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Tracing exercises produced using *Handwriting for Windows*
available from: www.kber.co.uk

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—the phonics programme for children who "can't learn phonics".

- Suitable for all pupils with exceptionally poor working memory, including those in special programmes.
- **No lesson-planning.** Just 10 minutes a day with each pupil.
- **Bearing Away** is simple and straightforward. Teachers, assistants and volunteers can all use it successfully.

The **Sound Foundations** philosophy:

As a teacher, your job is to get your pupil to make the most correct responses—***and*** the fewest errors—in the available time. Children learn to think of reading as a **"Can do!"** activity.

The Ground Rules:

1. **Don't make reading into a struggle!** If your pupil doesn't make the right response straight away, just model the correct response and ask him to repeat it.
2. Don't give ticks for a 'good try'. Just practise it, and go back to it the next day.
3. Keep the lesson going at a cracking pace! Kids' minds work a lot faster than ours do.
4. Daily lessons are essential. If you can't find 10 minutes per day, there's something wrong with your priorities.

The Teaching Techniques:

The Multi-Sensory Tiles—tracing exercises:

- With most children, it will be necessary to guide their finger at first.
- Always start on the dot, and follow the arrows.
- Always move the finger in one smooth, rapid motion.
- The pupil always says the sound while tracing.

The Flashcards:

- Once pupils have learnt sounds with the Tracing Tiles, they are 'awarded' a Flashcard.
- The pupil's flashcards are reviewed at the beginning and end of each lesson until the response is automatic.
- Be sure to read the instructions carefully.

Using the cursor—This is quite easy to learn. The cursor trains the child to read from left to right, and it trains them to look at every letter in a word.

The 'Flashback' technique—After you have corrected an error, you must return to the same item again.

All this is explained on the following pages. Please read them carefully.

The Muli-Sensory Tiles:

- You can't go too far wrong just following the lesson plans, and using your common sense. But here are a few tips:
- With the slowest learners, you may have to say the sound with them as you guide their finger.
- Do the same with children who can't pronounce sounds accurately.
- With the digraphs (sh, ee & ar), hold the sound while tracing both letters. Make a game of it—see if your pupil can hold the sound long enough to trace both letters correctly.

The Flashcards:

- Children 'win' flashcards after they have learnt the letters with the multi-sensory tiles. Make a big deal of it—write their name on the back of the card, and put it in the diskette pocket in the front cover of this book. The rest of the cards can be stored in the back pocket.
- Once the pupil has 'won' three flashcards, it is important to practise them at the beginning and end of each session.
- When the pupil says the correct sound, 'give' him the card by placing it front of him.
- Any time your pupil gets a sound wrong, just tell him what the sound is and have him repeat it. Then shuffle the card back one place—the pupil will almost always get it right the second time.
- The flashcard set contains digraphs which you will not need until the pupil graduates to ***Bear Necessities.***

Using the Cursor:

A cursor is a piece of card about the size of a business card, and it has a small notch cut out of one corner. You will use it to reveal letters (or digraphs) one at a time, so that the child gets used to scanning words from left to right.

You must use the cursor for all reading exercises.

When children are taught to read whole words, their eyes often jump all over the place, trying to scramble the letters to make a 'fit' with a word they know. With the cursor, children learn to read what is actually on the page.

The Flashback Technique:

We use the **Flashback Technique** every time a pupil makes an error. If you go back to the instructions for using the flashcards, you will see that when a pupil does not make the correct response, you tell him what it is. Then you bury the flashcard one card back, so it comes up again while it is still fresh in his immediate memory. This is an example of the Flashback Technique.

We also use it when a pupil is reading words. Any time a pupil fails to read the word, correct him, get him to repeat it and go on to the next item. Then go back to the one he just missed. When you have finished a line, go back again to any words missed. When you have finished the exercise for the day, go back over all words missed again. This way, the pupil will usually earn his tick for the line the next day. (Remember—you never tick a line when the pupil gets it right on the second go—you must wait until the next day.)

Half the writing is upside down!

This is intentional. You should ALWAYS sit opposite your pupil when you are using **Bearing Away**. You need to be able to see when they are confused, so you can step in right away and show them what to do before they make a mistake and lose confidence.

Oral blending:

1. "Here are pictures of a cat, a dog and a man. I am going to break the words up, and I want you to point to the right picture."
   Point to the /c/ /at/.
   Point to the /d/ /og/.
   … to the /c/ /at/.
   … to the /d/ /og/.
   … to the /m/ /an/.
   ….the /c/ /at/.
   … the /m/ /an/.
   … the /d/ /og/."
2. "Point to the /m/ /an/.
   Point to the /c/ /at/.
   Point to the /d/ /og/.
   … to the /c/ /at/.
   … to the /d/ /og/.
   … to the /m/ /an/.
   … the /c/ /at/.
   … the /d/ /o/ /g/.
   … the /m/ /a/ /n/."
3. "Now we are going to make it a bit harder.
   Can you point to the /d/ /o/ /g/?
   Point to the /m/ /a/ /n/.
   … to the /c/ /a/ /t/.
   … the /d/ /o/ /g/.
   … the /c/ /a/ /t/.
   … the /m/ /a/ /n/.
   … the /c/ /a/ /t/.
   … the /d/ /o/ /g/.
   … the /m/ /a/ /n/."

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Multi-sensory tiles exercise 1: *(see page 6 for further information.)*

1. *Lay out the tiles **s**, **a** and **t**. Point to the first tile:*
2. "This letter makes the sound /s/. Put your finger by the dot and follow the arrows with your finger. Trace the /s/." *Guide the pupil's finger in a smooth, quick movement, while saying /s/.*
3. "Now trace the letter again, and you say the sound /s/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat steps 2 and 3 for **a** and **t**.*

Letter search:

1. *Point to the **s** in Part 1.*

2. "This letter makes the sound /s/. Circle every /s/ you can find." *Use the cursor to help the pupil scan along the line from left to right, if necessary.*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **s**, **a** and **t**:*
2. "These letters are /s/, /a/ and /t/. Point to /s/" *Correct if necessary.*
3. "Now trace the /s/ and say the sound /s/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **a** and **t**.*

Letter search:

1. *Point to the **a** in Part 2.*

2. "This letter makes the sound /a/. Circle every /a/ you can find." *Use the cursor to help the pupil scan along the line from left to right, if necessary.*

Part 1.

s sfusbmsplxs

Part 2.

a tabnasdakfc

Tracing exercise:

1. *Point to the **s** in Part 1. "What sound?" Correct if necessary.*
2. "Trace the /s/ with your finger and say the sound /s/." *Guide the pupil's finger if necessary.*
3. "Now take your pencil and trace the /s/ again—say the sound /s/. Try to stay inside the white."
   *Repeat for **a** and **t**. Guide the pupil's hand if necessary.*

Letter search:

1. *Point to the **t** in Part 2.*
2. "This letter makes the sound /t/. Circle every /t/."

Part 1.

Part 2.

t nbtutpbsta

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Oral blending:

1. "Here are pictures of a bird, a zip and a fork. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /b/ /ird/.
   Point to the /z/ /ip/.
   ... the /f/ /ork/.
   ... the /b/ /ird/.
   ... the /f/ /ork/.
   ... the /z/ /ip/.
   ... the /f/ /ork/.
   ... the /b/ /ird/.
   ... the /z/ /ip/."

3. "Now we are going to make it a bit harder.
   Can you point to the /z/ /i/ /p/?
   Point to the /b/ /ir/ /d/.
   ... the /f/ /or/ /k/.
   ... the /z/ /i/ /p/.
   ... the /f/ /or/ /k/.
   ... the /b/ /ir/ /d/.
   ... the /f/ /or/ /k/.
   ... the /b/ /ir/ /d/.
   ... the /z/ /i/ /p/."

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **s**, **a** and **t**. Point to the first tile:*
2. "This letter makes the sound /s/. Put your finger by the dot and follow the arrows with your finger. Trace the /s/." *Guide the pupil's finger in a smooth, quick movement, while saying /s/.*
3. "Now trace the letter again" and say the sound */s/* as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat steps 2 and 3 with **a** and **t**.*

Saying the sounds in a word:

1 . *Point to the word **sat** in Part 1.*
2 . "This word is **sat**. I will point to the letters and say the sounds in **sat**—/s/ /a/ /t/."
3. "Now you say the sounds in **sat**." *Point to each letter as the pupil says the sounds.*
4. *Cover the word.* "Now say the sounds in **sat** again."

Tracing exercise:

1. *Point to the **t** in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace the /t/ with your finger and say the sound /t/." *Guide the pupil's finger if necessary.*
3. "Now take your pencil and trace the /t/ again—say the sound /t/. Try to stay inside the white."
   *Repeat for **s** and **a**.*

Part 1.

sat

Part 2.

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@ pcanasnarf

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **s, a** and **t**:*
2. "These letters are /s/, /a/ and /t/. Point to /a/"
   Correct if necessary.
3. "Now trace the /a/ and say the sound /a/ as you trace it." *Guide the pupil's finger if necessary.*
4. "Now trace the /t/—say the sound /t/."
5. "Now trace the /s/—say the sound /s/."

Letter search:

1. *Point to the **a**.*
2. "This letter makes the sound /a/. Circle every /a/ you can find."

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **s, a** and **t**:*
2. "These letters are /s/, /a/ and /t/. Find the /t/ and trace it."
   Correct if necessary.
3. "Now find the /s/ and trace it. Now find the /a/...the /s/...the /t/...the /t/.../a/.../s/."
4. "Now just point to the letter when I say the sound... /a/.../s/.../a/.../t/.../s/.../t/."

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 10-15. See instructions on page 7.

oral blending:

1. "Here are pictures of a **pig**, some **teeth** and a **fish**. I am going to break the words up, and I want you to point to the right picture."
   Point to the /p/ /ig/.
   ... the /t/ /eeth/.
   ... the /f/ /ish/.
   ... the /p/ /ig/.
   ... the /t/ /eeth/.
   ... the /f/ /ish/.
   ... the /p/ /ig/.
   ... the /f/ /ish/.
2. "Point to the /p/ /ig/.
   Point to the /t/ /eeth/.
   ... the /f/ /ish/.
3. "Now we are going to make it a bit harder.
   Can you point to the /t/ /ee/ /th/?
   Point to the /p/ /i/ /g/.
   ... the /f/ /i/ /sh/.
   ... the /t/ /ee/ /th/.
   ... the /f/ /i/ /sh/.
   ... the /p/ /i/ /g/.
   ... the /f/ /i/ /sh/.
   ... the /p/ /i/ /g/.
   ... the /t/ /ee/ /th/."

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Multi-sensory tiles exercise 1:

1. *Lay out the tiles* ***t, a*** *and* ***p****. Point to the first tile:*
2. "This letter makes the sound /t/. Put your finger on the dot follow the arrows with your finger. Trace the /t/." *Guide the pupil's finger in a smooth, quick movement, while saying /t/.*
3. "Now trace the letter again, and say the sound /t/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for* ***a*** *and* ***p****.*

Letter search:

1 . *Point to the* ***p*** *in Part 1.*
2 . "This letter makes the sound /p/. Circle every /p/ you can find."

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***t, a*** *and* ***p****:*
2. "These letters are /t/, /a/ and /p/. Point to /t/"
   Correct if necessary.
3. "Now trace the /t/ and say the sound /t/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for* ***a*** *and* ***p****.*

Saying the sounds in a word:

1 . *Point to the word* ***tap*** *in Part 2.*
2 . "This word is **tap**. I will point to the letters and say the sounds in **tap**—/t/ /a/ /p/."
3. "Now you say the sounds in **tap**." *Point to each letter as the pupil says the sounds.*
4. *Cover the word.* "Now say the sounds in **tap** again."

Part 1.

p afpukpnpspl

Part 2.

tap

Tracing exercise:

1. *Point to the **t** in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace the /t/ with your finger and say the sound /t/." *Guide the pupil's finger if necessary.*
3. "Now take your pencil and trace the /t/ again—say the sound /t/. Try to stay inside the white."

   *Repeat for **a** and **p**.*

Letter search:

1. *Point to the **s** in Part 2.*
2. "This letter makes the sound /s/. Circle every /s/ you can find."

Part 1.

Part 2.

s afsuksmsspl

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Oral blending:

1. "Here are pictures of a **car**, a **lock** and a **bug**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /c/ /ar/.
   Point to the /l/ /ock/.
   ... the /b/ /ug/.
   ... the /c/ /ar/.
   ... the /b/ /ug/.
   ... the /l/ /ock/.
   ... the /b/ /ug/.
   ... the /l/ /ock/.
   ... the /c/ /ar/."

3. "Now we are going to make it a bit harder.
   Can you point to the /b/ /u/ /g/?
   Point to the /c/ /ar/.
   ... the /l/ /o/ /ck/.
   ... the /b/ /u/ /g/.
   ... the /l/ /o/ /ck/.
   ... the /c/ /ar/.
   ... the /l/ /o/ /ck/.
   ... the /c/ /ar/.
   ... the /b/ /u/ /g/."

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **s**, **a** and **p**. Point to the first tile:*
2. "This letter makes the sound /s/. Put your finger on the dot and follow the arrows with your finger. Trace the /s/." *Guide the pupil's finger in a smooth, quick movement, while saying /s/.*
3. "Now trace the letter again, and say the sound /s/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **a** and **p**.*

Saying the sounds in a word:

1. *Point to the word **sap** in Part 1.*
2. "This word is **sap**. I will point to the letters and say the sounds in **sap**—/s/ /a/ /p/."
3. "Now you say the sounds in **sap**." *Point to each letter as the pupil says the sounds.*
4. *Cover the word:* "Now say the sounds in **sap** again."

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **s**, **a** and **t**:*
2. "These letters are /s/, /a/ and /t/. Point to /s/"
   Correct if necessary.
3. "Now trace the /s/ and say the sound /s/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **a** and **p**.*

Letter search:

1. *Point to the **t** in Part 2.*
2. "This letter makes the sound /t/. Circle every /t/ you can find."

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Part 1.

sap

Part 2.

t stnkutntdit

Oral blending:

1. "Here are pictures of a **duck**, a **pin** and a **toad**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /d/ /uck/.
   Point to the /p/ /in/.
   … the /t/ /oad/.
   … the /d/ /uck/, … the /t/ /oad/, … the /p/ /in/.
   … the /t/ /oad/, … the /p/ /in/, … the /d/ /uck/."

3. "Now we are going to make it a bit harder.
   Can you point to the /t/ /oa/ /d/?
   Point to the /p/ /i/ /n/.
   … the /d/ /u/ /ck/.
   … the /t/ /oa/ /d/, … the /d/ /u/ /ck/, … the /p/ /i/ /n/.
   … the /d/ /u/ /ck/, … the /p/ /i/ /n/, … the /t/ /oa/ /d/."

Multi-sensory tiles exercise 3:

1. *Lay out the tiles* ***s, a*** *and* ***p****:*

2. "These letters are /s/, /a/ and /p/. Find the /p/ and trace it."
   Correct if necessary.

3. "Now find the /s/ and trace it. Now find the /a/…the /s/…the /p/…the /p/…/a/…/s/."

4. "Now just point to the letter when I say the sound…
   /a/…/s/…/s/…/p/…/a/…/p/."

If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 15-21.

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **p**, **i** and **t**. Point to the first tile*
2. "This letter makes the sound /p/. Put your finger by the dot and follow the arrows with your finger. Trace the /p/." *Guide the pupil's finger in a smooth, quick movement, while saying /p/.*
3. "Now trace the letter again, and say the sound /p/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **i** and **t**.*

Letter search:

1. *Point to the **i** in Part 1.*
2. "This letter makes the sound /i/. Circle every /i/ you can find."

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **p**, **i** and **t**:*
2. "These letters are /p/, /i/ and /t/. Point to /p/" *Correct if necessary.*
3. "Now trace the /p/ and say the sound /p/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **i** and **t**.*

Saying the sounds in a word:

1. *Point to the word **pit** in Part 2.*
2. "This word is **pit**. I will point to the letters and say the sounds in **pit**—/p/ /i/ /t/."
3. "Now you say the sounds in **pit**." *Point to each letter as the pupil says the sounds.*
4. *Cover the word.* "Now say the sounds in **pit** again."

Part 1.

i itikginfdit

Part 2.

pit

NON-PRINTING FILE FOR EVALUATION ONLY

Tracing exercise:

1. *Point to the **p** in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace the /p/ with your finger and say the sound /p/." *Guide the pupil's finger if necessary.*
3. "Now take your pencil and trace the /p/ again—say the sound /p/. Try to stay inside the white."

*Repeat for **i** and **t**.*

Letter search:

1. *Point to the **p** in Part 2.*
2. "This letter makes the sound /p/. Circle every /p/ you can find."

Part 1.

Part 2.

p ptaspdgpnp

Oral blending:

1. "Here are pictures of a **shell**, a **web** and a **horse**. I am going to break the words up, and I want you to point to the right picture."
2. "Point to the /sh/ /ell/.
   Point to the /w/ /eb/.
   ... the /h/ /orse/.
   ... the /sh/ /ell/, ... the /h/ /orse/, ... the /w/ /eb/.
   ... the /h/ /orse/, ... the /w/ /eb/, ... the /sh/ /ell/."
3. "Now we are going to make it a bit harder.
   Can you point to the /h/ /or/ /se/?
   Point to the /w/ /e/ /b/.
   ... the /sh/ /e/ /ll/.
   ... the /h/ /or/ /se/, ... the /sh/ /e/ /ll/, ... the /w/ /e/ /b/.
   ... the /sh/ /e/ /ll/, ... the /w/ /e/ /b/, ... the /h/ /or/ /se/."

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **p**, **i** and **t**.*
2. "These letters are /p/, /i/ and /t/. Find the /t/ and trace it."
   Correct if necessary.
3. "Now find the /p/ and trace it. Now find the /i/...the /p/...the /t/...the /t/.../i/.../p/."
4. "Now just point to the letter when I say the sound... /i/.../p/.../p/.../t/.../i/.../t/."

If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 22-24.

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Multi-sensory tiles exercise 1:

1. *Lay out the tiles **s**, **i** and **t**. Point to the first tile:*
2. "This letter makes the sound /s/. Put your finger on the dot follow the arrows with your finger. Trace the /s/." *Guide the pupil's finger in a smooth, quick movement, while saying /s/.*
3. "Now trace the letter again, and say the sound /s/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **i** and **t**.*

Letter search:

1. *Point to the **a** in Part 1.*
2. "This letter makes the sound /a/. Circle every /a/ you can find."

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **s**, **i** and **t**:*
2. "These letters are /s/, /i/ and /t/. Point to /s/" *Correct if necessary.*
3. "Now trace the /s/ and say the sound /s/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for **i** and **t**.*

Saying the sounds in a word:

1. *Point to the word **sit** in Part 2.*
2. "This word is **sit**. I will point to the letters and say the sounds in **sit**—/s/ /i/ /t/." *Use the cursor to show each sound as you say it.*
3. "Now you say the sounds in **sit**." *Point to each letter as the pupil says the sounds.*
4. *Cover the word.* "Now say the sounds in **sit** again."

Part 1.

a atikainada

Part 2.

sit

Tracing exercise:

1. *Point to the **s** in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace the /s/ with your finger and say the sound /s/." *Guide the pupil's finger if necessary.*
3. "Now take your pencil and trace the /s/ again—say the sound /s/. Try to stay inside the white."

   *Repeat for **i** and **t**.*

Letter search:

1. *Point to the **s** in Part 2.*
2. "This letter makes the sound /s/. Circle every /s/ you can find."

Part 1.

Part 2.

s tsusbmsplis

NON-PRINTING FILE FOR EVALUATION ONLY

Oral blending:

1. "Here are pictures of some **jam**, a **doll** and a **sheep**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /j/ /am/.
   Point to the /d/ /oll/.
   … the /sh/ /eep/.
   … the /j/ /am/,
   … the /sh/ /eep/,
   … the /d/ /oll/,
   … the /sh/ /eep/,
   … the /d/ /oll/,
   … the /j/ /am/."

3. "Now we are going to make it a bit harder.
   Can you point to the /sh/ /ee/ /p/?
   Point to the /d/ /o/ /ll/,
   … the /j/ /a/ /m/,
   … the /sh/ /ee/ /p/,
   … the /j/ /a/ /m/,
   … the /d/ /o/ /ll/,
   … the /j/ /a/ /m/,
   … the /d/ /o/ /ll/,
   … the /sh/ /ee/ /p/."

Multi-sensory tries exercise 3:

1. *Lay out the tries **s, a** and **t**:*

2. "These letters are /s/, /a/ and /t/. Find the /t/ and trace it."
Correct if necessary

3. "Now find the /s/ and trace it. Now find the /a/…the /s/…the /t/…the /t/…/a/…/s/"

4. "Now just point to the letter when I say the sound…
/a/…/s/…/s/…/t/…/a/…/t/."

Saying the sounds in a word:

1 . *Point to the word **sat** in Part 1.*

2 . "This word is **sat**. I will point to the letters and say the sounds in **sat**—/s/ /a/ /t/." *Use the cursor to show each sound as you say it.*

3. "Now you say the sounds in **sat**." *Point to each letter as the pupil says the sounds.*

4. *Cover the word.* "Now say the sounds in **sat** again."

Tracing exercise:

NB: All workbook tracing must be done with a pencil.

1. *Point to the word **sat** in Part 2.*

2. "You are going to trace the word **sat**. Say the sounds in **sat**."
Point to each letter as the pupil says the sounds.

3. "Now take your pencil and trace the letters, say each sound as you trace it. Try to stay inside the white."

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

sat

Part 2.

Letter search:

1 . *Point to the **a** in Part 1.*

2 . "This letter makes the sound /a/. Circle every /a/ you can find."

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **s**, **a** and **t**.*

2. "These letters make the word **sat**."

3. "Trace the first letter and say the sound." *Repeat with the next two letters.*

4. "Now as I point to each letter, say the sound loud and clear."

5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1 . *Point to Part 2.*

2 . "I will say the sound /s/, the sound /a/ or the sound /t/. Each time I say a sound, find the right letter and trace it."

3. "Now trace these letters:

/s/ /a/ /t/ /a/ /t/ /s/

/a/ /s/ /t/

Part 1.

a tabnasdakfa

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Oral blending:

1. "Here are pictures of a **can**, a **sock** and a **bat**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /s/ /ock/.
   Point to the /c/ /an/.
   … the /b/ /at/.
   … the /k/ /ock/, … the /b/ /at/, … the /c/ /an/.
   … the /b/ /at/, … the /c/ /an/, … the /s/ /ock/."

3. "Now we are going to make it a bit harder.
   Can you point to the /b/ /a/ /t/?
   Point to the /c/ /a/ /n/.
   … the /s/ /o/ /ck/.
   … the /b/ /a/ /t/, … the /s/ /o/ /ck/, … the /c/ /a/ /n/.
   … the /s/ /o/ /ck/, … the /c/ /a/ /n/, … the /b/ /a/ /t/."

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **p**, **i** and **n**. Point to the first tile:*

2. "This letter makes the sound /p/. Put your finger by the dot and follow the arrows with your finger. Trace the /p/." *Guide the pupil's finger in a smooth, quick movement, while saying /p/.*

3. "Now trace the letter again, and say the sound /p/ as you trace it."
   Guide the pupil's finger if necessary.

4. *Repeat steps 2 and 3 with the **i** and **n**.*

Saying the sounds in a word:

1 . *Point to the word **pin** in Part 1.*

2 . "This word is **pin**. I will point to the letters and say the sounds in **pin**—/p/ /i/ /n/."

3. "Now you say the sounds in **pin**." *Point to each letter as the pupil says the sounds.*

4. *Cover the word.* "Now say the sounds in **pin** again."

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **p**, **i** and **n**:*

2. "These letters are /p/, /i/ and /n/. Point to /p/"
   Correct if necessary.

3. "Now trace the /p/ and say the sound /p/ as you trace it." *Guide the pupil's finger if necessary.*

*4. Repeat for **i** and **n**.*

Tracing exercise:

1. *Point to the word **pin** in Part 2.*

2. "You are going to trace the word **pin**. Say the sounds in **pin**."
   Point to each letter as the pupil says the sounds.

3. "Now take your pencil and trace the letters, say each sound as you trace it. Try to stay inside the white."

Part 1.

pin

Part 2.

Letter search:

1. *Point to the* ***n*** *in Part 1.*
2. "This letter makes the sound /n/. Circle every /n/ you can find."

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***p****,* ***i*** *and* ***n****.*
2. "These letters make the word **pin**."
3. "Trace the first letter and say the sound." *Repeat with the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word? *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "I will say the sound /p/, the sound /i/ or the sound /n/. Each time I say a sound, find the right letter and trace it."
3. "Now trace these letters:

/p/	/i/	/n/
/i/	/n/	/p/
/i/	/p/	/n/

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

n oniknintant

Part 2.

Oral blending:

1. "Here are pictures of a **jug**, a **cow** and a **map**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /j/ /ug/.
   Point to the /c/ /ow/.
   … the /m/ /ap/.
   … the /j/ /ug/, … the /m/ /ap/, … the /c/ /ow/.
   … the /m/ /ap/, … the /c/ /ow/, … the /j/ /ug/.2

3. "Now we are going to make it a bit harder.
   Can you point to the /m/ /a/ /p/?
   Point to the /c/ /ow/.
   … the /j/ /u/ /g/.
   … the /m/ /a/ /p/, … the /j/ /u/ /g/, … the /c/ /ow/.
   … the /j/ /u/ /g/, … the /c/ /ow/, … the /m/ /a/ /p/."

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **n**, **i** and **p**:*

2. "These letters are /n/, /i/ and /p/. Point to /n/"
   Correct if necessary.

3. "Now trace the /n/ and say the sound /n/ as you trace it." *Guide the pupil's finger if necessary.*

4. *Repeat for **i** and **p**.*

Saying the sounds in a word:

1. *Point to the word* ***nip*** *in Part 1.*
2. "This word is **nip**. I will point to the letters and say the sounds in **nip**—/n/ /i/ /p/."
3. "Now you say the sounds in **nip**." *Point to each letter as the pupil says the sounds.*
4. *Cover the word.* "Now say the sounds in **nip** again."

Tracing exercise:

1. *Point to the word* ***nip*** *in Part 2.*
2. "You are going to trace the word **nip**. Say the sounds in **nip**." *Point to each letter as the pupil says the sounds.*
3. "Now take your pencil and trace the letters, say each sound as you trace it. Try to stay inside the white."

Multi-sensory tiles exercise 3:

1. *Lay out the tiles* ***n, i*** *and* ***p.***
2. "These letters are /n/, /i/ and /p/. Find the /p/ and trace it." *Correct if necessary.*
3. "Now find the /n/ and trace it. Now find the /i/...the /n/...the /p/...the /p/.../i/.../n/."
4. "Now just point to the letter when I say the sound... /i/.../n/.../p/.../i/.../p/.../n/."

If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 30-34.

Part 1.

nip

Part 2.

nip

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search:

1 . *Point to the **i** in Part 1.*

2 . "This letter makes the sound /i/. Circle every /i/ you can find."

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **p**, **i** and **n**.*
2. "These letters make the word **pin**."
3. "Trace the first letter and say the sound." *Repeat with the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search:

1 . *Point to the **t** in Part 2.*

2 . "This letter makes the sound /t/. Circle every /t/ you can find."

Part 1.

i gnikninlint

Part 2.

t btutpbstah

Mastery Test

Any pupil who does not pass this test must go back to page 10. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 1.

The pupil must be able to say the sounds of the first six flashcards with no errors.

NON-PRINTING
FILE FOR
EVALUATION
ONLY

sat
pin
You have mastered
s a t p i n !

Multi-sensory tiles exercise 1:

1. *Lay out the tiles* ***c, o*** *and* ***h****. Point to the first tile:*
2. "This letter makes the sound /c/. Trace the /c/."
   Guide the pupil's finger while saying /c/.
3. "Now trace the letter again and say /c/."
   Repeat for /o/ and /h/.

Letter search: *Part 1*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/p/	/t/	/i/	/a/	/s/	/n/
/i/	/s/	/n/	/t/	/p/	/a/
/i/	/a/	/p/	/s/	/n/	/t/

Part 1.

c nchciclrct

Part 2.

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **c, o** and **h**.*
2. "These letters are /c/, /o/ and /h/."
3. "Point to /c/, now trace it and say the sound /c/."
   Repeat for /o/ and /h/.

Letter search: *Part 1*

Tracing exercise:

1. *Point to the first **c** in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /c/ with your pencil and say /c/. Stay inside the white."
   Repeat for /o/ and /h/.

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ONLY

Part 1.

o doiknolbito

h knhkxihlht

Part 2.

c c c c c c

o o o o o o

h h h h h h

Saying the sounds in a word:

1 . *Point to the word* ***cat*** *in Part 1.*

2 . "This word is **cat**. I'll say the sounds—/c/ /a/ /t/. Now you say the sounds in **cat**."

3. *Cover the word.* "Now say the sounds in **cat** again."
Repeat for ***top*** *and* ***hit.***

4. *Cover all the words.* "Say the sounds in **cat**."
"Say the sounds in **top.**"
"Say the sounds in **hit**." *Prompt if necessary.*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***c, o*** *and* ***h:***

2. "These letters are /c/, /o/ and /h/. Point to /c/"
Correct if necessary.

3. "Now trace the /c/ and say the sound /c/ as you trace it." *Guide the pupil's finger if necessary.*

4. *Repeat for* ***o*** *and* ***h.***

Letter search: *Part 2*

Part 1.

cat top hit

Part 2.

i nihluidirit

n noiknosnitn

p opspyipjnp

Orai blending:

1. "Here are pictures of a **book**, a **shark** and a **ship**. I am going to break the words up, and I want you to point to the right picture."

2. "Point to the /b/ /ook/
...the /sh/ /ark/
...the /sh/ /ip/
...the /b/ /ook/
...the /sh/ /ip/
...the /sh/ /ark/
...the /sh/ /ip/
...the /sh/ /ark/
...the /b/ /ook/."

3. "Point to the /sh/ /i/ /p/
...the /sh/ /ar/ /k/
...the /b/ /oo/ /k/
...the /sh/ /i/ /p/
...the /b/ /oo/ /k/
...the /sh/ /ar/ /k/
...the /b/ /oo/ /k/
...the /sh/ /ar/ /k/
...the /sh/ /i/ /p/."

NON-PRINTING
FILE FOR
EVALUATION
ONLY

Part 1.

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/i/ /a/ /p/ /s/ /n/ /t/
/p/ /t/ /i/ /a/ /s/ /n/
/i/ /s/ /n/ /t/ /p/ /a/

Saying the sounds in a word:

1. *Point to the word **can** in Part 2.*
2. "This word is **can**. I'll say the sounds—/c/ /a/ /n/. Now you say the sounds in **can**."
3. *Cover the word.* "Now say the sounds in **can** again." *Repeat for **hot** and **tip**.*
4. *Cover all the words.* "Say the sounds in **can**."
   "Say the sounds in **hot**."
   "Say the sounds in **tip**." *Prompt if necessary.*

Part 1.

Part 2.

can hot tip

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **c**, **o** and **h**:*

2. "These letters are /c/, /o/ and /h/. Trace the letters:
   /o/ /c/ /h/ /o/ /h/ /c/ /h/ /o/ /c/."

3. "Point to the letters:
   /c/ /h/ /o/ /h/ /o/ /c/ /h/ /c/ /o/."

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 39-41.

Tracing exercise 2:

1. *Point to the first **c** in Part 1.* "What sound?" *Correct if necessary.*

2. "Trace each /c/ with your pencil and say /c/. Stay inside the white." *Repeat for /o/ and /h/.*

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

Transfer of oral blending to print—how to use the 'Bearly Reading' pages:

First—
Pupils trace letters at the top of the page with a pencil, saying sounds as they write them.

Second—
You say the sounds in 'sat' as you move the cursor. Then you ask, "What word?"

☐ sat sat sat
read trace Oral

Third—
The pupil traces the word with a pencil, saying the sounds. Again, you ask "What word?"

☐ sat sat sat
read trace Oral

Fourth—
You move the cursor and ask the pupil to say the sounds himself. Once more, you ask "What word?"

☑ sat sat sat
read trace Oral

This is virtually fool-proof—but it's still a big deal, the child has read his (or her) first word! Congratulations are in order! Repeat this procedure with the next three words on the page.

Bearly Reading: Remember to use the cursor

s a t p i n

Oral | trace | read

sat | sat | sat

pin | pin | pin

tap | tap | tap

sit | sit | sit

NON-PRINTING FILE FOR EVALUATION ONLY

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **c, o** and **h**:*
2. "These letters are /c/, /o/ and /h/. Trace the letters:
   /c/ /h/ /o/ /o/ /c/ /h/ /o/ /h/ /c/."
3. "Point to the letters:
   /o/ /c/ /h/ /c/ /h/ /o/ /h/ /c/ /o/

Writing letters from dictation:

1 . *Point to Part 1.*
2 . "Each time I say a sound, find the right letter and trace it."
   /s/ /a/ /t/ /s/ /t/ /t/
   /a/ /s/ /a/

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **c, a** and **t**.*
2. "These letters make the word **cat**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Part 1.

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***tip*** *in Part 2.*
2. "This word is **tip**. I'll say the sounds—/t/ /i/ /p/. Now you say the sounds in **tip**."
3. *Cover the word.* "Now say the sounds in **tip** again."
   Repeat for ***pan*** *and* ***hop****.*
4. *Cover all the words.* "Say the sounds in **tip**."
   "Say the sounds in **pan**."
   "Say the sounds in **hop**." *Prompt if necessary.*

NON-PRINTING
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EVALUATION
ONLY

Part 1.

t istchtitlbct

s psiksolsstn

a anukailaha

Part 2.

tip pan hop

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **t**, **o** and **p**.*
2. "These letters make the word **top**."
3. "Trace the first letter and say the sound."

   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Tracing exercise:

1. *Point to Part 1.*
2. "Trace all the letters and say the sounds. Stay inside the white."

   (The purpose of this exercise is to ensure that the pupil forms letters correctly without the dot and arrows. If the pupil does not do this, correct immediately.)

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **c**, **a** and **t**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."

   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Part 1.

Oral blending:

1. "Here are pictures of a **gun**, a **goat** and a **girl**. I am going to break the words up and I want you to point to the right picture."

2. "Point to the /g/ /oat/
   …the /g/ /oat/
   …the /g/ /irl/
   …the /g/ /ull/
   …the /g/ /irl/
   …the /g/ /irl/
   …the /g/ /oat/
   …the /g/ /irl/
   …the /g/ /oat/
   …the /g/ /ull/."

3. "Point to the /g/ /ir/ /l/
   …the /g/ /oa/ /t/
   …the /g/ /u/ /ll/
   …the /g/ /ir/ /l/
   …the /g/ /u/ /ll/
   …the /g/ /oa/ /t/
   …the /g/ /u/ /ll/
   …the /g/ /oa/ /t/."

NON-PRINTING
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EVALUATION
ONLY

Writing letters from dictation:

1. *Point to Part 1.*

2. "Each time I say a sound, find the right letter and trace it."

/i/ /a/ /p/ /s/ /n/ /t/
/p/ /t/ /i/ /a/ /s/ /n/
/i/ /s/ /n/ /t/ /p/ /a/

Saying the sounds in a word:

1. *Point to the word **tip** in Part 2.*

2. "This word is **tip**. I'll say the sounds—/t/ /i/ /p/. Now you say the sounds in **tip**."

3. *Cover the word.* "Now say the sounds in **tip** again."
   *Repeat for **hop** and **sip**.*

4. *Cover all the words.* "Say the sounds in **tip**."
   "Say the sounds in **hop**."
   "Say the sounds in **sip**." *Prompt if necessary.*

Part 1.

Part 2.

tip hop sip

Tracing exercise:

1. *Point to Part 1.*
2. "Trace all the letters and say the sounds. Stay inside the white."

(The purpose of this exercise is to ensure that the pupil forms letters correctly without the dot and arrows. If the pupil does not do this, correct immediately.)

Letter search: *Part 2*

Part 1.

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Bearly Reading: Never give ticks for a good try—your pupil will pay for it later!

c o h p a n

Oral	trace	read	
cat	cat	cat	☐
top	top	top	☐
hot	hot	hot	☐
pan	pan	pan	☐

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***t, o*** *and* ***p****.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search: *Part 1*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/s/ /a/ /t/ /s/ /t/ /t/
/a/ /s/ /a/

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

n intcntntlnct

Part 2.

Saying the sounds in a word:

1. *Point to the word* ***top*** *in Part 1.*

2. "This word is **top**. I'll say the sounds—/t/ /o/ /p/. Now you say the sounds in **top**."

3. *Cover the word.* "Now say the sounds in **top** again."
   Repeat for ***hip*** *and* ***sap****.*

4. *Cover all the words.* "Say the sounds in **top**."
   "Say the sounds in **hip**."
   "Say the sounds in **sap**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*

2. "Trace the large /a/, following the arrows."

3. "Next trace the small /a/, now write your own /a/ in the blank. Try to make it exactly the same as the one you traced."
   Repeat for ***s, t, i, n*** *and* ***p****.*

Part 1.

top hip sap

Part 2.

Mastery Test

Any pupil who does not pass this test must go back to page 39. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 2.

The pupil must be able to say the sounds of the first nine flashcards with no errors.

NON-PRINTING
FILE FOR
EVALUATION
ONLY

You have mastered
satpincoh !

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **g, r** and **e**. Point to the first tile:*
2. "This letter makes the sound /g/. Trace the /g/."
   Guide the pupil's finger while saying /g/.
3. "Now trace the letter again and say /g/." *Repeat for /r/ and /e/.*

Letter search: *Part 1*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **g, r** and **e**:*
2. "These letters are /g/, /r/ and /e/."
3. "Point to /g/, now trace it and say the sound /g/."
   Repeat for /r/ and /e/.

Saying the sounds in a word:

1. *Point to the word **pig** in Part 2.*
2. "This word is **pig**. I'll say the sounds—/p/ /i/ /g/. Now you say the sounds in **pig**."
3. *Cover the word.* "Now say the sounds in **pig** again."
   *Repeat for **rap** and **pet**.*
4. *Cover all the words.* "Say the sounds in **pig**."
   "Say the sounds in **rap**."
   "Say the sounds in **pet**." *Prompt if necessary.*

Part 1.

g nghgiglrgct

p psikpopsstp

Part 2.

pig rap pet

Writing letters from dictation:

1 . *Point to Part 1.*

2 . "Each time I say a sound, find the right letter and trace it."

/p/ /h/ /i/ /c/ /o/ /n/
/i/ /o/ /n/ /h/ /p/ /c/
/i/ /c/ /p/ /o/ /n/ /h/

Letter search: *Part 2*

Part 1.

Part 2.

r prisnrlritr

e enekxielet

NON-PRINTING FILE FOR EVALUATION ONLY

Tracing exercise:

1. *Point to the first* ***g*** *in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace each /g/ with your pencil and say /g/. Stay inside the white."

   Repeat for /r/ and /e/.

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***g, r*** *and* ***e:***
2. "These letters are /g/, /r/ and /e/. Point to /g/"

   Correct if necessary.
3. "Now trace the /g/ and say the sound /g/ as you trace it." *Guide the pupil's finger if necessary.*
4. *Repeat for* ***r*** *and* ***e.***

Letter search: *Part 2*

Part 1.

Part 2.

c chlucdcrct

Oral blending:

1. "There are pictures of a **cup**, a **cap** and a **cop**. I am going to break the words up and I want you to point to the right picture."

2. "Point to the /c/ /up/
   ...the /c/ /ap/
   ...the /c/ /op/
   ...the /c/ /up/
   ...the /c/ /op/
   ...the /c/ /ap/
   ...the /c/ /op/
   ...the /c/ /ap/
   ...the /c/ /up/."

3. "Point to the /c/ /o/ /p/
   ...the /c/ /a/ /p/
   ...the /c/ /u/ /p/
   ...the /c/ /o/ /p/
   ...the /c/ /u/ /p/
   ...the /c/ /a/ /p/
   ...the /c/ /u/ /p/
   ...the /c/ /a/ /p/
   ...the /c/ /o/ /p/."

NON-PRINTING
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EVALUATION
ONLY

Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles* ***c, o*** *and* ***h****:*

2. "These letters are /c/, /o/ and /h/. Trace the letters:
/o/ /c/ /h/ /o/ /h/ /c/ /h/ /o/ /c/."

3. "Point to the letters:
/c/ /h/ /o/ /h/ /o/ /c/ /h/ /c/ /o/

Writing letters from dictation:

1. *Point to Part 2.*

2. "Each time I say a sound, find the right letter and trace it."

/c/ /p/ /i/ /o/ /n/ /h/
/o/ /c/ /h/ /p/ /i/ /n/
/p/ /o/ /n/ /c/ /h/ /i/

Part 1.

h nhihnohnht

o opsoyiojno

Part 2.

Saying the sounds in a word:

1. *Point to the word **peg** in Part 1.*
2. "This word is **peg**. I'll say the sounds—/p/ /e/ /g/. Now you say the sounds in **peg**."
3. *Cover the word.* "Now say the sounds in **peg** again."
   *Repeat for **rot** and **get**.*
4. *Cover all the words.* "Say the sounds in **peg**."
   "Say the sounds in **rot**."
   "Say the sounds in **get**." *Prompt if necessary.*

Tracing exercise:

1. *Point to the first **g** in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /g/ with your pencil and say /g/. Stay inside the white."
   Repeat for /r/ and /e/.

Part 1.

peg rot get

Part 2.

NON-PRINTING
FREE FOR
EVALUATION
ONLY

h o c i p

Oral	trace	read
hat	hat	hat ☐
tip	tip	tip ☐
cap	cap	cap ☐
pot	pot	pot ☐

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **g, r** and **e**:*

2. "These letters are /g/, /r/ and /e/. Trace the letters:
/g/ /r/ /e/ /e/ /g/ /r/ /e/ /r/ /g/"

3. "Point to the letters:
/e/ /g/ /r/ /g/ /r/ /e/ /r/ /g/ /e/

If your pupil can do this without help, introduce the flashcards. Otherwise go back and repeat pages 59-65.

Writing letters from dictation:

1. *Point to Part 1.*

2. "Each time I say a sound, find the right letter and trace it."

/i/ /n/ /p/ /i/ /p/ /p/
/n/ /i/ /n/

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **r, a** and **t**:*

2. "These letters make the word **rat**."

3. "Trace the first letter and say the sound."
Repeat for the next two letters.

4. "Now as I point to each letter, say the sound loud and clear."

5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Part 1.

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Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***got*** *in Part 2.*
2. "This word is **got**. I'll say the sounds—/g/ /o/ /t/. Now you say the sounds in **got**."
3. *Cover the word.* "Now say the sounds in **got** again."

   Repeat for ***rip*** *and* ***ten.***
4. *Cover all the words.* "Say the sounds in **got**."

   "Say the sounds in **rip**."

   "Say the sounds in **ten**." *Prompt if necessary.*

Part 1.

i istcitithirct

n snihsnisntn

p gnppsipcnp

Part 2.

got rip ten

Tracing exercise:

1. *Point to Part 1.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***p, i*** *and* ***g****.*
2. "These letters make the word **pig**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search: *Part 2*

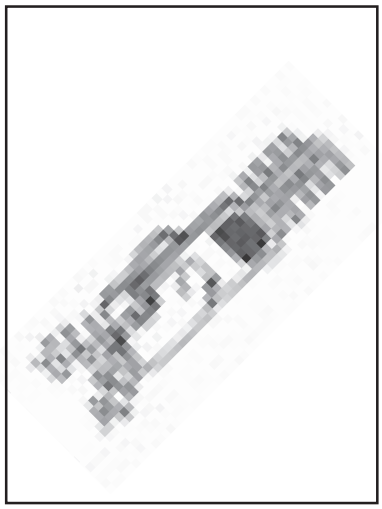
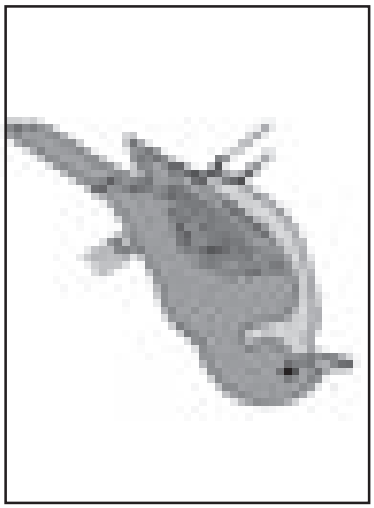
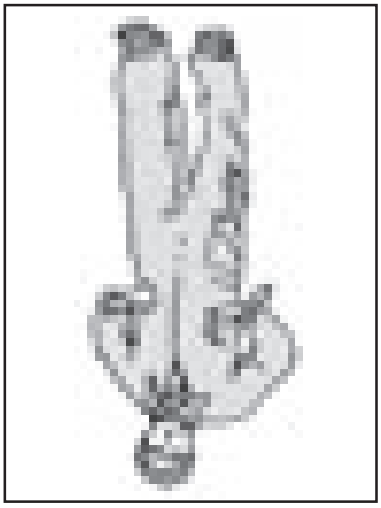
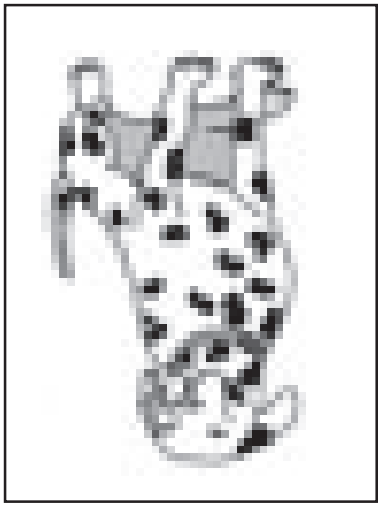
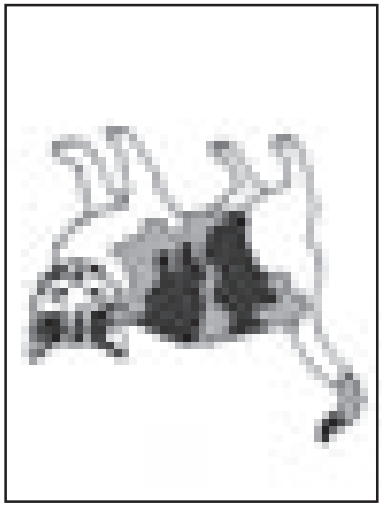
Part 1.

Part 2.

i anikailihai

c snchscicntc

NON-PRINTING FILE FOR EVALUATION ONLY

Oral blending:

1. "Here are pictures of a **cat**, a **dog**, a **man**, a **bird**, a **fork** and a **zip**. Point to the..."

2.

/d/ /og/	/f/ /ork/	/c/ /at/	/m/ /an/
/z/ /ip/	/b/ /ird/	/m/ /an/	/f/ /ork/
/d/ /og/	/z/ /ip/	/b/ /ird/	/c/ /at/

3.

/c/ /a/ /t/	/m/ /a/ /n/	/z/ /i/ /p/	/b/ /ir/ /d/
/d/ /o/ /g/	/f/ /or/ /k/	/z/ /i/ /p/	/b/ /ir/ /d/
/c/ /a/ /t/	/m/ /a/ /n/	/f/ /or/ /k/	/d/ /o/ /g/

Letter search: *Part 1*

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **p**, **i** and **g**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."

   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/i/	/a/	/p/	/s/	/n/	/t/
/p/	/t/	/i/	/a/	/s/	/n/
/i/	/s/	/n/	/t/	/p/	/a/

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Part 1.

o ipstocotionh

Part 2.

Saying the sounds in a word:

1. *Point to the word* ***gap*** *in Part 1.*

2. "This word is **gap**. I'll say the sounds—/g/ /a/ /p/. Now you say the sounds in **gap**."

3. *Cover the word.* "Now say the sounds in **gap** again."

   Repeat for ***hen*** *and* ***rig****.*

4. *Cover all the words.* "Say the sounds in **gap**."
   "Say the sounds in **hen**."
   "Say the sounds in **rig**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*

2. "Trace all the letters and say the sounds. Stay inside the white."

Letter search: *Part 3*

Part 1.

gap hen rig

Part 2.

Part 3.

t gthcitritcnt

g p e r a t i

Oral | trace | read

get get get ☐

rat rat rat ☐

rip rip rip ☐

pig pig pig ☐

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Multi-sensory tiles exercise 5:

1. *Lay out the tiles **g**, **e** and **t**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/h/ /a/ /n/ /h/ /n/ /n/
/a/ /h/ /a/

Letter search: *Part 2*

Part 1.

Part 2.

i isticftitlbict

Saying the sounds in a word:

1. *Point to the word* ***pen*** *in Part 1.*

2. "This word is **pen**. I'll say the sounds—/p/ /e/ /n/. Now you say the sounds in **pen**."

3. *Cover the word.* "Now say the sounds in **pen** again." *Repeat for* ***got*** *and* ***net.***

4. *Cover all the words.* "Say the sounds in **pen**." "Say the sounds in **got**." "Say the sounds in **net**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*

2. "Trace the large /c/, following the arrows."

3. "Next trace the small /c/, now write your own /c/ in the blank. Try to make it exactly the same as the one you traced."

Part 1.

pen got net

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Mastery Test

Any pupil who does not pass this test must go back to page 59. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 3:

The pupil must be able to say the sounds of the first twelve flashcards with no errors.

You have mastered
s a t p i n
c o h g r e !

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **d, m** and **u**. Point to the first tile:*
2. "This letter makes the sound /d/. Trace the /d/."
   Guide the pupil's finger while saying /d/.
3. "Now trace the letter again and say /d/." *Repeat for /m/ and /u/.*

Letter search: *Part 1*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **d, m** and **u**:*
2. "These letters are /d/, /m/ and /u/."
3. "Point to /d/, now trace it and say the sound /d/."
   Repeat for /m/ and /u/.

Saying the sounds in a word:

1. *Point to the word **sad** in Part 2.*
2. "This word is **sad**. I'll say the sounds—/s/ /a/ /d/. Now you say the sounds in **sad**."
3. *Cover the word.* "Now say the sounds in **sad** again."
   *Repeat for **tug** and **him**.*
4. *Cover all the words.* "Say the sounds in **sad**."
   "Say the sounds in **tug**."
   "Say the sounds in **him**." *Prompt if necessary.*

Part 1.

d n d h g i d l m d c d

m p m i s n m h m i m

Part 2.

sad tug him

Writing letters from dictation:

1 . *Point to Part 1.*

2 . "Each time I say a sound, find the right letter and trace it."

/e/ /h/ /r/ /o/ /g/ /c/
/r/ /g/ /c/ /h/ /e/ /o/
/r/ /o/ /e/ /g/ /c/ /h/

Letter search: *Part 2*

Part 1.

Part 2.

u uhnukmiulut

s psiksojsnstn

h hnukhihyha

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Tracing exercise:

1. *Point to the first **d** in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace each /d/ and say /d/. Stay inside the white."

   Repeat for /m/ and /u/.

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **d**, **m** and **u**:*
2. "These letters are /d/, /m/ and /u/. Point to /d/"

   Correct if necessary.
3. "Now trace the /d/ and say the sound /d/ as you trace it." *Guide the pupil's finger if necessary. Repeat for **m** and **u**.*

Part 1.

n g p r e i

Oral	trace	read
rag	rag	rag ☐
nip	nip	nip ☐
pet	pet	pet ☐
gas	gas	gas ☐

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Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **d**, **m** and **u**:*

2. "These letters are /d/, /m/ and /u/. Trace the letters:
   /m/ /d/ /u/ /m/ /u/ /d/ /u/ /m/ /d/."

3. "Point to the letters:
   /d/ /u/ /m/ /u/ /m/ /d/ /u/ /d/ /m/

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 77- 80.

Saying the sounds in a word:

1. *Point to the word **peg** in Part 2.*

2. "This word is **peg**. I'll say the sounds—/p/ /e/ /g/. Now you say the sounds in **peg**."

3. *Cover the word.* "Now say the sounds in **peg** again."
   *Repeat for **tip** and **mud**.*

4. *Cover all the words.* "Say the sounds in **peg**."
   "Say the sounds in **tip**."
   "Say the sounds in **mud**." *Prompt if necessary.*

Part 1.

e nehcielmece

r pnriusnrhrir

g ghngpmiglgy

Part 2.

peg tip mud

Writing letters from dictation:

1. *Point to Part 1.*

2. "Each time I say a sound, find the right letter and trace it."

/e/ /p/ /n/ /s/ /g/ /c/
/r/ /g/ /i/ /o/ /e/ /s/
/r/ /s/ /e/ /g/ /c/ /p/

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **d**, **m** and **u**:*

2. "These letters are /d/, /m/ and /u/. Trace the letters:
/m/ /d/ /u/ /m/ /u/ /d/ /u/ /m/ /d/."

3. "Point to the letters:
/d/ /u/ /m/ /u/ /m/ /d/ /u/ /d/ /m/

Letter search: *Part 2*

Part 1.

Part 2.

h hstchithirht

c scnchscilcta

NON-PRINTING FILE FOR EVALUATION ONLY

Oral blending:

1. "Here are pictures of a **car**, a **lock**, some **teeth**, a **pig**, a **fish** and a **bug**. Point to the..."

2.

/l/ /ock/	/f/ /ish/	/c/ /ar/	/t/ /eeth/
/b/ /ug/	/p/ /ig/	/t/ /eeth/	/f/ /ish/
/l/ /ock/	/b/ /ug/	/p/ /ig/	/c/ /ar/

3.

/c/ /ar/	/t/ /ee/ /th/	/b/ /u/ /g/	/p/ /i/ /g/
/l/ /o/ /ck/	/f/ /i/ /sh/	/b/ /u/ /g/	/p/ /i/ /g/
/c/ /ar/	/t/ /ee/ /th/	/f/ /i/ /sh/	/l/ /o/ /ck/

Tracing exercise

1. *Point to the first dim Part 1.* "What sound?" *Correct if necessary.*
2. "Trace each /d/ and say /d/. Stay inside the white."
   Repeat for /m/ and /u/.

Saying the sounds in a word

1. *Point to the word **gum** in Part 2.*
2. "This word is **gum**. I'll say the sounds—/g/ /u/ /m/. Now you say the sounds in **gum**."
3. *Cover the word.* "Now say the sounds in **gum** again."
   *Repeat for **mop** and **did**.correct immediately.)*
4. *Cover all the words.* "Say the sounds in **gum**."
   "Say the sounds in **mop**."
   "Say the sounds in **did**." *Prompt if necessary.*

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Part 1.

Part 2.

gum mop did

Letter search: *Part 1*

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***r****,* ***e*** *and* ***d****.*
2. "These letters make the word **red**.
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/c/	/h/	/o/	/c/	/o/	/h/
/o/	/c/	/h/	/c/	/h/	/o/
/c/	/h/	/c/	/o/	/h/	/o/

Part 1.

o hotcoitoirot

Part 2.

Multi-sensory tries exercise 4:

1. *Lay out the tries **m u** and **d**.*
2. "These letters make the word **mud**.
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Tracing exercise:

1. *Point to Part 1.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Letter search: *Part 2*

Part 1.

e eee g ggg r rrr

o ooo c ccc h hhh

Part 2.

h shnchshlctah

t tmostchithirt

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g u r m e d

Oral	trace	read
mud	mud	mud
dog	dog	dog
man	man	man
red	red	red

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/c/	/r/	/o/	/e/	/h/	/g/
/e/	/c/	/h/	/g/	/r/	/o/
/g/	/c/	/n/	/e/	/r/	/o/

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **m**, **a** and **n**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

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Part 1.

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***den*** *in Part 2.*

2. "This word is **den**. I'll say the sounds—/d/ /e/ /n/. Now you say the sounds in **den**."

3. *Cover the word.* "Now say the sounds in **den** again."
   Repeat for ***map*** *and* ***dog****.*

4. *Cover all the words.* "Say the sounds in **den**."
   "Say the sounds in **map**."
   "Say the sounds in **dog**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 3.*

2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

s hscnshscilsta

Part 2.

den map dog

Part 3.

Oral blending:

1. "Here are pictures of a **duck**, a **pin**, a **toad**, a **shell**, a **web** and a **horse**. Point to the..."

2.	/d/ /uck/	/w/ /eb/	/p/ /in/	/t/ /oad/
	/h/ /orse/	/sh/ /ell/	/t/ /oad/	/w/ /eb/
	/d/ /uck/	/h/ /orse/	/sh/ /ell/	/p/ /in/
3.	/p/ /i/ /n/	/t/ /oa/ /d/	/h/ /or/ /se/	/sh/ /e/ /ll/
	/d/ /u/ /ck/	/w/ /e/ /b/	/h/ /or/ /se/	/sh/ /e/ /ll/
	/p/ /i/ /n/	/t/ /oa/ /d/	/w/ /e/ /b/	/d/ /u/ /ck/

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Part 1.

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **c**, **a** and **t**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search: *Part 1*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/i/ /p/ /n/ /i/ /n/ /n/
/p/ /i/ /p/

Part 1.

e renukeieyea

Part 2.

Saying the sounds in a word:

1. *Point to the word* ***hum*** *in Part 1.*
2. "This word is **hum**. I'll say the sounds—/h/ /u/ /m/. Now you say the sounds in **hum**."
3. *Cover the word.* "Now say the sounds in **hum** again."
   Repeat for ***den*** *and* ***mug****.*
4. *Cover all the words.* "Say the sounds in **hum**."
   "Say the sounds in **den**."
   "Say the sounds in **mug**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*
2. "Trace the large /r/, following the arrows."
3. "Next trace the small /r/, now write your own /r/ in the blank. Try to make it exactly the same as the one you traced."
   Repeat for ***g, o, e, h*** *and* ***c****.*

Part 1.

hum den mug

Part 2.

r r r

g g g

o o o

e e e

h h h

c c c

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Mastery Test

Any pupil who does not pass this test must go back to page 77. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 4:

The pupil must be able to say the sounds of the first fifteen flashcards with no errors.

You have
mastered
s a t
p i n
c o h
g r e
dmu!

Multi-sensory tiles exercise 1:

1. *Lay out the tiles **l, f** and **b**. Point to the first tile:*
2. "This letter makes the sound /l/. Trace the /l/."
   Guide the pupil's finger while saying /l/.
3. "Now trace the letter again and say /l/." *Repeat for /f/ and /b/.*

Letter search: *Part 1*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **l, f** and **b**:*
2. "These letters are /l/, /f/ and /b/."
3. "Point to /l/, now trace it and say the sound /l/."
   Repeat for /f/ and /b/.

Saying the sounds in a word:

1. *Point to the word **let** in Part 2.*
2. "This word is **let**. I'll say the sounds—/l/ /e/ /t/. Now you say the sounds in **let**."
3. *Cover the word.* "Now say the sounds in **let** again."
   *Repeat for **rob** and **bug**.*
4. *Cover all the words.* "Say the sounds in **let**."
   "Say the sounds in **rob**."
   "Say the sounds in **bug**." *Prompt if necessary.*

Part 1.

l ndlgimlhmlcl

f pfsnfgihtflif

Part 2.

let rob bug

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound find the right letter and trace it."

/e/ /m/ /r/ /u/ /g/ /d/
/r/ /g/ /d/ /m/ /e/ /u/
/r/ /u/ /e/ /g/ /d/ /m/

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **l, f** and **b**:*
2. "These letters are /l/, /f/ and /b/. Point to /l/"
   Correct if necessary.
3. "Now trace the /l/ and say the sound /l/ as you trace it." *Guide the pupil's finger if necessary. Repeat for **f** and **b**.*

Letter search: *Part 2*

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Part 1.

Part 2.

b b h n b k m h b l b t

h g d r e u

Oral	trace	read
dig	dig	dig
had	had	had
den	den	den
rug	rug	rug

Saying the sounds in a word:

1 . *Point to the word **fit** in Part 1.*

2 . "This word is **fit**. I'll say the sounds—/f/ /i/ /t/. Now you say the sounds in **fit**."

3. *Cover the word.* "Now say the sounds in **fit** again."
*Repeat for **lot** and **bun**.*

4. *Cover all the words.* "Say the sounds in **fit**."
"Say the sounds in **lot**."
"Say the sounds in **bun**." *Prompt if necessary.*

Tracing exercise:

1. *Point to the first **l** in Part 2.* "What sound?" *Correct if necessary.*

2. "Trace each /l/ and say /l/. Stay inside the white."
Repeat for /f/ and /b/.

Part 1.

fit lot bun

Part 2.

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Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **l**, **f** and **b**:*

2. "These letters are /l/, /f/ and /b/. Trace the letters:
   /f/ /l/ /b/ /f/ /b/ /l/ /b/ /f/ /l/."

3. "Point to the letters:
   /l/ /b/ /f/ /b/ /f/ /l/ /b/ /l/ /f/

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 95-98.

Writing letters from dictation:

1. *Point to Part 2.*

2. "Each time I say a sound, find the right letter and trace it."

/e/ /u/ /r/ /d/ /g/ /m/
/r/ /g/ /m/ /u/ /e/ /d/
/r/ /d/ /e/ /g/ /m/ /u/

Part 1.

m nmhcimlmcm

u uniusnrhuiu

Part 2.

Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **l, f** and **b**:*
2. "These letters are /l/, /f/ and /b/. Trace the letters:
   /f/ /l/ /b/ /f/ /b/ /l/ /b/ /f/ /l/."
3. "Point to the letters:
   /l/ /b/ /f/ /b/ /f/ /l/ /b/ /l/ /f/

Tracing exercise:

1. *Point to the first **l** in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /l/ and say /l/. Stay inside the white."
   Repeat for /f/ and /b/.

Part 1.

d f g h n d p d i d l d y

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Oral blending:

1. "Here are pictures of a **can**, a **sock**, a **bat**, some **jam**, a **doll** and a **sheep** . Point to the…"

2. /s/ /ock/ /sh/ /eep/ /c/ /an/ /b/ /at/
   /j/ /am/ /p/ /ig/ /b/ /at/ /sh/ /eep/
   /s/ /ock/ /j/ /am/ /p/ /ig/ /c/ /an/

3. /c/ /a/ /n/ /b/ /a/ /t/ /j/ /a/ /m/ /p/ /i/ /g/
   /s/ /o/ /ck/ /sh/ /ee/ /p/ /j/ /a/ /m/ /p/ /i/ /g/
   /c/ /a/ /n/ /b/ /a/ /t/ /sh/ /ee/ /p/ /s/ /o/ /ck/

Letter search: *Part 1*

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***f, u*** *and* ***n****.*
2. "These letters make the word **fun**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/b/	/l/	/f/	/b/	/f/	/l/
/f/	/b/	/l/	/b/	/l/	/f/
/b/	/l/	/b/	/f/	/l/	/f/

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

g sginghsglgtp

Part 2.

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***tub*** *in Part 2.*
2. "This word is **tub**. I'll say the sounds—/t/ /u/ /b/. Now you say the sounds in **tub**."
3. *Cover the word.* "Now say the sounds in **tub** again."
   Repeat for ***fed*** *and* ***lip****.*
4. *Cover all the words.* "Say the sounds in **tub**."
   "Say the sounds in **fed**."
   "Say the sounds in **lip**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 3.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

r hrtcrmtrirot

e estcenteiret

Part 2.

tub fed lip

Part 3.

Bearly Reading:

g u l b e f

Oral | trace | read

bus bus bus

leg leg leg

fun fun fun

big big big

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search: *Part 1*

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***b****,* ***i*** *and* ***g****.*
2. "These letters make the word **big**.
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/u/ /r/ /d/ /e/ /m/ /g/
/e/ /u/ /m/ /g/ /r/ /d/
/g/ /u/ /m/ /e/ /r/ /d/

Part 1.

d sdncdsdlctad

Part 2.

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **b**, **i** and **g**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Saying the sounds in a word:

1. *Point to the word **bet** in Part 1.*
2. "This word is **bet**. I'll say the sounds—/b/ /e/ /t/. Now you say the sounds in **bet**."
3. *Cover the word.* "Now say the sounds in **bet** again."
   *Repeat for **pub** and **log**.*
4. *Cover all the words.* "Say the sounds in **bet**."
   "Say the sounds in **pub**."
   "Say the sounds in **log**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

bet pub log

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Oral blending:

1. "Here are pictures of a **ship**, a **book**, a **map**, a **cow**, a **shark** and a **jug**. Point to the..."

2. /sh/ /ip/ /sh/ /ark/ /b/ /ook/ /m/ /ap/
   /j/ /ug/ /c/ /ow/ /m/ /ap/ /sh/ /ark/
   /sh/ /ip/ /j/ /ug/ /c/ /ow/ /b/ /ook/

3. /b/ /oo/ /k/ /m/ /a/ /p/ /j/ /u/ /g/ /c/ /ow/
   /sh/ /i/ /p/ /sh/ /ar/ /k/ /j/ /u/ /g/ /c/ /ow/
   /b/ /oo/ /k/ /m/ /a/ /p/ /sh/ /ar/ /k/ /sh/ /i/ /p/

Letter search: *Part 1*

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **d**, **o** and **g**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/o/ /r/ /n/ /o/ /n/ /n/
/r/ /o/ /r/

Part 1.

u thusuchuhtru

m mcnmhmcimtd

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***rub*** *in Part 2.*
2. "This word is **rub**. I'll say the sounds—/r/ /u/ /b/. Now you say the sounds in **rub**."
3. *Cover the word.* "Now say the sounds in **rub** again."
   Repeat for ***bag*** *and* ***lid****.*
4. *Cover all the words.* "Say the sounds in **rub**."
   "Say the sounds in **bag**."
   "Say the sounds in **lid**." *Prompt if necessary.*

Part 1.

p pgkipsjpnptn

e renukeieyea

h hsthcfthtbhct

Part 2.

rub bag lid

Tracing exercise:

1. *Point to Part 1.*
2. "Trace the large /s/, following the arrows."
3. "Next trace the small /s/, now write your own /s/ in the blank. Try to make it exactly the same as the one you traced."

*Repeat for **t, o, a, h** and **c**.*

Part 1.

NON-PRINTING
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ONLY

Mastery Test

Any pupil who does not pass this test must go back to page 95. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 5:

The pupil must be able to say the sounds of the first eighteen flashcards with no errors.

You have mastered
satpin
cohgre
dmulfb

Multi-sensory tiles exercise 1:
1. *Lay out the tiles **j**, **k** and **sh**. Point to the first tile:*
2. "This letter makes the sound /j/. Trace the /j/."
   Guide the pupil's finger while saying /j/.
3. "Now trace the letter again and say /j/."
   Repeat for /k/ and /sh/.

Letter search: *Part 1*

Multi-sensory tiles exercise 2:
1. *Lay out the tiles **j**, **k** and **sh**:*
2. "These letters are /j/, /k/ and /sh/."
3. "Point to /l/, now trace it and say the sound /j/."
   Repeat for /k/ and /sh/.

Saying the sounds in a word:
1. *Point to the word **fib** in Part 2.*
2. "This word is **fib**. I'll say the sounds—/f/ /i/ /b/. Now you say the sounds in **fib**."
3. *Cover the word.* "Now say the sounds in **fib** again."
   *Repeat for **bed** and **cub**.*
4. *Cover all the words.* "Say the sounds in **fib**."
   "Say the sounds in **bed**."
   "Say the sounds in **cub**." *Prompt if necessary.*

Part 1.

k p k s n k g i k t f l k

sh sh n b k sh b l sh

Part 2.

fib bed cub

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/m/	/u/	/f/	/b/	/d/	/l/
/m/	/b/	/d/	/l/	/f/	/u/
/f/	/l/	/m/	/u/	/b/	/d/

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **j**, **k** and **sh**:*
2. "These letters are /j/, /k/ and /sh/. Point to /j/"
   Correct if necessary.
3. "Now trace the /j/ and say the sound /j/ as you trace it." *Guide the pupil's finger if necessary.*
   *Repeat for **k** and **sh**.*

Letter search: *Part 2*

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

Part 2.

j ndjgijlhmjcj

Tracing exercise:

1. *Point to the first* ***j*** *in Part 1.* "What sound?"
   Correct if necessary.
2. "Trace each /j/ and say /j/. Stay inside the white."
   Repeat for /k/ and /sh/.

Letter search: *Part 2*

Part 1.

Part 2.

b nbhcibrlbcb

f fnifsnrhfifh

u g m r p i d

Oral	trace	read
red	red	red ☐
dog	dog	dog ☐
mud	mud	mud ☐
pig	pig	pig ☐

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **j**, **k** and **sh**:*
2. "These letters are /j/, /k/ and /sh/. Trace the letters:
   /k/ /j/ /sh/ /k/ /sh/ /j/ /sh/ /k/ /j/."
3. "Point to the letters:
   /k/ /sh/ /j/ /sh/ /k/ /j/ /sh/ /k/ /j/

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 113-117.

Tracing exercise:

1. *Point to the first **j** in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace each /j/ and say /j/. Stay inside the white."
   Repeat for /k/ and /sh/.

Part 1.

l glnldplidlhy

Part 2.

Saying the sounds in a word:

1. *Point to the word* ***shop*** *in Part 1.*
2. "This word is **shop**. I'll say the sounds—/sh/ /o/ /p/. Now you say the sounds in **shop**."
3. *Cover the word.* "Now say the sounds in **shop** again."
   Repeat for ***jam*** *and* ***wish****.*
4. *Cover all the words.* "Say the sounds in **peg**."
   "Say the sounds in **rot**."
   "Say the sounds in **get**." *Prompt if necessary.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/h/ /e/ /o/ /g/ /c/ /h/
/r/ /e/ /o/ /h/ /c/ /g/
/r/ /e/ /o/ /g/ /r/ /c/

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

shop jam wish

Part 2.

g g g e e e

r r r h h h

o o o c c c

Oral blending:

1. "Here are pictures of a **gull**, a **goat**, a **cap**, a **cup**, a **girl** and a **cop**. Point to the..."

2. /g/ /oat/ /g/ /irl/ /g/ /ull/ /c/ /up/
   /c/ /op/ /c/ /ap/ /c/ /up/ /g/ /irl/
   /g/ /oat/ /c/ /op/ /c/ /ap/ /g/ /ull/

3. /g/ /u/ /ll/ /c/ /u/ /p/ /c/ /o/ /p/ /c/ /a/ /p/
   /g/ /oa/ /t/ /g/ /ir/ /l/ /c/ /o/ /p/ /c/ /a/ /p/
   /g/ /u/ /ll/ /c/ /u/ /p/ /g/ /ir/ /l/ /g/ /oa/ /t/

Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **j**, **k** and **sh**.*
2. "These letters are /j/, /k/ and /sh/. Trace the letters:
   /k/ /j/ /sh/ /k/ /sh/ /j/ /sh/ /k/ /j/."
3. "Point to the letters:
   /j/ /sh/ /k/ /sh/ /k/ /j/ /sh/ /j/ /k/

Tracing exercise:

1. *Point to the first **j** in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /j/ and say /j/. Stay inside the white."
   Repeat for /k/ and /sh/.

Part 1.

u a s m c u n l u i r u n

m s m n m h m f l m p

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Saying the sounds in a word:

1 . *Point to the word **shut** in Part 1.*

2 . "This word is **shut**. I'll say the sounds—/sh/ /u/ /t/. Now you say the sounds in **shut**."

3. *Cover the word.* "Now say the sounds in **shut** again."
*Repeat for **jet** and **mash**.*

4. *Cover all the words.* "Say the sounds in **shut**."
"Say the sounds in **jet**."
"Say the sounds in **mash**." *Prompt if necessary.*

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **k, i** and **d**.*

2. "These letters make the word **kid**."

3. "Trace the first letter and say the sound."
Repeat for the next two letters.

4. "Now as I point to each letter, say the sound loud and clear."

5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Tracing exercise:

1. *Point to Part 2.*

2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

shut jet mash

Part 2.

sh m k p j f

Oral | trace | read

shop shop shop

kid kid kid

jam jam jam

fish fish fish

NOT FOR PRINTING
FILE FOR
EVALUATION
ONLY

Letter search: *Part 1*

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***f****,* ***i*** *and* ***sh****.*
2. "These letters make the word **fish**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/u/	/b/	/g/	/f/	/m/	/l/
/f/	/u/	/m/	/l/	/b/	/g/
/l/	/u/	/m/	/f/	/b/	/g/

Part 1.

d hdtcdndrilod

Part 2.

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***j, a*** *and* ***m.***
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Saying the sounds in a word:

1. *Point to the word* ***rush*** *in Part 1.*
2. "This word is **rush**. I'll say the sounds—/r/ /u/ /sh/. Now you say the sounds in **rush**."
3. *Cover the word.* "Now say the sounds in **rush** again."
   Repeat for ***job*** *and* ***shed.***
4. *Cover all the words.* "Say the sounds in **rush**."
   "Say the sounds in **job**."
   "Say the sounds in **shed**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

rush job shed

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search: *Part 1*

Writing letters from dictation:

1 . *Point to Part 2.*

2 . "Each time I say a sound, find the right letter and trace it."

/r/ /u/ /b/
/u/ /b/ /r/
/b/ /r/ /b/

Part 1.

f sfnicfnfldtaf

b tnbsbihbacbr

l lcnlimhlcilta

Part 2.

sh m k p j f

Oral	Trace	read
jam	jam	jam
kid	kid	kid
fish	fish	fish
shop	shop	shop

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search: *Part 1*

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***sh, o*** *and* ***p****.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Saying the sounds in a word:

1. *Point to the word* ***jig*** *in Part 2.*
2. "This word is **jig**. I'll say the sounds—/j/ /i/ /g/. Now you say the sounds in **jig**."
3. *Cover the word.* "Now say the sounds in **jig** again."
   Repeat for ***ship*** *and* ***hush****.*
4. *Cover all the words.* "Say the sounds in **jig**."
   "Say the sounds in **ship**."
   "Say the sounds in **hush**." *Prompt if necessary.*

Part 1.

l lstlcfalnblgt

f fgkifsjfnftm

m rmukmiemjm

Part 2.

jig ship hush

Tracing exercise

1. *Point to Part 1.*
2. "Trace the large /p/, following the arrows."
3. "Next trace the small /p/. Now write your own /p/ in the blank. Try to make it exactly the same as the one you traced."

   Repeat for ***i, n, r, e*** *and* ***g.***

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***r, a*** *and* ***t.***
2. "Let's see if we can read this word.
3. "Trace the first letter and say the sound."

   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

NOW PRINTING
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Part 1.

Mastery Test

Any pupil who does not pass this test must go back to page 113. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 6:

The pupil must be able to say the sounds of the first twenty-one flashcards with no errors.

You have mastered
satpincoh
gredmulfb
jksh

Multi-sensory tiles exercise 1:

1. *Lay out the tiles* ***ee, w*** *and* ***z****. Point to the first tile:*
2. "These letters makes the sound /ee/. Trace the /ee/."
   Guide the pupil's finger while saying /ee/.
3. "Now trace the letters again and say /ee/." *Repeat for /w/ and /z/.*

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***dog*** *in Part 2.*
2. "This word is **dog**. I'll say the sounds—/d/ /o/ /g/. Now you say the sounds in **dog**."
3. *Cover the word.* "Now say the sounds in **dog** again."
   Repeat for ***pig*** *and* ***rat.***
4. *Cover all the words.* "Say the sounds in **dog**."
   "Say the sounds in **pig**."
   "Say the sounds in **rat**." *Prompt if necessary.*

Part 1.

z p z s n z i k t z l z

ee e e n b e e h b l e e

w n d w i u l h w j w

Part 2.

dog pig rat

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/f/ /l/ /k/ /b/ /j/
/sh/ /b/ /j/ /f/ /k/
/sh/ /k/ /f/ /j/ /b/ /l/

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***ee, w*** *and* ***z****:*
2. "These letters are /ee/, /w/ and /z/."
3. "Point to /ee/, now trace it and say the sound /ee/."

Repeat for /w/ and /z/.

Letter search: *Part 2*

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

Part 2.

g o c d a

Oral	trace	read
cat	cat	cat
dog	dog	dog
pig	pig	pig
rat	rat	rat

Tracing exercise:

1. *Point to the first* ***ee*** *in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace each /ee/ and say /ee/. Stay inside the white."
   Repeat for /w/ and /z/.

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***ee, w*** *and* ***z:***
2. "These letters are /ee/, /w/ and /z/. Point to /ee/"
   Correct if necessary.
3. "Now trace the /ee/ and say the sound /ee/ as you trace it." *Guide the pupil's finger if necessary. Repeat for* ***w*** *and* ***z.***

Letter search: *Part 2*

Part 1.

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Multi-sensory tiles exercise 3:

1. *Lay out the tiles* ***ee, w*** *and* ***z:***

2. "These letters are /ee/, /w/ and /z/. Trace the letters:
/w/ /ee/ /ee/ /w/ /ee/ /ee/ /ee/ /w/ /ee/."

3. "Point to the letters:
/ee/ /z/ /w/ /z/ /ee/ /w/ /z/ /ee/ /w/

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 131-135.

Writing letters from dictation:

1. *Point to Part 1.*

2. "Each time I say a sound, find the right letter and trace it."

/e/	/d/	/r/	/m/	/g/	/u/
/r/	/g/	/u/	/m/	/e/	/d/
/r/	/d/	/e/	/g/	/u/	/m/

Letter search: *Part 2*

Part 1.

Part 2.

b hbtcbnbrilob

Saying the sounds in a word:

1. *Point to the word* ***keep*** *in Part 1.*
2. "This word is **keep**. I'll say the sounds—/k/ /ee/ /p/. Now you say the sounds in **keep**."
3. *Cover the word.* "Now say the sounds in **keep** again."
   Repeat for ***zip*** *and* ***wish****.*
4. *Cover all the words.* "Say the sounds in **keep**."
   "Say the sounds in **zip**."
   "Say the sounds in **wish**." *Prompt if necessary.*

Tracing exercise:

1. *Point to the first* ***ee*** *in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /ee/ and say /ee/. Stay inside the white."
   Repeat for /w/ and /z/.

Part 1.

keep zip wish

Part 2.

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sh m j f k o

Oral	trace	read
kid	kid	kid ☐
fish	fish	fish ☐
shop	shop	shop ☐
jam	jam	jam ☐

Multi-sensory tiles exercise 3:

1. *Lay out the tiles* ***ee*** *,* ***w*** *and* ***z****:*
2. "These letters are /ee/, /w/ and /z/. Trace the letters: /w/ /ee/ /z/ /w/ /z/ /ee/ /z/ /w/ /ee/."
3. "Point to the letters:
   /ee/ /z/ /w/ /z/ /w/ /ee/ /z/ /ee/ /w/

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

   /w/ /z/ /ee/ /w/ /ee/ /z/ /w/ /z/
   /w/ /z/ /ee/ /z/ /w/ /ee/ /z/ /w/

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***s*** *and* ***ee****.*
2. "These letters make the word **see**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Part 1.

NON-PRINTING FILE FOR EVALUATION ONLY

Saying the sounds in a word:

1 . *Point to the word* ***meet*** *in Part 1.*

2 . "This word is **meet**. I'll say the sounds—/m/ /ee/ /t/. Now you say the sounds in **meet**."

3. *Cover the word.* "Now say the sounds in **meet** again."

Repeat for ***wish*** *and* ***sheep****.*

4. *Cover all the words.* "Say the sounds in **meet**."
"Say the sounds in **wish**."
"Say the sounds in **sheep**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*

2. "Trace all the letters and say the sounds. Stay inside the white."

Letter search: *Part 3*

Part 1.

meet wish sheep

Part 2.

Part 3.

j jcnjtmhjeijla

sh e k t j u

Oral trace read

ship ship ship □

jet jet jet □

kit kit kit □

rush rush rush □

NON-PRINTING FILE FOR EVALUATION ONLY

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **m**, **ee** and **t**.*
2. "These letters make the word **meet**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/sh/	/b/	/j/	/f/	/k/	/l/
/f/	/sh/	/k/	/l/	/b/	/j/
/l/	/sh/	/k/	/f/	/b/	/j/

Letter search: *Part 2*

Part 1.

Part 2.

sh tsbshishbashr

Multi-sensory this exercise 5:

1. *Lay out the tiles* **z**, *and* **p**.
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Saying the sounds in a word:

1. *Point to the word* **feed** *in Part 1.*
2. "This word is **feed**. I'll say the sounds—/f/ /ee/ /d/. Now you say the sounds in **feed**."
3. *Cover the word.* "Now say the sounds in **feed** again."
   Repeat for **cash** *and* **deep**.
4. *Cover all the words.* "Say the sounds in **feed**."
   "Say the sounds in **cash**."
   "Say the sounds in **deep**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

feed cash deep

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

ee w i m z s

Oral	trace	read
zip	zip	zip
wet	wet	wet
see	see	see
meet	meet	meet

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***w, e*** *and* ***t****.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search: *Part 1*

Writing letters from dictation:

1. *Point to Part 2.*
2. "Each time I say a sound, find the right letter and trace it."

/e/ /k/ /sh/ /k/ /sh/ /e/
/sh/ /e/ /k/

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

k sknckdklktaf

Part 2.

Saying the sounds in a word:

1. *Point to the word **need** in Part 1.*
2. "This word is **need**. I'll say the sounds—/n/ /ee/ /d/. Now you say the sounds in **need**."
3. *Cover the word.* "Now say the sounds in **need** again."

   *Repeat for **jug** and **rash**.*
4. *Cover all the words.* "Say the sounds in **need**."

   "Say the sounds in **jug**."

   "Say the sounds in **rash**."

   Prompt if necessary.

Letter search: *Part 2*

Part 1.

need jug rash

Part 2.

b bsbfabnblgt

k fgkiksjknkm

j rjukjiejgnjm

Tracing exercise:

1. *Point to part 1.*
2. "Trace the large /c/ following the arrows."
3. "Next trace the small /c/. Now write your own /p/ in the blank. Try to make it exactly the same as the one you traced."

   *Repeat for **m, o, d,** and **h**.*

Multi-sensory tiles exercise 5:

1. *Lay out the tiles **s** and **ee**.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."

   Repeat with the next two letters.

4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

NOW PRINTING
FILE FOR
EVALUATION
ONLY

Part 1.

Mastery Test

Any pupil who does not pass this test must go back to page 131. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 7:

The pupil must be able to say the sounds of the first twenty-four flashcards with no errors.

Reading Award
CERTIFICATE
J K SH EE W Z
Reading Award
You have mastered
satpincoh
gredmulfb
j k sh
ee w z

Multi-sensory tiles exercise 1:
1. *Lay out the tiles **y, v** and **ar**. Point to the first tile:*
2. "This letter makes the sound /y/. Trace the /y/."
   Guide the pupil's finger while saying /y/.
3. "Now trace the letter again and say /y/."
   Repeat for /v/ and /ar/.

Letter search: *Part 1*

Multi-sensory tiles exercise 2:
1. *Lay out the tiles **y, v** and **ar**:*
2. "These letters are /y/, /v/ and /ar/."
3. "Point to /y/, now trace it and say the sound /y/."
   Repeat for /v/ and /ar/.

Saying the sounds in a word:
1 . *Point to the word **hard** in Part 2.*
2 . "This word is **hard**. I'll say the sounds—/h/ /ar/ /d/. Now you say the sounds in **hard**."
3. *Cover the word.* "Now say the sounds in **hard** again."
   *Repeat for **van** and **yes**.*
4. *Cover all the words.* "Say the sounds in **hard**."
   "Say the sounds in **van**."
   "Say the sounds in **yes**." *Prompt if necessary.*

Part 1.

y pysnygiytfy

ar ndarijarharl

Part 2.

hard van yes

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound find the right letter and trace it."

/k/	/w/	/sh/	/z/	/ee/	/j/
/sh/	/ee/	/j/	/w/	/k/	/z/
/sh/	/z/	/k/	/j/	/ee/	/w/

Letter search: *Part 2*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***ee, w*** *and* ***z:***
2. "These letters are /ee/, /w/ and /z/. Point to /ee/" *Correct if necessary.*
3. "Now trace the /ee/ and say the sound /ee/ as you trace it." *Guide the pupil's finger if necessary. Repeat for* ***w*** *and* ***z.***

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

Part 2.

d g i n s u

Oral	trace	read	
sat	sat	sat	☐
red	red	red	☐
big	big	big	☐
fun	fun	fun	☐

Letter search: *Part 1*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles* ***ee, w*** *and* ***z****.*
2. "These letters are /ee/, /w/ and /z/. Trace the letters:
   /w/ /ee/ /z/ /w/ /ee/ /z/ /z/ /w/ /ee/."
3. "Point to the letters:
   /ee/ /z/ /w/ /z/ /ee/ /w/ /z/ /ee/ /w/

If your pupil can do this without help, introduce the flashcards. Otherwise, go back and repeat pages 149-152.

Tracing exercise:

1. *Point to the first* ***y*** *in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /y/ and say /y/. Stay inside the white."
   Repeat for /v/ and /ar/.

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

ee eeneekieeh

Part 2.

Letter search: *Part 2*

/b/ /d/ /f/ /m/ /l/ /u/
/f/ /l/ /b/ /m/ /e/ /d/
/f/ /d/ /e/ /l/ /b/ /m/

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

Part 1.

Part 2.

w swniwdwlwaf

ee tsbeeiseeaeer

z zcnztmhzezla

Saying the sounds in a word:

1. *Point to the word* ***barn*** *in Part 1.*
2. "This word is **barn**. I'll say the sounds—/b/ /ar/ /n/. Now you say the sounds in **barn**."
3. *Cover the word.* "Now say the sounds in **barn** again."

   Repeat for ***vat*** *and* ***yet****.*
4. *Cover all the words.* "Say the sounds in **barn**."

   "Say the sounds in **vat**."

   "Say the sounds in **yet**." *Prompt if necessary.*

Tracing exercise:

1. *Point to the first* ***y*** *in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /y/ and say /y/. Stay inside the white."

   Repeat for /v/ and /ar/.

Part 1.

barn vat yet

Part 2.

NON-PRINTING
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ONLY

w z ee i m p

Oral	trace	read
see	see	see
wet	wet	wet
meet	meet	meet
zip	zip	zip

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **y**, **v** and **ar**:*
2. "These letters are /y/, /v/ and /ar/. Trace the letters: /ar/ /y/ /v/ /ar/ /y/ /v/ /ar/ /y/."
3. "Point to the letters:
   /y/ /ar/ /v/ /ar/ /v/ /y/ /ar/ /y/ /v/
Writing letters from dictation:
1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

   /v/ /y/ /v/ /ar/ /y/
   /ar/ /y/ /v/ /ar/ /y/
   /v/ /y/ /v/ /ar/ /v/ /y/

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **c** and **ar**.*
2. "These letters make the word **car**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Part 1.

NON-PRINTING FILE FOR EVALUATION ONLY

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***vet*** *in Part 2.*

2. "This word is ***vet***. I'll say the sounds—/v/ /e/ /t/. Now you say the sounds in ***vet***."

3. *Cover the word.* "Now say the sounds in ***vet*** again."
   Repeat for ***yard*** *and* ***farm****.*

4. *Cover all the words.* "Say the sounds in ***vet***."
   "Say the sounds in ***yard***."
   "Say the sounds in ***farm***." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 3.*

2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

sh pshcshnshlob

Part 2.

vet yard farm

Part 3.

v ar n s y c

Oral | trace | read

yes yes yes □

car car car □

park park park □

van van van □

NON-PRINTING FILE FOR EVALUATION ONLY

Multi-sensory tiles exercise 4:

1. *Lay out the tiles* ***y, e*** *and* ***s****.*
2. "These letters make the word **yes**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/sh/	/z/	/j/	/ee/	/k/	/w/
/ee/	/sh/	/k/	/w/	/z/	/j/
/w/	/sh/	/k/	/ee/	/z/	/j/

Letter search: *Part 2*

Part 1.

Part 2.

Multi-sensory three exercise 5:

1. *Lay out the tiles* ***v, z*** *and* ***n****.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound." *Repeat with the next two letters.*
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Saying the sounds in a word:

1. *Point to the word* ***weed*** *in Part 1.*
2. "This word is **weed**. I'll say the sounds—/w/ /ee/ /d/. Now you say the sounds in **weed**."
3. *Cover the word.* "Now say the sounds in **weed** again." *Repeat for* ***yard*** *and* ***shark****.*
4. *Cover all the words.* "Say the sounds in **weed**."
   "Say the sounds in **yard**."
   "Say the sounds in **shark**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Part 1.

weed yard shark

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

ar w i m z s

Oral	trace	read
yes	yes	yes ☐
car	car	car ☐
park	park	park ☐
van	van	van ☐

Multi-sensory tips exercise 5:

1. *Lay out the tiles* ***p, ar*** *and* ***k****.*
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/c/ /h/ /o/ /h/ /o/ /c/

/o/ /c/ /h/

Letter search: *Part 2*

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

Part 2.

z z s i z f a z n z l g t

w f w i w s j w n w e

Saying the sounds in a word:

1. *Point to the word* ***jug*** *in Part 1.*

2. "This word is **jug**. I'll say the sounds—/j/ /u/ /g/. Now you say the sounds in **jug**."

3. *Cover the word.* "Now say the sounds in **jug** again."
   Repeat for ***keen*** *and* ***sharp****.*

4. *Cover all the words.* "Say the sounds in **jug**."
   "Say the sounds in **keen**."
   "Say the sounds in **sharp**." *Prompt if necessary.*

Tracing exercise:

1. *Point to Part 2.*

2. "Trace the large /s/, following the arrows."

3. "Next trace the small /s/, now write your own /s/ in the blank. Try to make it exactly the same as the one you traced."
   Repeat for ***a, t, p, i*** *and* ***n****.*

Part 1.

jug keen sharp

Part 2.

Mastery Test

Any pupil who does not pass this test must go back to page 149. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 8:

The pupil must be able to say the sounds of the first twenty-seven flashcards with no errors.

SH EE AR
you have mastered
satpincoh
gredmulfb
ee ar sh
jkw
zyv

Multi-sensory tiles exercise 1:

1. *Lay out the tiles* ***x, ar*** *and* ***ee****. Point to the first tile:*
2. "This letter makes the sound /x/. Trace the /x/."

   Guide the pupil's finger while saying /x/.
3. "Now trace the letter again and say /x/."

   Repeat for /ar/ and /ee/.

Letter search: *Part 1*

Multi-sensory tiles exercise 2:

1. *Lay out the tiles* ***x, ar*** *and* ***ee:***
2. "These letters are /x/, /ar/ and /ee/."
3. "Point to /x/, now trace it and say the sound /x/."

   Repeat for /ar/ and /ee/.

Saying the sounds in a word:

1. *Point to the word* ***fox*** *in Part 2.*
2. "This word is **fox**. I'll say the sounds—/f/ /o/ /x/. Now you say the sounds in **fox**."
3. *Cover the word.* "Now say the sounds in **fox** again."

   Repeat for ***will*** *and* ***kiss****.*
4. *Cover all the words.* "Say the sounds in **fox**."

   "Say the sounds in **will**."

   "Say the sounds in **kiss**." *Prompt if necessary.*

Part 1.

x pxsnxgixtfx

ee ieeveeyhees

Part 2.

fox will kiss

Writing letters from dictation

1 . *Point to Part 1.*

2 . "Each time I say a sound, find the right letter and trace it."

/y/ /z/ /ee/ /w/ /ar/ /v/
/ee/ /ar/ /v/ /z/ /y/ /w/
/w/ /y/ /v/ /z/

Letter search: *Part 2*

Part 1.

Part 2.

l rluklielgnlm

ar darijarharlu

NON-PRINTING FILE FOR EVALUATION ONLY

x t k w e o f

Oral	trace	read
fox	fox	fox ☐
will	will	will ☐
kiss	kiss	kiss ☐
tell	tell	tell ☐

Multi-sensory tiles exercise 2:

1. *Lay out the tiles **x**, **ar** and **ee**.*
2. "These letters are /x/, /ar/ and /ee/. Point to /x/." *Correct if necessary.*
3. "Now trace the /x/ and say the sound /x/ as you trace it." *Guide the pupil's finger if necessary. Repeat for **ar** and **ee**.*

Tracing exercise:

1. *Point to the first **x** in Part 1.* "What sound?" *Correct if necessary.*
2. "Trace each /x/ and say /x/. Stay inside the white." *Repeat for /ar/ and /ee/.*

Multi-sensory tiles exercise 3:

1. *Lay out the tiles **x**, **ar** and **ee**.*
2. "These letters are /x/, /ar/ and /ee/. Trace the letters: /ar/ /x/ /ee/ /ar/ /ee/ /x/ /ee/ /ar/ /x/."
3. "Point to the letters: /ar/ /ee/ /x/ /ee/ /ar/ /x/ /ee/ /ar/ /x/

If your pupil can do this without help, introduce the new flashcard. Otherwise, go back and repeat pages 167-170.

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

Letter search: *Part 1*

Writing letters from dictation:

1 . *Point to Part 2.*

2 . "Each time I say a sound, find the right letter and trace it."

/l/ /sh/ /f/ /sh/ /j/ /b/
/f/ /j/ /b/ /k/ /l/ /k/
/f/ /k/ /l/ /j/ /b/

Part 1.

v f v b h c i v r l v c v

y y n y s a r k y i y h

z g z n z d p z d l z y

Part 2.

Saying the sounds in a word:

1. *Point to the word* ***yell*** *in Part 1.*
2. "This word is **yell**. I'll say the sounds—/y/ /e/ /ll/. Now you say the sounds in **yell**."
3. *Cover the word.* "Now say the sounds in **yell** again."
   Repeat for ***wax*** *and* ***mess****.*
4. *Cover all the words.* "Say the sounds in **yell**."
   "Say the sounds in **wax**."
   "Say the sounds in **mess**." *Prompt if necessary.*

Tracing exercise:

1. *Point to the first* ***x*** *in Part 2.* "What sound?" *Correct if necessary.*
2. "Trace each /x/ and say /x/. Stay inside the white."
   Repeat for /ar/ and /ee/.

Part 1.

yell wax mess

Part 2.

x x x x x

ar ar ar ar ar

ee ee ee ee ee

NON-PRINTING FILE FOR EVALUATION ONLY

sh x ar h m p

Oral	trace	read
mess	mess	mess
sharp	sharp	sharp
six	six	six
hill	hill	hill

Training exercise:

1. *Point to Part 1.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Multi-sensory this exercise 3:

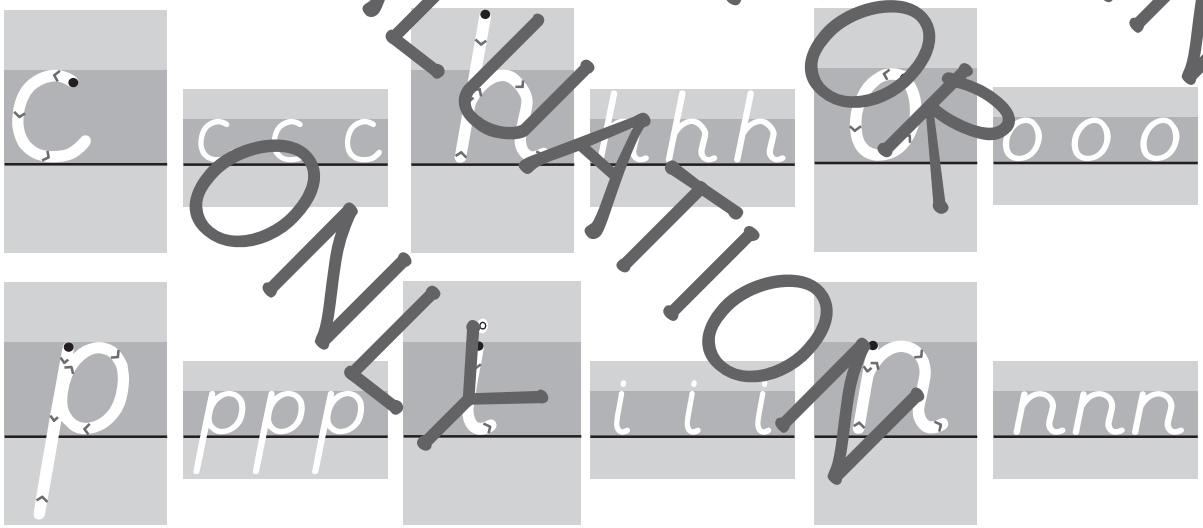
1. *Lay out the tiles* ***x, ar*** *and* ***ee:***
2. "These letters are /x/, /ar/ and /ee/. Trace the letters:
   /ar/ /x/ /ee/ /ar/ /ee/ /x/ /ee/ /ar/ /x/."
3. "Point to the letters:
   /x/ /ar/ /ee/ /ar/ /ee/ /x/ /ar/ /x/ /ee/

Saying the sounds in a word:

1. *Point to the word* ***dart*** *in Part 2.*
2. "This word is **dart**. I'll say the sounds—/d/ /ar/ /t/. Now you say the sounds in **dart**."
3. *Cover the word.* "Now say the sounds in **dart** again."
   Repeat for ***weep*** *and* ***miss.***
4. *Cover all the words.* "Say the sounds in **dart**."
   "Say the sounds in **weep**."

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.



Part 2.

dart weep miss

Writing letters from dictation:

1 . *Point to Part 1.*

2 . "Each time I say a sound, find the right letter and trace it."

/x/ /ee/ /ar/ /ee/ /ar/ /x/

/ar/ /x/ /ee/

Multi-sensory tiles exercise 4:

1. *Lay out the tiles **b**, **o** and **x**.*
2. "These letters make the word **box**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary.*
   If the pupil still cannot hear the word, say the sounds yourself.

Letter search: *Part 2*

Part 1.

Part 2.

b bnbsarkbibh

Bearly Reading:

m t y a l e

Oral | trace | read

yell yell yell □

mix mix mix □

tax tax tax □

pill pill pill □

NOW PRINTING
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Multi-sensory tiles exercise 4:

1. *Lay out the tiles **sh**, **ar** and **k**.*
2. "These letters make the word **shark**."
3. "Trace the first letter and say the sound."
   Repeat for the next two letters.
4. "Now as I point to each letter, say the sound loud and clear."
5. "Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Writing letters from dictation:

1. *Point to Part 1.*
2. "Each time I say a sound, find the right letter and trace it."

/t/ /s/ /i/ /n/ /a/ /p/
/n/ /t/ /a/ /p/ /s/ /i/
/p/ /t/ /a/ /n/ /s/ /i/

Letter search: *Part 2*

Part 1.

Part 2.

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***k, ee*** *and* ***p.***
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word? *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search: *Part 1*

Saying the sounds in a word:

1. *Point to the word* ***harm*** *in Part 2.*
2. "This word is **harm**. I'll say the sounds—/h/ /ar/ /m/. Now you say the sounds in **harm**."
3. *Cover the word.* "Now say the sounds in **harm** again."
   Repeat for ***beet*** *and* ***dish.***
4. *Cover all the words.* "Say the sounds in **harm**."
   "Say the sounds in **beet**."
   "Say the sounds in **dish**." *Prompt if necessary.*

NON-PRINTING FILE FOR EVALUATION ONLY

Part 1.

ar sartardarkwar

ee tsbeeiseelaeer

z zchztmhzezla

Part 2.

harm beet dish

h x f w l

Oral	trace	read
fix	fix	fix ☐
hiss	hiss	hiss ☐
fill	fill	fill ☐
wax	wax	wax ☐

Tracing exercise:

1. *Point to Part 1.*
2. "Trace all the letters and say the sounds. Stay inside the white."

Multi-sensory tiles exercise 5:

1. *Lay out the tiles* ***m, i*** *and* ***x.***
2. "Let's see if we can read this word."
3. "Trace the first letter and say the sound."
   Repeat with the next two letters.
4. "Now as I point to each letter, say the sound loud and clear. Can you hear the word?" *Repeat once if necessary. If the pupil still cannot hear the word, say the sounds yourself.*

Letter search: *Part 2*

Part 1.

Part 2.

NON-PRINTING FILE FOR EVALUATION ONLY

Writing letters from dictation:

1 . *Point to Part 1.*

2 . "Each time I say a sound, find the right letter and trace it."

/e/ /r/ /g/ /r/ /g/ /e/ /g/ /e/ /r/

Saying the sounds in a word:

1 . *Point to the word **jeep** in Part 2.*

2 . "This word is **jeep**. I'll say the sounds—/j/ /ee/ /p/. Now you say the sounds in **jeep**."

3. *Cover the word.* "Now say the sounds in **jeep** again."
*Repeat for **carp** and **shell**.*

4. *Cover all the words.* "Say the sounds in **jeep**."
"Say the sounds in **carp**."
"Say the sounds in **shell**." *Prompt if necessary.*

Part 1.

Part 2.

jeep carp shell

Tracing exercise:

1. *Point to Part 1.*
2. "Trace the large /x/, following the arrows."
3. "Next trace the small /x/, now write your own /x/ in the blank. Try to make it exactly the same as the one you traced."

Repeat for ***v, y, w, z*** *and* ***k****.*

Letter search: *Part 2*

Part 1.

Part 2.

k d k b h c i k r l k c k

NON-PRINTING FILE FOR EVALUATION ONLY

Mastery Test

Any pupil who does not pass this test must go back to page 167. This is very important—a child who is struggling will not be learning. Contrary to what you would think, children do not mind going back. It's better than getting things wrong.

If the pupil needs to go back, use a different coloured pencil for the tracing exercises.

Mastery Test 9:

The pupil must be able to say the sounds of the first twenty-eight flashcards with no errors.

The next decoding book is 'Bear Necessities Book A1'.
The next spelling book is 'Apples and Pears Level A'.

SH EE AR
You have mastered
satpincoh
gredmulfb
ee ar sh
jkw
zyvx

Other books from Sound Foundations:

The dancing bears decoding series

(All decoding books are consumables, designed for one-on-one teaching)

bear necessities...

... is an "Industrial Strength" version of **Dancing Bears A.** It is suitable especially for beginners and pupils with severe dyslexia.

dancing bears A...

... the beginning decoding book for non-readers and slow readers.

FAST TRACK...

...is a condensed version of **Dancing Bears A** and **Dancing Bears B.** It is suitable for poor decoders who have a reading age of at least 7 years.

dancing bears B...

...teaches word attack skills for longer words, and more advanced spelling patterns. It follows either **Dancing Bears A** or **Bear Necessities.**

dancing bears C...

...teaches advanced decoding skills. It follows either **Dancing Bears B** or **Fast Track.**

The apples & pears spelling series:

Each level of **Apples and Pears** consists of a book of **Teacher's Notes,** plus consumable **Student Workbooks.** They can be used for one-to-one teaching, or they can be used with groups of pupils who are well-matched for ability.

Level **A** and Level **B** are suitable for Infants, as well as older pupils with special needs. Level **C** and Level **D** are suitable for Juniors and above.

These books can all be viewed in full and ordered at
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