

It is first essential to teach and establish a sound knowledge of the English vowels. To learn effectively children should be familiar with the 'long' and 'short' sounds of the vowels and the 'didactic' marks which indicate them.

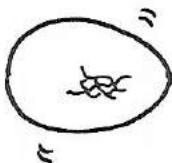
Demonstrate the 'didactic' marks (as used in standard dictionaries to indicate pronunciation) by "clapping" with the child, i.e. say apple, say (ă) only one hand clap is possible, therefore describe it as 'short', say a/corn, say (ā) 2 claps or more are possible, therefore describe it as 'long'. Do the same for egg, (ĕ), 1 clap = short, say emu, say (ē), 2 claps or more = long. Continue with ink (ĭ), ivy (ī), octopus (ŏ), oval (ō) and umbrella (ŭ), uniform (ū).

## Short

## Vowels



ăpple (ă)



ĕgg (ĕ)



ĭnk (ĭ)



ŏctopus (ŏ)



ŭmbrella (ŭ)



ācorn (ā)



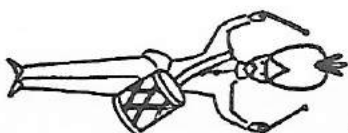
ēmu (ē)



īvy (ī)



ōval (ō)



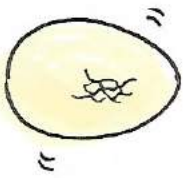
ūniform (ū)

# Short

# Vowels



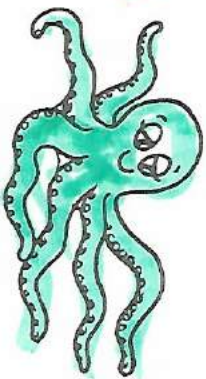
apple (ă)



egg (e)



ink (i)



octopus (o)



umbrella (u)



acorn (ā)



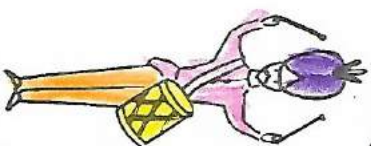
emu (ē)



ivy (ī)



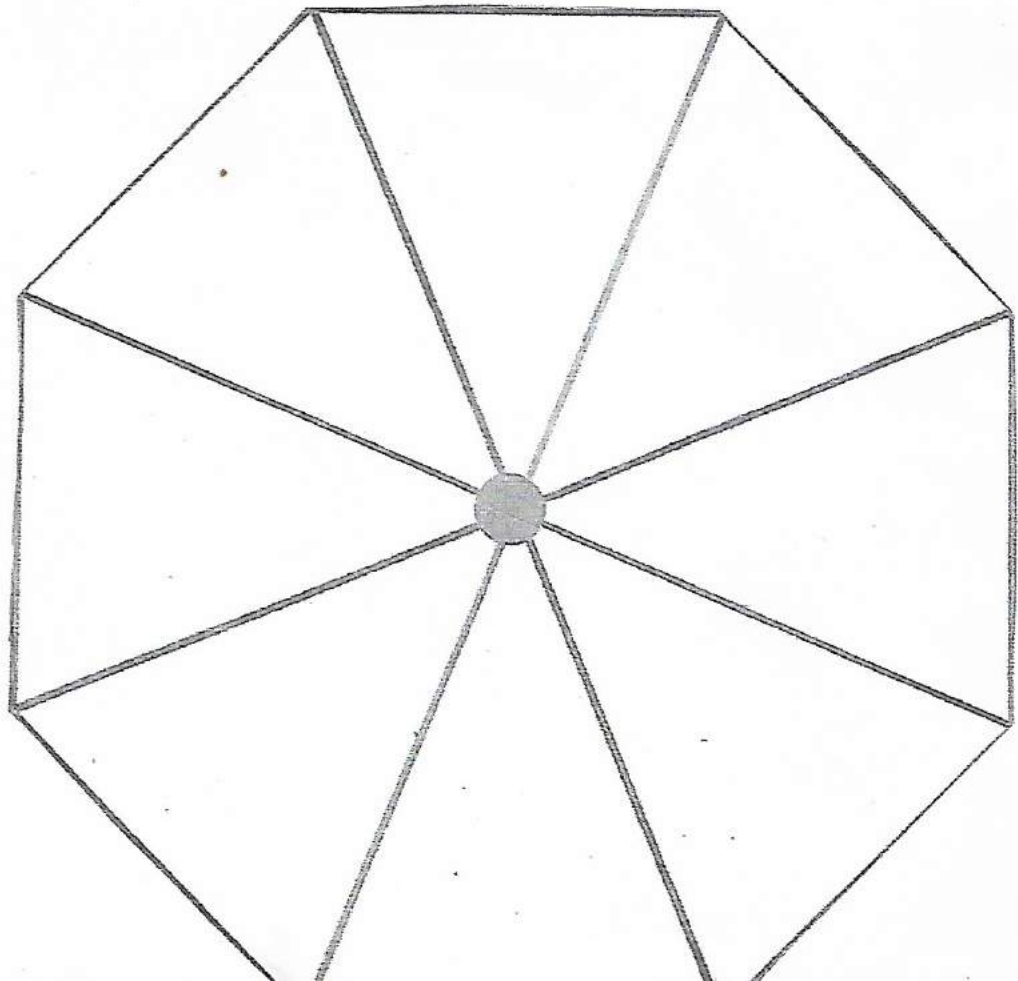
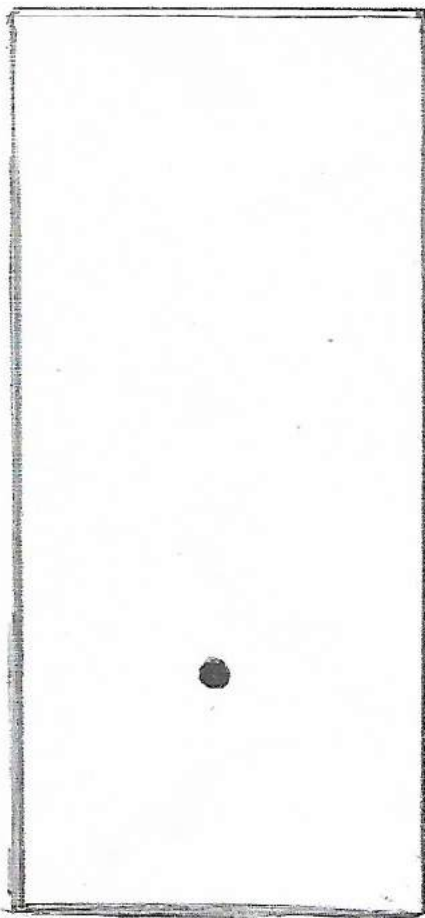
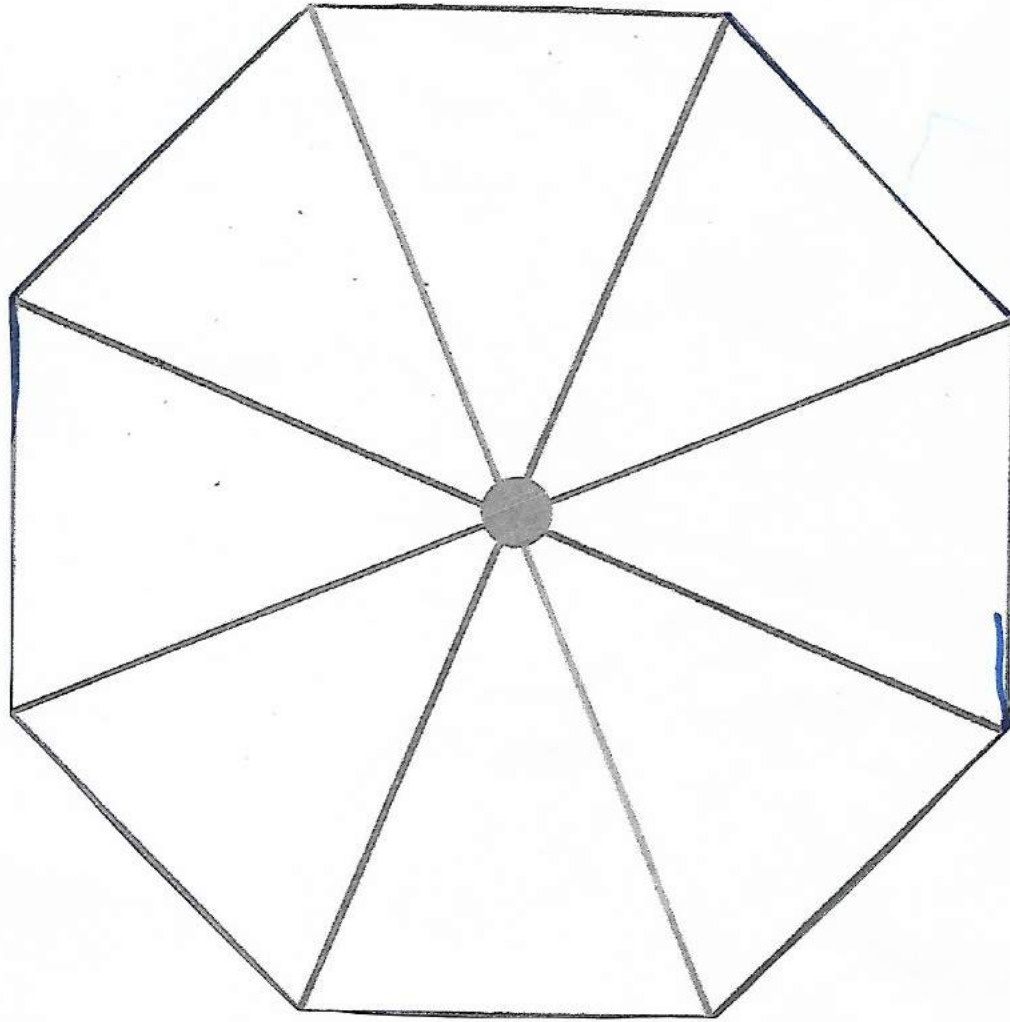
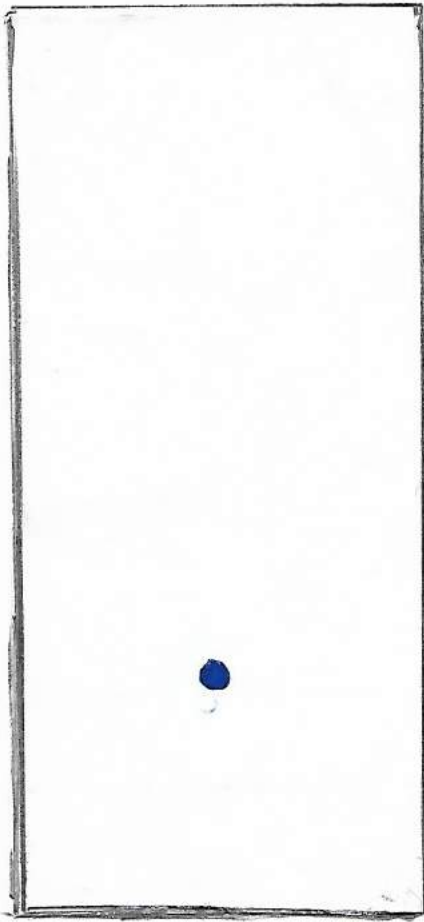
oval (ō)

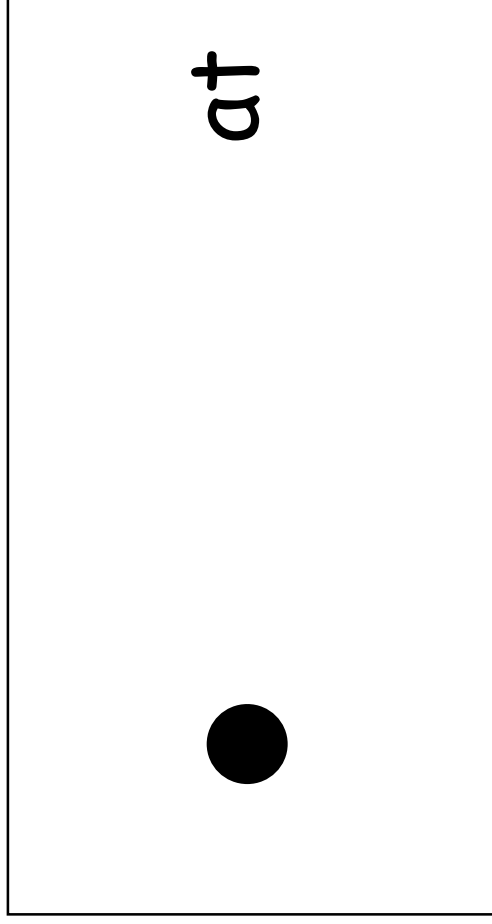
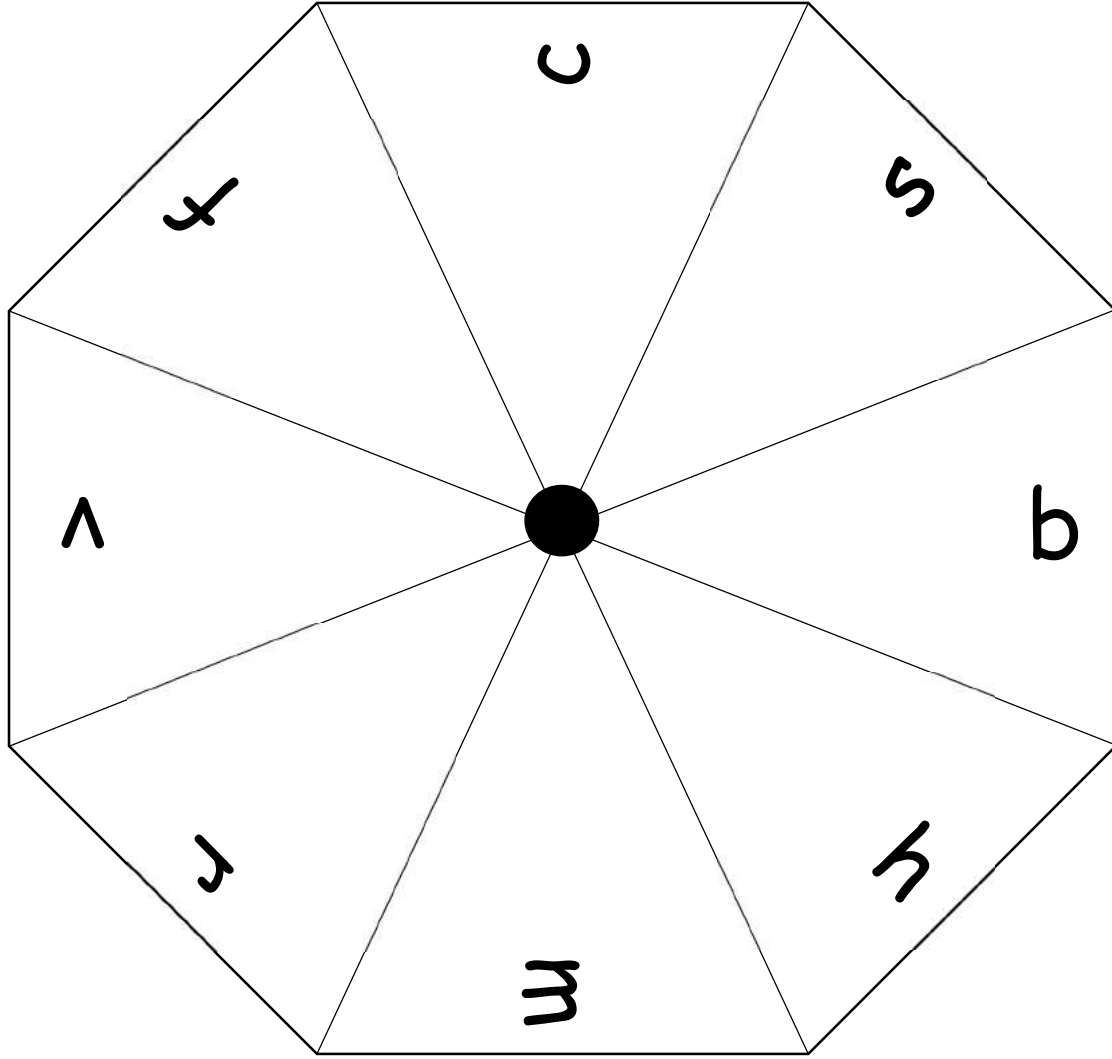


uniform (ū)

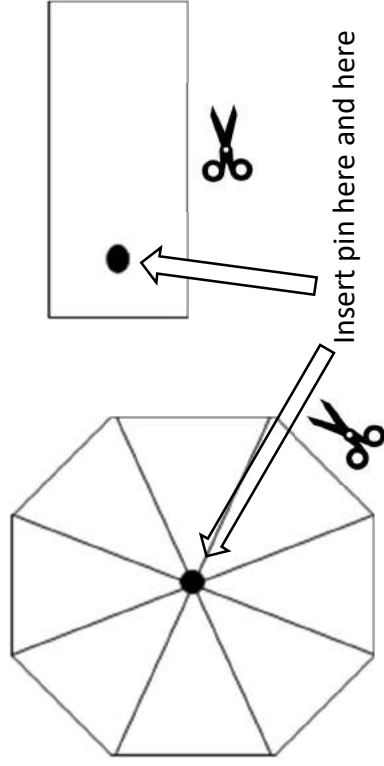


for your own use.



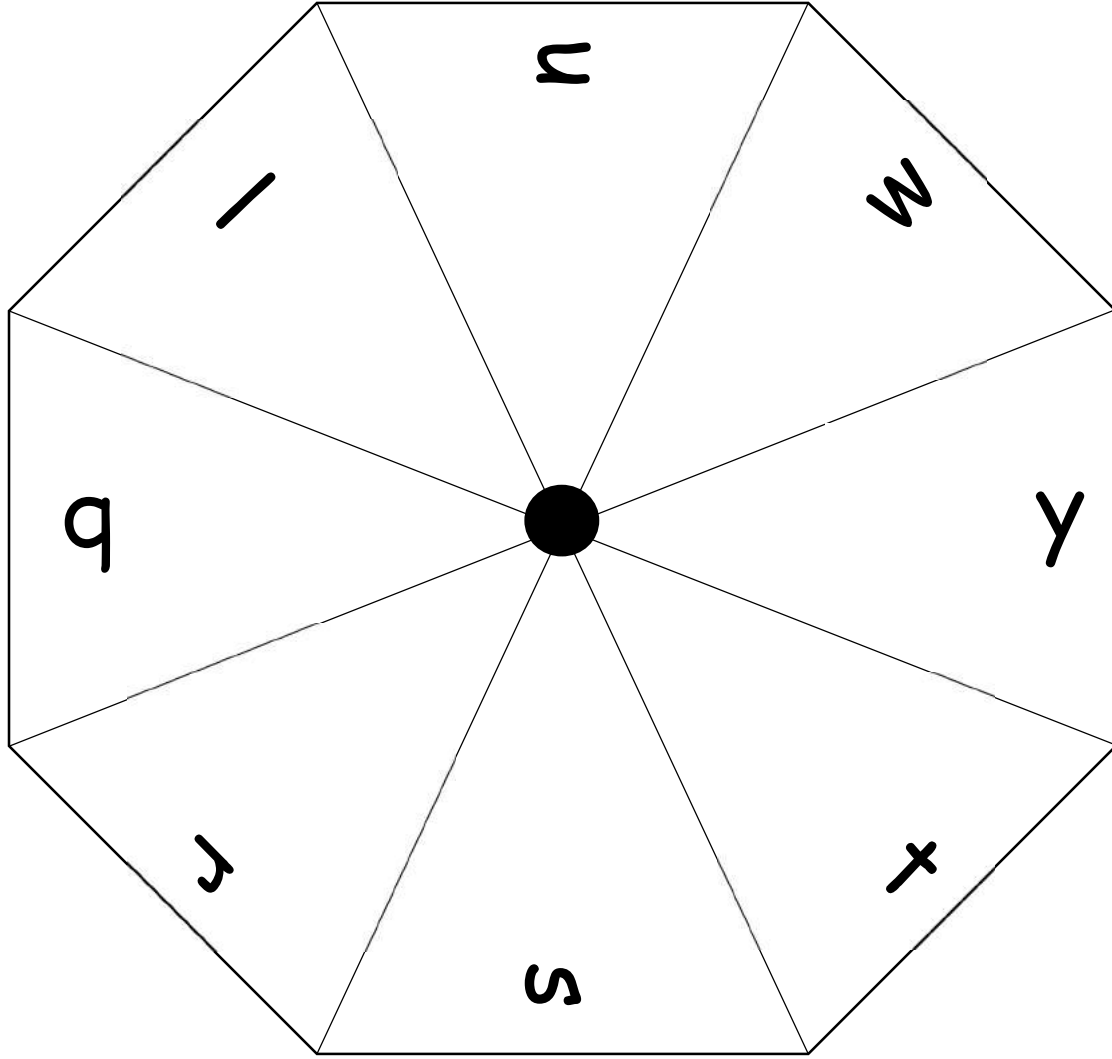


Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel

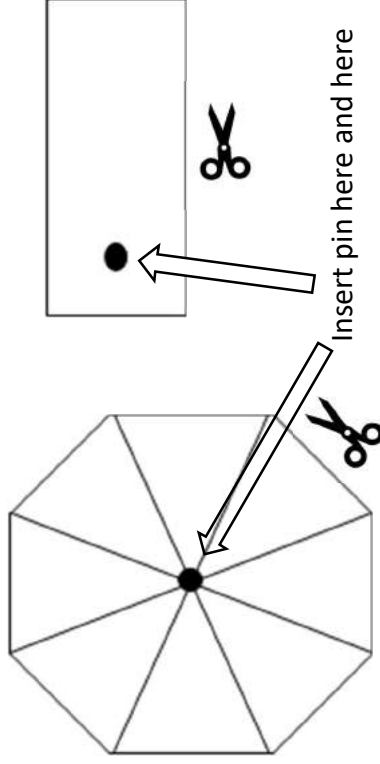




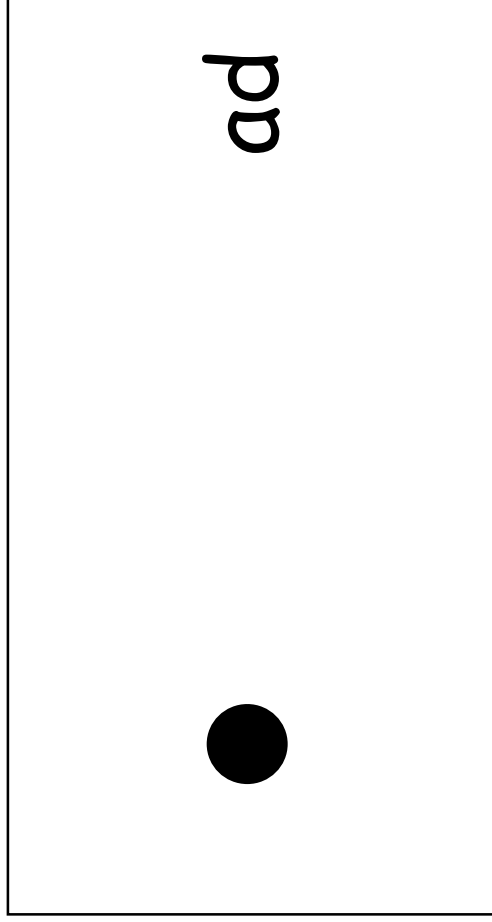
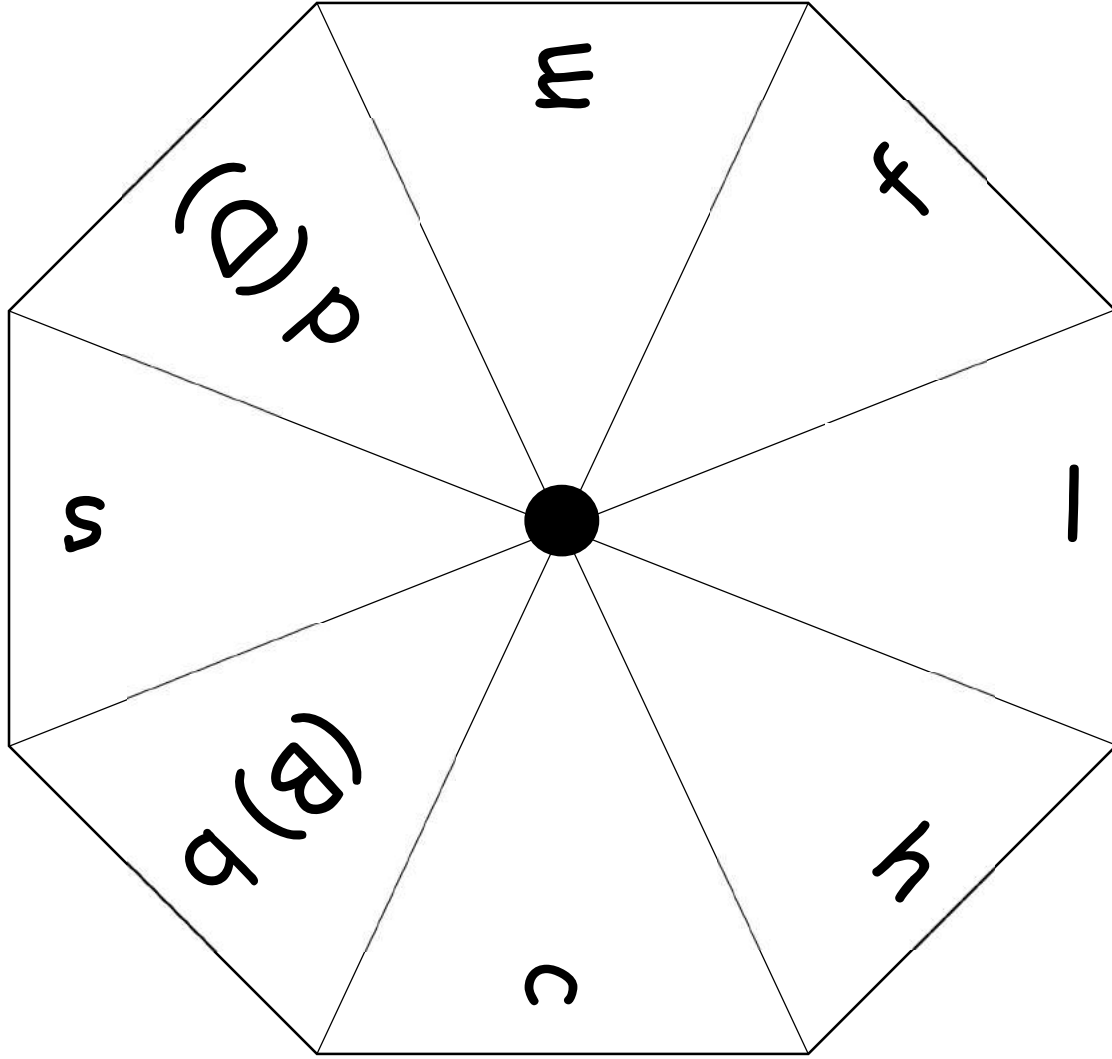
ag



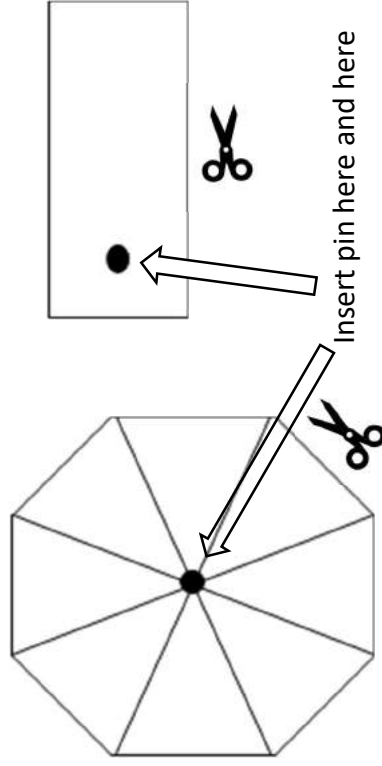
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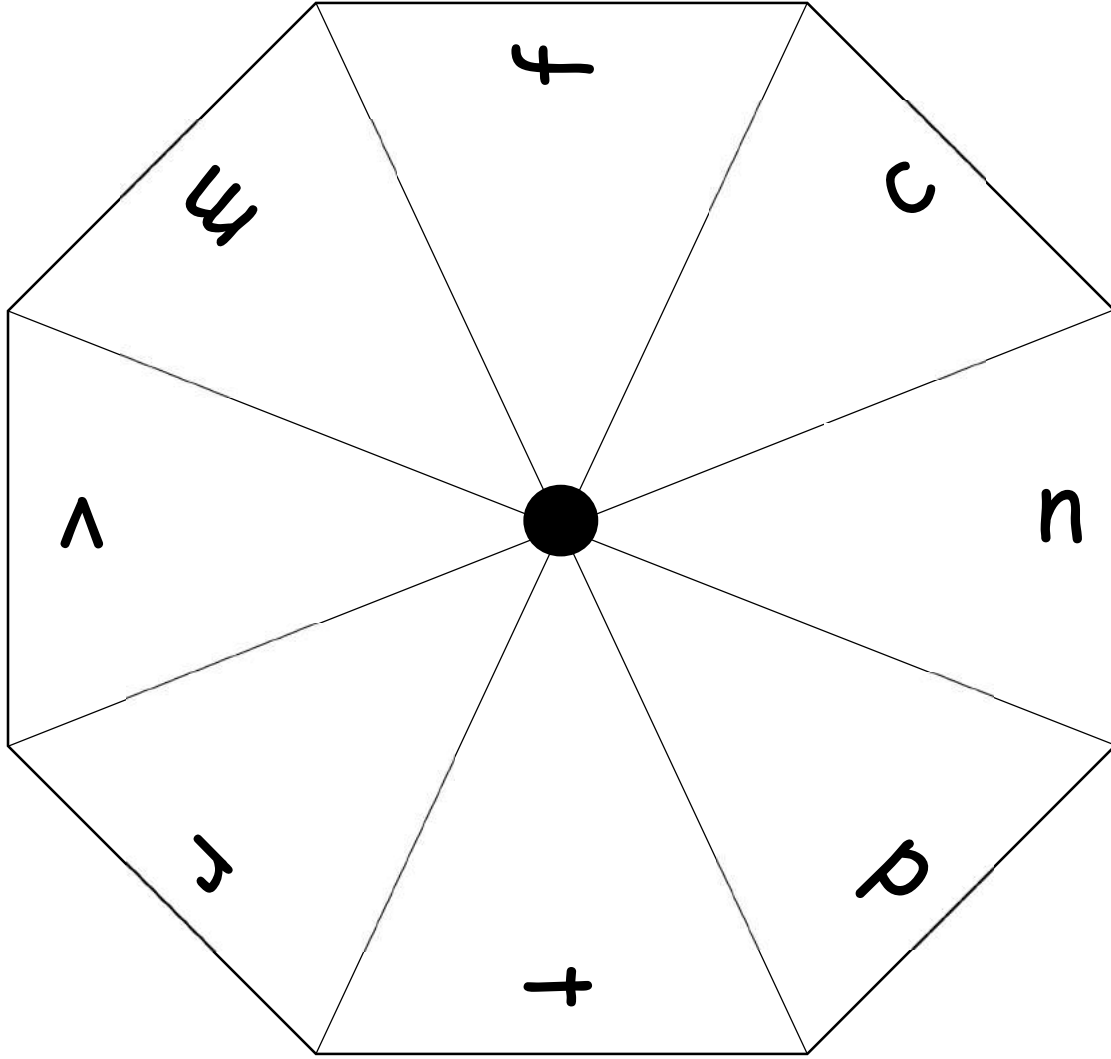
Please use to make your own Word Wheel



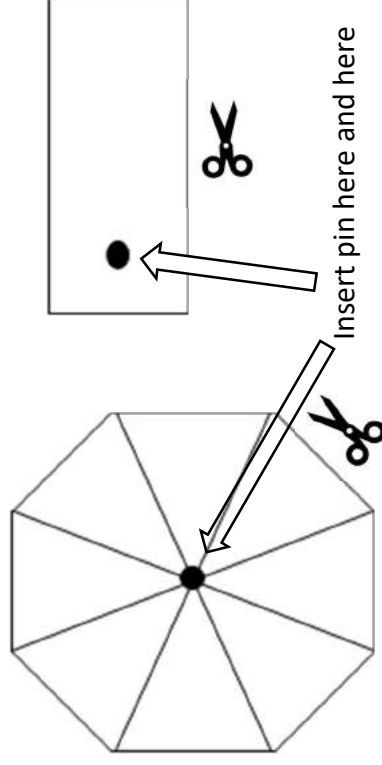
Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



# Land On Your Planet

## Aim

A reading game to consolidate the lists of words, (in this book) or any set of words appropriate to a child's stage in reading.

## To Assemble

Photocopy each of the two pages twice, which make up the board game, and stick them onto card, (so that a circle, onto which the pile of "chance cards" is placed, forms in the middle).

Next, photocopy the "chance cards" onto card and cut out. Then photocopy the blank flying saucer page onto card several times and write the words on them from the spelling lists, as appropriate to each child\* (thus one child could be playing with the words:- bun, run, sun, mud, etc. whilst another may be using eight, weight, neighbour etc).

*\*It is a good idea to let children take the saucer word sheet home to cut out the saucers and practise the words for a week, before playing the game.*

## Apparatus

One Playing Board

30 Chance Cards

Each child has at least 10 word saucers as appropriate to the stage in their phonic programme.

## Number of Players

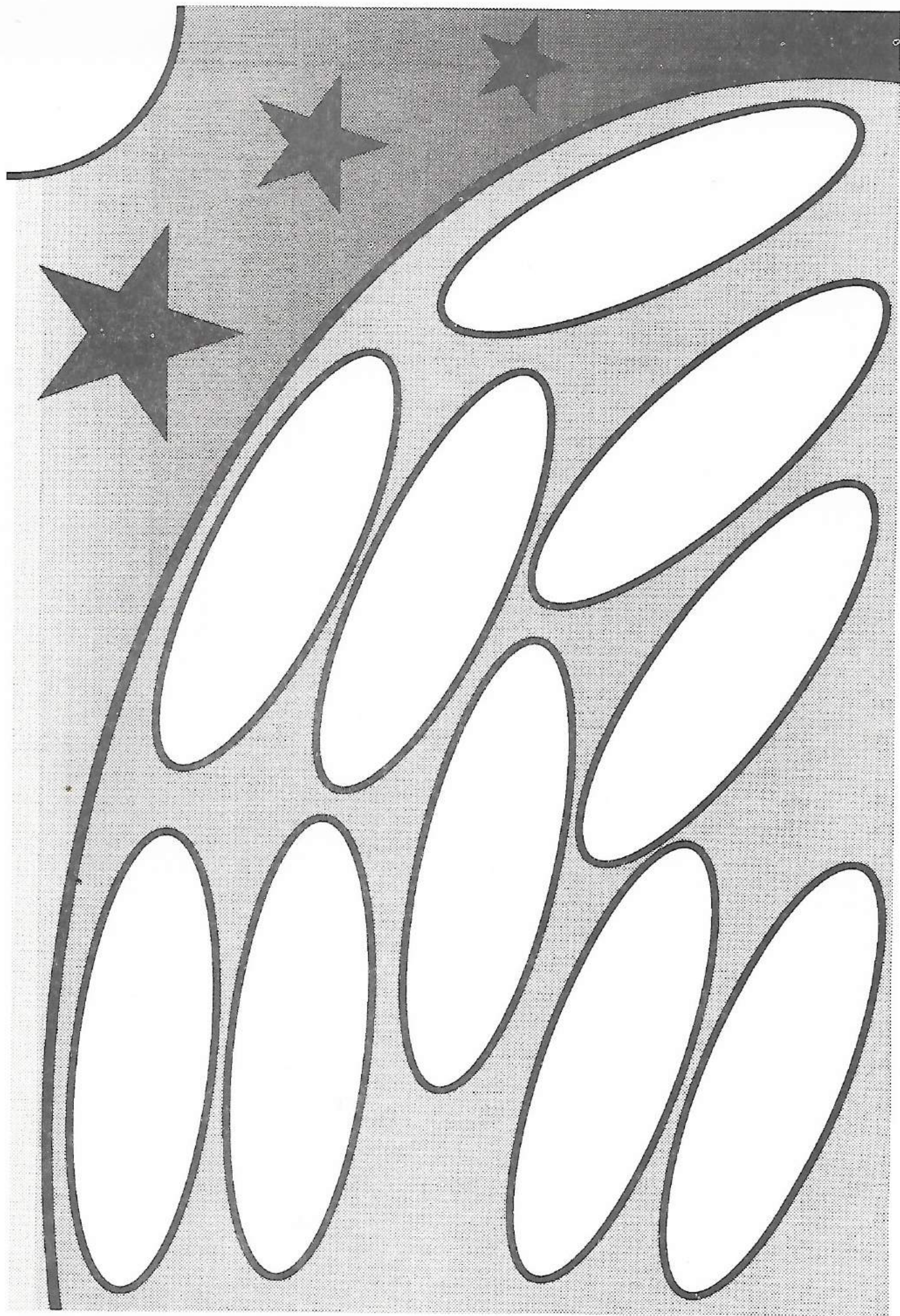
From 2 to 4.

## Method of Play

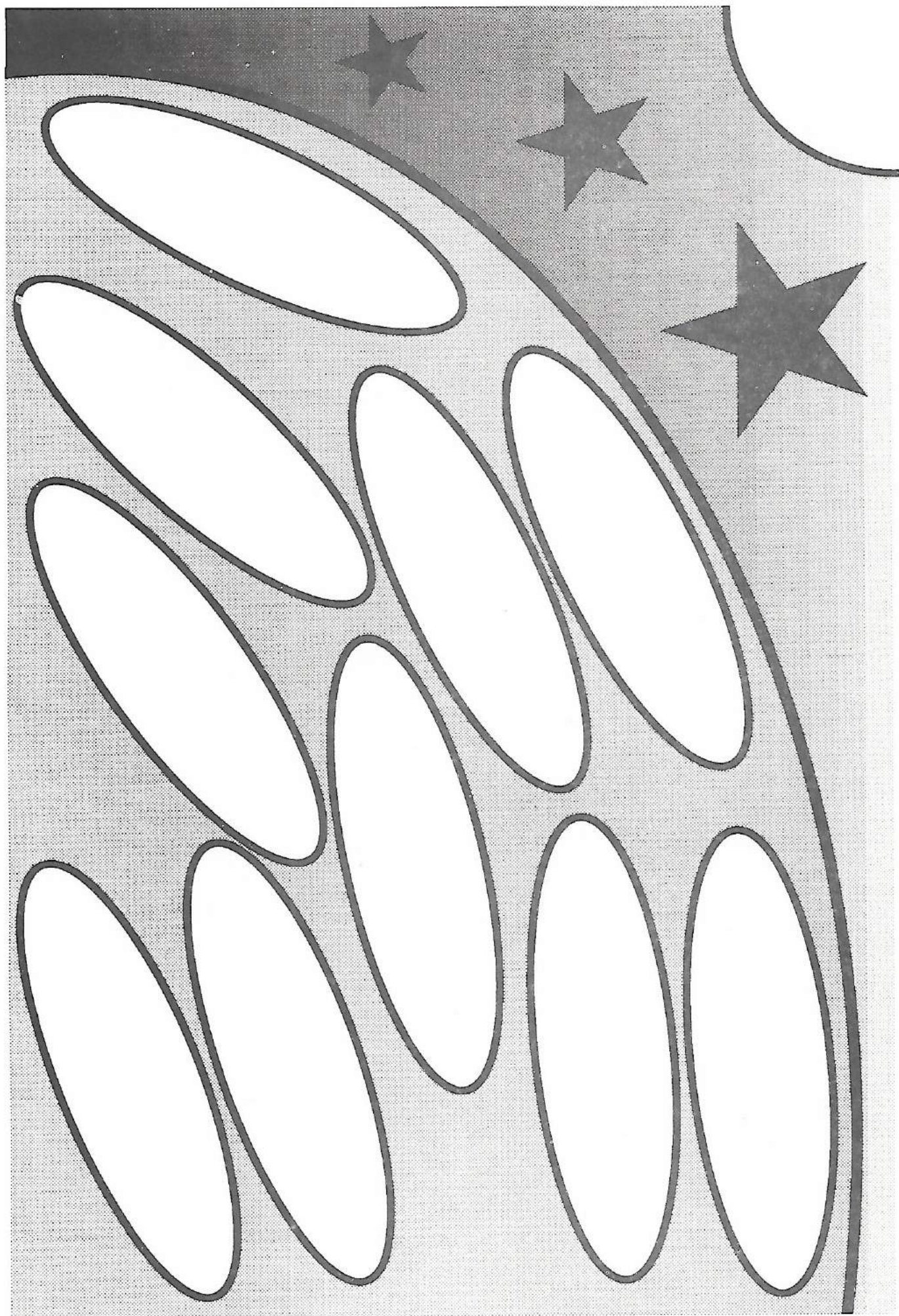
1. Each player chooses the planet he (or she) is going to land on.
2. He places his saucers face down on the table, beside his planet.
3. The chance cards are placed face down in the centre circle.
4. The first player takes the top card from the pile of chance cards. If he selects one saucer, he reads one of his saucer words. If he reads it correctly he places it face down on the planet. If he fails to read the word correctly he places it face up, (to keep and practise for another week).
5. If the chance card shows 2 saucers, then the player has the chance of reading 2 of his saucer words.
6. If a chance card shows an exploding meteorite, then the player must miss a turn.
7. After chance cards have been selected, they are returned to the bottom of the pile.
8. The player who lands his 10 word saucers on his planet first is the winner.
9. The game is continued to find the 2nd and 3rd position.
10. On completion of the game, the players return the face down or 'know' words, in exchange for their new sheet of words. They also keep, (for extra practice) any 'face-up' incorrectly read words.
11. If wished, this game can be adapted and used as a SPELLING game. In this case a reliable speller (teacher or mother help) will need to be the referee and ask each player to write his appropriate spellings on paper, before receiving his saucer word for his planet, if his spelling is correct.

*\*\*\*A mother help, if you're lucky enough to have one, can act as referee.\*\*\**



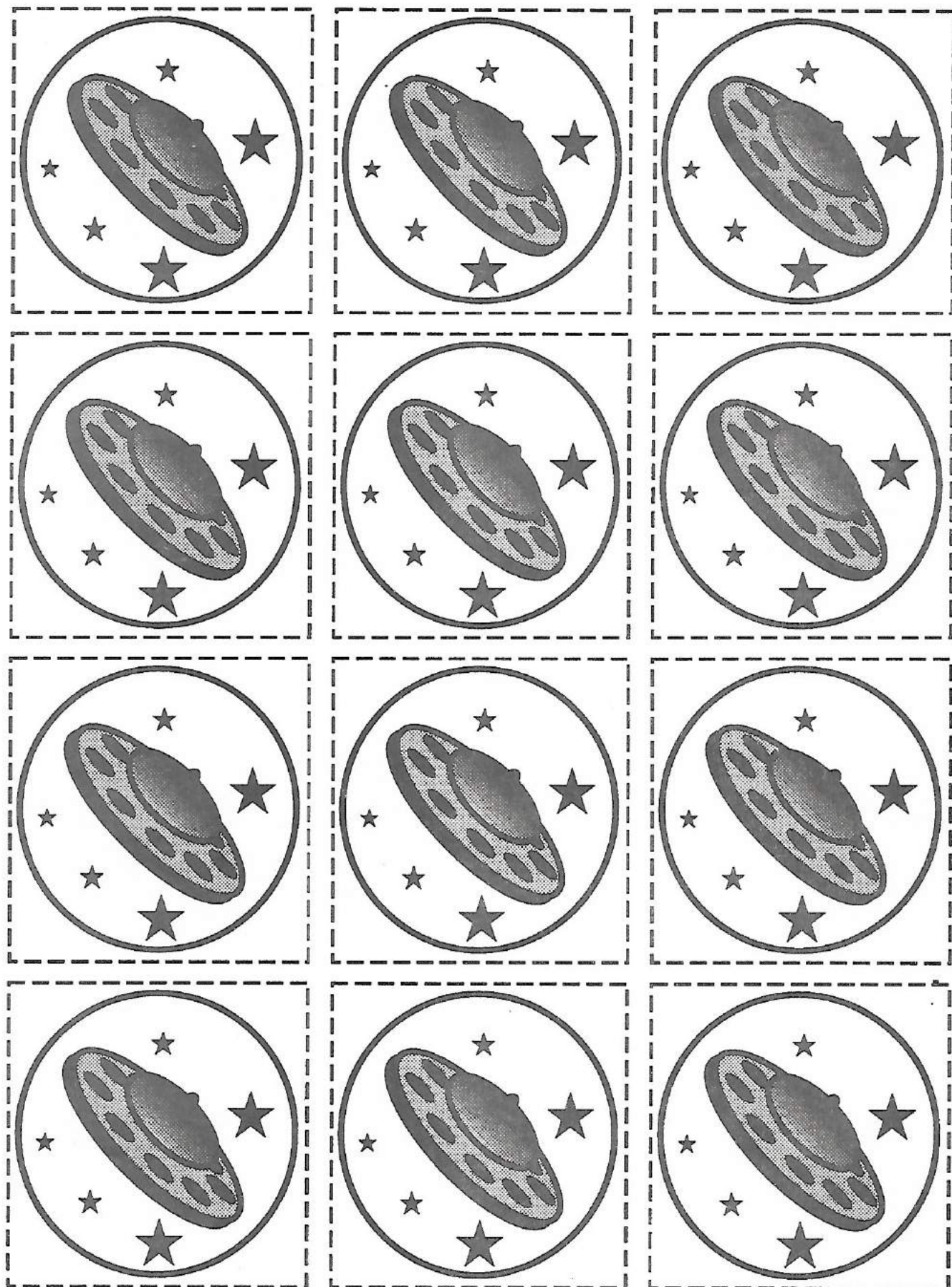






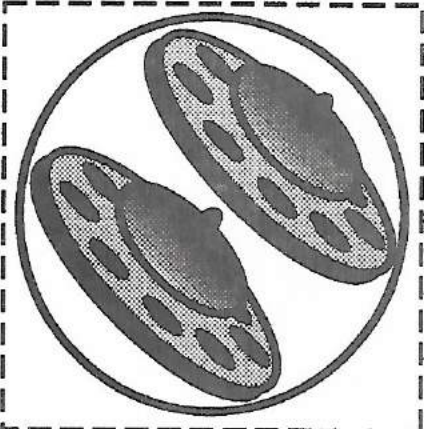
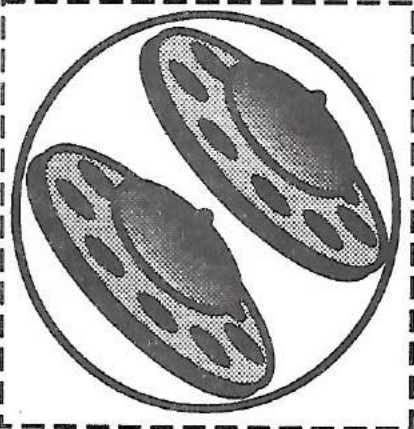
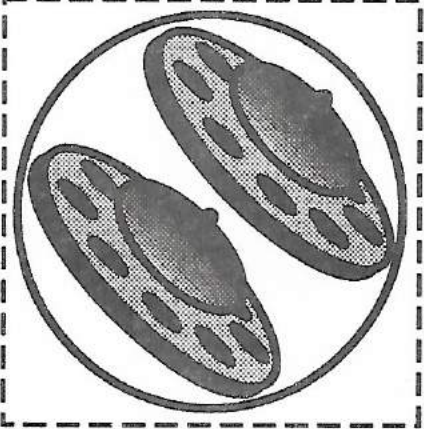
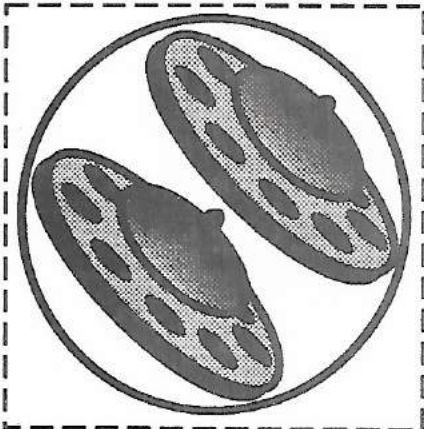
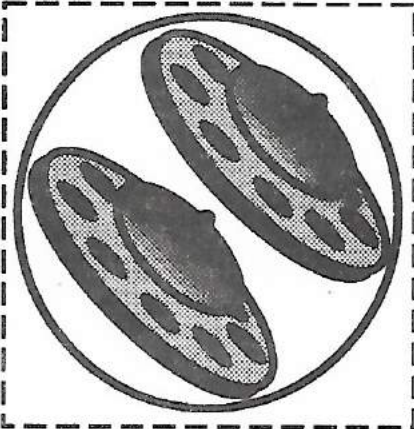
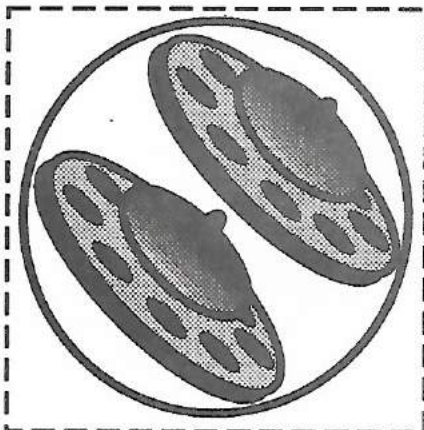
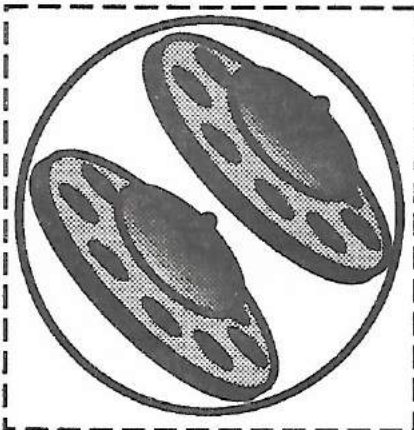
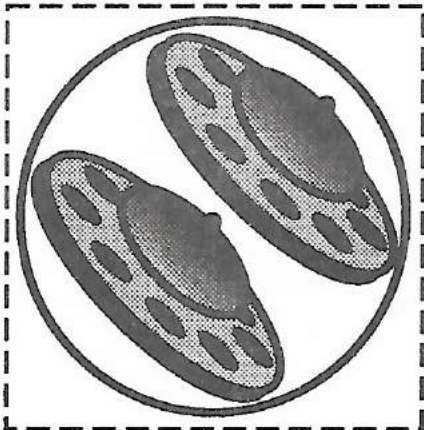
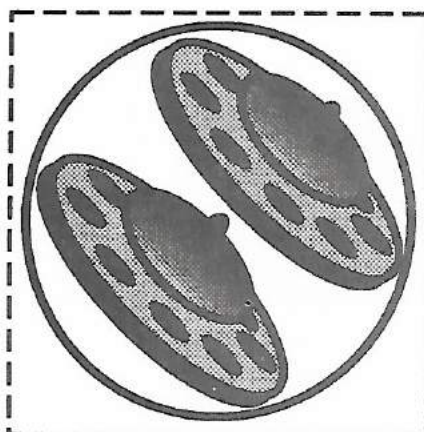
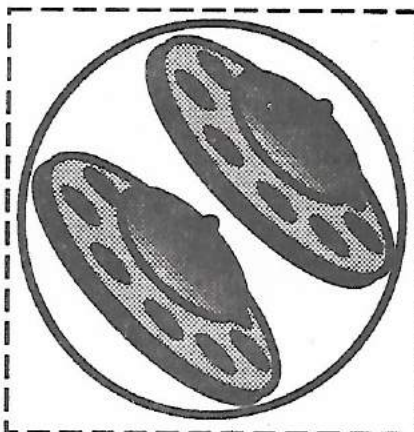
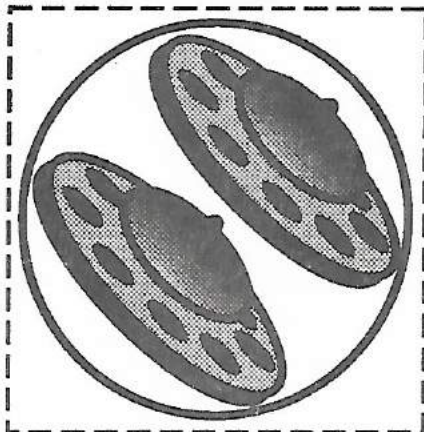


**CHANCE CARDS - 1 SAUCER**  
(Read one word)





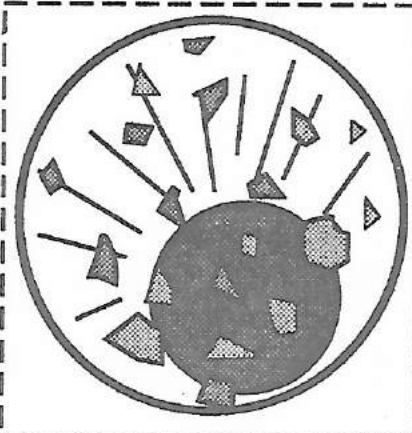
**CHANCE CARDS - 2 SAUCERS**  
(Read two words)





# EXPLODING METEORITES

(Miss a Turn)





34

Identify and colour in the sound being learned.

cat

fat

bat

hat

sat

mat

rat

pan

man

ran

fan

van

Use these words  
in sound circles.

cat

fat

bat

hat

sat

mat

rat

pan

man

ran

fan

van

cat

mum

get

The. the

on

an

dog

dad

big

A. a

at

in



my

me

this

you

day

play

no

she

come

went

see

to

# LOOK and SAY words

a

he

and

is

of

that

the

here

was

go

has

I

Look and Say  
words

to

come

as

with

be

but

are

for

have

his

said

they

cat

fat

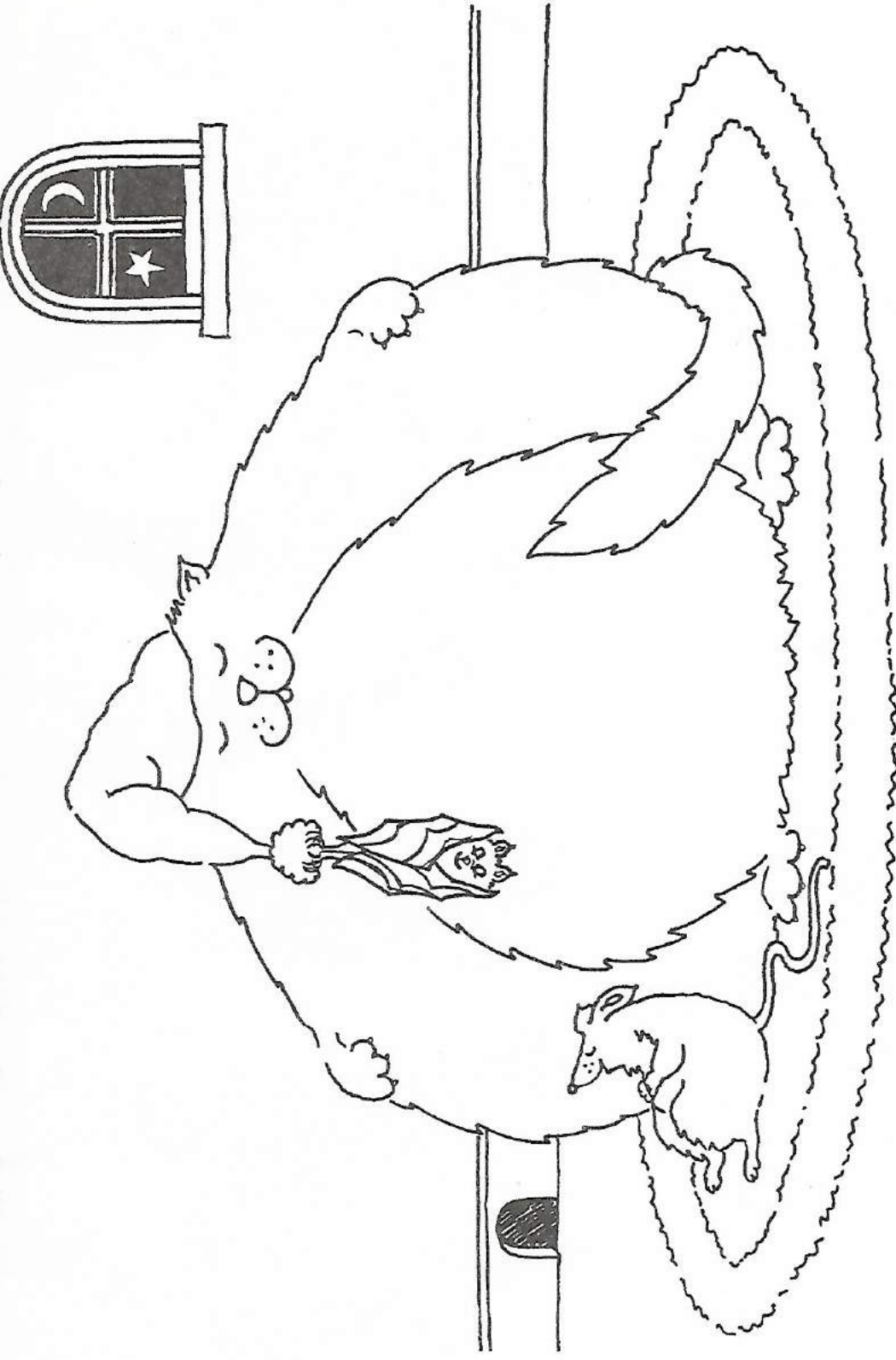
bat

sat

hat

mat

rat



L.K.R

The fat cat, with a bat in his hat,  
sat with a rat on the mat.



cat

fat

bat

sat

hat

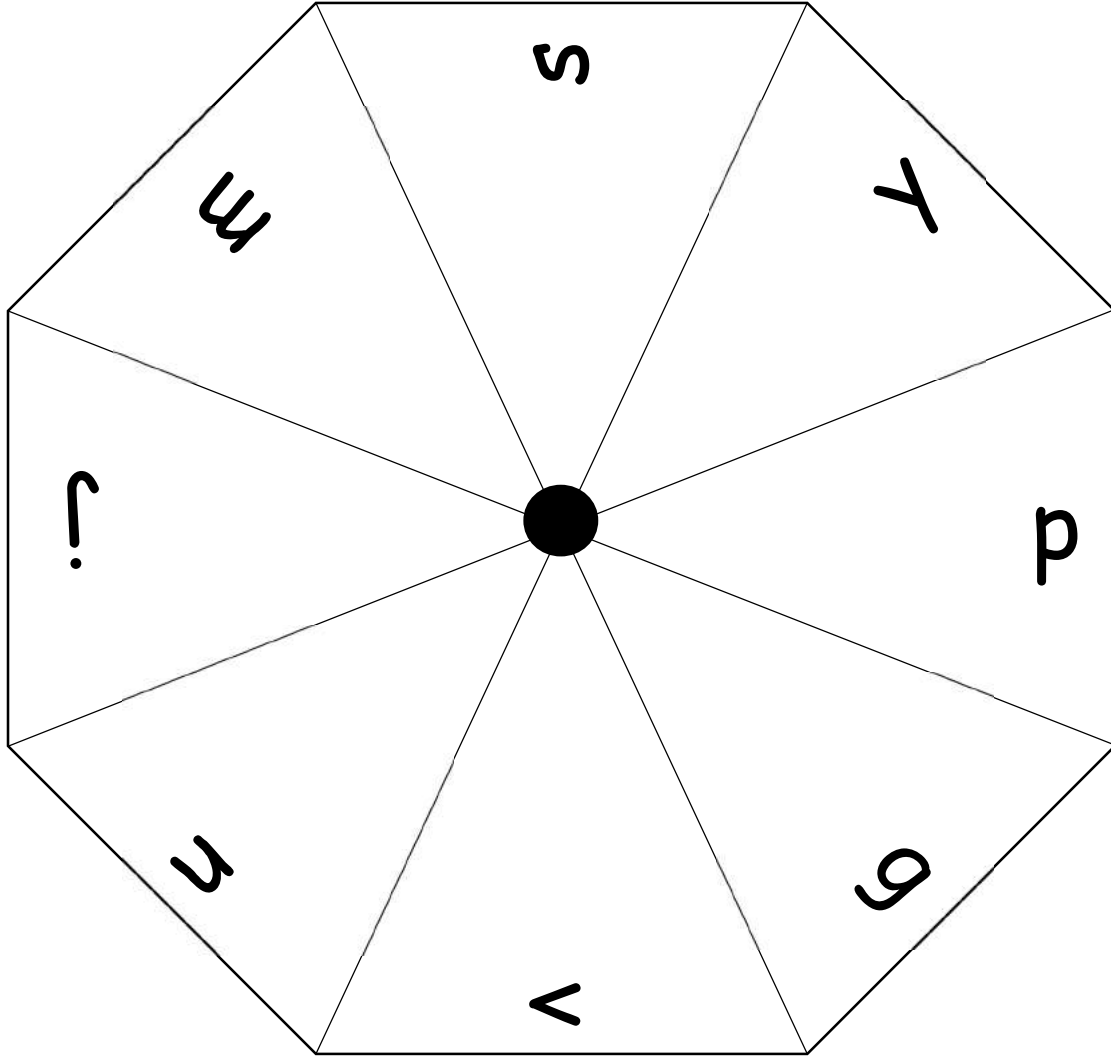
mat

rat



L.K.R

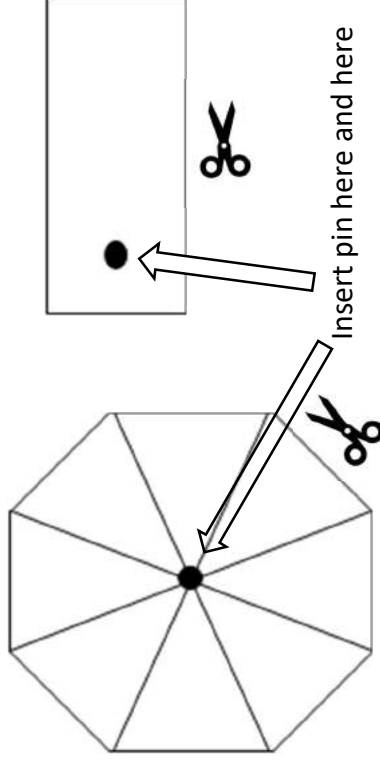
The fat cat, with a bat in his hat,  
sat with a rat on the mat.



et

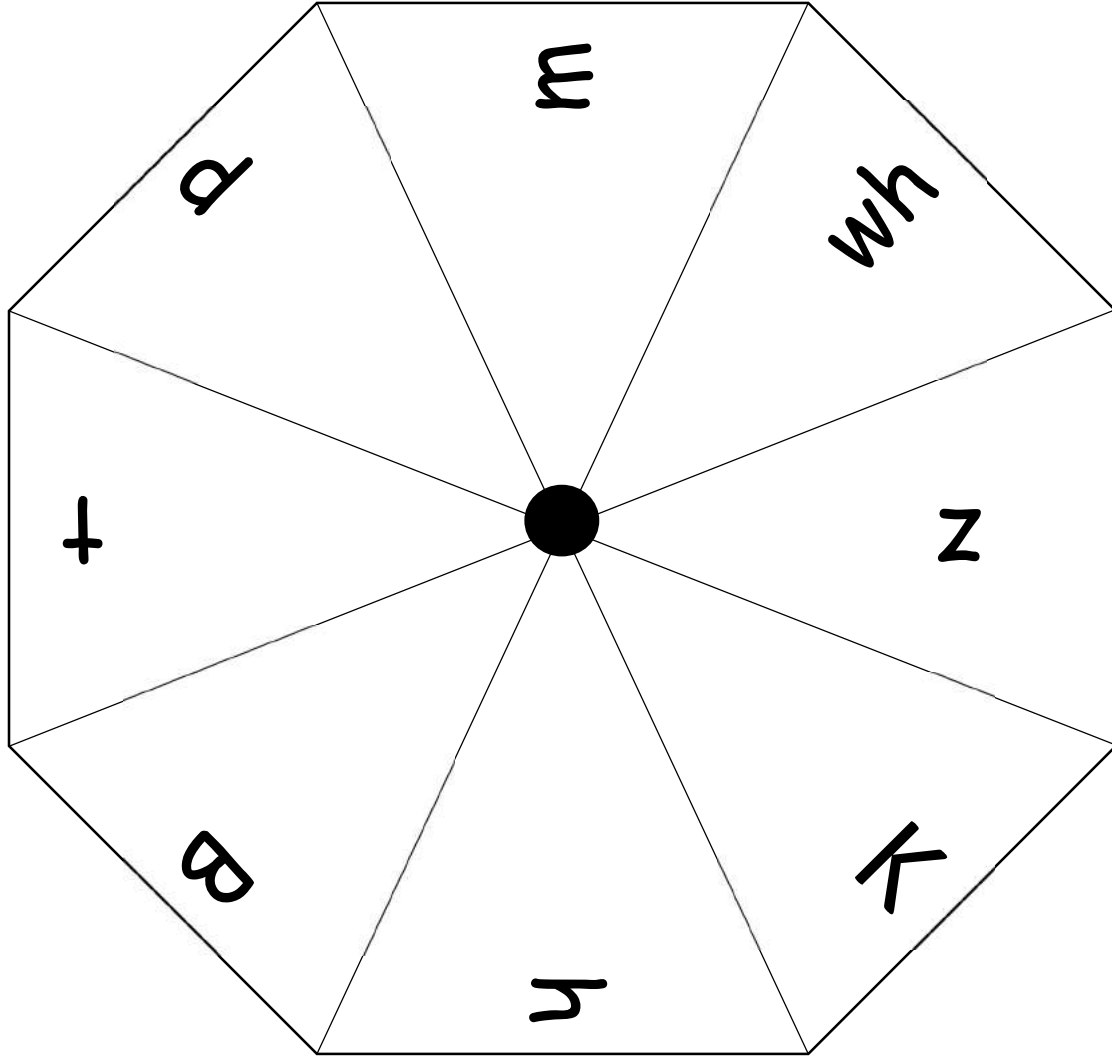


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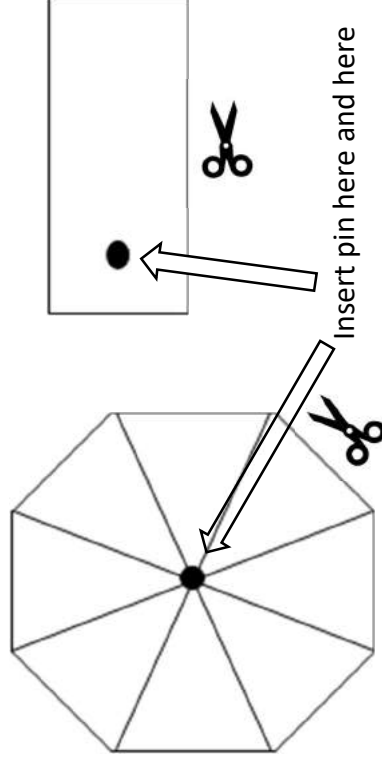
The blank, reverse, of the word wheel can be used for your own use.





● en

Photocopy this onto thick paper or card. Then assemble with a split pin.



The blank, reverse, of the word wheel can be used for your own use.

get

men

ten

set

pen

leg

hem

bet

nest

bell

tell

well



hen

wet

pet

jet

net

set

pegs

legs

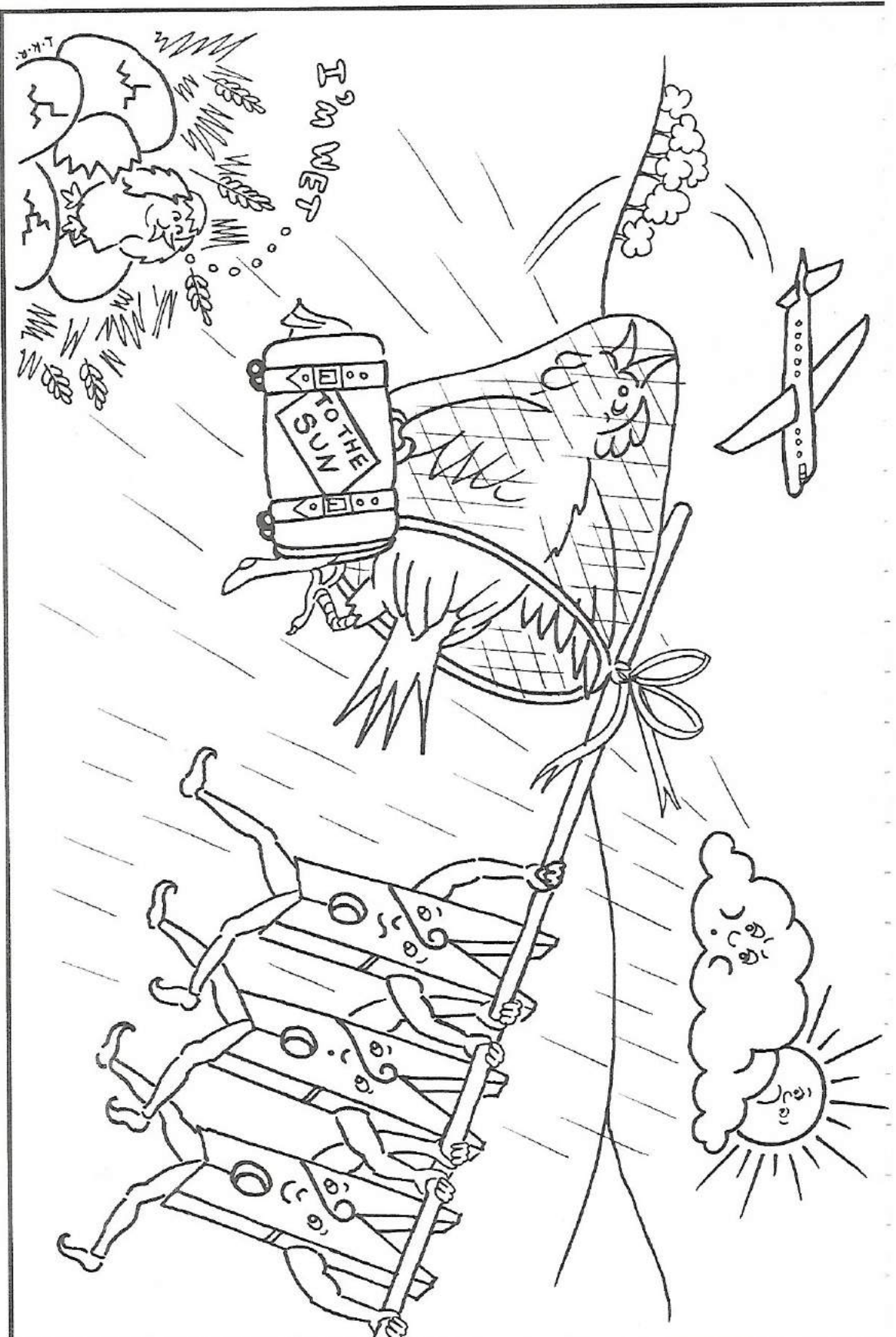
bed

then

yes

eggs

set  
met  
net  
get  
pet  
jet  
hen  
then



The pet hen left her eggs in the wet to get  
a jet, but then she met a set of pegs  
with legs, who went to get her in a net.



sing

ring

king

bring

wing

thing

swing

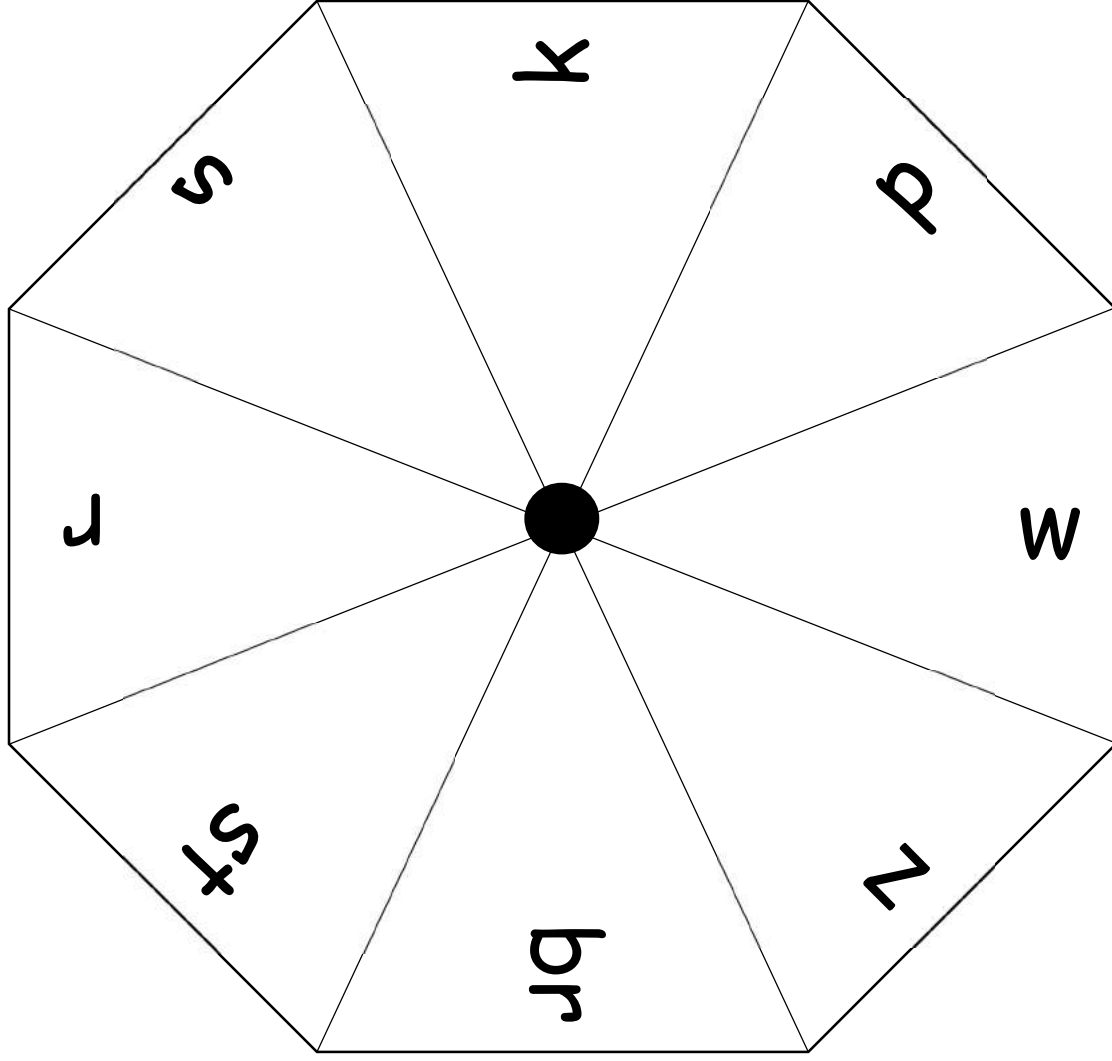
sling

sting

cling

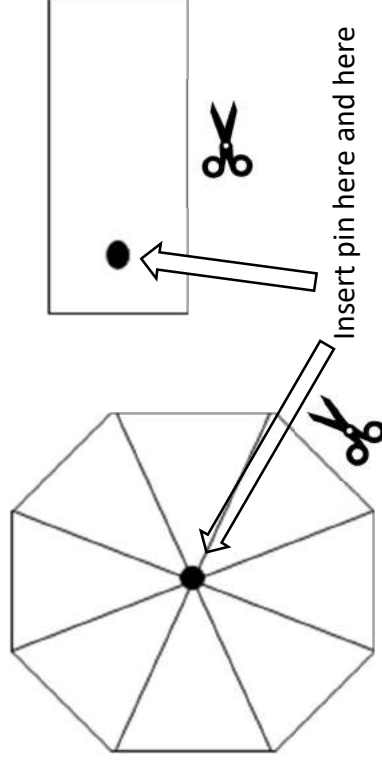
fling

string



● ing

Photocopy this onto thick paper or card. Then assemble with a split pin.



The blank, reverse, of the word wheel can be used for your own use.



hang

rang

sang

bang

song

pong

long

wrong

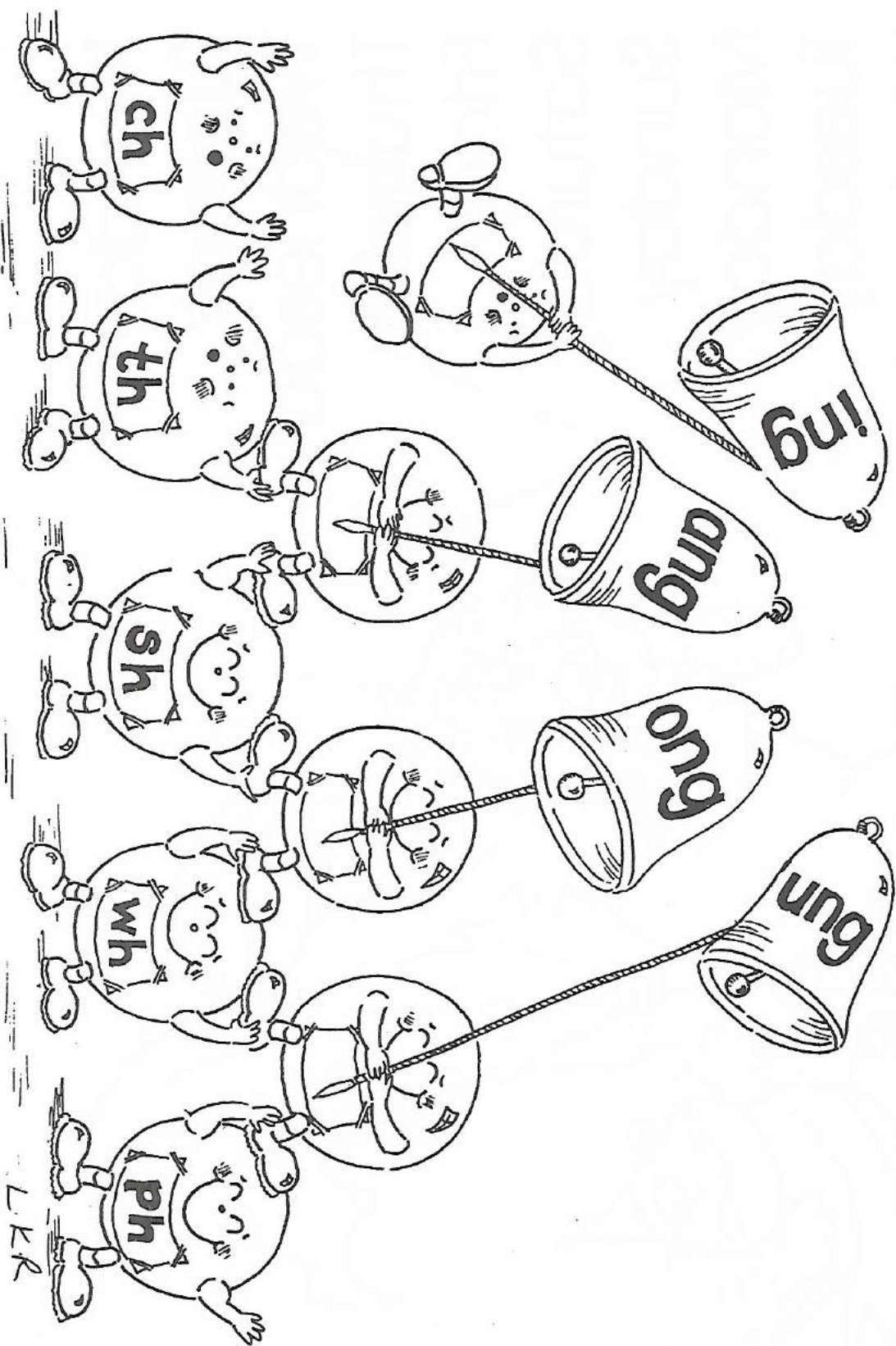
tong

Hong

Kong

hung

The child colours in each "bell" or "green ped" when the sound is really known. This sheet makes an attractive back cover to a child's sound folder. Colouring- in helps to motivate. Those children still working in their sound folders long after the majority of the class, must be identified as "at risk" and, if relying on a phonic approach to such an extent, may need the support of a phonic approach to reading until a satisfactory reading age of at least 12 plus is reached. Such children may also spell phonetically.





dog

log

fog

jog

not

dot

hot

cot

pot

hop

fox

box

dog

log

fog

jog

not

dot

hot

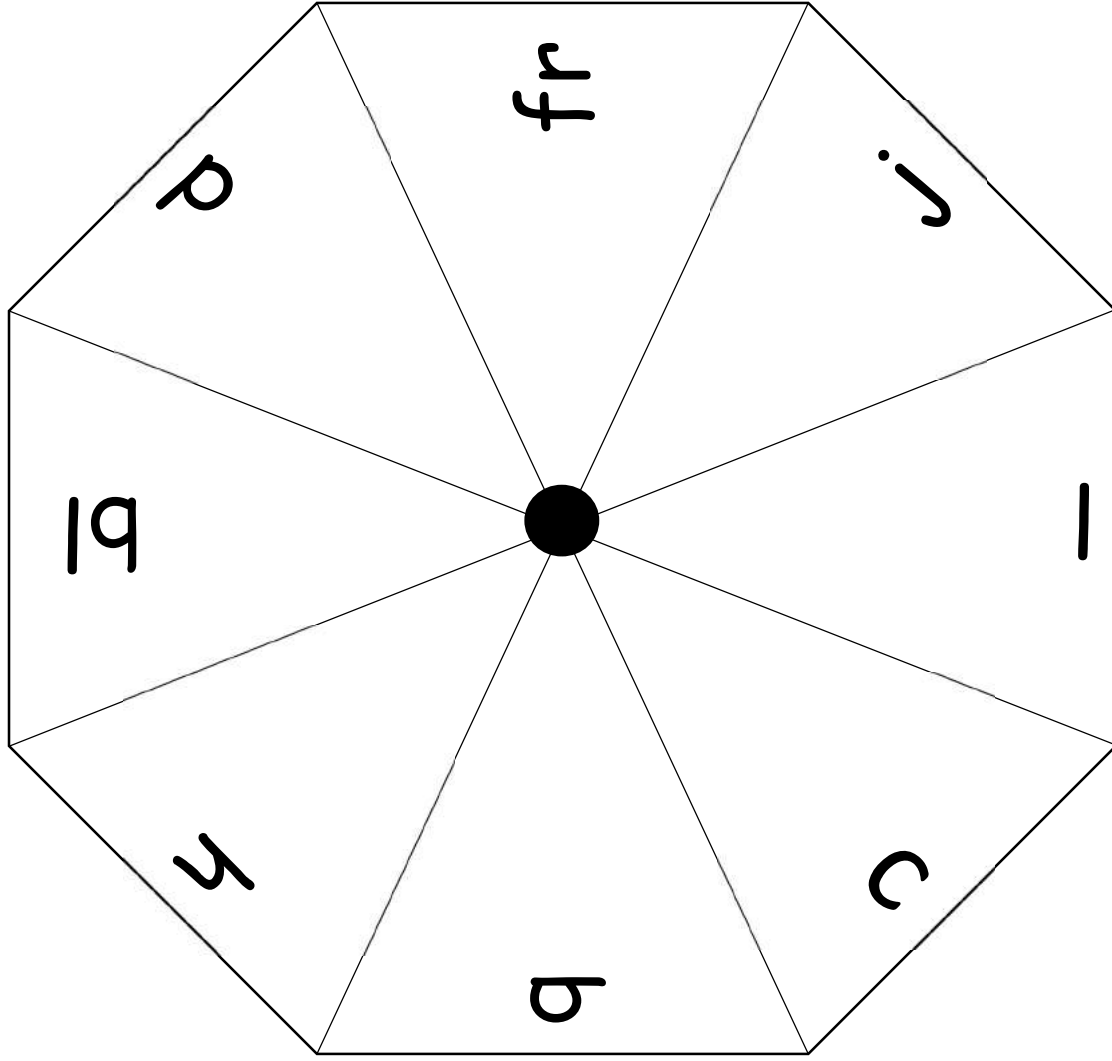
cot

pot

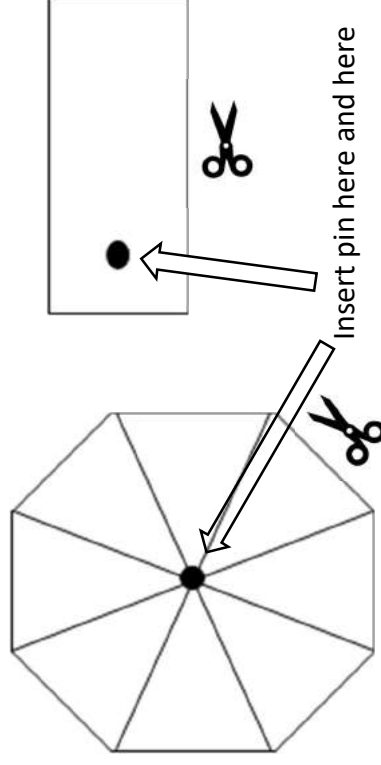
hop

fox

box

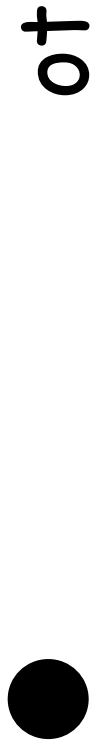
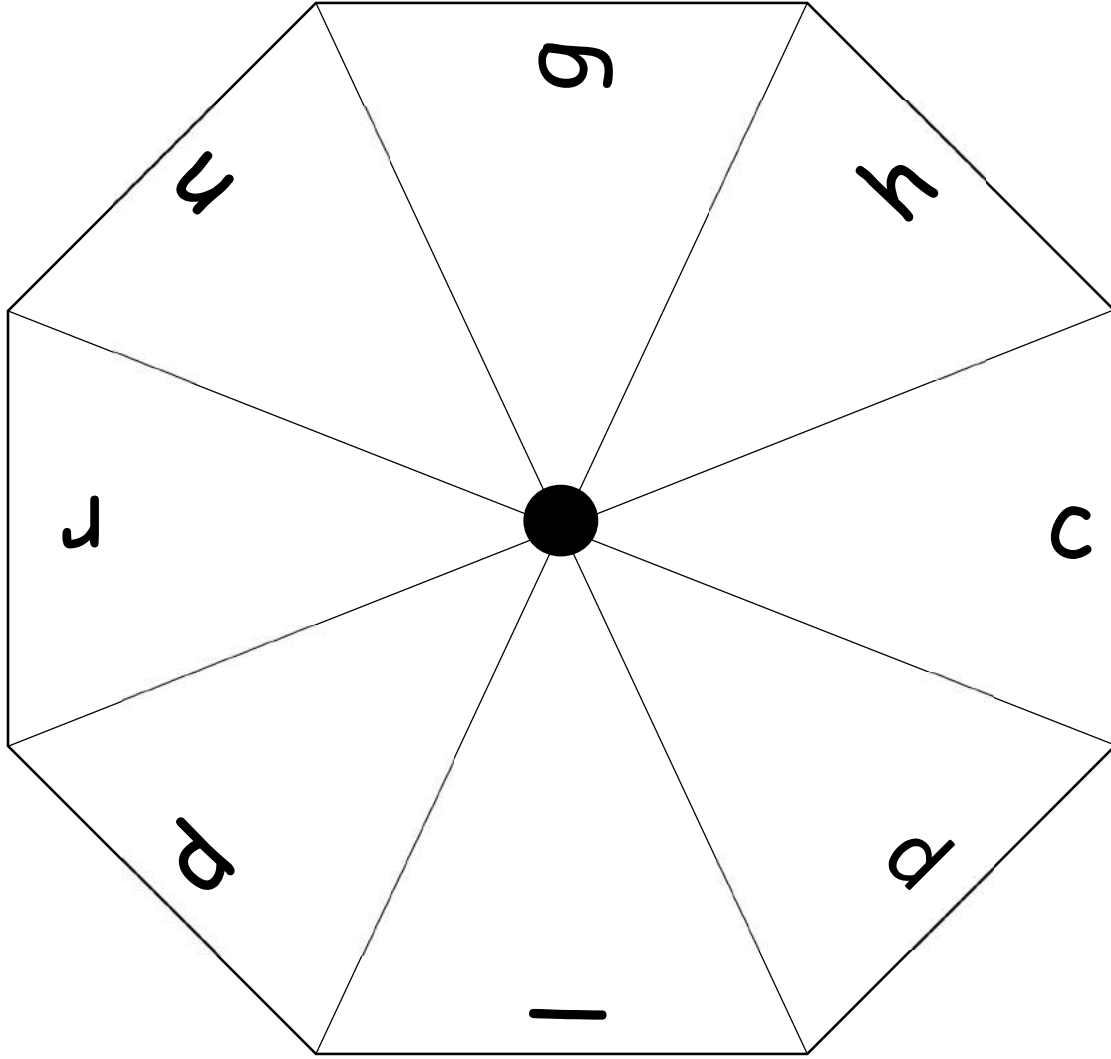


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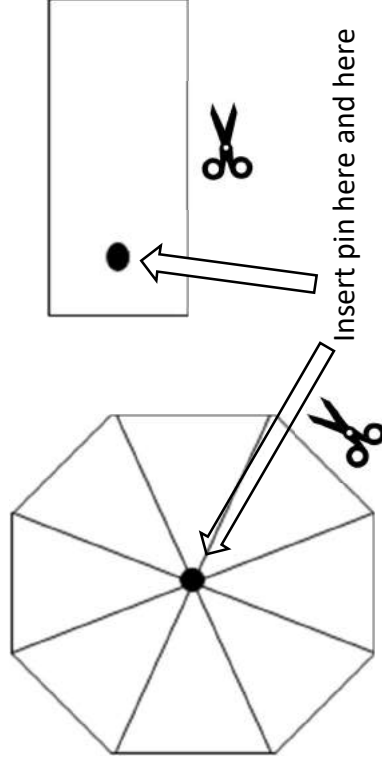


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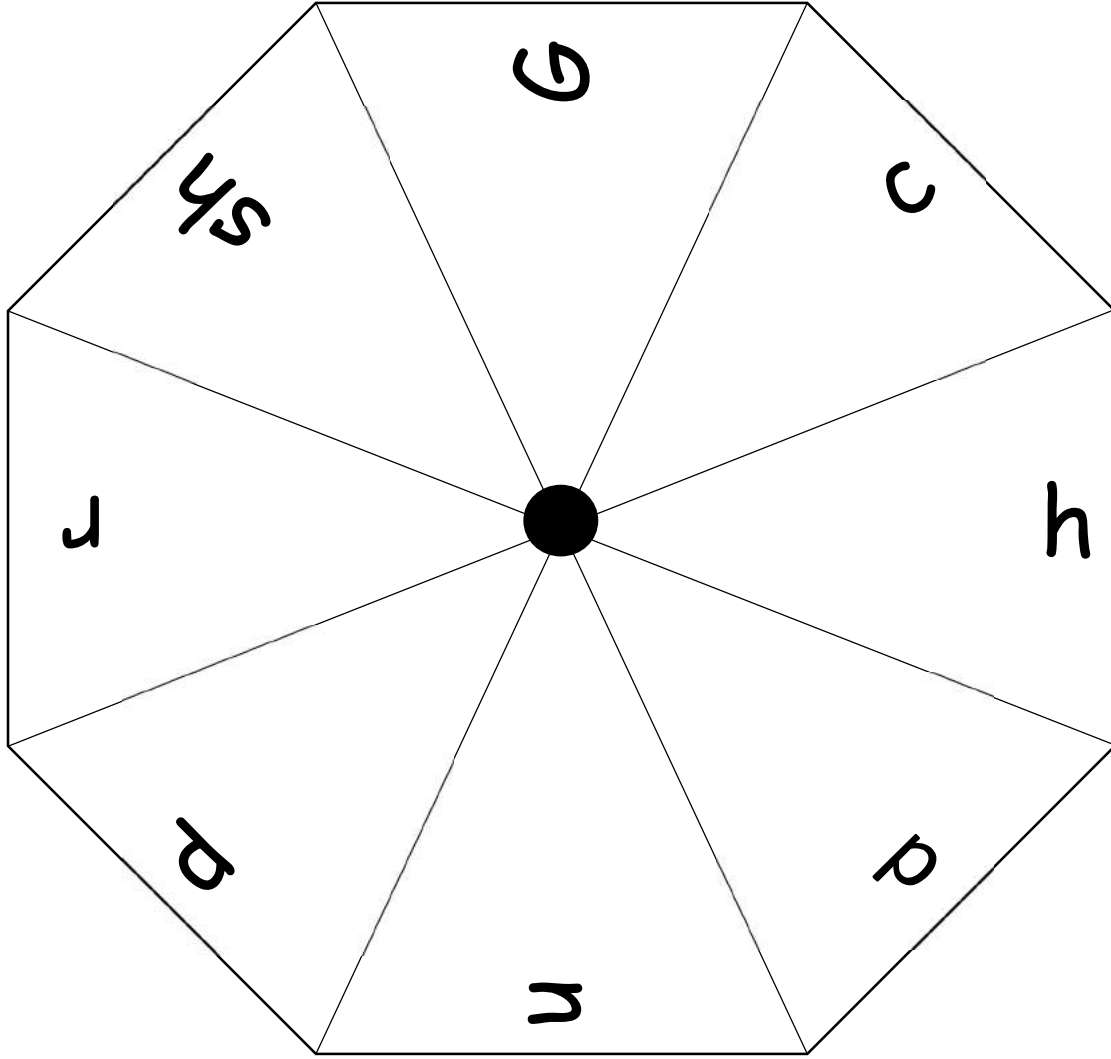




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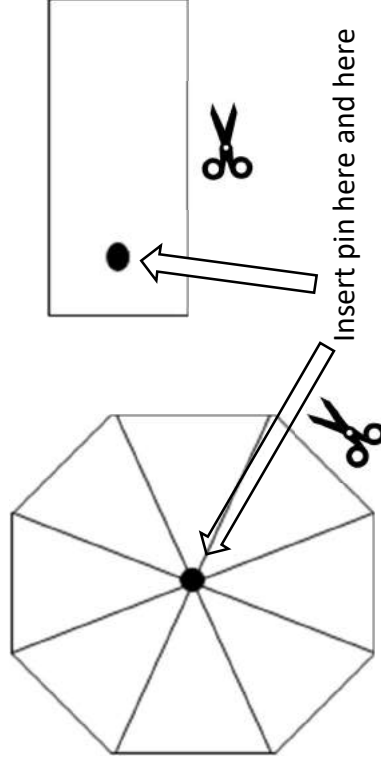
The blank, reverse, of the word wheel can be used for your own use.



od



Photocopy this onto thick paper or card. Then assemble with a split pin.



The blank, reverse, of the word wheel can be used for your own use.

dog  
log  
frog  
fox  
box  
hot  
not  
hop



The fox will not hop on the log with  
the frog, to get the box of hot dogs.



Many children unfortunately, do not possess an efficient "Look and Say" memory, it may take them years before they can recognise "non phonic" words. They will need a great deal of patient support, and patience with themselves.

one

so

we

about

by

before

do

from

go

has

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
Monday  
Tuesday  
Wednesday



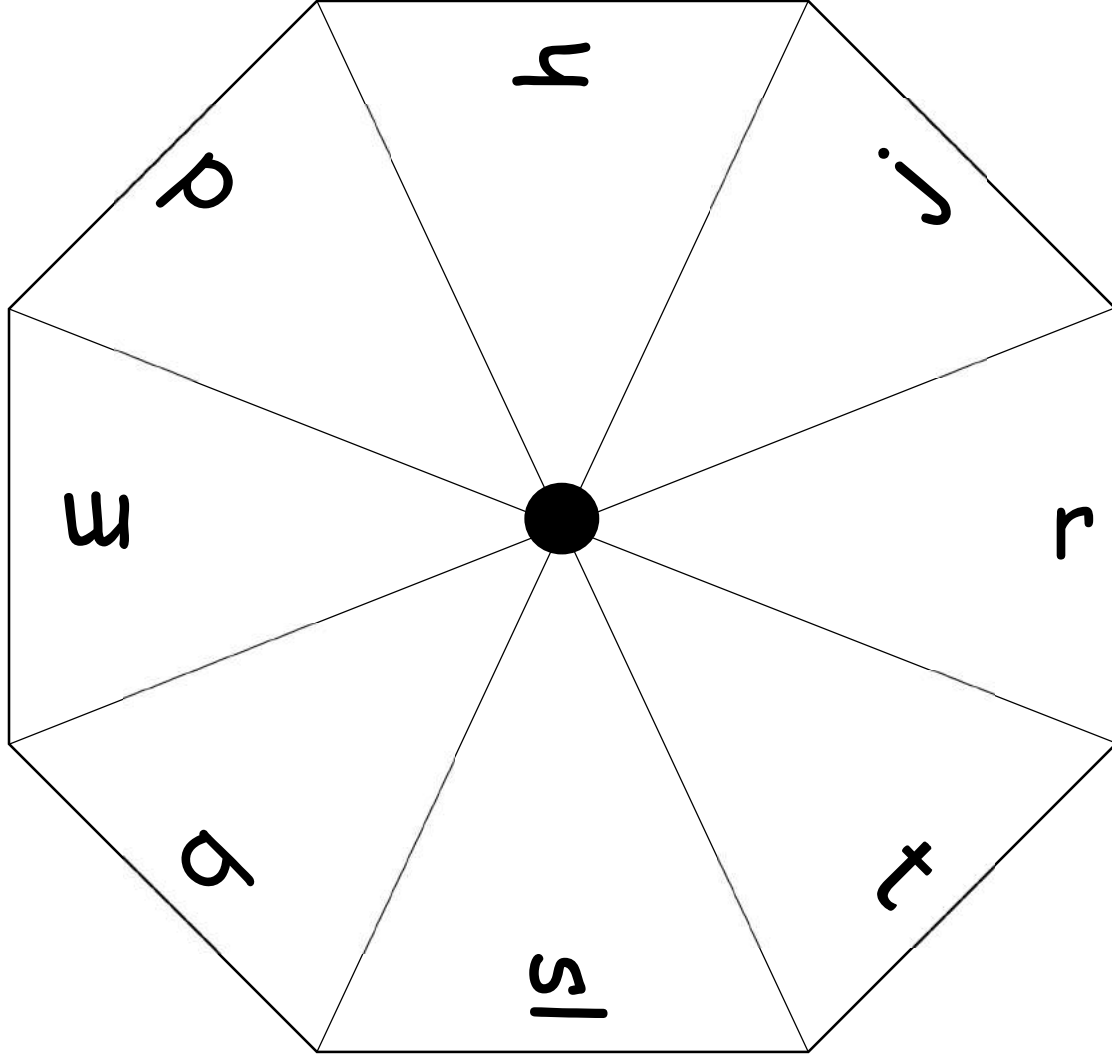
This picture gives motivation to those children who find sequencing the days of the week especially difficult, because it can only be coloured in when the child has completely mastered the task. The promise of colouring the lion and his friend when the days of the week are recited accurately, encourages children to put in the extra effort required to overcome their sequencing problems.



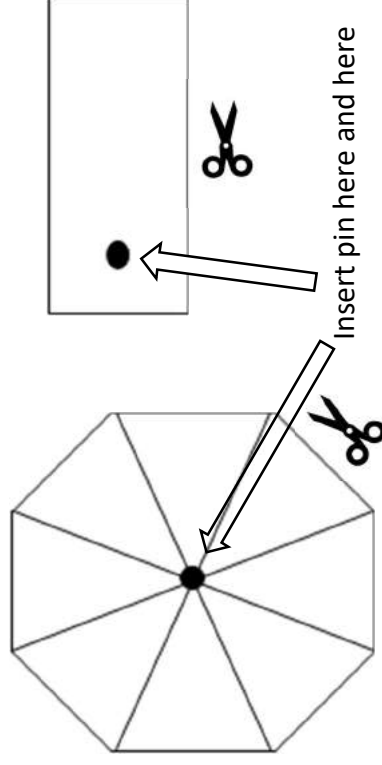
The child colours in each sound balloon when really 'known' and then the clowns. (For children needing extra work use pages from the book BLENDS.)



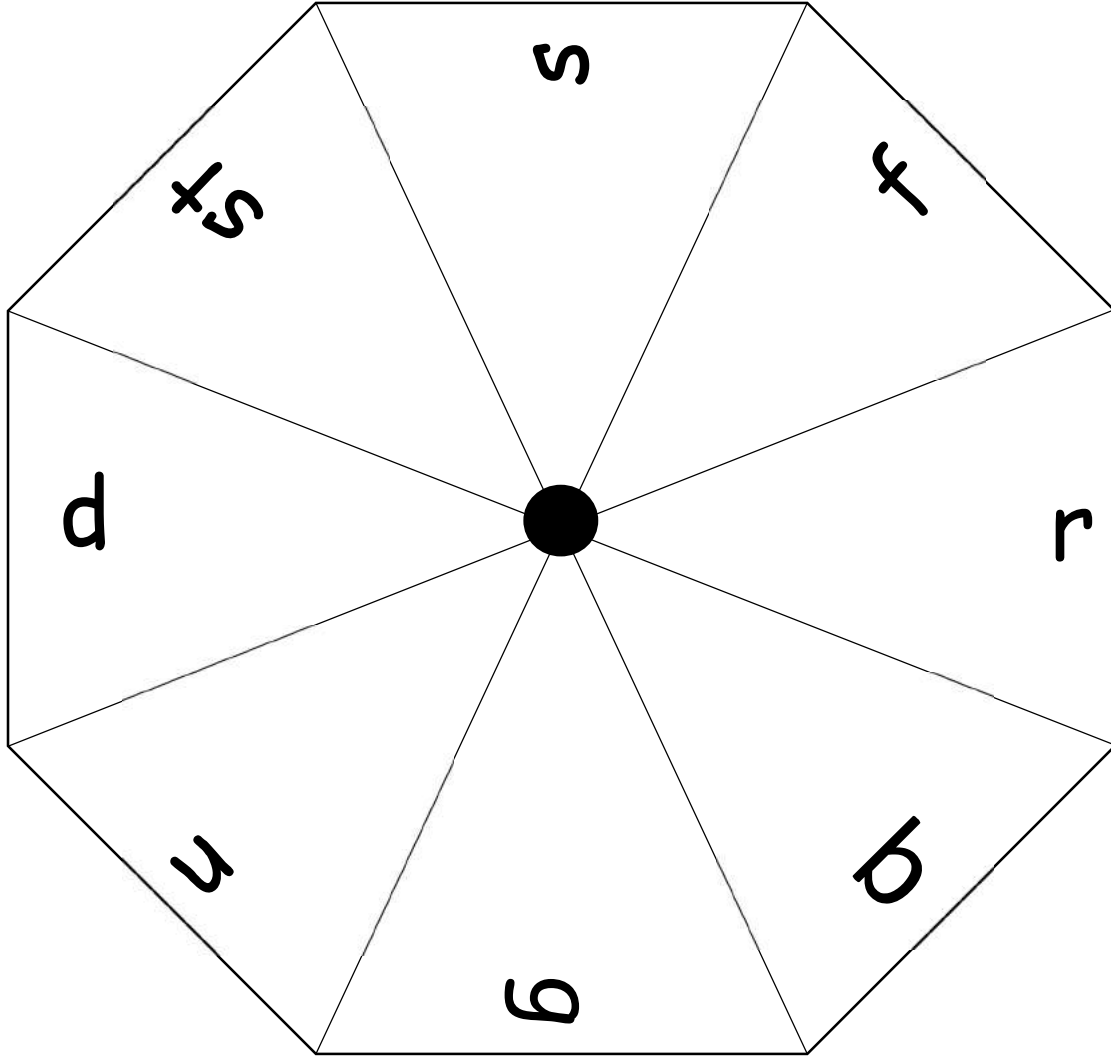




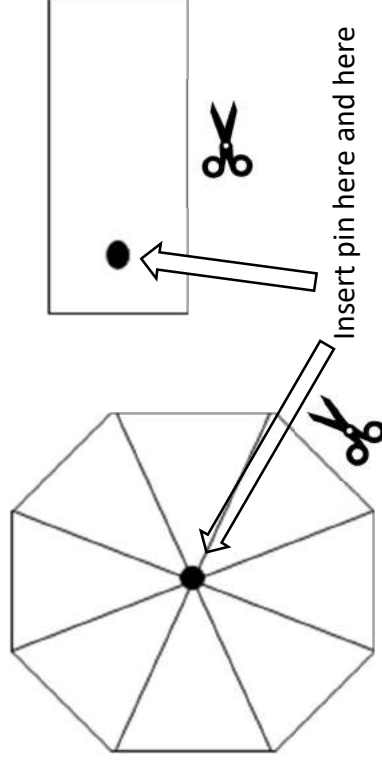
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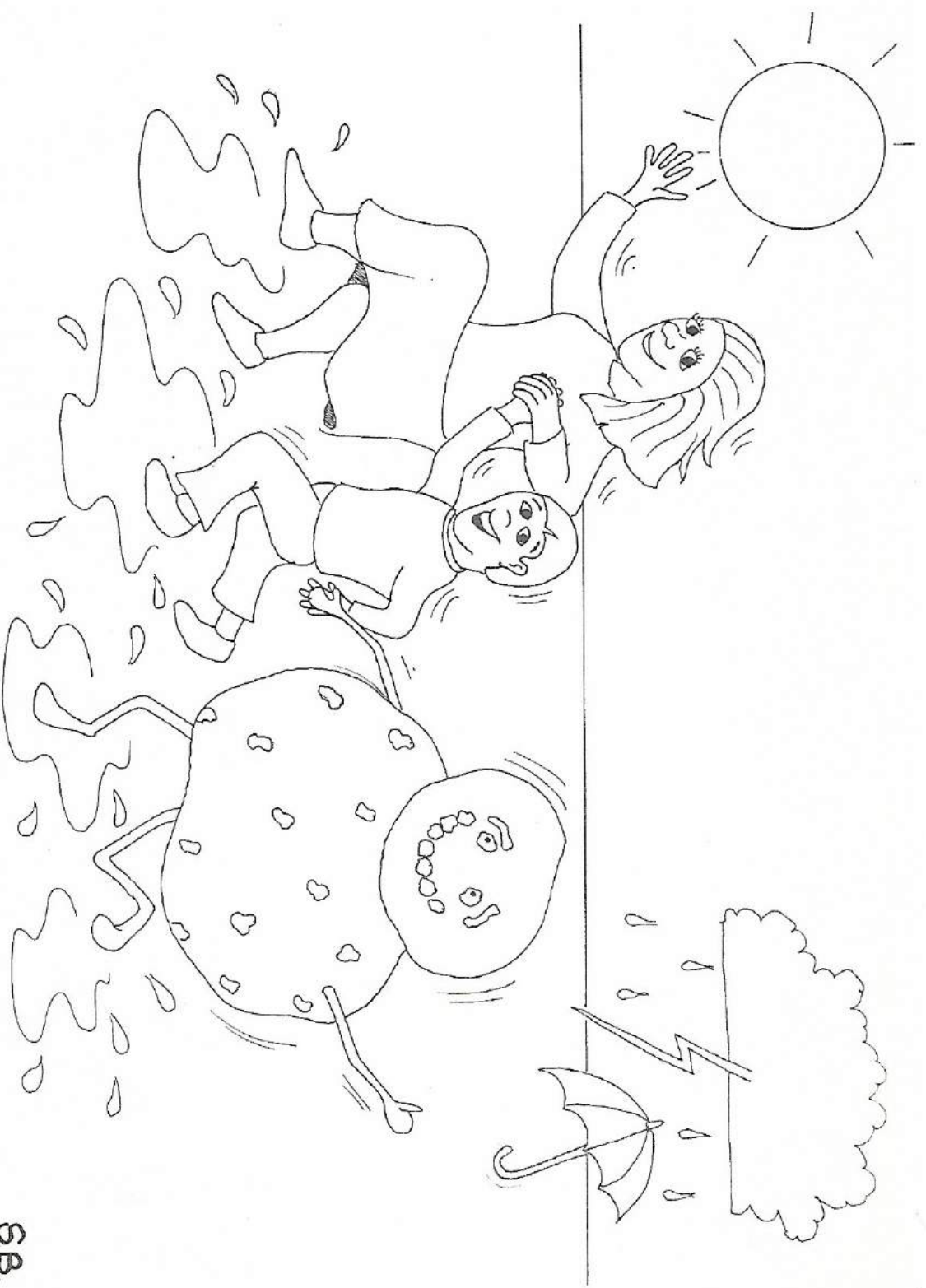


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The blank, reverse, of the word wheel can be used for your own use.

fun  
sun  
mum  
bun  
mud  
run



68.

It is fun to run in the sun  
with mum and a bun in the mud.



fun

run

sun

mum

bun

mud

gun

dug

hug

tug

jug

mug

bran

brag

brim

brick

cram

crab

crop

crisp

crib

frog

from

frill

drum

drag

drip

drug

grub

grab

grip

gran

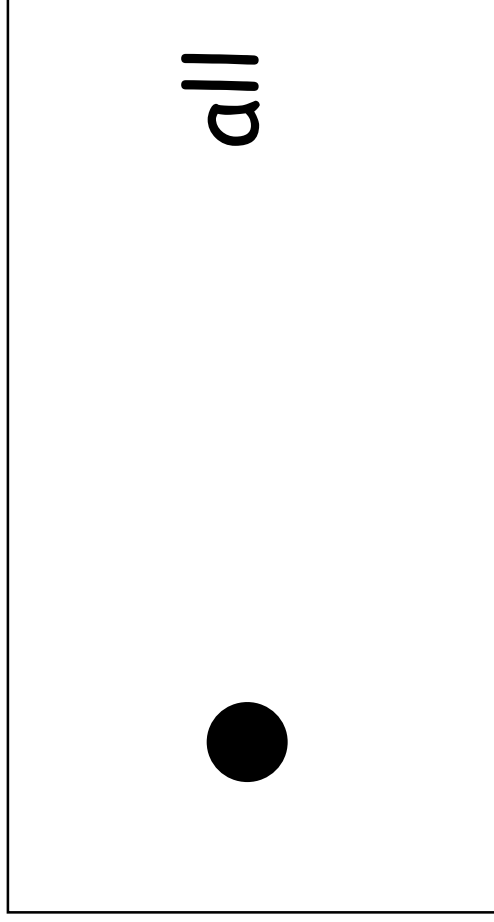
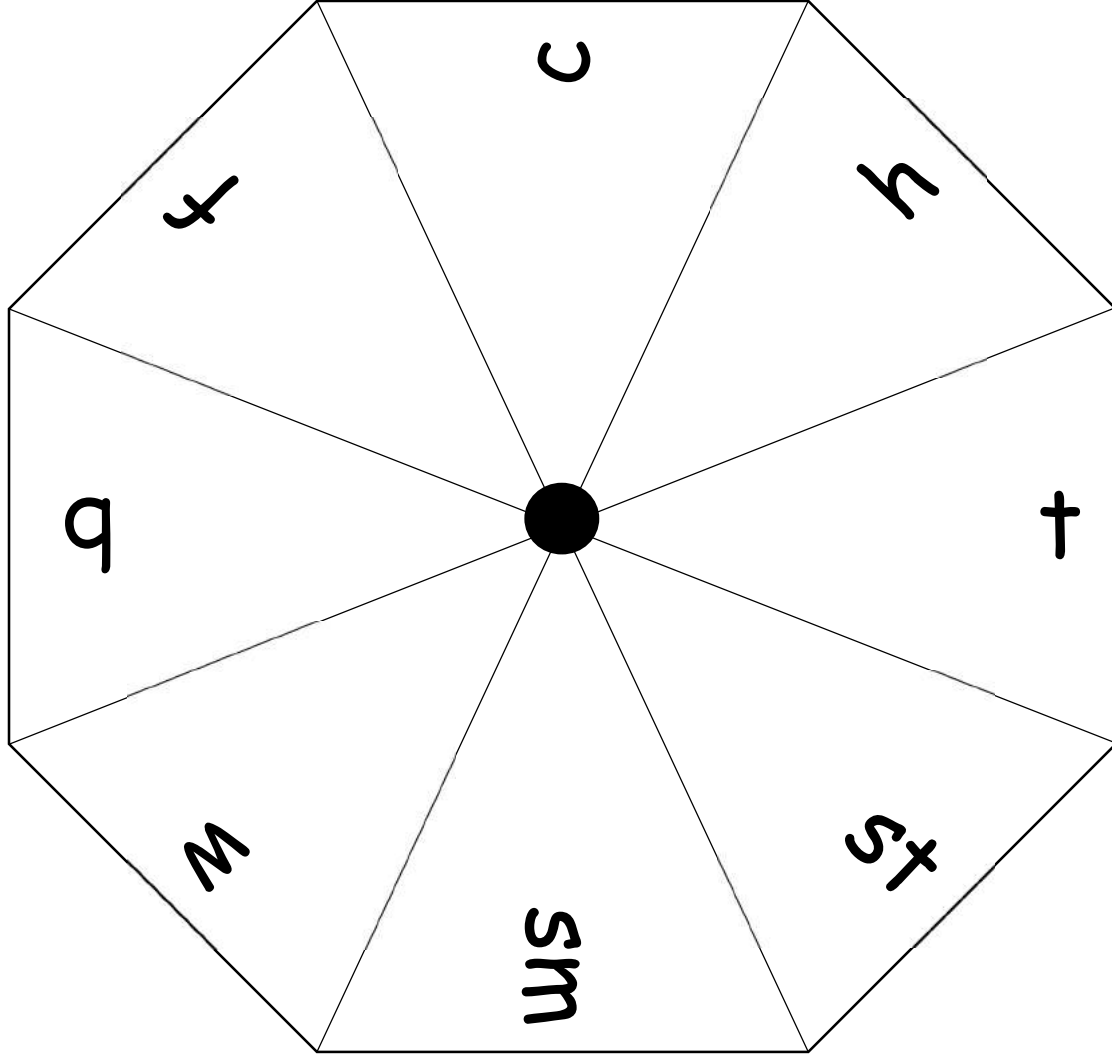
grim

grand

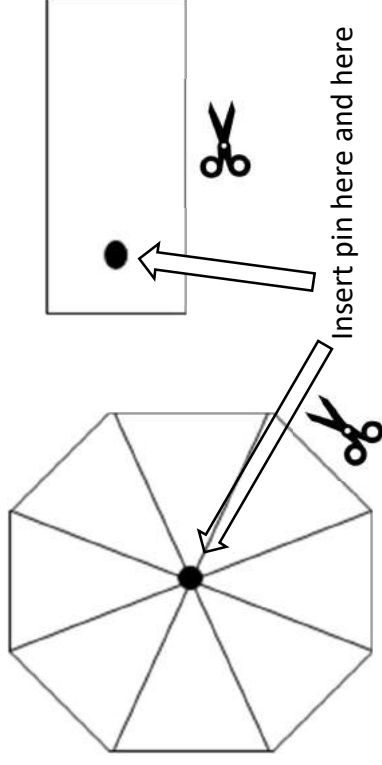
grit

grill





Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel

best

nest

must

lost

strap

strip

all

ball

call

tall

wall

hall

fall

small

stall

squall

recall

football

quest

quill

quiz

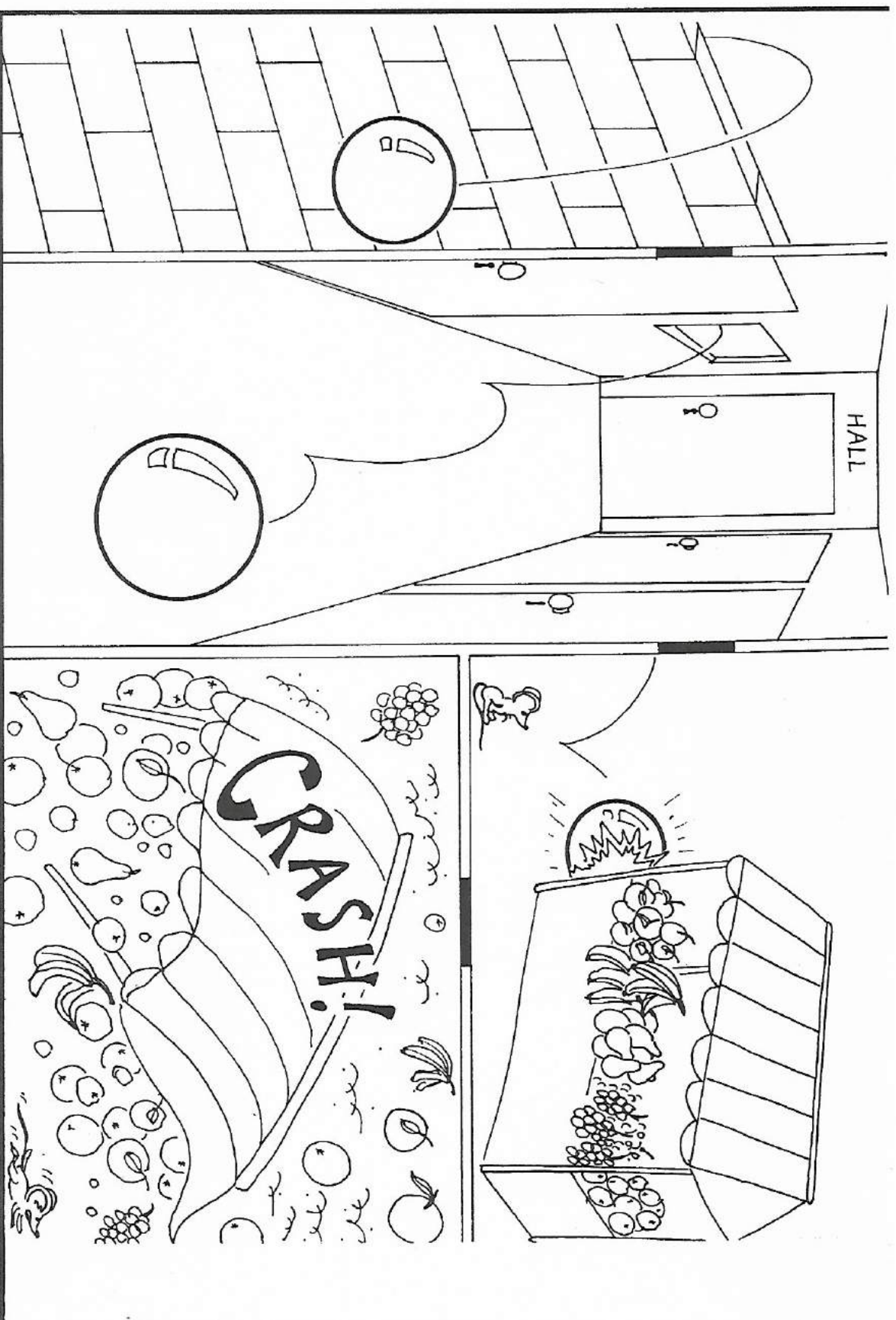
quilt

quit

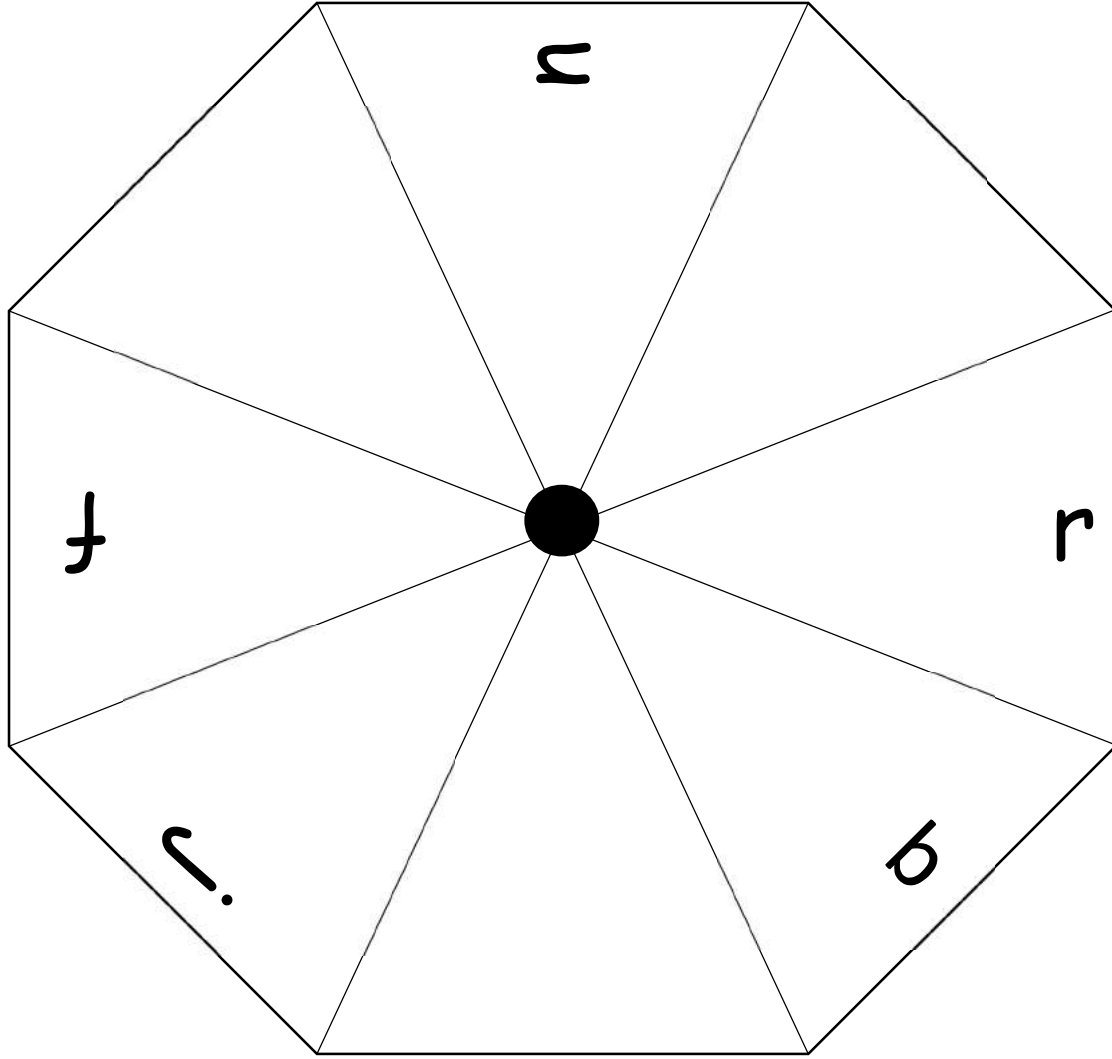
quins



ball  
call  
fall  
tall  
hall  
wall  
stall  
small



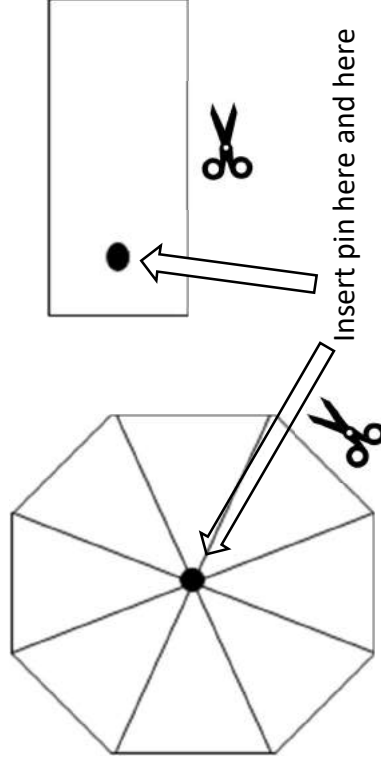
A ball went over a very tall wall and into a hall,  
then it hit a small stall and made it fall.



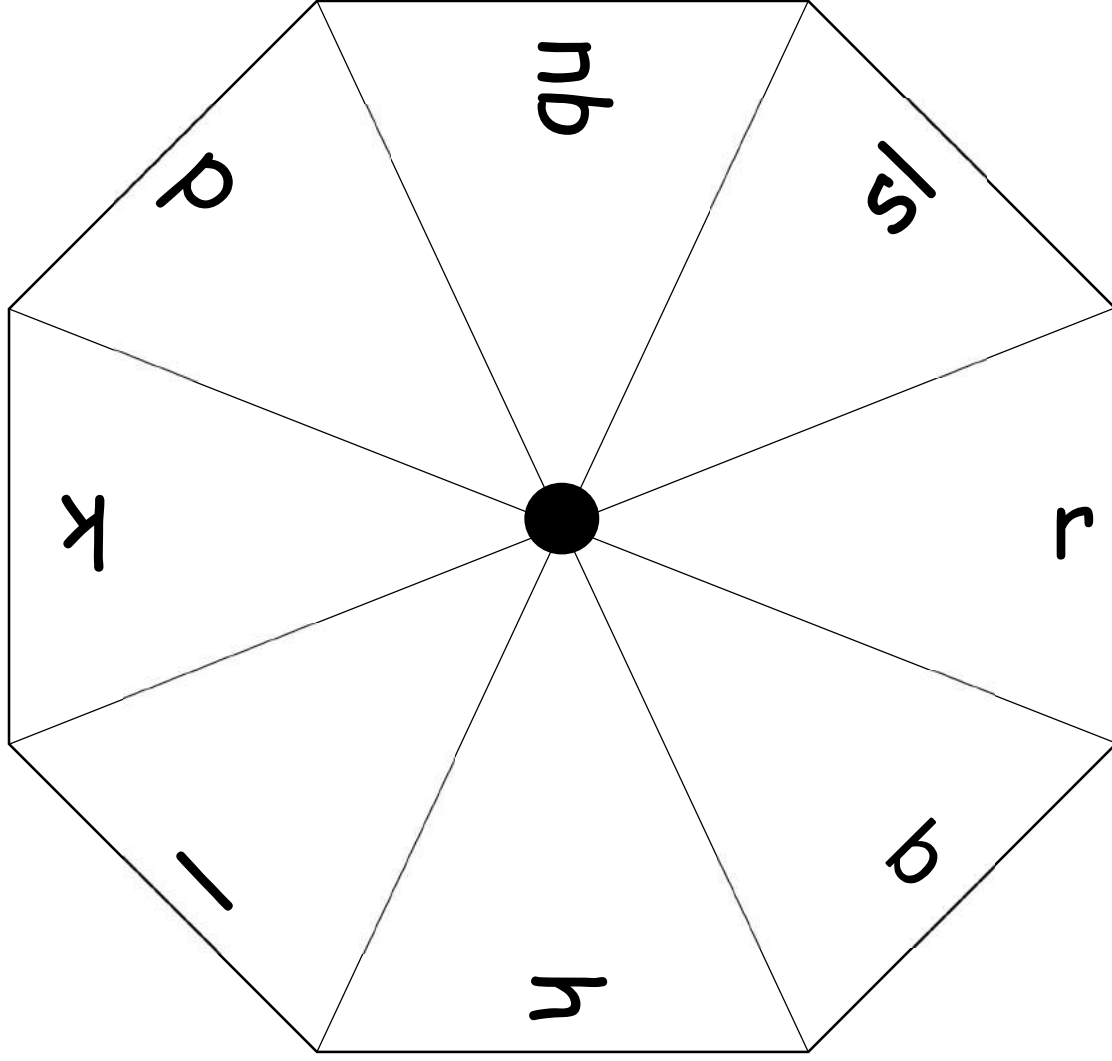
ib



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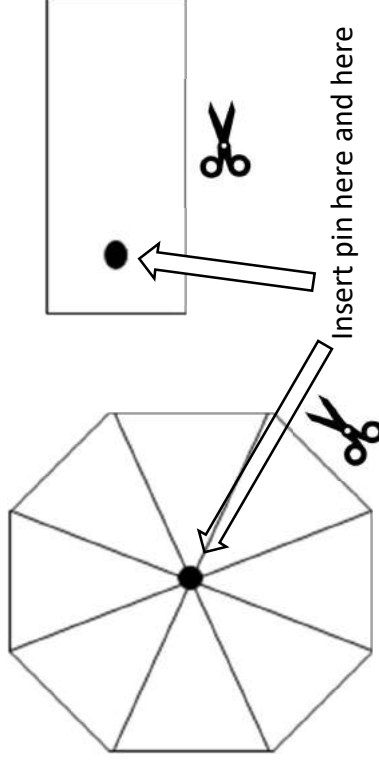
The blank, reverse, of the word wheel can be used for your own use.



id

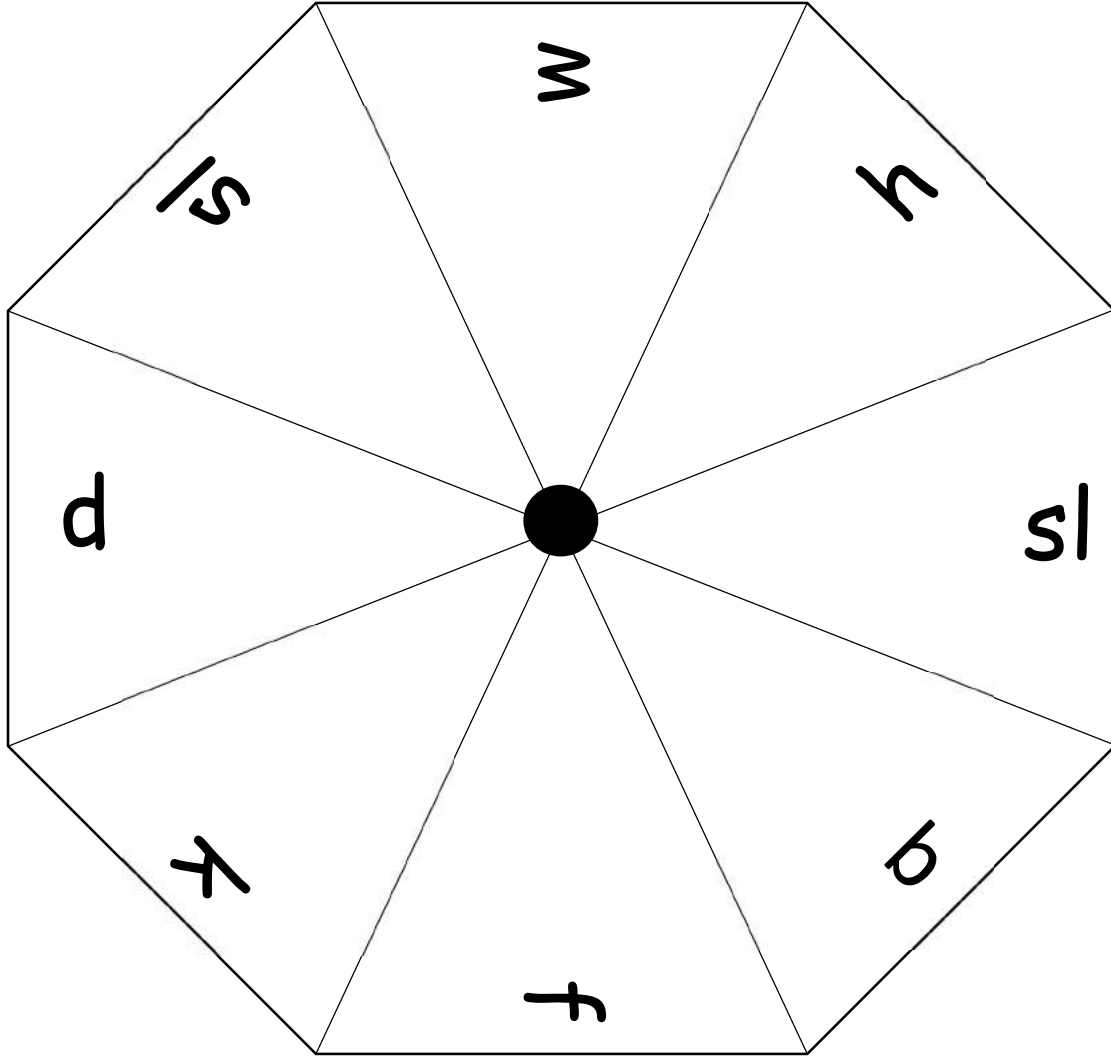


Photocopy this onto thick paper or card. Then assemble with a split pin.



The blank, reverse, of the word wheel can be used for your own use.

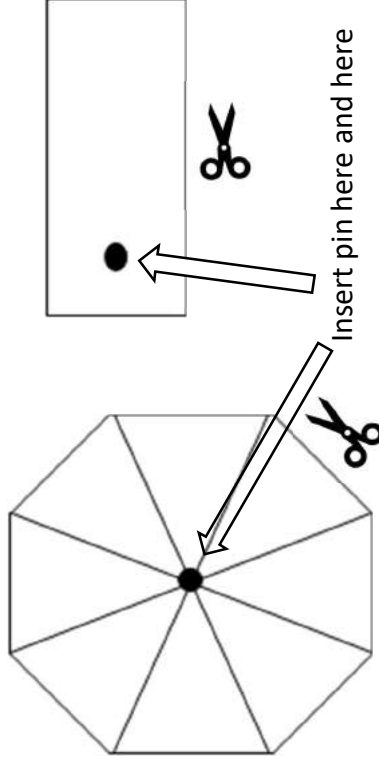




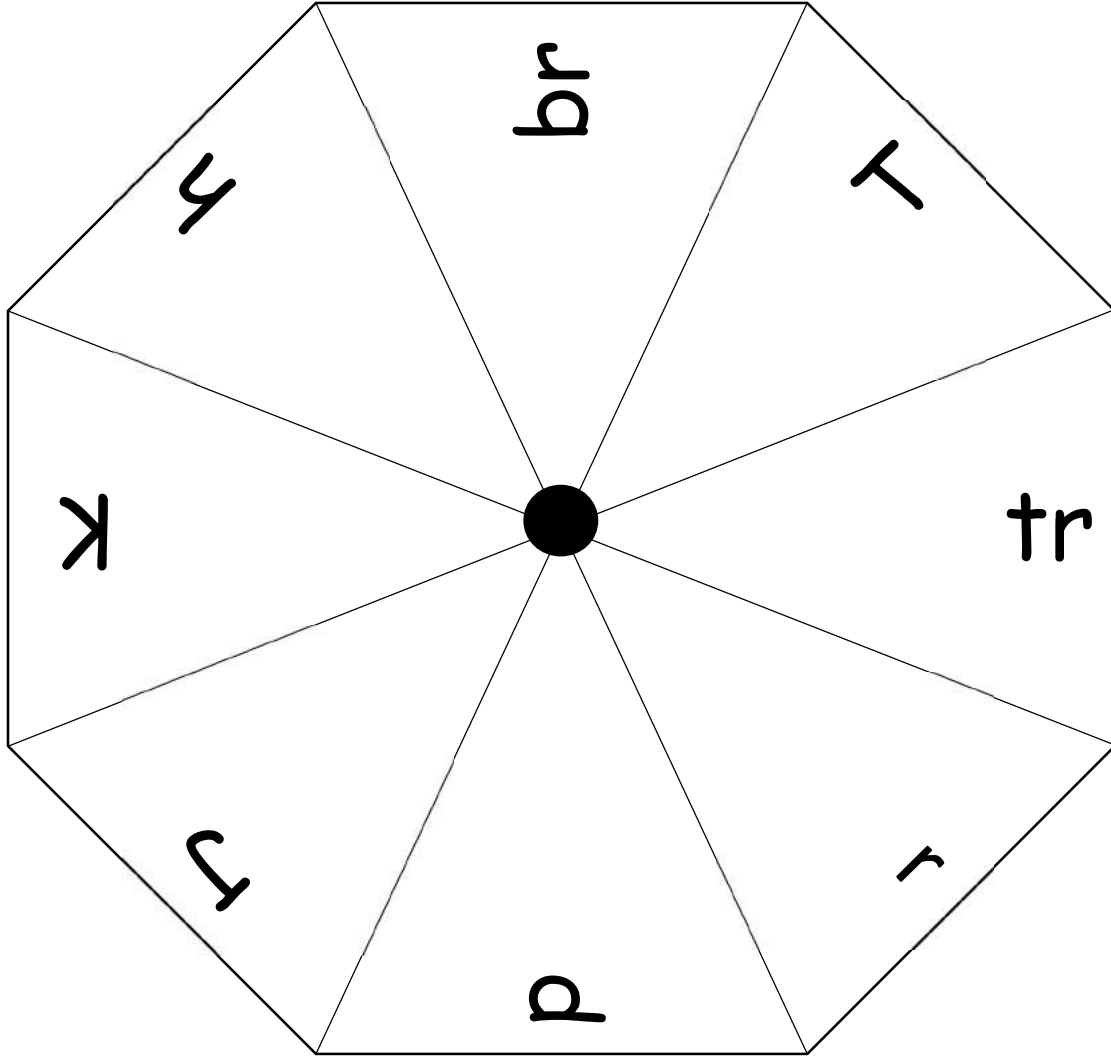
it



Photocopy this onto thick paper or card. Then assemble with a split pin.

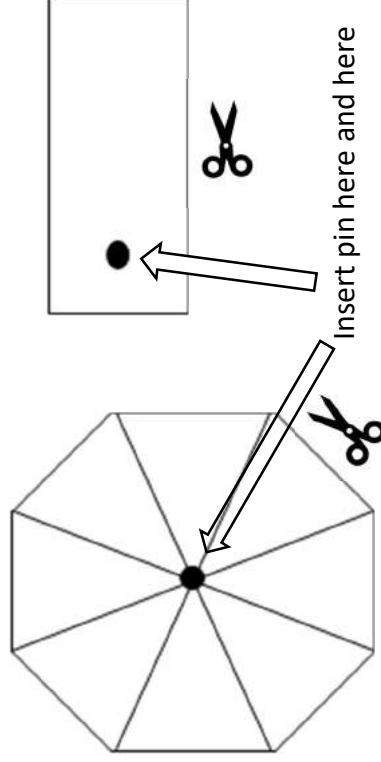


The blank, reverse, of the word wheel can be used for your own use.

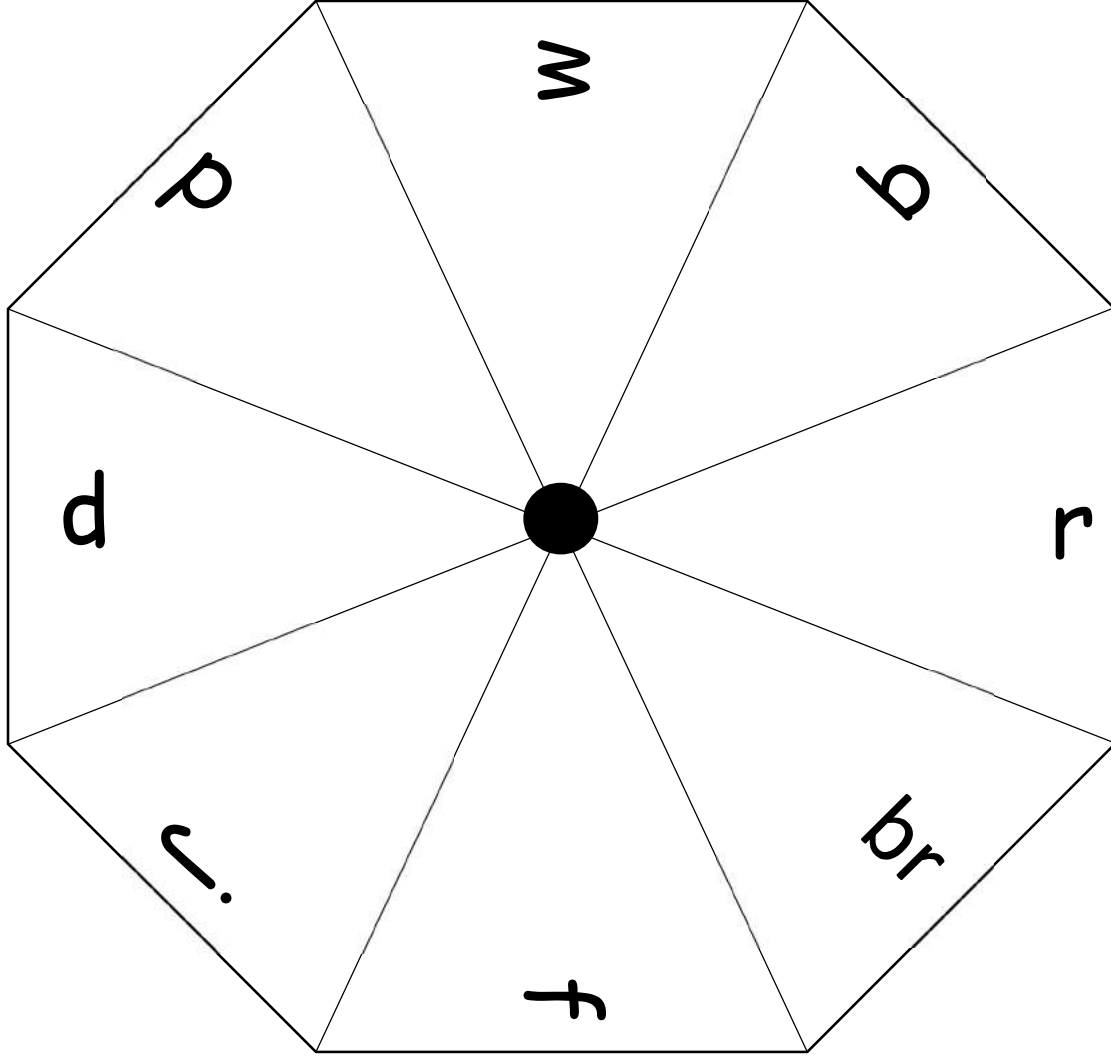


im

Photocopy this onto thick paper or card. Then assemble with a split pin.

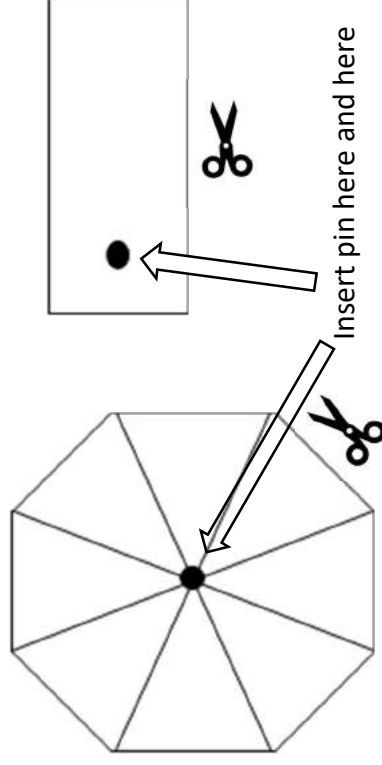


The blank, reverse, of the word wheel can be used for your own use.



ig

Photocopy this onto thick paper or card. Then assemble with a split pin.



The blank, reverse, of the word wheel can be used for your own use.



pig

win

sin

bin

Tim

big

fit

sit

six

mix

fix

quins

twig

twins

twist

fox

ox

box

oxo

cox

is

was

oxen

xray

pram

prop

prim

press

trot

trip

tram

tramp

stag

step

stem

still



best

nest

must

lost

strap

strip

all

ball

call

tall

wall

hall

fall

small

stall

squall

recall

football

quest

quill

quiz

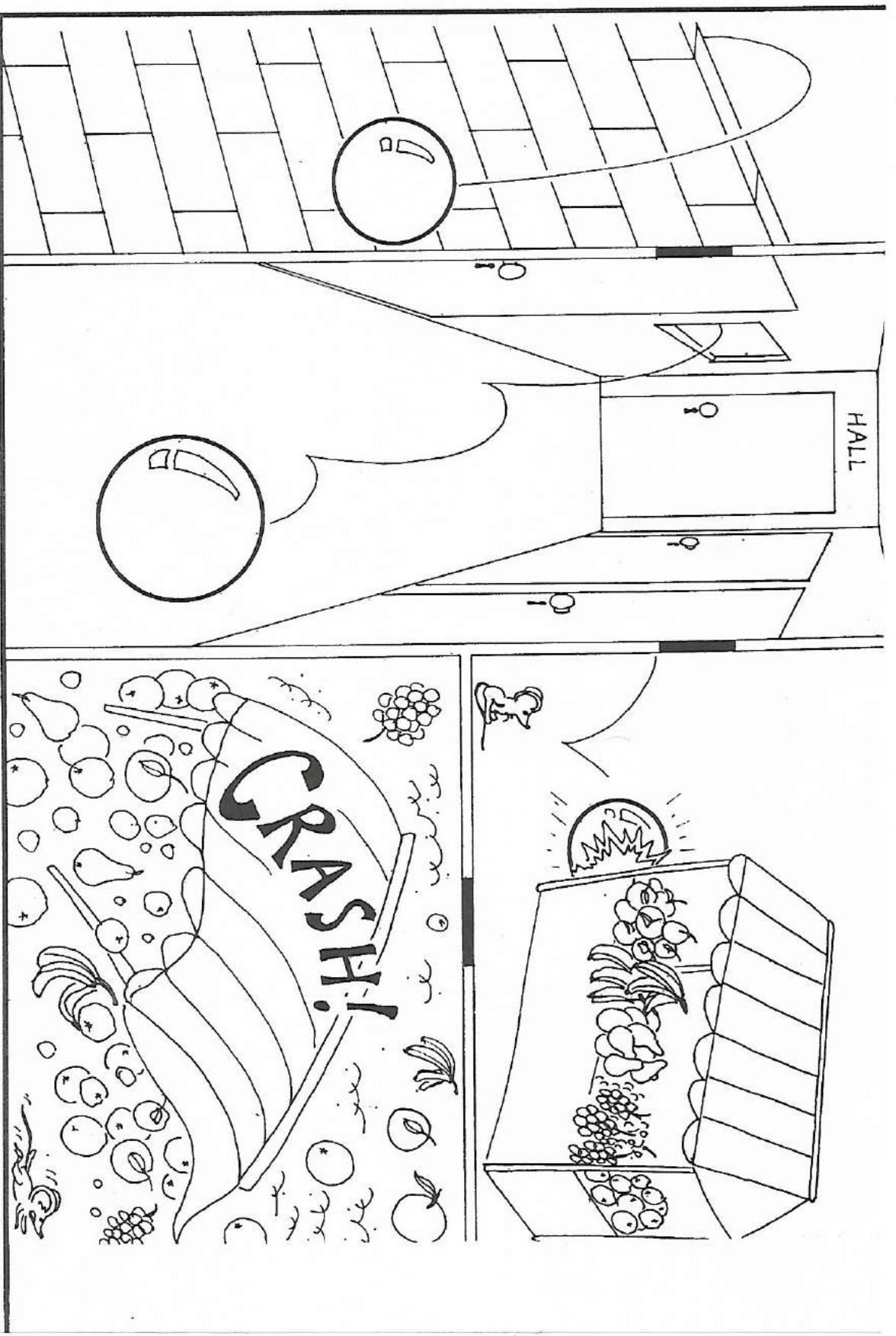
quilt

quit

quins



ball  
call  
fall  
fall  
hall  
wall  
stall  
small



A ball went over a very tall wall and into a hall,  
then it hit a small stall and made it fall.



fun

run

sun

mum

bun

mud

gun

dug

hug

tug

jug

mug

pig

win

sin

bin

Tim

big

fit

sit

six

mix

fix

quins



b*i*g  
 p*i*g  
 w*i*g  
 j*i*g  
 w*i*n  
 s*i*x  
 g*r*in  
 q*u*in s



To win, Tim the big fat pig (with a wig) had to run with a bin.

Mrs. Pig, was calling Tim, Tim!



twig

twins

twist

fox

ox

box

oxo

cox

is

was

oxen

xray

my

cry

dry

fry

pry

try

sty

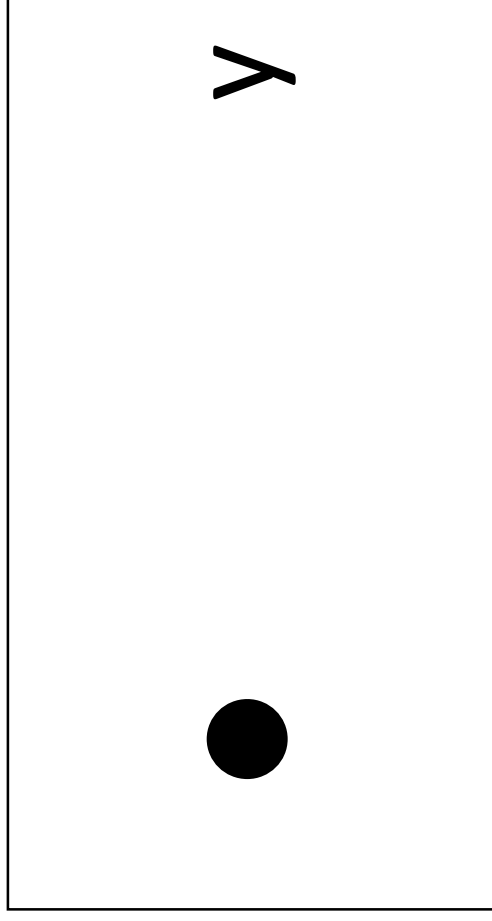
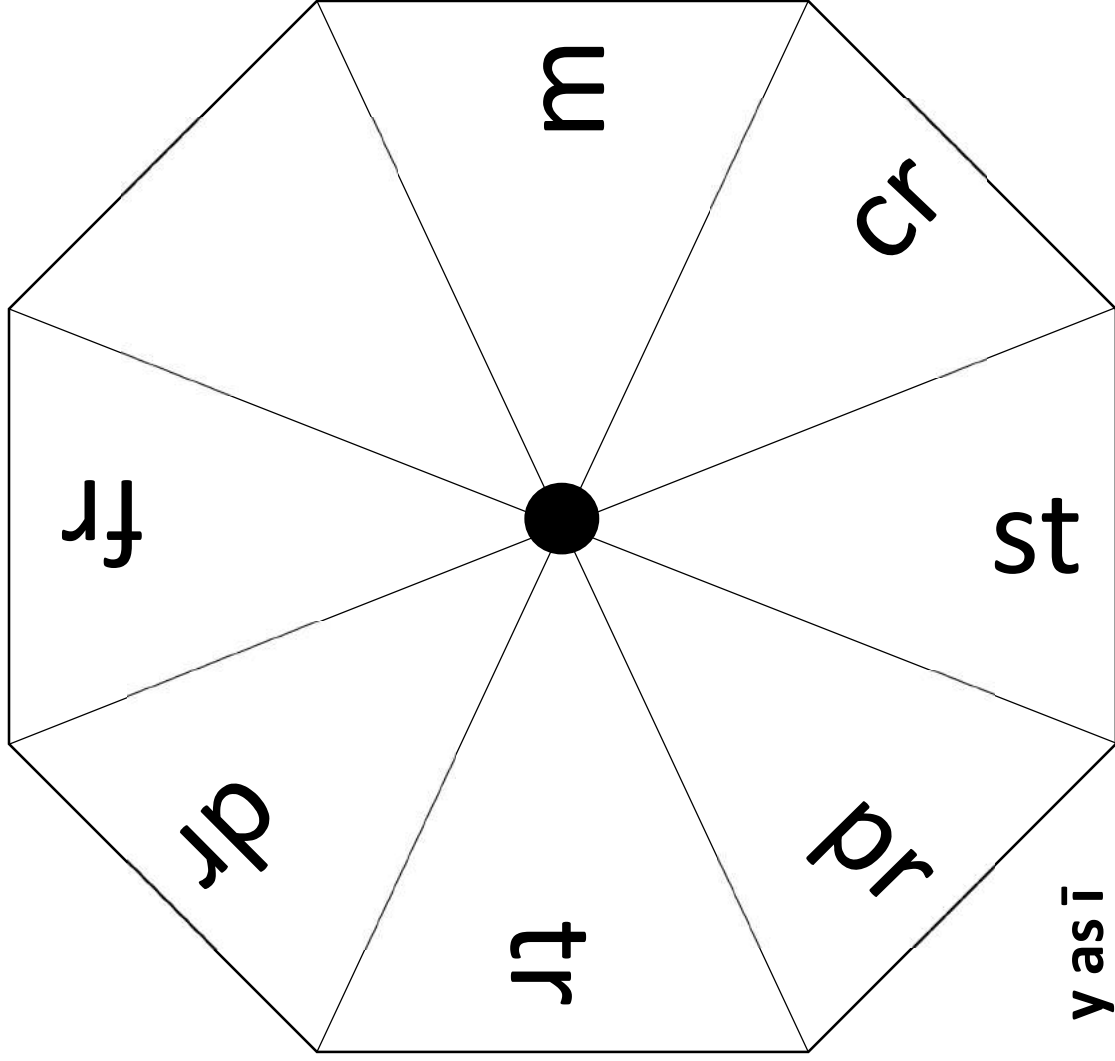
baby

lady

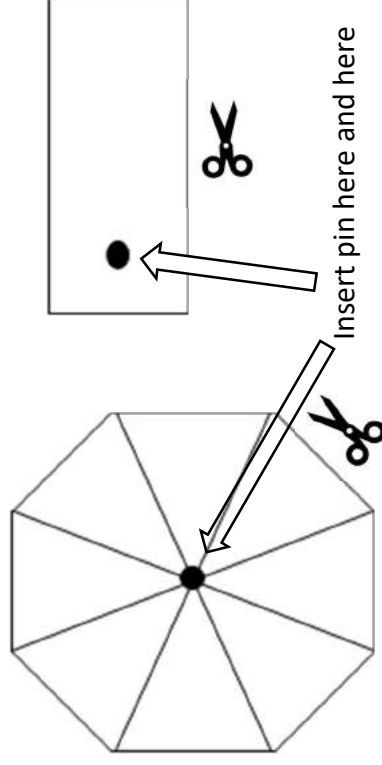
sunny

funny

happy



Photocopy this onto thick paper or card. Then assemble with a split pin.

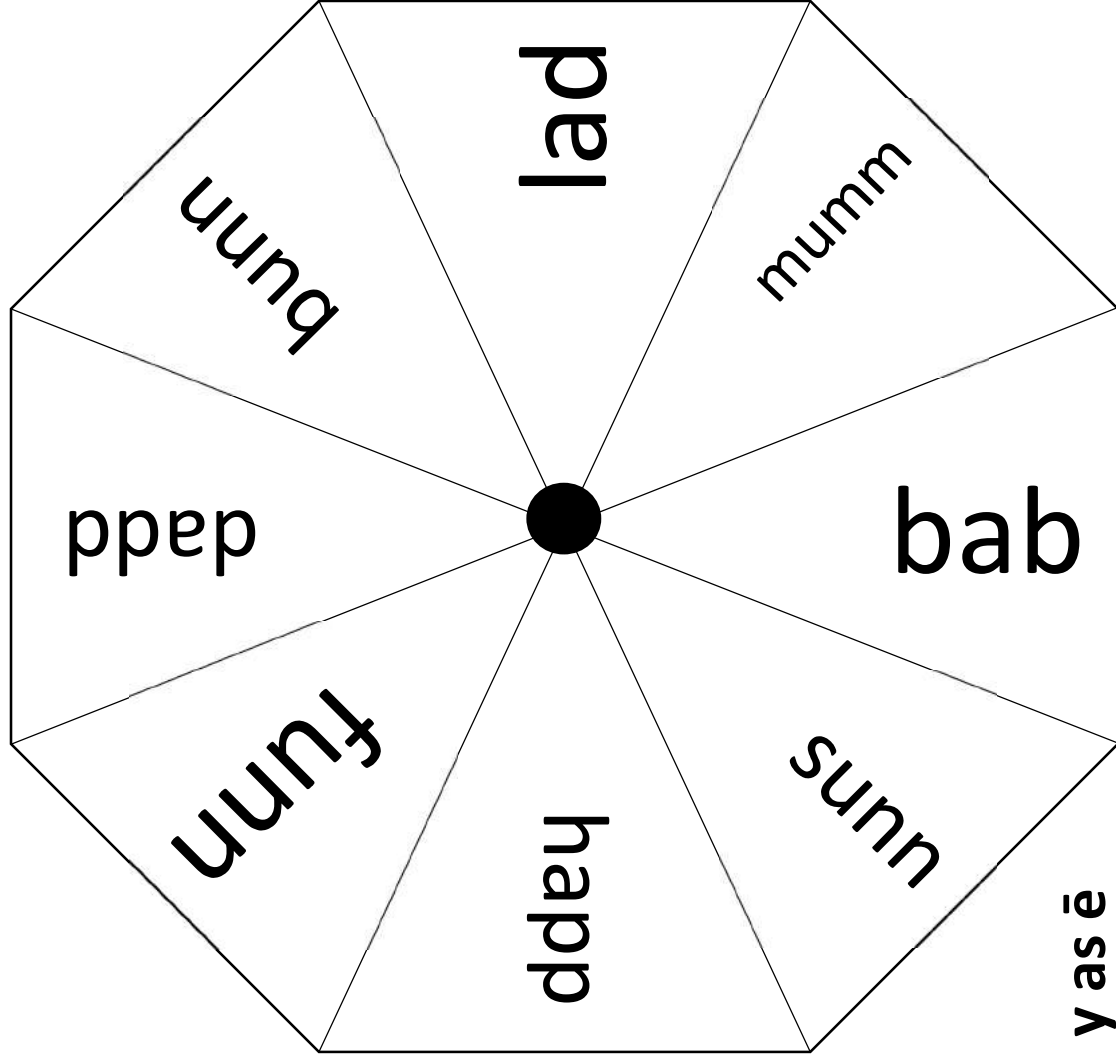


Please use to make your own Word Wheel

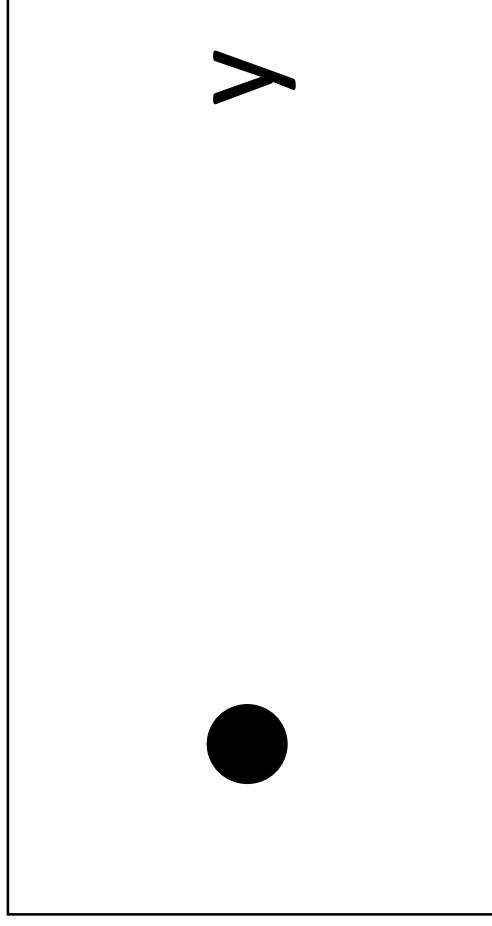
**i** It is first essential to teach and establish a sound knowledge of English vowels. The learner should be familiar with the 'long' and 'short' sounds of the vowels and the 'didactic' marks which indicate them.

Demonstrate the 'didactic' marks (as used in standard dictionaries to indicate pronunciation) by "clapping", i.e. when you say apple, the letter (ä) only gets one clap because you move onto the next letter - therefore this is a short vowel. Now say acorn - the (ā) and clap - you can clap more with this ā making it is a long vowel.

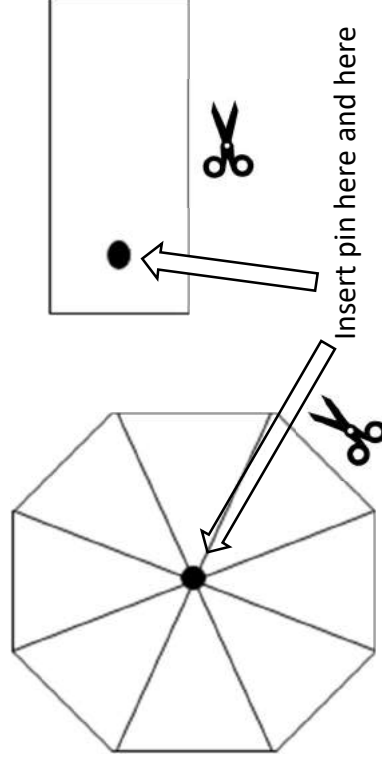




**y as ē**



Photocopy this onto thick paper or card. Then assemble with a split pin.



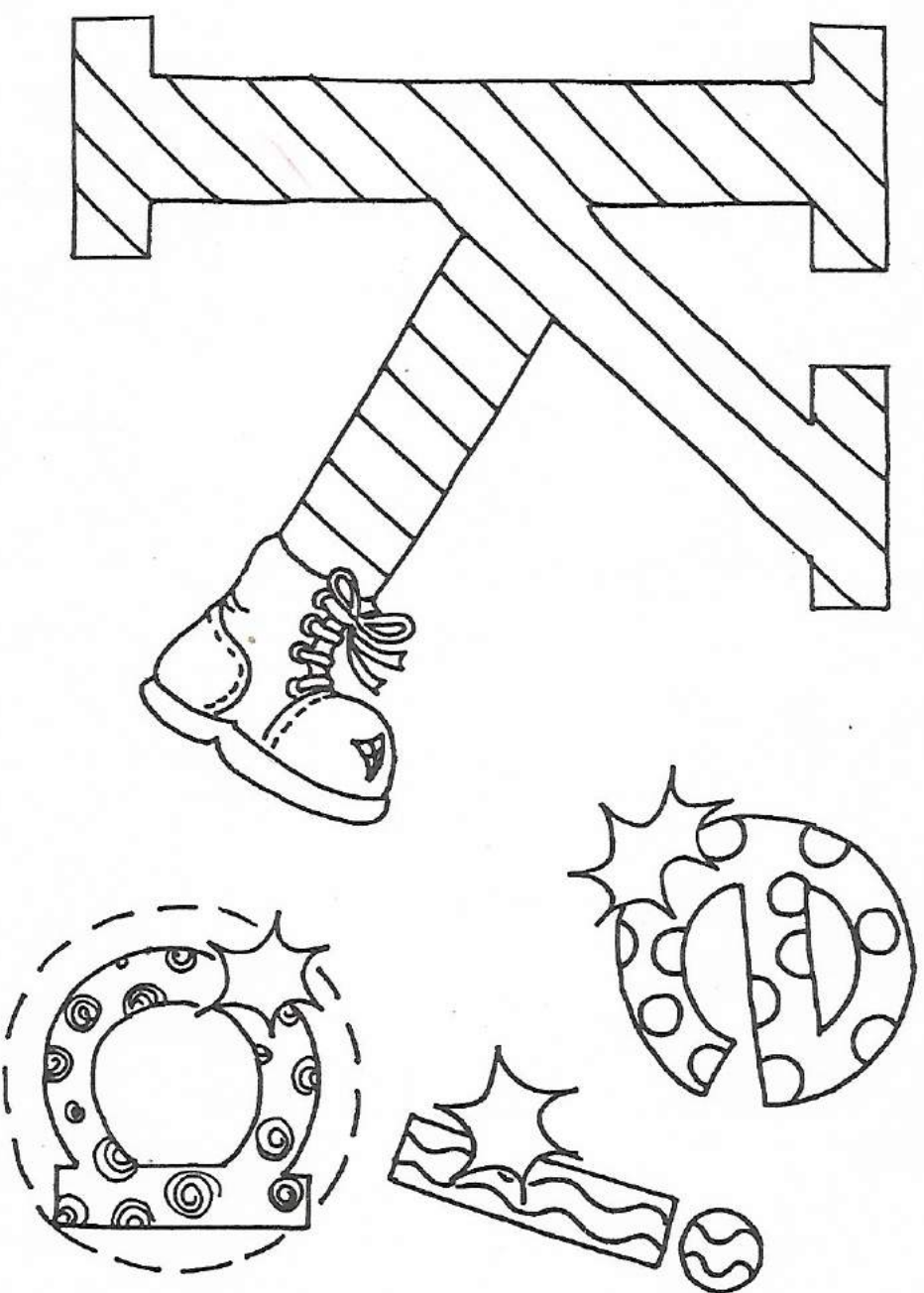
Insert pin here and here

Please use to make your own Word Wheel

**i** It is first essential to teach and establish a sound knowledge of English vowels. The learner should be familiar with the 'long' and 'short' sounds of the vowels and the 'didactic' marks which indicate them.

Demonstrate the 'didactic' marks (as used in standard dictionaries to indicate pronunciation) by "clapping", i.e. when you say apple, the letter (ä) only gets one clap because you move onto the next letter - therefore this is a short vowel. Now say acorn - the (ā) and clap - you can clap more with this ā making it is a long vowel.

kettle  
 king  
 kite  
 kitten  
 keep  
 key  
 kick  
 kid  
 kiss



Kicking "K" kicks (ē's) and (ī's)  
 and sometimes (ā's).

LKR

Jack

sack

back

lack

pack

crack

track

stack

quack

peck

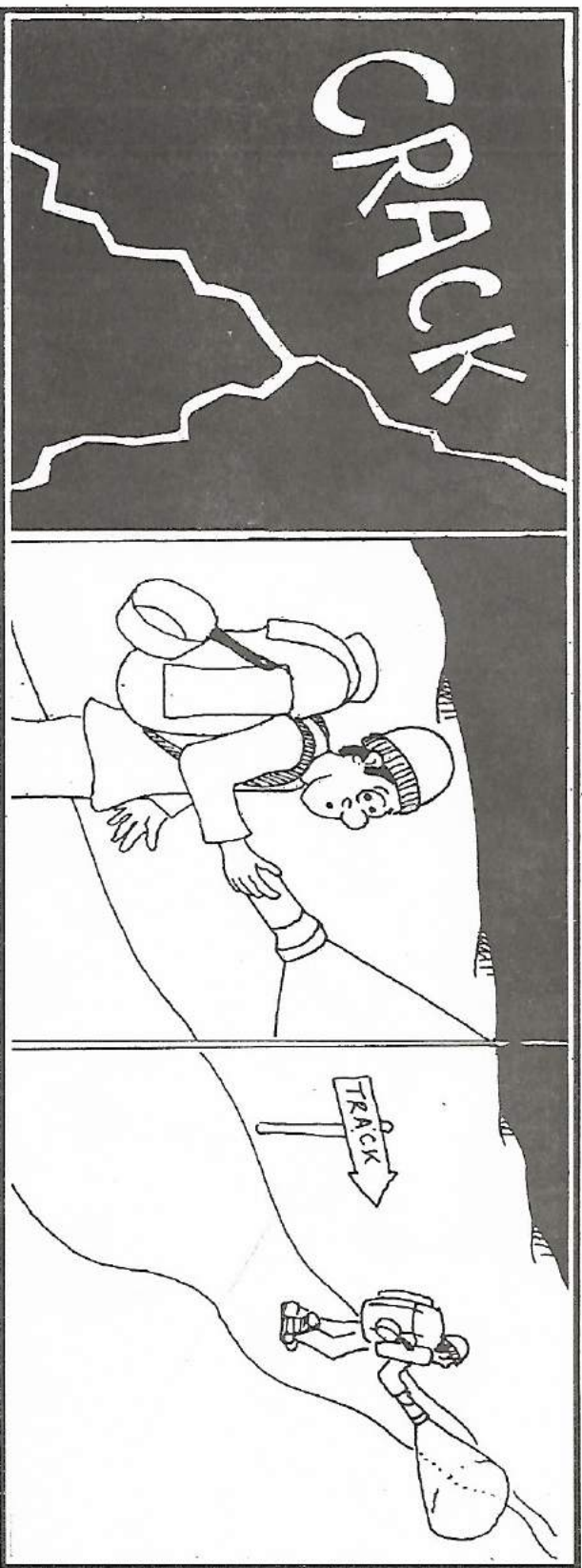
neck

deck



(ack)

jack  
sack  
rack  
back  
lack  
pack  
crack

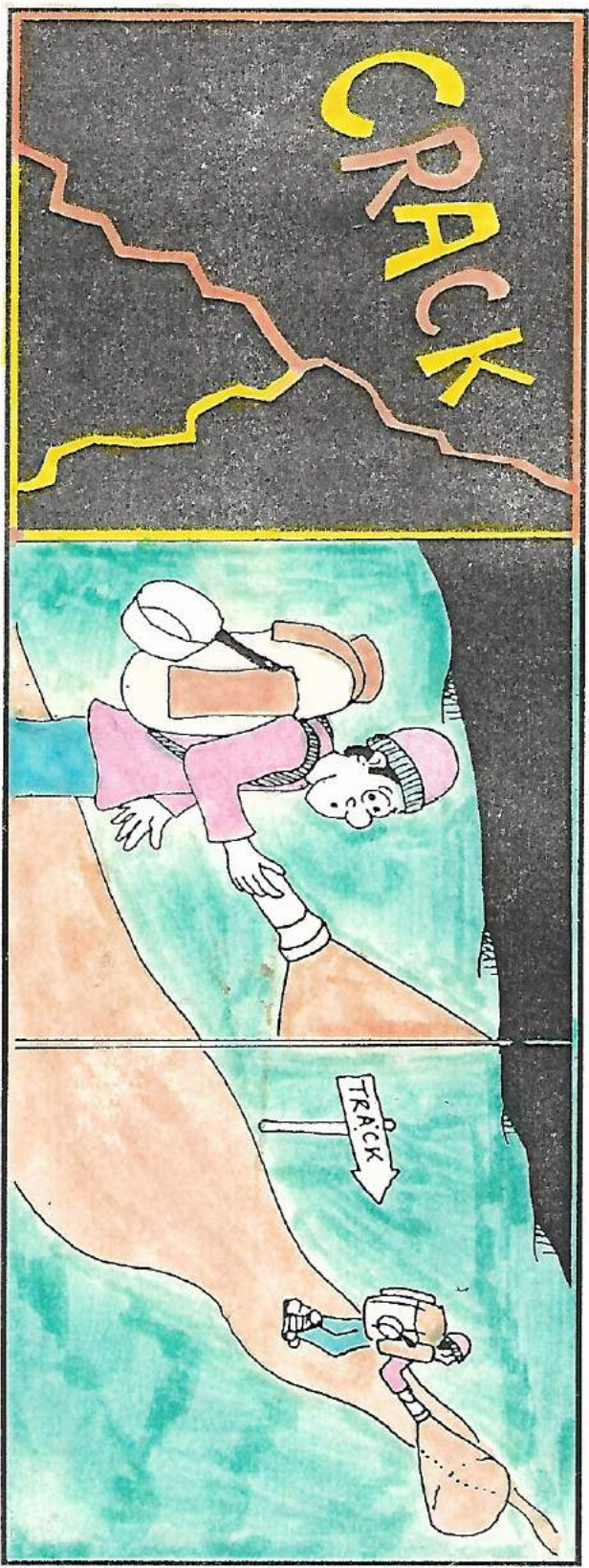


The sky was black - then there was a crack,  
so Jack ran up the track with his sack  
on his back.

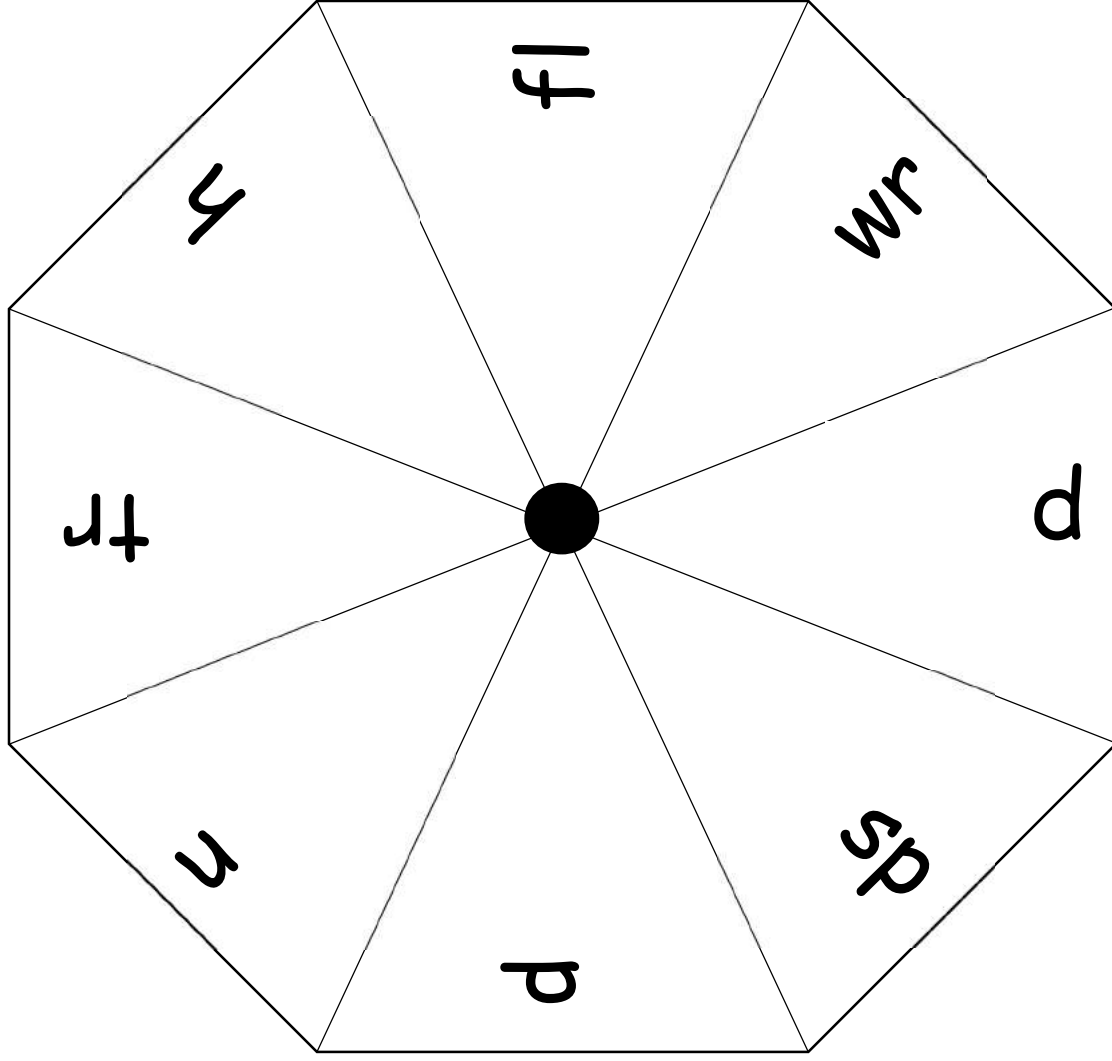


(ack)

Jack  
sack  
rack  
back  
back  
ack  
pack  
crack



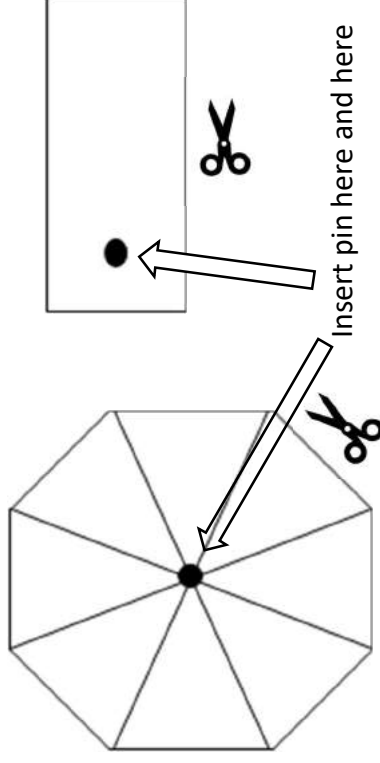
The sky was black - then there was a crack,  
so Jack ran up the track with his sack  
on his back.



eck



Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



(eck)

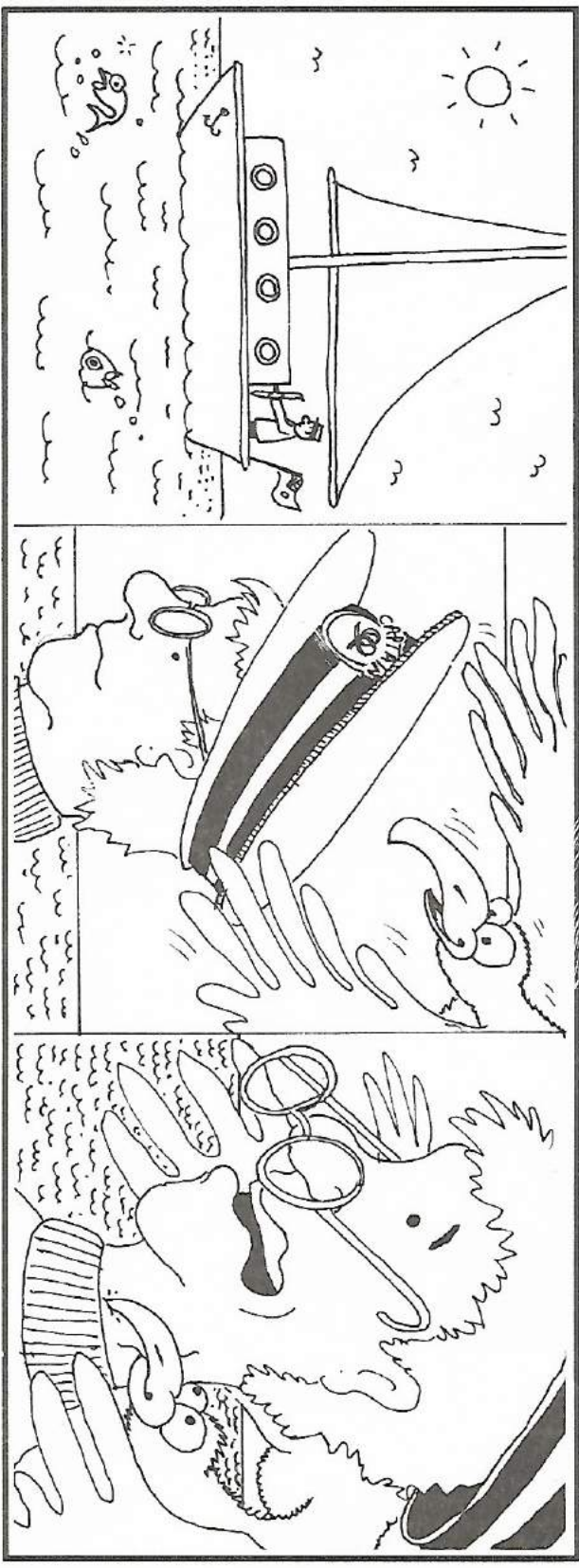
peck

deck

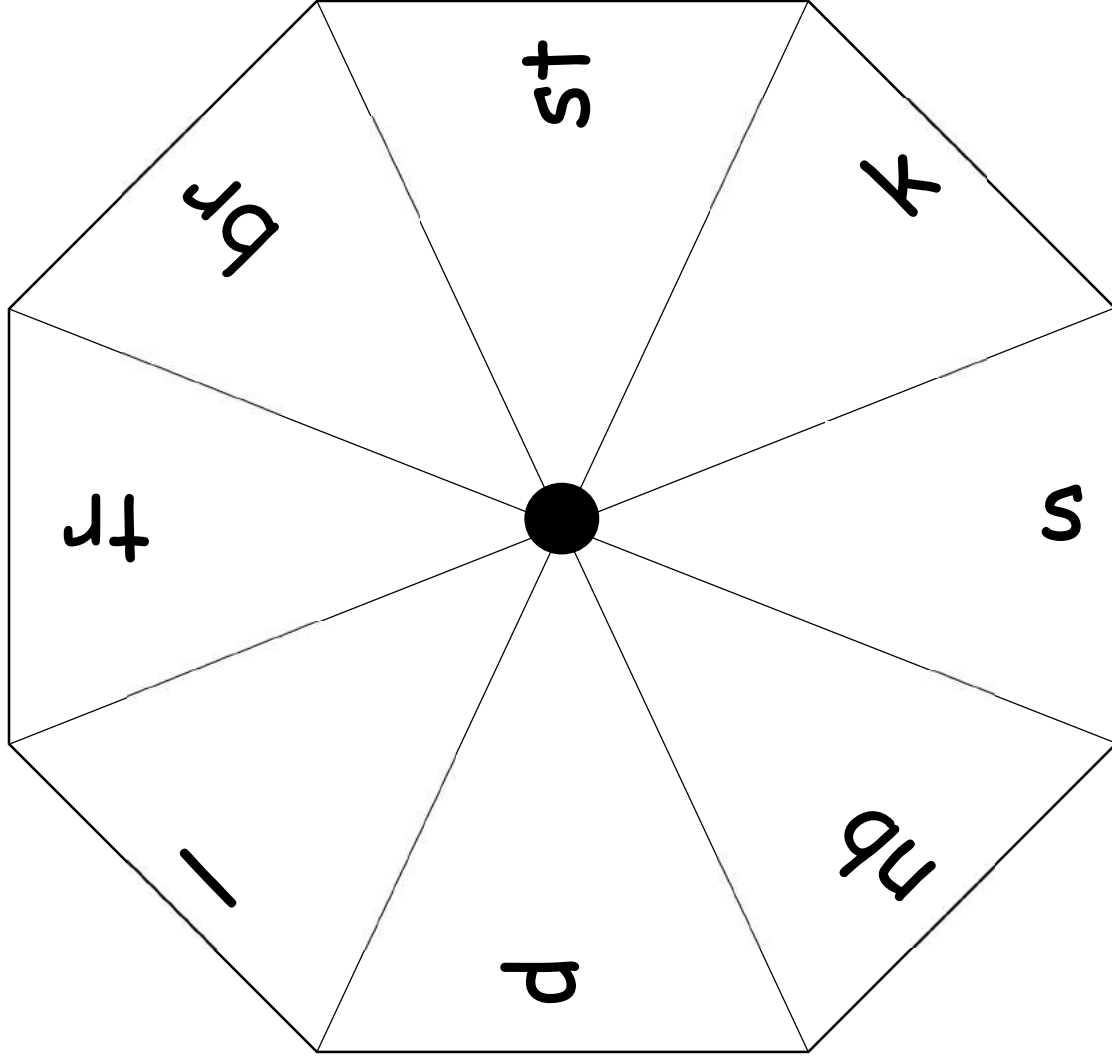
speck

neck

wreck



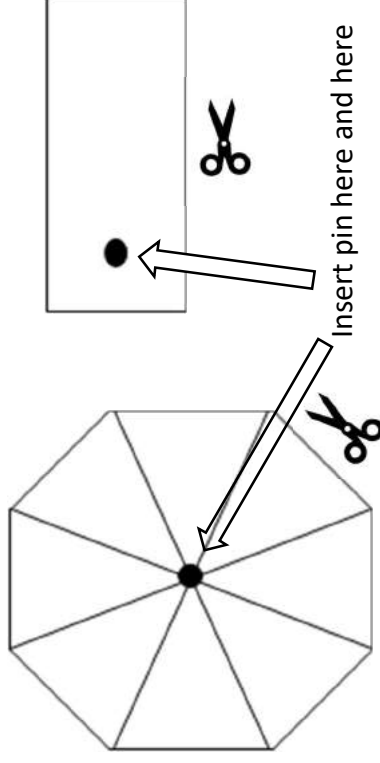
The man was on deck  
when a gull pecked his neck.



ick



Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel

speck

brick

stick

pick

trick

lick

sick

click

kick

quick

quickly

Teaching point . After a  
short vowel (ă) (ě) (ï) (ö)  
(ů) the sound of (k) is  
spelt with both (c) and (k)  
---äck, ěck, ick, öck, ůck.



lick

pick

stick

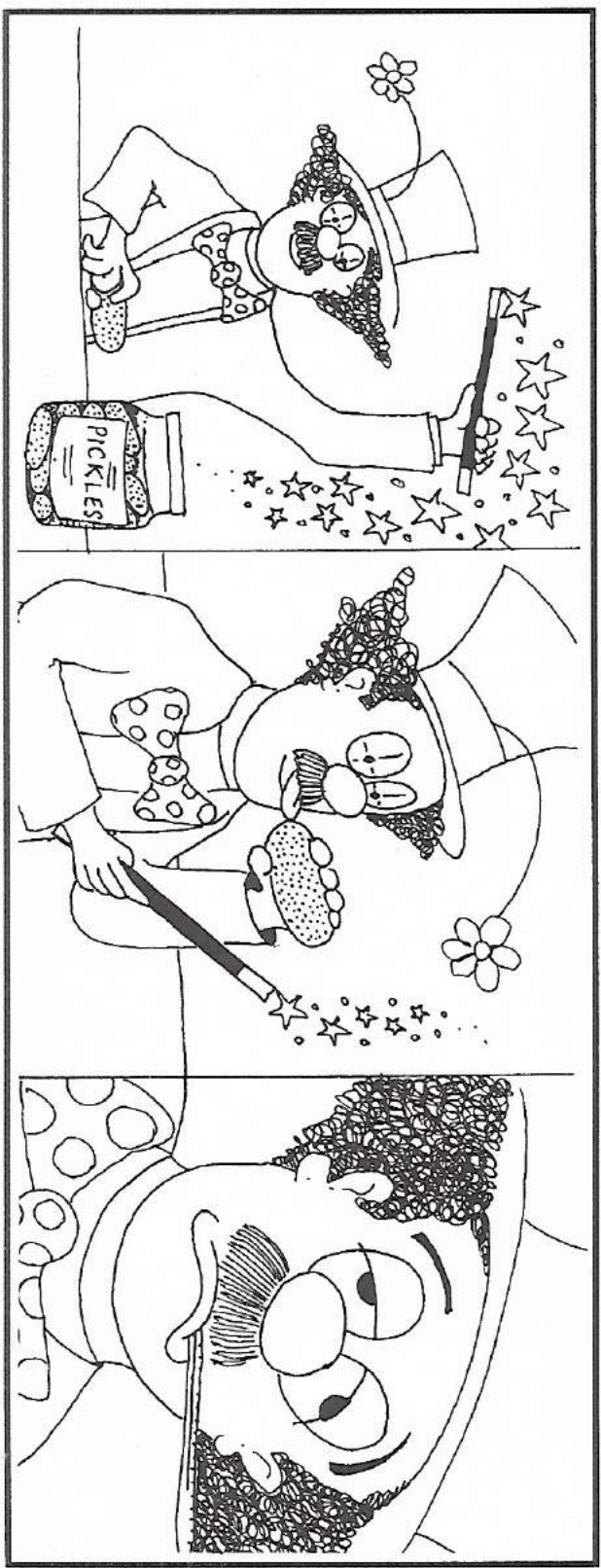
kick

sick

kick

trick

quick



He picked up a pickle to do a quick trick,  
then he gave it a lick and felt very sick.

sticky

tick

ticket

tricky

rock

sock

clock

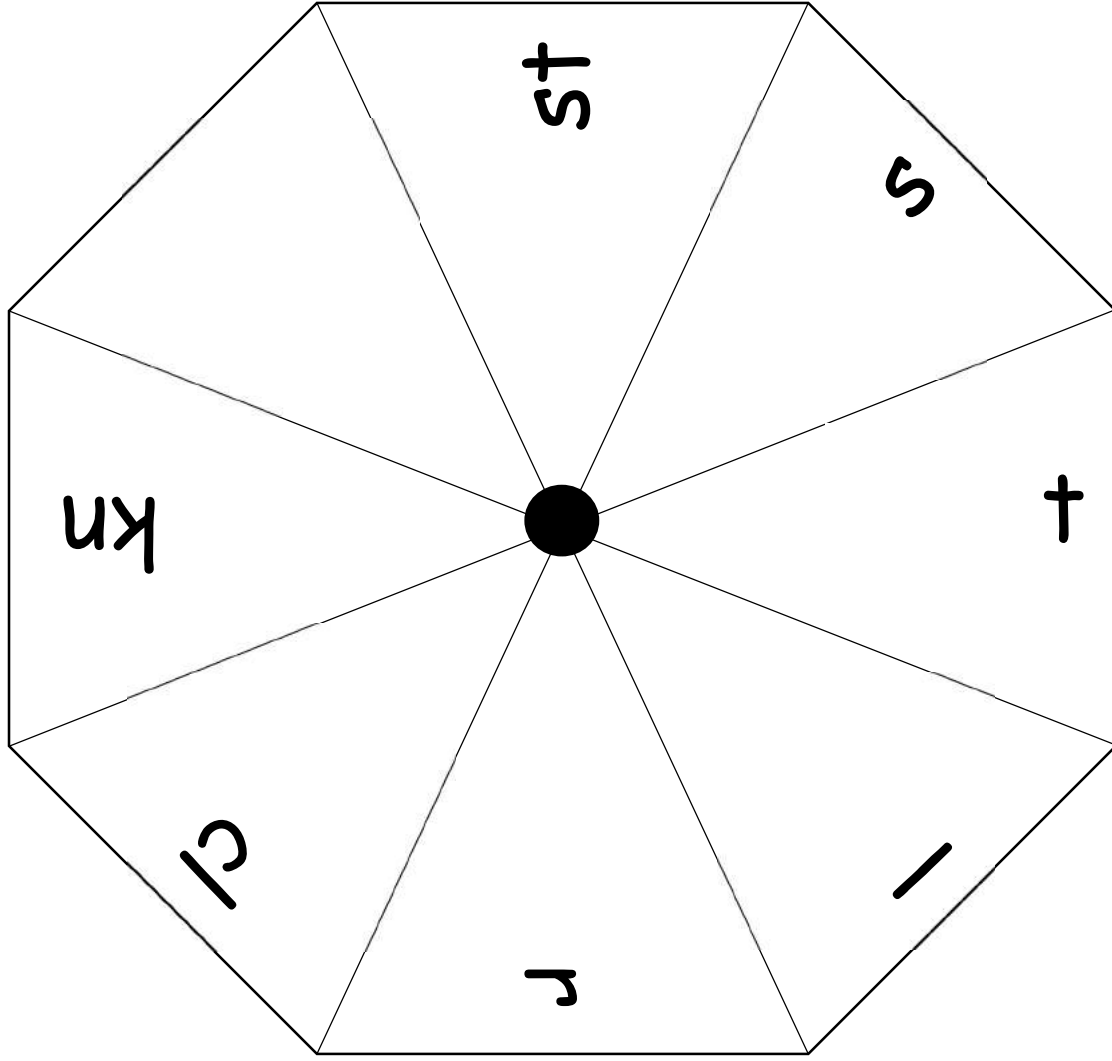
block

flock

stock

rocket

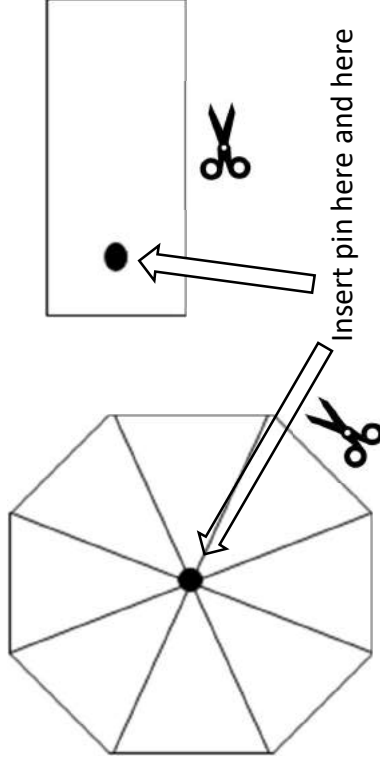
Teaching point . After a short vowel (ă) (ě) (ĭ) (ǒ) (ǔ) the sound of (k) is spelt with both (c) and (k) ---ăck, ěck, ĭck, ǒck, ŭck.



ock



Photocopy this onto thick paper or card. Then assemble with a split pin.

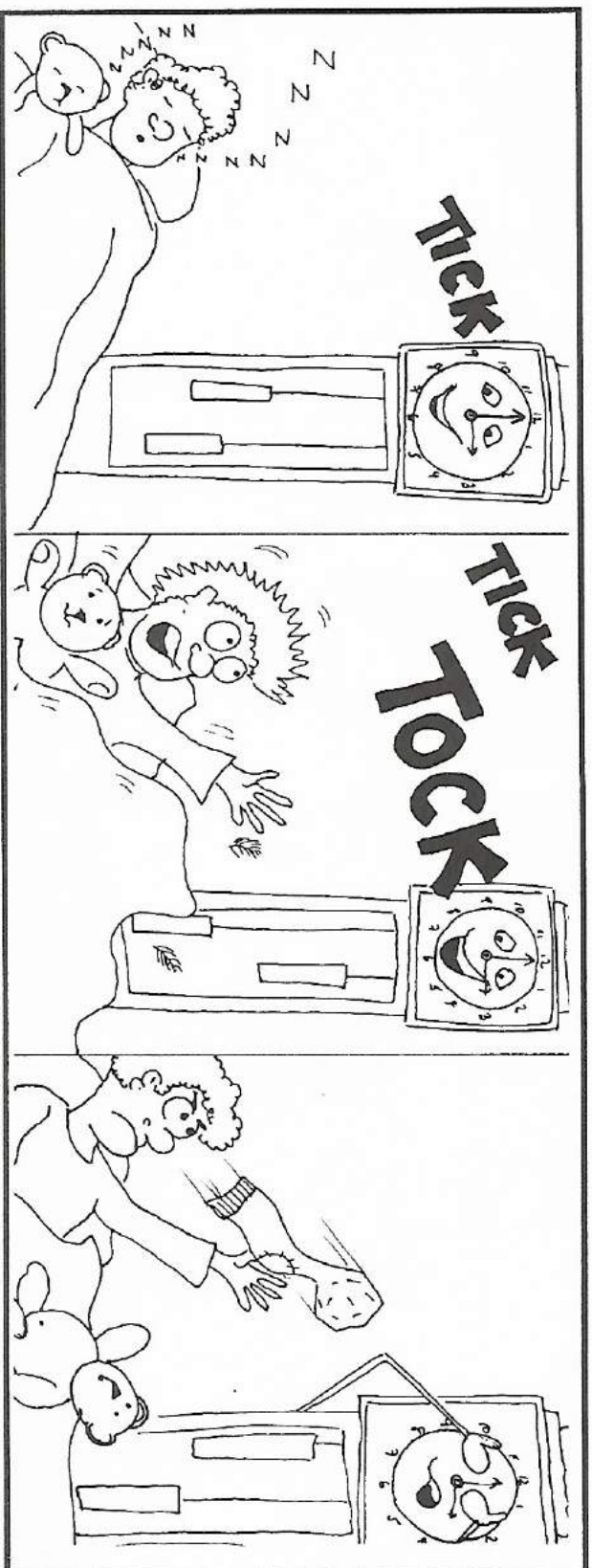


Please use to make your own Word Wheel



(ock)

sock  
tock  
lock  
rock  
clock  
knock



When the clock said tick-tock, he put  
a rock in his sock and threw it at the clock.

lock

socket

locket

duck

luck

truck

stuck

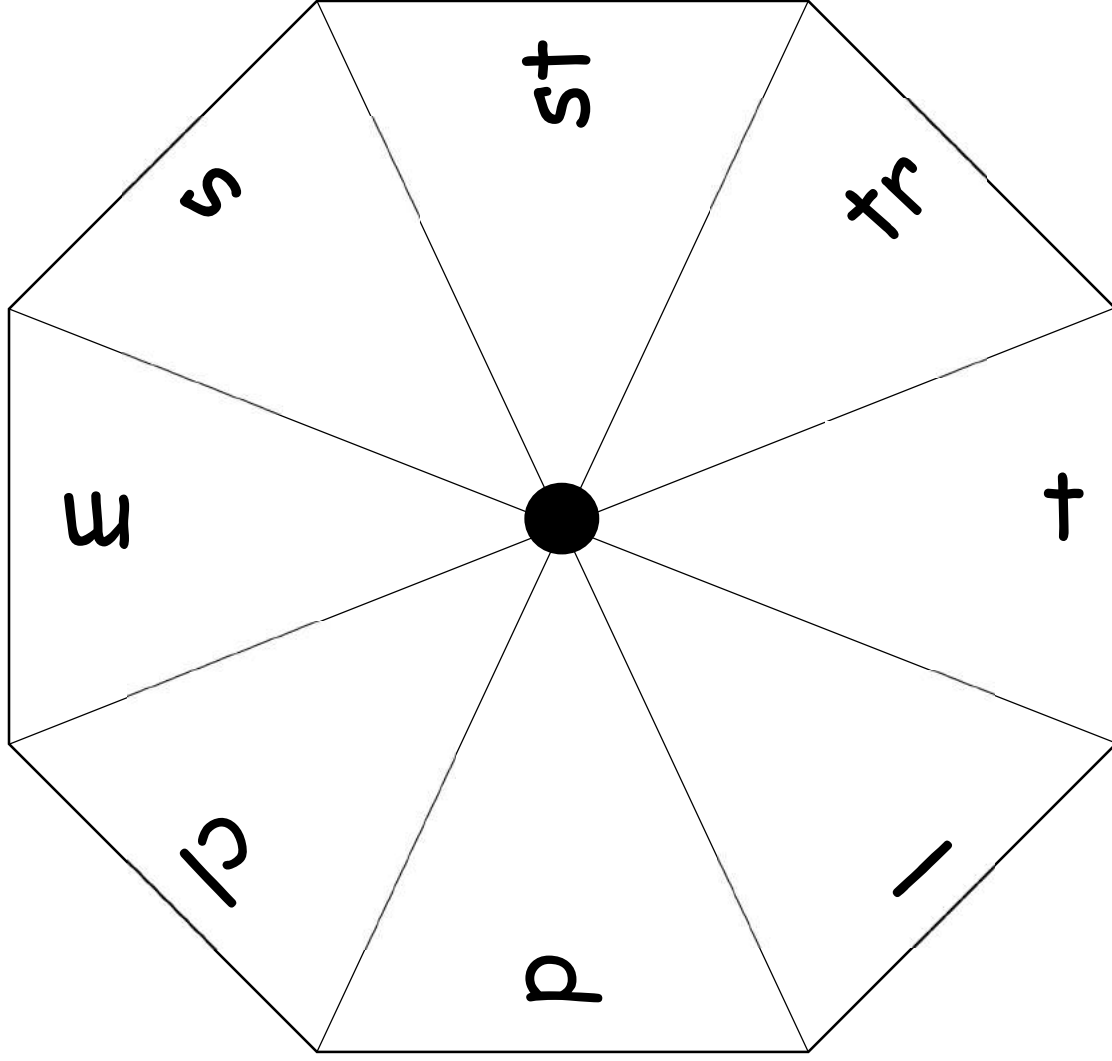
lucky

black

bucket

packet

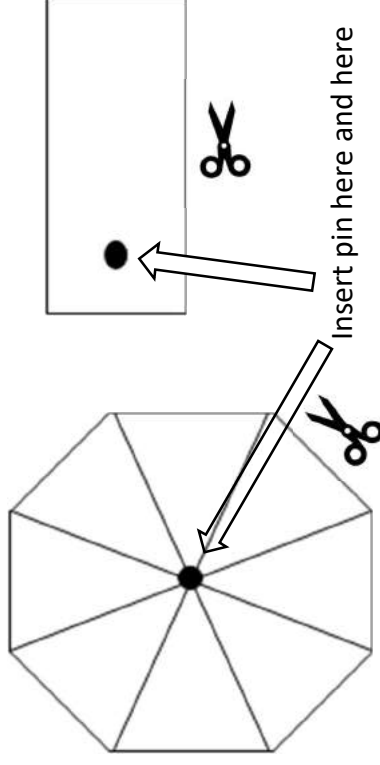
Teaching point . After a  
short vowel (ă) (ě) (ĭ) (ŏ)  
(ŭ) the sound of (k) is  
spelt with both (c) and (k)  
---ăck, ěck, ĭck, ŏck, ŭck.



uck



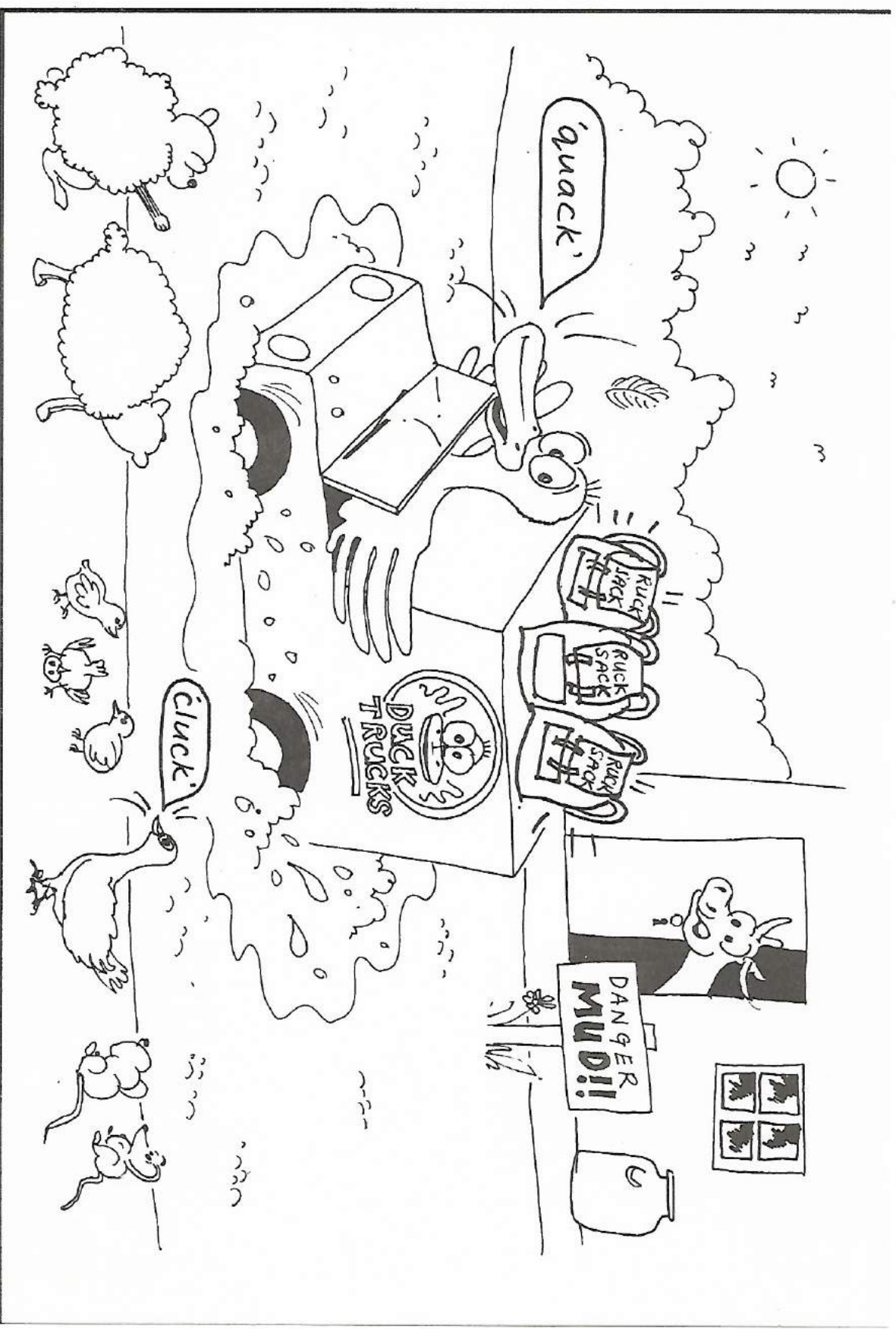
Photocopy this onto thick paper or card. Then assemble with a split pin.



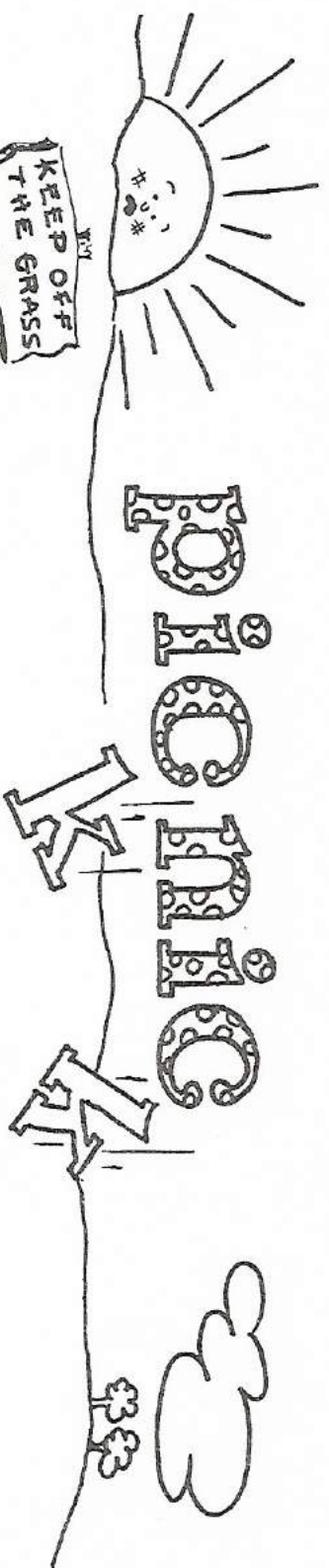
Please use to make your own Word Wheel



luck  
duck  
truck  
stuck  
muck

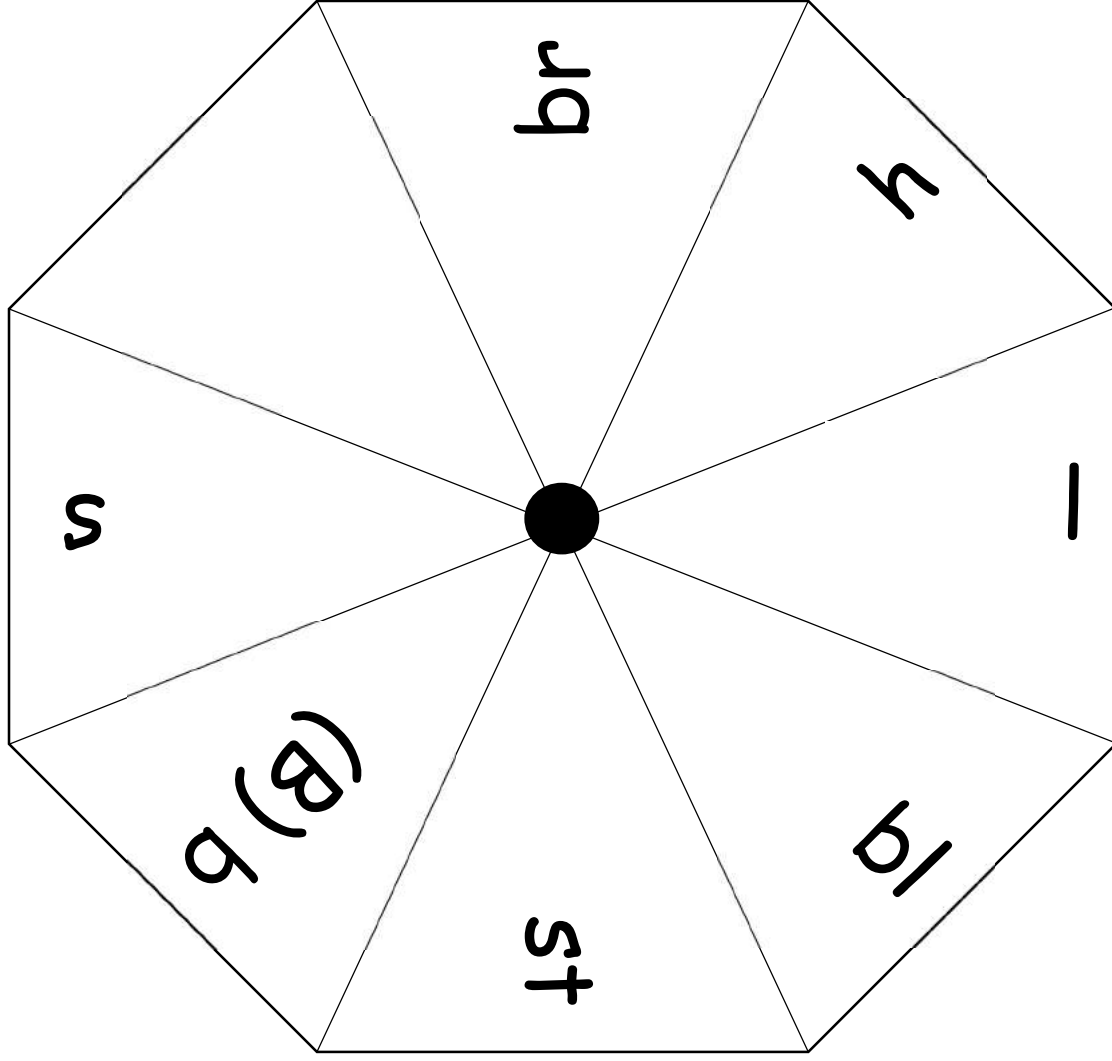


The duck had bad luck when his truck  
got stuck in the muck



LKR.

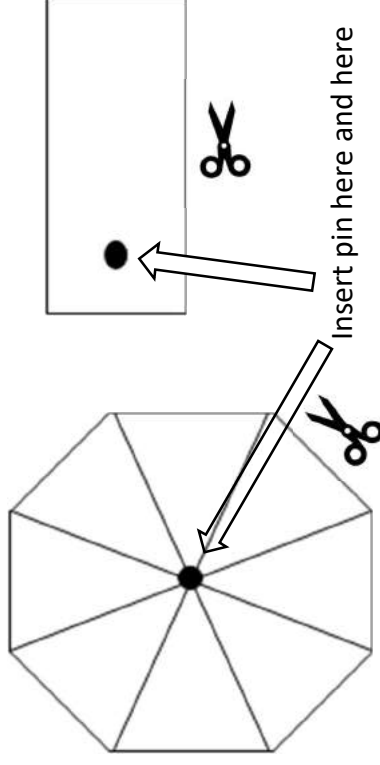
On a picnic you can break the rules, you can  
eat with your fingers, drink out of cans,  
drop crumbs and drop the (k's) in the word pic<sup>\*</sup>nic<sup>\*</sup>.



and



Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



and

sand

band

hand

land

send

bend

lend

mend

pond

panda

sing

ring

king

bring

wing

thing

swing

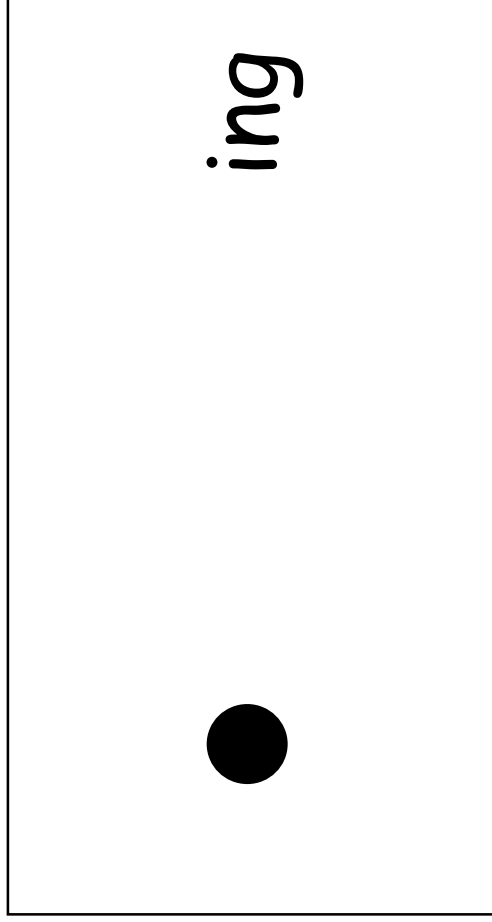
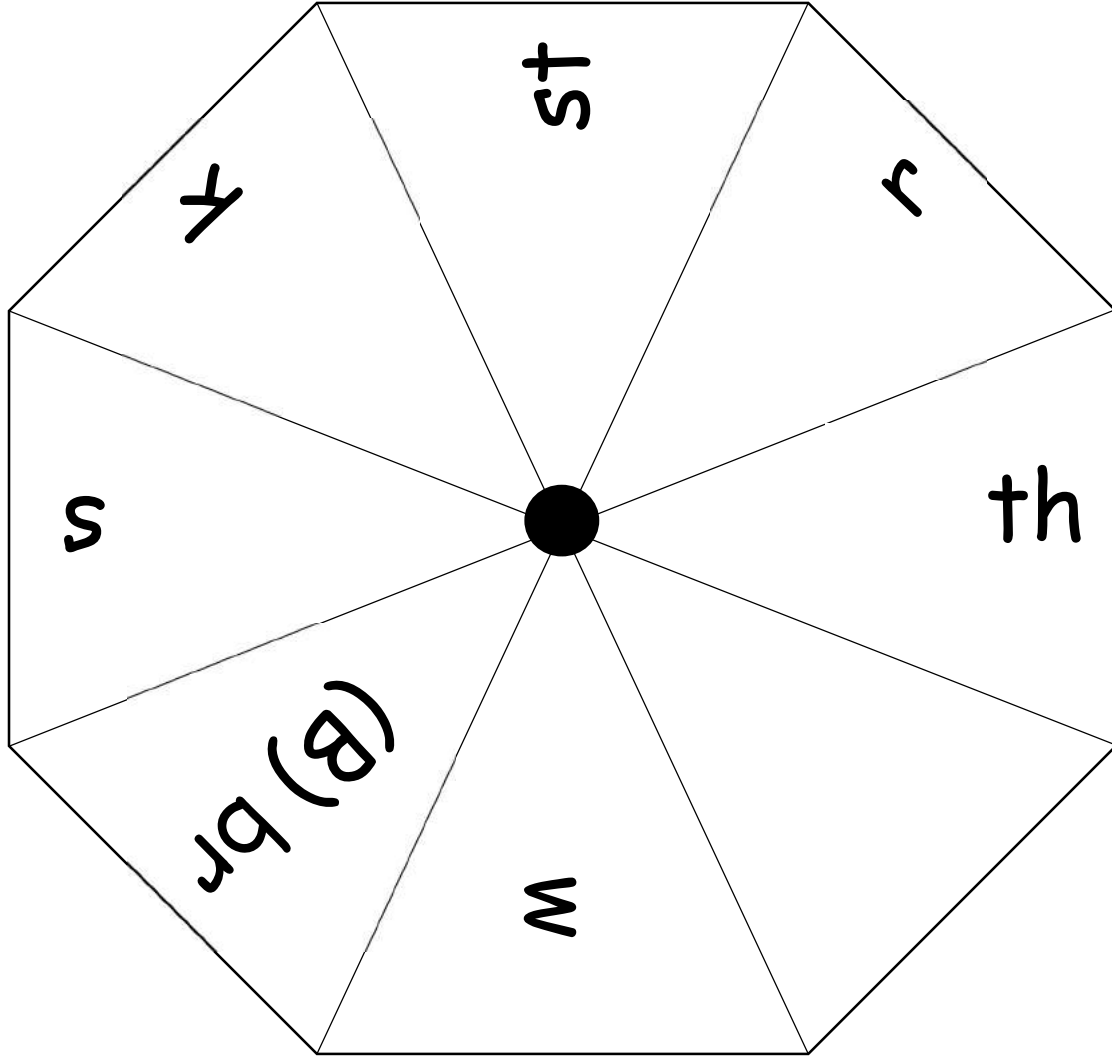
sling

sting

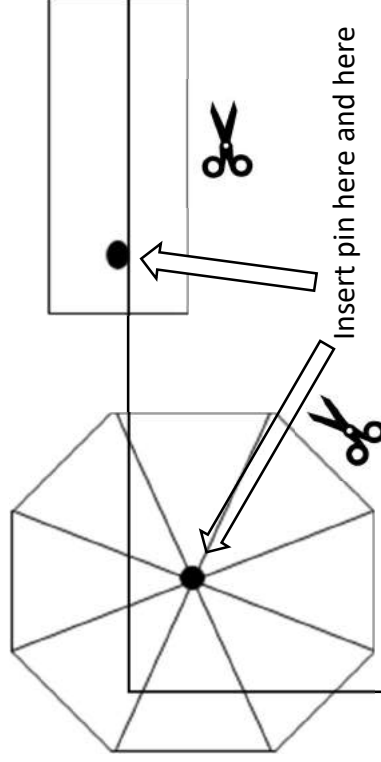
cling

fling

string

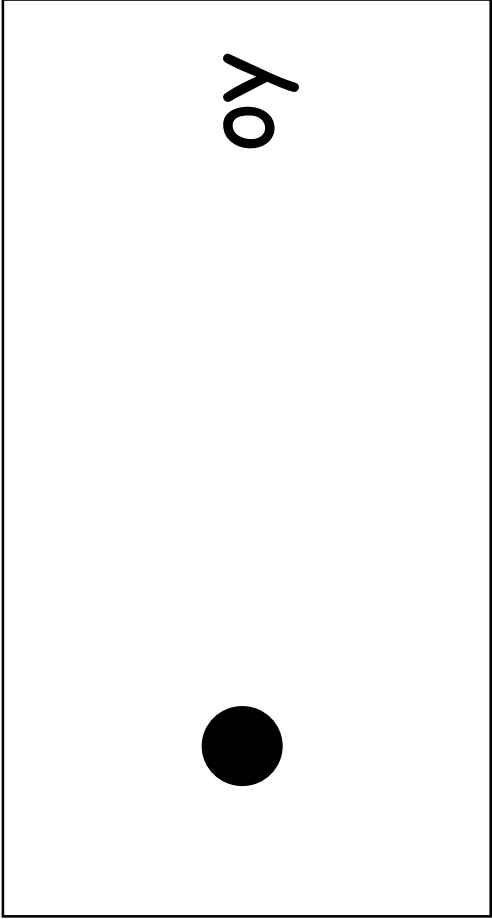


Photocopy this onto thick paper or card. Then assemble with a split pin.

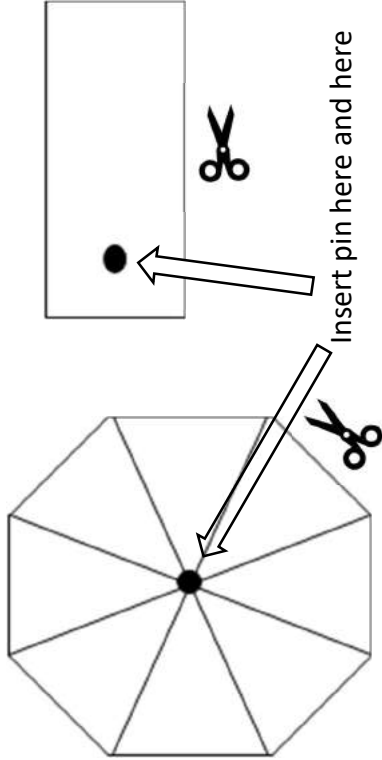


Please use to make your own Word Wheel

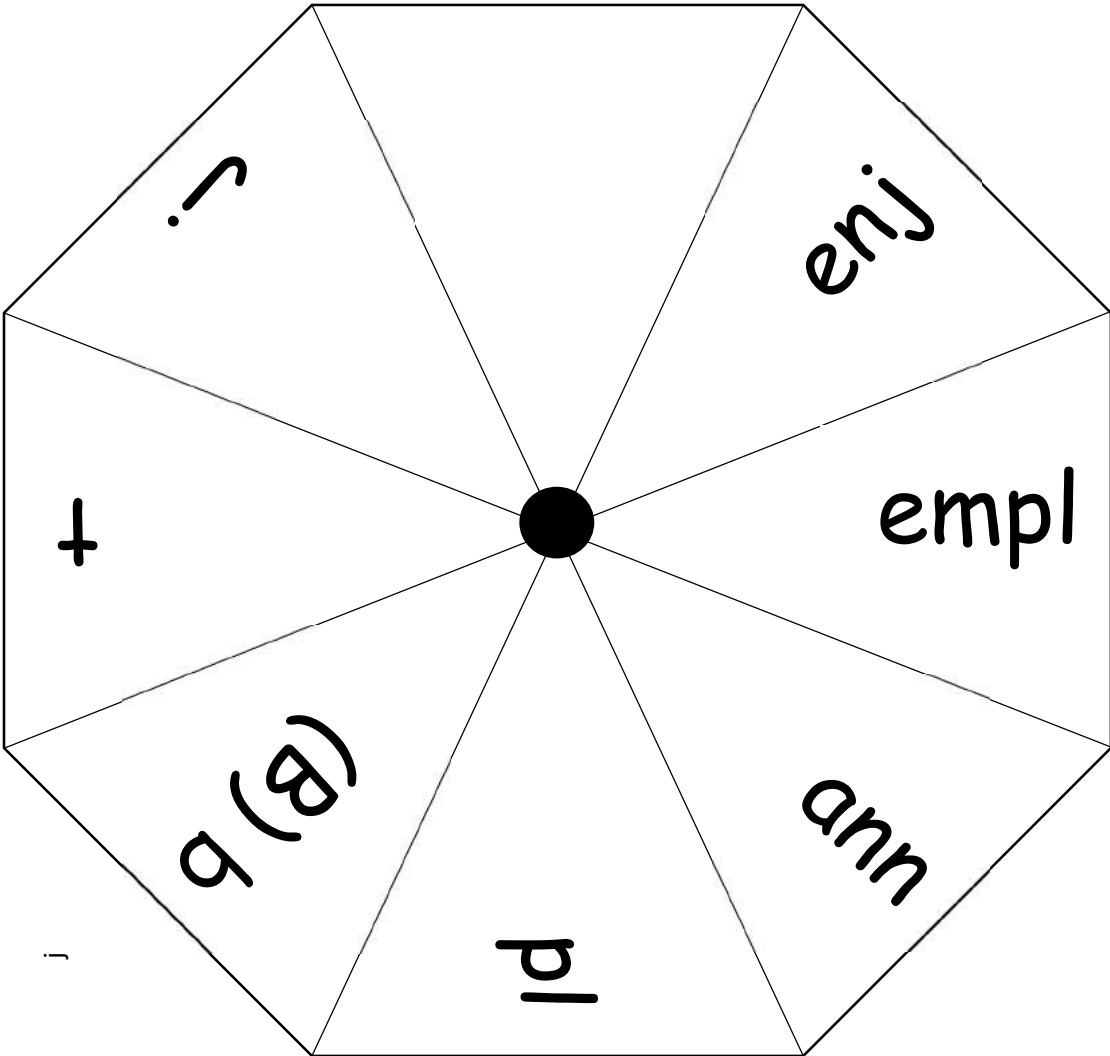




Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



See page 18 in  
Yellow Bk 4.

day

may

say

bay

play

tray

way

stay

they

prey

grey

obey

See page 19 in  
YELLOW Bk 4.

ay → (a)

day

pay

say

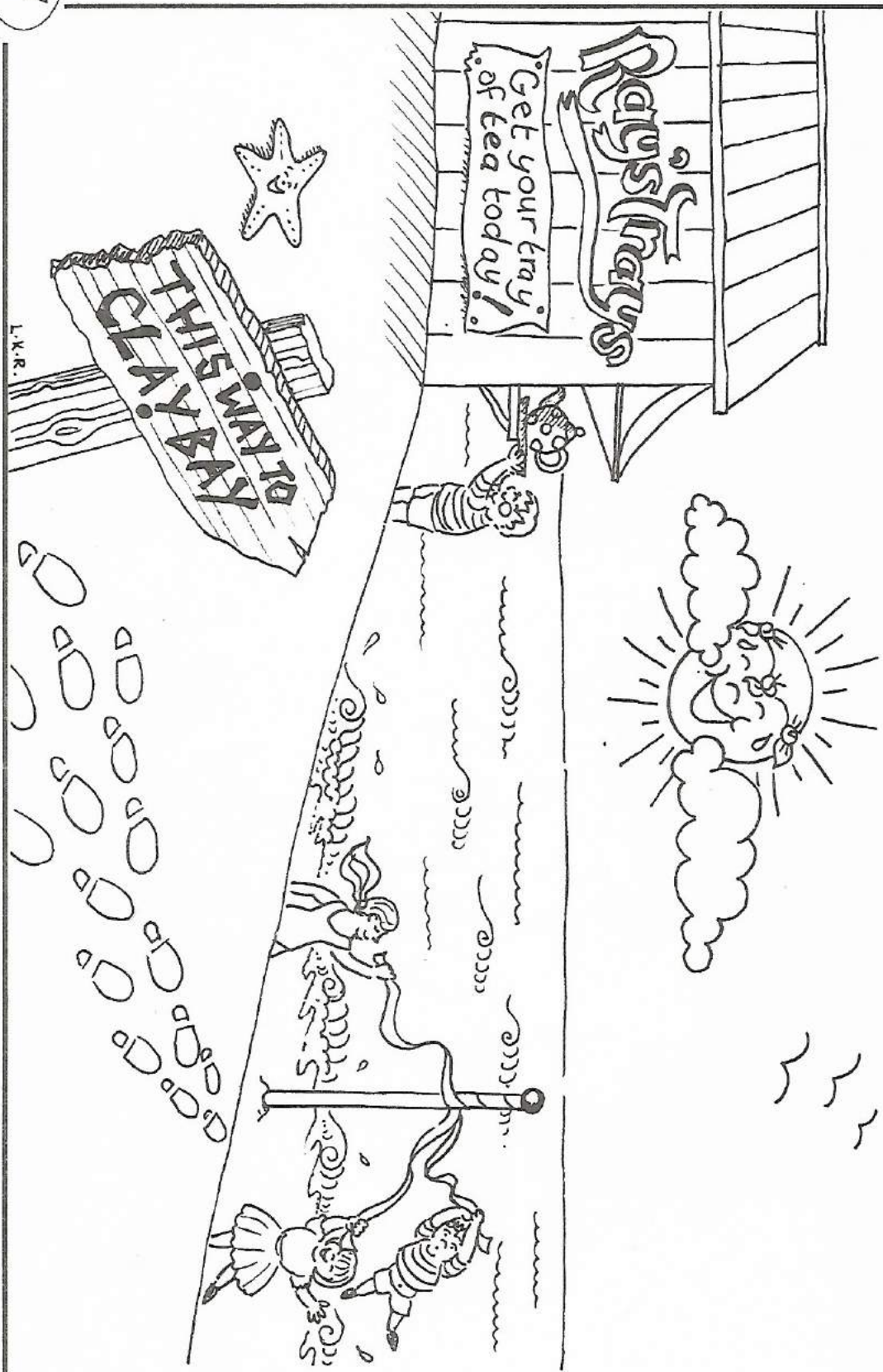
stay

tray

play

today

holiday



On holiday in May, we like to play  
all day, in spray along the bay.



hang

rang

sang

bang

song

pong

long

wrong

tong

Hong

Kong

hung

Sung

bung

rung

strong

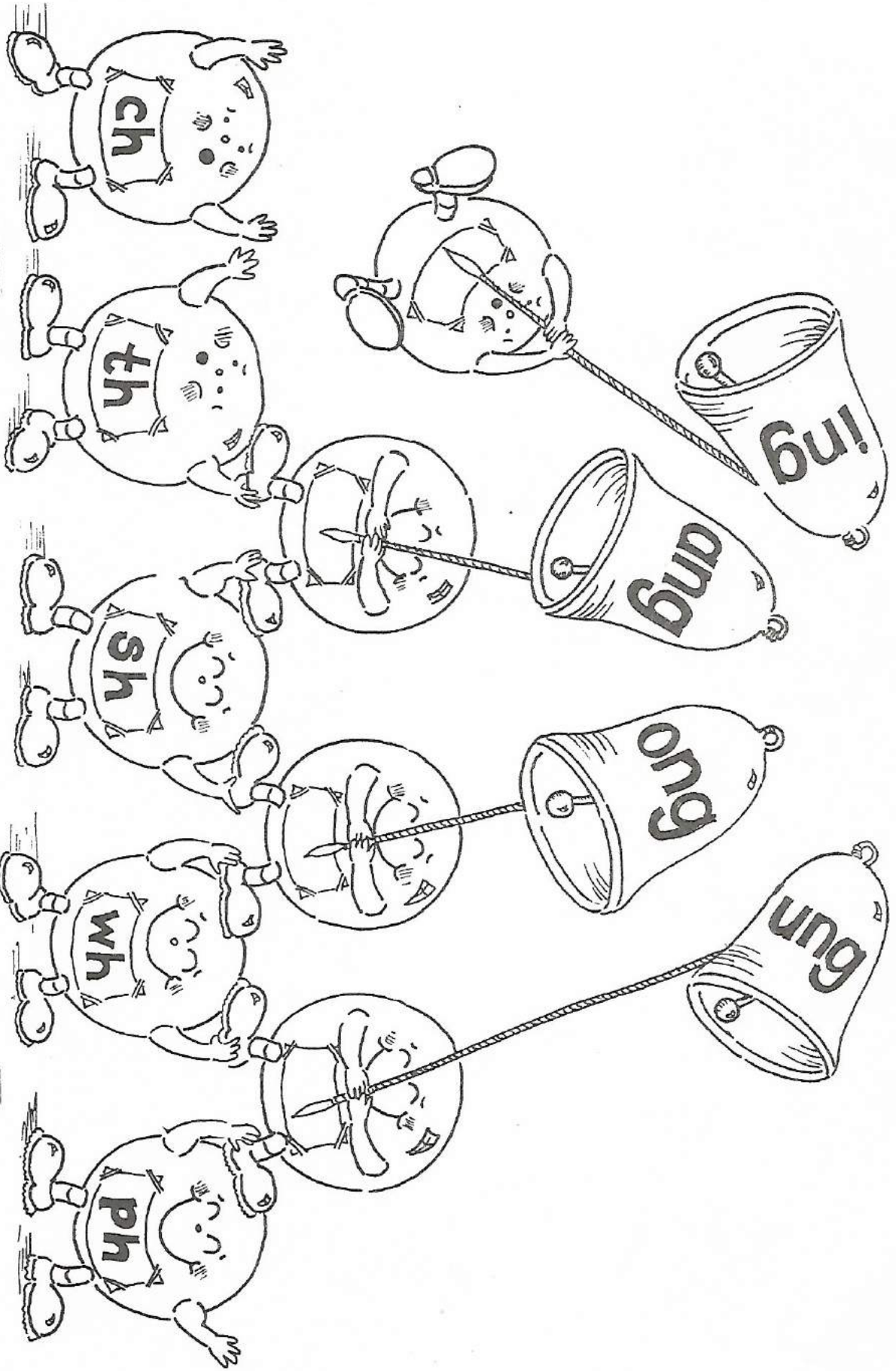
slept

wept

kept

crept







Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
Monday  
Tuesday  
Wednesday



This picture gives motivation to those children who find sequencing the days of the week especially difficult, because it can only be coloured in when the child has completely mastered the task. The promise of colouring the lion and his friend when the days of the week are recited accurately, encourages children to put in the extra effort required to overcome their sequencing problems.

black

blast

bleed

bless

bliss

blob

blot

clan

clap

clasp

clam

clip



clog

club

clock

fly

flag

flat

flop

flap

flip

flung

glad

glum



plot

plan

plum

plug

slug

slap

slot

slit

slip

slim

slick

scum

skin  
• →

smash

smell

sniff

spill

spell

spot

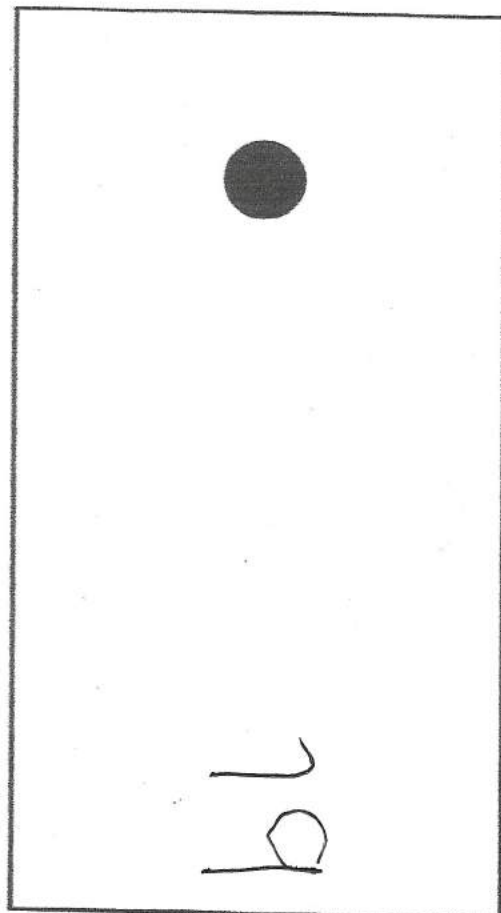
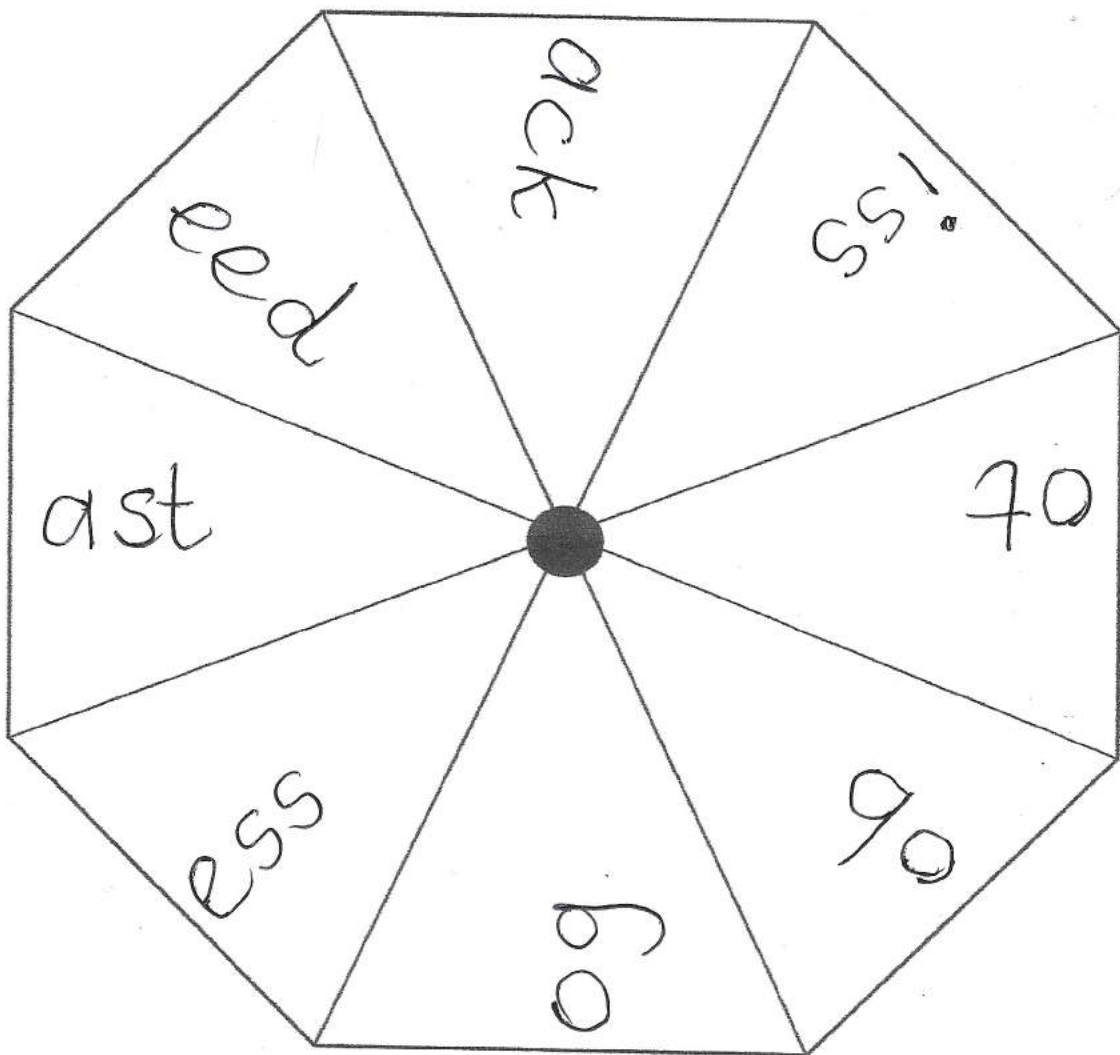
span

swim

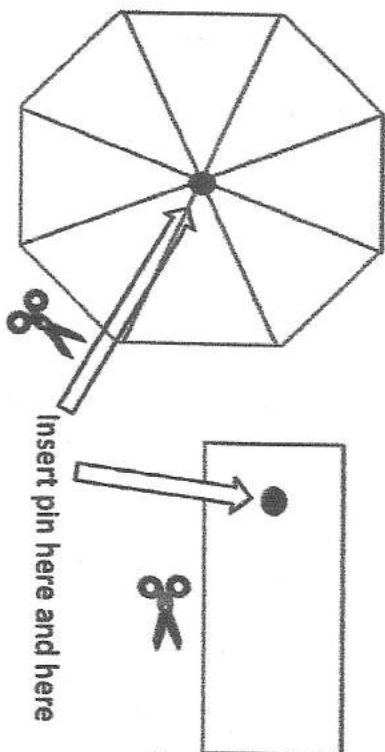
sweet

swot

Help children with  
directional problems by  
placing a dot or an arrow  
at the start of each word.



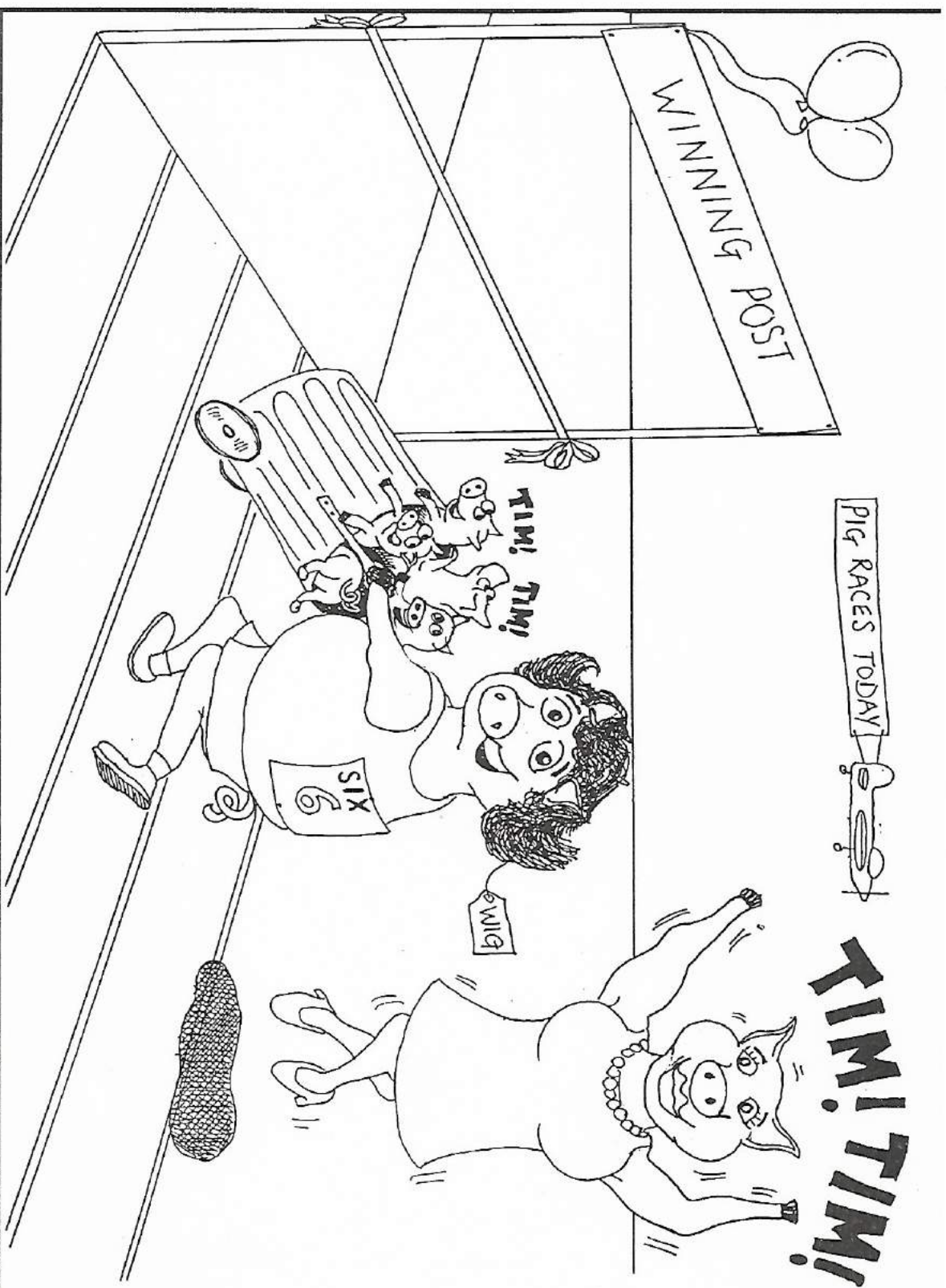
Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel

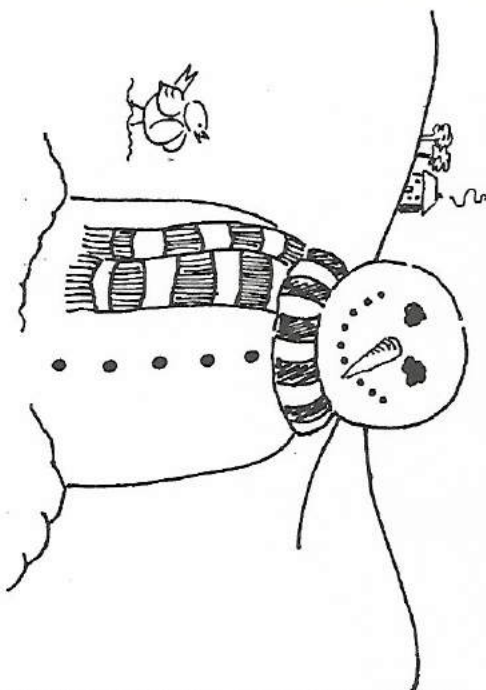


b*i*g  
 p*i*g  
 w*i*g  
 j*i*g  
 w*i*n  
 d*i*n  
 g r*i*n  
 a u*i*n s



To win, Tim the big fat pig (with a wig)  
 put his quins into a bin, what a sin!  
 Mrs Pig, with a grin did a jig, what a din!

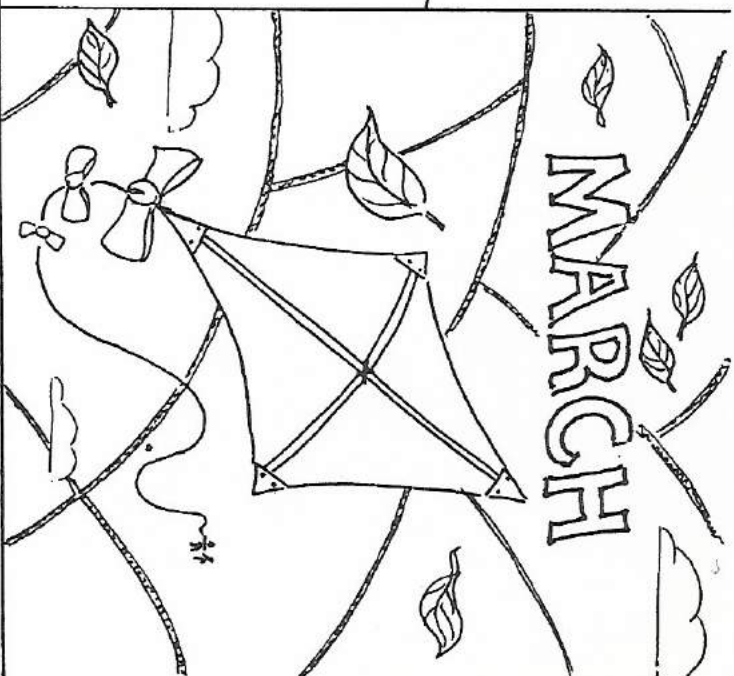
JANUARY



FEBRUARY



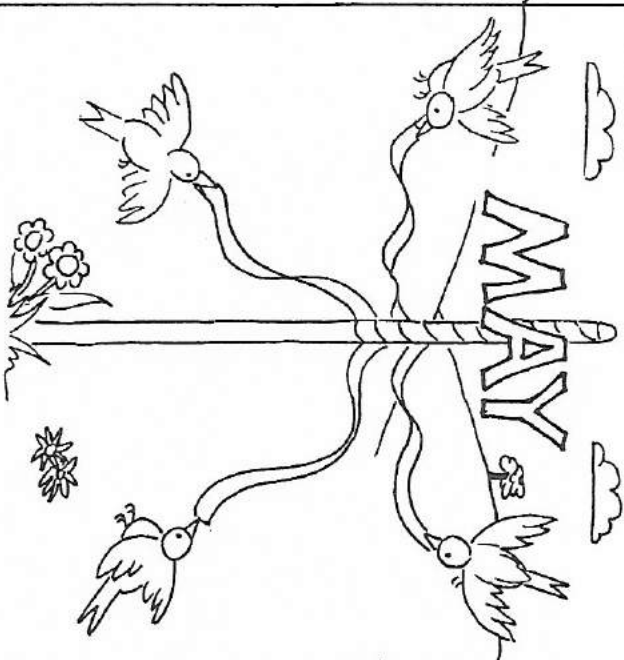
MARCH



APRIL



MAY

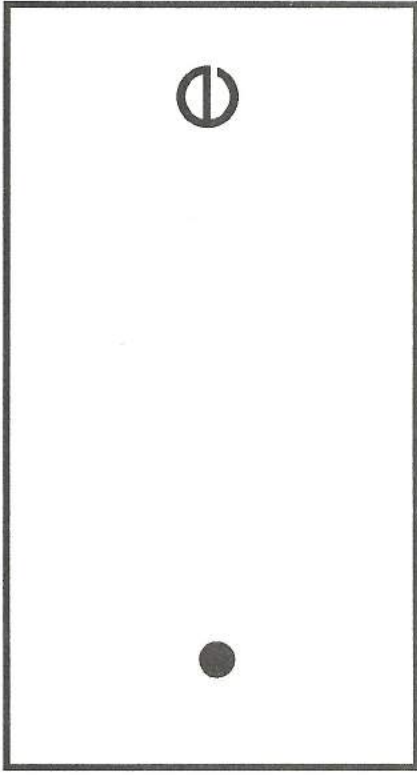
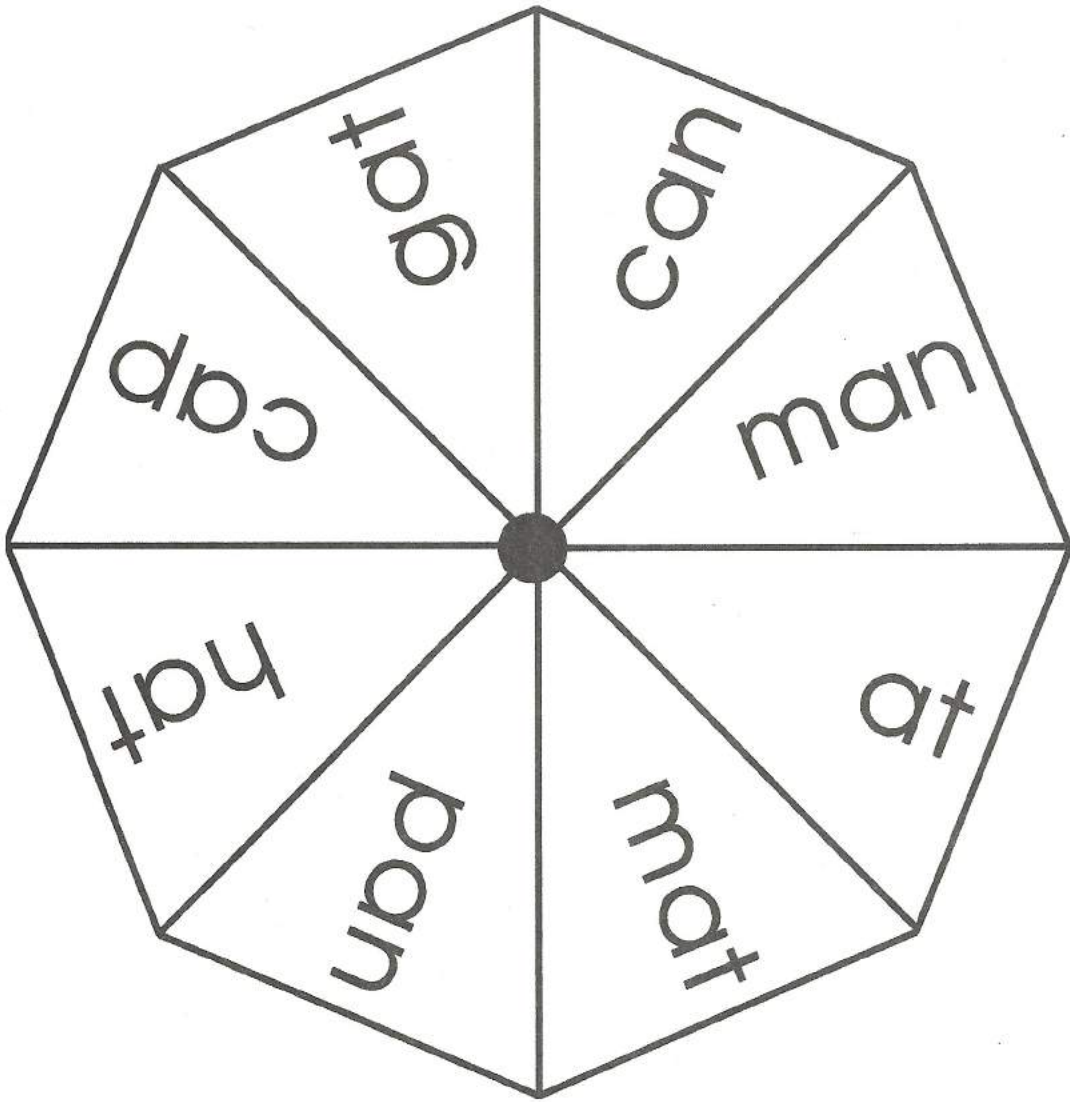


JUNE

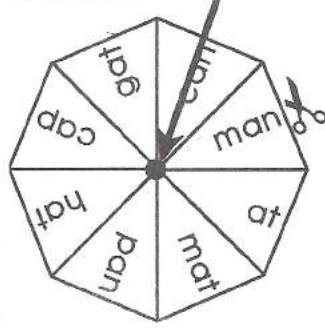




q-e → (ā)



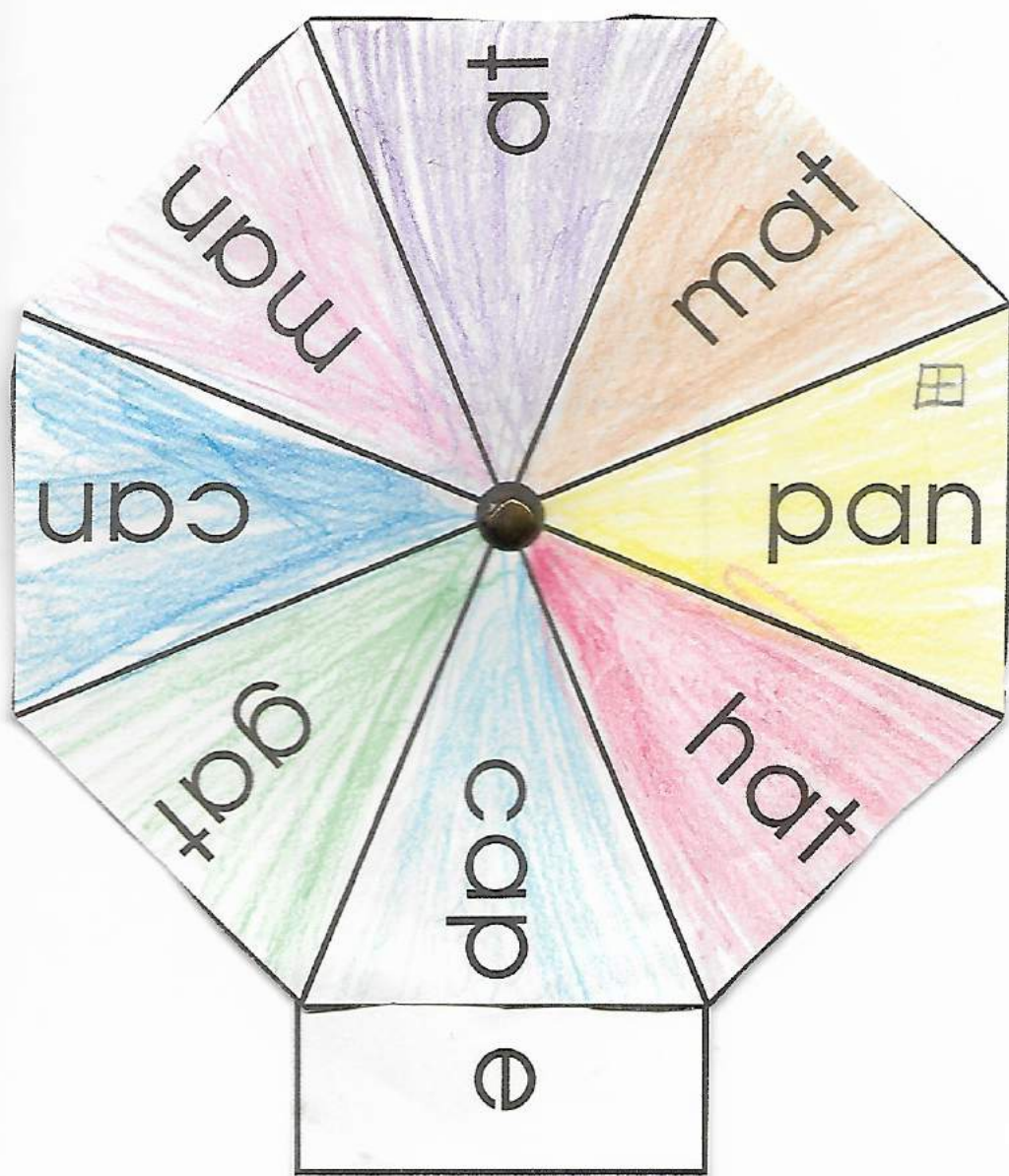
Stick or photocopy this page onto card, cut out and assemble using a split pin.



Insert pin here and here.

As the (ē) reaches each word, say the (ē) makes the (ā) say, "You are letter ā".





ate

cake

gate

rate

hate

date

plate

crate

skate

grate

slate

flake



make

lake

rake

take

bake

game

came

lame

fame

name

tame

tale



gale

late

mate

wave

gave

save

cave

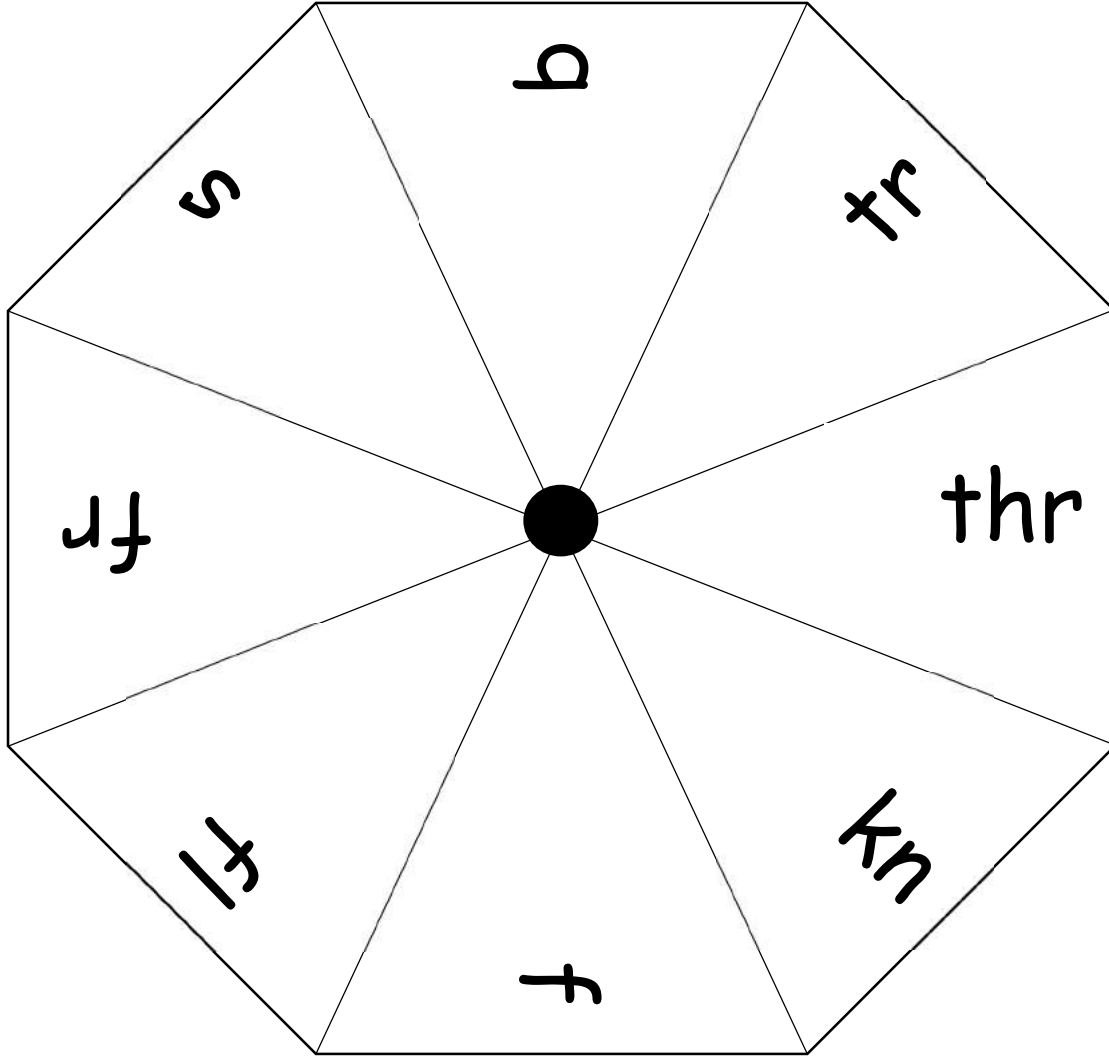
made

spade

flame

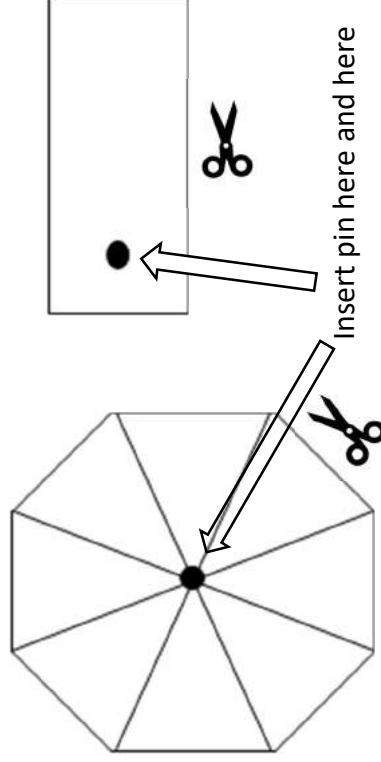
shape

help children having  
problems with the (ē)  
lengthening the short  
vowel, by using the (ē)  
wheels in YELLOW BK 4  
Pgs12---15.

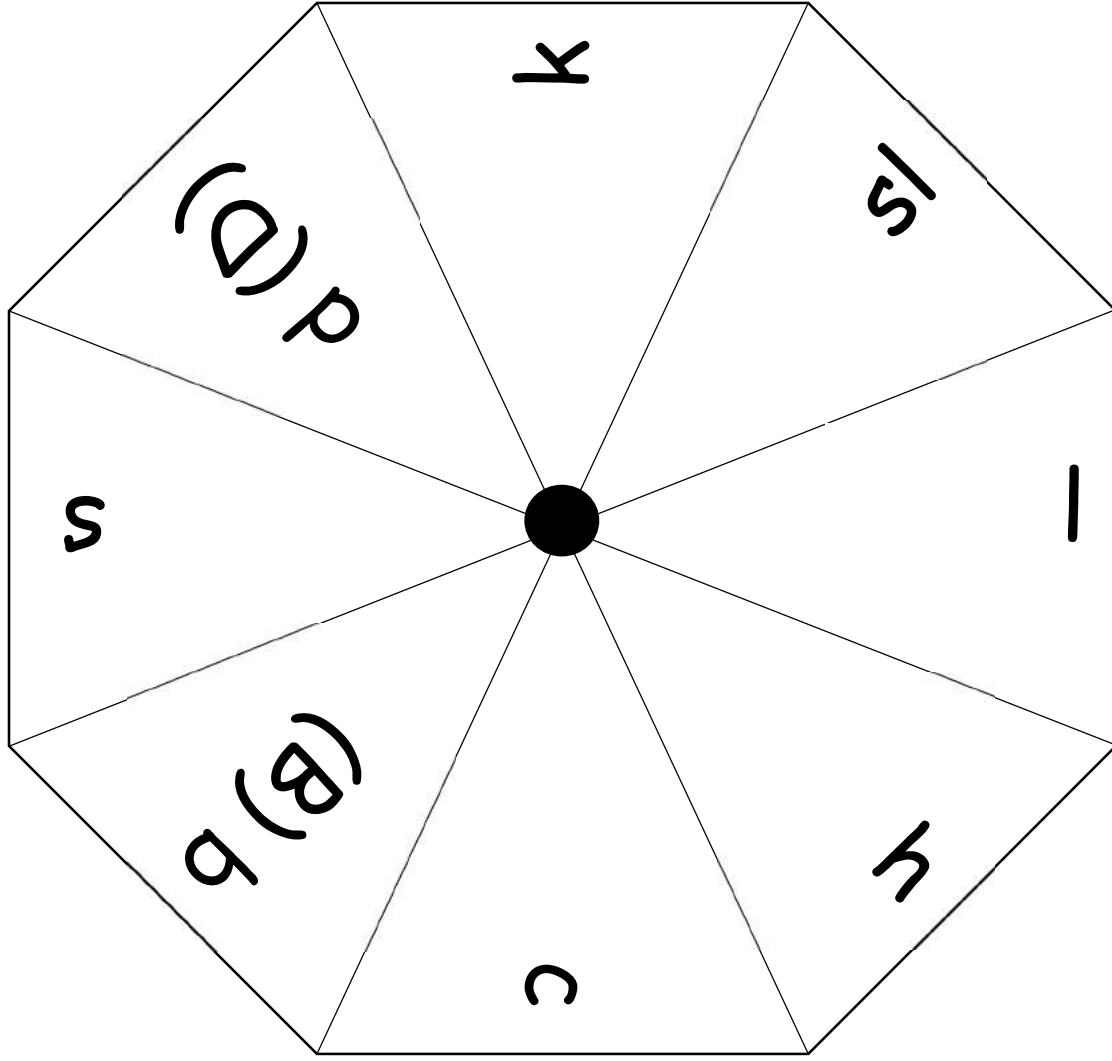


● ee

Photocopy this onto thick paper or card. Then assemble with a split pin.

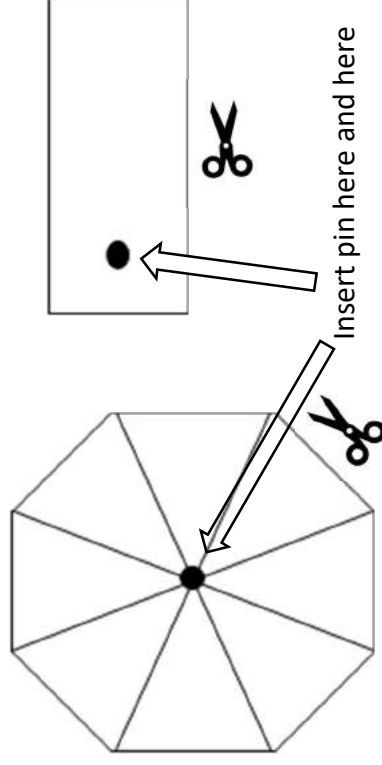


Please use to make your own Word Wheel



● eep

Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



see

bee

tree

free

keep

peep

meet

feet

feed

green

week

deep

See page 3  
Purple Bk 5

queen

creep

teeth

sleep

seeds

free

beef

feel

greed

sweet

sweep

street

See page 3 in  
Purple Bk 5.

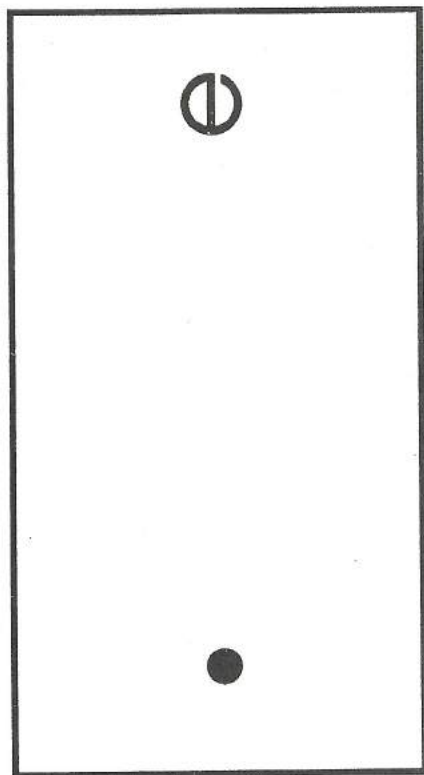
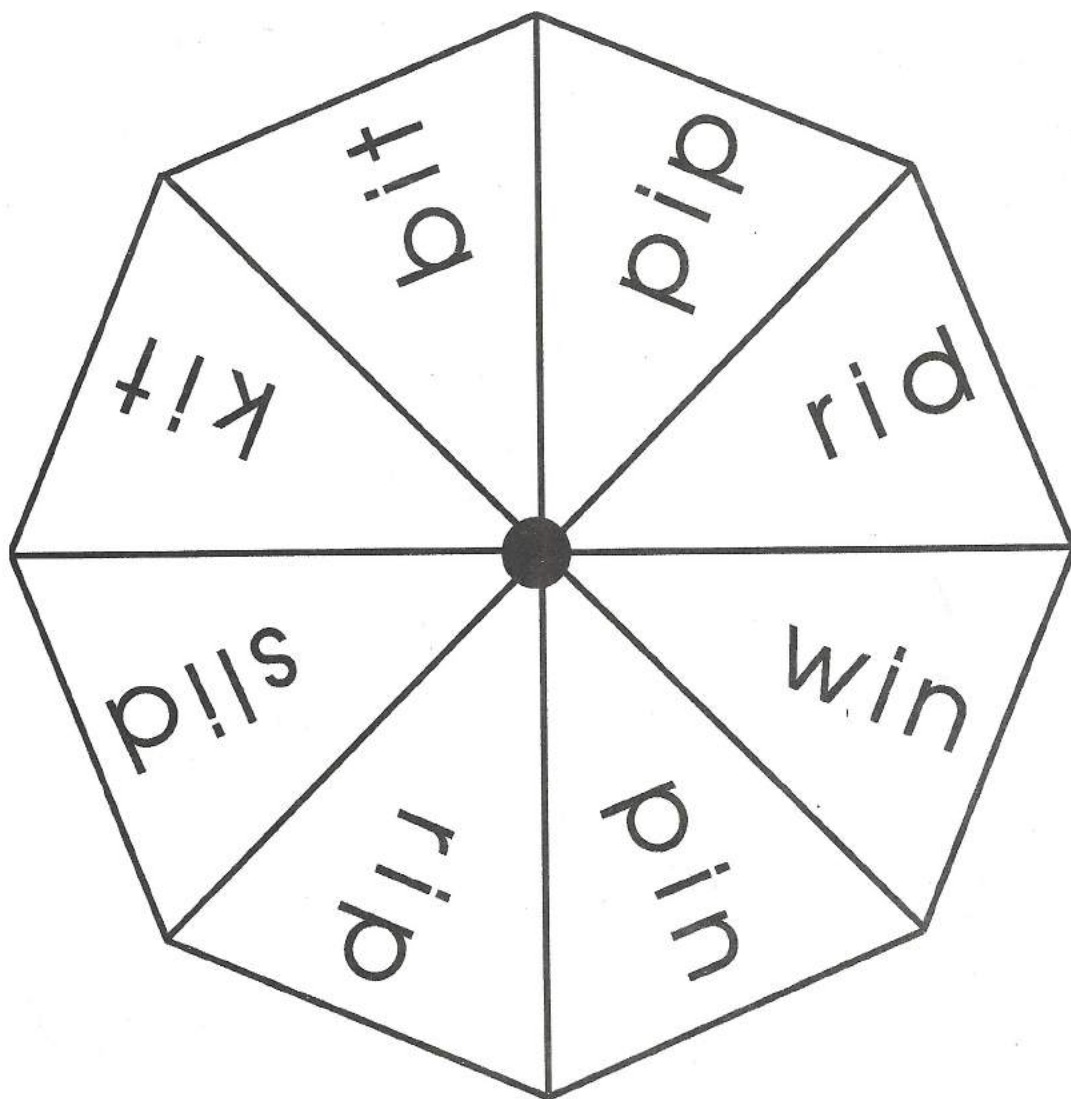


bee  
feed  
seed  
deep  
sleep  
week  
sweet  
queen

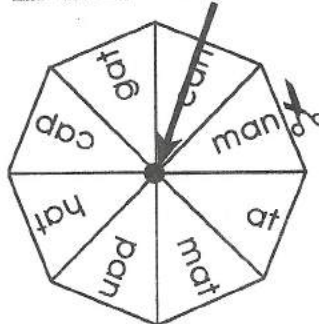


The queen bee will feed on sweets and seeds all week, then sleep so deep. Then we will creep with silent feet to have a peep.





Stick or photocopy this page onto card, cut out and assemble using a split pin.



Insert pin here and here.

As the (e) reaches each word, say the (e) makes the (i) say, "You are letter i".

kite

bite

quite

fine

vine

pine

wine

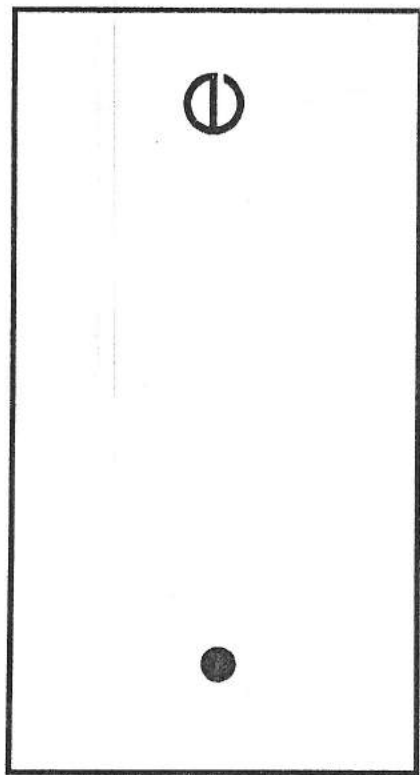
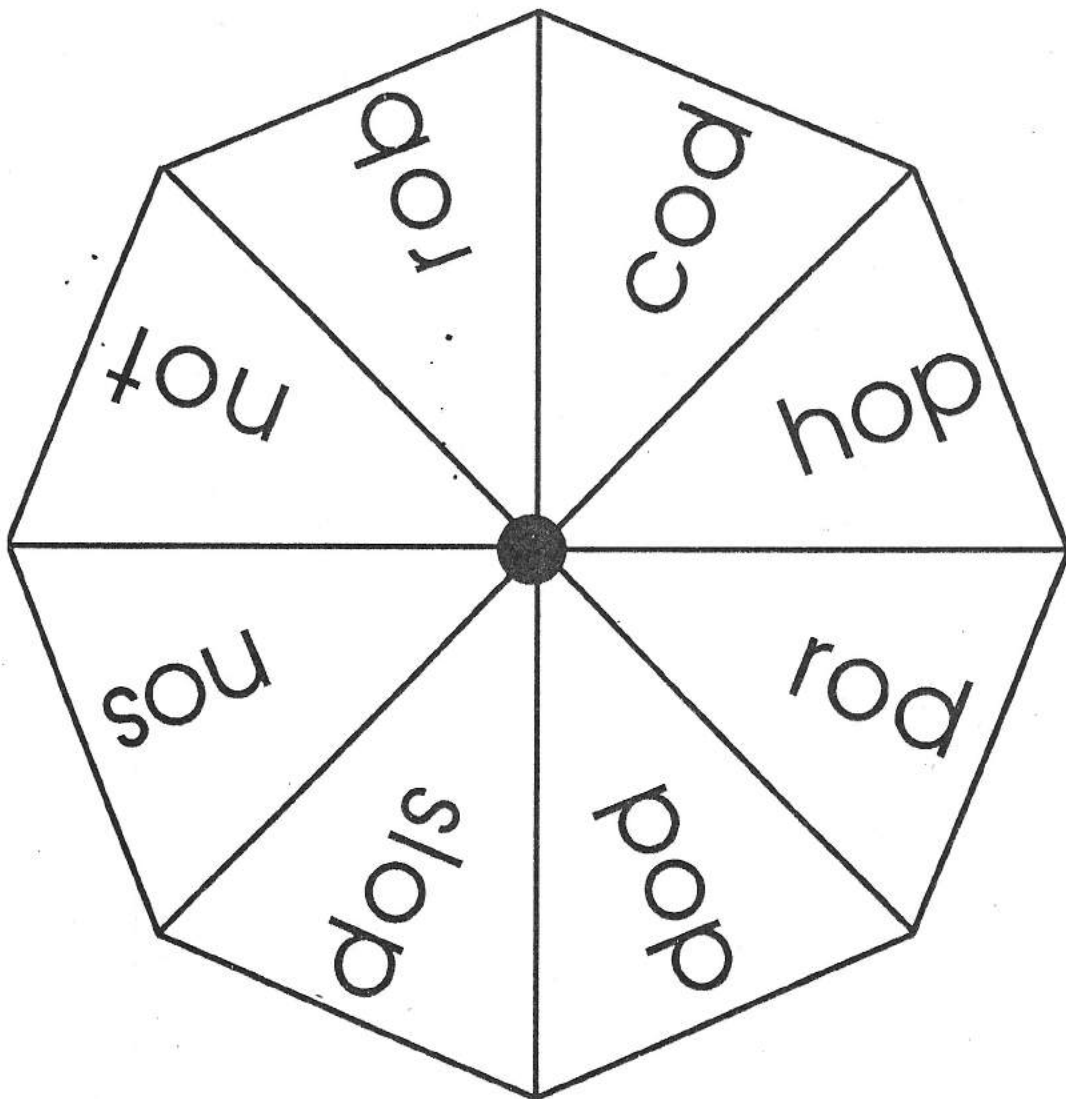
bike

nine

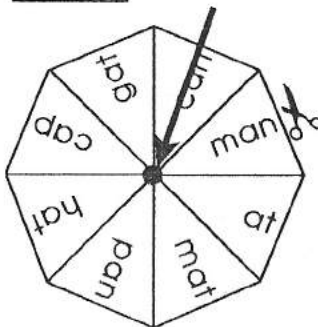
five

ride

wife



Stick or photocopy this page onto card, cut out and assemble using a split pin.



Insert pin here and here.

As the (ē) reaches each word, say the (ē) makes the (ō) say, "You are letter ō".



ripe

time

slide

shine

pipe

home

joke

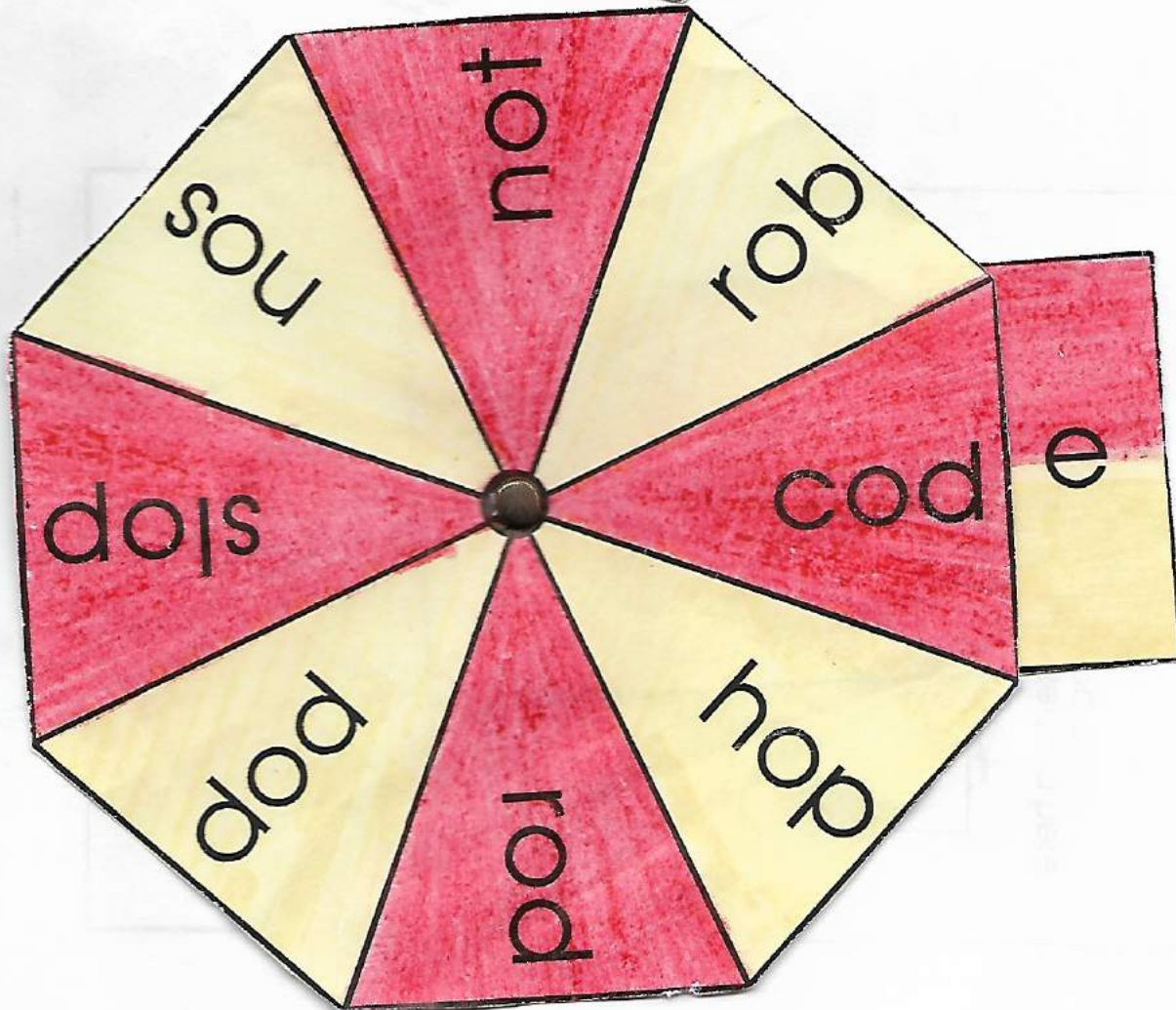
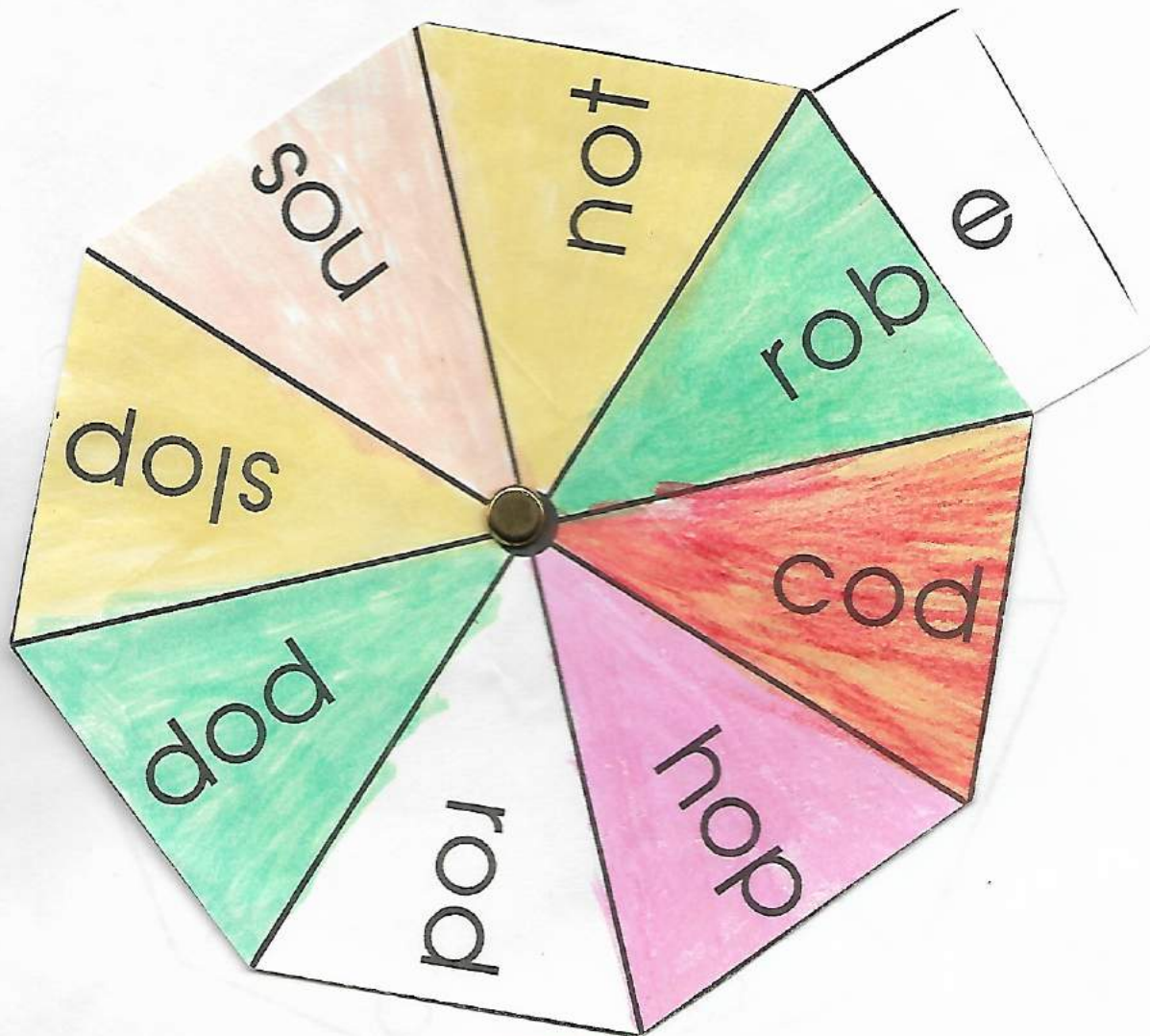
spoke

bone

rope

mole

hole





rode

slope

note

code

hope

robe

tone

stone

throne

smoke

broke

rose

See the (ē)  
wheels in  
YELLOW BK 4



use

fuse

rule

cube

tube

blue

tune

June

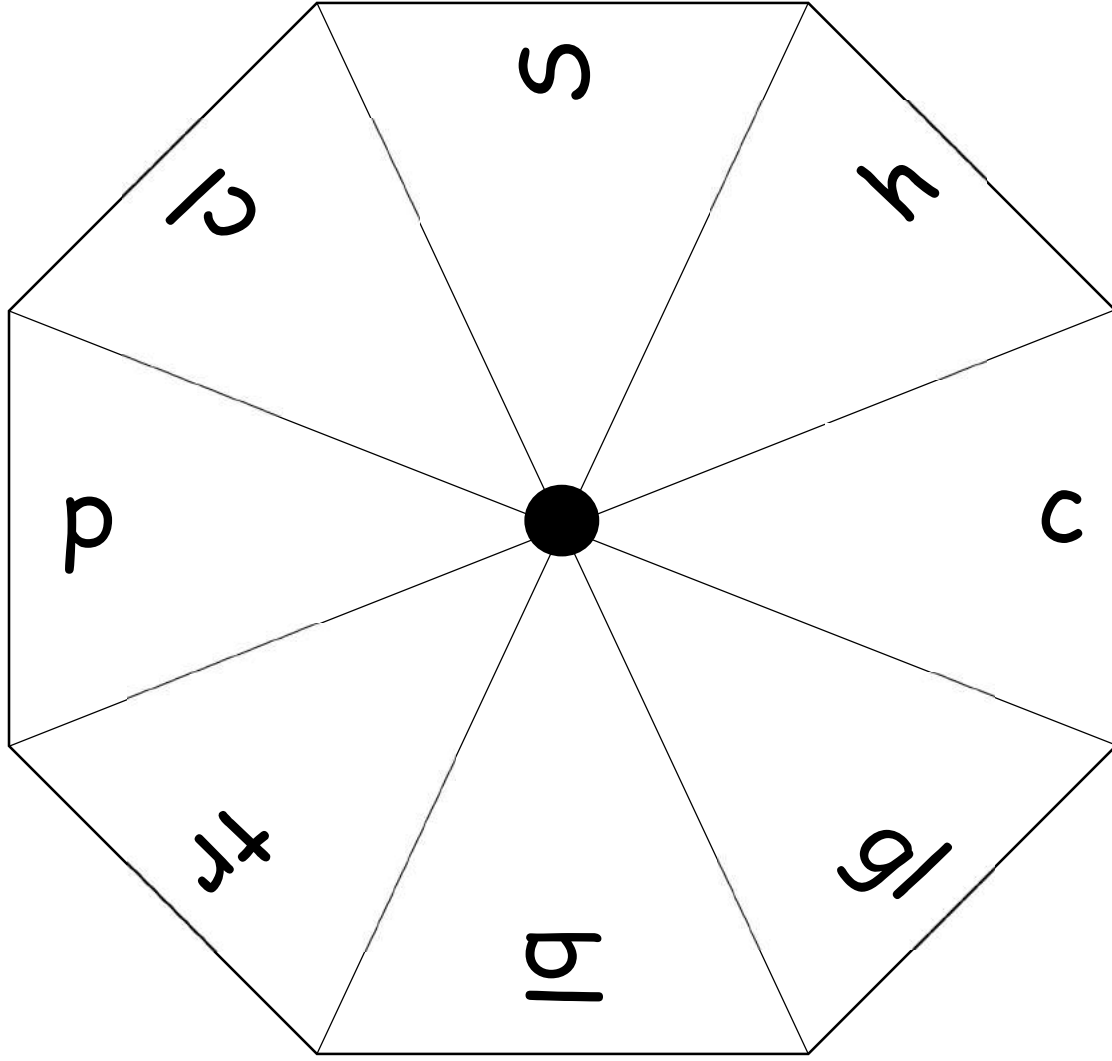
rude

dunes

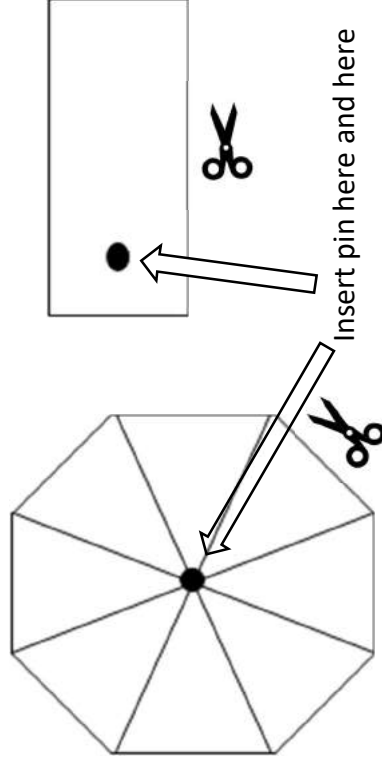
cute

ruler

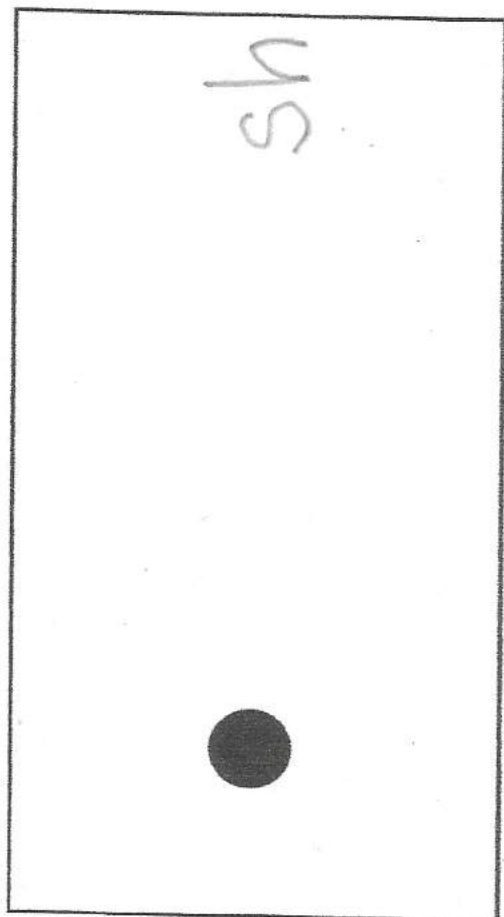
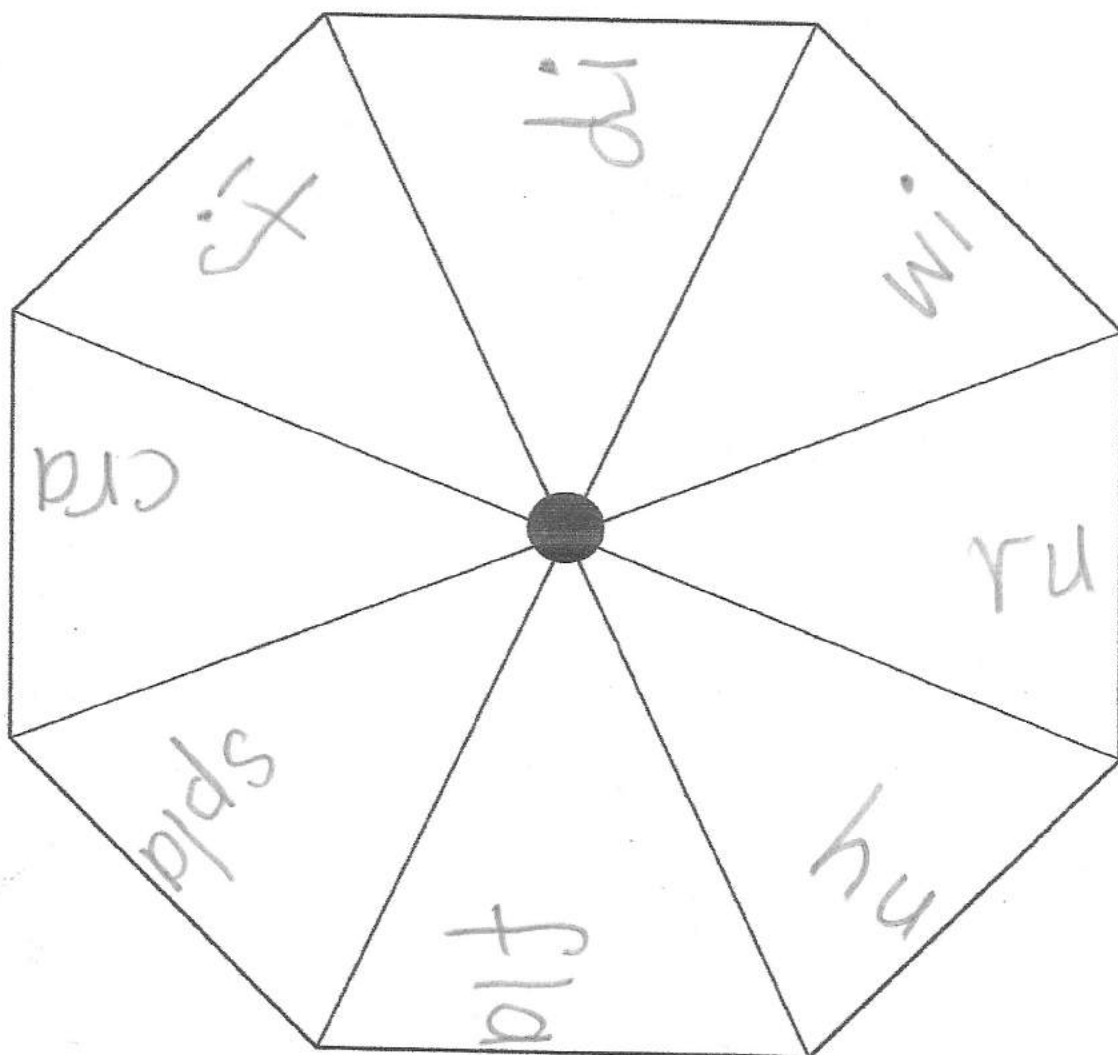
See the (ē)  
wheels in  
YELLOW BK 4.



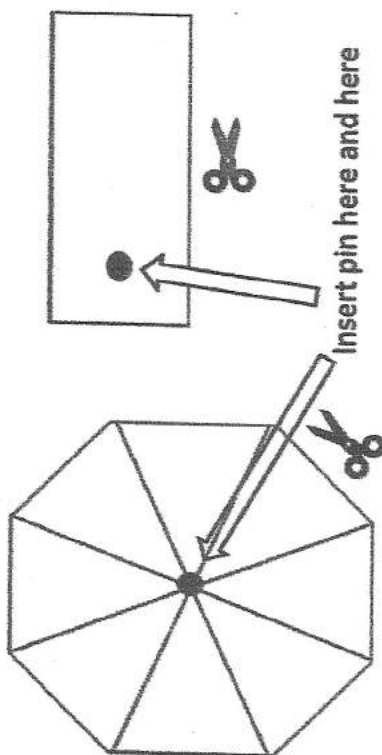
Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel



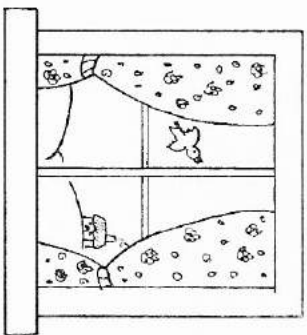
Photocopy this onto thick paper or card. Then assemble with a split pin.



Insert pin here and here

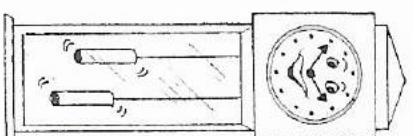
Please use to make your own Word Wheel





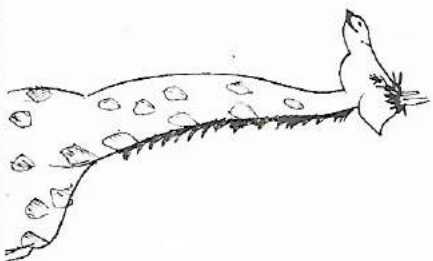
**window**

|win|dow|



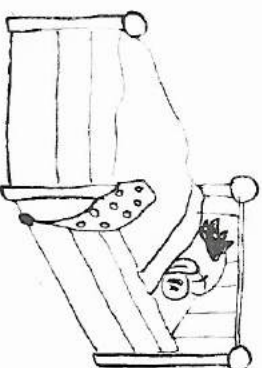
**clock**

|clock|



**giraffe**

|gir|affe|



**bed**

|bed|



**cat**

|cat|

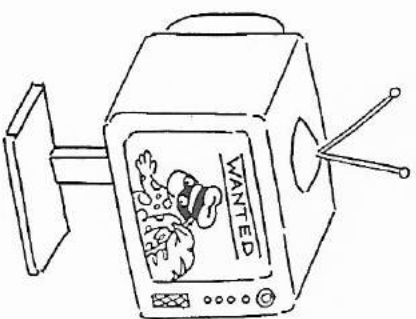
**INSTRUCTIONS:**

Stick this sheet onto card. Cut out each card and write the number of syllables found in each word on the back of each card, e.g. on the reverse of both 'window' cards write '2', and on the reverse of both 'cat' cards write '1'.

Place the picture cards face down, (blank-side uppermost) and also the word cards, so that the numbers on their backs are visible. One child then selects one blank card, looks at the picture and decides how many syllables are in the item shown, e.g. win/dow = 2.

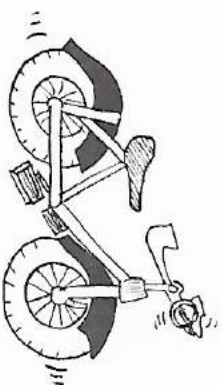
They then pick-up a card with 2 on it and compare the word. If the card selected matches, they keep the pair. If it is not correct, they replace the cards, trying to remember where they are (palmnism).

The game continues and the child with the most pairs at the end wins. This exercise can be extended by making and adding more sets of cards.



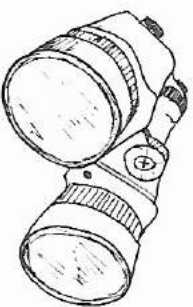
**television**

tel | e | vi | sion



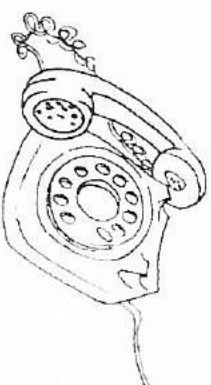
**bicycle**

bi | cy | cle



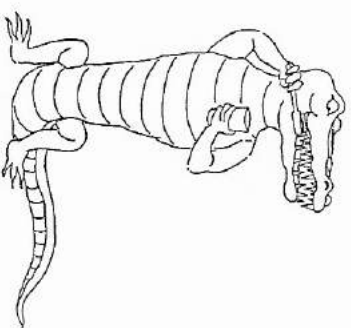
**binoculars**

bin | oc | u | lars



**telephone**

tel | e | phone



**crocodile**

croc | o | dile

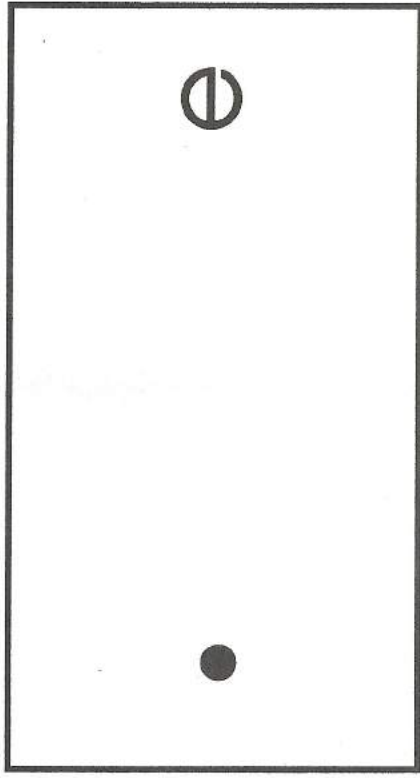
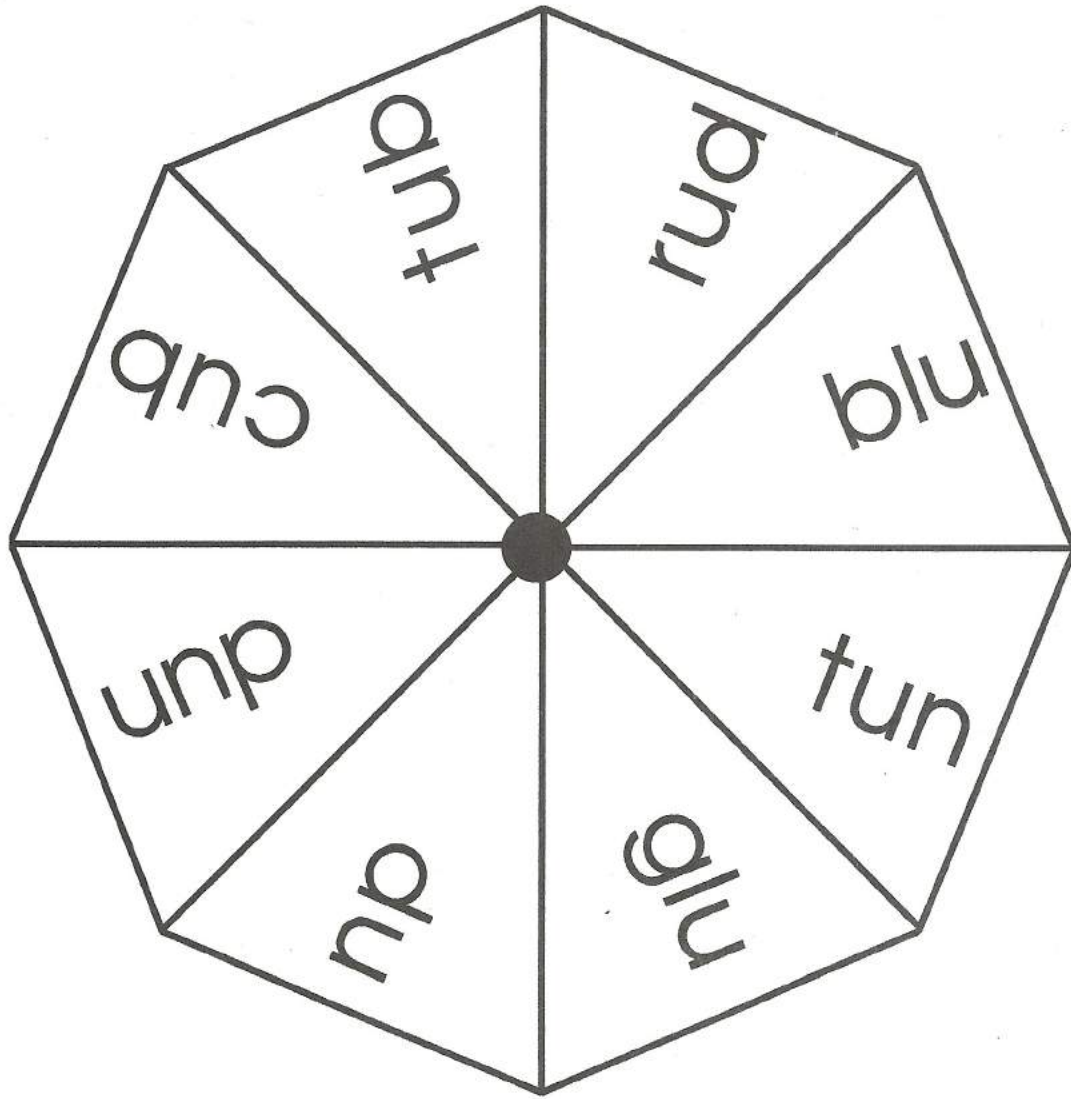
**INSTRUCTIONS:**

Stick this sheet onto card. Cut out each card and write the number of syllables found in each word on the back of each card, e.g. on the reverse of both 'television' cards write '4', and on the reverse of both 'crocodile' cards write '3'. Place the picture cards face down, (blank-side uppermost) and also the word cards, so that the numbers on their backs are visible. One child then selects one blank card, looks at the picture and decides how many syllables are in the item shown, e.g. tel/e/vi/sion = 4.

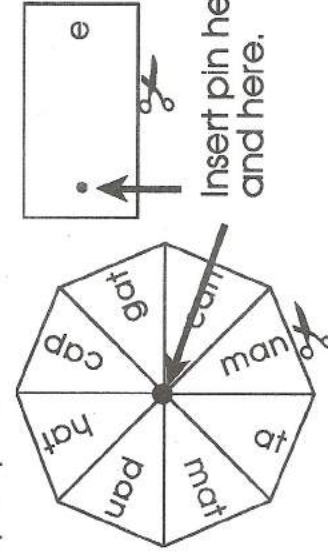
They then pick-up a card with 4 on it and compare the word. If the card selected matches, they keep the pair. If it is not correct, they replace the cards, trying to remember where they are (peelmanism).

The game continues and the child with the most pairs at the end wins. This exercise can be extended by making and adding more sets of cards.

u-e → (ū)



Stick or photocopy this page onto card, cut out and assemble using a split pin.



Insert pin here and here.

As the (ē) reaches each word, say the (ē) makes the (ū) say, "You are letter ū".



use

fuse

rule

cube

tube

blue

tune

June

rude

dunes

cute

ruler

See the (ē)  
wheels in  
YELLOW BK 4.

fume

excuse

clue

true

Tuesday

Avenue

fuel

See the (ē)  
wheels in  
YELLOW BK 4  
Pg. 15.



See page 4 Purple  
Bk 5.

fish

ship

shy

shell

shop

shut

sheep

dish

wish

rush

hush

flash



Sounds 'Sh' as  
in Sheep.

See page 4 Purple  
Bk 5.

fish

ship

shy

shell

shop

shut

sheep

dish

wish

rush

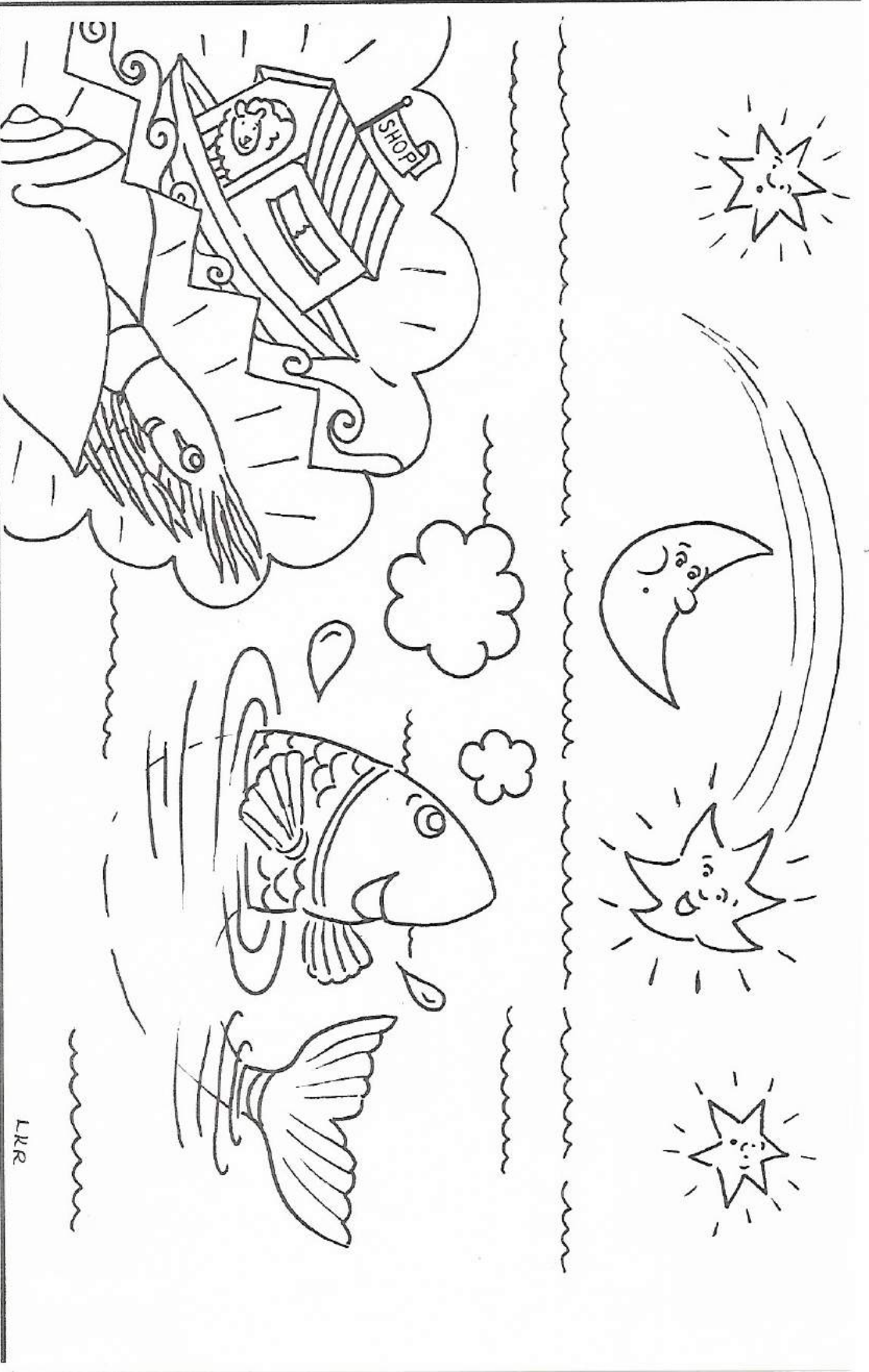
hush

flash

& Make 'wheels' -

Saucers

shop  
ship  
sheep  
shoot  
shrimp  
flash  
fish  
wish



The fish had a wish on a shooting star, 'to  
vanish with a splash and a flash' and be a  
shrimp in a shell or a sheep in a shop on a ship.



See page 5 in  
Purple Bk 5

book

cook

look

hook

foot

wood

took

good

wool

soot

rook

crook



food

mood

tool

cool

fool

pool

stool

boot

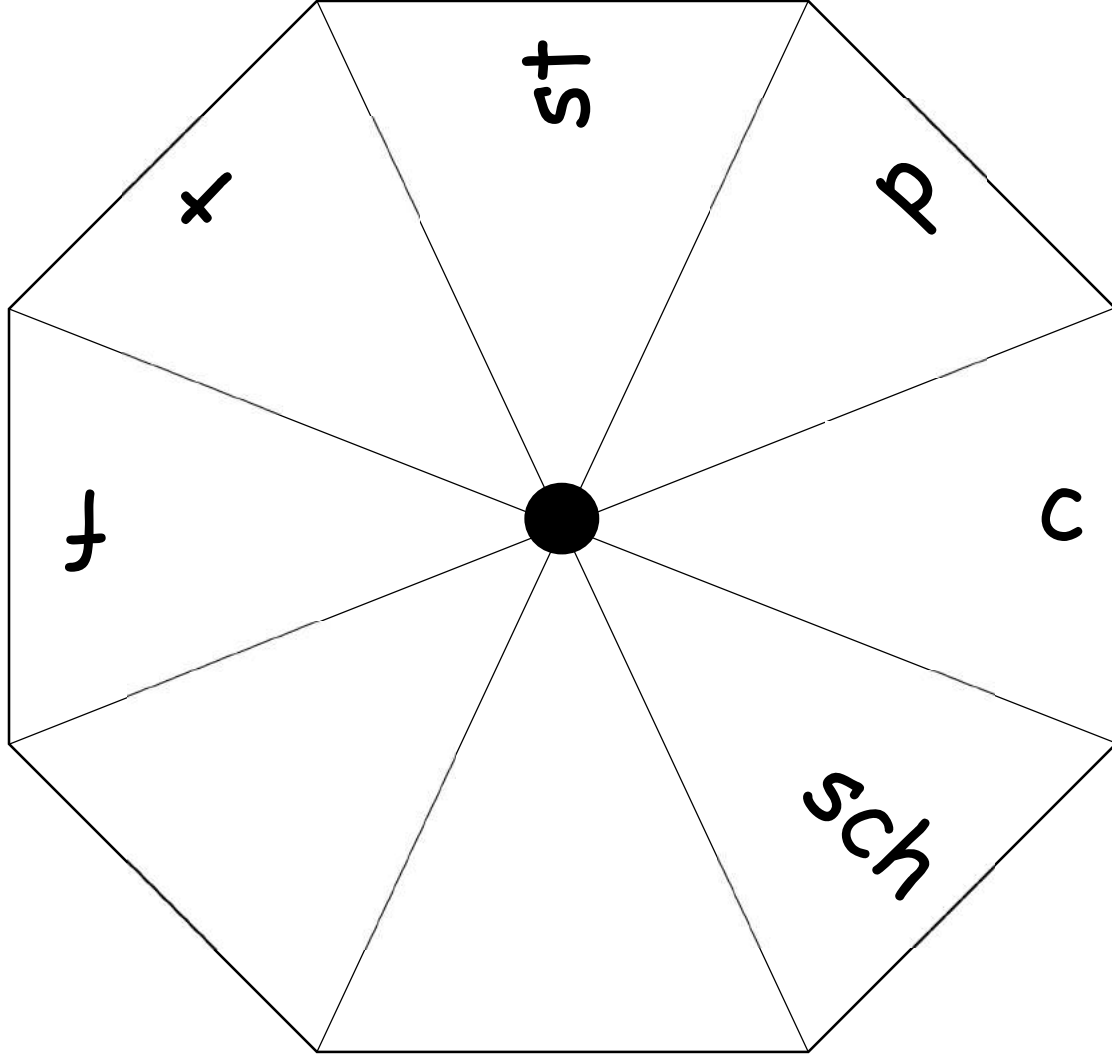
room

moon

spoon

root

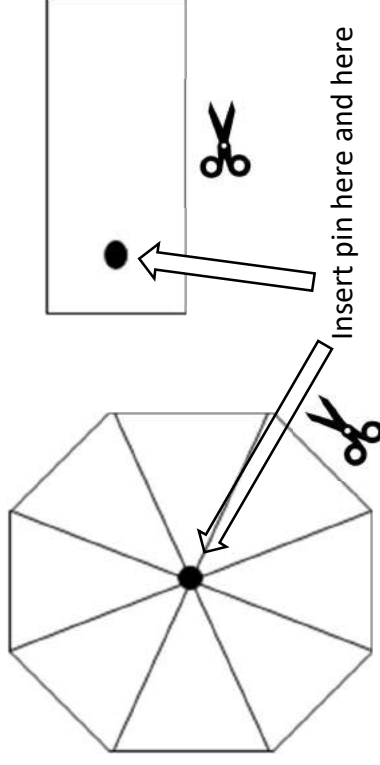
See page 6 in  
PURPLE BK 5.



ool



Photocopy this onto thick paper or card. Then assemble with a split pin.



Please use to make your own Word Wheel

Sound (oo) as in  
Spoon

shoot

too

roof

zoo

soon

noon

broom

croon

sooner

doom

rooted

school

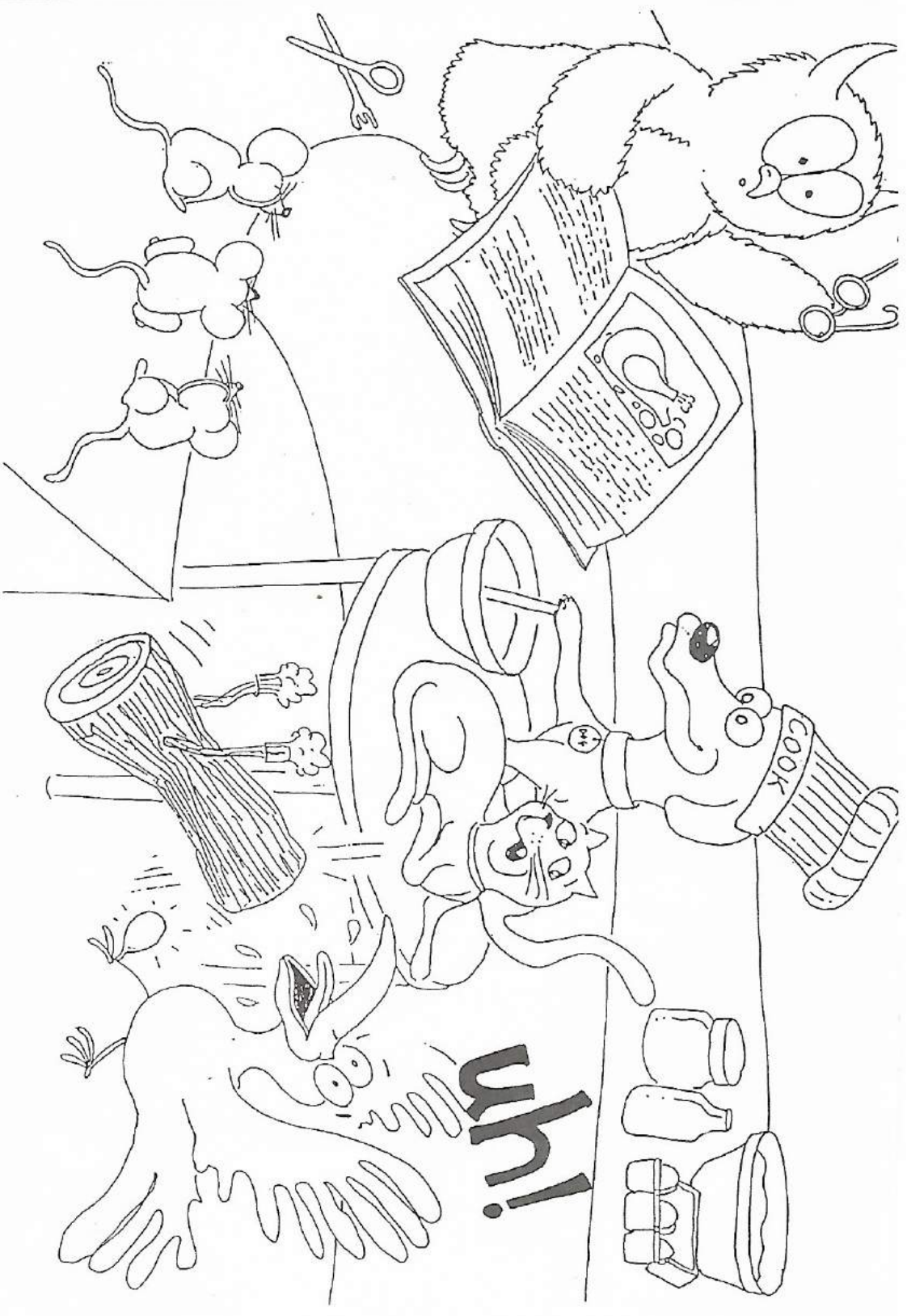
See page 6 in  
PURPLE BK 5.



I am a cuckoo clock



cook  
look  
hook  
rook  
soot  
wood  
good

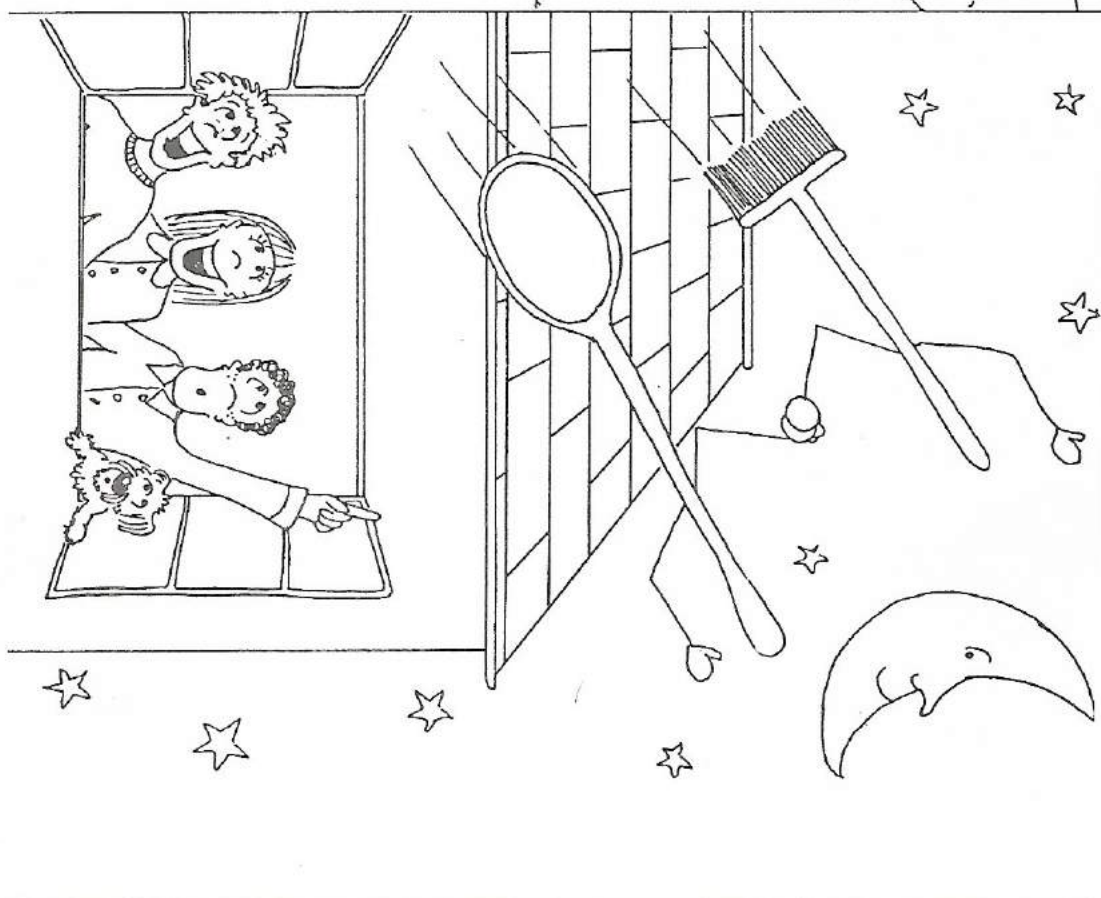
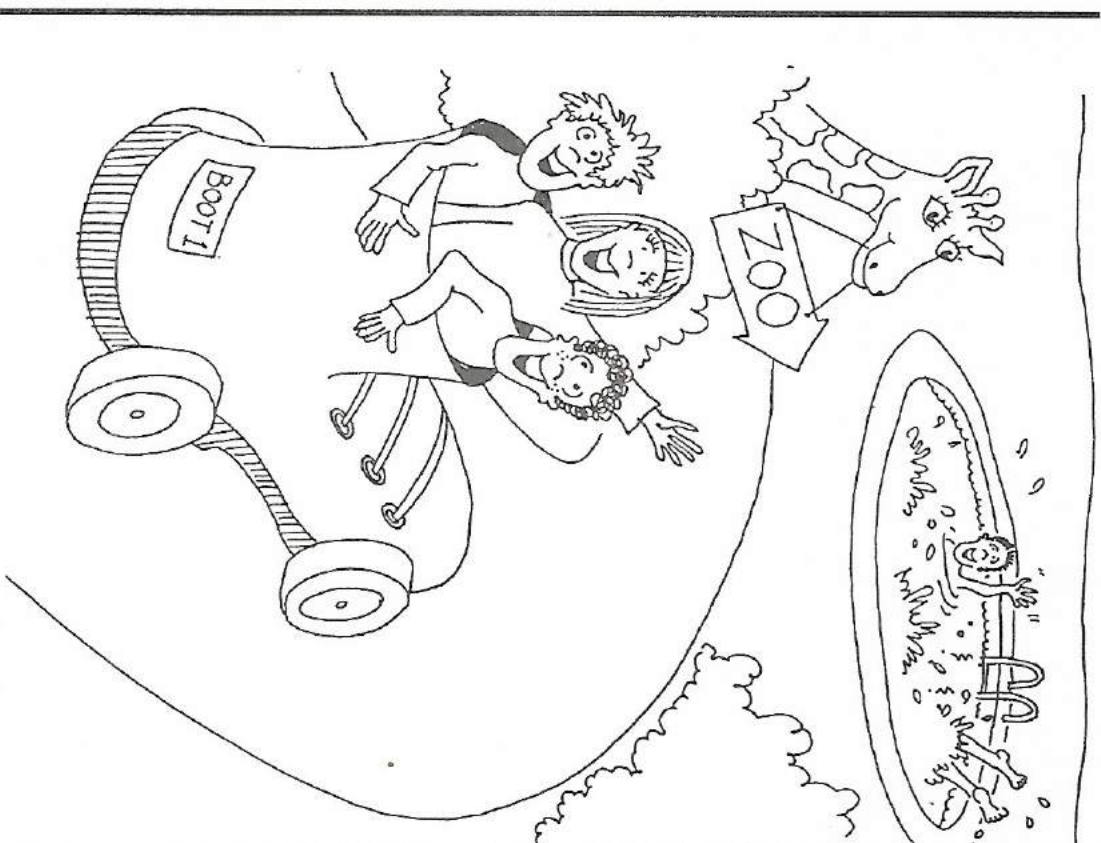


The pets had to cook, (by hook or by crook)  
a log of wood - so they took a good look in  
a cookery book, but then the log fell on the  
foot of the rook!

I am a cuckoo clock



Zoo  
moon  
room  
spoon  
boot  
pool  
school



The school went to the Zoo in a boot - it was a hoot, when they fell in the pool! Then back in their room they saw a broom and a spoon, zoom off to the moon.







thin

thick

thing

think

three

thank

bathe

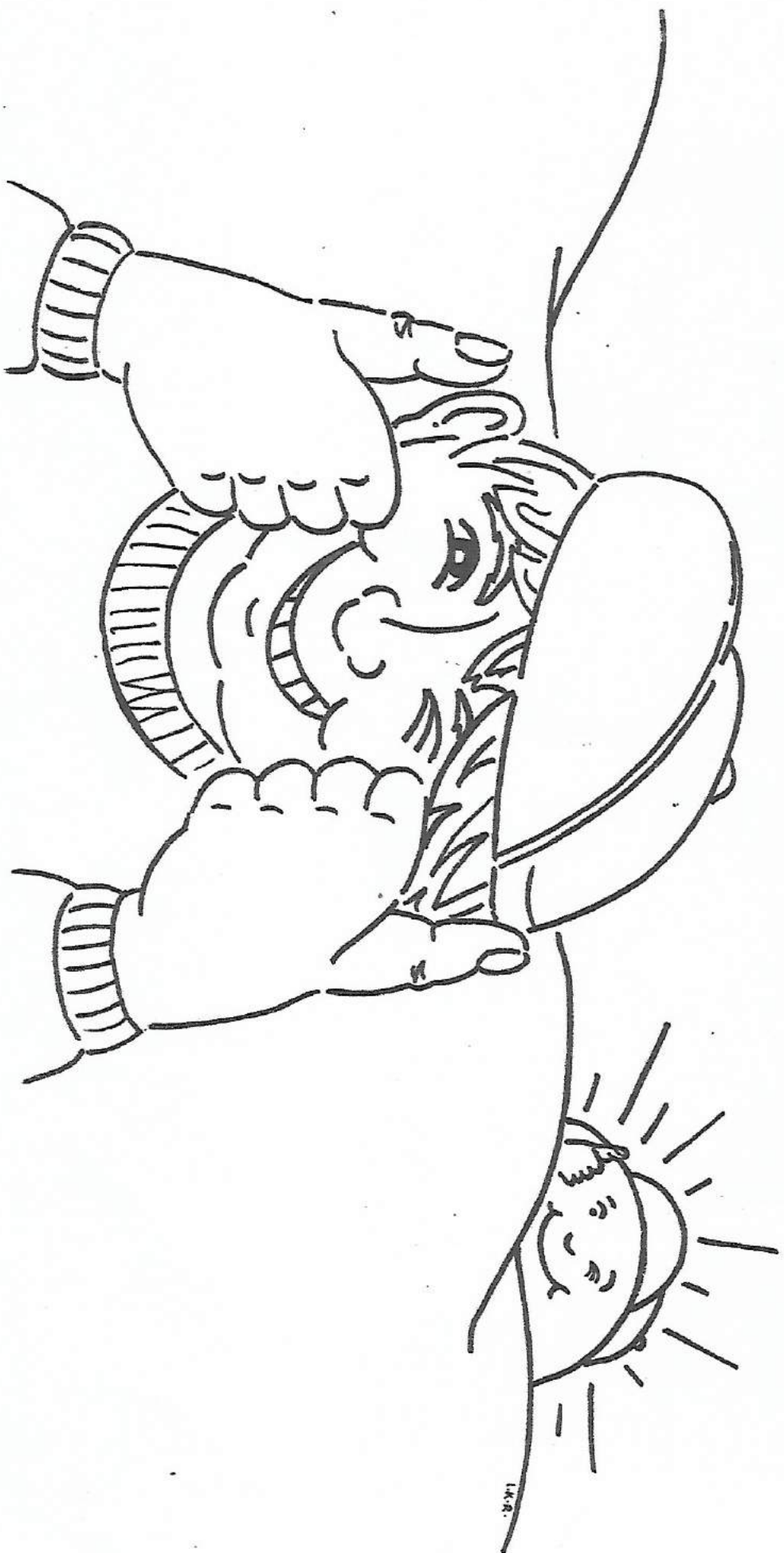
this

that

them

with

the



SAY

thumbs

then say

th

from BLEND'S 27

thin

thick

thing

think

three

thank

bathe

this

that

them

with

the



sank

bank

tank

spank

drank

stamp

ink

pink

sink

stink

drink

think

cramp

prank

hunk

skunk

sunk

milk

silk

lamp

camp

damp

ramp

imp



romp

limp

hump

stump

pump

thump

dump

lump

plump

grumpy

jump

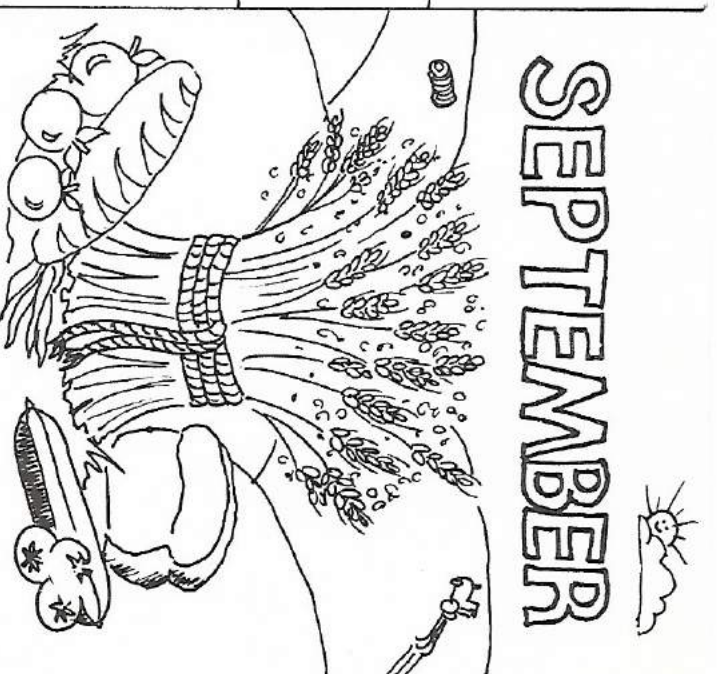
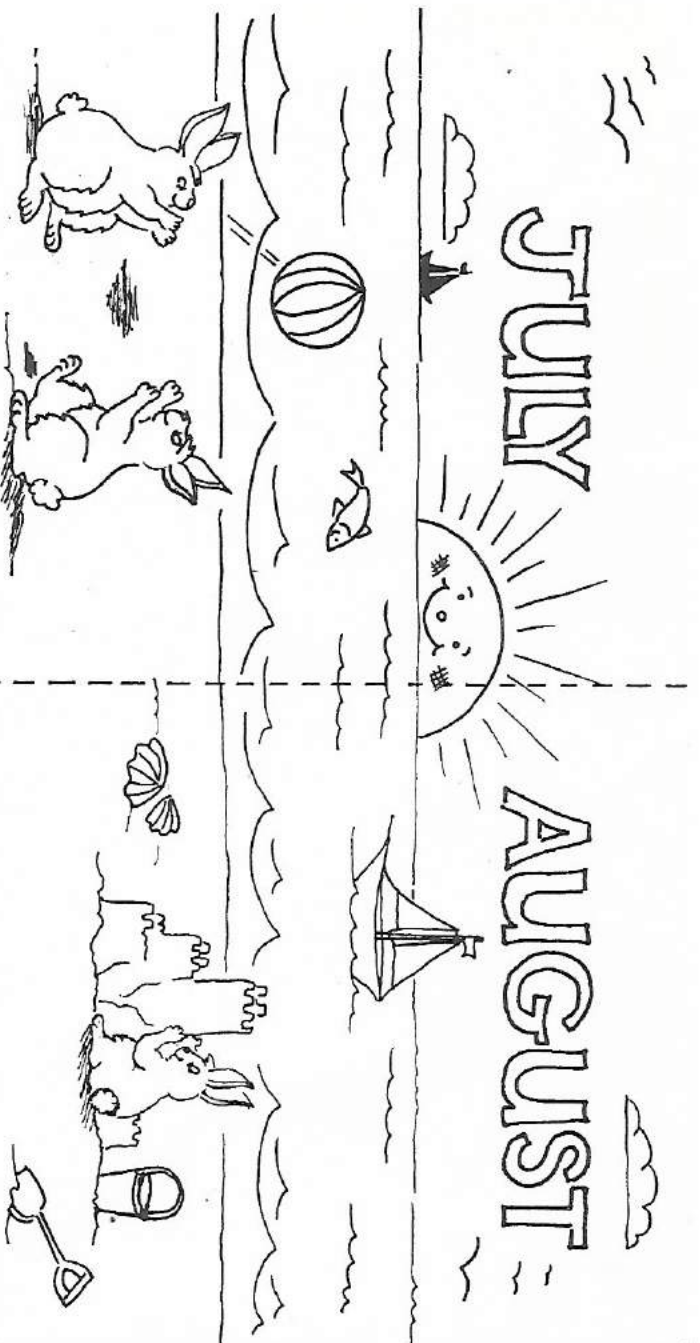
trumps



JULY

AUGUST

SEPTEMBER



OCTOBER

NOVEMBER

DECEMBER

