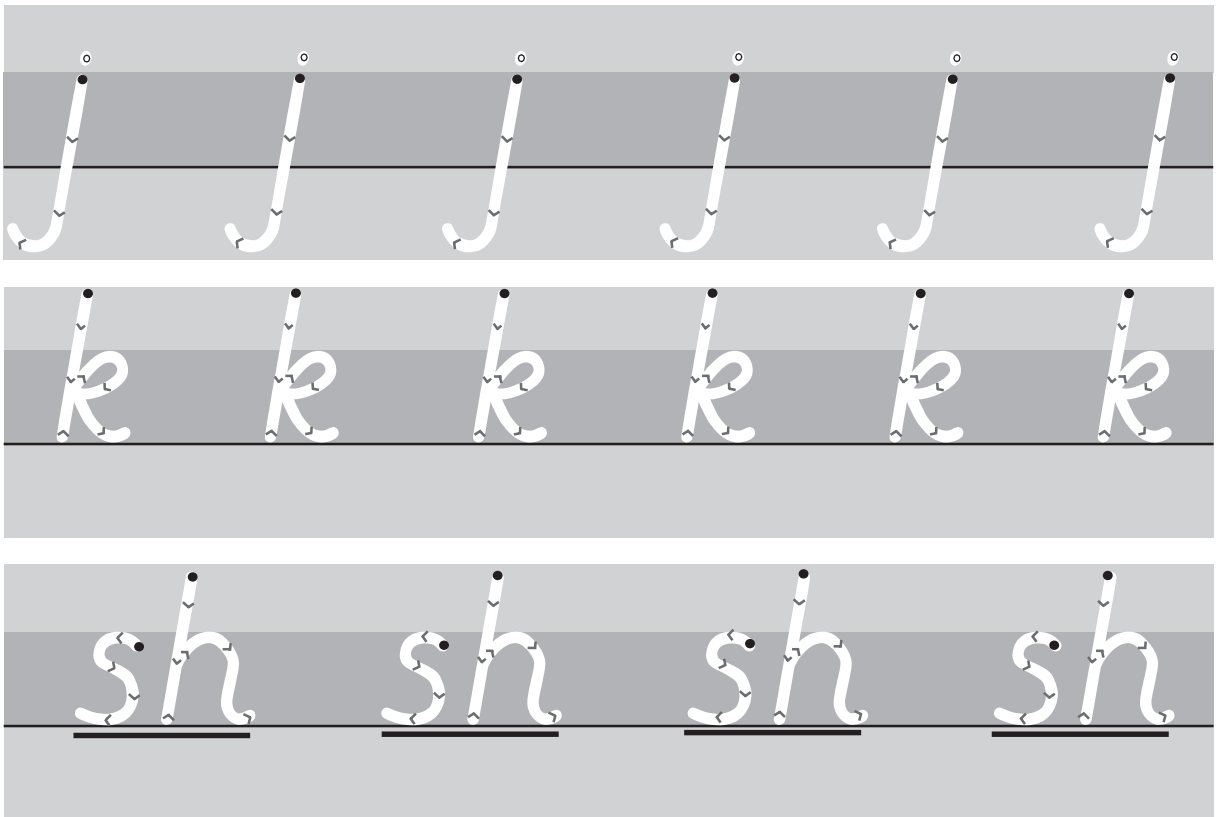
ndjgijlhmcj

Letter search: Part 2

1. "Trace each **j** and say /j/. Stay inside the white."  
Correct if necessary.
2. "Trace each /k/ and say /j/. Stay inside the white."  
Repeat for /k/ and /sh/.

Tracing exercise:

Part 1.



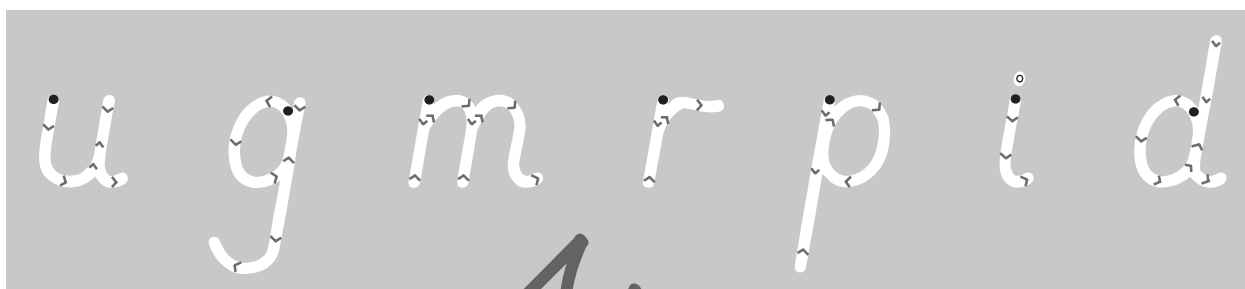
Part 2.

**b**

*nbhcibrllbcb*

**f**

*fnifsnrhfifh*



Oral

trace

read

red



red



dog



dog



mud



mud



pig



pig





/h/	/h/	/o/	/o/	/e/	/r/
/e/	/e/	/o/	/o/	/e/	/r/
/o/	/h/	/g/	/g/	/o/	/r/
/g/	/c/	/r/	/c/	/g/	/c/
/h/	/c/	/r/	/c/	/g/	/c/

2. "Each time I say a sound, find the right letter and trace it."

1. Point to Part 2.

**Writing letters from dictation:**

4. "Say the sounds in **rot**." "Say the sounds in **get**." Prompt if necessary.
3. Cover the word. "Repeat for **jam** and **wish**." "Cover the word. Now say the sounds in **shop** again."

2. "This word is **shop**. I'll say the sounds—/sh/ /o/ /p/. Now you say the sounds in **shop**."

1. Point to the word **shop** in Part 2.

**Saying the sounds in a word:**

Part 1.

shop jam wish

Part 2.


**Oral blending:**

1. "Here are pictures of a **gull**, a **goat**, a **cap**, a **cup**, a **girl** and a **cop**. Point to the..."

2. /g/ /oa/ /t/

/c/ /op/

/g/ /oa/ /t/

/g/ /u/ /ll/

/g/ /irl/

/c/ /ap/

/c/ /op/

/c/ /u/ /p/

/g/ /ull/

/c/ /up/

/c/ /ap/

/g/ /ir/ /l/

/c/ /up/

/g/ /irl/

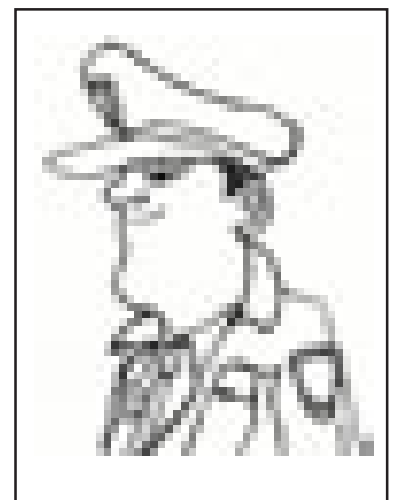
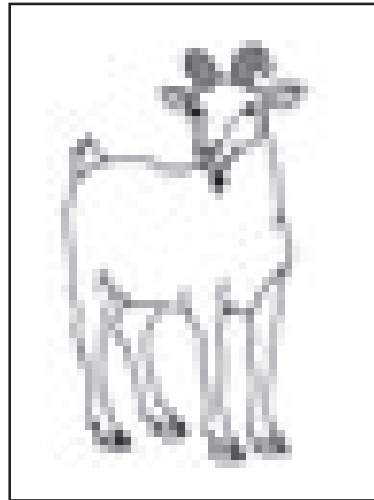
/g/ /ull/

/c/ /o/ /p/

/c/ /a/ /p/

/c/ /a/ /p/

/g/ /oa/ /t/



**Letter search: Part 1**

**Multi-sensory tiles exercise 2:**

- Lay out the tiles j, k and sh.
- These letters are /j/, /k/ and /sh/. Trace the letters: /k/ /j/ /sh/ /k/ /sh/ /j/ /sh/ /k/ /j/.
- Point to the letters:

**Tracing exercise:**

- Point to the first j in Part 2. "What sound?" Correct if necessary.
- "Trace each /j/ and say /j/. Stay inside the white." Repeat for /k/ and /sh/.

Part 1.

u

m

u s m c u n l u i r u n  
 s m n m h n f l m p

Part 2.

Tracing practice for the letter j:

Five rows of handwriting lines (top, middle, bottom). Each row contains five lowercase 'j's with dashed lines and arrows showing the stroke direction. The first row shows the full letter, while the subsequent rows show the letter with the top part cut off to focus on the descender.

Tracing practice for the letter k:

Five rows of handwriting lines. Each row contains five lowercase 'k's with dashed lines and arrows showing the stroke direction. The first row shows the full letter, while the subsequent rows show the letter with the top part cut off to focus on the descender.

Tracing practice for the digraph sh:

Five rows of handwriting lines. Each row contains four lowercase 'sh' digraphs with dashed lines and arrows showing the stroke direction. The first row shows the full digraph, while the subsequent rows show the digraph with the top part cut off to focus on the descender.

**Saying the sounds in a word:**

1. Point to the word **shut** in Part 1.
2. "This word is **shut**. I'll say the sounds—/sh/ /u/ /t/. Now you say the sounds in **shut**."
3. Cover the word. "Now say the sounds in **shut** again."  
Repeat for **jet** and **mash**.
4. Cover all the words. "Say the sounds in **jet**."  
"Say the sounds in **mash**." Prompt if necessary.

**Multi-sensory tiles exercise 4:**

1. Lay out the tiles **k, i** and **d**.
2. "These letters make the word **kid**."
3. "Trace the first letter and say the sound."  
Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Tracing exercise:**

1. Point to Part 2.
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

shut jet mash

Part 2.

Tracing guide for letters: c, r, o, e, h, g. Each letter is shown with a starting dot and an arrow indicating the stroke direction. To the right of each letter is a row of three identical letters on a three-line background for tracing practice.



Oral shop trace shop read

shop kid kid kid

jam jam jam

fish fish fish

**Letter search: Part 1**

**Multi-sensory tiles exercise 4:**  
 1. Lay out the tiles *f*, *l* and *sh*.  
 2. "These letters make the word **fish**."  
 3. "Trace the first letter and say the sound."  
*Repeat for the next two letters.*  
 4. "Now as I point to each letter, say the sound loud and clear."  
 5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

**Writing letters from dictation:**  
 1. Point to Part 2.  
 2. "Each time I say a sound, find the right letter and trace it:"

/g/	/b/	/f/	/m/	/u/	/l/
/g/	/b/	/l/	/m/	/u/	/f/
/l/	/m/	/f/	/g/	/b/	/u/

Part 1.

**d** h d t c d n d r i l o d

Part 2.

Tracing practice for letters: b, u, f, m, l, g. Each letter is shown three times on a three-line grid with numbered arrows indicating stroke direction.

1. Point to Part 2.
2. "Trace all the letters and say the sounds. Stay inside the white."

**Tracing exercise:**

1. "Say the sounds in **job**." "Say the sounds in **shed**." Prompt if necessary.
2. "This word is **rush**. I'll say the sounds—/r/ /u/ /sh/. Now you say the sounds in **rush**." "Now say the sounds in **rush** again."
3. Repeat for **job** and **shed**.
4. Cover all the words. "Say the sounds in **rush**." "Say the sounds in **job**." "Say the sounds in **shed**." Prompt if necessary.

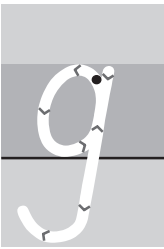

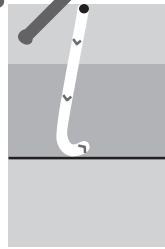

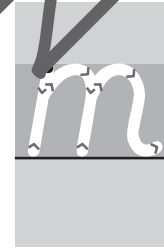

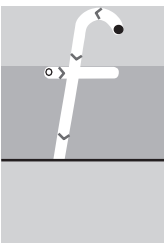





**Saying the sounds in a word:**

1. Lay out the tiles **a** and **m**.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

Part 1.

rush job shed

Part 2.

**Letter search: Part 1**

**Writing letters from dictation:**

1. *Point to Part 2.*

2. "Each time I say a sound, find the right letter and trace it."

/b/	/n/	/r/
/r/	/b/	/u/
/b/	/r/	/u/

Part 1.

f  
b  
l

sfnicfnfldtaf  
tnbsbihbacbr  
lcnlimhlcilta

Part 2.

Tracing practice for cursive letters b, r, and u. Each letter is shown three times on a set of three horizontal lines (top, middle, bottom). Arrows and dots indicate the starting point and direction of the stroke for each letter.



Oral

Trace

read

jam

jam

jam



kid

kid

kid



fish

fish

fish



shop

shop

shop



**Letter search: Part 1**

**Multi-sensory tiles exercise 5:**

1. Lay out the tiles *sh*, *o* and *p*.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."  
Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Saying the sounds in a word:**

1. Point to the word *jig* in Part 2.
2. "This word is *jig*. I'll say the sounds—/j/ /i/ /g/. Now you say the sounds in *jig*."
3. Cover the word. "Now say the sounds in *jig* again."  
Repeat for *ship* and *hush*.
4. Cover all the words. "Say the sounds in *ship*."  
"Say the sounds in *hush*." Prompt if necessary.

Part 1.

l

l s t l c f a l n b l g t

f

f g k i f s j f n f t m

m

r m u k m i e m j m

Part 2.

jig ship hush

ONLY EVALUATION FOR PRINTING

Part 1.

Tracing practice for lowercase letters p, n, e, i, r, and g. Each letter is shown in a box with directional arrows and a starting dot, followed by two rows of the letter on a three-line background for tracing.

**Tracing exercise**

1. Point to Part 1.
2. "Trace the large p/, following the arrows."
3. "Next trace the small p/, now write your own p/ in the blank. Try to make it exactly the same as the one you traced."
4. Repeat for i, n, r, e and g.

**Multi-sensory tiles exercise 5:**

1. Lay out the tiles r, a and t.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

# Mastery Test

Any pupil who does not pass this test must go back to page 113. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 6:

The pupil must be able to say the sounds of the first twenty-one flashcards with no errors.

Learning to read



You have mastered  
satpincoh  
gredmulfb  
jksh



**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **ee**, **w** and **z**. Point to the first tile:
2. "These letters makes the sound /ee/. Trace the /ee/." Guide the pupil's finger while saying /ee/.
3. "Now trace the letters again and say /ee/." Repeat for /w/ and /z/.

**Letter search: Part 1**

**Saying the sounds in a word:**

1. Point to the word **dog** in Part 2.
2. "This word is **dog**. I'll say the sounds—/d/ /o/ /g/. Now you say the sounds in **dog**."
3. Cover the word. "Now say the sounds in **dog** again:" Repeat for **pig** and **rat**.
4. Cover all the words. "Say the sounds in **dog**." "Say the sounds in **pig**." "Say the sounds in **rat**." Prompt if necessary.

Part 1.

z

p z s n z i k t z l z

ee

ee n b ee h b lee

w

n d w i u l h w j w

Part 2.

dog pig rat

Letter search: Part 2

1. Lay out the tiles ee, w and z:
2. "These letters are /ee/, /w/ and /z/."
3. "Point to /ee/, now trace it and say the sound /ee/."

Repeat for /w/ and /z/.

Multi-sensory tiles exercise 2:

/f/	/b/	/k/	/sh/
/j/	/f/	/k/	/sh/
/k/	/b/	/f/	/j/
/j/	/k/	/b/	/f/

1. Point to Part 1.
2. "Each time I say a sound find the right letter and trace it."

Writing letters from dictation:

Part 1.

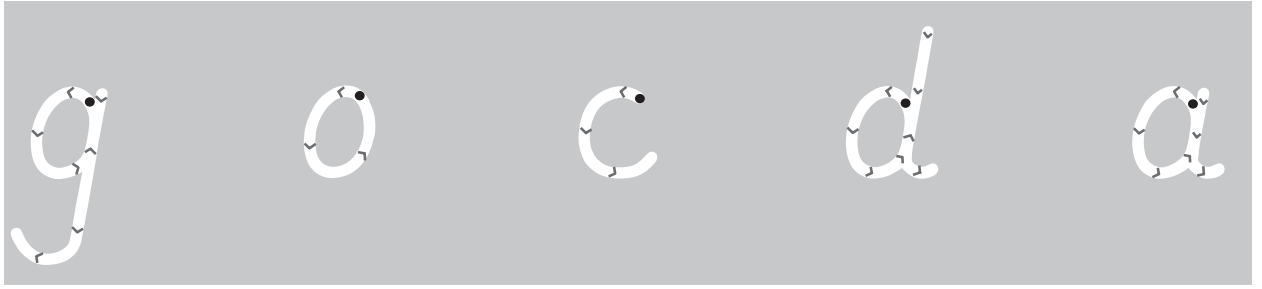
Part 2.

j

sh

knjhcijrjbcj

shihshishfh



Oral

cat

trace



read

cat



dog



dog



pig



pig



rat



rat



Letter search: Part 2

3. "Now trace the /ee/ and say the sound /ee/ as you trace it." *Guide the pupil's finger if necessary. Repeat for w and z.*

2. "These letters are /ee/, /w/ and /z/. Point to /ee/"

1. Lay out the tiles ee, w and z:

Multi-sensory tiles exercise 2:

2. "Trace each /ee/ and say /ee/. Stay inside the white." Repeat for /w/ and /z/.

1. Point to the first ee in Part 1. "What sound?" Correct if necessary.

Part 1.

Part 2.

**k**

gknkpkidkh

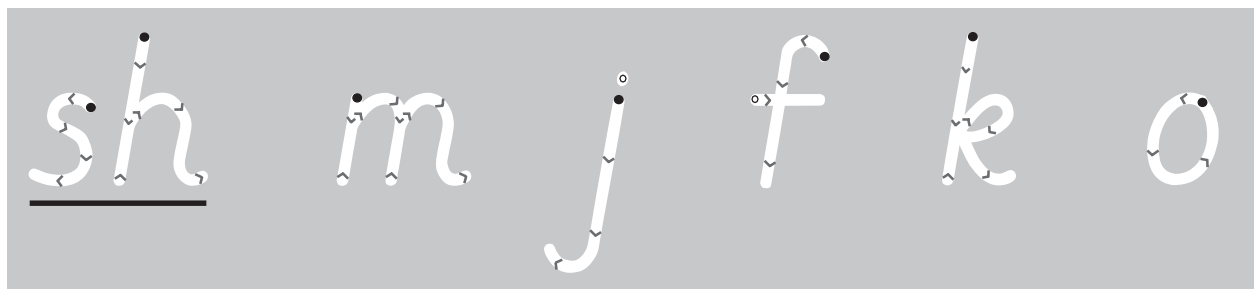


- Saying the sounds in a word:**
1. Point to the word **keep** in Part 1.
  2. "This word is **keep**. I'll say the sounds—/k/ /ee/ /p/. Now you say the sounds in **keep**." "Now say the sounds in **keep** again."
  3. Cover the word. "Now say the sounds in **keep** and **wish**." Repeat for **zip** and **wish**.
  4. Cover all the words. "Say the sounds in **keep**." "Say the sounds in **zip**." "Say the sounds in **wish**." Prompt if necessary.
- Tracing exercise:**
1. Point to the first **ee** in Part 2. "What sound?" Correct if necessary.
  2. "Trace each /ee/ and say /ee/. Stay inside the white." Repeat for /w/ and /z/.

Part 1.

keep zip wish

Part 2.



Oral  
*kid*

trace  
*kid*

read  
*kid*



*fish*

*fish*

*fish*



*shop*

*shop*

*shop*



*jam*

*jam*

*jam*



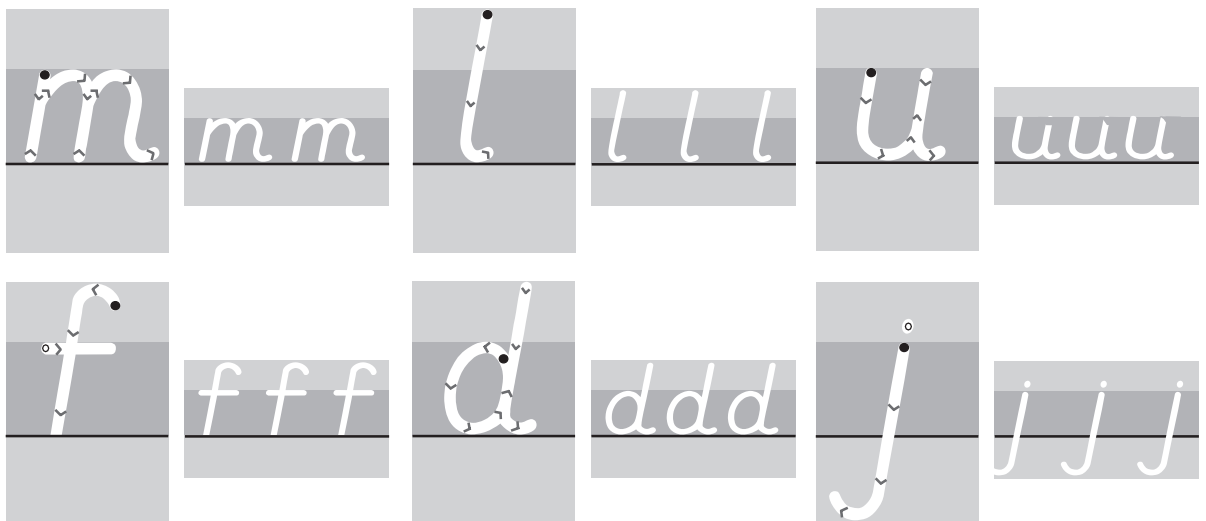


- Saying the sounds in a word:**
1. Point to the word *meet* in Part 1.
  2. "This word is *meet*. I'll say the sounds—/m/ /e/ /t/. Now you say the sounds in *meet*."
  3. Cover the word. "Now say the sounds in *meet* again."  
Repeat for *wish* and *sheep*.
  4. Cover all the words. "Say the sounds in *meet*."  
"Say the sounds in *wish*."  
"Say the sounds in *sheep*." Prompt if necessary.
- Tracing exercise:**
1. Point to Part 2.
  2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

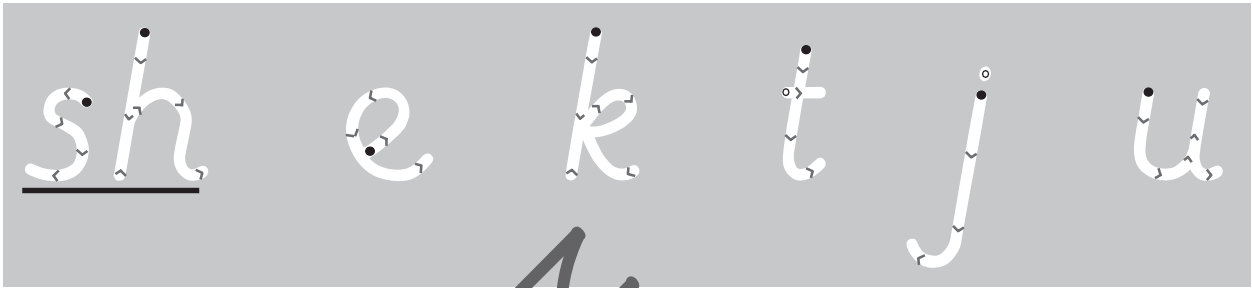
*meet wish sheep*

Part 2.



Part 3.

*j jcnjtmhjeijla*



Oral ship trace ship read ship □

jet FILED PRINTING  
jet ALUQUATION □

kit ON kit ON kit □

rush rush rush □

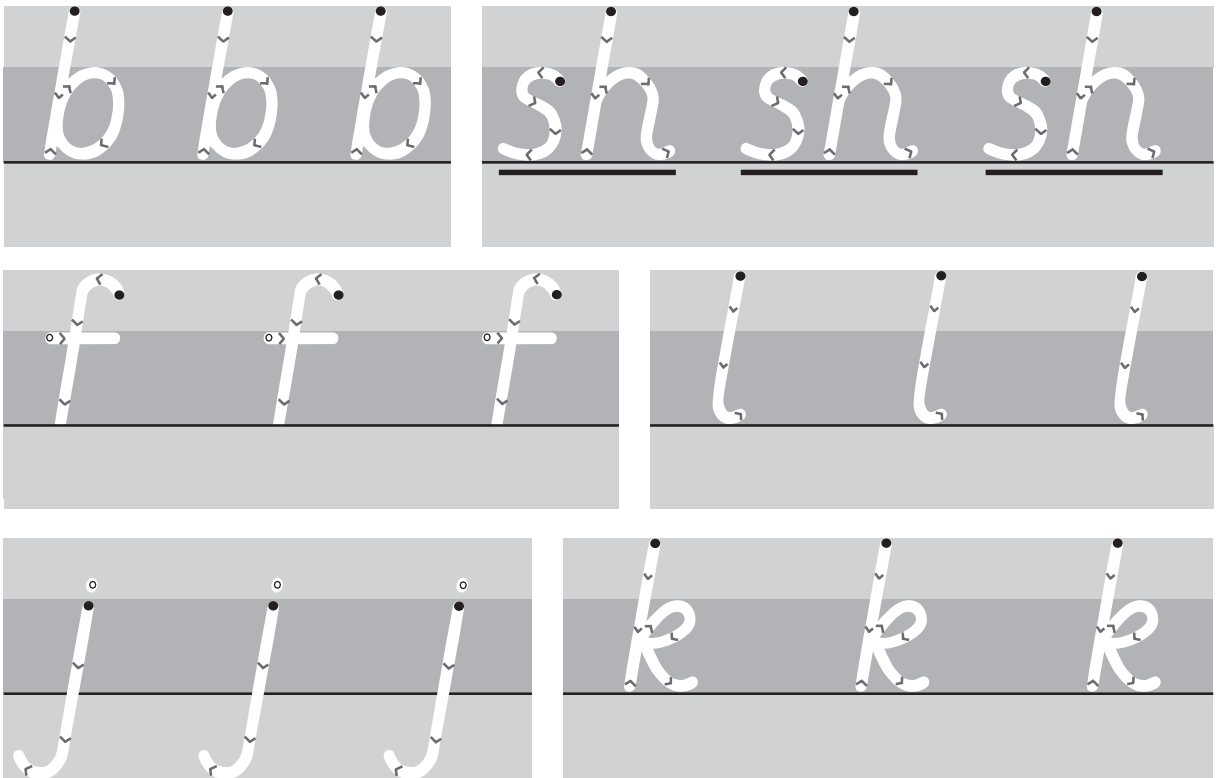
Letter search: Part 2

2. "Each time I say a sound, find the right letter and trace it."
- |      |      |     |      |     |     |
|------|------|-----|------|-----|-----|
| /sh/ | /l/  | /b/ | /sh/ | /k/ | /f/ |
| /f/  | /sh/ | /b/ | /k/  | /l/ | /f/ |
| /b/  | /j/  | /k/ | /j/  | /f/ | /j/ |
| /l/  | /j/  | /k/ | /j/  | /f/ | /j/ |

Writing letters from dictation:

1. Point to Part 1.
2. "These letters make the word **meet**."
3. "Trace the first letter and say the sound." Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.
- Multi-sensory tiles exercise 4:**  
1. Lay out the tiles **m, ee and t.**

Part 1.



Part 2.

**sh** tsbshishbashr

1. Point to the word **feed** in Part 1.
2. "This word is **feed**. I'll say the sounds—/f/ /ee/ /d/. Now you say the sounds in **feed**." Repeat for **cash** and **deep**.
3. Cover the word. "Now say the sounds in **feed** again."
4. Cover all the words. "Say the sounds in **feed**." Repeat for **cash** and **deep**.

"Say the sounds in **deep**." Prompt if necessary.

**Tracing exercise:**

1. Lay out the tiles, 1 and p.
2. "Let's see if we can read this word." Repeat with the next two letters.
3. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Saying the sounds in a word:**



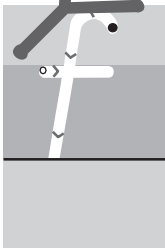

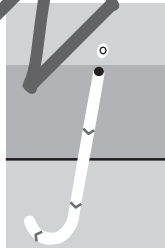

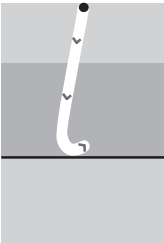



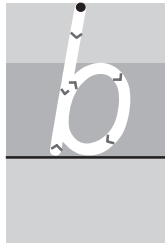

1. Point to the word **feed** in Part 1.
2. "This word is **feed**. I'll say the sounds—/f/ /ee/ /d/. Now you say the sounds in **feed**." Repeat for **cash** and **deep**.
3. Cover the word. "Now say the sounds in **feed** again."
4. Cover all the words. "Say the sounds in **feed**." Repeat for **cash** and **deep**.

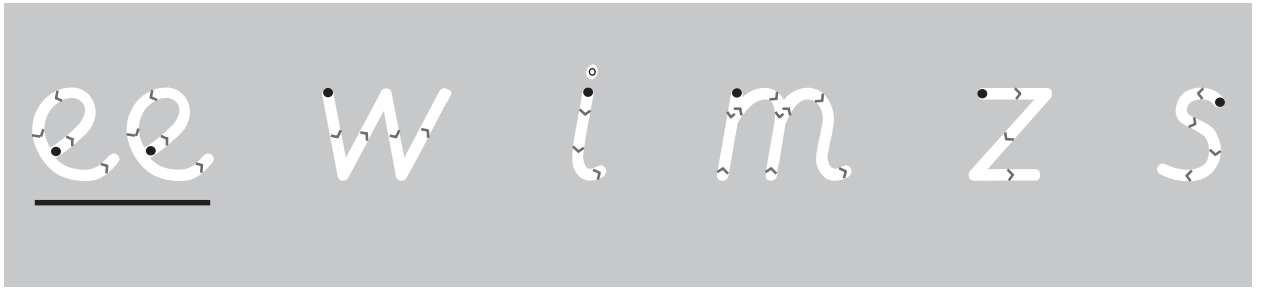
**Multi-sensory tiles exercise 5:**

Part 1.

feed   cash   deep

Part 2.



Oral

zip

trace



read

zip

wet



wet

see



see

meet



meet

2. "Each time I say a sound, find the right letter and trace it."  
 /e/ /k/ /sh/ /e/ /k/ /sh/ /e/ /k/ /sh/ /e/

**Writing letters from dictation:**

**Letter search: Part 1**

1. Lay out the tiles w, e and t.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Multi-sensory tiles exercise 5:**

Part 1.



sknckdklktaf

Part 2.

**Saying the sounds in a word:**

1. Point to the word **need** in Part 1.
2. "This word is **need**. I'll say the sounds—/n/ /e/ /d/. Now you say the sounds in **need**."
3. Cover the word. "Now say the sounds in **need** again."  
Repeat for **jug** and **rash**.
4. Cover all the words. "Say the sounds in **need**."  
"Say the sounds in **jug**."  
"Say the sounds in **rash**."  
*Prompt if necessary.*

**Letter search: Part 2**

Part 1.

*need jug rash*

Part 2.

*b*

*bsbfabnblgt*

*k*

*fgkiksjsknkm*

*j*

*rjukjiejgnjm*

1. Lay out the tiles s and ee.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

**Multi-sensory tiles exercise 5:**

1. Point to part 1.
2. "Trace the large /c/ following the arrows."
3. "Next trace the small /c/. Now write your own /p/ in the blank. Try to make it exactly the same as the one you traced. Repeat for m, o, d, k and r."

Part 1.

The handwriting practice section is organized into three rows of letters. Each row contains a box with a letter and numbered arrows showing stroke order, followed by a row of three boxes for tracing and writing. The letters are: c, m, o, d, h, and u.

# Mastery Test

Any pupil who does not pass this test must go back to page 131. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 7:

The pupil must be able to say the sounds of the first twenty-four flashcards with no errors.

READING AND WRITING



STAYING ON

J K SH EE W Z

READING AND WRITING

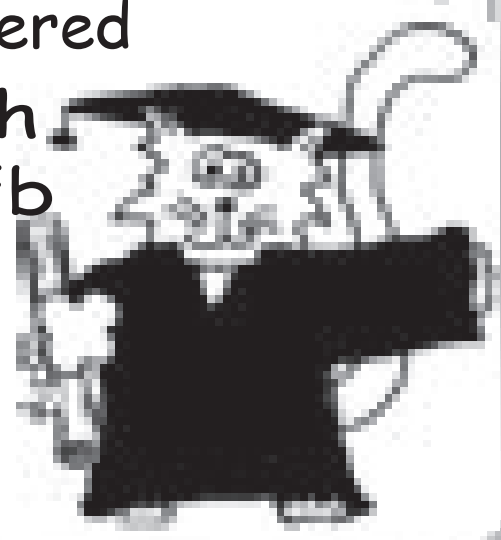
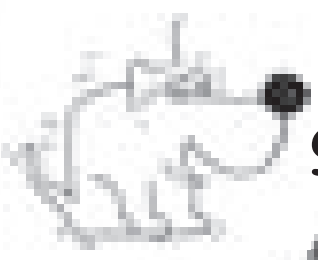
You have mastered

satpincoh

gredmulfb

j k sh

ee w z



1. Point to the word **hard** in Part 2.
2. "This word is **hard**. I'll say the sounds—/h/ /ar/ /d/. Now you say the sounds in **hard**."
3. Cover the word. "Now say the sounds in **hard** again."  
Repeat for **van** and **yes**.
4. Cover all the words. "Say the sounds in **hard**."  
"Say the sounds in **van**."  
"Say the sounds in **yes**." Prompt if necessary.

**Saying the sounds in a word:**

1. Lay out the tiles **y**, **v** and **ar**:
2. "These letters are /y/, /v/ and /ar/."
3. "Point to /y/, now trace it and say the sound /y/."  
Repeat for /v/ and /ar/.

**Letter search: Part 1**

1. Lay out the tiles **y**, **v** and **ar**. Point to the first tile:
2. "This letter makes the sound /y/. Trace the /y/."  
Guide the pupil's finger while saying /y/.
3. "Now trace the letter again and say /y/."  
Repeat for /v/ and /ar/.

**Multi-sensory tiles exercise 1:**

Part 1.

y p y s n y g i y t f y  
a r n d a r i j a r h a r l

Part 2.

hard van yes

3. "Now trace the /ee/ and say the sound /ee/ as you trace it." *Guide the pupil's finger if necessary. Repeat for w and z.*
2. "These letters are /ee/, /w/ and /z/. Point to /ee/." *Correct if necessary.*
1. *Lay out the tiles ee, w and z:*

**Multi-sensory tiles exercise 2:**

**Letter search: Part 2**

/sh/	/k/	/w/	/sh/	/z/	/k/	/w/	/sh/
/sh/	/sh/	/w/	/sh/	/z/	/k/	/w/	/sh/
/k/	/w/	/z/	/k/	/z/	/k/	/w/	/sh/

2. "Each time I say a sound find the right letter and trace it."

**Writing letters from dictation:**

**Part 1.**

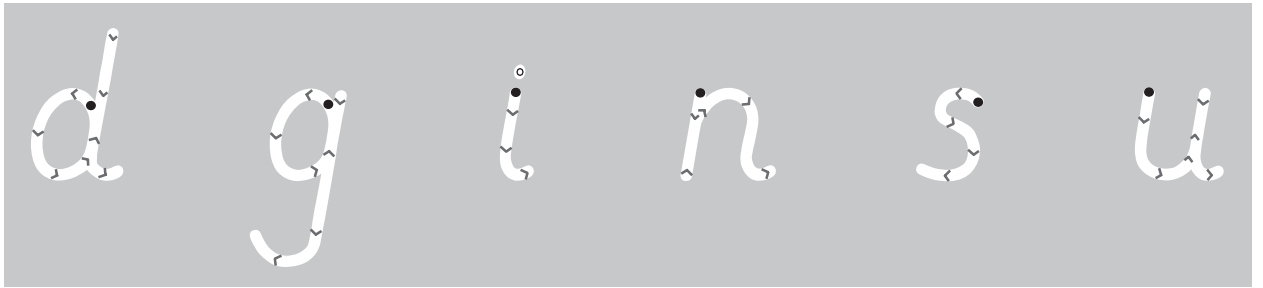
**Part 2.**

**w**

kwhciwrwcj

**z**

szizsziszfh



Oral

sat

trace



read

sat



red



red



big



big




fun



fun



**Tracing exercise:**  
 1. Point to the first **y** in Part 2. "What sound?" Correct if necessary.  
 2. "Trace each /y/ and say /y/. Stay inside the white."  
 Repeat for /v/ and /ar/.

 If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 149-152.

3. "Point to the letters:  
 /e/ /z/ /w/ /z/ /e/ /w/ /z/ /e/ /w/  
 /w/ /e/ /z/ /w/ /e/ /z/ /w/ /e/ /z/."  
 2. "These letters are /e/, /v/ and /z/. Trace the letters:  
 1. Lay out the tiles **ee**, **w** and **z**."  
**Multi-sensory tiles exercise 3:**

Letter search: Part 1

Part 1.



*NON EVALUATION PRINTING*

Part 2.

Tracing practice for the letter 'y' on a three-line grid. The first row shows five 'y' characters with numbered arrows indicating stroke order: 1 for the counter-clockwise curve and 2 for the vertical stem down to the tail. The second row shows five 'y' characters with numbered arrows for stroke order. The third row shows five 'y' characters with numbered arrows for stroke order.

Tracing practice for the letter 'v' on a three-line grid. The first row shows five 'v' characters with numbered arrows indicating stroke order: 1 for the downward stroke and 2 for the upward stroke. The second row shows five 'v' characters with numbered arrows for stroke order. The third row shows five 'v' characters with numbered arrows for stroke order.

Tracing practice for the letter 'ar' on a three-line grid. The first row shows five 'ar' characters with numbered arrows indicating stroke order: 1 for the counter-clockwise curve and 2 for the vertical stem down to the tail. The second row shows five 'ar' characters with numbered arrows for stroke order. The third row shows five 'ar' characters with numbered arrows for stroke order.

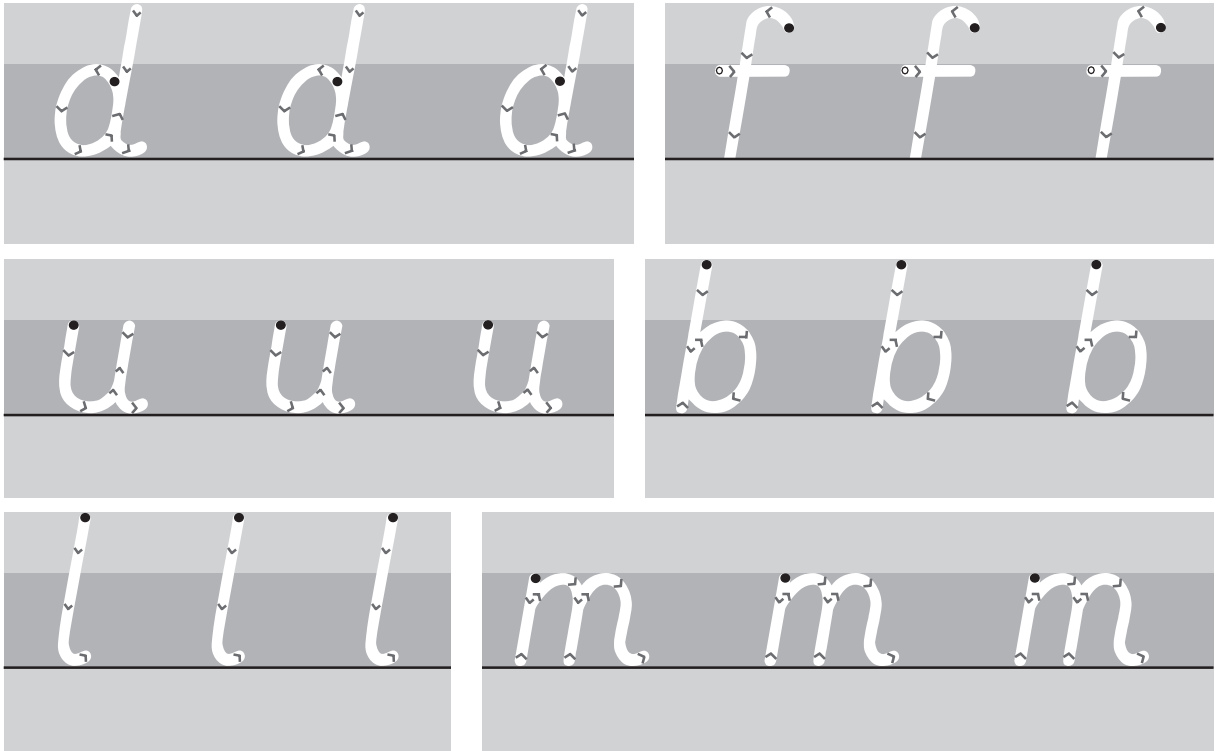
Letter search: Part 2

2. "Each time I say a sound, find the right letter and trace it."

/m/	/b/	/l/	/e/	/d/	/f/
/d/	/e/	/m/	/b/	/l/	/f/
/u/	/l/	/m/	/f/	/d/	/b/

1. Point to Part 1.  
Writing letters from dictation:

Part 1.



Part 2.

(w) swniwdwlfwaf  
 (e) tsbeeiseeaeer  
 (z) zcnztmhzezla

- Saying the sounds in a word:**
1. Point to the word **barn** in Part 1.
  2. "This word is **barn**. I'll say the sounds—/b/ /ar/ /n/. Now you say the sounds in **barn**."
  3. Cover the word. "Now say the sounds in **barn** again." Repeat for **vat** and **yet**.
  4. Cover all the words. "Say the sounds in **barn**." "Say the sounds in **vat**." "Say the sounds in **yet**." Prompt if necessary.
- Tracing exercise:**
1. Point to the first **y** in Part 2. "What sound?" Correct if necessary. Repeat for /v/ and /ar/.
  2. "Trace each /y/ and say /y/. Stay inside the white." Repeat for /v/ and /ar/.

Part 1.

**NON EVALUATION PRINTING**

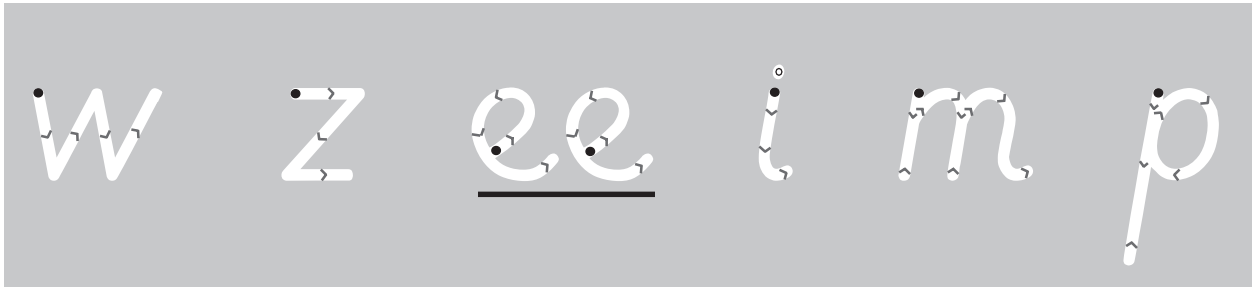
barn vat yet

Part 2.

y y y y y

v v v v v

ar ar ar ar ar



Oral

*see*

trace



read

*see*



*wet*



*wet*



*meet*



*meet*



*zip*



*zip*



1. Lay out the tiles **c** and **ar**.
2. "These letters make the word **car**."
3. "Trace the first letter and say the sound:"  
*Repeat for the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear:"
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

**Multi-sensory tiles exercise 4:**

/v/	/ar/	/y/	/v/	/ar/	/y/
/ar/	/y/	/v/	/ar/	/y/	/v/
/v/	/ar/	/y/	/v/	/ar/	/y/

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it:"

**Writing letters from dictation:**

1. Lay out the tiles **y** and **ar**.
2. "These letters are /y/, /v/ and /ar/. Trace the letters:"  
"Point to the letters:"
3. "Point to the letters:"  
/y/ /ar/ /v/ /ar/ /y/ /v/ /ar/ /y/ /v/ /ar/ /y/ /v/

**Multi-sensory tiles exercise 3:**

Part 1.

**Letter search: Part 1**

**Saying the sounds in a word:**

1. Point to the word **vet** in Part 2.
2. "This word is **vet**. I'll say the sounds—/v/ /e/ /t/. Now you say the sounds in **vet**."
3. Cover the word. "Now say the sounds in **vet** again."  
Repeat for **yard** and **farm**.
4. Cover all the words. "Say the sounds in **vet**."  
"Say the sounds in **yard**."  
"Say the sounds in **farm**." Prompt if necessary.

**Tracing exercise:**

1. Point to Part 3.
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

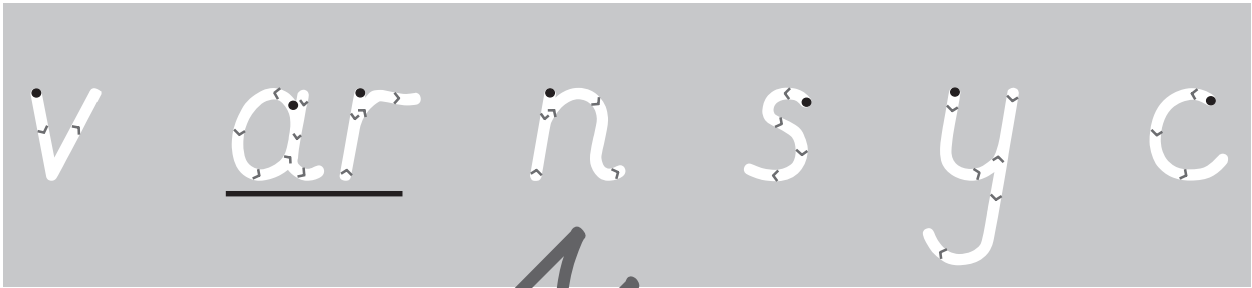
sh pshcshnshlob

Part 2.

vet yard farm

Part 3.

sh sh sh k k k w w w z z z ee ee ee j j j



Oral

Trace

read

yes



yes



car



car



park



park



van



van



Letter search: Part 2

/sh/ /w/ /sh/ /k/ /sh/ /w/  
/z/ /z/ /k/ /w/ /z/ /z/  
/w/ /j/ /e/ /w/ /k/ /j/

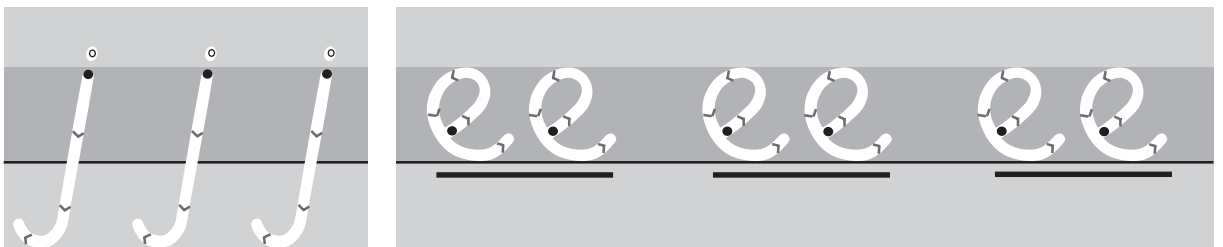
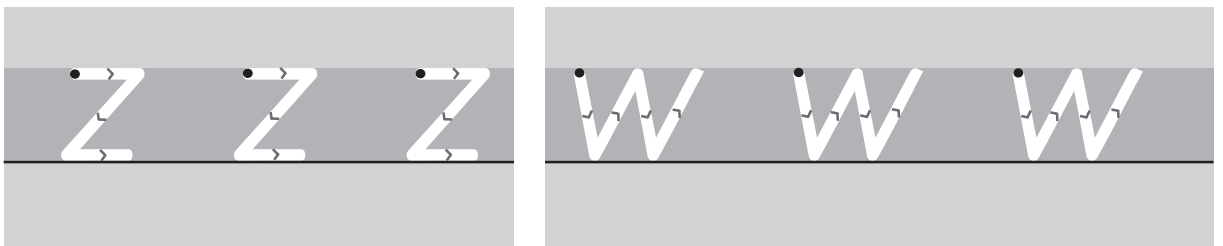
2. "Each time I say a sound, find the right letter and trace it."

1. Point to Part 1.

Writing letters from dictation:

1. Lay out the tiles **y**, **e** and **s**.
2. "These letters make the word **yes**."
3. "Trace the first letter and say the sound."  
*Repeat for the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear:"  
*"Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Part 1.



Part 2.



arnearihar

1. *Point to Part 2.*
2. "Trace all the letters and say the sounds. Stay inside the white."

**Tracing exercise:**

1. *Point to the word weed in Part 1.*
2. "This word is **weed**. I'll say the sounds—/w/ /ee/ /d/. Now you say the sounds in **weed**"
3. *Cover the word. "Now say the sounds in weed again."*  
Repeat for **yard** and **shark**.
4. *Cover all the words. "Say the sounds in weed."*  
"Say the sounds in **yard**."  
"Say the sounds in **shark**." *Prompt if necessary.*

**Multi-sensory tracing exercise 5:**

1. *Lay out the tiles v, e and n.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."  
Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

EVALUATION PRINTING

Part 1.

w eed   y ard   s hark

Part 2.


ar w i m z s

Oral

yes

trace

yes

read

yes

car

car

car

park park park

van

van

van

Letter search: Part 2

- 2. "Each time I say a sound, find the right letter and trace it."

/c/ /h/ /o/ /c/ /h/ /o/ /h/ /o/ /c/

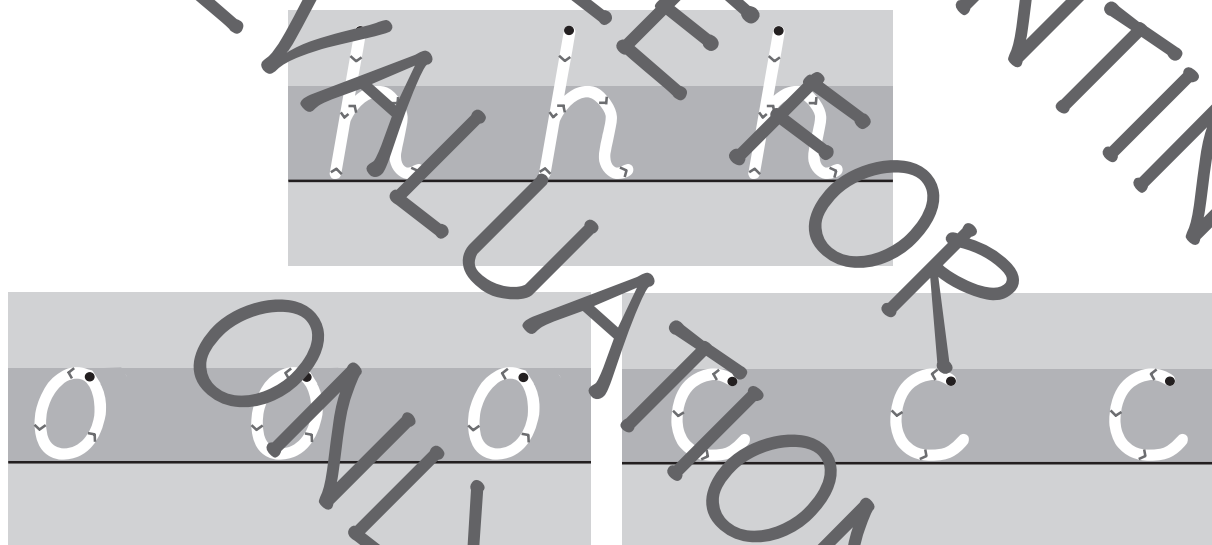
Writing letters from dictation:

1. Point to Part 1.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sound yourself.

Multi-sensory this exercise 5:

1. Lay out the tiles p, ar and k.

Part 1.



Part 2.

z

z s i z f a z n z l g t

w

f w i w s j w n w e

**Saying the sounds in a word:**

1. Point to the word **jug** in Part 1.
2. "This word is **jug**. I'll say the sounds—/j/ /u/ /g/. Now you say the sounds in **jug**."
3. Cover the word. "Now say the sounds in **jug** again." Repeat for **keen** and **sharp**.
4. Cover all the words. "Say the sounds in **jug**." "Say the sounds in **keen**." "Say the sounds in **sharp**." Prompt if necessary.





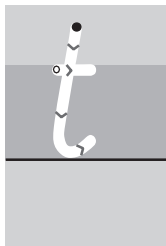

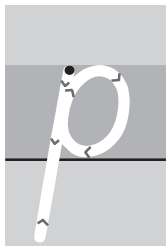

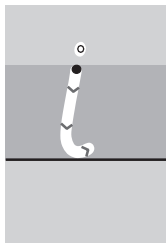

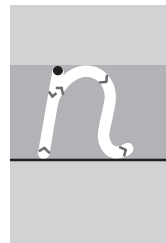

**Tracing exercise:**

1. Point to Part 2.
2. "Trace the large /s/, following the arrows."
3. "Next trace the small /s/, now write your own /s/ in the blank. Try to make it exactly the same as the one you traced." Repeat for **a, t, p, i** and **n**.

Part 1.

*jug keen sharp*

Part 2.

# Mastery Test

Any pupil who does not pass this test must go back to page 149. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 8:

The pupil must be able to say the sounds of the first twenty-seven flashcards with no errors.



you have mastered

satpincoh

gredmulfb

ee ar sh

jkw

zyv





**Multi-sensory tiles exercise 1:**

1. Lay out the tiles **x, ar and ee**. Point to the first tile:
2. "This letter makes the sound /x/. Trace the /x/."
3. Guide the pupil's finger while saying /x/.
3. "Now trace the letter again and say /x/." Repeat for /ar/ and /ee/.

**Letter search: Part 1**

**Multi-sensory tiles exercise 2:**

1. Lay out the tiles **x, ar and ee**:
2. "These letters are /x/, /ar/ and /ee/."
3. "Point to /x/, now trace it and say the sound /x/." Repeat for /ar/ and /ee/.

**Saying the sounds in a word:**

1. Point to the word **fox** in Part 2.
2. "This word is **fox**. I'll say the sounds—/f/ /o/ /x/. Now you say the sounds in **fox**."
3. Cover the word. "Now say the sounds in **fox** again." Repeat for **will** and **kiss**.
4. Cover all the words. "Say the sounds in **fox**." "Say the sounds in **will**." "Say the sounds in **kiss**." Prompt if necessary.

Part 1.

x

p x s n x g i x t f x

ee

i e e v e e y h e e s

Part 2.

fox will kiss

Letter search: Part 2

2. "Each time I say a sound, find the right letter and trace it!"
- |     |      |     |     |      |     |
|-----|------|-----|-----|------|-----|
| /w/ | /y/  | /z/ | /v/ | /y/  | /w/ |
| /v/ | /ar/ | /z/ | /v/ | /ar/ | /e/ |
| /w/ | /ar/ | /w/ | /e/ | /z/  | /y/ |

Writing letters from dictation

1. Point to Part 1.

Part 1.

Part 2.

l rluklielgnlm

ar darijarharlu



Oral  
*fox*

trace  
*fox*

read  
*fox*

*will*

*will*

*will*

*kiss*

*kiss*

*kiss*

*tell*

*tell*

*tell*



If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 167-170.

/ar/ /eə/ /x/ /eə/ /ar/ /x/ /eə/ /ar/ /x/

1. Lay out the tiles **x, ar** and **eə**:
2. "These letters are /x/, /ar/ and /eə/. Trace the letters: /ar/ /x/ /eə/ /ar/ /eə/ /x/ /eə/ /ar/ /x/."
3. "Point to the letters:

### Multi-sensory tiles exercise 3:

1. Point to the first **x** in Part 1. What sound? "Correct if necessary."
2. "Trace each /x/ and say /x/. Stay inside the white." Repeat for /ar/ and /eə/.

### Tracing exercise:

1. Lay out the tiles **x, ar** and **eə**:
2. "These letters are /x/, /ar/ and /eə/. Point to /x/." Correct if necessary.
3. "Now trace the /x/ and say the sound /x/ as you trace it." Guide the pupil's finger if necessary. Repeat for **ar** and **eə**.

### Multi-sensory tiles exercise 2:

1. Lay out the tiles **x, ar** and **eə**:
2. "These letters are /x/, /ar/ and /eə/. Point to /x/." Correct if necessary.
3. "Now trace the /x/ and say the sound /x/ as you trace it." Guide the pupil's finger if necessary. Repeat for **ar** and **eə**.

## Part 1.

Letter search: Part 1

**Writing letters from dictation:**

1. Point to Part 2.  
2. "Each time I say a sound, find the right letter and trace it."

/k/	/b/	/j/	/l/	/k/	/f/
/k/	/l/	/k/	/b/	/j/	/f/
/b/	/j/	/sh/	/f/	/sh/	/l/


















Part 1.

**v**    f v b h c i v r l v c v

**y**    y n y s a r k y i y h

**z**    g z n z d p z d l z y

Part 2.

- Tracing exercise:**
1. Point to the first **x** in Part 2. "What sound?" Correct if necessary.
  2. "Trace each /x/ and say /x/. Stay inside the white." Repeat for /ar/ and /ee/.

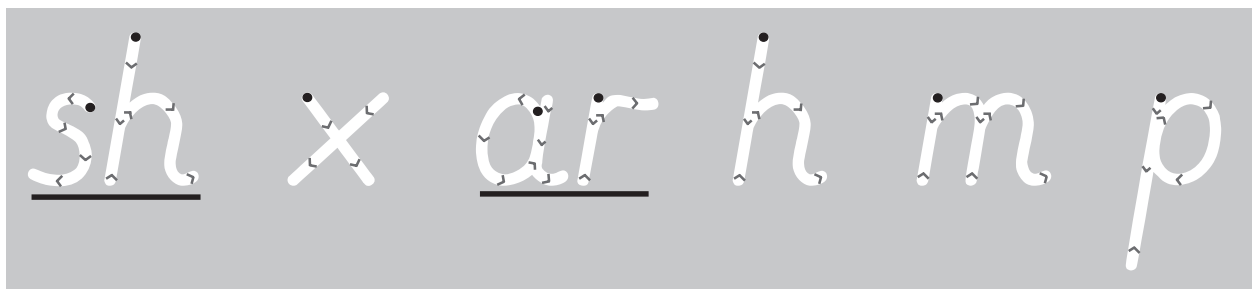
3. Cover the word. "Now say the sounds in **yell** again." Repeat for **wax** and **mess**.
  4. Cover all the words. "Say the sounds in **yell**." "Say the sounds in **wax**." "Say the sounds in **mess**." Prompt if necessary.
- Saying the sounds in a word:**
1. Point to the word **yell** in Part 1.
  2. "This word is **yell**. I'll say the sounds—/y/ /e/ //l/. Now you say the sounds in **yell**." "Now say the sounds in **yell**."

Part 1.

yell wax mess

Part 2.

Handwriting practice area with three rows of tracing guides. Each row consists of a top grey line, a middle white line, and a bottom grey line. The first row contains five 'x' characters with arrows indicating the stroke path. The second row contains five 'ar' characters with arrows indicating the stroke path. The third row contains five 'ee' characters with arrows indicating the stroke path.



Oral

*mess*

trace



read

*mess*



*sharp*



*sharp*



*six*



*six*



*hill*



*hill*





Letter search: Part 2

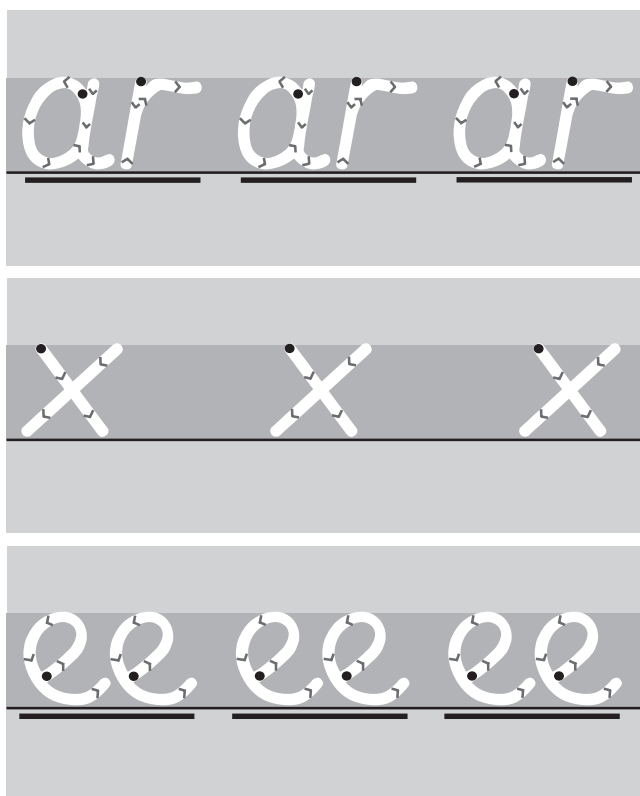
5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.
4. "Now as I point to each letter, say the sound loud and clear." Repeat for the next two letters.
3. "Trace the first letter and say the sound." Repeat for the next two letters.
2. "These letters make the word **box**."
1. Lay out the tiles **b**, **o** and **x**.

Multi-sensory tiles exercise 4:

1. Point to Part 1.
2. "Each time I say a sound, find the right letter and trace it:"
 

/x/	/ar/	/ee/	/ar/	/ee/	/x/	/ar/	/ee/
-----	------	------	------	------	-----	------	------

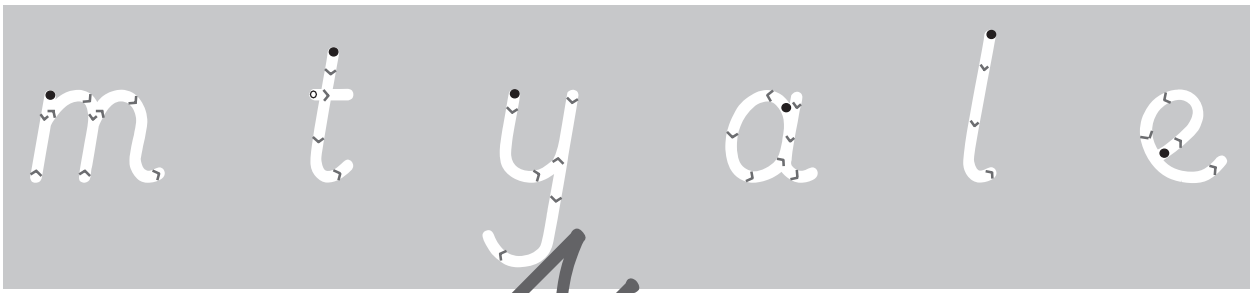
Part 1.



Part 2.

**b**

*bnbsarkbibh*



Oral yell  trace yell  read yell

*EVALUATING FOR PRINTING*  
mix mix  *OR*

*ON* tax  tax

pill  pill  pill

Letter search: Part 2

2. "Each time I say a sound, find the right letter and trace it:"
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| /p/ | /n/ | /t/ | /s/ | /a/ | /n/ |
| /n/ | /t/ | /a/ | /p/ | /s/ | /i/ |
| /t/ | /s/ | /a/ | /n/ | /p/ | /i/ |

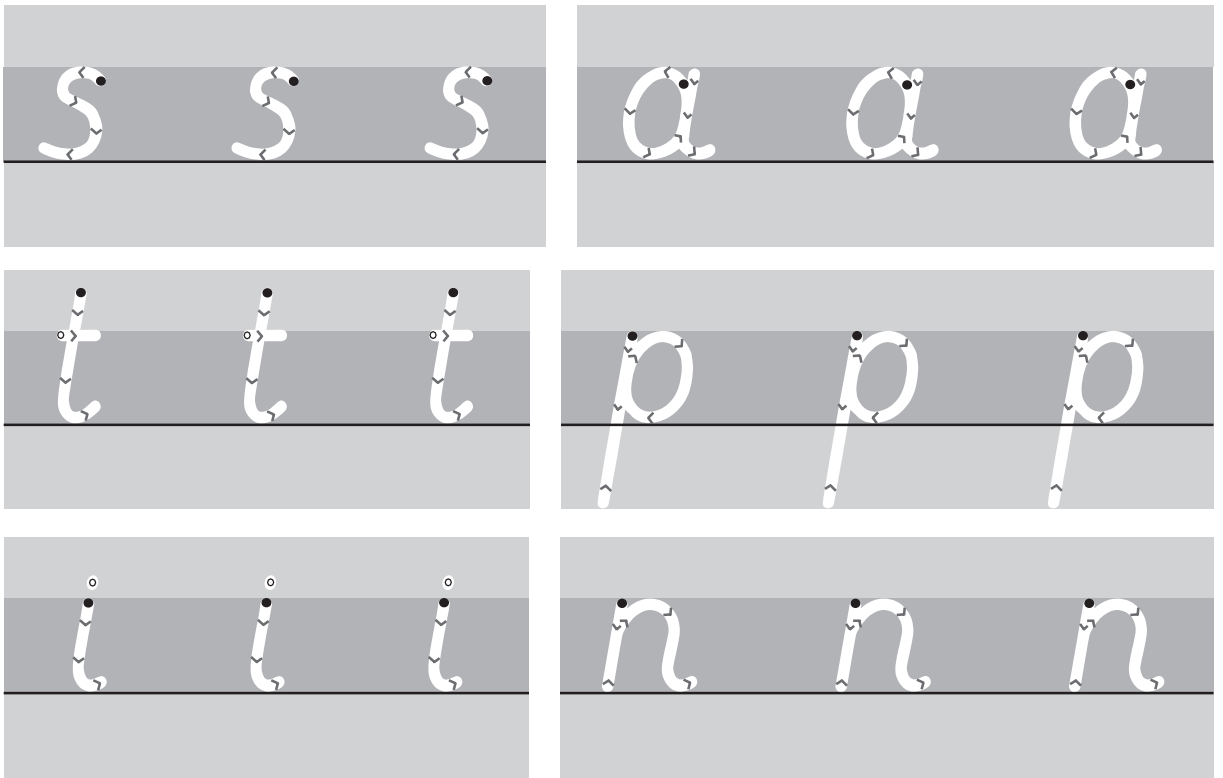
Writing letters from dictation:

1. Point to Part 1.  
 2. "These letters make the word **shark**."  
 3. "Trace the first letter and say the sound."  
 Repeat for the next two letters.  
 4. "Now as I point to each letter, say the sound loud and clear."  
 5. "Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

Multi-sensory tiles exercise 4:

1. Lay out the tiles **sh, ar and k**.

Part 1.



Part 2.



l z m l d w l d l h i

**Multi-sensory tiles exercise 5:**

1. Lay out the tiles *k, ee* and *p*.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word? Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself."

**Letter search: Part 1**

**Saying the sounds in a word**

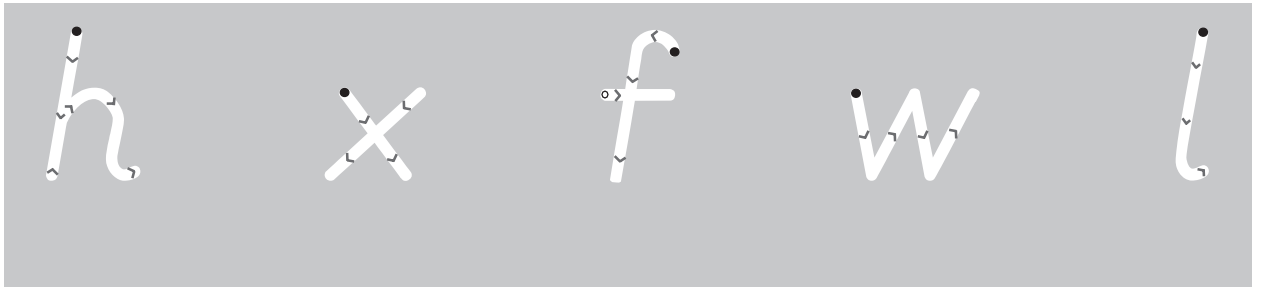
1. Point to the word *harm* in Part 2.
2. "This word is *harm*. I'll say the sounds—/h/ /ar/ /m/. Now you say the sounds in *harm*."
3. Cover the word. "Now say the sounds in *harm* again." Repeat for *beet* and *dish*.
4. Cover all the words. "Say the sounds in *harm*." "Say the sounds in *beet*." "Say the sounds in *dish*." Prompt if necessary.

Part 1.

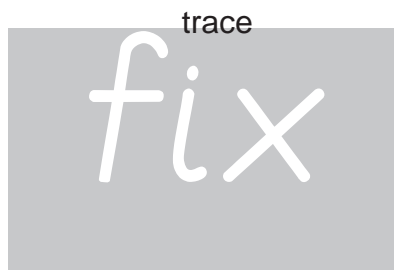
ar sar rard ar rwar  
 ee ts bee ee la ee r  
 z zcn ztm hze zla

Part 2.

harm beet dish



Oral  
*fix*



read  
*fix*



*hiss*



*hiss*



*fill*



*fill*



*wax*



*wax*



4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.

3. "Trace the first letter and say the sound."

2. "Let's see if we can read this word."

1. Lay out the tiles m, i and n.

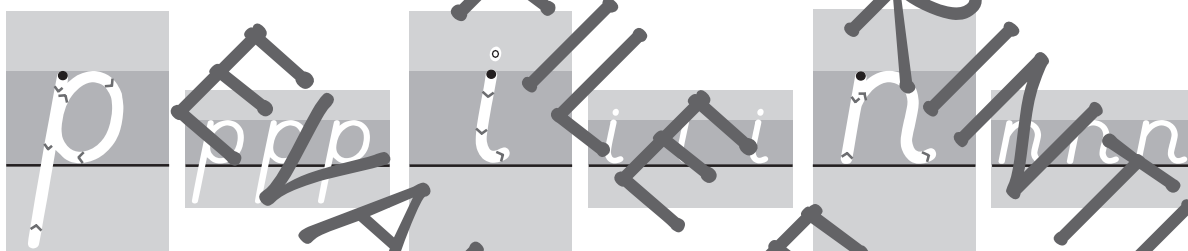
Multi-sensory tiles exercise 1:

2. "Trace all the letters and say the sounds. Stay inside the white."

Tracing exercise

1. Point to Part 1.

Part 1.



Part 2.



v s i v f a v n z v g t



f w i w s j w n w e

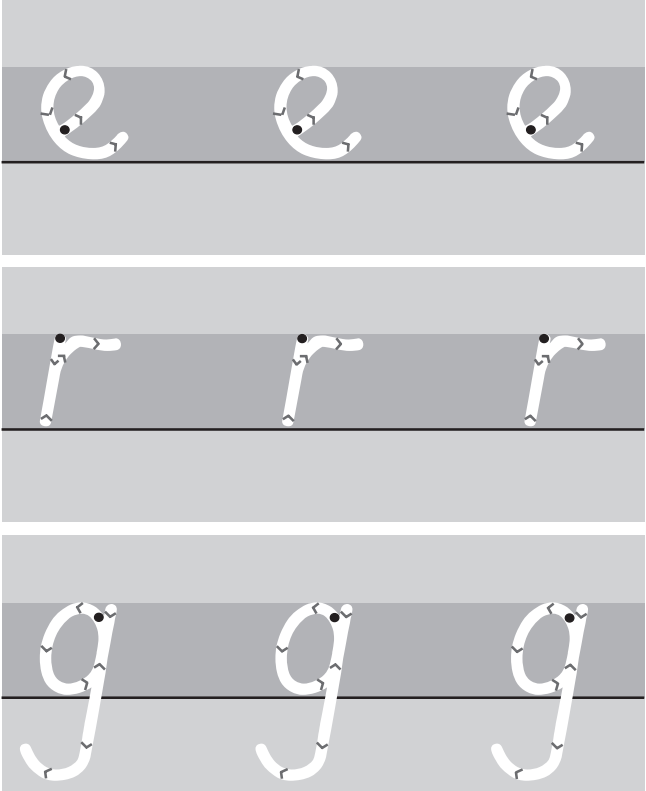


r y u k y e l y n y m

**Writing letters from dictation:**  
 1. Point to Part 1.  
 2. "Each time I say a sound, find the right letter and trace it:"  
 /e/ /r/ /g/ /r/ /g/ /e/ /g/ /e/ /r/

**Saying the sounds in a word:**  
 1. Point to the word **jeep** in Part 2.  
 2. "This word is **jeep**. I'll say the sounds—/j/ /e/ /p/. Now you say the sounds in **jeep**."  
 3. Cover the word. "Now say the sounds in **jeep** again."  
 Repeat for **carp** and **shell**.  
 4. Cover all the words. "Say the sounds in **jeep**." "Say the sounds in **carp**." "Say the sounds in **shell**." Prompt if necessary.

Part 1.



Part 2.

*jeep*      *carp*      *shell*

Letter search: Part 2

- Tracing exercise:
1. Point to Part 1.
  2. "Trace the large /x/, following the arrows."
  3. "Next trace the small /x/, now write your own /x/ in the blank. Try to make it exactly the same as the one you traced." Repeat for v, y, w, z and k.

Part 1.

Tracing practice for letters x, v, y, w, z, and k. Each letter is shown in a box with directional arrows and stroke order numbers. Below each box are two rows of the letter on handwriting lines: a large version for tracing and a smaller version for independent practice.

Part 2.



dkbhckrlkck

NON-PRINTING  
EVALUATION  
FOR  
ONLY

# Mastery Test

Any pupil who does not pass this test must go back to page 167. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

## Mastery Test 9:

The pupil must be able to say the sounds of the first twenty-eight flashcards with no errors.

The next decoding book is 'Bear Necessities Book A1'.  
The next spelling book is 'Apples and Pears Level A'.

Reading and Writing

SH EE AR

SH EE AR

SH EE AR

You have mastered

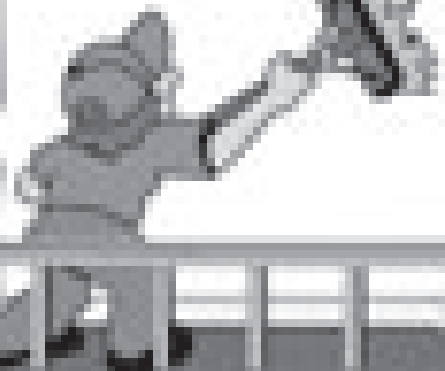
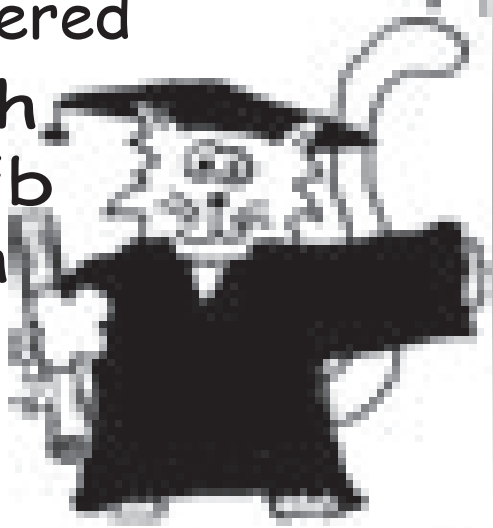
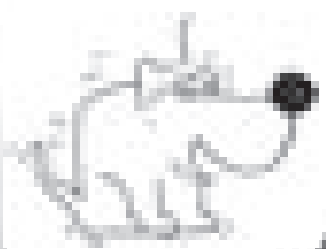
satpincoh

gredmulfb

ee ar sh

jkw

zyvx



## Other books from Sound Foundations:

### The **dancing bears** decoding series

(All decoding books are consumables, designed for one-on-one teaching)

#### **bear necessities...**

... is an “Industrial Strength” version of **Dancing Bears A**. It is suitable especially for beginners and pupils with severe dyslexia.

#### **dancing bears A...**

... the beginning decoding book for non-readers and slow readers.

#### ***FAST TRACK..***

...is a condensed version of **Dancing Bears A** and **Dancing Bears B**. It is suitable for poor decoders who have a reading age of at least 7 years.

#### **dancing bears B...**

...teaches word attack skills for longer words, and more advanced spelling patterns. It follows either **Dancing Bears A** or **Bear Necessities**.

#### **dancing bears C...**

...teaches advanced decoding skills. It follows either **Dancing Bears B** or **Fast Track**.

---

### The **apples & pears** spelling series:

Each level of **Apples and Pears** consists of a book of **Teacher’s Notes**, plus consumable **Student Workbooks**. They can be used for one-to-one teaching, or they can be used with groups of pupils who are well-matched for ability.

Level **A** and Level **B** are suitable for Infants, as well as older pupils with special needs. Level **C** and Level **D** are suitable for Juniors and above.

---

*These books can all be viewed in full and ordered at  
[www.soundfoundationsbooks.co.uk](http://www.soundfoundationsbooks.co.uk)*