



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

2019-2020

GRADE  
1



# UAE PHONICS



Grade  
01

# **UAE Phonics Book**

English Language

**Coursebook**

Volume 1

1440- 1441 A.H. /2019- 2020 A.D.

# Introduction to UAE Phonics Programme

This course will provide learners with the essential language skills required to read and write with confidence. Through the materials provided, learners' literacy skills will be developed through interactive activities and independent learning. Term 1 materials focus heavily on phonics, and builds on this foundation throughout the course, supplemented with other essential skills for literacy.

## Course Guide

### Phonics Focus

Structured sets of phonemes and graphemes are an integral feature of the course and will be applied through a variety of methods of learning; including blending, segmenting, word families and rhyming. It is essential that phonics is practised and reinforced throughout the entirety of the course.

### High Frequency Words

An awareness of the most commonly used High Frequency Words will be incorporated throughout the course. Recognition of these words will enable learners to become faster and more fluent readers.

### Handwriting Practice

Learners are supported through the basics of letter formation and penmanship. The course aims to develop fine motor skills and provide learners with the ability to write independently and with confidence.

### Sentence Structure

Syntax is reinforced through repetition and progressively challenging activities that provide learners with the tools needed to create their own sentences while continuing their language learning.

### Reading Comprehension

Relatable reading tasks and comprehension activities have been designed to challenge learners and enhance listening, speaking and writing skills. Through reading comprehension learners will build on their vocabulary, practise pronunciation and develop grammar knowledge.

### Grammar Practice

The essential grammar rules required for English language progression are introduced and practised throughout the course. Supplementary and supportive activities are also included; providing learners and teachers with additional opportunities to explicitly practise the featured grammar rules and reinforce language learning.

**Authors: Niamh Dunne & Charlotte Lewis**

# UAE Phonics

## Grade 1

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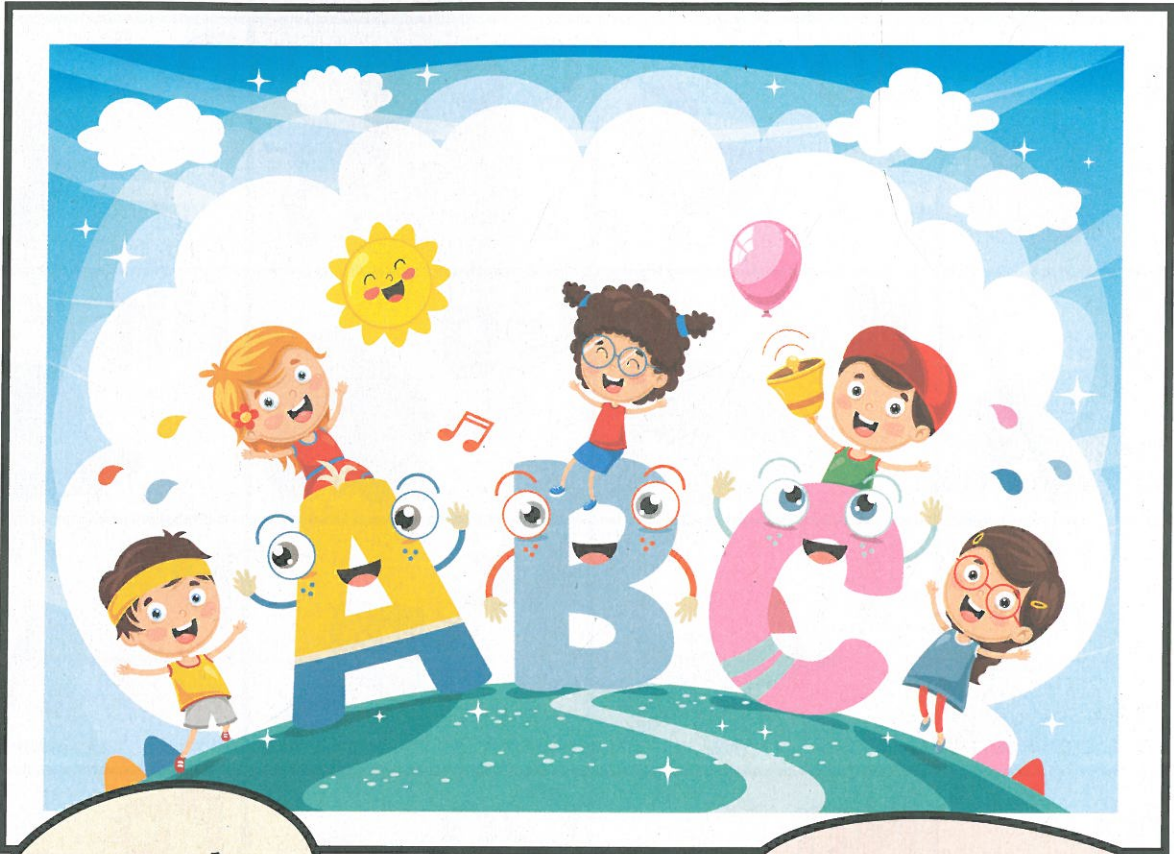
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Hello!





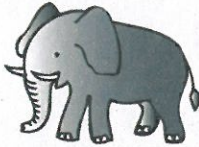



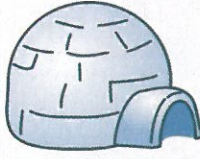
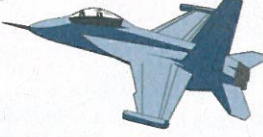




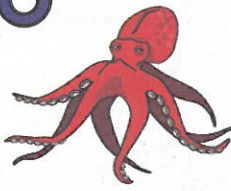


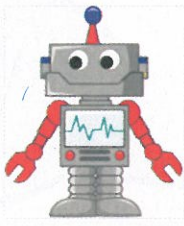





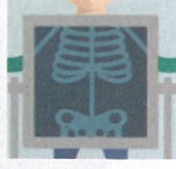


Good morning!

How are you?

I'm fine, thank you.

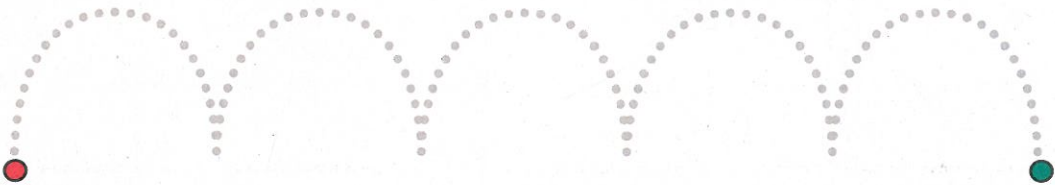


My name is: \_\_\_\_\_

<b>Aa</b> 	<b>Bb</b> 	<b>Cc</b> 	<b>Dd</b> 
<b>Ee</b> 	<b>Ff</b> 	<b>Gg</b> 	<b>Hh</b> 
<b>Ii</b> 	<b>Jj</b> 	<b>Kk</b> 	<b>Ll</b> 
<b>Mm</b> 	<b>Nn</b> 	<b>Oo</b> 	<b>Pp</b> 
<b>Qq</b> 	<b>Rr</b> 	<b>Ss</b> 	<b>Tt</b> 
<b>Uu</b> 	<b>Vv</b> 	<b>Ww</b> 	<b>Xx</b> 
<b>Yy</b> 	<b>Zz</b> 		

Activity 1










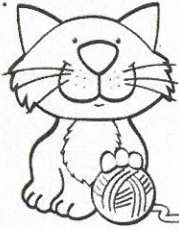
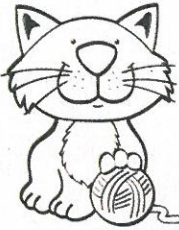
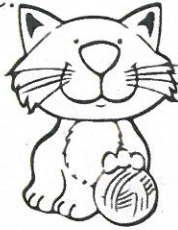
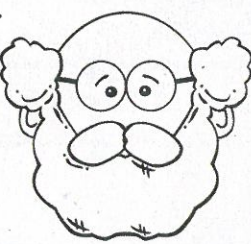

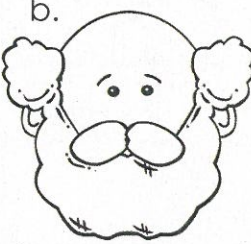
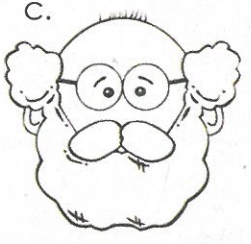
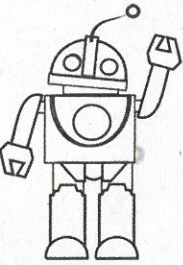
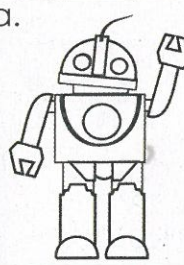
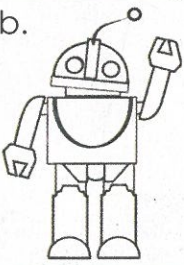
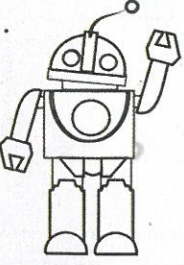
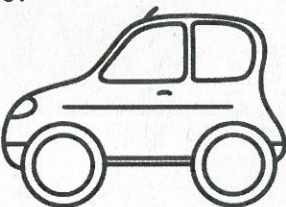
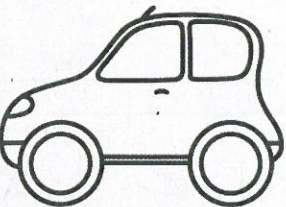
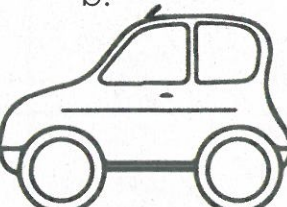
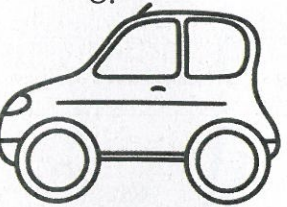
Trace the lines.





Activity 1

Colour the pictures that are the same.

1. 	a. 	b. 	c. 
2. 	a. 	b. 	c. 
3. 	a. 	b. 	c. 
4. 	a. 	b. 	c. 
5. 	a. 	b. 	c. 
6. 	a. 	b. 	c. 

Activity 2

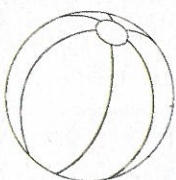



Look at the picture. What can you see?

A Day at the Park



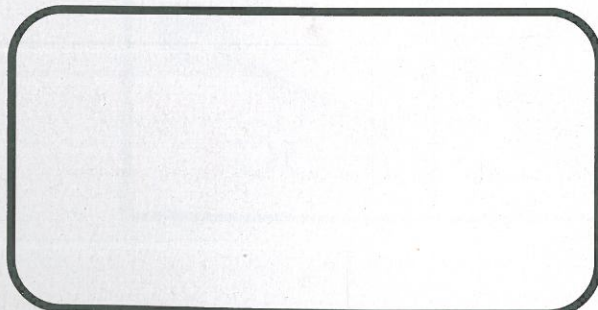
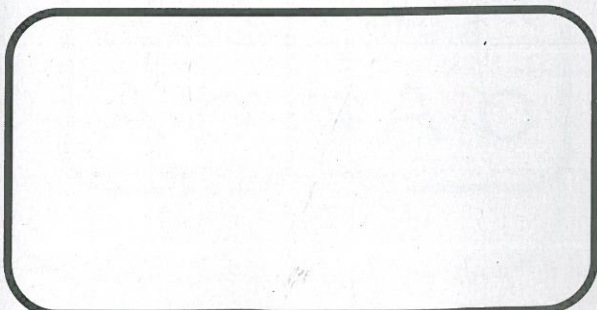
Activity 3

Find these things in the picture.

1. 	2. 	3. 	4. 
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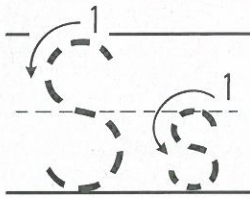
Activity 4



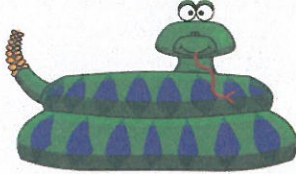

What else can you see? Draw two pictures.



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **s**. Trace **S s**.

Ss



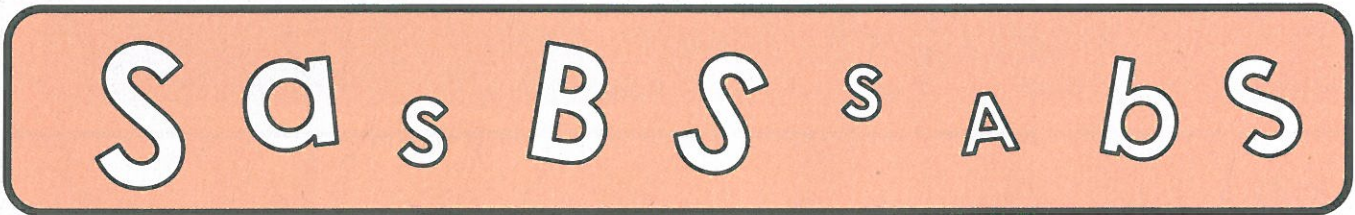
	
sun	spoon
	
snake	sit

**Activity 1 – Track 1 and Phonics Song**

Listen and repeat.

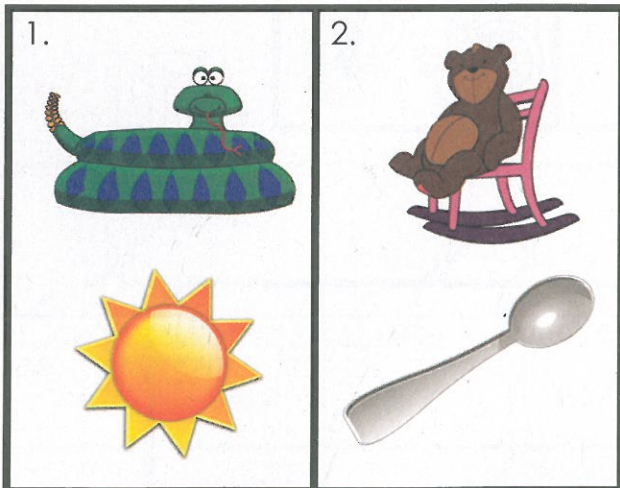
**Activity 2**

Colour **S s**.



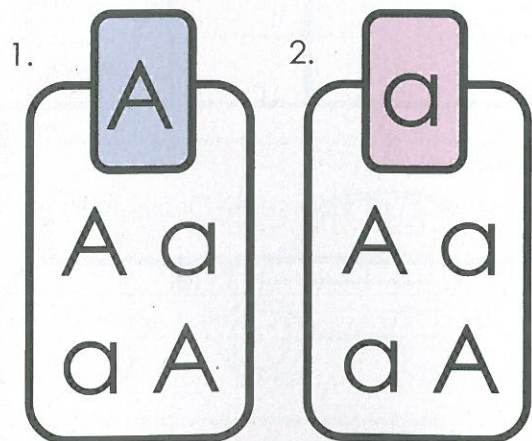
**Activity 3 – Track 2**

Listen and circle.



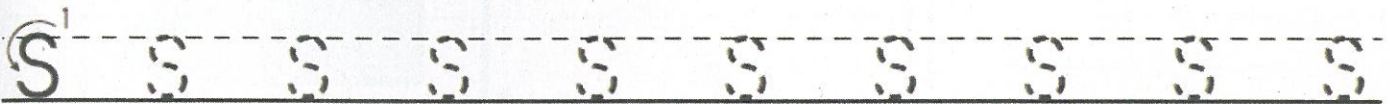
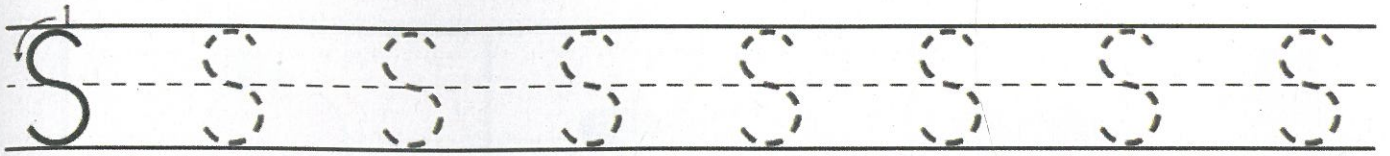
**Activity 4**

Circle the letters that look the same.



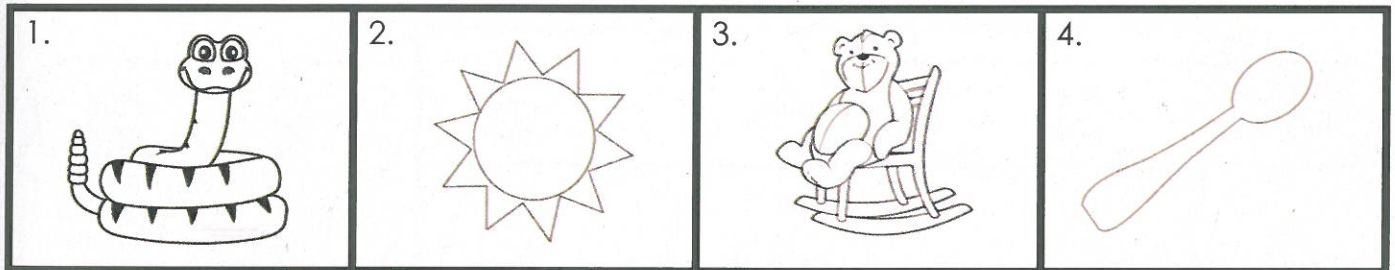
**Activity 5**

Say the sound. Trace and write the letters.



**Activity 6**

Colour the pictures. Say the words with a partner.



**Activity 7 – Track 3**

Let's sing!

(To the tune of Farmer in the Dell)

I can see a **s**nake!  
 I can see a **s**nake!  
**Ss...ss...ss...ss, ss!**  
 I can see a **s**nake!



**Activity 8**

Use these words in the song.

Let's sing!



**s**un

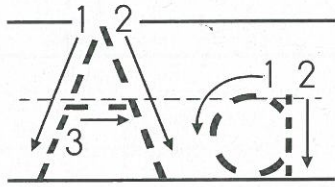


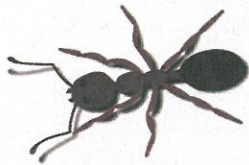
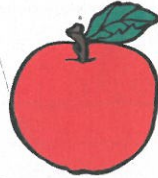

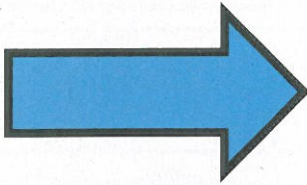
**s**poon

# UNIT 2 – Phonics Focus – A a

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **a**. Trace **A a**.

# A a



	
ant	apple
	
axe	arrow

### Activity 1 – Track 4 and Phonics Song

Listen and repeat.

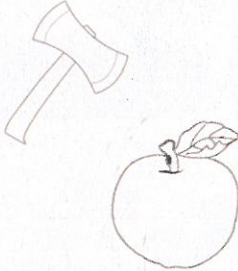
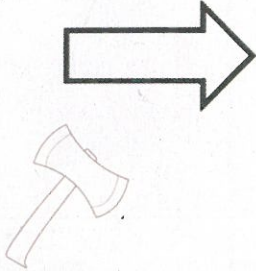
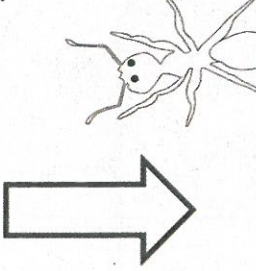
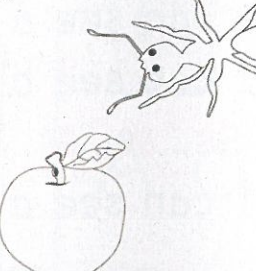
### Activity 2

Circle the letters that look the same.

1. <b>A</b>	a	A	S
2. <b>a</b>	A	S	a

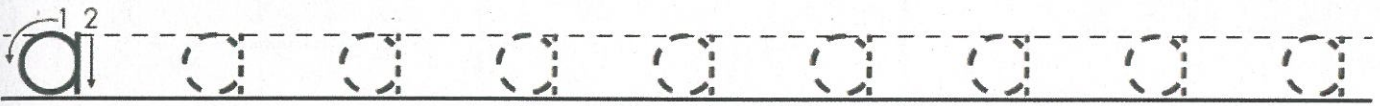
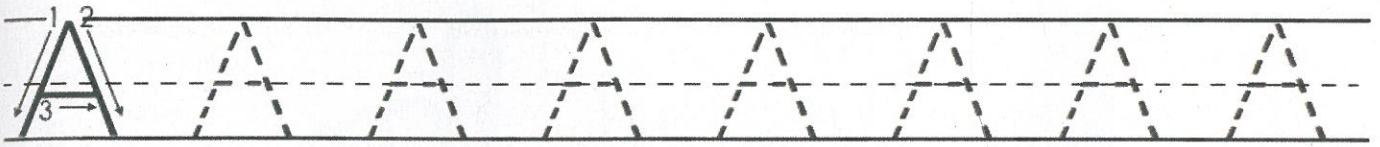
### Activity 3

Circle and colour the correct pictures.

1. 	2. 	3. 	4. 
apple	axe	arrow	ant

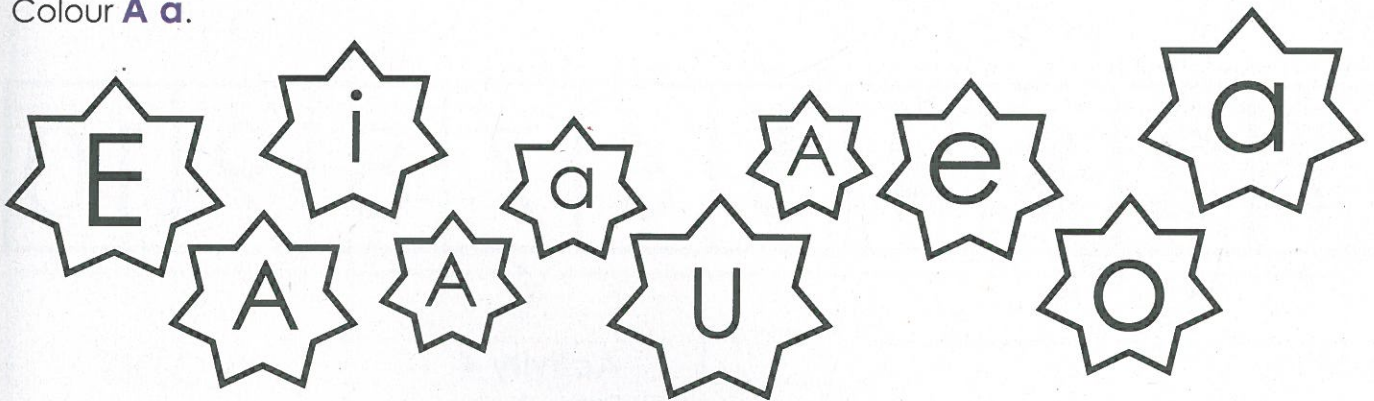
**Activity 4**

Say the sound. Trace and write the letters.



**Activity 5**

Colour **A a**.



**Activity 6 – Track 5**

Let's chant! Use actions for each word.

**a, a, a... apple, apple, apple!**

**a, a, a... ant, ant, ant!**

**a, a, a... arrow, arrow, arrow!**

**a, a, a... axe, axe, axe!**



- Listen to your teacher. Say 1. Trace 1.

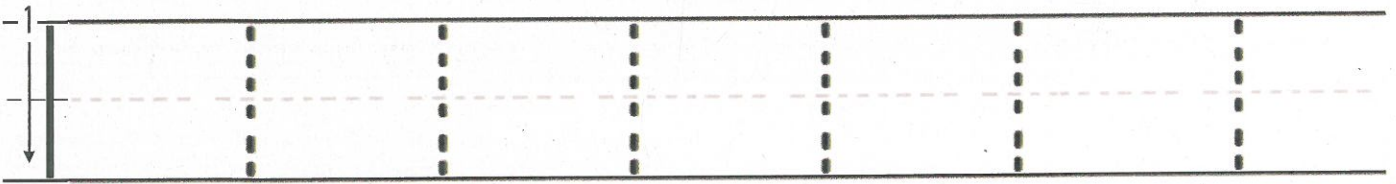


one



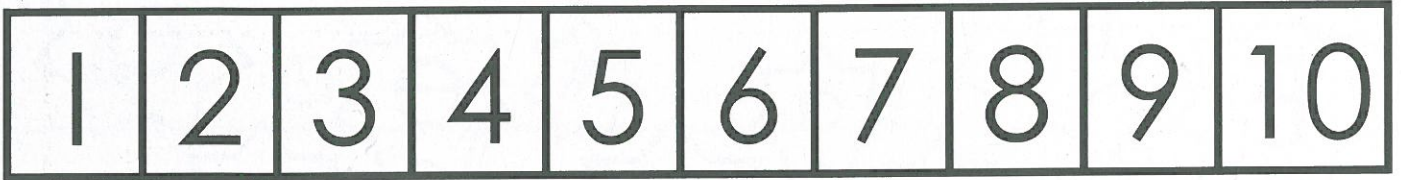
**Activity 1**

Trace 1.



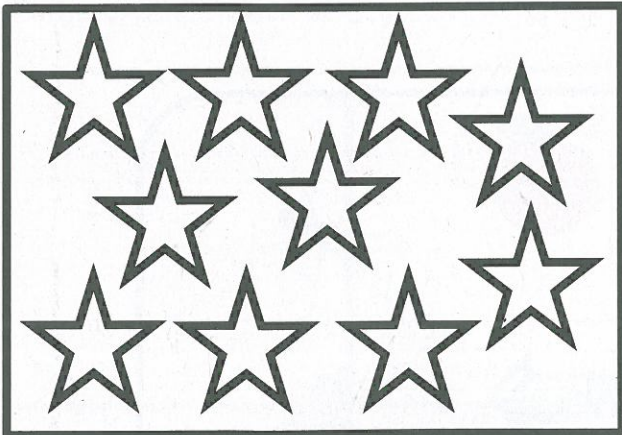
**Activity 2**

Colour 1.



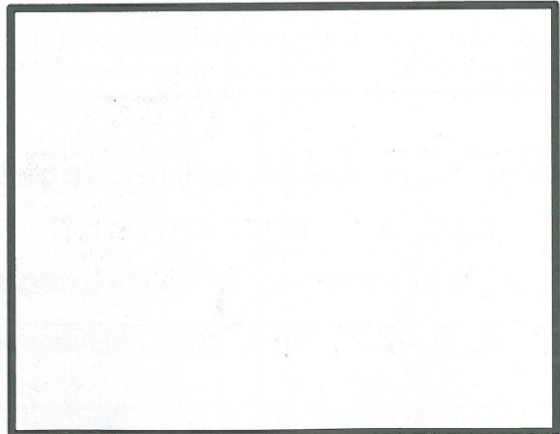
**Activity 3**

Colour 1 star.



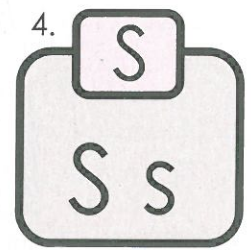
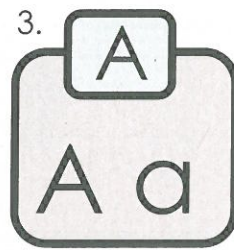
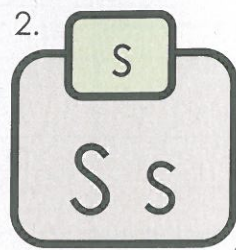
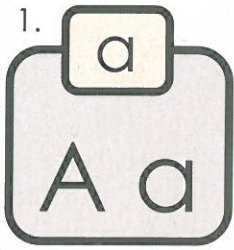
**Activity 4**

Draw 1 apple.



Activity 1

Circle the letters that look the same.



Activity 2

Colour the pictures that match the words.

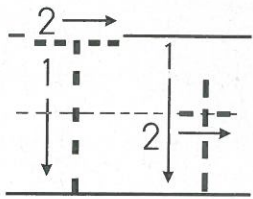
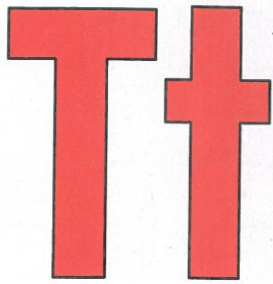
1. <b>s</b> it			
2. <b>s</b> un			
3. <b>s</b> nake			
4. <b>s</b> poon			
5. <b>a</b> rrow			
6. <b>a</b> pple			
7. <b>a</b> nt			
8. <b>a</b> x			







Practise writing the letters and words that you have learned.

A series of horizontal writing lines for practicing handwriting. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines arranged vertically down the page.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **t**. Trace **T t**.



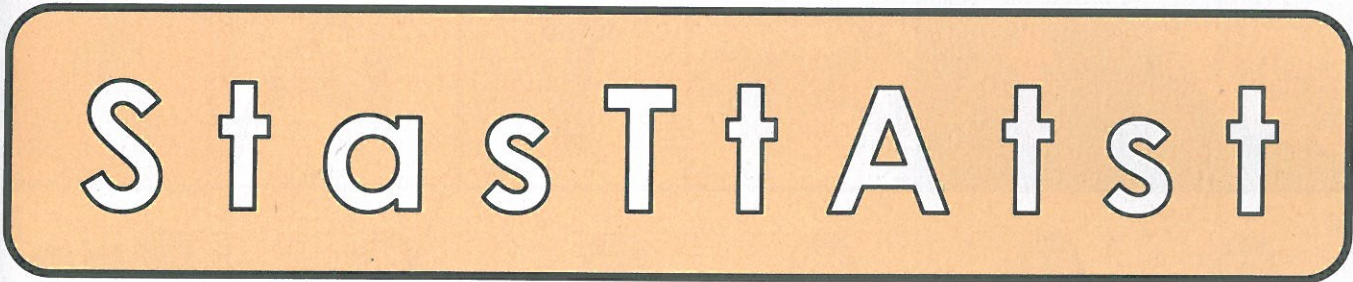
	
tree	tap
	
ten	tiger

**Activity 1 – Track 6 and Phonics Song**

Listen and repeat.

**Activity 2**

Colour **T t**.



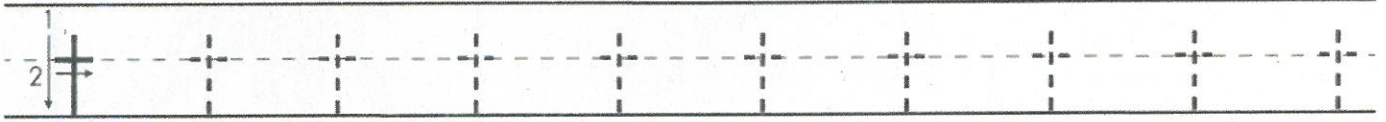
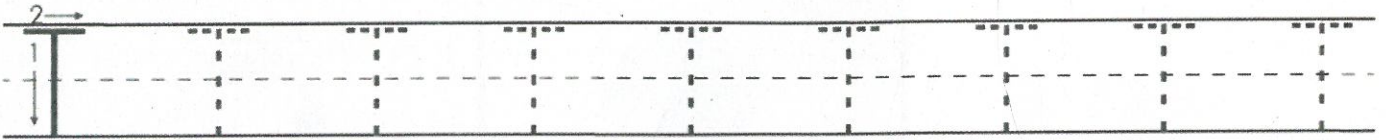
**Activity 3**

Circle the **T t** pictures.




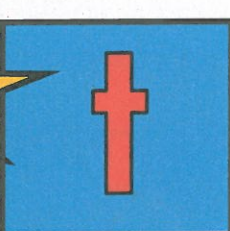
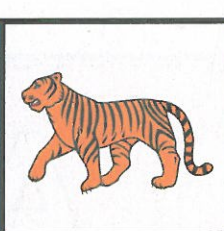
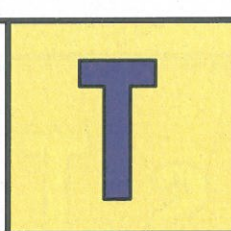
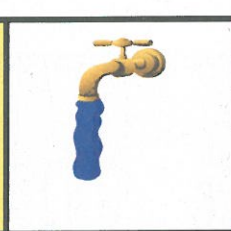


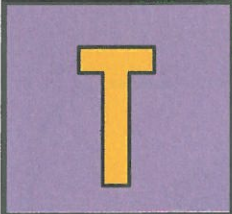
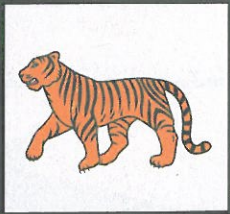
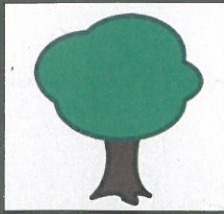
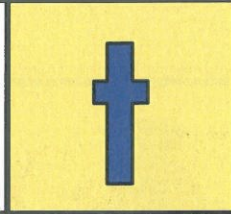

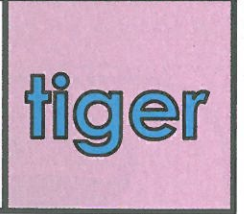

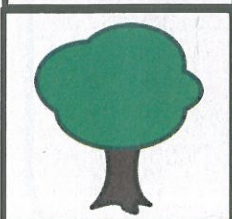
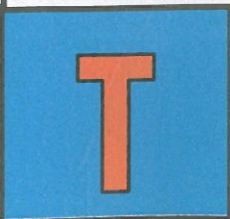


Activity 4

Say the sound. Trace and write the letters.



Activity 5 – PCM 1

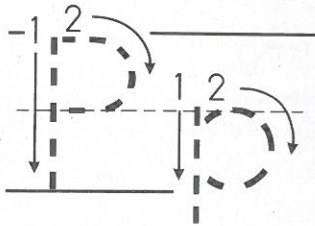
Choose cards and play the game. Say **t**. Say the words.


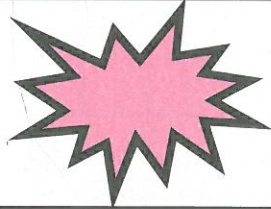


					
					
					
					
					

# UNIT 3 – Phonics Focus – P p

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **p**. Trace **P p**.

# P p



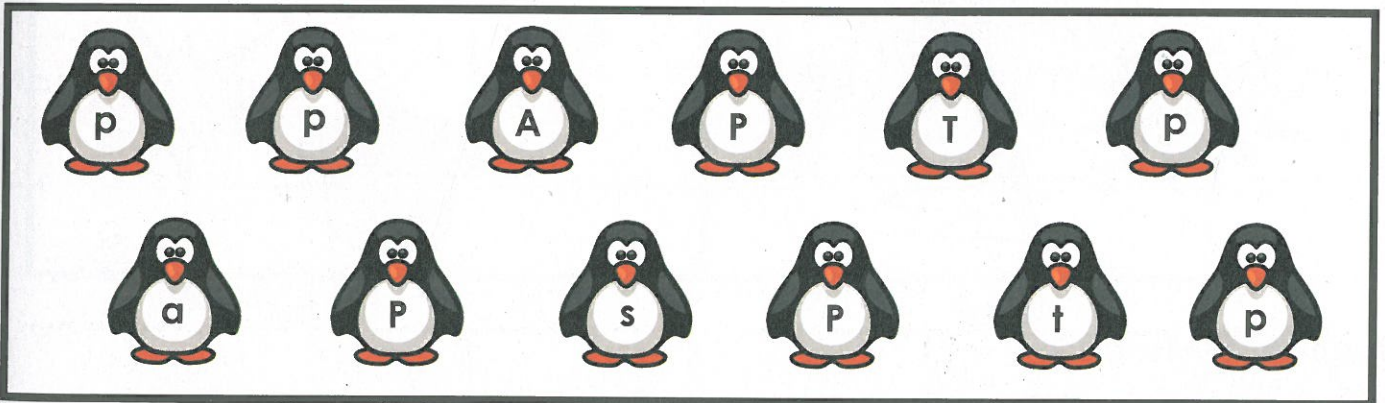
	
pen	pink
	
pin	pot

### Activity 1 – Track 7 and Phonics Song

Listen and repeat.

### Activity 2

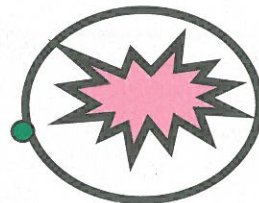
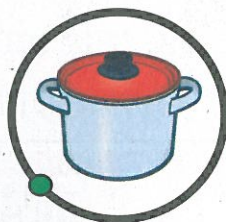
Circle the penguins with **P p**.



### Activity 3

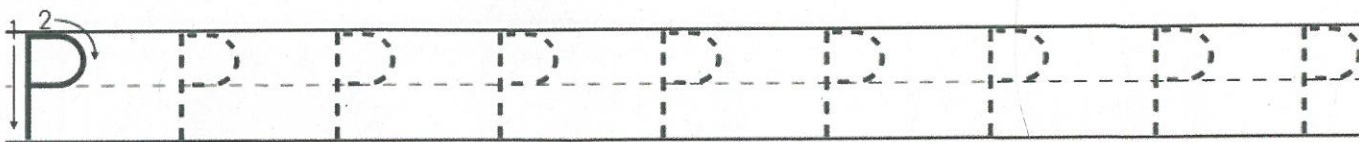
Match the words to the pictures.

- pen
- pink
- pot
- pin



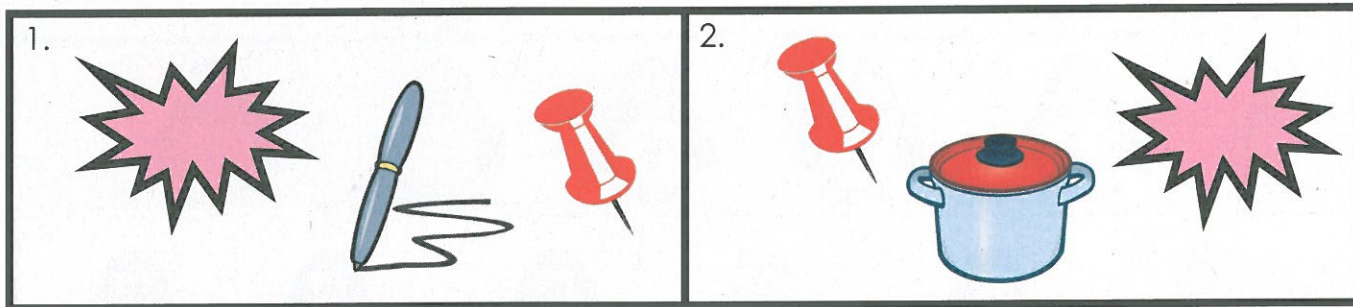
Activity 4

Say the sound. Trace and write the letters.



Activity 5 – Track 8

Listen and circle the pictures.



Activity 6 – Track 9

Let's sing!

(To the tune of Row, Row, Row Your Boat)

P P p  
p P p

Pen, pink, pin and pot,  
 Start with letter p,  
 P...p...p...p, p,  
 Sing along with me!

Activity 1 – Track 10

Listen, point and repeat.

1. + =
2. + =
3. + =

Activity 2

Blend, match and read.

- |    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |

Activity 3

Say the sounds. Read the words. Trace the words.

1.  +  =	4.  +  =
2.  +  =	5.  +  =
3.  +  =	6.  +  =

- Listen to your teacher. Say 2. Trace 2.

2

two



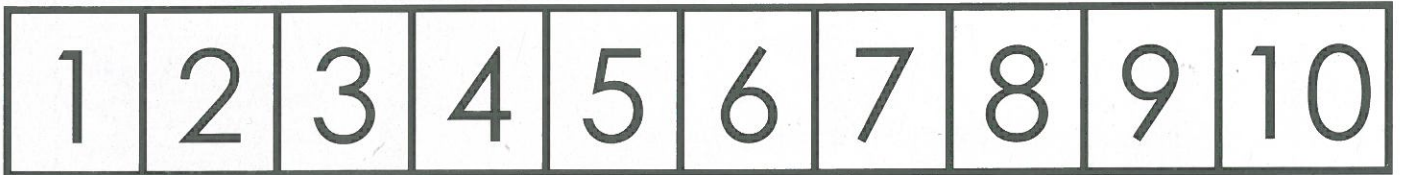
Activity 1

Trace 2.



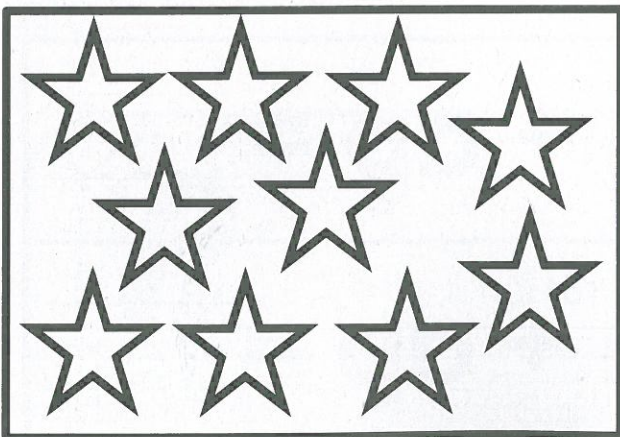
Activity 2

Colour 2.



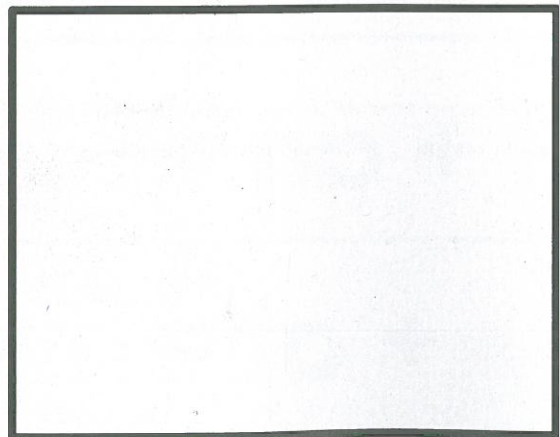
Activity 3

Colour 2 stars.



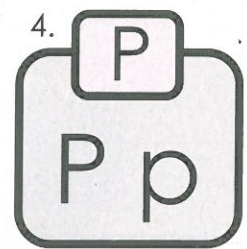
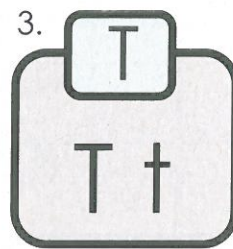
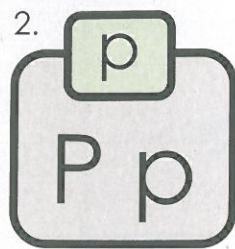
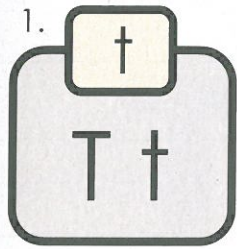
Activity 4

Draw 2 trees.




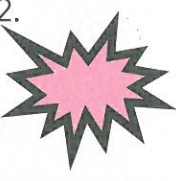





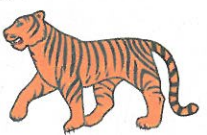
Activity 1

Circle the letters that look the same.



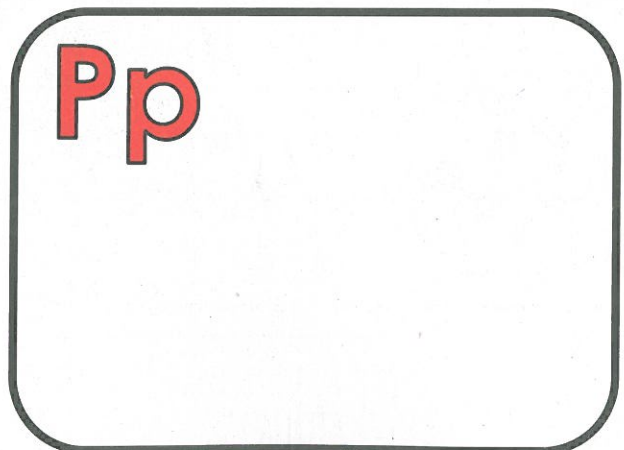
Activity 2

Look at the pictures. Circle the matching sounds.

<p>1.  <b>t</b> <b>p</b></p>	<p>2.  <b>t</b> <b>p</b></p>
<p>3.  <b>t</b> <b>p</b></p>	<p>4.  <b>t</b> <b>p</b></p>
<p>5.  <b>t</b> <b>p</b></p>	<p>6.  <b>t</b> <b>p</b></p>
<p>7.  <b>t</b> <b>p</b></p>	<p>8.  <b>t</b> <b>p</b></p>

Activity 3

Draw your favourite **Tt** and **Pp** pictures.





Practise writing the letters and words that you have learned.

The page contains 12 sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

Act  
Liste

Act  
Liste

1.

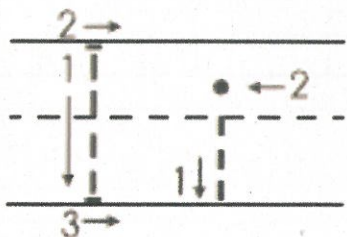
2.


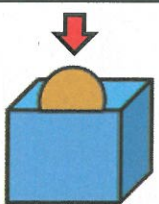
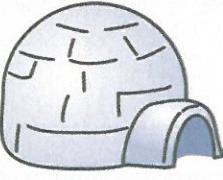

3.

4.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **i**. Trace **I i**.

# Ii



	
ink	in
	
igloo	iguana

### Activity 1 – Track 11 and Phonics Song



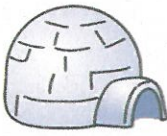
Listen and repeat.

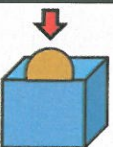


### Activity 2 – Track 12

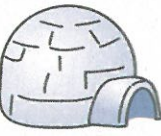

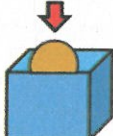
Listen to the words. Circle the correct pictures.


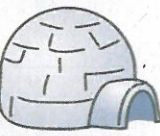
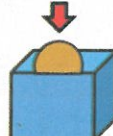
### Activity 3

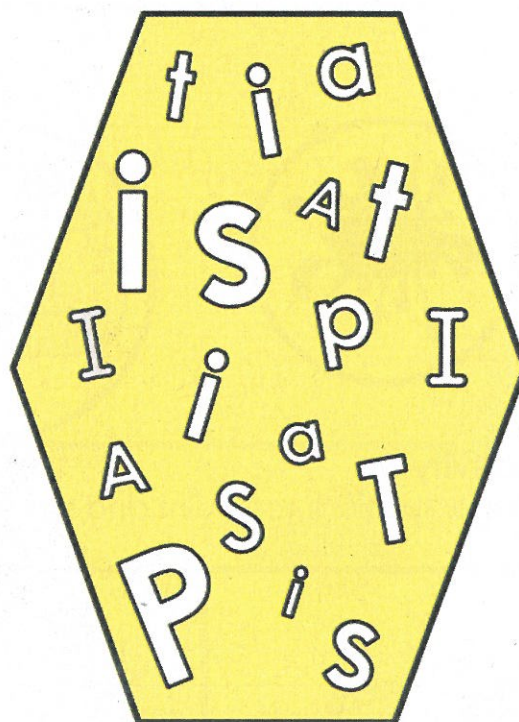
Colour **Ii**.

1.   

2.   

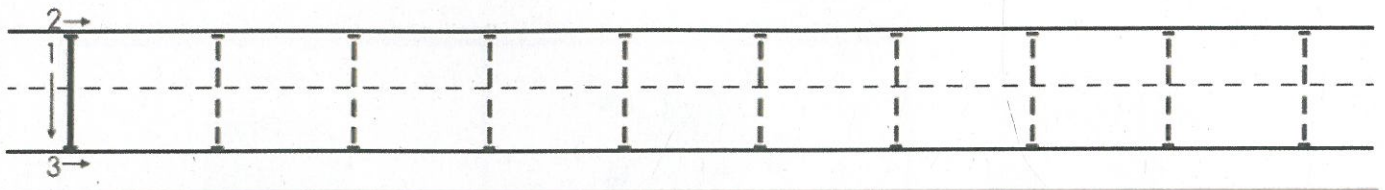
3.   

4.   



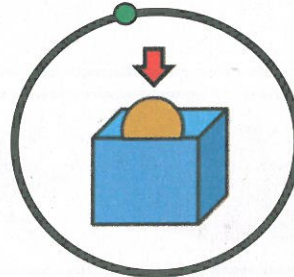
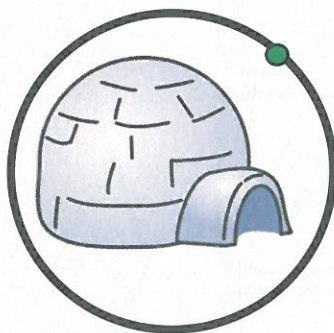
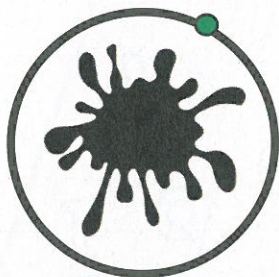
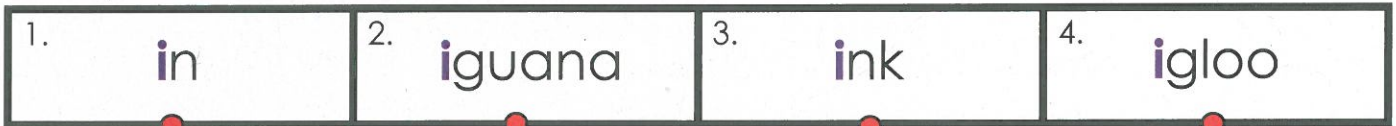
Activity 4

Say the sound. Trace and write the letters.



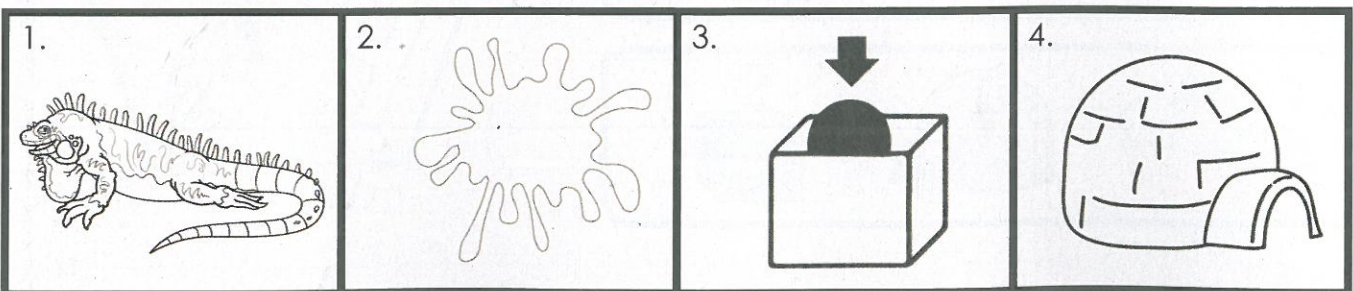
Activity 5

Match the words to the correct pictures.



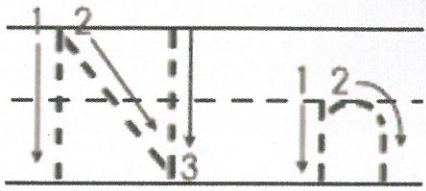
Activity 6



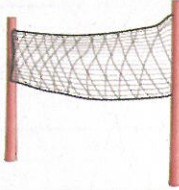

Colour the pictures. Point and say the words with a partner.



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **n**. Trace **N n**.

N n



	
nuts	nine
	
net	nose

**Activity 1 – Track 13 and Phonics Song**

Listen and repeat.

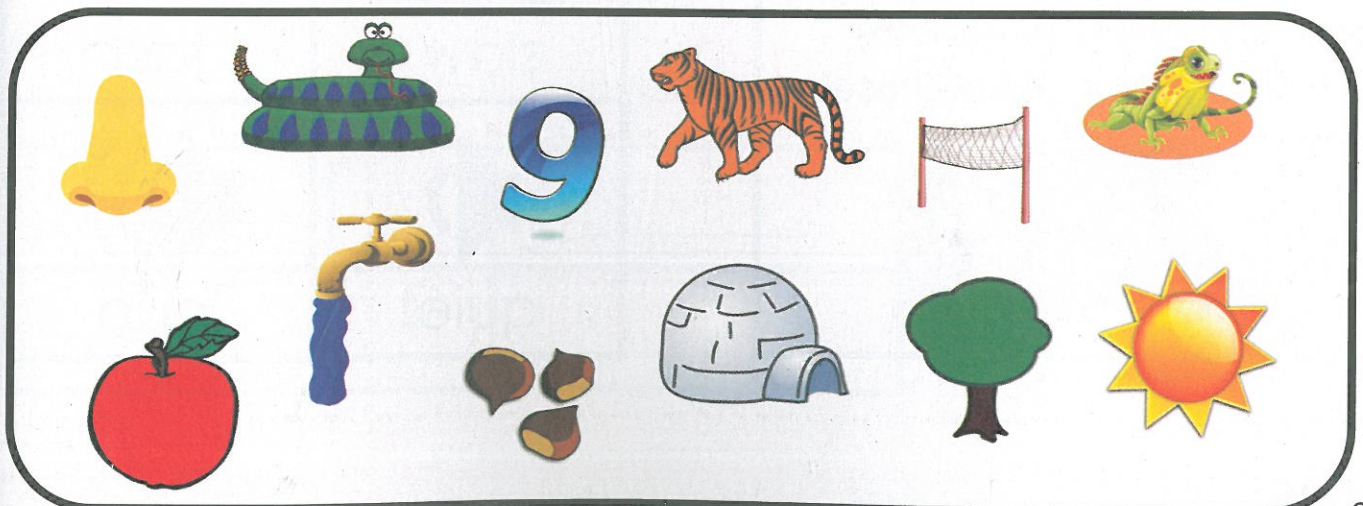
**Activity 2**

Circle **N n**.

n	I	N	s	n	N
i	a	t	p	A	I
S	N	i	n	a	t
P	s	T	N	p	n

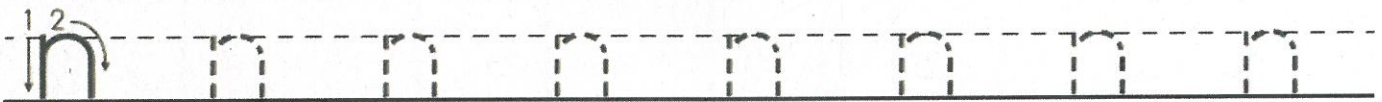
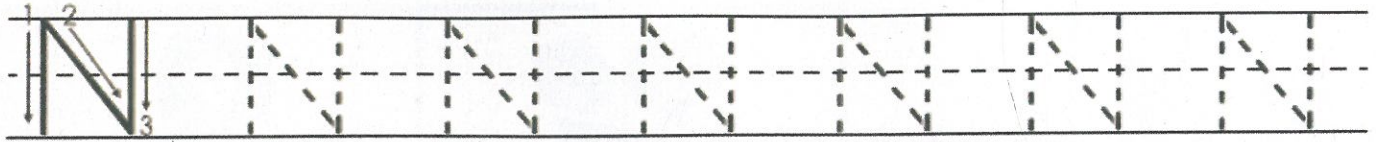
**Activity 3**

Circle the **N n** pictures. Say the words.



## Activity 4

Say the sound. Trace and write the letters.



## Activity 5 – Track 14

Listen and circle the correct pictures.

1.	2.	3.	4.
----	----	----	----

## Activity 6 – Track 15

Let's chant!

**N**uts, **n**uts, **n...n...nuts!**  
**N**ine, **n**ine, **n...n...nine!**  
**N**et, **n**et, **n...n...net!**  
**N**ose, **n**ose, **n...n...nose!**

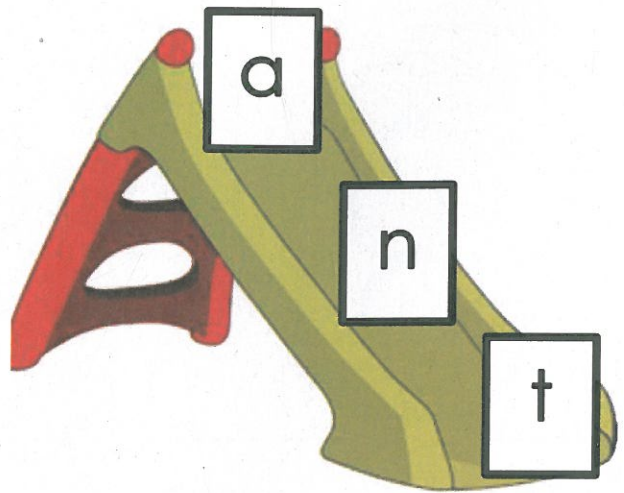
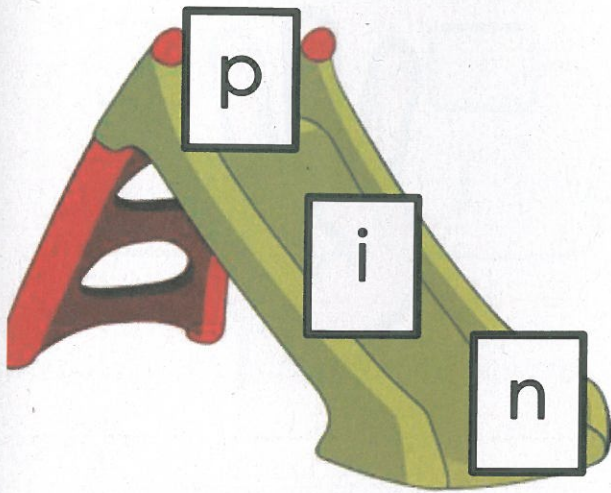
## Activity 7

Practise the chant in different ways.

 slow	 fast
 quiet	 loud

Activity 1 – Track 16

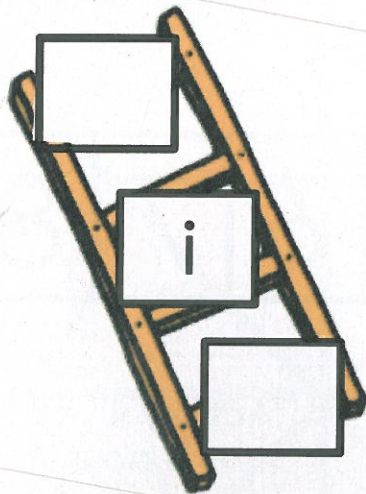
Blend the letters. Circle the correct pictures.



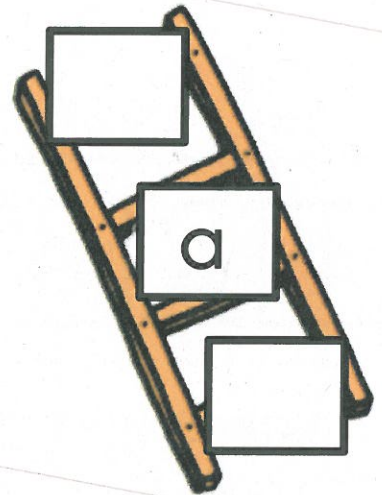
Activity 2

Say the words. Write the missing letters.

1.



2.



Activity 3

Use the letters in the box to make words. Write the sounds. Then, write the words.

1.	___	___	___	_____
2.	___	___	___	_____



- Listen to your teacher. Say 3. Trace 3.

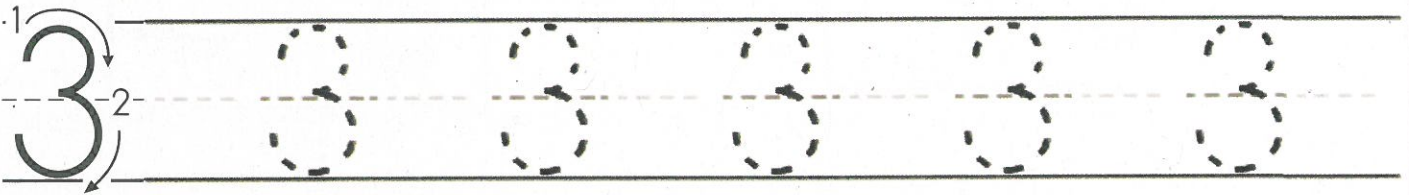


three



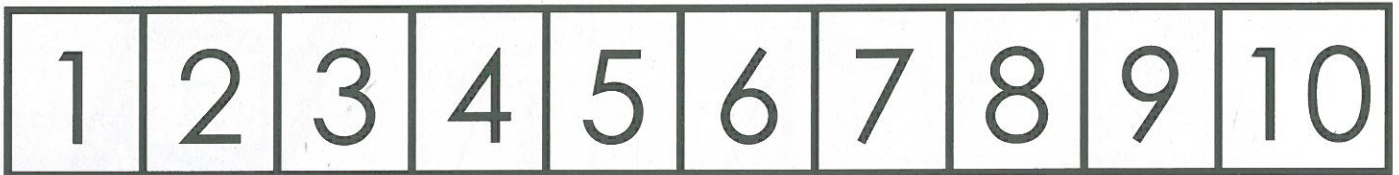
**Activity 1**

Trace 3.



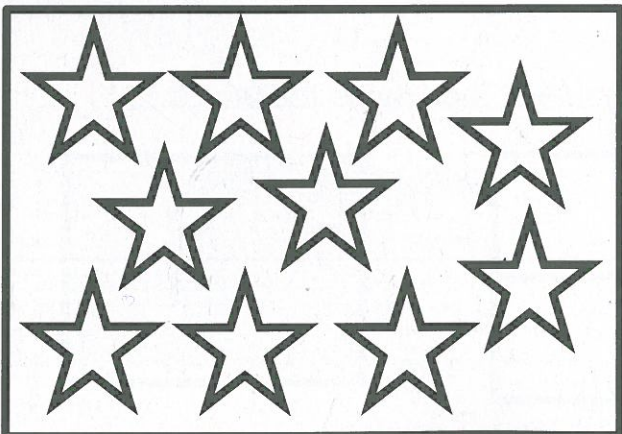
**Activity 2**

Colour 3.



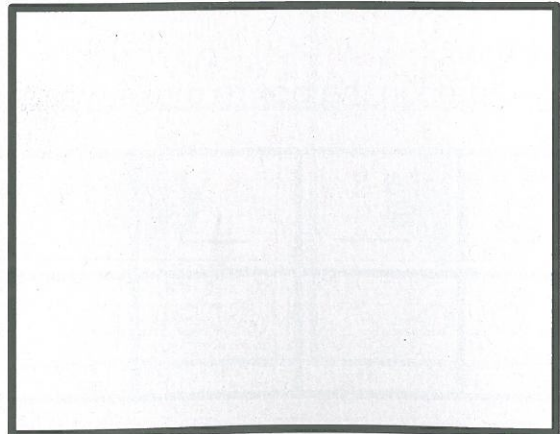
**Activity 3**

Colour 3 stars.



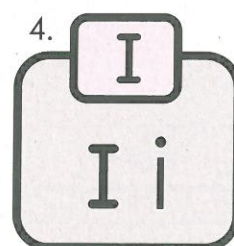
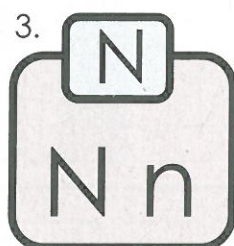
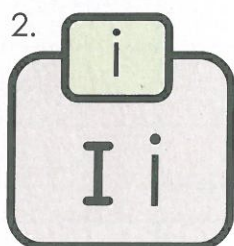
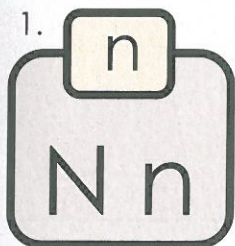
**Activity 4**

Draw 3 igloos.



Activity 1

Circle the letters that look the same.

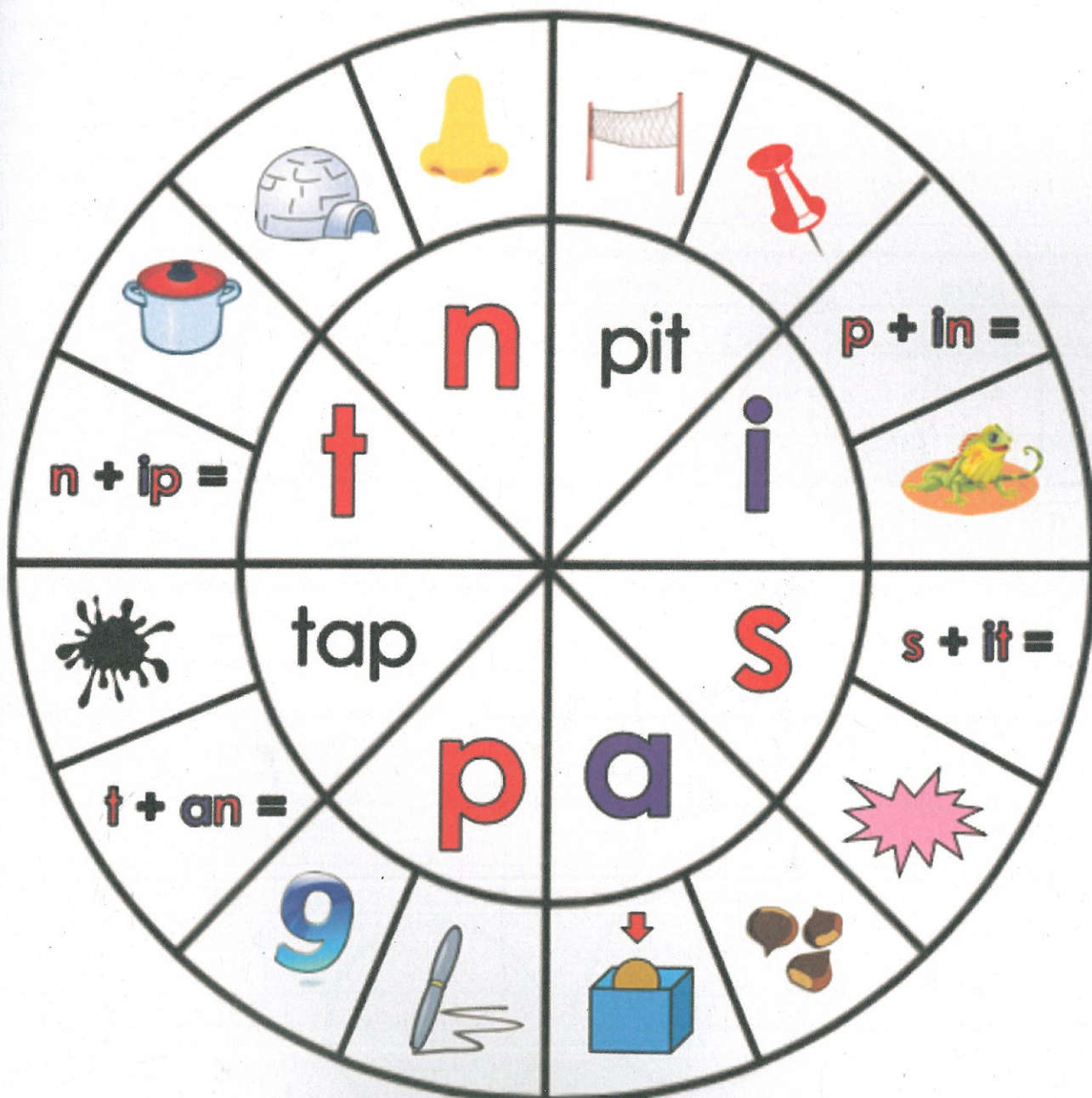


Activity 2 – Track 17

Listen and point to the pictures or words on the wheel.

Activity 3

Drop a coin or an eraser onto the wheel. Say the sounds or words.





# UNIT 4 – Let's Write

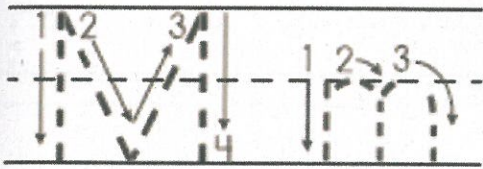
Practise writing the letters and words that you have learned.





The page contains ten sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **m**. Trace **M m**.

Mm



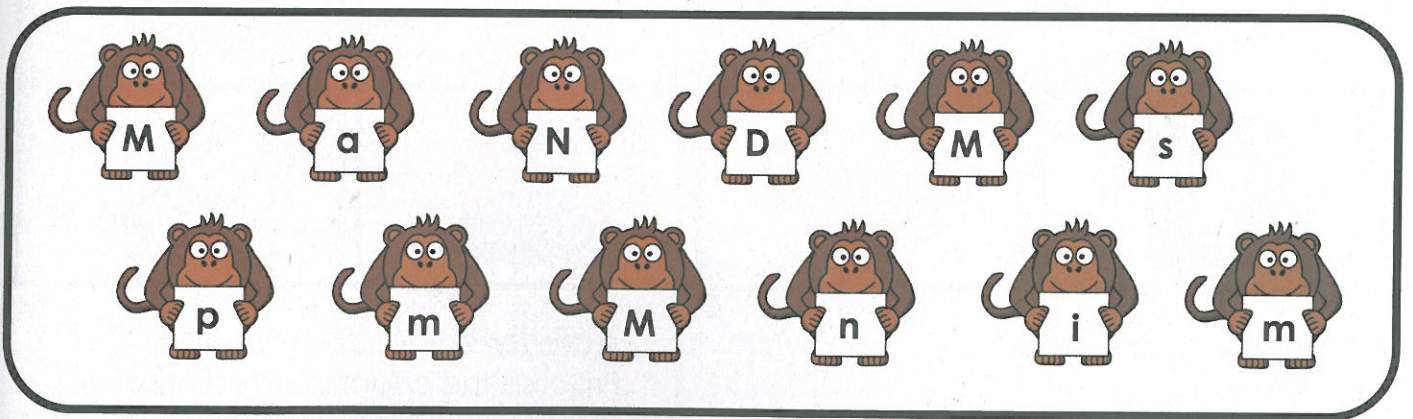
	
man	mop
	
melon	moon

Activity 1 – Track 18 and Phonics Song

Listen and repeat.

Activity 2

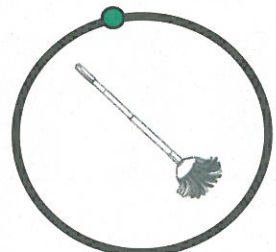
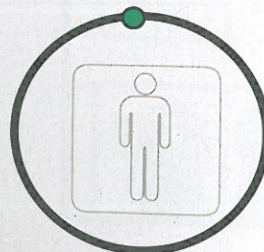
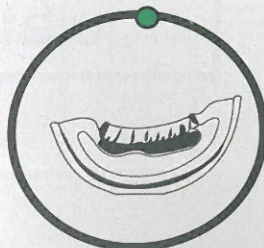
Circle the monkeys with **M m**.



Activity 3

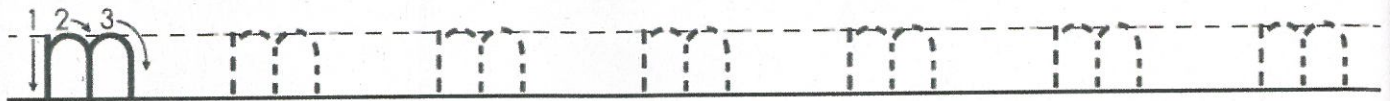
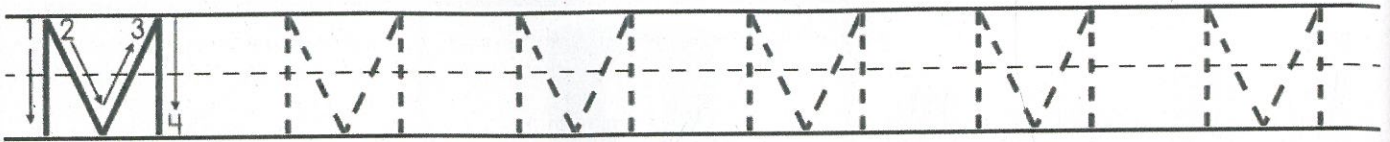
Match the words to the pictures. Colour the pictures.

1. melon	2. man	3. moon	4. mop
----------	--------	---------	--------



Activity 4

Say the sound. Trace and write the letters.



Activity 5

Underline the correct words.

1. <b>m</b> elon <b>m</b> an	2. <b>m</b> oon <b>m</b> elon	3. <b>m</b> oon <b>m</b> op	4. <b>m</b> an <b>m</b> op

Activity 6 – Track 19

Let's chant!

M...melon, m... moon!  
 M...melon, m... moon!  
 M...mop, m...man!  
 M...melon, m... moon!

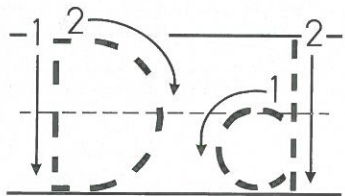
Activity 7


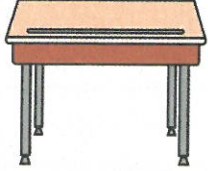
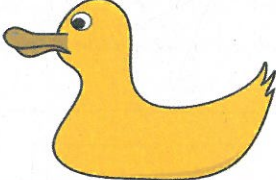

Practise the chant in different ways.

 slow	 fast
 quiet	 loud

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **d**. Trace **D d**.

**D d**



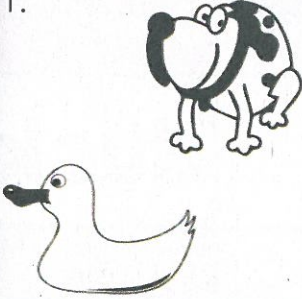
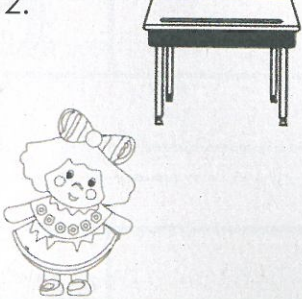

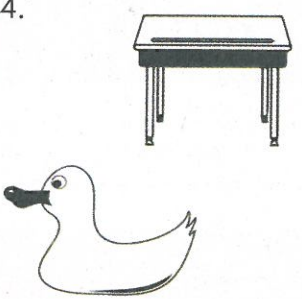
	
dog	desk
	
duck	doll

**Activity 1 – Track 20 and Phonics Song**

Listen and repeat.

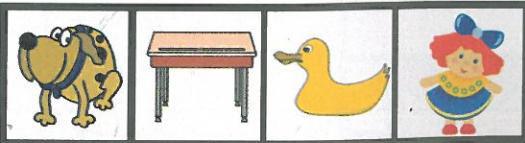
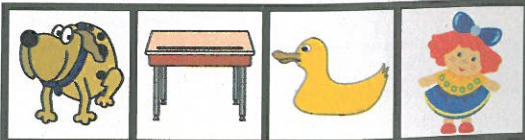
**Activity 2**

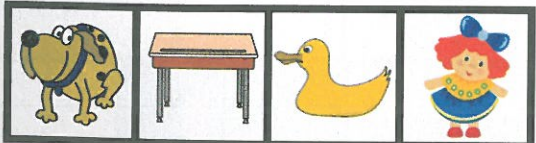
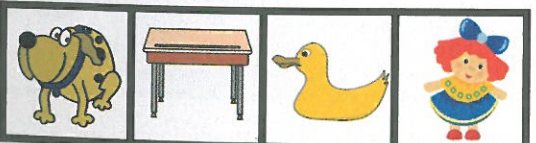
Colour the correct pictures.

1. 	2. 	3. 	4. 
dog	desk	duck	doll

**Activity 3 – Track 21**

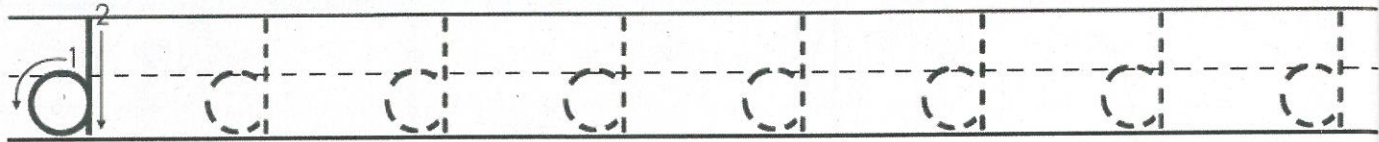
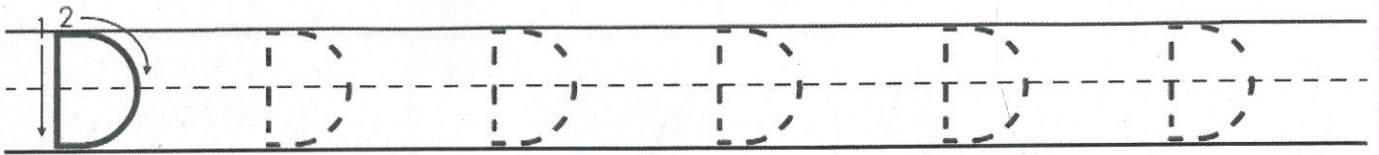
Listen and circle the correct pictures.

1. 
3. 

2. 
4. 



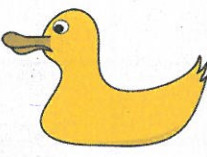
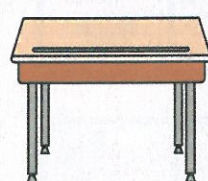
Activity 4

Say the sound. Trace and write the letters.



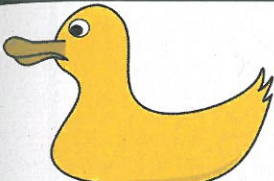











Activity 5 – PCM 1

Choose cards and play the game. Say **d**. Say the words.

	<b>d</b>		<b>dog</b>		<b>D</b>
					<b>duck</b>
<b>D</b>	<b>duck</b>	<b>desk</b>	<b>doll</b>		<b>desk</b>
<b>dog</b>					
	<b>d</b>	<b>doll</b>			

## Activity 1

Colour the beginning sounds.

## Activity 2

Write the missing sounds.



u n

a  t

m a




## Activity 3 – PCM 2

Cut and paste letters to make the words.  
Read the words. Make each sound.




k

k

<p><b>1</b></p> <p>one</p> 	<p><b>2</b></p> <p>two</p> 	<p><b>3</b></p> <p>three</p> 
--	--	--

**Activity 1**

Match the numbers to the words.

<b>1</b>	<b>2</b>	<b>3</b>
two	three	one

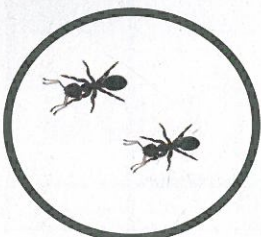
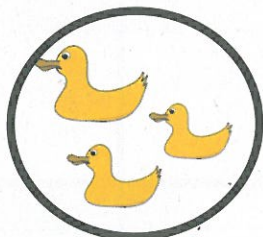
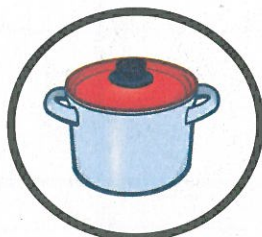
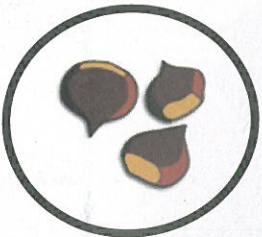

**Activity 2**

Draw the pictures.

one tree	two desks	three mops

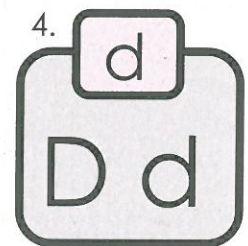
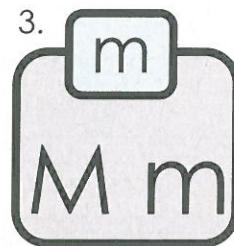
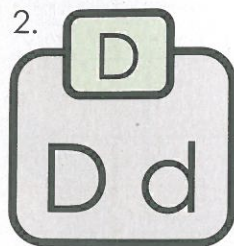
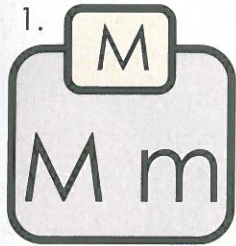
**Activity 3**

Count and write the numbers.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
--	---	---	--	---



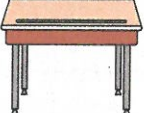



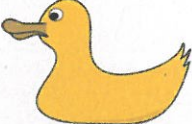

Activity 1

Circle the letters that look the same.



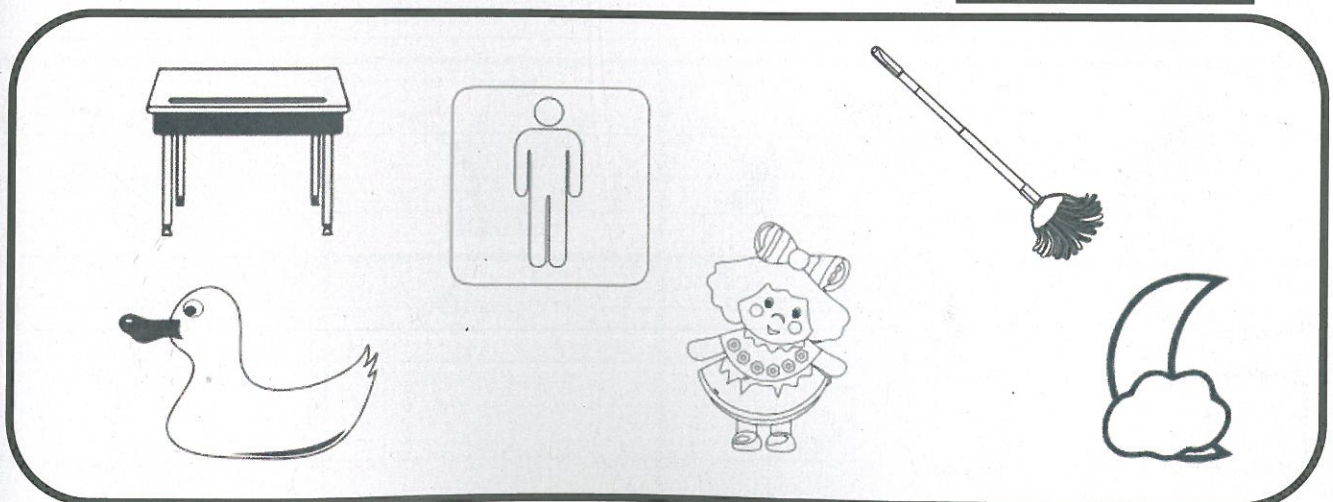
Activity 2

Say the sounds. Circle the matching pictures. Underline the correct words.

1. <b>m</b>			<b>m</b> an <b>m</b> oon
2. <b>d</b>			<b>d</b> esk <b>d</b> uck
3. <b>m</b>			<b>m</b> op <b>m</b> an
4. <b>d</b>			<b>d</b> uck <b>d</b> og

Activity 3

Use the key to colour the pictures.



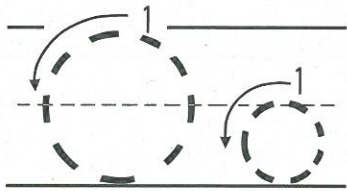
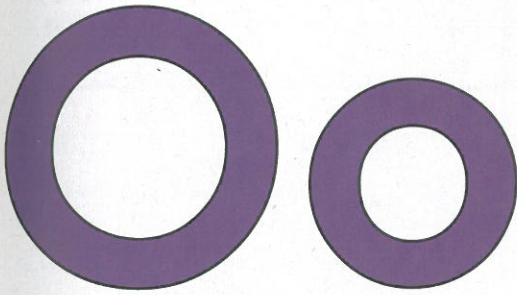




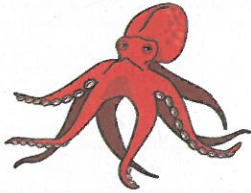
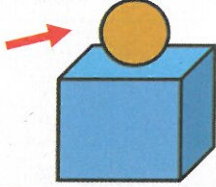
Practise writing the letters and words that you have learned.

A series of 10 horizontal writing lines for practicing handwriting. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **o**. Trace **O o**.



	
olives	orange
	
octopus	on

**Activity 1 – Track 22 and Phonics Song**

Listen and repeat.


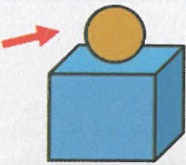

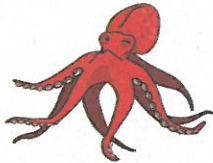
**Activity 2**

Circle **O o**.

n	o	N	s	n	o
i	a	t	p	O	d
S	N	i	n	a	t
o	s	T	O	p	n

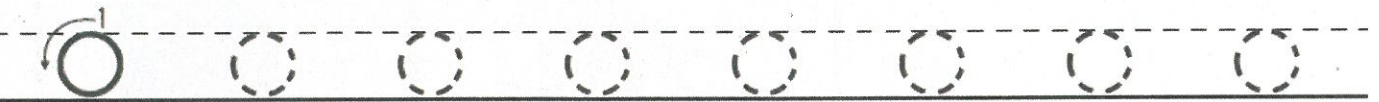
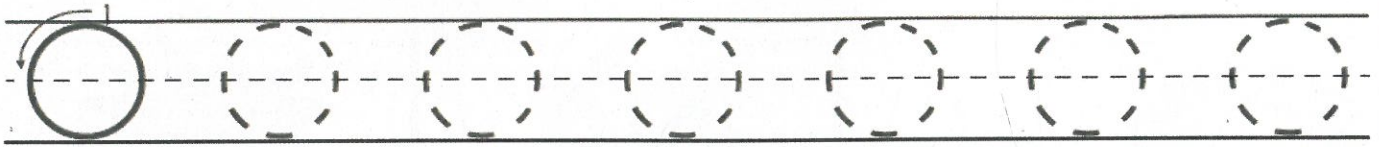
**Activity 3**

Underline the correct words.

1. 	2. 	3. 	4. 
olives octopus on orange	olives octopus on orange	olives octopus on orange	olives octopus on orange

Activity 4

Say the sound. Trace and write the letters.



**Activity 5 – PCM 1**  
Choose cards and play the game. Say **o**. Say the words.

Act  
Liste

Act  
Liste

1.

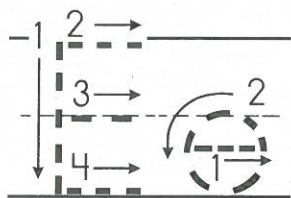
2.



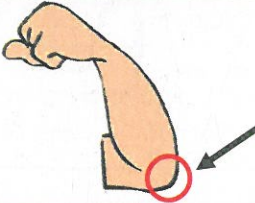
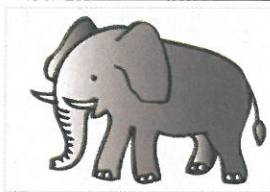
3.

4.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **e**. Trace **E e**.

# Ee




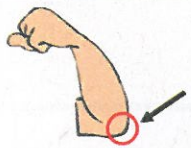

	
egg	exit
	
elbow	elephant


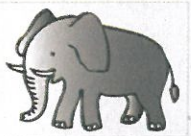
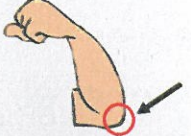
### Activity 1 – Track 23 and Phonics Song

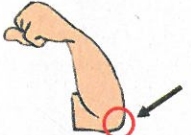


Listen and repeat.




### Activity 2 – Track 24

Listen to the words. Circle the correct pictures.

1.   

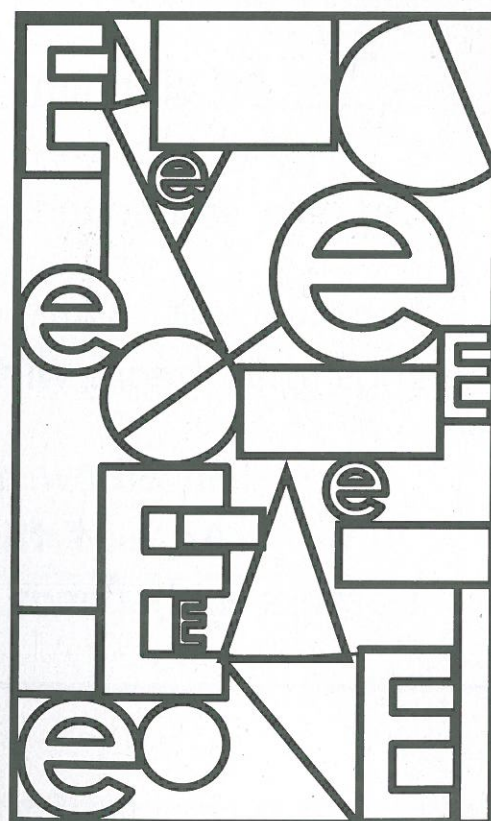
2.   

3.   

4.   

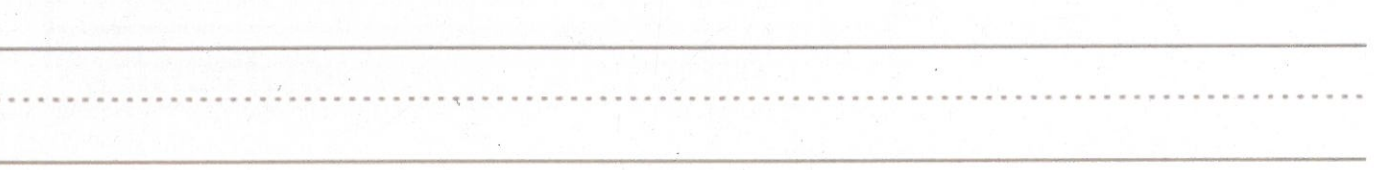
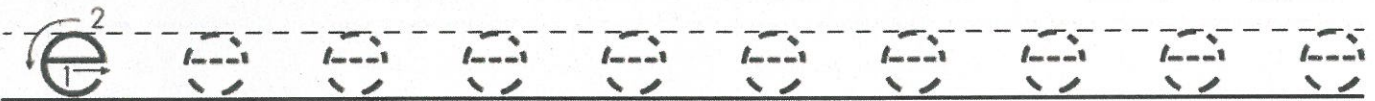
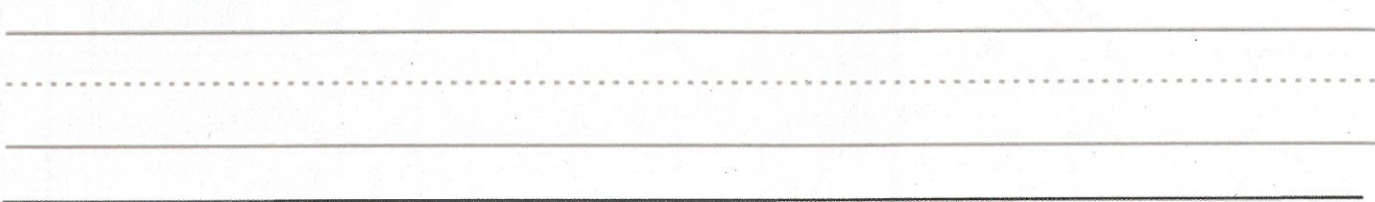
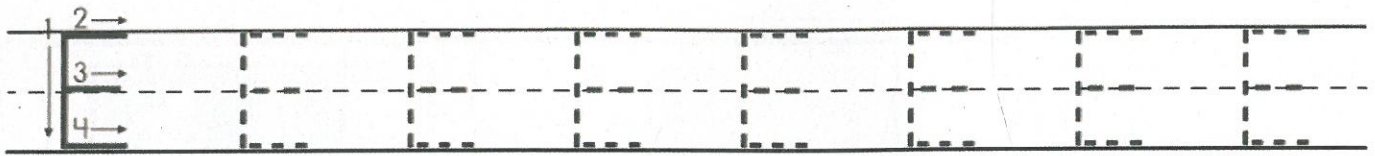
### Activity 3

Colour **E e**.



Activity 4

Say the sound. Trace and write the letters.



Activity 5 – Track 25

Let's chant!

Look around, what can you see?  
Things that begin with the letter E!

An **e**lephant here,  
An **e**gg over there,  
Letters and sounds everywhere!

Look around, what can you see?  
Things that begin with the letter E!

An **e**lbow here,  
An **e**xit there,  
Letters and sounds everywhere!


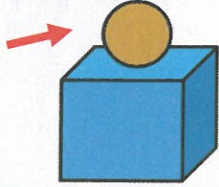
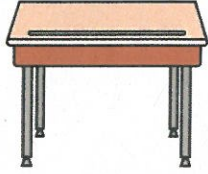

Activity 6

Can you think of actions  
for the chant?  
Practise in groups.



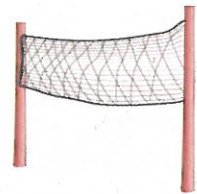
### Activity 1

Colour the ending sounds.

			
t s	n d	m k	n p

### Activity 2

Write the missing sounds.






i

o

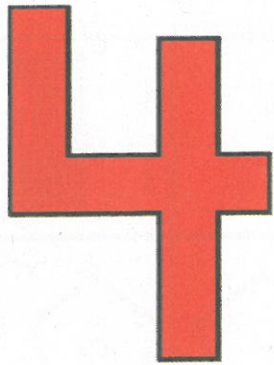
e

### Activity 3

Say the words. Draw lines to connect the sounds.

1. 	d	r	e
	t	o	g
2. 	t	e	g
	b	a	n
4. 	d	i	p
	t	a	s

- Listen to your teacher. Say 4. Trace 4.

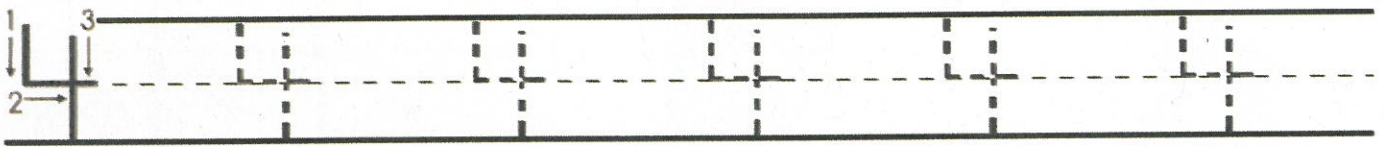


four



Activity 1

Trace 4.



We can use

4 or 4

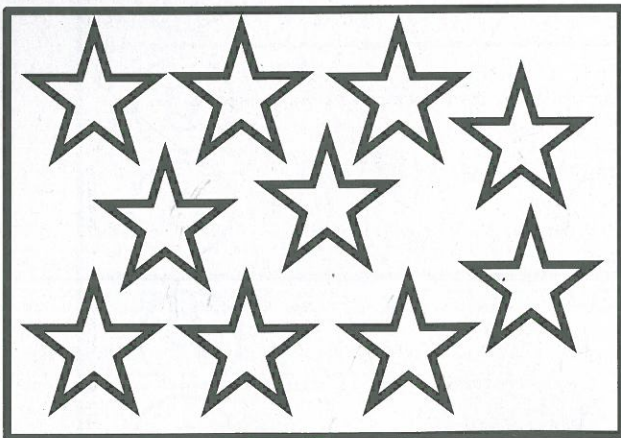
Activity 2

Colour 4.



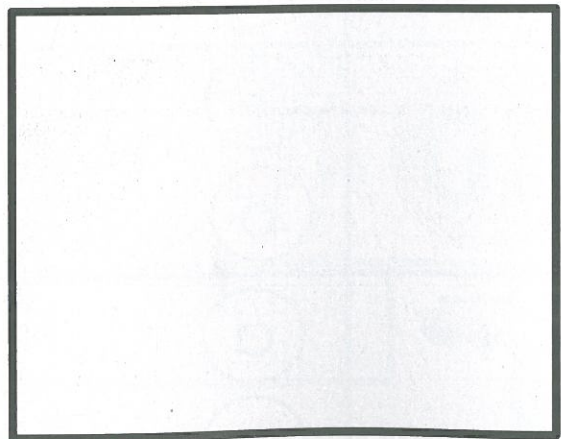
Activity 3

Colour 4 stars.




Activity 4


Draw 4 eggs.





## Activity 1

Look at the pictures and write **e** or **o**.

1.    
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_




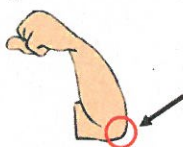
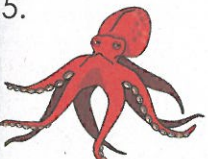
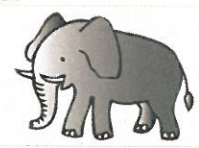

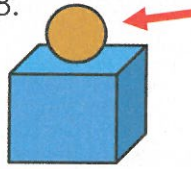
2.    
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.    
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.    
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Activity 2

Underline the correct sounds.

<p>1.  <b>o</b> <b>e</b></p>	<p>2.  <b>o</b> <b>e</b></p>
<p>3.  <b>o</b> <b>e</b></p>	<p>4.  <b>o</b> <b>e</b></p>
<p>5.  <b>o</b> <b>e</b></p>	<p>6.  <b>o</b> <b>e</b></p>
<p>7.  <b>o</b> <b>e</b></p>	<p>8.  <b>o</b> <b>e</b></p>

## Activity 3

Draw your favourite **O o** and **E e** pictures.

**O o**

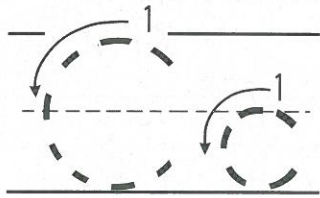
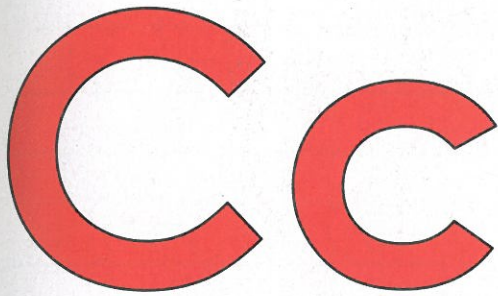
**E e**







Practise writing the letters and words that you have learned.

The page contains ten sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **c**. Trace **C c**.



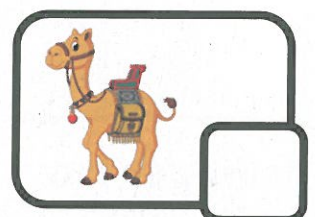
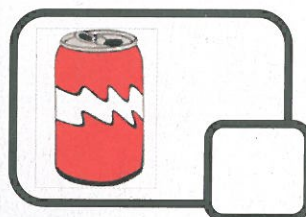
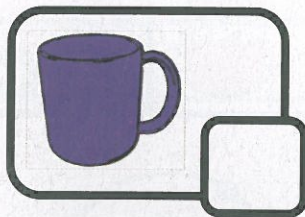
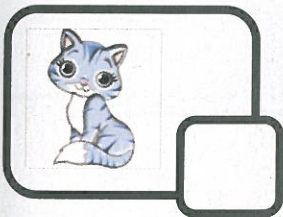
	
<b>c</b> an	<b>c</b> up
	
<b>c</b> at	<b>c</b> amel

**Activity 1 – Track 26 and Phonics Song**

Listen and repeat.





**Activity 2 – Track 27**

Listen and number the pictures (1 – 4).



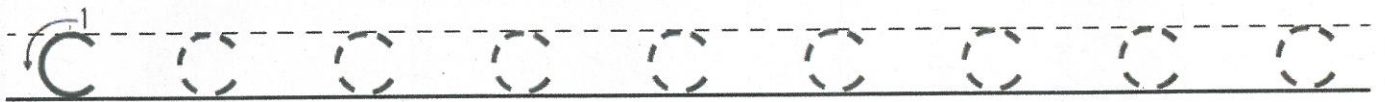
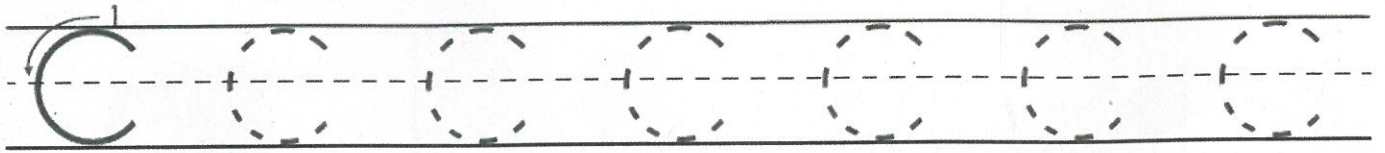
**Activity 3**

Underline the correct words.

1. 	2. 	3. 	4. 
<b>c</b> at <b>c</b> an <b>c</b> up <b>c</b> amel	<b>c</b> at <b>c</b> an <b>c</b> up <b>c</b> amel	<b>c</b> at <b>c</b> an <b>c</b> up <b>c</b> amel	<b>c</b> at <b>c</b> an <b>c</b> up <b>c</b> amel


Activity 4


Say the sound. Trace and write the letters.



Activity 5

Make the sounds and read the words with a partner.


1.  c + a + t  
cat


2.  c + a + n  
can


Activity 6


Use letters from the box to complete the words.

c e n t c c  
c p a a a

1.  \_\_\_\_\_  
\_\_\_\_\_ u \_\_\_\_\_  
\_\_\_\_\_

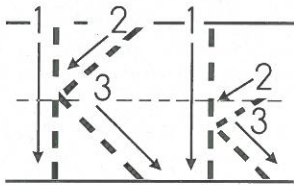
2.  \_\_\_\_\_  
\_\_\_\_\_ m \_\_\_\_\_  
\_\_\_\_\_

3.  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **k**. Trace **K k**.

**Kk**



<b>kite</b>	<b>kid</b>
<b>king</b>	<b>key</b>

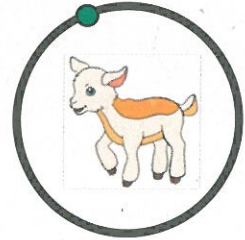
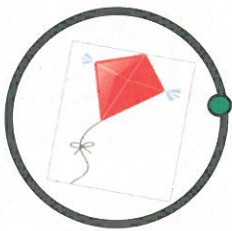
**Activity 1 – Track 28 and Phonics Song**

Listen and repeat.

**Activity 2**

Match the words to the pictures.

1. <b>king</b>	2. <b>kid</b>	3. <b>kite</b>	4. <b>key</b>
----------------	---------------	----------------	---------------



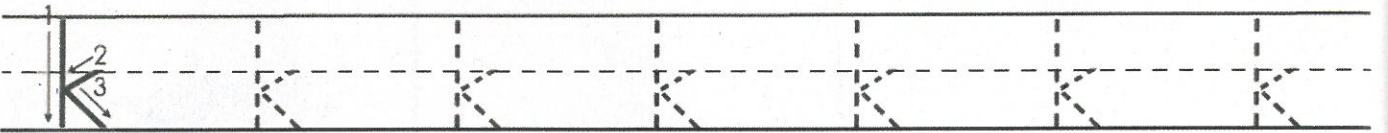
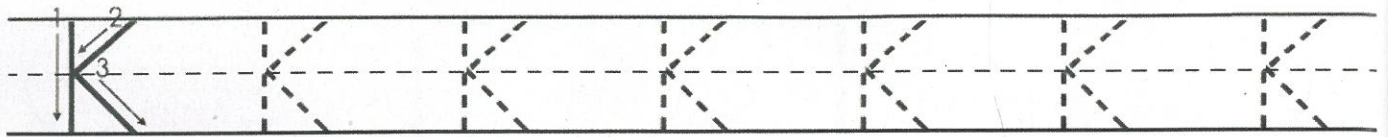
**Activity 3 – Track 29**

Listen and circle the correct pictures.



Activity 4

Say the sound. Trace and write the letters.



Activity 5

Unscramble the letters and circle the correct words.

1. **k y e**  
 key    kid    kite

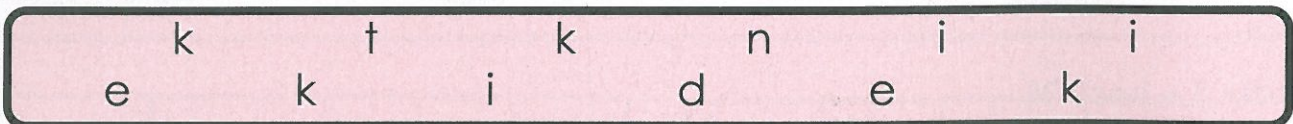
2. **e i k t**  
 king    kite    key


3. **i d k**  
 kite    king    kid


4. **n i g k**  
 kite    kid    king


Activity 6


Use letters from the box to complete the words.



1.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_




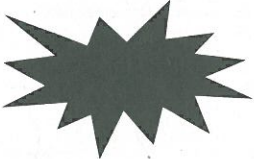
2.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **ck**. Trace **ck**.

ck

	
neck	clock
	
sock	black

**Activity 1 – Track 30 and Phonics Song**

Listen and repeat.

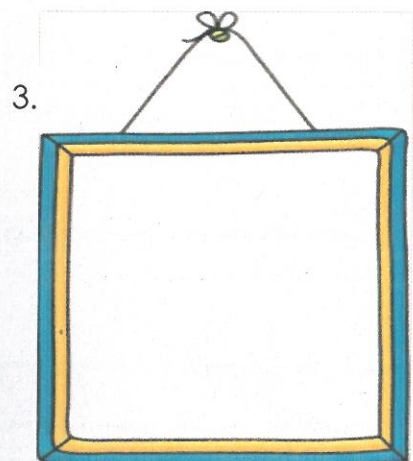
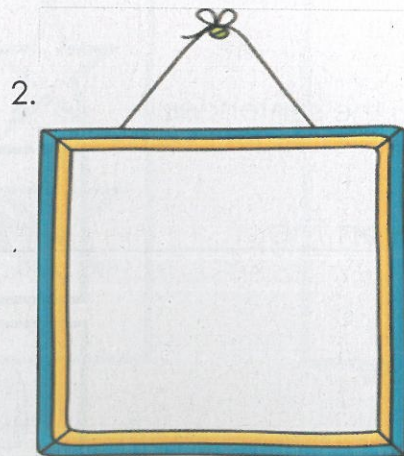
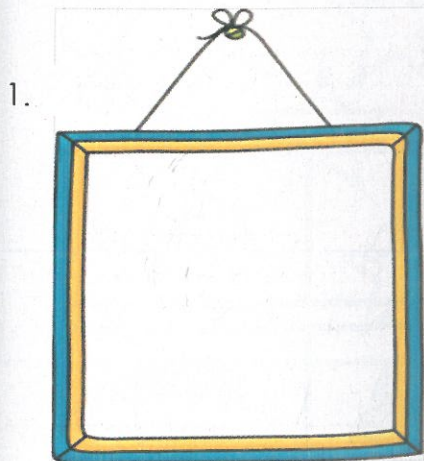
**Activity 2**

Circle the words that have **ck**.

sock snake duck tick  
neck exit key back cup

**Activity 3 – Track 31**

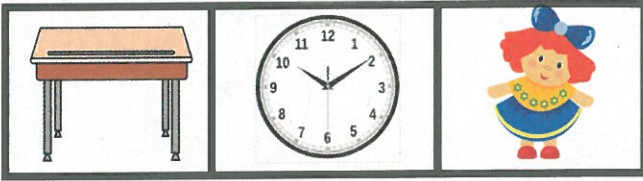
Listen and draw pictures for each word.



Activity 1

Circle the pictures that have the same beginning sound.

1.

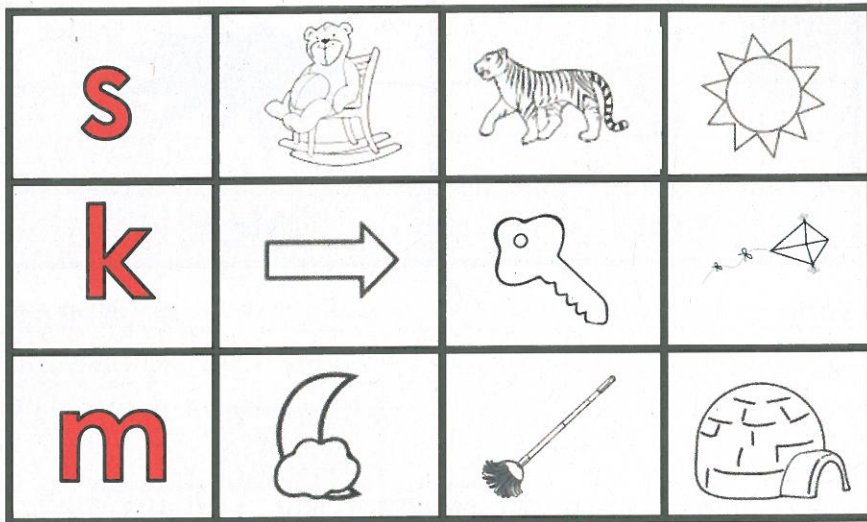


2.



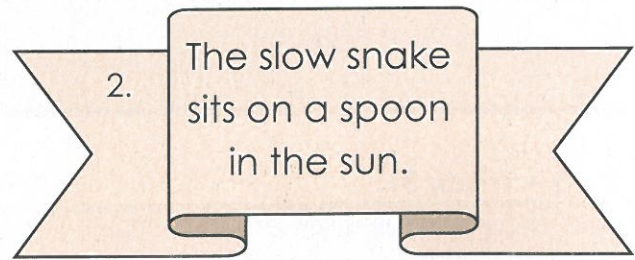
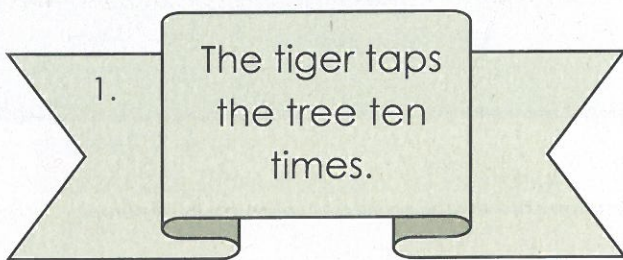
Activity 2

Colour the pictures that match the sounds.



Activity 3

Read with a partner. Underline the words that begin with the same sounds.



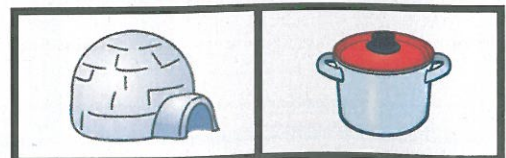
Activity 4

Circle the correct pictures to finish the sentences.

1. The orange ox put an olive on the ...



2. Put the pretty pink pen in the ...



- Listen to your teacher. Say 5. Trace 5.

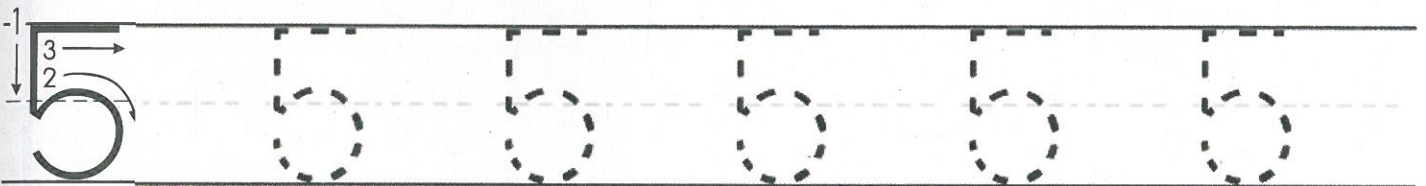


five



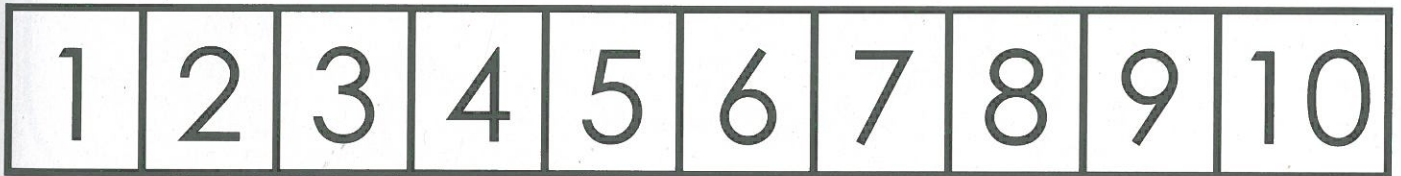
**Activity 1**

Trace 5.



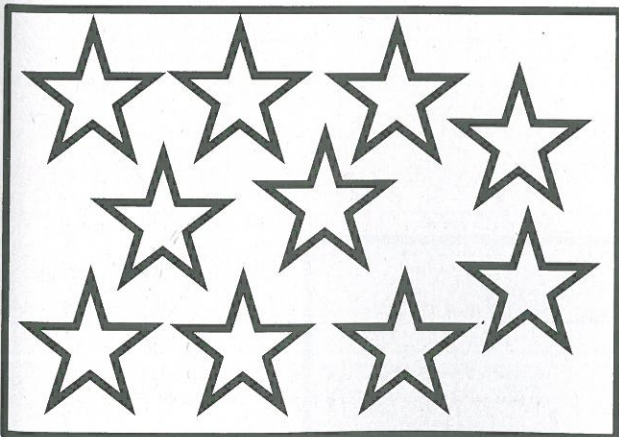
**Activity 2**

Colour 5.



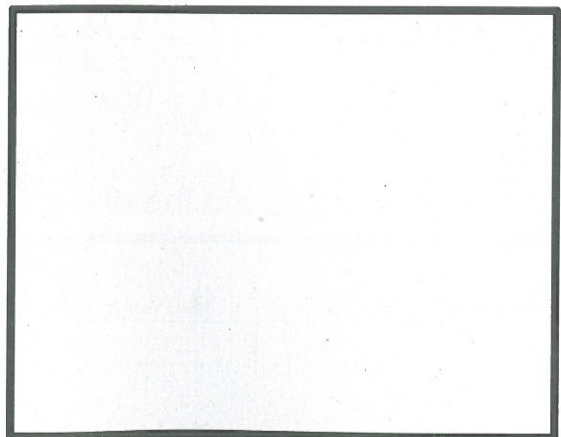
**Activity 3**

Colour 5 stars.



**Activity 4**

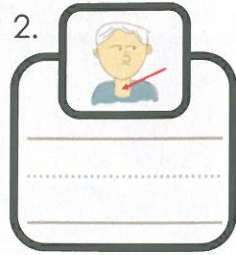
Draw 5 clocks.








Activity 1

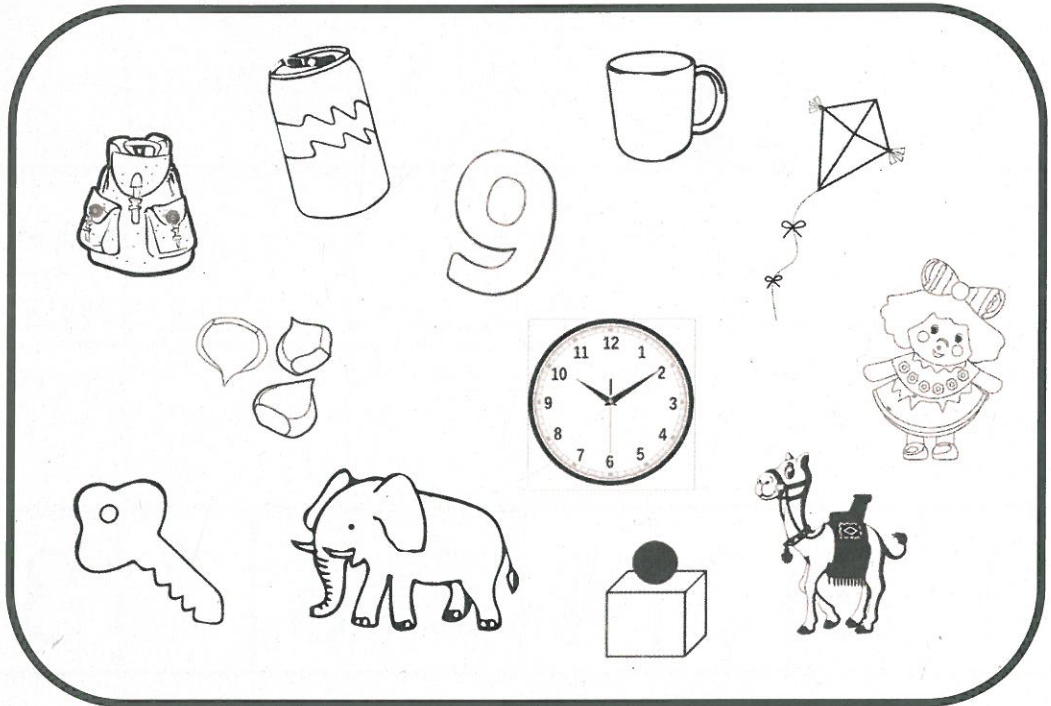
Look at the pictures and write **c**, **k** or **ck**.



Activity 2

Use the key to colour the **c**, **k** and **ck** pictures.

c	
k	
ck	



Activity 3

Look at the pictures in activity 2. Count and write the numbers.

1. **c** pictures \_\_\_\_\_
2. **k** pictures \_\_\_\_\_
3. **ck** pictures \_\_\_\_\_

Activity 4

Write **c**, **k** or **ck** to complete the phonics words.

1. bla _ _	2. _ ing
3. _ id	4. _ at
5. ne _ _	6. so _ _

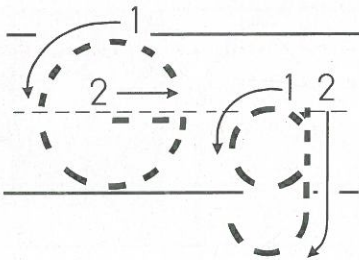
Practise writing the letters and words that you have learned.




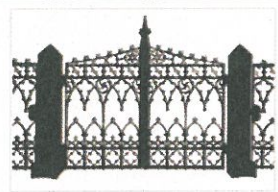
The page contains 15 sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

# UNIT 8 – Phonics Focus – G g

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **g**. Trace **G g**.

# Gg



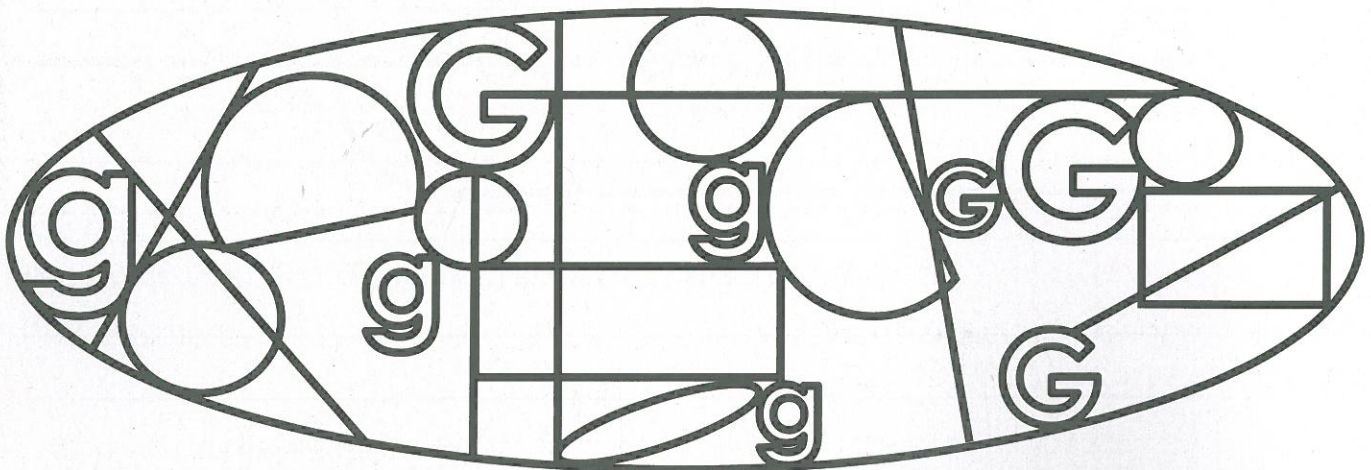
	
gift	girl
	
gorilla	gate

### Activity 1 – Track 32 and Phonics Song

Listen and repeat.

### Activity 2

Colour **G g**. How many letters can you find? \_\_\_\_



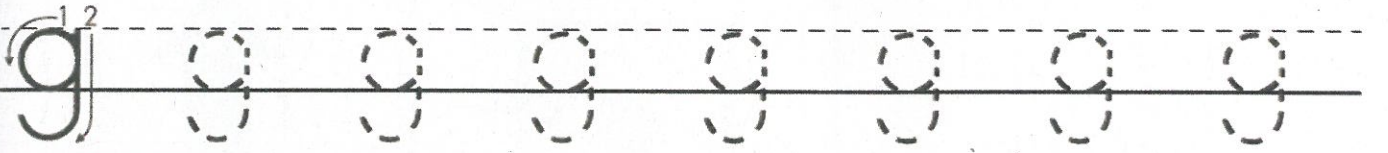
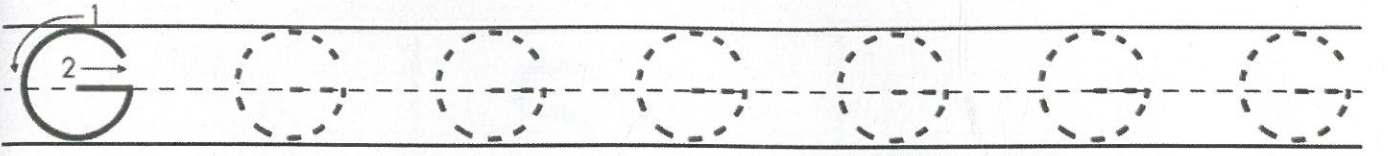
### Activity 3 – Track 33

Listen and circle the correct pictures.







## Activity 4

Say the sound. Trace and write the letters.



## Activity 5

Write the missing letters.

1. 	2. 	3. 	4. 
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> f	<hr/> <hr/> <hr/> <hr/> r l	<hr/> <hr/> <hr/> <hr/> r l l

## Activity 6

Work with a partner. Circle the phonics words.

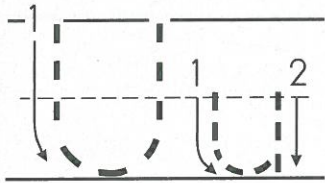
h	c	k	g	i	f	t
g	o	r	i	l	l	a
b	n	t	o	n	s	i
s	g	a	t	e	p	c
p	o	m	g	i	r	l



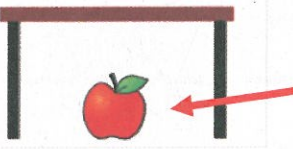

<input type="checkbox"/>	gorilla
<input type="checkbox"/>	gift
<input type="checkbox"/>	gate
<input type="checkbox"/>	girl

# UNIT 8 – Phonics Focus – U u

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **u**. Trace **U u**.

U u



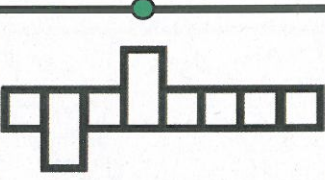

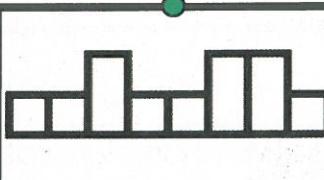
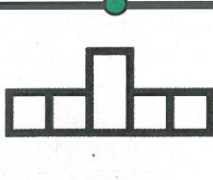
	
upstairs	umbrella
	
under	up

### Activity 1 – Track 34 and Phonics Song

Listen and repeat.

### Activity 2

Match the words to the word shapes.

1. umbrella	2. upstairs	3. up	4. under
			

### Activity 3 – Track 35

Listen and underline the correct words.

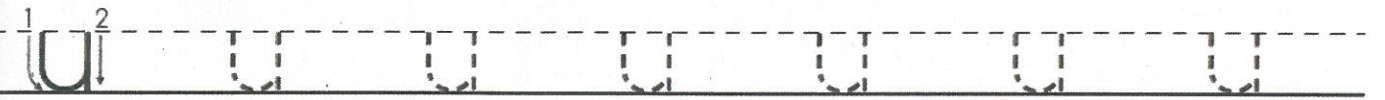
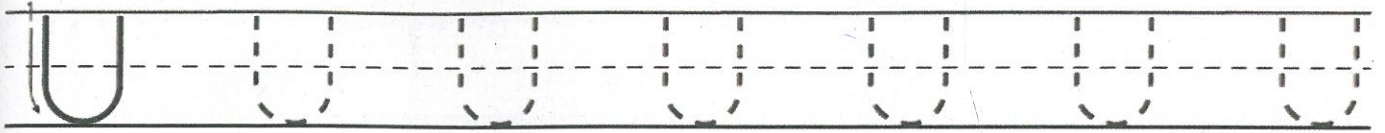
1. upstairs umbrella under up	2. upstairs umbrella under up	3. upstairs umbrella under up	4. upstairs umbrella under up
--	--	--	--

### Activity 4

Use the chart from Unit 2 with u phonics words.

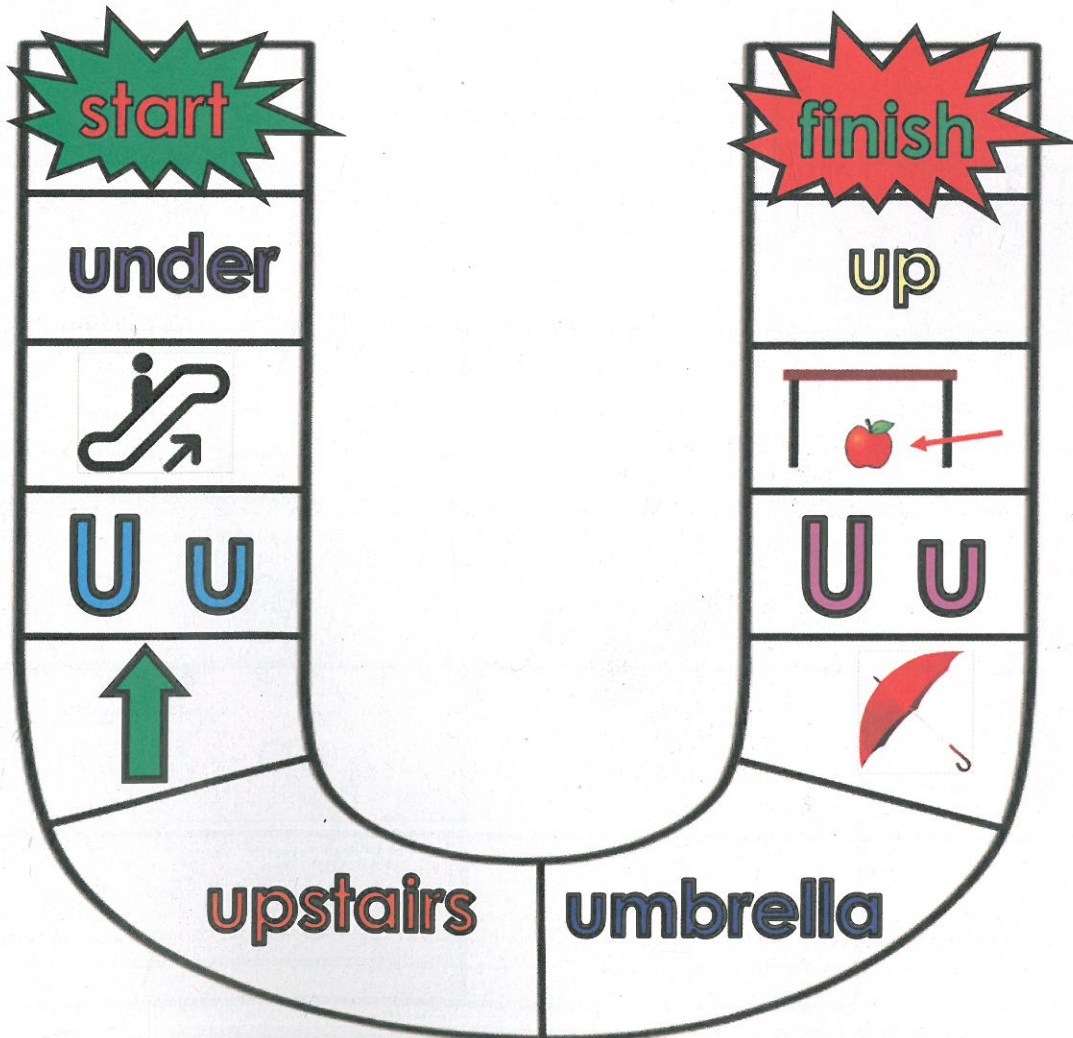
Activity 5

Say the sound. Trace and write the letters.



Activity 6 – PCM 1

Choose cards and play the game. Say **u**. Say the words.



Activity 1 – Track 36

Listen and circle the words from the same word families.

tap	map	gap	red
net	pin	pet	set
mop	top	sun	pop
kid	mid	did	tin







Activity 2 – PCM 3

Cut out the words and paste them in the correct place.

Words with -at	Words with -an	Words with -ap

Activity 3

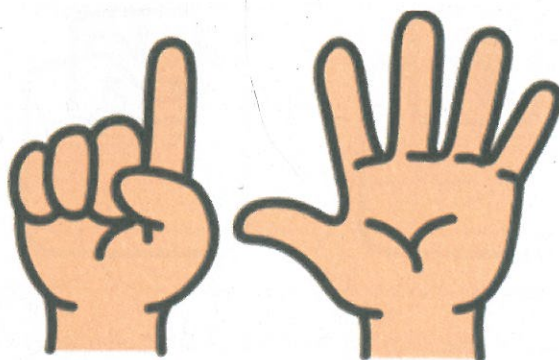
Circle the correct word family endings.

		an      ot
		up      en
		ock      id

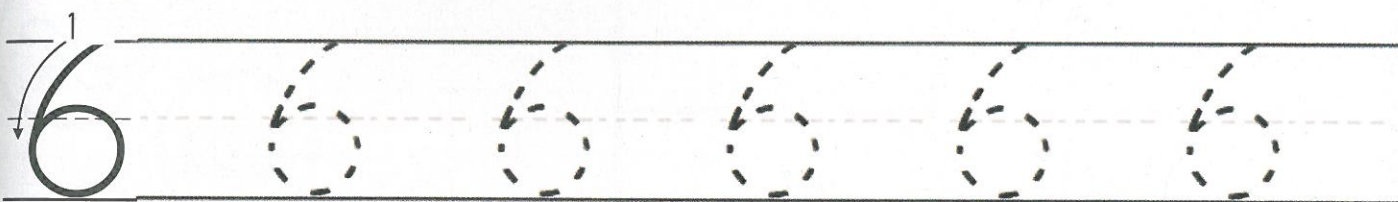
- Listen to your teacher. Say 6. Trace 6.



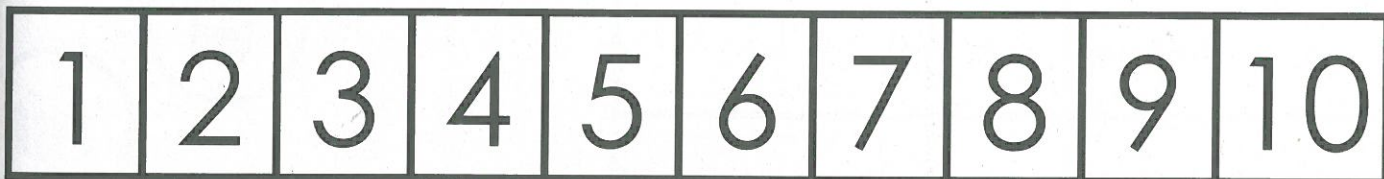
SIX

**Activity 1**

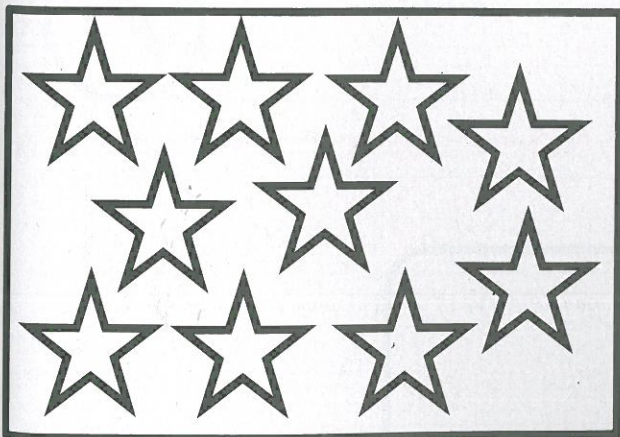
Trace 6.

**Activity 2**

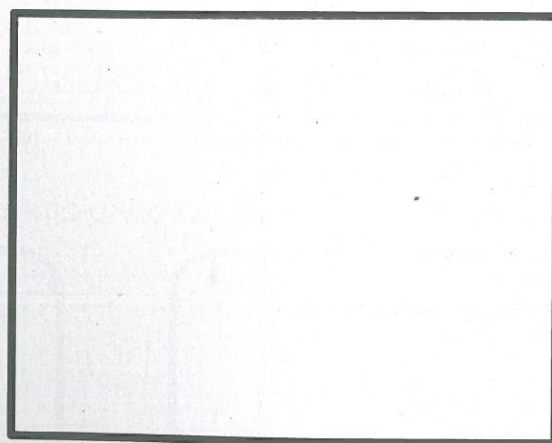
Colour 6.

**Activity 3**

Colour 6 stars.

**Activity 4**

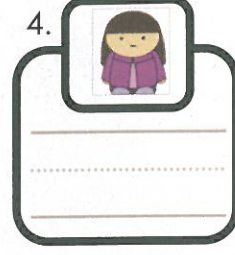
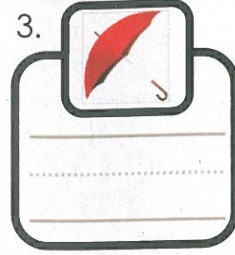
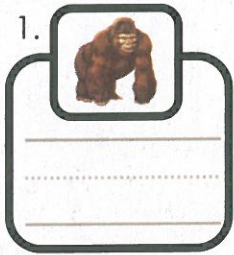
Draw 6 gifts.





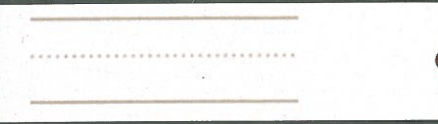
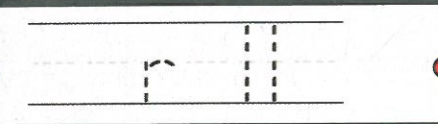
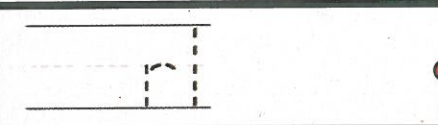
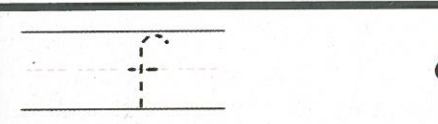
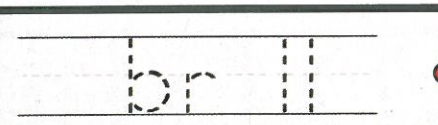
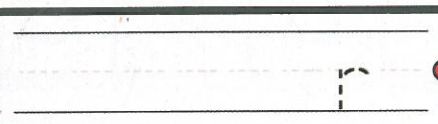
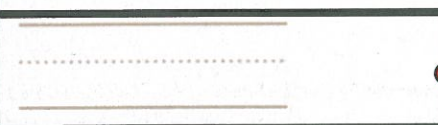
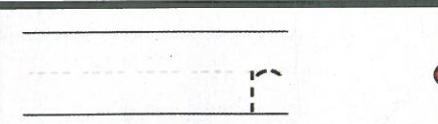
Activity 1

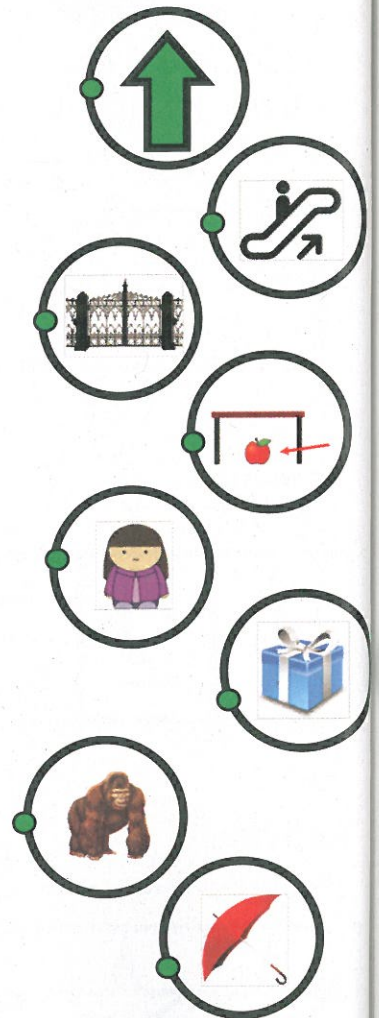
Look at the pictures and write **g** or **u**.



Activity 2

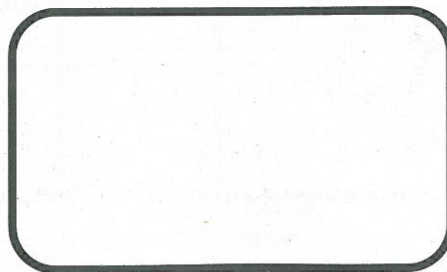
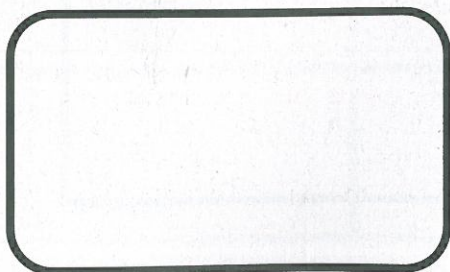
Use the letters to write the words. Match the words to the pictures.

1. t g a e	
2. i o a g	
3. i g	
4. i g t	
5. a u m e	
6. t s i u p a	
7. p u	
8. d n u e	



Activity 3

Think of other **g** or **u** words. Draw pictures.



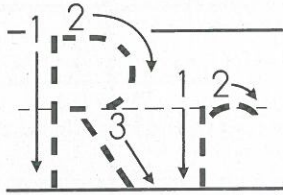
Practise writing the letters and words that you have learned.

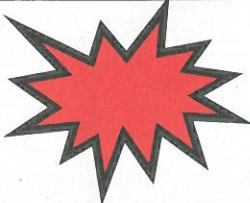

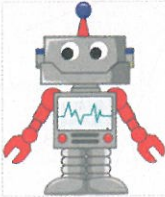

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **r**. Trace **R r**.

Rr



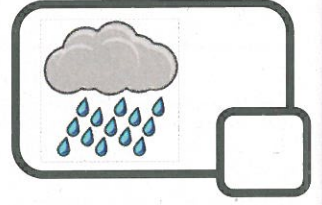
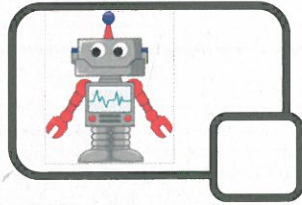
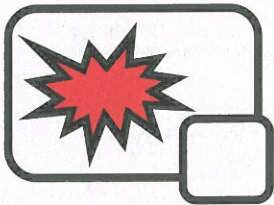
	
red	rain
	
robot	run

Activity 1 – Track 37 and Phonics Song

Listen and repeat.



Activity 2 – Track 38

Listen and number the pictures (1 – 4).



Activity 3

Practise the **r** tongue twisters.

Red lorry, yellow lorry!  
Red lorry, yellow lorry!

Run rabbit,  
Run rabbit,  
Run, run, run!



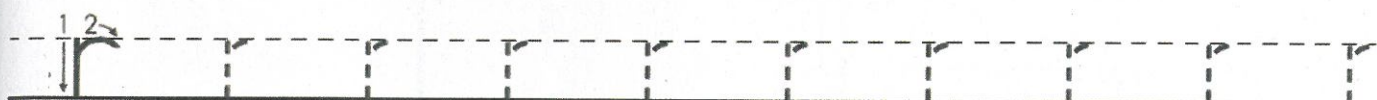
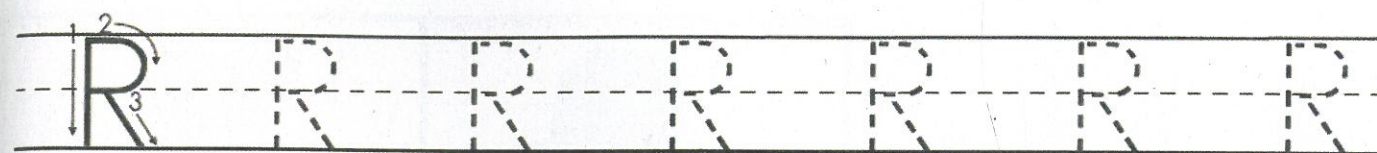
Activity 4

With a partner, practise the tongue twisters in different ways.

 slow	 fast	 quiet	 loud
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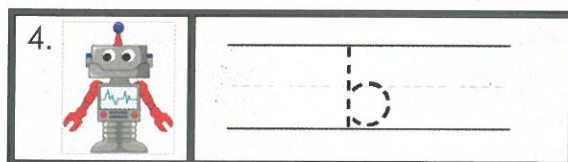
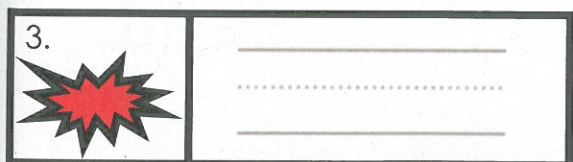
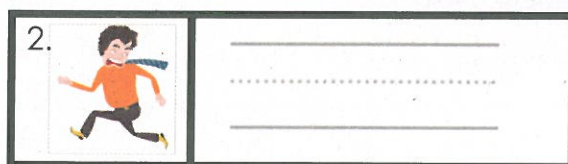
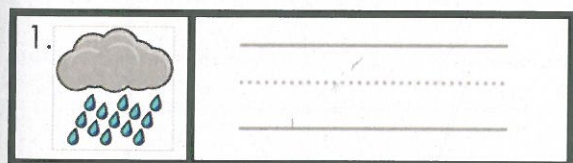
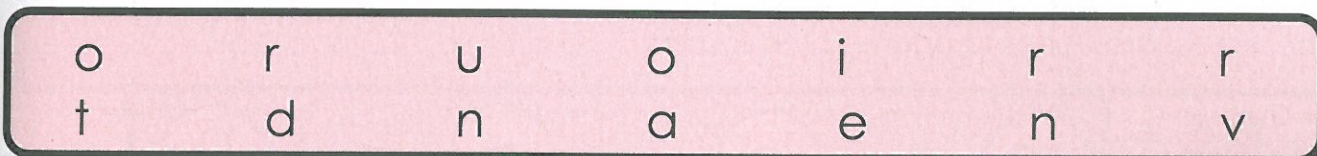
## Activity 5

Say the sound. Trace and write the letters.



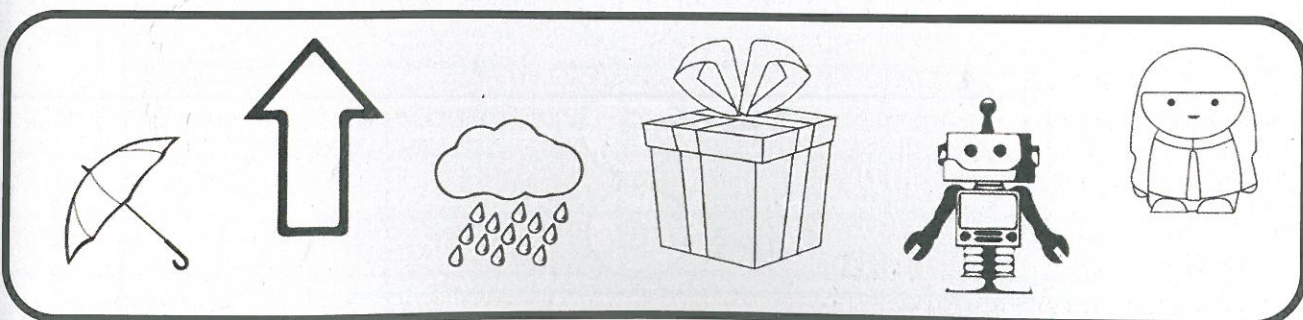
## Activity 6

Use letters from the box to complete the words.



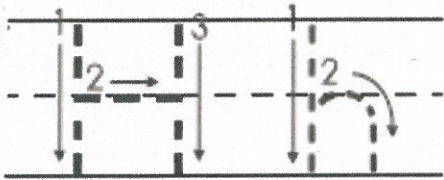
## Activity 7





Colour the **r** pictures **red**.



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **h**. Trace **H h**.

H h






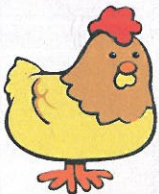
	
hat	heart
	
hand	hen

Activity 1 – Track 39 and Phonics Song

Listen and repeat.

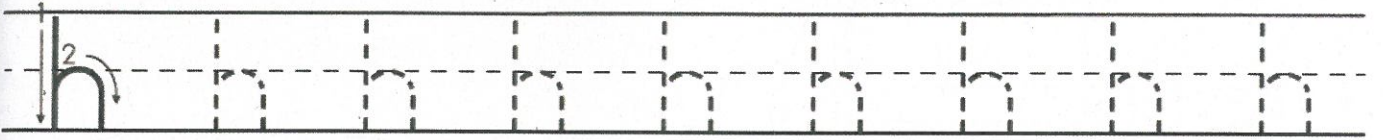
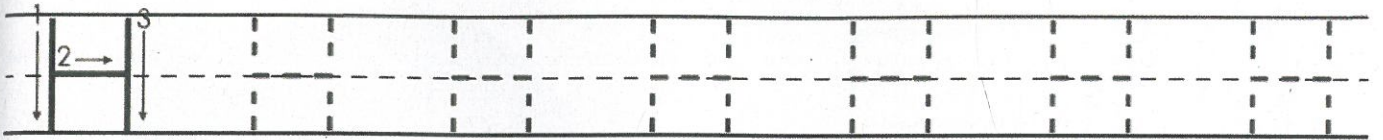
Activity 2

Say the words. Draw lines to connect the sounds.

1. 	m	e	n	p
	h	a	o	d
2. 	t	o	t	
	h	a	k	
3. 	h	e	l	r
	m	a	a	c
4. 	h	i	n	
	m	e	s	

**Activity 3**

Say the sound. Trace and write the letters.



**Activity 4**

Use letters from the box to complete the words. Then, match the words to the pictures.

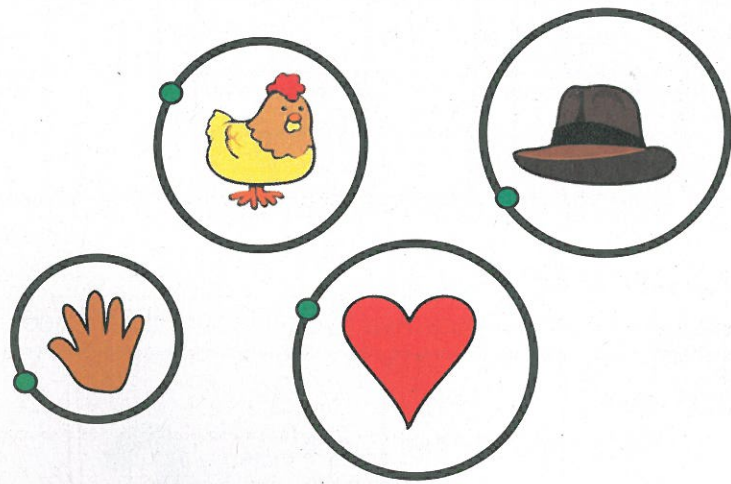


1. \_\_\_\_\_  
\_\_\_\_\_ r \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_ n \_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_ t \_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_ a \_\_\_\_\_



**Activity 5 – Track 40**

Listen and colour the correct words.

1.	heart	hand	hat	hen
2.	hand	hen	heart	hat
3.	hen	hat	hand	heart
4.	hat	heart	hen	hand

Activity 1

Look at the word family for **-at**. Can you read all the words to make a sentence? Practise with a partner.

<b>-at</b>	fat
	cat
	sat
	mat



The **fat** **cat** **sat** on the **mat**.

Activity 2 – Track 41

Listen to some more word families. Write the missing letters.

1. <b>-et</b>	pet
	set
	__et
	__et

2. <b>-it</b>	bit
	pit
	__it
	__it

3. <b>-ot</b>	tot
	dot
	__ot
	__ot

4. <b>-ut</b>	gut
	cut
	__ut
	__ut

Activity 3 – PCM 4



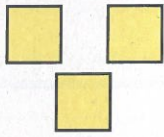
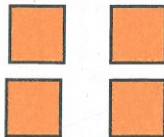
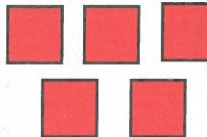
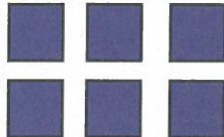
Use the word wheels to practise reading word families.

Activity 4

Write the words in the correct place.

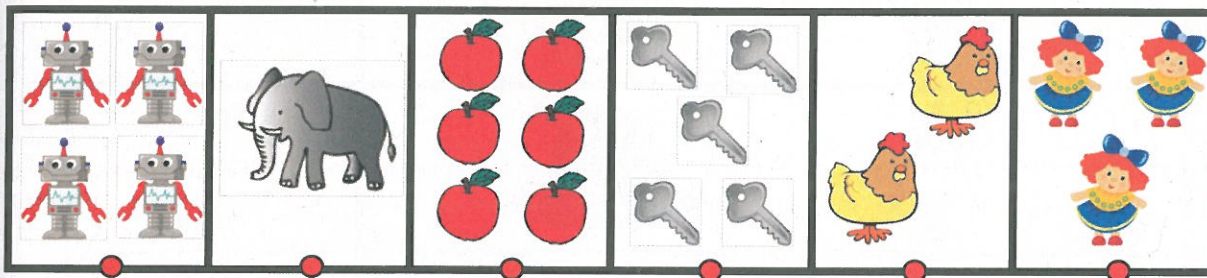
mat    pot    cut    kit    net    cat    dot    nut    pet    sit

-at	-et	-it	-ot	-ut

1	2	3	4	5	6
one	two	three	four	five	six
					

### Activity 1

Count and match the pictures to the words.



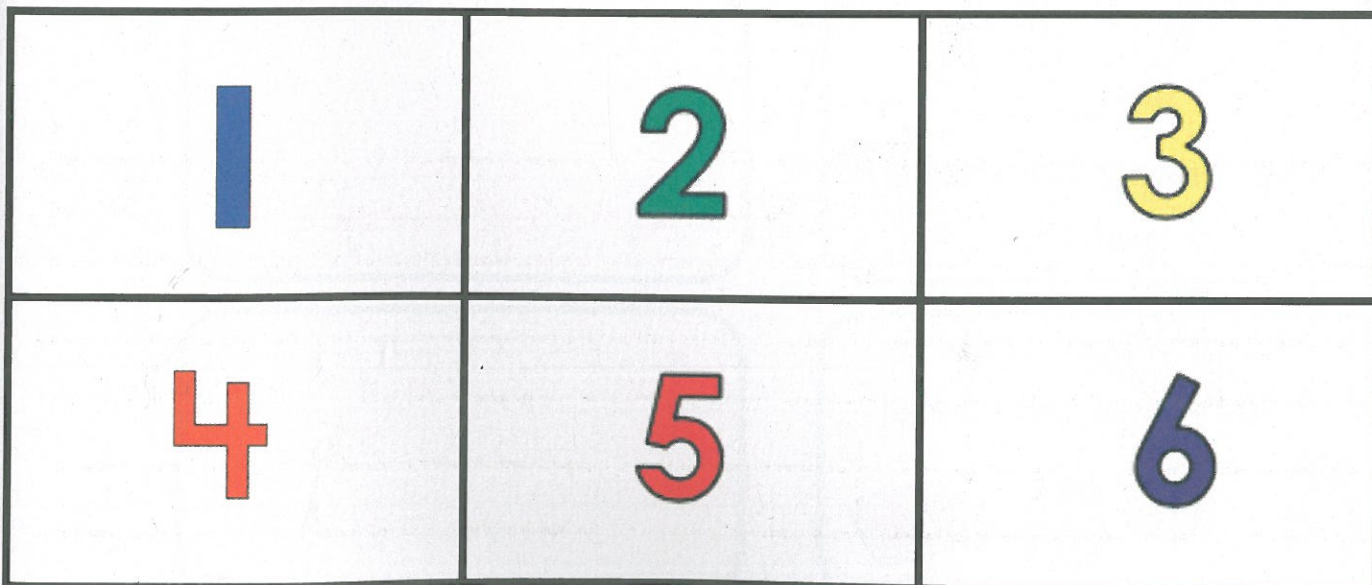
### Activity 2

Write the missing numbers 1-6.



### Activity 3 – PCM 5


Cut out the pictures and paste them in the correct place.







Activity 1

Look at the pictures and write **r** or **h**.

1.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_









2.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Activity 2

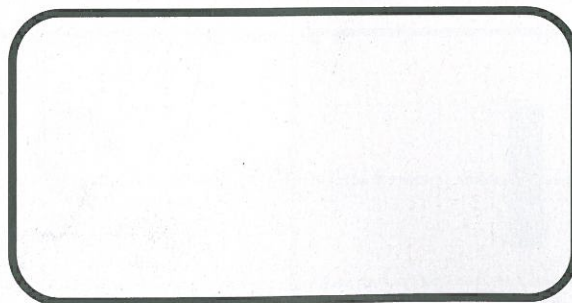
Say the sounds. Circle the matching pictures. Underline the correct words.

1. <b>r</b>			<b>r</b> obot <b>r</b> un <b>r</b> ain
2. <b>h</b>			<b>h</b> at <b>h</b> ear <b>t</b> <b>h</b> en
3. <b>r</b>			<b>r</b> ed <b>r</b> obot <b>r</b> ain
4. <b>h</b>			<b>h</b> en <b>h</b> at <b>h</b> and


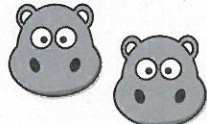

Activity 3

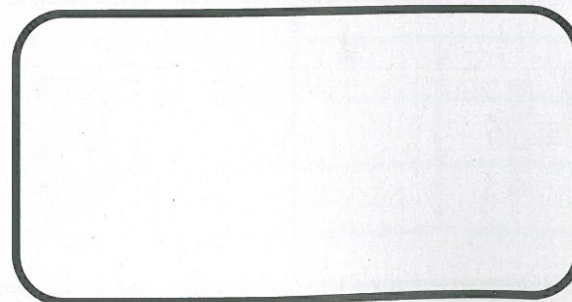
Practise the **h** tongue twisters. Draw your own pictures for the tongue twisters.

  
 The **h**appy **h**en **h**ops  
**h**ome!



**H**ungry **h**ippos **h**ave  
**h**oney and **h**ot dogs!

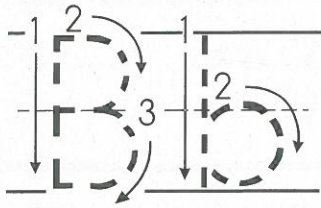






Practise writing the letters and words that you have learned.

The page contains 12 sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **b**. Trace **B b**.

# B b



	
bike	bag
	
bird	bat

### Activity 1 – Track 42 and Phonics Song

Listen and repeat.

### Activity 2 – Track 43

Listen and number the pictures (1 – 4).



### Activity 3 – Track 44

Let's sing!

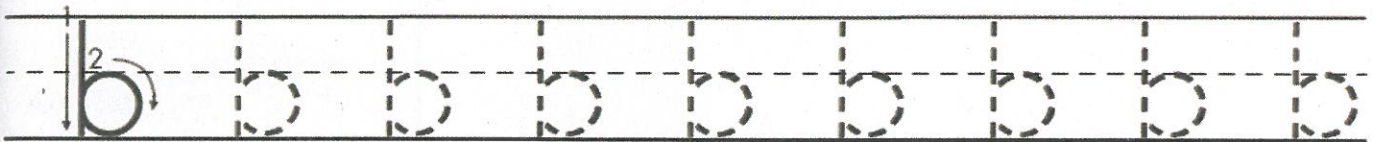
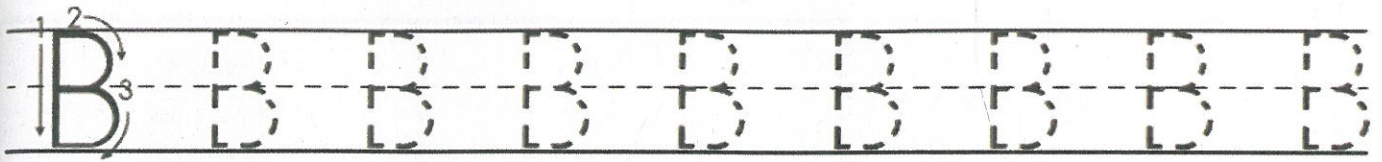
(To the tune of *Wheels on the Bus*)

There's a **bat** in the **bag**,  
**B, b, b,**  
**B, b, b,**  
**B, b, b,**  
 There's a **bat** in the **bag**,  
**B, b, b,**  
 Sing the letter **B!**

There's a **bird** on the **box**,  
**B, b, b,**  
**B, b, b,**  
**B, b, b,**  
 There's a **bird** on the **box**,  
**B, b, b,**  
 Sing the letter **B!**





**Activity 4**

Say the sound. Trace and write the letters.



**Activity 5**

Colour the correct boxes to complete the words. Then, write the words.

1. 	<b>b</b>	ike	at	ag	<hr/> <hr/> <hr/>
2. 	<b>b</b>	ird	ag	at	<hr/> <hr/> <hr/>
3. 	<b>b</b>	ag	ike	ird	<hr/> <hr/> <hr/>
4. 	<b>b</b>	ird	ag	ike	<hr/> <hr/> <hr/>

**Activity 6 – Track 45**

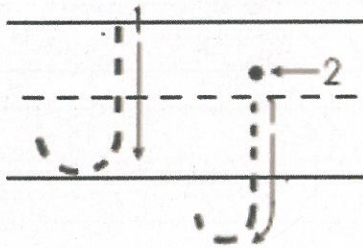
Listen and circle the words. Match the words to the pictures.

1. bag bike bird bat	2. bat bird bike bag	3. bike bag bat bird	4. bird bat bag bike
-------------------------	-------------------------	-------------------------	-------------------------

# UNIT 10 – Phonics Focus – J j

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **j**. Trace **J j**.

J j







	
jug	jam
	
jacket	jet

## Activity 1 – Track 46 and Phonics Song

Listen and repeat.

## Activity 2

Flip a coin or an eraser onto the game board. Do the task on that square.

Make the sound. <b>j</b>	Say the word. 	Read the word. <b>jam</b>	Say the word. 
Make the sound. <b>J</b>	Read the word. <b>jet</b>	Say the word. 	Make the sound. <b>J</b>
Say the word. 	Make the sound. <b>j</b>	Read the word. <b>jacket</b>	Read the word. <b>jug</b>

**Activity 3**

Say the sound. Trace and write the letters.

Tracing practice for uppercase 'J' and lowercase 'j'. The first row shows seven uppercase 'J's on a three-line grid. The first 'J' is solid with a vertical arrow pointing down and a curved arrow at the bottom. The following six are dashed for tracing. The second row shows seven lowercase 'j's on a three-line grid. The first 'j' is solid with a vertical arrow pointing down and a curved arrow at the bottom. The following six are dashed for tracing.

**Activity 4**

Match the sentences to the pictures. Then, colour the pictures.

<p>1. It's a jacket. It's green.</p>	<p>2. It's a jug. It's blue.</p>	<p>3. It's jam. It's red.</p>	<p>4. It's a jet. It's yellow.</p>
--	--------------------------------------	-----------------------------------	--



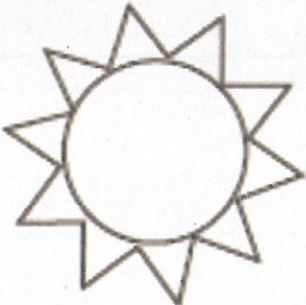
**Activity 5**

Unscramble the letters and write the words.

<p>a m j</p>	<p>t a j c e k</p>
<p>1. _____ _____</p>	<p>2. _____ _____</p>
<p>j g u</p>	<p>e t j</p>
<p>3. _____ _____</p>	<p>4. _____ _____</p>

**Activity 1**

Read the sentence. Colour the picture. Then, circle the word family.



It is a sun.

ed

um

un

or

ip

at

**Activity 2**

Connect the sounds to make the word from **Activity 1**. Then, colour the word.

c

u

t

s

e

n


bun


sun


fun


**Activity 3**


Colour the picture from the same word family.

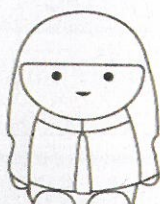





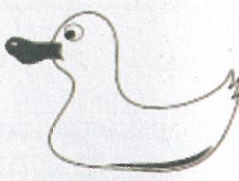




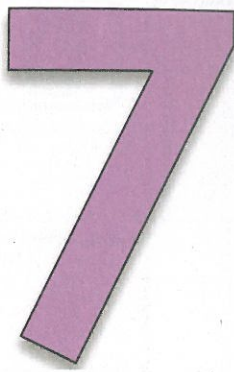




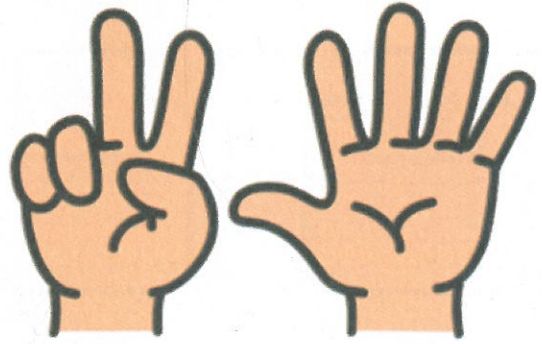




- Listen to your teacher. Say 7. Trace 7.

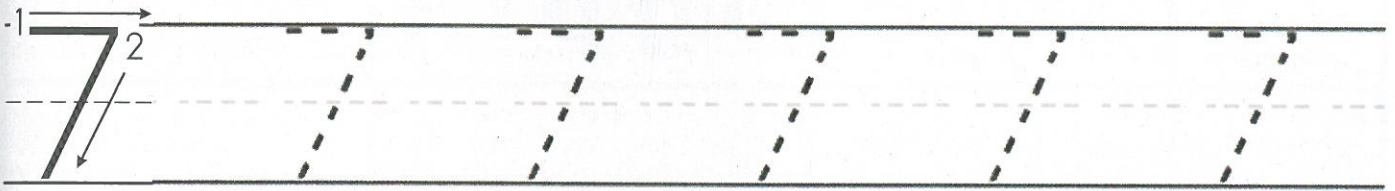


seven



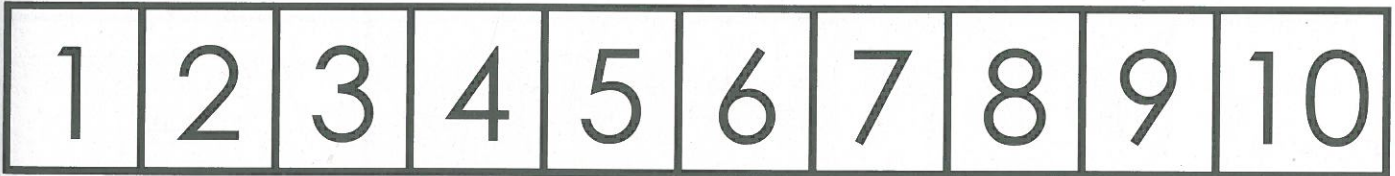
**Activity 1**

Trace 7.



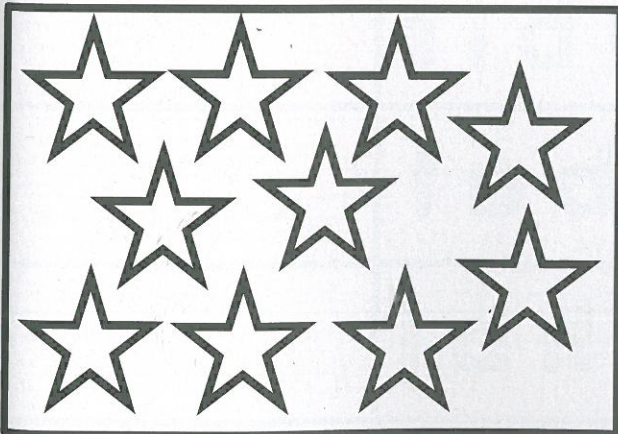
**Activity 2**

Colour 7.



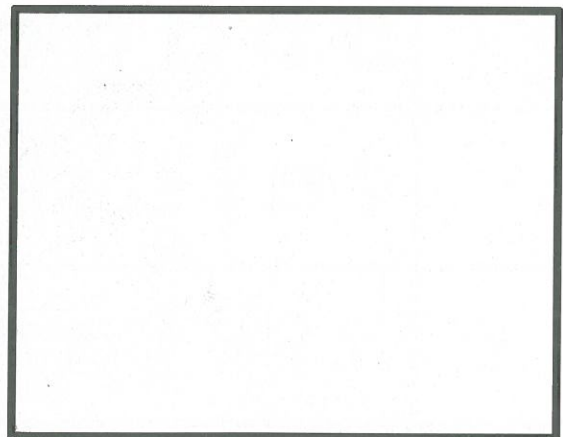
**Activity 3**

Colour 7 stars.



**Activity 4**

Draw 7 birds.





Activity 1

Look at the pictures and write **b** or **j**.



Activity 2

Circle the words. Then, write the words and colour the pictures.

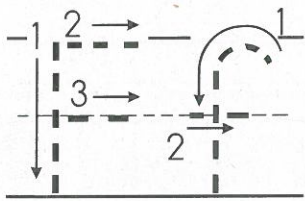
1. 	u e j a j u g p i n	<hr/> <hr/> <hr/>
2. 	d i c b i k e s a t	<hr/> <hr/> <hr/>
3. 	o b i r d r o b j e	<hr/> <hr/> <hr/>
4. 	b e t i n c j e t b	<hr/> <hr/> <hr/>
5. 	j a j a c k e t i s	<hr/> <hr/> <hr/>
6. 	b b a g o j a b i s	<hr/> <hr/> <hr/>
7. 	t a j a s n d b a t	<hr/> <hr/> <hr/>
8. 	n i k j a m e h b j	<hr/> <hr/> <hr/>

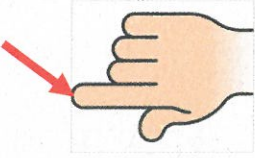



Practise writing the letters and words that you have learned.

The page contains 12 sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **f**. Trace **F f**.

**Ff**







	
<b>f</b> inger	<b>f</b> ish
	
<b>f</b> an	<b>f</b> rog


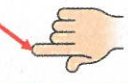


**Activity 1 – Track 47 and Phonics Song**





Listen and repeat.





**Activity 2 – Track 48**

Listen to the words. Circle the correct pictures.

1.    

2.    

3.    

4.    

**Activity 3**

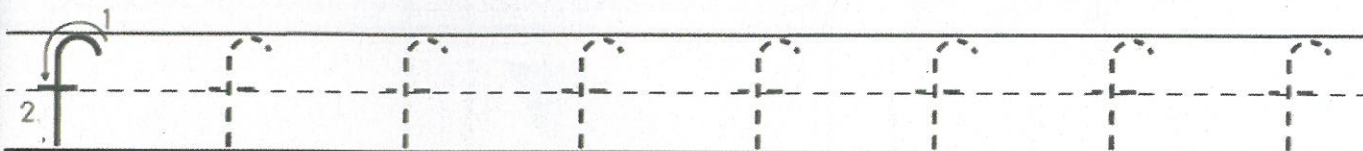
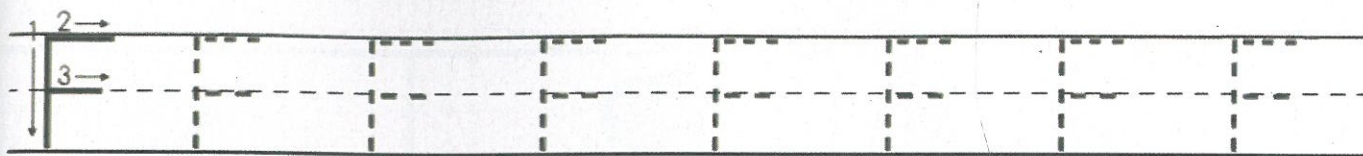
Circle the words.

o a f e d a f r  
 b f i n g e r h  
 f i s r p u o f  
 r k h o c b g e  
 m t n f a n m s

- frog
- fan
- fish
- finger

## Activity 4

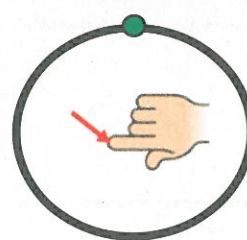
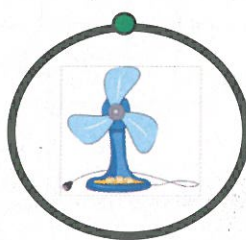
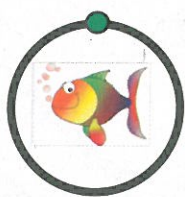
Say the sound. Trace and write the letters.



## Activity 5













Unscramble and write the words. Then, match the words to the pictures.

1. grof	2. sfih	3. gnefin	4. afn

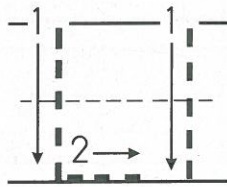






## Activity 6

Read the sentences and colour the correct face.

1.  Is it a <b>f</b> an?		
2.  Is it a <b>f</b> rog?		
3.  Is it a <b>f</b> inger?		
4.  Is it a <b>f</b> ish?		

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **l**. Trace **L I**.



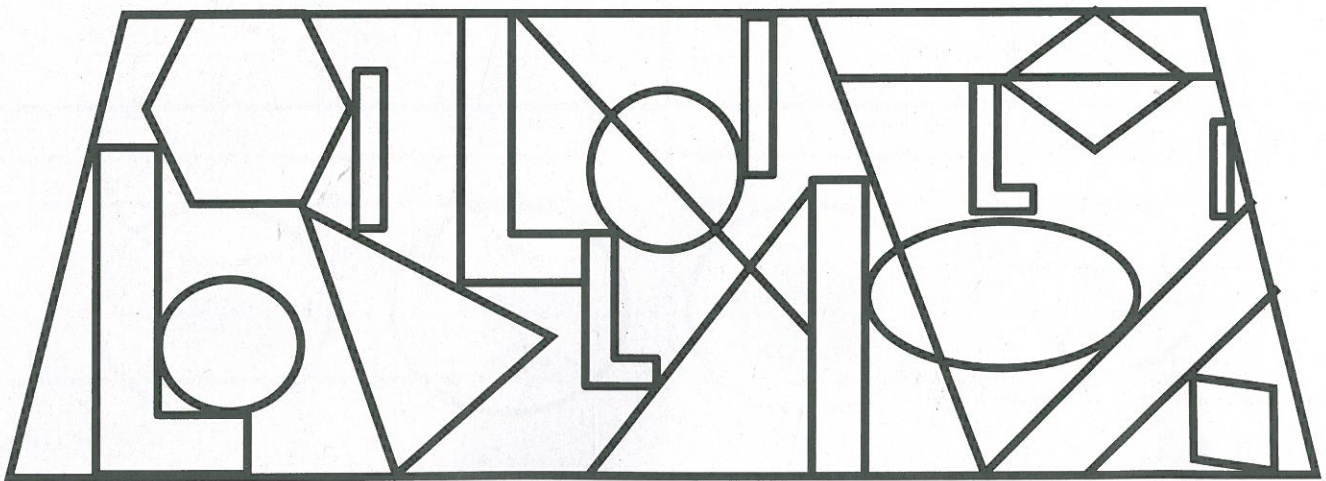
	
lion	lemon
	
leaf	leg

**Activity 1 – Track 49 and Phonics Song**

Listen and repeat.

**Activity 2**

Colour **L I**. How many letters can you find? \_\_\_\_\_



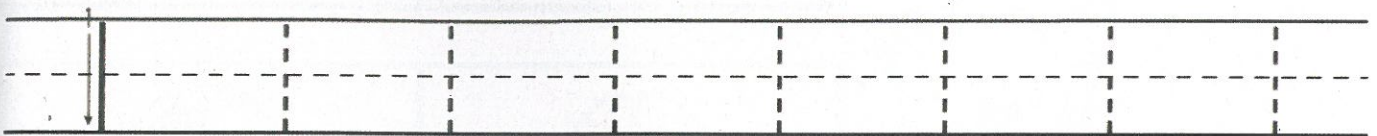
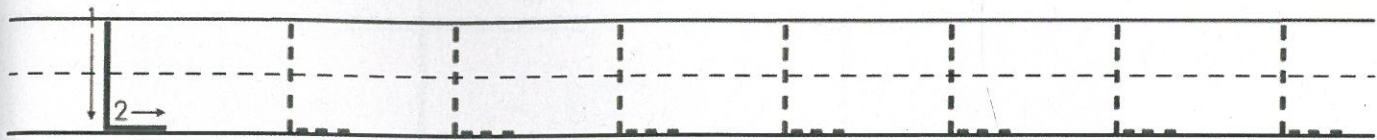
**Activity 3 – Track 50**

Listen and underline the correct words.

1.	lion	2.	lion	3.	lion	4.	lion
	lemon		lemon		lemon		lemon
	leaf		leaf		leaf		leaf
	leg		leg		leg		leg

**Activity 4**


Say the sound. Trace and write the letters.





**Activity 5**


Use letters from the box to complete the words. Then, match the words to the pictures.

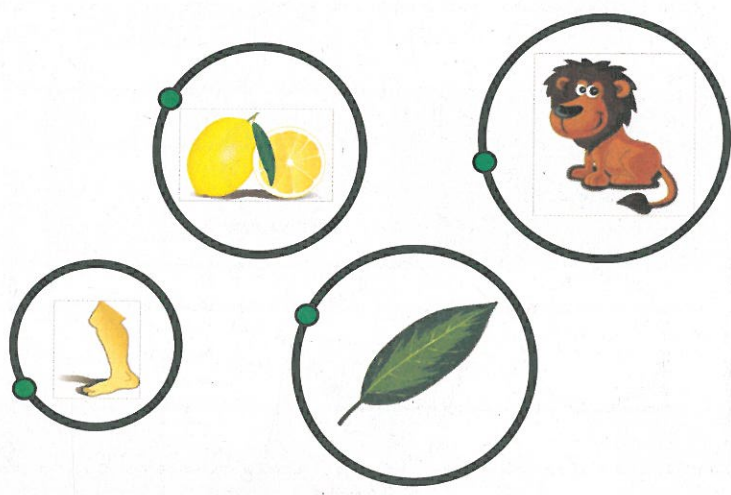
l	o	n	e	l	a
f	l	m	n	e	l

1. \_\_\_\_\_  


2. \_\_\_\_\_  


3. \_\_\_\_\_  


4. \_\_\_\_\_  




**Activity 6**

Use the chant from **Unit 4** with **l** phonics words.

**Activity 7**

Can you think of one more **l** word? Try and write the word. Then, use it in the chant.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

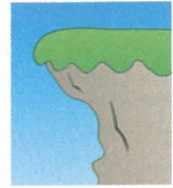
# UNIT 11 – Phonics Focus – ff and ll

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letters. Say **ff** and **ll**.

**ff**



coffee



cliff

**ll**



shell



ball

## Activity 1 – Track 51 and Phonics Song

Listen and repeat.


## Activity 2 – PCM 1

Use the cards to move around the board. Make the sounds. Say the words.

	<b>F</b>		<b>l</b>	fan	<b>ff</b>
					ball
<b>L</b>			<b>ll</b>	cliff	
leg					
	<b>f</b>	frog			

**Activity 1**

Colour the picture. Then, listen and circle the word family.



ed
um

un
or

ip
at

It is a bat.

**Activity 2**

Connect the letters to make the word. Then, write the word.

b

a

n

p

i

t

bat

sat

cat

---




---





---


**Activity 3**


Colour 2 pictures from the same word family.




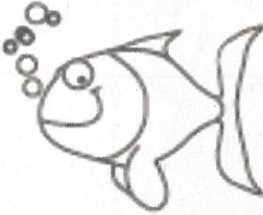









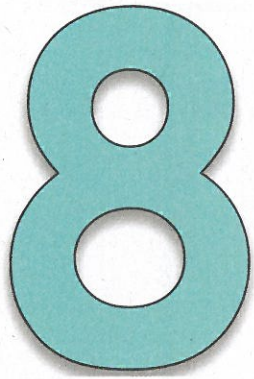




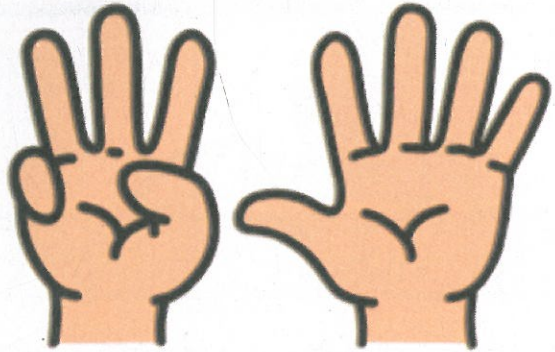




- Listen to your teacher. Say the number.
- Look at the number. Say 8. Trace 8.

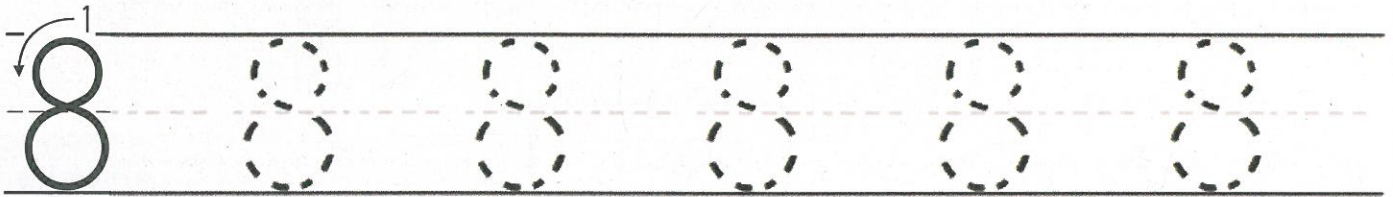


eight



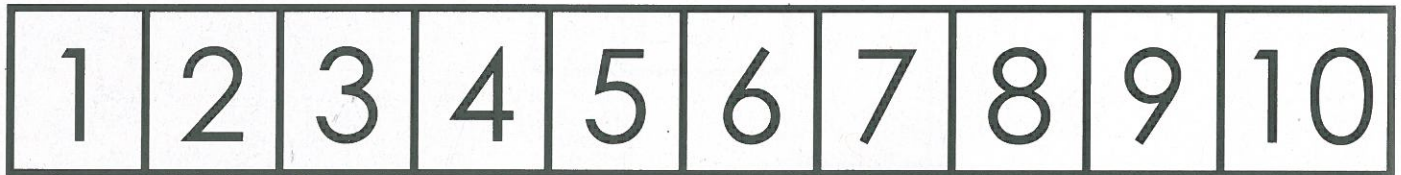
**Activity 1**

Trace 8.



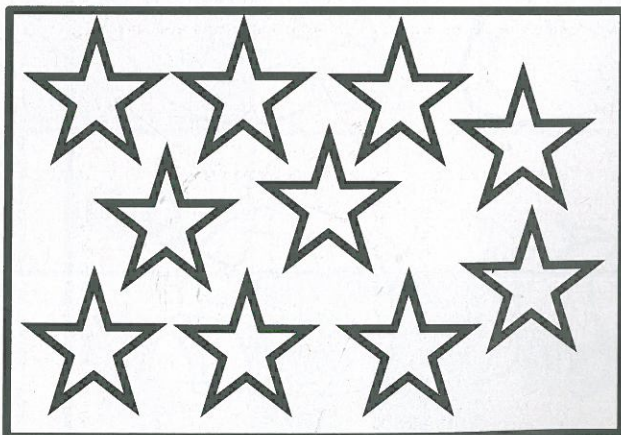
**Activity 2**

Colour 8.



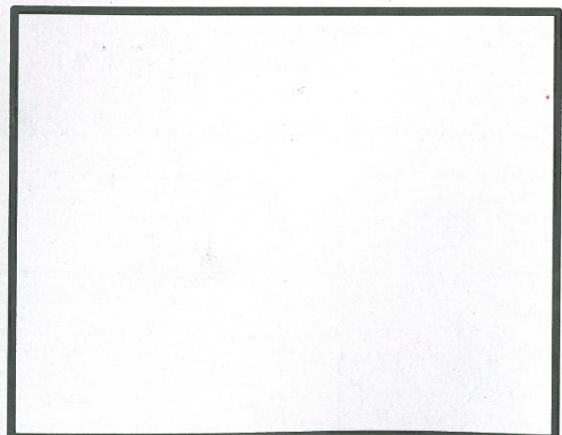
**Activity 3**

Colour 8 stars.



**Activity 4**

Draw 8 balls.





**Activity 1**

Look at the pictures and write **f** or **l**.

1.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_











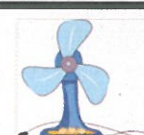






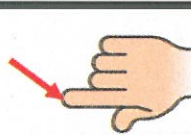
2.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Activity 2**

Read the words and circle the correct pictures.

1. <b>f</b> inger			
2. <b>c</b> offee			
3. <b>l</b> eaf			
4. <b>s</b> hell			
5. <b>l</b> ion			
6. <b>f</b> ish			

**Activity 3**

Draw a picture for each sound.

**F f**

**L l**

**ff**

**ll**

Practise writing the letters and words that you have learned.

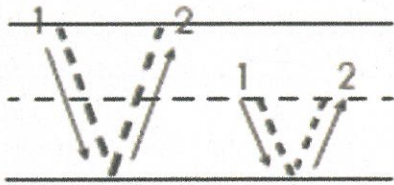
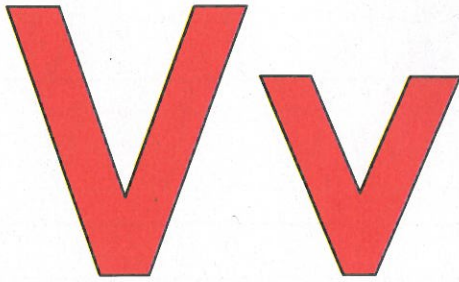
The page contains 12 sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

Ac  
Lis

Ac  
Fliq



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **v**. Trace **V v**.







	
violin	van
	
vase	vet

**Activity 1 – Track 52 and Phonics Song**

Listen and repeat.

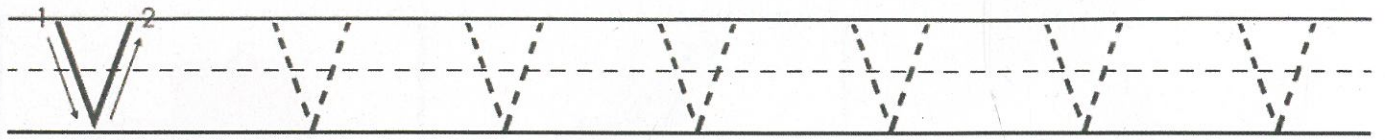
**Activity 2**

Flip a coin or an eraser onto the game board. Do the task on that square.

Make the sound. <b>V</b>	Say the word. 	Read the word. <b>vase</b>	Say the word. 
Make the sound. <b>V</b>	Read the word. <b>vet</b>	Say the word. 	Make the sound. <b>V</b>
Say the word. 	Make the sound. <b>v</b>	Read the word. <b>violin</b>	Read the word. <b>van</b>

**Activity 3**

Say the sound. Trace and write the letters.



**Activity 4**

Draw lines to match the words to the word shapes.

1. <b>v</b> ase	2. <b>v</b> iolin	3. <b>v</b> et	4. <b>v</b> an

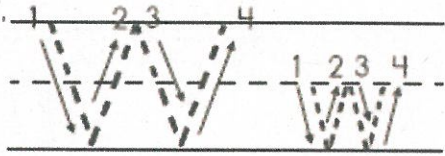
**Activity 5**


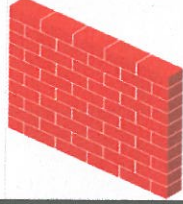


Unscramble the letters to complete the words. Then, write the words.

1.	o v l n i i	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
2.	v e s a	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
3.	e v t	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
4.	a n v	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **w**. Trace **W w**.

**W w**










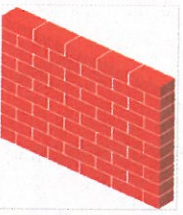








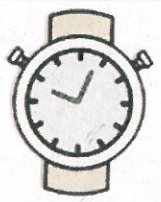























	
<b>w</b> eb	<b>w</b> all
	
<b>w</b> indow	<b>w</b> atch

### Activity 1 – Track 53 and Phonics Song

Listen and repeat.

### Activity 2

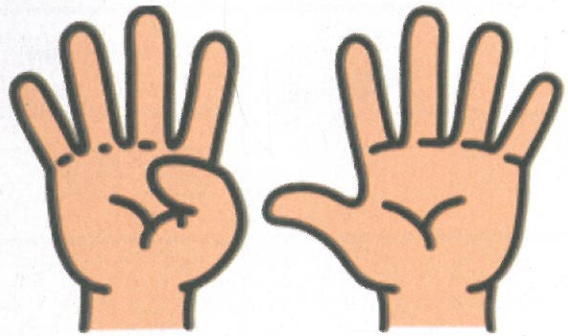
Say the words. Draw lines to connect the sounds.

1. 						
						
2. 						
						
3. 						
						
4. 						
						

- Listen to your teacher. Say the number.
- Look at the number. Say 9. Trace 9.

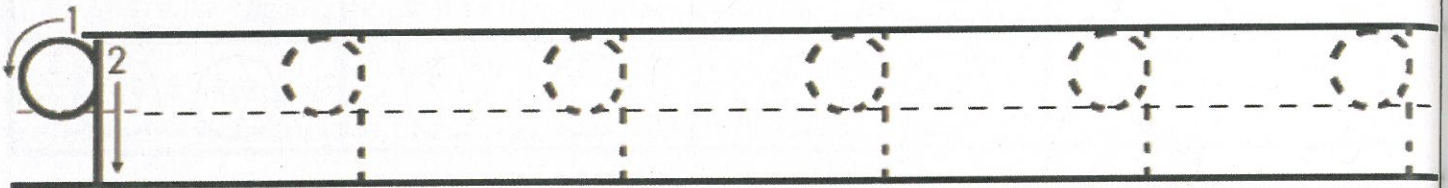


nine



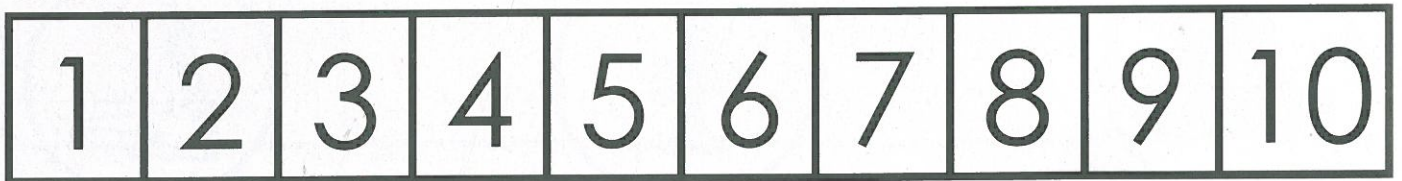
Activity 1

Trace 9.



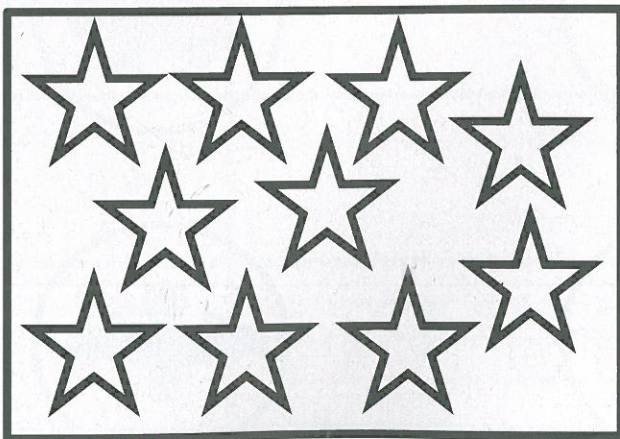
Activity 2

Colour 9.



Activity 3

Colour 9 stars.



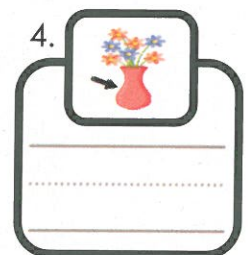
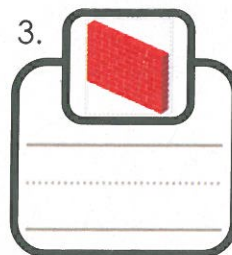
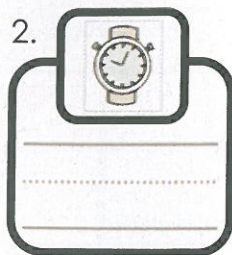
Activity 4

Draw 9 windows.



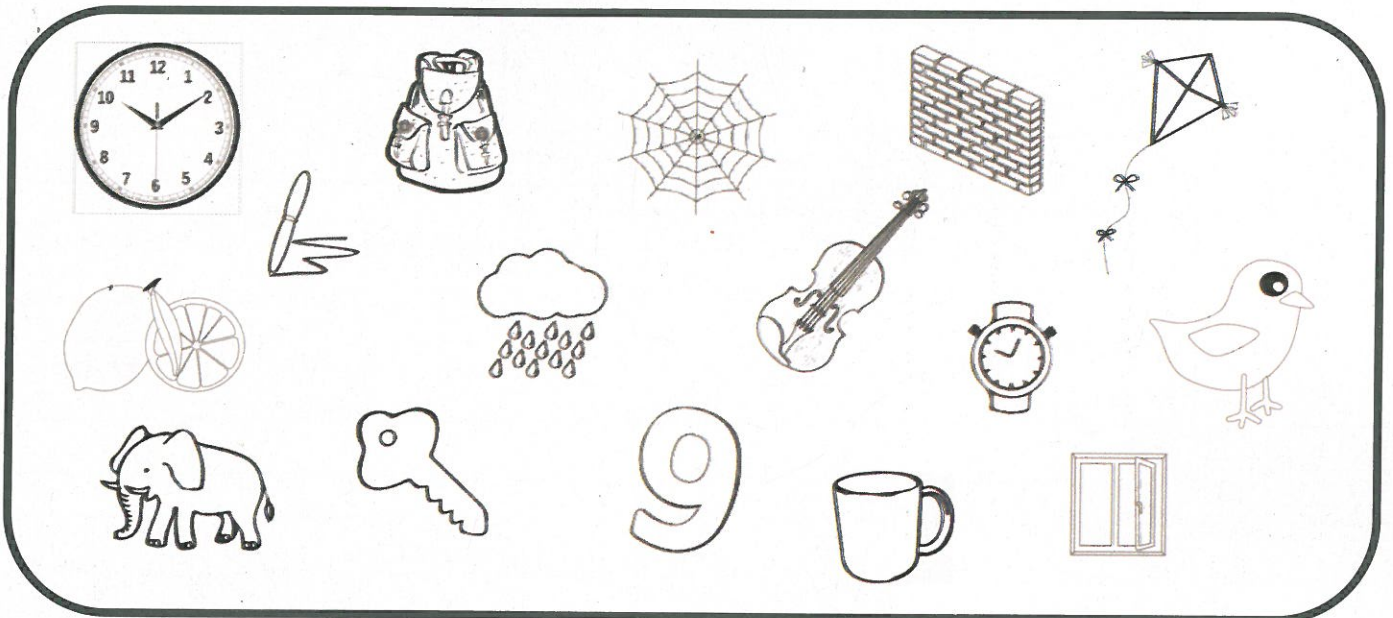
Activity 1

Look at the pictures and write **v** or **w**.



Activity 2

Colour the **v** and **w** pictures.



Activity 3

Look at the pictures in Activity 2.

1. Count the **v** pictures.
2. Count the **w** pictures.

\_\_\_\_\_

\_\_\_\_\_


Activity 4

Practise the **v** and **w** tongue twisters.



A **v**ery sick **v**ulture is  
visiting the **v**et today!

A **w**hale in  
the **w**ater  
**w**atches  
**w**aves crash!





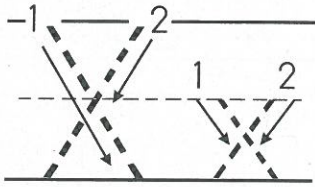
Practise writing the letters and words that you have learned.




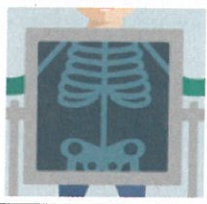
The page contains ten sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

# UNIT 13 – Phonics Focus – X x

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **x**. Trace **X x**.

# X x



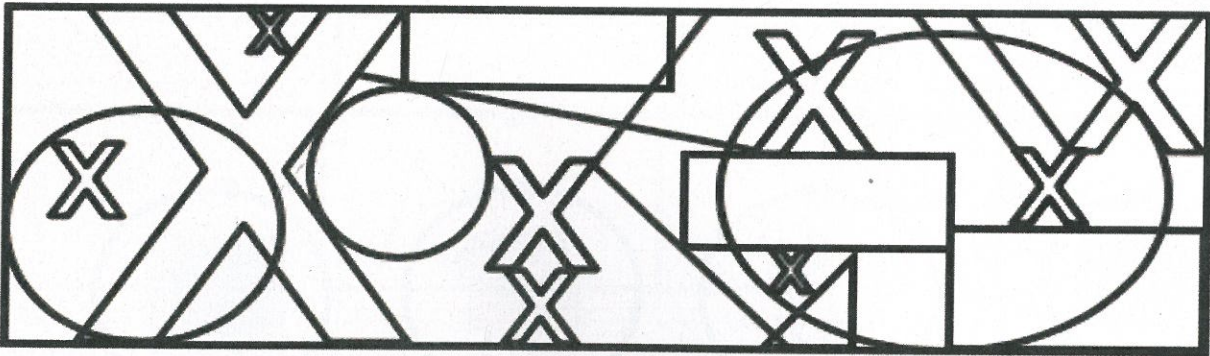
	
fo <b>x</b>	bo <b>x</b>
	
si <b>x</b>	<b>x</b> -ray

### Activity 1 – Track 56 and Phonics Song

Listen and repeat.

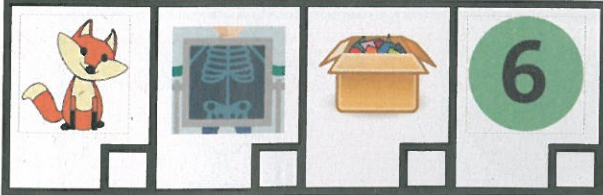
### Activity 2

Colour **X x**. How many letters can you find? \_\_\_\_




### Activity 3 – Track 57

Listen and tick (✓) the correct pictures.

1. 

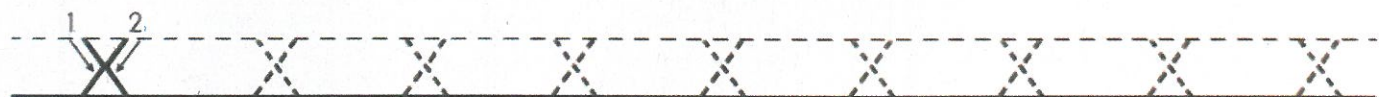
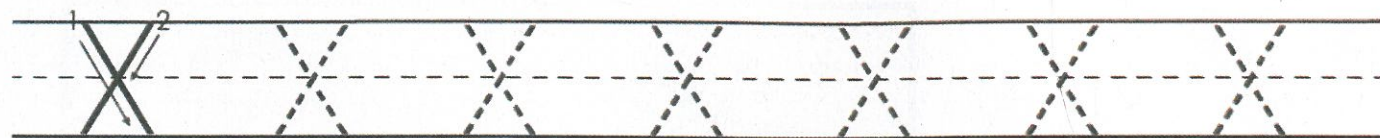
2. 

3. 

4. 

Activity 4

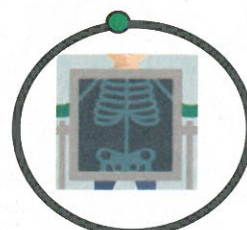
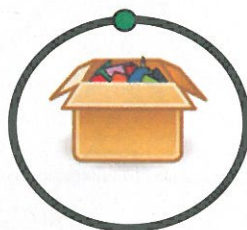
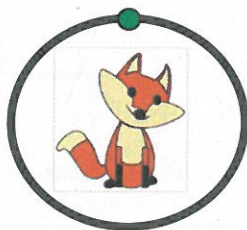
Say the sound. Trace and write the letters.



Activity 5


Unscramble and write the words. Then, match the words to the pictures.


1. <b>i s x</b>	2. <b>y a x r</b>	3. <b>b x o</b>	4. <b>o x f</b>



Activity 6

Practise making the sounds and reading the words with a partner.

1.  **f + o + x**  
**fox**

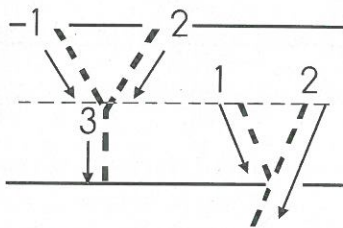
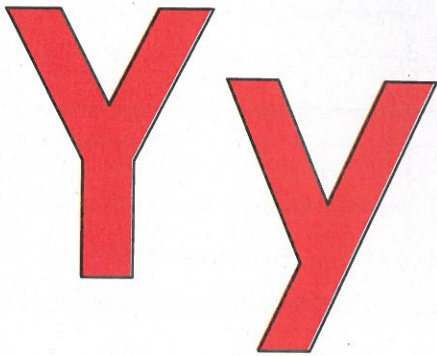
2.  **s + i + x**  
**six**



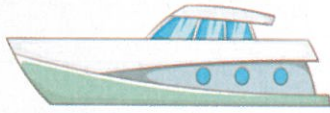

Activity 7

Use the chant from Unit 5 with x phonics words.

# UNIT 13 – Phonics Focus – Y y

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **y**. Trace **Y y**.



	
yo-yo	yawn
	
yacht	yellow

### Activity 1 – Track 58 and Phonics Song

Listen and repeat.

### Activity 2 – Track 59

Listen and underline the correct words.

1. yo-yo yellow yawn yacht	2. yellow yawn yacht yo-yo	3. yacht yo-yo yellow yawn	4. yawn yacht yo-yo yellow
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

### Activity 3

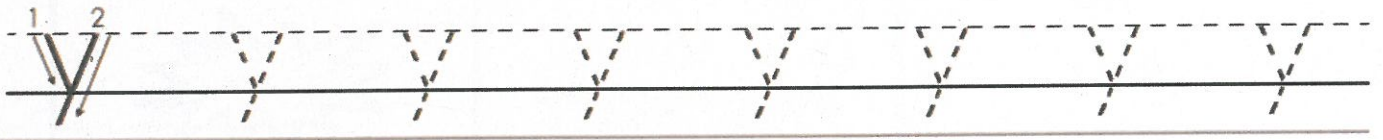
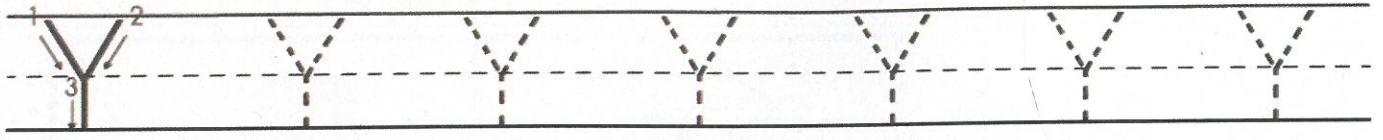
Circle the words.

o	a	y	e	d	a	h	y
y	a	c	h	t	y	r	a
r	i	s	r	p	o	o	w
r	y	o	y	o	f	j	n
y	e	l	l	o	w	m	s

<input type="checkbox"/>	yo-yo
<input type="checkbox"/>	yellow
<input type="checkbox"/>	yawn
<input type="checkbox"/>	yacht

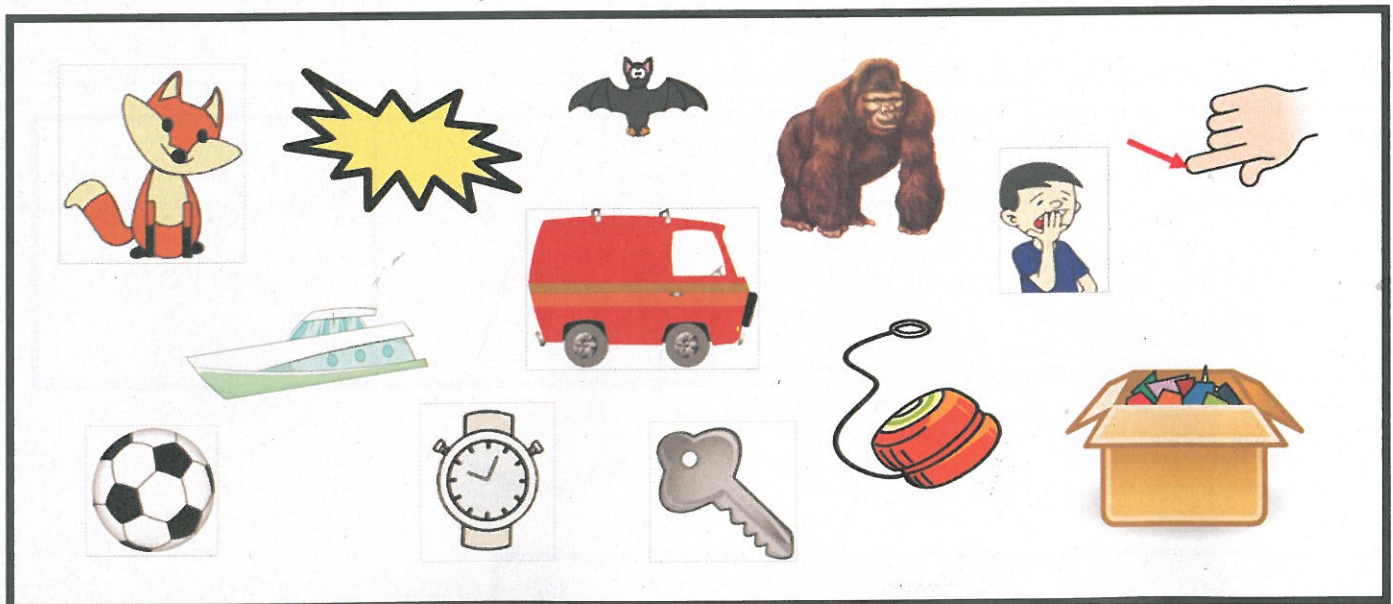
## Activity 4

Say the sound. Trace and write the letters.



## Activity 5

Circle the **y** pictures.






## Activity 6

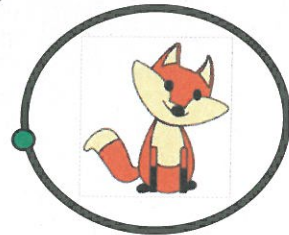
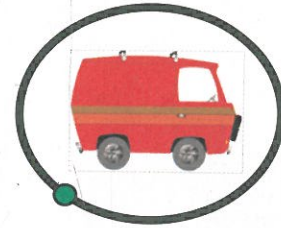
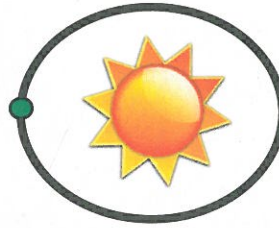
Write the **y** words from Activity 5.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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## Activity 1




Match the sentences to the pictures.

1. It is a fox.	
2. It is the sun.	
4. It is a van.	



## Activity 2

Circle the correct words.

1. This is a <b>frog</b> / <b>fish</b> .	
2. I have a <b>yo-yo</b> / <b>ant</b> .	
3. The <b>jet</b> / <b>man</b> is fast.	

## Activity 3

Read the sentences and circle the correct pictures.

1. There is coffee in the cup.



2. I can see a gorilla.



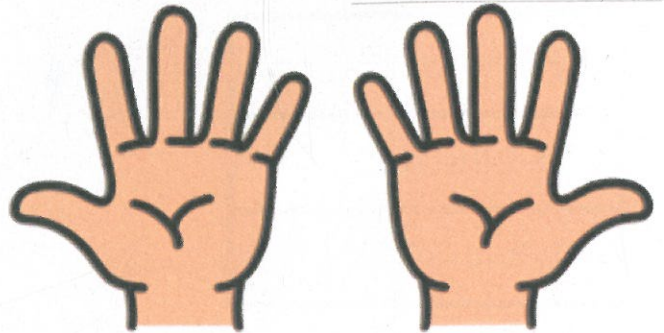
3. Look at the lion.



- Listen to your teacher. Say the number. Sing the song.
- Look at the number. Say 10. Trace 10.

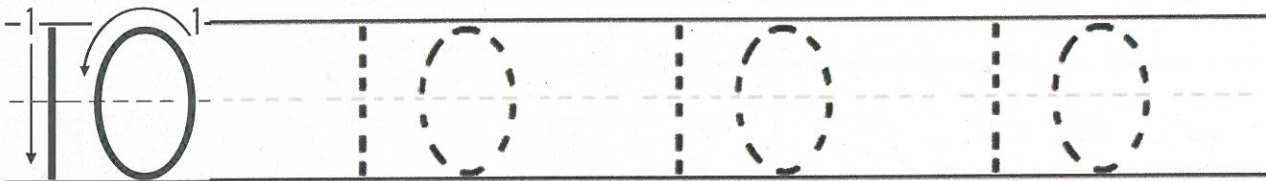


ten



Activity 1

Trace 10.



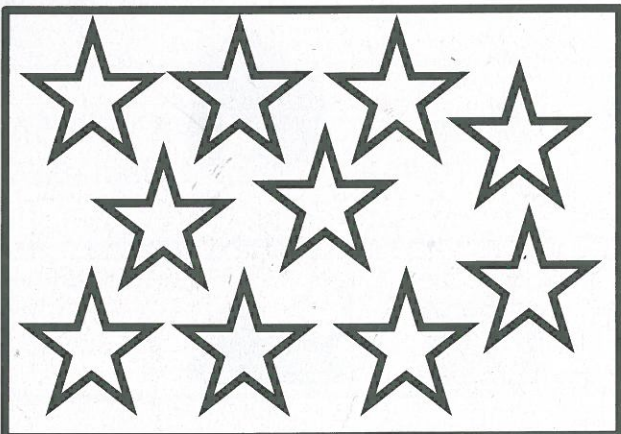
Activity 2

Colour 10.



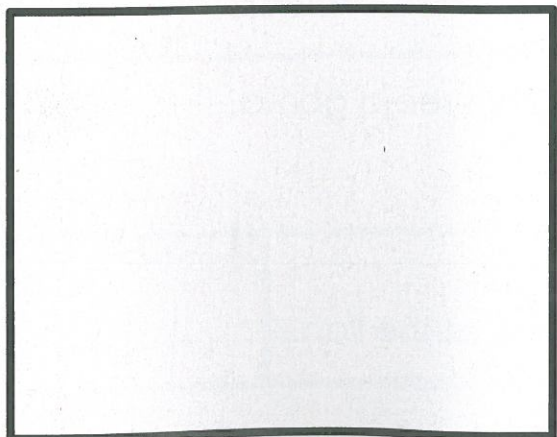
Activity 3

Colour 10 stars.



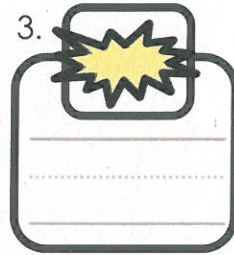
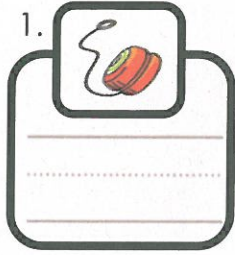
Activity 4

Draw 10 yo-yos.





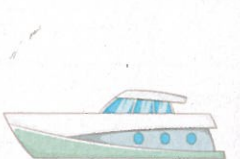

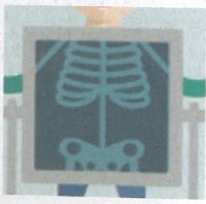

Activity 1

Look at the pictures and write **x** or **y**.



Activity 2 - PCM 1

Use the cards to move around the board. Say the sounds. Say the words.

	fox	yacht	X	
				box
X		yellow	x-ray	Y
				
Y	yo-yo		six	

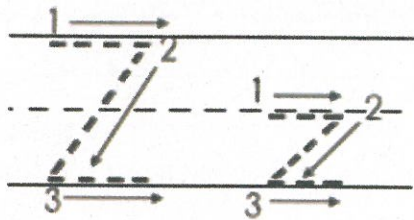


Practise writing the letters and words that you have learned.

The page contains 12 sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **z**. Trace **Z z**.

# Zz



zoo	zigzag
zero	zebra

### Activity 1 – Track 60 and Phonics Song

Listen and repeat.

### Activity 2 – Track 61

Listen to the words and write the number (1 -4).

zebra	zoo	zigzag	zero
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

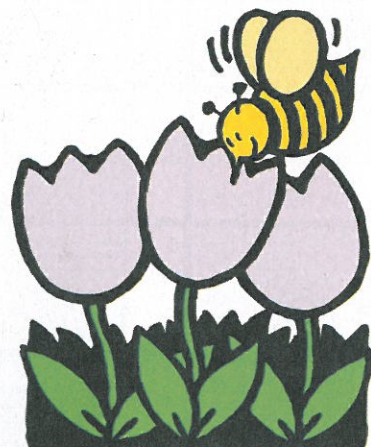
### Activity 3 – Track 62

Let's sing!

(To the tune of Twinkle, Twinkle Little Star)

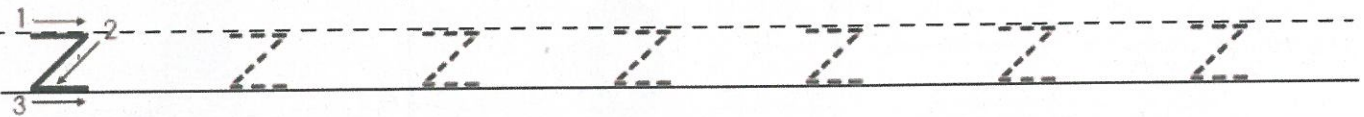
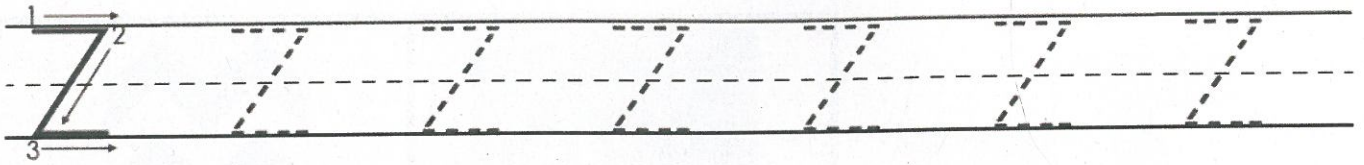
Fuzzy, buzzy little bee,  
 Zigs to flowers and zags to trees,  
 Buzzing here and buzzing there,  
 Busy buzzing everywhere!

Fuzzy, buzzy little bee,  
 Zigs to flowers and zags to trees.



Activity 4

Say the sound. Trace and write the letters.



Activity 5

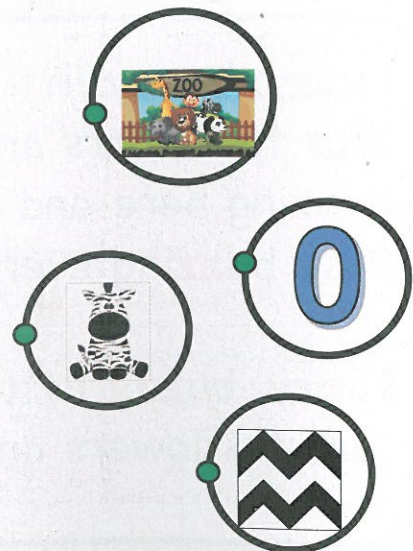
Match the words to the word shapes.

1. zigzag	2. zero	3. zebra	4. zoo

Activity 6

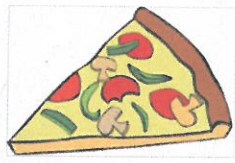
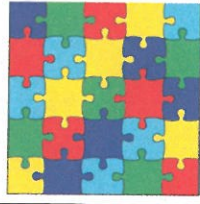
Unscramble the letters and write the words. Then, match the words to the pictures.

1. azggzi	_____
2. ozo	_____
3. reoz	_____
4. braze	_____



- Listen to your teacher. Say the sound. Sing the song.
- Look at the letters. Say **zz**.

**ZZ**


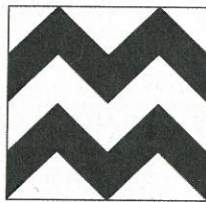

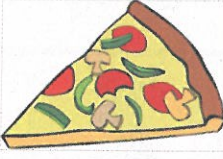
	
pizza	puzzle

**Activity 1 – Track 63 and Phonics Song**

Listen and repeat.

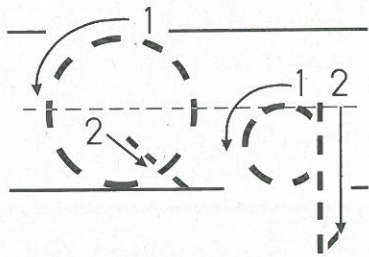
**Activity 2**

Flip a coin or an eraser onto the game board. Do the task on that square.

Make the sound. <b>ZZ</b>	Say the word. 	Read the word. pizza	Say the word. 
Make the sound. <b>Z</b>	Read the word. zero	Say the word. 	Make the sound. <b>Z</b>
Say the word. 	Make the sound. <b>ZZ</b>	Read the word. zoo	Read the word. zebra
Read the word. puzzle	Say the word. 	Make the sound. <b>Z</b>	Say the word. <b>O</b>

- Listen to your teacher. Say the sound. Sing the song.
- Look at the letter. Say **qu**. Trace **Qu qu**.

# QU qu



queen	question
quilt	quiet

### Activity 1 – Track 64 and Phonics Song

Listen and repeat.

### Activity 2 – Track 65

Listen and circle the correct pictures.

1.	2.	3.	4.

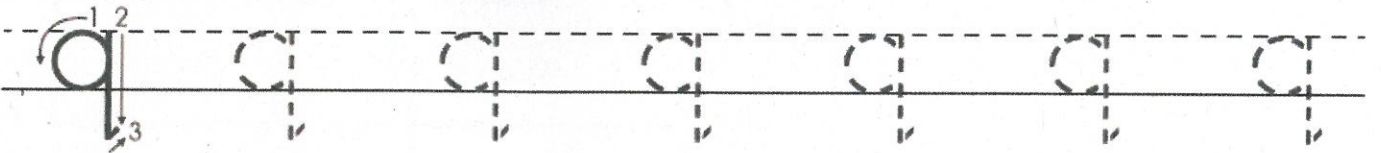
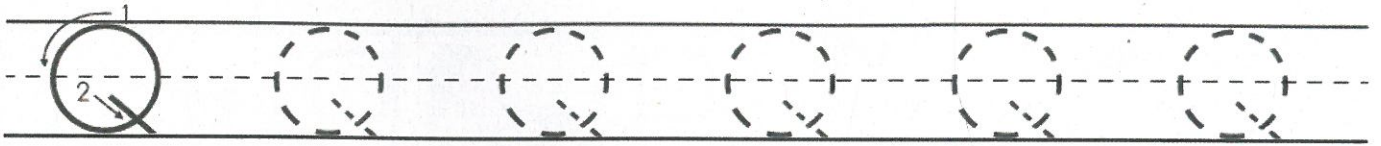
### Activity 3

Look at the pictures and underline the correct words.

1.	2.	3.	4.
queen quilt question quiet	question quiet queen quilt	quiet question quilt queen	quilt queen quiet question




Activity 4

Say the sound. Trace and write the letters.






Activity 5

Unscramble the letters. Then, write the words.

1. 	t i qu l	   
2. ?	o s n qu t i e	   
3. 	e e n qu	   
4. 	qu t e i	   

Activity 6

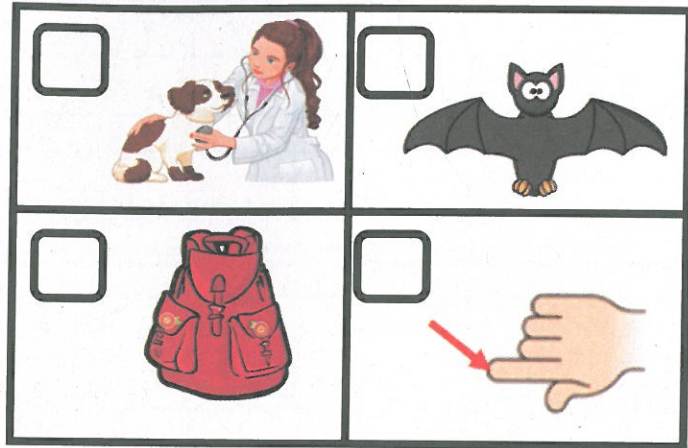
Point and say the qu phonics words. Practise with your partner.

1. ?	2. 	3. 	4. 
------	--	---	--

**Activity 1**



Read the sentences. Write the correct numbers beside the pictures.

1. The bat is black.
2. This is a finger.
3. It is a red bag.
4. The dog is with the vet.



**Activity 2**

Circle the correct sentences.

1.		I can see a cat.	I can see a can.
2.		This is a big fox.	This is a big box.

**Activity 3**

Read the sentences and draw pictures.

1. The jam is red.	
2. The ball is under the tree.	
3. The box is on the desk.	

**Activity 1 – PCM 6**

Cut and paste the numbers onto the number words.

nine	six	ten	two	four
three	one	eight	seven	five

**Activity 2**

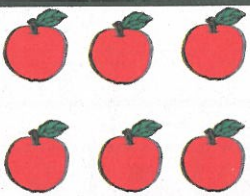

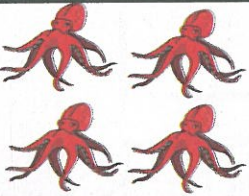





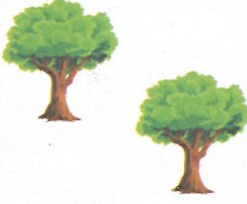
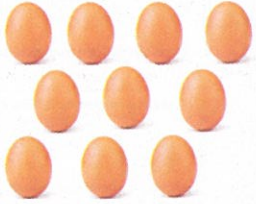
Write the missing numbers.

1	_	_	_	5	_	_	8	_	_
---	---	---	---	---	---	---	---	---	---

**Activity 3**

Count the pictures. Then, write the number words.


one	two	three	four	five
six	seven	eight	nine	ten



Activity 1


Look at the pictures and write **z** or **qu**.

1. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. 

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

3. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. 














\_\_\_\_\_














\_\_\_\_\_









\_\_\_\_\_

Activity 2

Use the key to write the phonics words.

												
a	b	c	d	e	f	g	h	i	j	k	l	m







												
n	o	p	q	r	s	t	u	v	w	x	y	z

1.        

\_\_\_\_\_

\_\_\_\_\_






\_\_\_\_\_

2.      

\_\_\_\_\_

\_\_\_\_\_







\_\_\_\_\_

3.     

\_\_\_\_\_

\_\_\_\_\_






\_\_\_\_\_

4.      

\_\_\_\_\_

\_\_\_\_\_






\_\_\_\_\_

5.     

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.     

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# UNIT 14 – Let's Write

Practise writing the letters and words that you have learned.

The page contains ten sets of horizontal writing lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

## Phonics Checklist

Tick the letters you can read (✓).

<b>Aa</b>		<b>Bb</b>		<b>Cc</b>		<b>Dd</b>	
<b>Ee</b>		<b>Ff</b>		<b>Gg</b>		<b>Hh</b>	
<b>Ii</b>		<b>Jj</b>		<b>Kk</b>		<b>Ll</b>	
<b>Mm</b>		<b>Nn</b>		<b>Oo</b>		<b>Pp</b>	
<b>Qq</b>		<b>Rr</b>		<b>Ss</b>		<b>Tt</b>	
<b>Uu</b>		<b>Vv</b>		<b>Ww</b>		<b>Xx</b>	
<b>Yy</b>		<b>Zz</b>					

## Phonics Words Checklist

Tick the words you can read (✓).

### Unit 2

<b>s</b>	sun		spoon		snake		sit	
<b>a</b>	ant		apple		axe		arrow	
<b>t</b>	tree		tap		ten		tiger	

### Unit 3

<b>p</b>	pen		pink		pin		pot	
<b>i</b>	ink		in		igloo		insect	
<b>n</b>	nuts		nail		net		nose	

### Unit 4

<b>m</b>	man		mop		milk		moon	
<b>d</b>	dog		desk		duck		dad	
<b>o</b>	olive		orange		on		octopus	

### Unit 5

<b>e</b>	egg		exit		elbow		elephant	
<b>c</b>	can		cup		cat		camel	
<b>k</b>	kite		kid		king		key	
<b>ck</b>	neck		clock		sock		black	

### Unit 6

<b>g</b>	gift		girl		gorilla		gate	
<b>u</b>	up		umbrella		under		upstairs	
<b>r</b>	red		rain		robot		run	

### Unit 7

<b>h</b>	hat		heart		hand		hen	
<b>b</b>	bike		bag		bird		bat	
<b>j</b>	jug		jam		jacket		jet	

### Unit 8

<b>f</b>	finger		fan		fish		frog	
<b>ff</b>	coffee		cliff					
<b>l</b>	lion		lemon		leaf		leg	
<b>ll</b>	shell		ball					

### Unit 9

<b>v</b>	violin		vase		vet		van	
<b>w</b>	web		window		watch		wall	
<b>x</b>	x-ray		six		box		fox	
<b>y</b>	yo-yo		yawn		yacht		yellow	

### Unit 10

<b>z</b>	zoo		zebra		zero		zigzag	
<b>zz</b>	pizza		puzzle					
<b>qu</b>	queen		quilt		question		quiet	



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