

Letters and Sounds: Phase Four



Phase Four

(4–6 weeks)

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Key



This icon indicates that the activity can be viewed on the DVD.

Summary

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words.

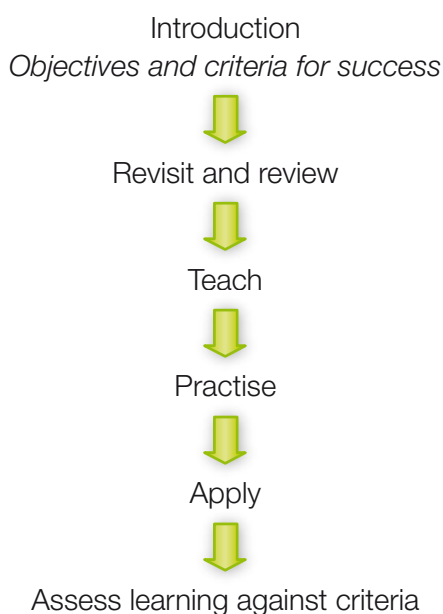
The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

The teaching materials in this phase provide a selection of suitable words containing adjacent consonants. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly but to be selected from as needed for an activity.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Suggested daily teaching in Phase Four

Sequence of teaching in a discrete phonics session



Revisit and review

- Practise previously learned graphemes

Teach

- Teach blending and segmentation of adjacent consonants
- Teach some tricky words

Practise

- Practise blending and reading words with adjacent consonants
- Practise segmentation and spelling words with adjacent consonants

Apply

- Read or write sentences using one or more high-frequency words and words containing adjacent consonants

Suggested timetable for Phase Four – discrete teaching

- Week 1**
- Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words
 - Teach and practise reading CVCC words
 - Teach and practise spelling CVCC words
 - Teach reading the tricky words **said, so**
 - Teach spelling the tricky words **he, she, we, me, be**
 - Practise reading and spelling high-frequency words
 - Practise reading sentences
 - Practise writing sentences
- Week 2**
- Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words
 - Teach and practise reading CCVC words
 - Teach and practise spelling CCVC words
 - Teach reading the tricky words **have, like, some, come**
 - Teach spelling the tricky words **was, you**
 - Practise reading and spelling high-frequency words
 - Practise reading sentences
 - Practise writing sentences
- Week 3**
- Practise recognition and recall of Phase Two and Three graphemes
 - Practise reading words containing adjacent consonants
 - Practise spelling words containing adjacent consonants
 - Teach reading the tricky words **were, there, little, one**
 - Teach spelling the tricky words **they, all, are**
 - Practise reading and spelling high-frequency words
 - Practise reading sentences
 - Practise writing sentences
- Week 4**
- Practise recognition and recall of Phase Two and Three graphemes
 - Practise reading words containing adjacent consonants
 - Practise spelling words containing adjacent consonants
 - Teach reading the tricky words **do, when, out, what**
 - Teach spelling the tricky words **my, her**
 - Practise reading and spelling high-frequency words
 - Practise reading sentences
 - Practise writing sentences

Practising grapheme recognition for reading and recall for spelling

Grapheme recognition

Flashcards

Purpose

- To say as quickly as possible the correct sound when a grapheme is displayed

Resources

- Set of A4 size cards, one for each grapheme, or graphemes stacked on interactive whiteboard screen

Procedure

1. Hold up or slide into view the grapheme cards the children have learned, one at a time.
2. Ask the children to say, in chorus, the sound of the grapheme.
3. Increase the speed of presentation so that children learn to respond quickly.

Frieze

Resources

- Frieze of graphemes
- Pointing stick/hand

Procedure

1. Point to or remotely highlight graphemes, one at a time at random, and ask the children to tell you their sounds.
2. Gradually increase the speed.
3. You could ask a child to 'be teacher' as this gives you the opportunity to watch and assess the children as they respond.

Grapheme recall



Quickwrite graphemes

Resources

- Small whiteboards, pens and wipes, one per child or pair of children

Procedure

1. Say the sound of a grapheme (with the mnemonic and action if necessary) and ask the children to write it, saying the letter formation patten as they do so.
2. If the children are sharing a whiteboard both write, one after the other.

The children have already learned the formation of the letters that combine to form two-letter and three-letter graphemes but many may still need to say the mnemonic patten for the formation as they write. When referring to the individual letters in a grapheme, the children should be encouraged to use letter names (as the **t** in **th** does not have the sound of **t** as in **top**).

If you have taught the necessary handwriting joins, it may, at this point, be helpful to teach the easier digraphs as joined units (e.g. *ch, th, ai, ee, oa, oo, ow, oi* – see the reference to handwriting in *Notes of Guidance for Practitioners and Teachers*, page 15).

Teaching blending for reading CVCC and CCVC words

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, children get to know them, and once this happens, they should be encouraged to read them straight off in reading text, rather than continuing to sound and lend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for those words which are unfamiliar.



CVCC words

Procedure

1. Display a CVC word on the whiteboard which can be extended by one consonant to become a CVCC word (e.g. **tent**).
2. Cover the final consonant and 'sound-talk' and blend the first three graphemes (e.g. **t-e-n** **ten**).
3. Ask the children to do the same.
4. Sound-talk the word again, **t-e-n** and as you say the **n**, reveal the final consonant and say **-t tent**.
5. Repeat 4 with the children joining in.
6. Repeat with other words such as **bend**, **mend**, **hump**, **bent**, **damp**.

CCVC words

Procedure

1. Display a CVC word on the whiteboard which can be preceded by one consonant to become a CCVC word (e.g. **spot**).
2. Cover the first letter and read the CVC word remaining (e.g. **pot**).
3. Reveal the whole word and point to the first letter and all say it together (e.g. **ssssss**) holding the sound as you point to the next consonant and slide them together and continue to sound-talk and blend the rest of the word.
4. Repeat with other words beginning with **s** (e.g. **spin**, **speck**, **stop**).
5. Move on to words where the initial letter sound cannot be sustained (e.g. **trip**, **track**, **twin**, **clap**, **glad**, **gran**, **glass** (*north*), **grip**).

Teaching segmenting for spelling CVCC and CCVC words

CVCC words



Resources

- Large four-phoneme frame drawn on a magnetic whiteboard
- List of words (visible only to the teacher) – see ‘Bank of suggested words and sentences for use in Phase Four’ on page 126
- Selection of magnetic letters (required to make the list of words) displayed on the whiteboard
- Small phoneme frames, each with the same selection of magnetic letters or six-grapheme fans, one per child or pair of children

Procedure

1. Say a word (e.g. **lost**) and then say it in sound-talk slightly accentuating the penultimate consonant **l-o-s-t**.
2. Repeat with another word.
3. Say another word (e.g. **dump**) and ask the children to tell their partners what it would be in sound-talk.
4. Make the word in the phoneme frame with the magnetic letters.
5. Say another word and ask the children to tell their partners what it would be in sound-talk.
6. Ask the children to tell you what letters to put in the phoneme frame.
7. Ask the children to make the word on their own phoneme frames or fans.
8. If all the children have frames or fans, ask them to check that they have the same answer as their partners. If the children are sharing, they ask their partners whether they agree.
9. Ask the children to hold up their frames or fans for you to see.
10. Repeat with other words.

This procedure can also be ‘wrapped up’ in a playful manner by ‘helping a toy’ to write words.

CCVC words

Follow the procedure for teaching segmenting CVCC words, accentuating the second consonant (e.g. **bring**).

Practising reading and spelling words with adjacent consonants

Practising blending for reading

Large group – What’s in the box?

Resources

- Set of word cards giving words with adjacent consonants: see ‘Bank of suggested words and sentences for use in Phase Four’, on page 126
- Set of objects or pictures corresponding to the word cards, hidden in a box
- Soft toy (optional)

Procedure

1. Display a word card.
2. Go through the letter recognition and blending process.
3. Ask the toy or a child to find the object in the box.

Variation

1. The children sit in two lines opposite one another.
2. Give the children in one line an object or picture and the children in the other line a word card.
3. The children with word cards read their words and the children with objects or pictures sound-talk the name of their object or picture to the child sitting next to them.
4. Ask the children to hold up their words and objects or pictures so the children sitting in the line opposite can see them.
5. Ask the children with word cards to stand up and go across to the child in the line opposite who has the corresponding object or picture.
6. All the children check that they have the right match.

Countdown

Resources

- List of Phase Four words
- Sand timer, stop clock or some other way of time-limiting the activity

Procedure

1. Display the list of words, one underneath the other.
2. Explain to the children that the object of this activity is to read as many words as possible before the sand timer or stop clock signals 'stop'.
3. Start the timer.
4. Call a child's name out and point to the first word.
5. Ask the child to sound-talk the letters and say the word.
6. Repeat with another child reading the next word until the time runs out.
7. Record the score.

The next time the game is played, the objective is to beat this score.

With less confident children this game could be played with all the children reading the words together.

Sentence substitution

Purpose

- To practise reading words in sentences

Resources

- A number of prepared sentences at the children's current level (see 'Bank of suggested words and sentences for use in Phase Four', page 128, for suggestions)
- List of alternative words for each sentence

Procedure

1. Write a sentence on the whiteboard (e.g. **The man burnt the toast**).
2. Ask the children to read the sentence with their partners and raise their hands when they have finished.
3. All read it together.

4. Rub out one word in the sentence and substitute a different word (e.g. **The man burnt the towel**).
5. Ask the children to read the sentence with their partners and raise their hands if they think it makes sense.
6. All read it together.
7. Continue substituting words – **The man burnt the towel**; **The girl burnt the towel**; **The girl burnt the milk**; **The girl brings the milk** – asking the children to read the new sentence to decide whether it still makes sense or is nonsense.

Small group with adult

The following activities can be played without an adult present but when they are completed the children seek out an adult to check their decisions.

Matching words and pictures

(Resources as for 'What's in the box?' above.)

Procedure

1. Lay out the word cards and pictures or objects on a table (involving the toy if you are using one)
2. Ask the children to match the words to the objects or pictures.

Buried treasure

Purpose

- To motivate children to read the words and so gain valuable reading practice

Resources

- About eight cards, shaped and coloured like gold coins with words and nonsense words on them, made up from letters the children have been learning (e.g. **skip**, **help**, **shelf**, **drep**, **plank**, **trunt**), in the sand tray
- Containers representing a treasure chest and a waste bin, or pictures of a treasure chest and a waste bin on large sheets of paper, placed flat on the table

Procedure

Ask the children to sort the coins into the treasure chest and the waste bin, putting the coins with proper words on them (e.g. **skip**) in the treasure chest and those with meaningless words (e.g. **drep**) in the waste bin.

Practising segmentation for spelling



Phoneme frame

Resources

- Large four-phoneme, five-phoneme or six-phoneme frame drawn on a magnetic whiteboard
- Selection of magnetic graphemes displayed on the whiteboard (the graphemes should be either custom-made as units or individual letters stuck together using sticky tape e.g. *ch*, *oa*)
- List of words (for use by the teacher)
- Small phoneme frames, each with a selection of magnetic letters or nine-grapheme fans, one per child or pair of children

Procedure

1. Say a CVCC word (e.g. **hump**) and then say it in sound-talk.
2. Say another CVCC word (e.g. **went**) and ask the children to tell their partners what it would be in sound-talk, showing a finger for each phoneme.
3. Demonstrate finding and placing the graphemes in the squares of the phoneme frame, sound-talk, **w-e-n-t** and then say **went**.
4. Say another CVCC word (e.g. **milk**) and ask the children to tell their partners what it would be in sound-talk.
5. Ask the children to tell you what to put in the first square in the phoneme frame, then in the next and so on.
6. Ask the children to make the word on their own phoneme frames or fans.
7. If all the children have frames or fans, ask them to check that they have the same answer as their partners. If the children are sharing, they ask their partners whether they agree.
8. Ask the children to hold up their frames or fans for you to see.
9. Repeat 4–8 with CCVC words and other words containing adjacent consonants.

This procedure can also be ‘wrapped up’ in a playful manner by ‘helping a toy’ to write words.

Quickwrite words

Resources

- Large four-phoneme, five-phoneme or six-phoneme frame drawn on a magnetic whiteboard
- List of words (for use by the teacher)
- Display of magnetic letters required for the words on the list
- Handheld phoneme frames on whiteboards, pens and wipes, one per child or pair of children

Procedure

1. Say a CCVC word and, holding up four fingers, sound-talk it, pointing to a finger at a time for each phoneme.
2. Ask the children to do the same and watch to check that they are correct.
3. Holding up the four fingers on one hand, write the letters of the word in the phoneme frame, consulting the letter display.
4. Ask the children to write the word in their phoneme frames.
5. Say another word and ask the children to sound-talk it to their partners using their fingers.
6. Ask them to sound-talk it in chorus for you to write it.
7. Repeat 5 and 6 but leave the last grapheme of the word for the children to write on their own.
8. Ask them to sound-talk (with fingers) and write more words that you say.

Teaching and practising high-frequency (common) words

There are 100 common words that recur frequently in much of the written material young children read and that they need when they write. Most of these are decodable, by sounding and blending, assuming the grapheme–phoneme correspondences are known. By the end of Phase Two 26 of the high-frequency words are decodable, a further 12 are decodable by the end of Phase Three and six more are decodable at Phase Four. These are: **went, it's, from, children, just** and **help**. Reading a group of these words each day, by applying grapheme–phoneme knowledge as it is acquired, will help children recognise them quickly. However, in order to read simple sentences it is necessary also to know some words that have unusual or untaught GPCs ('tricky' words) and these need to be learned (see *Notes of Guidance for Practitioners and Teachers*, page 15).

Learning to read tricky words

said
●—●

so
●●

do
●●

have
●●—

like
—
●●

some
●●—

come
●●—

were
●—

there
—

little
●●—

one

when
—●●

out
—●

what
—●●

Resources

- Caption containing the tricky word to be learned

Procedure

1. Remind the children of some words with tricky bits that they already know (e.g. **they, you, was**).
2. Read the caption, pointing to each word, and then point to the word to be learned and read it again.
3. Write the word on the whiteboard.
4. Sound-talk the word and repeat putting sound lines and buttons (as illustrated above) under each phoneme and blending them to read the word.
5. Discuss the tricky bit of the word where the letters do not correspond to the sounds the children know (e.g. in **so**, the last letter does not represent the same sound as the children know in **sock**).
6. Read the word a couple more times and refer to it regularly through the day so that by the end of the day the children can read the word straight away without sounding out.



Note: Although ending in the letter **e**, **some**, **come** and **have** are not split digraph words. It is easiest to suggest that the last phoneme is represented by a consonant and the letter **e**. It is not possible to show the phonemes represented by graphemes in the word **one**.

Practising reading high-frequency words

The six decodable and 14 tricky high-frequency words need lots of practice in the manner described below so that children will be able to read them 'automatically' as soon as possible.

Resources

- Between five and eight high-frequency words, including decodable and tricky words, written on individual cards

Procedure

1. Display a word card.
2. Point to each grapheme as the children sound-talk the graphemes (as far as is possible with tricky words) and read the word.
3. Say a sentence using the word, slightly emphasising the word.
4. Repeat 1–3 with each word card.
5. Display each word again, and repeat the procedure more quickly but without giving a sentence.
6. Repeat once more, asking the children to say the word without sounding it out.

Give the children a caption or sentence incorporating the high-frequency words to read at home.

Learning to spell and practising tricky words

he
••

she
••

we
••

me
••

be
••

was
•••

my
••

you
••

her
••

they
••

all
••

are
••

Children should be able to read these words before being expected to learn to spell them.

Resources

- Whiteboards and pens, preferably one per child

Procedure

1. Write the word to be learned on the whiteboard and check that all the children can read it.
2. Say a sentence using the word.
3. Sound-talk the word raising a finger for each phoneme.
4. Ask the children to do the same.
5. Discuss the letters required for each phoneme, using letter names.
6. Ask the children to trace the shape of the letters on their raised fingers.
7. Rub the word off the whiteboard and ask the children to write the word on their whiteboards.

Practising reading and spelling two-syllable words



Reading two-syllable words

Resources

- Short list of two-syllable words (for use by the teacher)

Procedure

1. Write a two-syllable word on the whiteboard making a slash between the two syllables (e.g. **lunch/box**).
2. Sound-talk the first syllable and blend it: **l-u-n-ch lunch**.
3. Sound-talk the second syllable and blend it: **b-o-x box**.
4. Say both syllables – **lunchbox**.
5. Repeat and ask the children to join in.
6. Repeat with another word.

Spelling two-syllable words

Resources

- List of two-syllable words (for use by the teacher)
- Whiteboards and magnetic letters or pens for each child

Procedure

1. Say a word (e.g. **desktop**), clap each syllable and ask the children to do the same.
2. Repeat with two or three more words.
3. Clap the first word again and tell the children that the first clap is on **desk** and the second is on **top**.
4. Ask the children for the sounds in **desk** and write the graphemes.
5. Repeat with the second syllable.
6. Read the completed word.
7. Repeat with another word.
8. Ask children to do the same on their whiteboards either by using magnetic letters or writing.

Practising reading and writing sentences

Reading sentences

Matching (with the teacher)

Resources

- Three pictures and a sentence corresponding to one of the pictures

Procedure

1. Display the pictures and the sentence (e.g. **It is fun to camp in a tent**).
2. Sound-talk (if necessary) and read the first word (e.g. **I-t It**).
3. After reading the second word, say both words (e.g. **i-s is – It is**).
4. Continue with the next word (e.g. **f-u-n fun – It is fun**).
5. Continue to the end of the sentence.
6. Ask the children which picture the sentence belongs to.
7. As children get more practice with high-frequency words, it should not be necessary to continue sound-talking them.

Matching (independent of the teacher)

Resources

- Set of pictures and corresponding sentences

Procedure

Ask the children to match the pictures and sentences.

Drawing

Resources

- Two sentences

Procedure

1. Display a sentence.
2. Ask the children to read it with their partners and draw a quick sketch.
3. Repeat with the next sentence.

'I can...' books**Purpose**

- To practise reading

Resources

- Small zigzag book with 'I can skip' (jump, swim, clap, creep, swing, paint, etc.) sentences on one side of each page and a corresponding picture drawn by a child on the other
- Small four-page empty zigzag books made from half sheets of A4 paper (cut longwise)
- Action phrases (**drink my milk**, **toast some cheese**, **punch a bag**, **hunt the slipper**, **brush my hair**) on cards
- Paper copies of the action phrases, one per child
- Materials for writing, drawing and sticking

Procedure

1. Read the completed zigzag book to the children.
2. Show them the empty books for them to make their own.
3. Display the phrase cards, one a time, for the children to read.
4. Make available paper copies of the action phrases, the empty zigzag books, and writing, sticking and drawing materials for the children to make their own zigzag books.

Yes/no questions**Resources**

- A number of prepared questions (see page 128 for suggestions) on card or an interactive whiteboard
- Cards with 'yes' on one side and 'no' on the other, one per pair of children

Procedure

1. Give pairs of children yes/no cards.
2. Display a yes/no question for the children to read.
3. Ask them to confer with their partners and decide whether the response is 'yes' or 'no'.
4. Ask the children to show their cards.
5. Invite a pair to read a question.
6. Repeat with another question.

Shared reading

When reading a shared text to the children occasionally locate words containing adjacent consonants and ask the children to read them.

Reading across the curriculum

Give the children simple written instructions. For instance, you could ask them to collect certain items from the outside area such as three sticks, some red string, etc. Children can read the labels on storage areas so they can collect the items they need and put them away.

Writing sentences**Writing sentences****Resources**

- Picture including subjects with names that contain adjacent consonants and a sentence describing the picture

Procedure

1. Display and discuss the picture.
2. Ask the children to help you write a sentence for the picture (e.g. **The clown did the best tricks**).
3. Ask them to say the sentence all together a couple of times and then again to their partners.
4. Ask them to say it again all together two or three times.
5. Ask the children to tell you the first word.



6. Ask what letters are needed and write the word.
7. Ask about or point out the initial capital letter.
8. Remind the children that a space is needed between words and put a mark where the next word will start.
9. Ask the children to say the sentence again.
10. Ask for the next word and ask what letters are needed.
11. Repeat for each word.
12. Ask about or point out the full stop at the end of the sentence.

Shared writing

When writing in front of the children, take the occasional opportunity to ask them to help you spell words by telling you which letters to write.

Independent writing

When children are writing, for example in role-play areas, their letter knowledge along with their ability to segment will allow them to make a good attempt at writing many of the words they wish to use. Even though some of their spellings may be inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and helps them see themselves as writers (see the section on invented spelling in *Notes of Guidance for Practitioners and Teachers*, page 13). You will expect to see some of the tricky high-frequency words such as **the**, **to**, **go**, **no**, **he**, **she**, **we** and **me** spelled correctly during Phase Four.

Assessment

(See *Notes of Guidance for Practitioners and Teachers*, page 16.)

By the end of Phase Four children should:

- give the sound when shown any Phase Two and Phase Three grapheme;
- find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words **some**, **one**, **said**, **come**, **do**, **so**, **were**, **when**, **have**, **there**, **out**, **like**, **little**, **what**;
- be able to spell the tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are**;
- write each letter, usually correctly.

Bank of suggested words and sentences for use in Phase Four

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity (words in italics are from the list of 100 high-frequency words).

CVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes		Polysyllabic words	
<i>went</i>	best	fond	champ	shift	<i>children</i>	shampoo
<i>it's</i>	tilt	gust	chest	shelf	helpdesk	Chester
<i>help</i>	lift	hand	tenth	joint	sandpit	giftbox
<i>just</i>	lost	next	theft	boost	windmill	shelter
tent	tuft	milk	Welsh	thump	softest	lunchbox
belt	damp	golf	chimp	paint	pondweed	sandwich
hump	bust	jump	bench	roast	desktop	shelving
band	camp	fact	sixth	toast	helper	Manchester
dent	gift	melt	punch	beast	handstand	chimpanzee
felt	kept		chunk	think	melting	champion
gulp	tusk	<i>(north)*</i>	thank	burnt	seventh	thundering
lamp	limp	ask*				
wind	soft	fast*				
hump	pond	last*				
land	husk	daft*				
nest	cost	task*				
sink	bank					
link	bunk					
hunt						

*In the North of England, where the letter **a** is pronounced /**a**/, these are appropriate as Phase Four words.

CCV and CCVC words

Words using sets 1–7 letters		Words using Phase Three graphemes			
<i>from</i>	<i>grip</i>	<i>green</i>	<i>flair</i>	<i>clear</i>	<i>speech</i>
<i>stop</i>	<i>glad</i>	<i>fresh</i>	<i>trail</i>	<i>train</i>	<i>smear</i>
<i>spot</i>	<i>twin</i>	<i>steep</i>	<i>cream</i>	<i>swing</i>	<i>thrill</i>
<i>frog</i>	<i>sniff</i>	<i>tree</i>	<i>clown</i>	<i>droop</i>	
<i>step</i>	<i>plum</i>	<i>spear</i>	<i>star</i>	<i>spoon</i>	
<i>plan</i>	<i>gran</i>	<i>smell</i>	<i>creep</i>	<i>float</i>	Polysyllabic words
<i>speck</i>	<i>swim</i>	<i>spoil</i>	<i>brown</i>	<i>smart</i>	<i>treetop</i>
<i>trip</i>	<i>clap</i>	<i>train</i>	<i>stair</i>	<i>groan</i>	<i>starlight</i>
<i>grab</i>	<i>drop</i>	<i>spoon</i>	<i>spoil</i>	<i>brush</i>	<i>floating</i>
<i>track</i>	<i>(north)*</i>	<i>sport</i>	<i>spark</i>	<i>growl</i>	<i>freshness</i>
<i>spin</i>	<i>glass*</i>	<i>thrush</i>	<i>bring</i>	<i>scoop</i>	
<i>flag</i>	<i>grass*</i>	<i>trash</i>	<i>crash</i>	<i>sport</i>	
	<i>brass*</i>	<i>start</i>	<i>bleed</i>	<i>frown</i>	

CCVCC, CCCVC and CCCVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes	Polysyllabic words
<i>stand</i>	<i>crust</i>	<i>(north)*</i>	<i>crunch</i>	<i>driftwood</i>
<i>crisp</i>	<i>tramp</i>	<i>graft*</i>	<i>drench</i>	<i>twisting</i>
<i>trend</i>	<i>grunt</i>	<i>grant*</i>	<i>trench</i>	<i>printer</i>
<i>trust</i>	<i>crept</i>	<i>blast*</i>	<i>Grinch</i>	
<i>spend</i>	<i>drift</i>	<i>grasp*</i>	<i>shrink</i>	
<i>glint</i>	<i>slept</i>	<i>slant*</i>	<i>thrust</i>	
<i>twist</i>	<i>skunk</i>			
<i>brand</i>	<i>think</i>		<i>spring</i>	
<i>frost</i>	<i>thank</i>		<i>strap</i>	
<i>cramp</i>	<i>blink</i>		<i>string</i>	
<i>plump</i>	<i>drank</i>		<i>scrap</i>	
<i>stamp</i>	<i>blank</i>		<i>street</i>	
<i>blend</i>	<i>trunk</i>		<i>scrunch</i>	
<i>stunt</i>				

Sentences

Fred and Brett spent a week in Spain. I must not tramp on the flowers.
 I kept bumping into things in the dark. A crab crept into a crack in the rock.
 Milk is good for children's teeth. A drip from the tap drops in the sink.
 The clown did tricks with a chimpanzee. I can hear twigs snapping in the wind.
 The frog jumps in the pond and swims off. It is fun to camp in a tent.

Sentences and substitute words for 'Sentence substitution'

(See page 114)

The man burnt the toast.	towel	girl	milk	brings
The frog swam across the pool.	pond	flag	jumps	dog
Gran went to get fresh fish.	Stan	needed	meat	grill
Trisha took a book off the shelf.	grabs	desk	Krishnan	spoon
A clock stood on the wooden chest.	was	lamp	soft	cabinet
The train had to stop in the fog.	hand	wait	storm	truck
Fran took a scarf as a gift for Brad.	present	Vikram	sent	snail
I will travel to the Swiss Alps next week.	winter	punch	this	go
Fred has spent lots of cash this year.	Gretel	lost	lent	bricks
We had sandwiches for a snack.	plums	slugs	picnic	took

Yes/no questions

(See page 123)

Can a clock get cross? Are you afraid of thunderstorms?
 Can crabs clap hands? Can a spoon grab a fork?
 Are you fond of plums? Do chimps come from Mars?
 Did a shark ever jump up a tree? Can letters have stamps stuck on them?
 Can frogs swim in ponds? Do trains run on tracks?
 Is the moon green? Will a truck go up steep stairs?
 Can you bang on a big drum? Do some dogs have black spots?
 Have you ever slept in a tent? Are you glad when you have a pain?
 Are all children good at sport? Can we see the stars on a clear night?
 Have you seen a trail left by a snail?