



ACTIVITY

SHEETS

**LEARN TO READ
YEAR 1**

Designed with literacy experts and follows the school curriculum. Our step-by-step programme 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.

UK
EDITION

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?

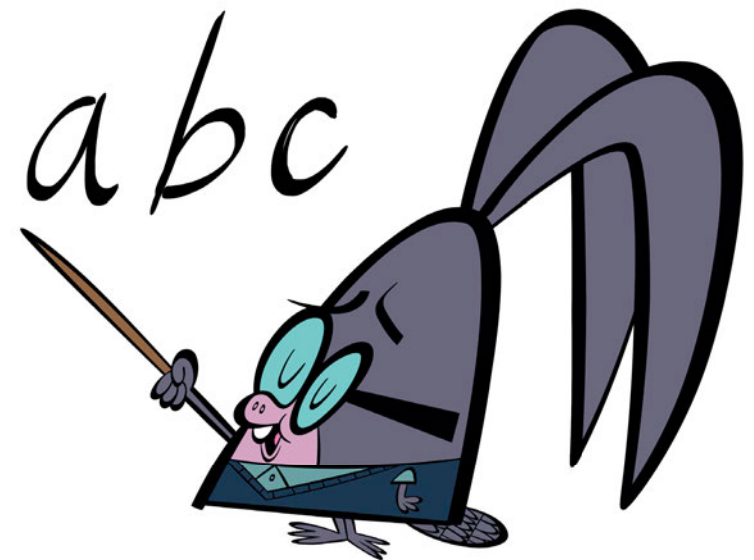
Before receiving my PhD, I taught for over a decade in urban and suburban elementary schools as a special education teacher, teacher-trainer, and literacy coach. One thing is clear, the past decade has seen a renewed call for children to explicitly learn the principles of sound-symbol correspondences 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 10

can you say?

are

care

are
lower case

are goes at the end of the word

FIND IT

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

"Share your love" said Brick. "It's the best way to show you **care**".

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 is very important. 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.

care

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

care

3. Trace and write the letters.

are are

POWER UPS

Blend the letters to read the words.

rare

dare

scare

Level 6: AY-OU-IE-EA-OY-IR-UE-AW

Vowel digraphs, r-controlled vowels.

vowel digraph **ay**

spray

vowel digraph **ou**

loud

vowel digraph **ie**

pie

vowel digraph **ea**

dream

vowel digraph **oy**

toy

r-controlled vowel **ir**

first

vowel digraph **ue**

glue

vowel digraph **aw**

yawn

Level 7: WH-PH-EW-EY-OE-OW-AU-A-E - E-E - O-E - U-E

Consonant digraphs, vowel digraphs, split digraphs (one type of vowel team).

consonant digraph **wh**

wheel

consonant digraph **ph**

photo

vowel digraph **ew**

chew

vowel digraph **ey**

key

vowel digraph **oe**

toe

vowel digraph **ow**

throw

vowel digraph **au**

launch

split digraph **a-e**

shake

split digraph **e-e**

athlete

split digraph **i-e**

bite

split digraph **o-e**

doze

split digraph **u-e**

cube

Level 8: Y-Y-Y-I-O-C-G-U-IE-EA

"Y" as a vowel (middle "y" and end "y"), long vowels, vowel digraphs, "soft" consonants.

**y** (end y)

dirty

y (end y)

fly

y (middle y)

gym

long **i**

kind

long **o**

over

soft **c**

slice

soft **g**

cage

long **u**

pull

vowel digraph **ie**

cookie

vowel digraph **ea**

sweat

SCOPE AND

SEQUENCE

Level 9: NK-TCH-DGE-TH-LE-OU-UI-EIGH

Consonant digraphs, vowel digraphs, vowel "teams", final stable syllable.



consonant digraph **nk**

sink

consonant digraph **tch**

sketch

consonant digraph **dge**

fridge

consonant digraph **th**

feather

consonant + **le**

gargle

vowel digraph **ou**

soup

vowel digraph **ui**

fruit

vowel team **eigh** (long a)

weights

Level 10: OR-EAR-ARE-OOR-ORE -GN-KN-MB-WR-RH

R-controlled vowels and consonant digraphs.



r-controlled vowel **or**

workout

r-controlled vowel **ear**

pearl

r-controlled vowel **are**

care

r-controlled vowel **oor**

door

r-controlled vowel **ore**

snore

consonant digraph **gn**

gnaw

consonant digraph **kn**

knight

consonant digraph **mb**

comb

consonant digraph **wr**

wring

consonant digraph **rh**

rhombus



UP
NEXT

- | | | |
|----|----|----|
| ay | ea | ir |
| ou | oy | ue |
| ie | | aw |



LEVEL 6

can you say?



ay

spray

ay

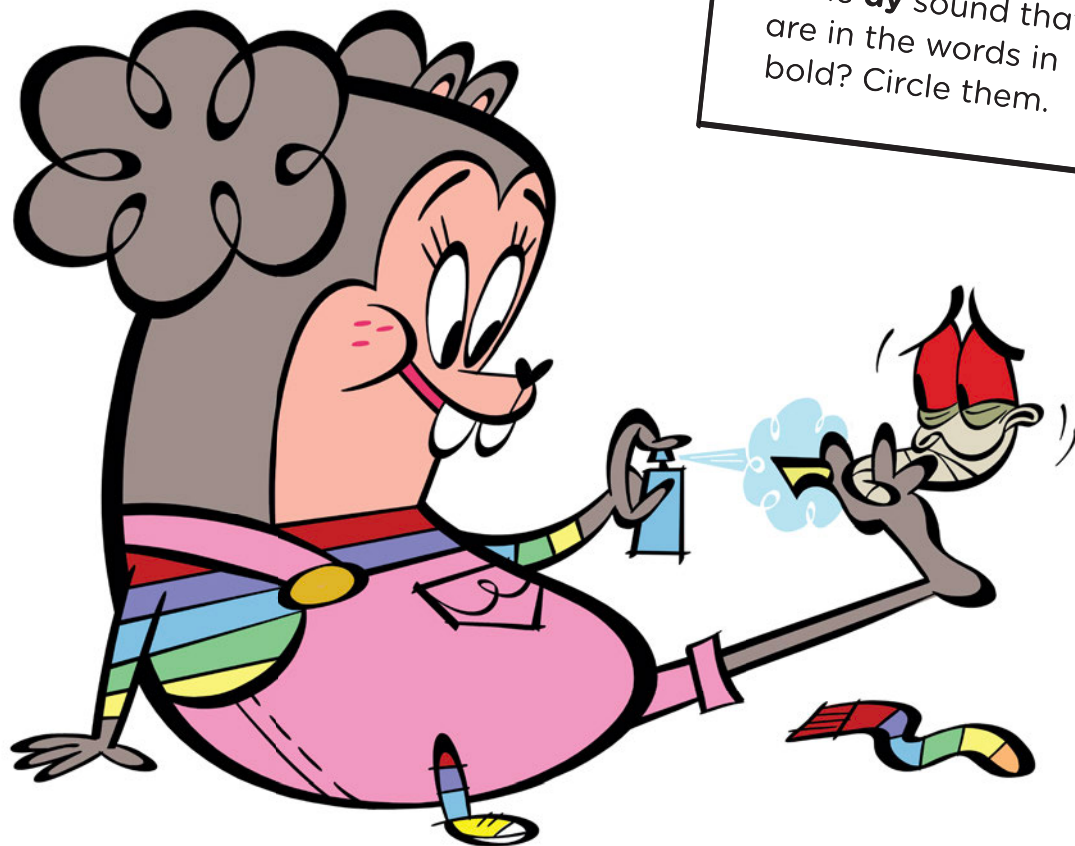
lower case

ay goes at the middle or end of the word

Bearnice used a **spray** to keep the bad smell **away**!

FIND IT

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



Name:

TRY IT

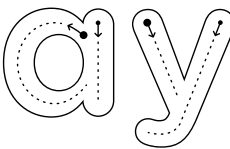
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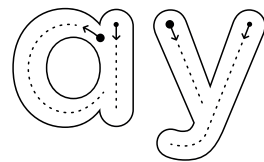
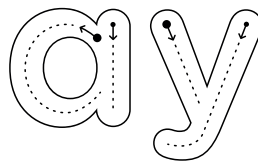
spray



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

spr 

3. Trace and write the letters.

.....

POWER UPS

Blend the letters to read the words.

day

say

way





LEVEL 6

can you say?



ou

loud

ou

lower case

ou goes at the beginning or middle of the word

Oz opened her **mouth** and laughed **out loud**.

FIND IT

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



Name:

TRY
IT

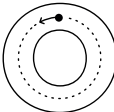
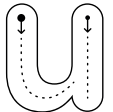
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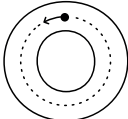
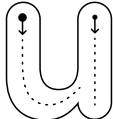
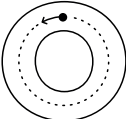
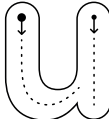
loud



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

l   **d**

3. Trace and write the letters.

.....

POWER UPS

Blend the letters
to read the words.

out

shout

mouth

