



**ACTIVITY**

**SHEETS**

**LEARN TO READ  
KINDERGARTEN**

Designed with literacy experts and compliant with curriculum guidelines set by Australian DEST. Our step-by-step program takes you through the different levels of phonics learning and the terms you need to know, exactly the way they do it in school. You can access audio recordings by using your mobile phone camera to hear the audio files.

**AU**  
EDITION

[mrswordsmith.com](http://mrswordsmith.com)

# INTRODUCTION

The act of reading is explained by the following formula: (decoding sounds and words) x (language comprehension) = reading comprehension (Gough and Tunmer, 1986). Proficient readers can both decode words in text (sound them out) and draw meaning from these words. But for beginning or struggling readers, decoding is a critical piece of the reading equation that is extremely hard to master. How can adults support students in becoming proficient readers? What skills do early learners need? Where do we even start?

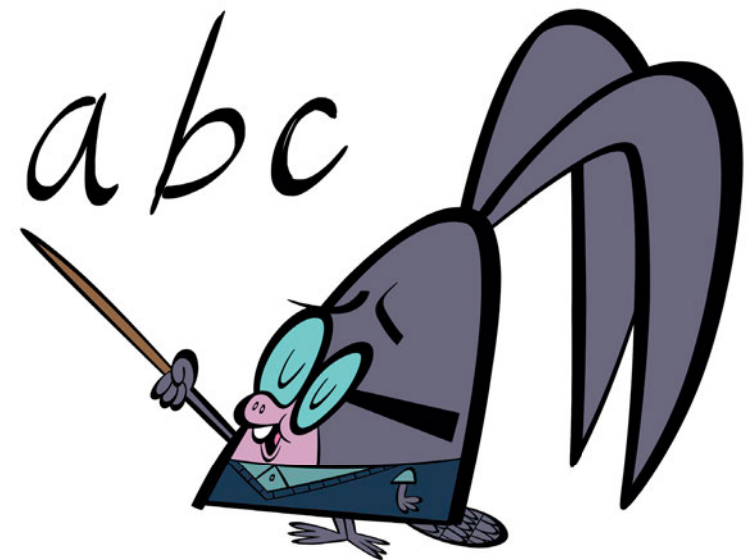
Before receiving my PhD, I taught for over a decade in urban and suburban elementary schools as a special education teacher, teacher-trainer, and literacy coach. One thing is clear, the past decade has seen a renewed call for children to explicitly learn the principles of sound-symbol correspondences or phonics. Quality phonics instruction provides early readers with the necessary skills to decode new words while reading. As students become fluent decoders, they encounter new vocabulary which supports their ability to comprehend the materials they read. This cyclical process, decoding and comprehending, enables children to develop proficient reading skills.

Impactful phonics instruction includes multiple components such as cyclical review, attention to letter-sound connections, spelling instruction, and lots of practise. Foolproof Phonics by Mrs. Wordsmith reinforces several key phonics skills while supporting classroom reading instruction. Engaging students with delightful cartoon characters and audio-visual reinforcements, Foolproof Phonics provides much needed daily practise and review of foundational phonics skills. Each lesson page includes a QR square where children can hear the pronunciation of letters or letter combinations. The accompanying illustrations include opportunities to practise phonemic awareness skills as well as print awareness training. Finally, students will learn how to blend and segment words, receiving cyclical practise of previously learned material to ensure letter-sound mastery.

As part of a comprehensive reading programme, Foolproof Phonics provides teachers, parents, and guardians the opportunity to review foundational early reading skills. With engaging materials, bright illustrations, and interactive features, children will enjoy practicing phonics lessons without boring drills and endless workbook pages.

I encourage you to sit side-by-side with your pupil or child daily and engage with them for just 10 minutes using the Foolproof Phonics materials. The interactions and practise will support your students or child in developing necessary early reading skills needed to achieve.

**Susan J. Chambre, PhD**  
**Assistant Professor of Education**  
**Marist College**



# INSTRUCTIONS

1

Say to your child, "this is the letter b." Scan the QR code with your mobile phone camera to hear the sound. Say to your child, "can you say b?" Repeat.

2

Point to the letter several times and repeat the sound. This helps your child to pronounce the sound (phoneme) correctly, and link the phoneme with its written representation (the grapheme).

3

Say the word slowly. Listen to how the sounds are blended together to make the word. Repeat the word with your child.

4

Tell your child that this letter can be written in two ways - upper case and lower case - depending on where it comes in a word or sentence. This can be quite confusing. When learning to read, we try to focus on the lower case letters first!

5

Look at the picture together and read the sentence to your child. Ask your child what is happening in the picture or what happens next? Remember, developing oral language and comprehension is also important when learning to read.

6

Point to the bold words in the sentence and ask your child to find all the 'b' letters. The words with the 'b' letters are bolded to make it easier. They can't read these sentences yet. This is just to help them recognise what the letter looks like - and pick it out from a word. It may not be easy for them.

LEVEL 3

can you say?

**b**

rub

**B**  
upper case

**b**  
lower case

**FIND IT**  
Can you find the letters for the **b** sound that are in the words in bold? Circle them.

Rub a dub dub. The **big** brush scrubbed Yang from side to side.

# INSTRUCTIONS

1

Read each sound slowly. The sound buttons under the letter tell you if the sounds go together or are separate. In this image, “r-u-b” are all individual sounds. In others, such as “c - are”, the sound “are” is blended together, but they are still one sound. Ask your child to say the sounds separately slowly. Say them again faster. Then blend the sounds together to make the word.

2

Trace the letter, first with a finger and then with a pencil. After your child has traced the letter three times, ask them to try writing the letter twice. This will really help them with handwriting later. When they have done this, practise reading the sounds and blending the word together again.

3

Here is a chance for your child to try writing the letter themselves. Starting at the correct point will really help. After you have traced the letter three times, try writing the letter twice. Do NOT worry if it doesn't look like the letter. It will take time to get this right.

4

These are words that your child can now try to read, as they have learned all the letter-sound (grapheme-phoneme) correspondences already! With each word, they should first sound out the letters, and then blend the letters to read.

Name: \_\_\_\_\_

TRY IT

★ COMPLETE THE EXERCISE TO EARN A STAR

1. Read each sound.  
Read each sound again faster. Read the sounds together smoothly.

rub

2. Trace the dotted letter.  
Start with the big dot, then follow the small dot.

rub

3. Trace and write the letters.

bbb

POWER UPS

Blend the letters to read the words.

big

bat

cab



**Level 1: S-A-T-P-I-N**

Consonant and vowel phonemes, CVC words.

letter **s**

sat

short **a**

ant

letter **t**

tap

letter **p**

pat

short **i**

sip

letter **n**

nap

**Level 2: M-D-G-O-C-K-CK**

Consonant and vowel phonemes, consonant digraph, CVC and CVCC words.

letter **m**

map

letter **d**

sad

hard **g**

dog

short **o**

pot

hard **c**

cat

letter **k**

kit

consonant digraph **ck**

kick

**Level 3: E-U-R-H-B-F-FF-L-LL-SS**

Consonant and vowel phonemes, double consonants, CVC, CVCC, CCVCC words.

short **e**

net

short **u**

mud

letter **r**

rock

letter **h**

hat

letter **b**

rub

letter **f**

fib

double consonant **ff**

puff

letter **l**

lift

double consonant **ll**

smell

double consonant **ss**

mess

# SCOPE AND

# SEQUENCE

## Level 4: J-V-W-X-Y-Z-ZZ-Q-CH-SH-TH-NG ★★☆☆

Consonant phonemes, consonant digraphs and double consonants, CVC and CVCC, CCVC and CCVCC.

letter **j**

**jump**

letter **v**

**van**

letter **w**

**wet**

letter **x**

**fix**

letter **y**

**yell**

letter **z**

**zip**

double consonant **zz**

**buzz**

letter **q**

**quit**

consonant digraph **ch**

**chat**

consonant digraph **sh**

**flush**

consonant digraph **th** (soft)

**thick**

consonant digraph **ng**

**swing**

## Level 5: AI-EE-IGH-OA-OO-OO-AR-OR-UR-OW-OI-EAR-AIR-URE-ER ★★☆☆

Vowel Digraphs and trigraphs, CVCC, CVVC, CVVCC, CCVCC and CVCCC words (and more!).

vowel digraph **ai**

**paint**

vowel digraph **ee**

**seek**

vowel digraph **igh**

**fight**

vowel digraph **oa** (long)

**soak**

vowel digraph **oo** (long)

**shampoo**

vowel digraph **oo** (short)

**book**

vowel digraph **ar**

**alarm**

vowel digraph **or**

**sport**

vowel digraph **ur**

**surf**

vowel digraph **ow**

**shower**

vowel digraph **oi**

**coin**

vowel- consonant trigraph **ear**

**fear**

vowel- consonant trigraph **air**

**hair**

vowel trigraph- consonant **ure**

**cure**

vowel digraph **er**

**mermaid**

LEVEL 1

can you say?



p

pat

P

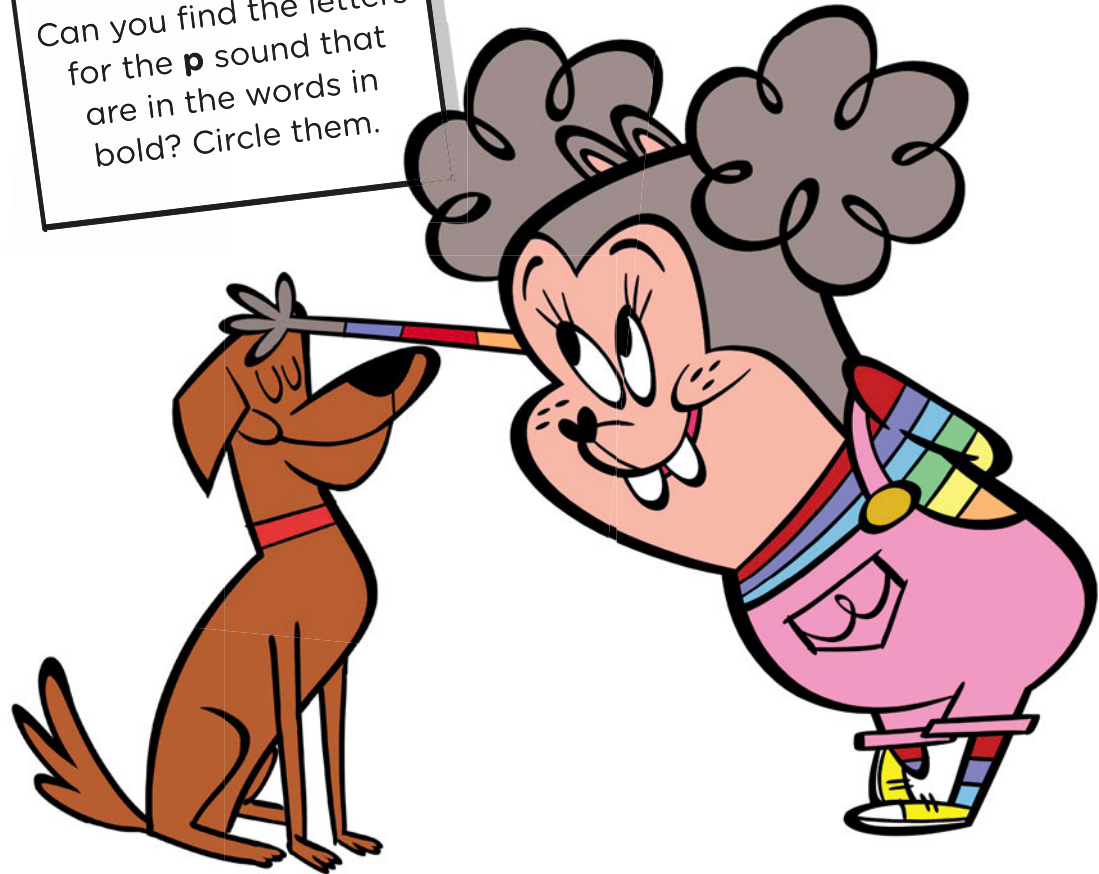
upper case

p

lower case

FIND IT

Can you find the letters for the **p** sound that are in the words in bold? Circle them.



“Good **pup!**” said Bearnice. She likes to **pat** her **pup** on **top** of his head.

Name: .....

**TRY**

**IT**

 **COMPLETE THE EXERCISE  
TO EARN A STAR**

1. Read each sound.  
Read each sound again  
faster. Read the sounds  
together smoothly.

**pat**



2. Trace the dotted letter.  
Start with the big dot,  
then follow the small dot.

**p**at

3. Trace and write the letters.

**p p p** .....

**POWER UPS**

Blend the letters  
to read the words.

**nip**

**tip**







LEVEL 2

can you say?



cat

C

upper case

c

lower case

The **cats** drew a **cool** picture in the sand.

FIND IT

Can you find the letters for the **c** sound that are in the words in bold? Circle them.



Name: .....

**TRY**  
**IT**

 **COMPLETE THE EXERCISE  
TO EARN A STAR**

1. Read each sound.  
Read each sound again  
faster. Read the sounds  
together smoothly.

**cat**



2. Trace the dotted letter.  
Start with the big dot,  
then follow the small dot.

**c**at

3. Trace and write the letters.

**c** **c** **c** .....

**POWER UPS**

Blend the letters  
to read the words.

**can**

**cap**

**cot**

