Apples and Pears
BOOK A

TEACHER'S NOTES

Third Edition

by
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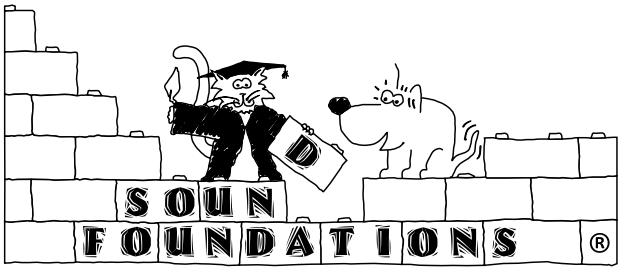

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Apples and Pears

The one stop programme for spelling, punctuation and grammar.
Ideal for group work and individual tutoring.

Getting started:

Which pupils will benefit from *Apples and Pears*?
Apples and Pears can be used with pupils of any age from 4 onward. It can be used with pupils of all abilities, including those with special needs. It can be used for one-on-one teaching, or it can be used with groups of pupils who are well-matched for ability. You should always use the placement tests to determine the appropriate starting point. Any pupil with a spelling age of less than 10 years will almost certainly benefit greatly from the programme.

Does it take any special training to use *Apples and Pears*?
Almost anyone with a bit of common sense can teach a child to spell with *Apples and Pears*. It is designed so that classroom assistants and parents can use it successfully, even with children who have reading problems. However, you must read these notes carefully. We are always happy to give advice by telephone or e-mail.

How does *Apples and Pears* work?
Apples and Pears is a direct instruction programme. The *Teacher's Notes* are scripts which tell the teacher what to say to the pupils. The pupils each have their own workbook. The constant interaction between teacher and pupil ensures a very high percentage of time-on-task, and it enables the teacher to correct mistakes immediately.

Why does *Apples and Pears* work?
Learning to write well puts a considerable load on a pupil's memory. If pupils do not have a firm grasp of spelling, punctuation and grammar, they will have less attention available for the content of their work. At least 35% of all pupils in Britain are very poor at spelling—poor enough so that even a spell checker is of limited value. Grammar checkers are all but useless if you do not have a basic grasp of punctuation and grammar. *Apples and Pears* works on these principles:

1. Carefully planned structure ensures that material is taught in a logical order.
2. Every task is broken down into the smallest possible steps.
3. Continuous reinforcement ensures that no time is wasted by teaching skills that are eventually forgotten.
4. Pupils are trained to hear each sound in a word—this greatly reduces memory load required to learn to spell.

5. Memory load is drastically reduced by a 'morphemic' strategy—pupils learn interchangeable building blocks in words. Each morpheme* in the word "except-ion-al-ly" can be used in dozens, if not hundreds, of other words. They also learn the rules for **dropping the 'e'** (hoping, hopeless); **doubling** (fitting, fitness) and **changing the 'y' to 'i'** (studied, studying).*
6. Irregular words are introduced at a controlled rate. Pupils with learning difficulties find these the most difficult to master.
7. Extensive dictation exercises give pupils an understanding of correct sentence structure and punctuation, and assists transfer of skills to other written work.
8. Multi-sensory techniques work with all pupils, regardless as to their individual strengths and weaknesses.

How often should I use *Apples and Pears*?
Ideally, you should use it every school day. With special needs pupils, this is all but essential. With other pupils, three lessons per week is the minimum. Each lesson will take about 10 to 20 minutes, depending upon the skill of the pupils and the experience of the teacher.

The Teacher's Notes:
At first glance, these may seem a bit daunting, but they all follow fairly standard patterns. Once you get used to them, you will only need to glance at them occasionally. You do not have to follow them word-for-word, and you should adapt the notes to your own style. **There are three golden rules:**

1. **Keep you eyes on your pupils and their workbooks.** If necessary, use a sheet of paper so you don't lose your place in the Teacher's Notes.
2. **Correct all mistakes immediately, if not sooner.**
3. **Keep the pace cracking along.** Don't let pupils distract you—the others will get bored and lose the thread.

Correcting errors:
The best way to correct an error is to spell the word orally as the pupil writes down the letters. Then have the pupil cover the work and spell it orally, or write it (whichever is easiest).

When teaching groups, it is usually best to ask a pupil who has spelled the word correctly to spell it aloud, while others correct their work.

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* A morpheme is the smallest unit of a word that has a meaning. e.g., the morphemes in 'watering' are water+ing, but its syllables are wah'ter ing.

Reviewing problem spellings: individual tutoring
Each time the pupil makes a mistake and is unable to self-correct immediately, underline the word in your Teacher's Notes, and use the correction procedure outlined above. At the end of the lesson—and at the beginning of the next lesson—use the following procedure:

1. Make a list of the problem words. Spell each one out loud, and have the pupil write them down (on a whiteboard or a blank sheet of paper), reading what they have just written.

   Example: *Teacher: "Write b-r-o-w-n....what word?"*
   Pupil: "brown"

2. Ask the pupil to look at each word, and point to each letter and spell it out loud.

   Example: *Teacher: "Spell the word brown. Point to each letter as you say it."*
   Pupil: "b-r-o-w-n"

3. Cover work, and dictate each word as the pupil writes it from memory. Intervene and correct as soon as the pupil makes a mistake.
4. Cover work, and ask the pupil to spell each word out loud from memory.

With special needs pupils, you should not do more than 3 or 4 words at a time. If you have more words on your list, do it in two goes. Otherwise, they may forget the spellings and make errors. The whole point of this exercise to make sure they **don't** make mistakes.

With very young pupils who have not learned letter names, it will be necessary for them to use letter sounds when spelling orally.

How fast should I go?
Most pupils can do a level each day with very little trouble. However, dyslexic pupils may need to go slower—perhaps half a level a day. **But if a pupil is not getting at least 90% of his spellings right, you are going too fast.**

Mastery Tests:
If a pupil fails a Mastery Test, you **must** go back. Do not give the pupil the benefit of the doubt in borderline cases. Otherwise, your pupil will keep making more and more mistakes, and this will destroy confidence and enthusiasm. Children seldom mind having to repeat material— usually, they are relieved to be working at the appropriate level.

Apples and Pears

Teaching groups:
Teaching groups is a far more efficient use of a teacher's time, and it is more fun. Competitions will keep your pupils keenly engaged. Always have all the pupils seated facing you—you cannot teach the back of a child's head. Ideally, you want to be able to see every worksheet without having to move more than a few steps. Do not be afraid to mix children from different years. Do not include children who are slow writers—the rest of the group will get bored waiting for them.

Tracing letters (Levels 1-14)
It is absolutely essential that children trace the letters correctly. They must start at the dot, and follow the arrows. Children who have poor motor control will find it very difficult to trace accurately. In this case, cover the page with a sheet of clear plastic, OHP film or similar—this will allow you to repeat exercises until performance is satisfactory. The child should write with a fine-tip dry-wipe marker.

In the early stages, it may be necessary to guide the pupil's hand. The pupil should be able to stay within the white area by Level 9.

Pupils will also learn to write the correct letter from the dictation of a letter-sound (or the sound of a digraph). They will begin to analyse the phonemes in spoken words.

Writing Letters from Dictation.
Say the sound of each letter, make sure younger pupils form the letters correctly.

Letter or Word Search.
To encourage tracking from left to right pupils should draw their pencils underneath the line they are scanning and loop up and round to circle each instance they find:

1. **Introducing a letter:**
   (See the instructions for tracing letters on page 6)
   Find Part 1 on your worksheet.
   You are going to trace the letter */s/* seven times.
   Find the first */s/* and put your pencil on the dot.
   Now follow the arrows and write a */s/*.
   Say the sound */s/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   (The pupil practises reading the letters he has learned.)
   Find Part 2 on your worksheet.
   Say the sounds of the letters.
   /s/ /a/ /t/ /p/ /i/ /n/)

3. **Saying sounds in a word:**
   (Say the word and point to it, ask the pupil to say the sounds. If he starts to spell it, stop him and demonstrate. If necessary use the cursor to help him segment the word. When he has done all the words on his own, cover the page and repeat.)
   Find Part 3 on your worksheet. See the word *'sat'*.
   I will point to the letters and say the sounds in *'sat'— /s/a/t/*.
   Now you say the sounds in *'sat'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'sat'*.
   What is the first sound? The middle sound? The last sound?
   (Repeat if necessary.)

4. **Introducing a new letter:**
   Find Part 4 on your worksheet.
   You are going to trace the letter */a/* seven times.
   Find the first */a/* and put your pencil on the dot.
   Now follow the arrows and write an */a/*.
   Say the sound */a/* each time you write the letter.
   Try to stay inside the white.

SAMPLE FOR EVALUATION ONLY

5. **Letter search:**
   (See the instructions for letter search on page 6.)
   Find Part 5 on your worksheet.
   What letter is inside the circle?
   (Correct if necessary.)
   Now circle every */s/* you can find.

6. **Saying sounds in a word:**
   Find Part 6 on your worksheet. See the word '*pin* '.
   I will point to the letters and say the sounds in '*pin* ' — */p/i/n/*.
   Now you say the sounds in '*pin*'.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in '*pin* '.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

7. **Introducing a new letter:**
   Find Part 7 on your worksheet.
   You are going to trace the letter */t/* eight times.
   Find the first */t/* and put your pencil on the dot.
   Now follow the arrows and write a */t/*.
   Say the sound */t/* each time you write the letter.
   Try to stay inside the white.

8. **Reading letters:**
   Find Part 8 on your worksheet.
   Say the sounds of the letters.

   (/n/ /i/ /p/ /t/ /a/ /a/)

9. **Saying sounds in a word:**
   Find Part 9 on your worksheet. See the word '*tap'*.
   I will point to the letters and say the sounds in '*tap'— /t/a/p/*.
   Now you say the sounds in '*tap*'.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in '*tap'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

10. **Writing letters from dictation:**
    Find Part 10 on your worksheet.
    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.
    Remember to start on the dot and follow the arrows.
    Now write these letters:

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

11. **Letter search:**
    Find Part 11 on your worksheet.
    What letter is inside the circle?
    (Correct if necessary.)
    Now circle every */a/* you can find.

12. **Tracing a word:**
    Find Part 12 on your worksheet.
    You are going to trace the word *'sat'*.
    What are the sounds in *'sat'* ?
    (Correct if necessary.)
    Now trace the letters, saying each sound as you write it.

SAMPLE FOR EVALUATION ONLY

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */p/* eight times.
   Find the first */p/* and put your pencil on the dot.
   Now follow the arrows and write a */p/*.
   Say the sound */p/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.

   (/t/ /a/ /s/ /n/ /i/ /p/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say the sound */p/*, the sound */a/*, or the sound */s/*.
   Each time I say a sound, find the right letter, and trace it.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

   /a/ /p/ /s/
   /a/ /p/ /p/
   /s/ /a/ /s/

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. See the word *'nip'*.
   I will point to the letters and say the sounds in *'nip'* — */n/i/p/*.
   Now you say the sounds in *'nip'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'nip'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

5. **Introducing new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter */i/* eight times.
   Find the first */i/* and put your pencil on the dot.
   Now follow the arrows and write an */i/*.
   Say the sound */i/* each time you write the letter.
   Try to stay inside the white.

6. **Letter search:**
   Find Part 6 on your worksheet. What letter is inside the circle?
   (Correct if necessary.)
   Now circle every */p/* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'pit'*.
   What are the sounds in *'pit'*? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'sap'*.
   I will point to the letters and say the sounds in *'sap'* — */s/a/p/*.
   Now you say the sounds in *'sap'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'sap'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing new letter:**
   Find Part 9 on your worksheet.
   You are going to trace the letter */n/* eight times.
   Find the first */n/* and put your pencil on the dot.
   Now follow the arrows and write a */n/*.
   Say the sound */n/* each time you write the letter.
   Try to stay inside the white.

SAMPLE FOR EVALUATION ONLY

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/a/ /n/ /t/ /i/ /p/ /s/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
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.
Remember to start on the dot and follow the arrows.
Now write these letters:

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

12. Saying sounds in a word:

Find Part 12 on your worksheet. See the word *'pan'*.
I will point to the letters and say the sounds in *'pan' — /p/a/n/*.
Now you say the sounds in '*pan*'.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in *'pan'*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing a word:

Find Part 13 on your worksheet.
You are going to trace the word *'nap'*.
What are the sounds in *'nap'* ? *(Correct if necessary.)*
Now trace the letters, saying each sound as you write it.
What is the first sound? The next sound? The last sound?

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */c/* eight times.
   Find the first */c/* and put your pencil on the dot.
   Now follow the arrows and write a */c/*.
   Say the sound */c/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.
   (/c/ /a/ /t/ /s/ /i/ /n/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say the sound */c/*, the sound */a/*, the sound */t/*, or the sound */p/*.
   Each time I say a sound, find the right letter, and trace it.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

   /c/ /a/ /p/ /c/
   /n/ /a/ /t/ /p/
   /n/ /c/ /a/ /n/

4. **Say the sounds in a word:**
   Find Part 4 on your worksheet. I say the word *'cap'*.
   I will point to the letters and say the sounds in *'cap'* — */c/a/p/*.
   Now you say the sounds in *'cap'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'cap'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

SAMPLE FOR EVALUATION ONLY

5. **Introducing a new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter */o/* eight times.
   Find the first */o/* and put your pencil on the dot.
   Now follow the arrows and write an */o/*.
   Say the sound */o/* each time you write the letter.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet.
   What word is inside the circle? *(Correct if necessary.)*
   Now circle every *'in'* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'not '*.
   What are the sounds in *'not '* ? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'can'*.
   I will point to the letters and say the sounds in *'can' — /c/a/n/*.
   Now you say the sounds in '*can*'.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'can'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new letter:**
   Find Part 9 on your worksheet.
   You are going to trace the letter */h/* eight times.
   Find the first */h/* and put your pencil on the dot.
   Now follow the arrows and write a */h/*.
   Say the sound */h/* each time you write the letter.
   Try to stay inside the white.

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/o/ /c/ /i/ /n/ /s/ /t/ /a/ /p/ /h/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find the right letter and trace it.
Remember to start on the dot and follow the arrows.
Now write these letters:

/h/ /n/ /p/ /a/
/c/ /p/ /a/ /n/ /h/
/h/ /n/ /c/ /a/ /p/

12. Saying sounds in a word:

Find Part 12 on your worksheet. Say the word *'hot'*.
I will point to the letters and say the sounds in *'hot' — /h/o/t/*.
Now you say the sounds in *'hot'*.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in *'hot'*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrows:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.
(The purpose of this exercise is to ensure that the pupil learns to trace letters correctly without the dot and the arrows. If the pupil does not do this, correct immediately.)

SAMPLE FOR EVALUATION ONLY

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */g/* eight times.
   Find the first */g/* and put your pencil on the dot.
   Now follow the arrows and write a */g/*.
   Say the sound */g/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.

   (/c/ /o/ /h/ /g/ /n/ /i/ /p/ /a/ /s/ /t/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find the right letter and trace it.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

   /g/ /h/ /c/ /p/ /o/ /n/
   /h/ /g/ /c/ /p/ /n/ /p/
   /c/ /o/ /g/ /h/ /o/ /n/

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. See the word *'got '*.
   I will point to the letters and say the sounds in *'got' — /g/o/t/.*
   Now you say the sounds in *'got '*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'got '*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

5. **Introducing a new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter */r/* eight times.
   Find the first */r/* and put your pencil on the dot.
   Now follow the arrows and write a */r/*.
   Say the sound */r/* each time you write the letter.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet. What word is inside the circle?
   (Correct if necessary.)
   Now circle every *'on'* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'rat'*.
   What are the sounds in *'rat'*?
   (Correct if necessary.)
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'rip'*.
   I will point to the letters and say the sounds in *'rip' — /r/i/p/*.
   Now you say the sounds in *'rip'*.
   (Point to each letter as your pupil says the sound.)
   Now cover your worksheet and say the sounds in *'rip'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new letter:**
   Find Part 9 on your worksheet.
   You are going to trace the letter */e/* eight times.
   Find the first */e/* and put your pencil on the dot.
   Now follow the arrows and write an */e/*.
   Say the sound */e/* each time you write the letter.
   Try to stay inside the white.

SAMPLE FOR EVALUATION ONLY

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/e/ /r/ /g/ /h/ /o/ /c/
/i/ /n/ /p/ /a/ /t/ /s/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find the right letter and trace it.
Remember to start on the dot and follow the arrows.
Now write these letters:

/e/ /i/ /g/ /h/ /t/ /g/
/t/ /h/ /e/ /r/ /i/ /i/
/r/ /e/ /t/ /h/ /g/ /r/

12. Saying sounds in a word:

Find Part 12 on your worksheet. See the word *'get '*.
I will point to the letters and say the sounds in *'get' — /g/e/t/*.
Now you say the sounds in *'get '*.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in *'get '*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrows:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.
(The purpose of this exercise is to ensure that the pupil learns to trace letters correctly without the dot and the arrows. If the pupil does not do this, correct immediately.)

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */d/* 8 eight times.
   Find the first */d/* and put your pencil on the dot.
   Now follow the arrows and write an */d/*.
   Say the sound */d/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.

   (/d/ /r/ /e/ /g/ /s/ /a/ /t/
   /h/ /o/ /c/ /n/ /i/ /p/

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find the right letter and trace it.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

   /d/ /r/ /o/ /r/ /g/ /c/
   /o/ /g/ /d/ /c/ /a/ /d/
   /d/ /a/ /g/ /o/ /c/ /r/

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. Here is the word *'red'*.
   I will point to the letters and say the sounds in *'red' — /r/e/d/*.
   Now you say the sounds in *'red'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'red'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

SAMPLE FOR EVALUATION ONLY

5. **Introducing a new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter */m/* seven times.
   Find the first */m/* and put your pencil on the dot.
   Now follow the arrows and write a */m/*.
   Say the sound */m/* each time you write the letter.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet.
   What word is inside the circle? *(Correct if necessary.)*
   Now circle every *'at'* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'sad'*.
   What are the sounds in *'sad'* ? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'ram'*.
   I will point to the letters and say the sounds in *'ram' — /r/a/m/*.
   Now you say the sounds in *'ram'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'ram'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new letter:**
   Find Part 9 on your worksheet.
   You are going to trace the letter */u/* eight times.
   Find the first */u/* and put your pencil on the dot.
   Now follow the arrows and write an */u/*.
   Say the sound */u/* each time you write the letter.
   Try to stay inside the white.

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/u/ /m/ /d/ /n/ /i/ /p/ /t/ /a/
/s/ /h/ /o/ /c/ /e/ /r/ /g/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find the right letter and trace it.
Remember to start on the dot and follow the arrows.
Now write these letters:

/m/ /i/ /s/ /t/ /e/ /r/
/s/ /t/ /e/ /m/ /i/ /n/
/i/ /e/ /s/ /t/ /i/ /m/

12. Saying sounds in a word:

Find Part 12 on your worksheet. Say the word *'mud'*.
I will point to the letters and say the sounds in *'mud'* — */m/u/d/*.
Now you say the sounds in *'mud'*.
(Point to each letter. The pupil says the sound.)
Now cover your worksheet and say the sounds in *'mud'*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrows:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.
(The purpose of this exercise is to ensure that the pupil learns to trace letters correctly without the dot and the arrows. If the pupil does not do this, correct immediately.)

SAMPLE FOR EVALUATION ONLY

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */l/* eight times.
   Find the first */l/* and put your pencil on the dot.
   Now follow the arrows and write an */l/*.
   Say the sound */l/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.

   (/l/ /u/ /m/ /p/ /i/
   /s/ /t/ /e/ /d/ /g/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find the right letter, and trace it.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

   /l/ /u/ /d/ /h/ /o/ /m/
   /h/ /o/ /u/ /m/ /l/ /d/
   /d/ /l/ /m/ /u/ /o/ /h/

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. See the word *'hug'*.
   I will point to the letters and say the sounds in *'hug' — /h/u/g/*.
   Now you say the sounds in *'hug'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'hug'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

5. **Introducing a new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter */f/* seven times.
   Find the first */f/* and put your pencil on the dot.
   Now follow the arrows and write a */f/*.
   Say the sound */f/* each time you write the letter.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet.
   What word is inside the circle? *(Correct if necessary.)*
   Now circle every *'as'* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'fed'*.
   What are the sounds in *'fed'*? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'fan'*.
   I will point to the letters and say the sounds in *'fan' — /f/a/n/*.
   Now you say the sounds in *'fan'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'fan'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new letter:**
   Find Part 9 on your worksheet.
   You are going to trace the letter */b/* eight times.
   Find the first */b/* and put your pencil on the dot.
   Now follow the arrows and write a */b/*.
   Say the sound */b/* each time you write the letter.
   Try to stay inside the white.

SAMPLE FOR EVALUATION ONLY

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/b/ /f/ /l/ /d/ /m/
/u/ /s/ /t/ /a/ /p/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find the right letter, and trace it.
Remember to start on the dot and follow the arrows.
Now write these letters:

/f/ /l/ /e/ /b/ /i/ /a/
/i/ /b/ /f/ /l/ /e/ /a/
/a/ /f/ /l/ /i/ /e/ /b/

12. Saying sounds in a word:

Find Part 12 on your worksheet. See the word *'bet'*.
I will point to the letters and say the sounds in *'bet' — /b/e/t/*.
Now you say the sounds in *'bet'*.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in *'bet'*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrows:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.
(The purpose of this exercise is to ensure that the pupil learns to trace letters correctly without the dot and the arrows. If the pupil does not do this, correct immediately.)

1. **Introducing a digraph:**
   (The letters /sh/ should always be read as one sound—NOT as /s/ /h/.)
   Find Part 1 on your worksheet.
   You are going to trace the letters that make the sound /sh/ .
   Find the first /sh/ and put your pencil on the first dot.
   Now follow the arrows and write both letters that make the sound /sh/. Write /sh/ four times.
   Say the sound /sh/ each time you write the letters.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.

   (/b/ /sh/ /f/ /d/ /m/
   /l/ /g/ /r/ /e/ /o/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet. I will say some sounds.
   Each time I say a sound, find and trace the right letter or letters.
   Remember to start on the dot and follow the arrows.
   Now write the letters:

   /sh/ /o/ /i/ /b/ /u/ /m/
   /m/ /u/ /sh/ /o/ /b/ /n/
   /i/ /o/ /b/ /u/ /sh/ /m/

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. Say the word ‘fish’.
   I will point to the letters and say the sounds in ‘fish’ — /f/i/sh/.
   Now you say the sounds in ‘fish’.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in ‘fish’.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

SAMPLE FOR EVALUATION ONLY

5. **Introducing a new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter /j/ seven times.
   Find the first /j/ and put your pencil on the dot.
   Now follow the arrows and write a /j/.
   Say the sound /j/ each time you write the letter.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet. What word is inside the circle?
   (Correct if necessary.)
   Now circle every 'is' you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word 'shop'.
   What are the sounds in 'shop' ? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word 'shut '.
   I will point to the letters and say the sounds in 'shut '—/sh/u/t/.
   Now you say the sounds in 'shut '.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in 'shut'.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new digraph:**
   (The letters /ar/ should always be read as one sound—NOT as /a/ /r/.)
   Find Part 9 on your worksheet.
   You are going to trace the letters that make the sound /ar/ .
   Find the first /ar/ and put your pencil on the first dot.
   Now follow the arrows and write both letters that make the sound /ar/. Write /ar/ four times.
   Say the sound /ar/ each time you write the letters.
   Try to stay inside the white.

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/sh/ /ar/ /j/ /e/ /a/
/p/ /s/ /n/ /c/ /f/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find and trace the right letter or letters.
Remember to start on the dot and follow the arrows.
Now write these letters:

/sh/	/j/	/e/	/ar/	/d/	/p/
/j/	/e/	/sh/	/ar/	/p/	/d/
/f/	/d/	/sh/	/n/	/ar/	/e/

12. Saying sounds in a word:

Find Part 12 on your worksheet. Say the word 'card'.
I will point to the letters and say the sounds in 'card' — /c/ar/d/.
Now you say the sounds in 'card'.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in 'card'.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrows:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.

SAMPLE FOR EVALUATION ONLY

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */z/* eight times.
   Find the first */z/* and put your pencil on the dot.
   Now follow the arrows and write a */z/*.
   Say the sound */z/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.

   (/z/ /ar/ /j/ /sh/ /d/
   /b/ /l/ /i/ /s/ /t/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find and trace the right letters.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

   /j/ /ar/ /z/ /b/ /u/ /sh/
   /b/ /u/ /z/ /sh/ /ar/ /j/
   /ar/ /j/ /sh/ /z/ /u/ /b/

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. See the word *'zip'*.
   I will point to the letters and say the sounds in *'zip' — /z/i/p/*.
   Now you say the sounds in *'zip'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'zip'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

5. **Introducing a new digraph:**
   (The letters /th/ should always be read as one sound—NOT as /t/ /h/.)
   Find Part 5 on your worksheet.
   You are going to trace the letters that make the sound */th/* .
   Find the first */th/* and put your pencil on the first dot.
   Now follow the arrows and write both letters that make the sound */th/*. Write */th/* four times.
   Say the sound */th/* each time you write the letters.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet. What word is inside the circle?
   (Correct if necessary.)
   Now circle every *'jar'* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'that'*.
   What are the sounds in *'that'*? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'harsh'*.
   I will point to the letters and say the sounds in *'harsh'* — */h/ar/sh/*.
   Now you say the sounds in *'harsh'*.
   (Point to each letter as the pirate says the sound.)
   Now cover your worksheet and say the sounds in *'harsh'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new letter:**
   Find Part 9 on your worksheet.
   You are going to trace the letter */w/* seven times.
   Find the first */w/* and put your pencil on the dot.
   Now follow the arrows and write a */w/*.
   Say the sound */w/* each time you write the letter.
   Try to stay inside the white.

SAMPLE FOR EVALUATION ONLY

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/w/ /th/ /z/ /j/ /sh/
/ar/ /e/ /i/ /u/ /o/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find and trace the right letters.
Remember to start on the dot and follow the arrows.
Now write these letters:

/th/ /w/ /z/ /ar/ /j/ /sh/
/j/ /ar/ /z/ /th/ /sh/ /ar/
/w/ /sh/ /j/ /z/ /th/ /w/

12. Saying sounds in a word:

Find Part 12 on your worksheet. See the word *'this'*.
I will point to the letters and say the sounds in *'this'* — */th/i/s/*.
Now you say the sounds in *'this'*.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in *'this'*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrows:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.

1. **Introducing a new letter:**
   Find Part 1 on your worksheet.
   You are going to trace the letter */v/* eight times.
   Find the first */v/* and put your pencil on the dot.
   Now follow the arrows and write an */v/*.
   Say the sound */v/* each time you write the letter.
   Try to stay inside the white.

2. **Reading letters:**
   Find Part 2 on your worksheet.
   Say the sounds of the letters.
   (/v/ /w/ /th/ /z/ /ar/ /j/ /sh/ /u/ /o/)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find and trace the right letter.
   Remember to start on the dot and follow the arrows.
   Now write these letters:

/v/	*/z/*	*/sh/*	*/b/*	*/ar/*	*/w/*
/ar/	*/th/*	*/z/*	*/w/*	*/v/*	*/sh/*
/b/	*/sh/*	*/ar/*	*/v/*	*/z/*	*/w/*

4. **Saying sounds in a word:**
   Find Part 4 on your worksheet. See the word *'van'*.
   I will point to the letters and say the sounds in *'van'* — */v/a/n/*.
   Now you say the sounds in *'van'*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'van'*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

SAMPLE FOR EVALUATION ONLY

5. **Introducing a new letter:**
   Find Part 5 on your worksheet.
   You are going to trace the letter */y/* eight times.
   Find the first */y/* and put your pencil on the dot.
   Now follow the arrows and write a */y/*.
   Say the sound */y/* each time you write the letter.
   Try to stay inside the white.

6. **Word search:**
   Find Part 6 on your worksheet.
   What word is inside the circle? *(Correct if necessary.)*
   Now circle every *'yes'* you can find.

7. **Tracing a word:**
   Find Part 7 on your worksheet.
   You are going to trace the word *'farm'*.
   What are the sounds in *'farm'* ? *(Correct if necessary.)*
   Now trace the letters, saying each sound as you write it.

8. **Saying sounds in a word:**
   Find Part 8 on your worksheet. See the word *'yet '*.
   I will point to the letters and say the sounds in *'yet' — /y/e/t/*.
   Now you say the sounds in *'yet '*.
   (Point to each letter as the pupil says the sound.)
   Now cover your worksheet and say the sounds in *'yet '*.
   What is the first sound? The next sound? The last sound?
   (Repeat if necessary.)

9. **Introducing a new letter:**
   *(The letter 'x' makes the sound /ks/, as in 'ta**x**'.)*
   Find Part 9 on your worksheet.
   You are going to trace the letter */x/* eight times.
   Find the first */x/* and put your pencil on the dot.
   Now follow the arrows and write a */x/*.
   Say the sound */x/* each time you write the letter.
   Try to stay inside the white.

10. Reading letters:

Find Part 10 on your worksheet.
Say the sounds of the letters.

(/x/ /c/ /o/ /h/ /e/
/r/ /g/ /d/ /p/ /n/)

11. Writing letters from dictation:

Find Part 11 on your worksheet.
I will say some sounds.
Each time I say a sound, find and trace the right letters.
Remember to start on the dot and follow the arrows.
Now write these letters:

/sh/ /ar/ /x/ /v/ /z/ /th/
/x/ /ar/ /v/ /z/ /th/ /sh/
/th/ /z/ /v/ /sh/ /ar/ /sh/

12. Saying sounds in a word:

Find Part 12 on your worksheet. Say the word *'wax'*.
I will point to the letters and say the sounds in *'wax'* — */w/a/x/*.
Now you say the sounds in *'wax'*.
(Point to each letter as the pupil says the sound.)
Now cover your worksheet and say the sounds in *'wax'*.
What is the first sound? The next sound? The last sound?
(Repeat if necessary.)

13. Tracing without dot and arrow:

Find Part 13 on your worksheet.
Trace all the letters.
Say the correct sound with each letter.

SAMPLE FOR EVALUATION ONLY

Placement / Mastery Test:

Test to be used after Level 9:

(See the instructions for Mastery Tests on page 5.)

1. Trace letters from dictation without arrows:

Find Part 1 on your worksheet.
I will say some sounds.
Each time I say a sound, find the right letter, and trace it.

/u/ /g/ /d/ /h/ /o/ /p/

/e/ /r/ /a/ /n/ /i/ /s/

2. Trace letters from dictation with arrows:

Find Part 2 on your worksheet.
I will say some sounds.
Each time I say a sound, find and trace the right letters.
Remember to start on the dot and follow the arrows.
Write these letters:

/f/ /sh/ /ar/ /th/ /b/ /u/

Scoring:

Mastery:	*0 errors—*	*pass*
	1-2 errors—	*practise items and retest the following day*
	3+ errors—	*go back to level 1*
Placement:	*0-2 errors—*	*pass; start at this level or go on to next placement test*
	2+ errors—	*start at level 1*

What counts as an error?

1. *Tracing the wrong letter*
2. *Incorrect letter formation*
3. *Pencil mark with grey on both sides*

1. **Transfer to free writing:**
   (See instructions for tracing letters on page 6. The purpose of this exercise is to ensure that the pupil learns to trace letters correctly without the dot and the arrows. If the pupil does not do this, correct immediately.)
   Find Part 1 on your worksheet.
   Trace the large */t/*, following the arrows.
   Next trace the small */t/*, and then write your own */t/* in the blank.
   Try to make your own */t/* exactly the same as the one you traced.
   Trace the next */t/* and then write another one of your own.
   *Repeat this with /**s**/ and /**a**/.*

2. **Saying sounds in words:**
   (Say the word and point to it, ask the pupil to say the sounds. If he starts to spell it, stop him and demonstrate. If necessary use the cursor to help him segment the word. When he has done all the words on his own, cover the page and repeat.)
   Find Part 2 on your worksheet.
   The first word is *'dig'*.
   Point to the letters and say the sounds in *'dig'*.
   *Repeat this with **'fox'** and **'vet'**.*
   Now cover your worksheet and say the sounds in *'dig' ... 'fox' ... 'vet'*
   (Repeat if necessary.)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find the right letter and trace it.

/g/	/n/	/c/	/k/	/l/	/r/
/n/	/h/	/r/	/g/	/c/	/l/
/r/	/l/	/h/	/c/	/n/	/g/
/h/	/r/	/n/	/g/	/l/	/c/

4. **Word search:**
   (Pupils should read the words to be found in the puzzle before they start. Imposing a time limit prevents the pupil using it as a time-waster.)

SAMPLE FOR EVALUATION ONLY

5. **Introducing new spelling patterns:**
   Find Part 5 on your worksheet.
   The first spelling is *'he'*. Trace *'he'* four times.
   Say *'he'* each time you write it.
   *Repeat with /**or**/ and /**ch**/.*

6. **Reading letters:**
   Find Part 6 on your worksheet.
   Say the sounds of the letters and read the words.

   (/or/ /ch/ he /w/ /y/ /r/ /n/ /d/)

7. **Transfer to free writing:**
   Find Part 7 on your worksheet.
   Trace the large */i/*, following the arrows.
   Next trace the small */i/*, and then write your own */i/* in the blank.
   Try to make your own */i/* exactly the same as the one you traced.
   Trace the next */i/*, and then write another one of your own.
   *Repeat this with /**n**/ and /**p**/.*

8. **Saying sounds in words:**
   Find Part 8 on your worksheet.
   The first word is *'fun'*.
   Point to the letters and say the sounds in *'fun'*.
   *Repeat this with **'bed'** and **'ham'***.
   Now cover your worksheet and say the sounds in 'f*un' ... 'bed' ... 'ham'*
   (Repeat if necessary.)

9. Writing letters from dictation:
Find Part 9 on your worksheet.
I will say some sounds.
Each time I say a sound, find the right letter and trace it.

/p/	*/i/*	*/e/*	*/b/*	*/o/*	*/d/*
/i/	*/b/*	*/d/*	*/p/*	*/e/*	*/o/*
/d/	*/o/*	*/b/*	*/e/*	*/i/*	*/p/*
/o/	*/e/*	*/p/*	*/d/*	*/b/*	*/i/*

10. Word search:

11. Review new spelling patterns:
Find Part 11 on your worksheet.
Trace *'he'* three times, and then write *'he'* in the bla[illegible].
Repeat with ***/or/*** *and* ***/ch/****.*

12. Reading letters and words:
Find Part 12 on your worksheet.
Say the sounds of the letters and read the words.
(he /or/ /[illegible]/ /y/ /th/ /ar/)

13. Tracing words:
Find Part 13 on your worksheet.
Trace each word, saying the sounds as you trace them.
Read each word after you have traced it.
(lap mu[illegible] fish)

SAMPLE FOR EVALUATION ONLY

1. **Transfer to free writing:**
   Find Part 1 on your worksheet.
   Trace the large */h/*, following the arrows.
   Next trace the small */h/*, and then write your own */h/* in the blank.
   Try to make your own */h/* exactly the same as the one you traced.
   Trace the next */h/*, and then write another one of your own.
   *Repeat this with /**c**/ and /**o**/.*

2. **Saying sounds in words:**
   Find Part 2 on your worksheet.
   The first word is *'wish'***.**
   Point to the letters and say the sounds in *'wish'*.
   *Repeat this with **'hard'** and **'that'***.
   Now cover your worksheet and say the sounds in *'wish' ... 'hard' ... 'that'*
   (Repeat if necessary.)

3. **Writing letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find and trace the right letters.

/j/	*/f/*	*/ar/*	*/th/*	*/w/*	*/x/*
/f/	*/th/*	*/x/*	*/j/*	*/ar/*	*/w/*
/x/	*/w/*	*/th/*	*/ar/*	*/f/*	*/j/*
/ar/	*/f/*	*/j/*	*/x/*	*/w/*	*/th/*

4. **Word search:**

5. **Introducing new spelling patterns:**
   Find Part 5 on your worksheet.
   The first spelling is *'me'*.
   Trace *'me'* four times. Say *'me'* each time you write it.
   *Repeat with /**ark**/ and '**she**'.*

6. Reading letters and words:
Find Part 6 on your worksheet.
Say the sounds of the letters and read the words.

(/ark/ she me /or/ /ch/ he)

7. Transfer to free writing:
Find Part 7 on your worksheet.
Trace the large */e/*, following the arrows.
Next trace the small */e/*, and then write your own */e/* in the blank.
Try to make your own */e/* exactly the same as the one you traced.
Trace the next */e/* and then write another one of your own.
*Repeat this with /**r**/ and /**g**/.*

8. Saying sounds in words:
Find Part 8 on your worksheet.
The first word is *'this'***.**
Point to the letters and say the sounds in *'this'*.
*Repeat this with **'shop'** and **'but'**.*
Now cover your worksheet and say the sounds in *'this' ... 'shop' ...'but'*
(Repeat if necessary)

9. Writing letters from dictation:
Find Part 9 on your worksheet.
I will say some sounds.
Each time I say a sound, find and trace the right letters.

/z/	/v/	/y/	/sh/	/u/	/b/
/sh/	/b/	/v/	/u/	/z/	/y/
/b/	/u/	/sh/	/v/	/z/	/y/
/y/	/v/	/z/	/u/	/b/	/sh/

SAMPLE FOR EVALUATION ONLY

10. Word search:

11. Review new spelling patterns:
Find Part 11 on your worksheet.
Trace *'me'* three times, and then write *'me'* in the blank.
*Repeat with **/ark/**, '**she**', '**he**', **/or/** and **/ch/**.*

12. Reading letters and words:
Find Part 12 on your worksheet.
Say the sounds of the letters and read the words.

(/ark/ she me he /or/ /ch/)

13. Tracing words:
Find Part 13 on your worksheet.
Trace each word, saying the sounds as you trace them.
Read each word after you have traced it.

(shop this dark)

1. **Transfer to free writing:**
   Find Part 1 on your worksheet.
   Trace the large */d/*, following the arrows.
   Next trace the small */d/*, and then write your own */d/* in the blank.
   Try to make your own */d/* exactly the same as the one you traced.
   Trace the next */d/* and then write another one of your own.
   *Repeat this with /**l**/ and /**m**/.*

2. **Saying sounds in words:**
   Find Part 2 on your worksheet.
   The first word is *'born'***.**
   Point to the letters and say the sounds in *'born'*.
   *Repeat this with **'much'** and **'with'**.*
   Now cover your worksheet and say the sounds *'born' ... 'much' ... 'with' (Repeat if necessary.)*

3. **Writing words or letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some sounds and words.
   Each time I say a sound or word, find and trace the right letters or word.

/v/	*/l/*	*/s/*	*/or/*	*/ch/*	*he*
/ch/	*/y/*	*/e/*	*/x/*	*/or/*	*/v/*
/e/	*/or/*	*/l/*	*/u/*	*/ch/*	*/y/*
/m/	*/or/*	*/x/*	*/y/*	*/ch/*	

4. **Word search:**

5. **Introducing new spelling patterns:**
   Find Part 5 on your worksheet.
   The first spelling is *'we'*.
   Trace *'we'* four times.
   Say *'we'* each time you write it.
   *Repeat with '**I**' and /**qu**/.*

SAMPLE FOR EVALUATION ONLY

6. **Reading letters:**
   Find Part 6 on your worksheet.
   Say the sounds of the letters and words.

   (/qu/ I we /or/ /ch/ he)

7. **Transfer to free writing:**
   Find Part 7 on your worksheet.
   Trace the large */f/*, following the arrows.
   Next trace the small */f/*, and then write your own */f/* in the blank.
   Try to make your own */f/* exactly the same as the one you traced.
   Trace the next */f/* and then write another one of your own.
   *Repeat this with /**b**/ and /**u**/.*

8. **Saying sounds in words:**
   Find Part 8 on your worksheet.
   The first word is *'quit'***.**
   Point to the letters and say the sounds in *'quit'*.
   *Repeat this with **'part'** and **'torch'***.
   Now cover your worksheet and say the sounds in *'quit' ... 'part' ... 'torch'*
   (Repeat if necessary.)

9. **Writing letters from dictation:**
   Find Part 9 on your worksheet.
   I will say some sounds.
   Each time I say a sound, find and trace the right letters.

   /sh/ /j/ /ar/ /z/ /th/ /w/

   /th/ /ar/ /sh/ /w/ /z/ /j/

   /w/ /th/ /z/ /ar/ /j/ /sh/

   /ar/ /w/ /j/ /th/ /sh/ /z/

10. Word search:

11. Review new spelling patterns:
Find Part 11 on your worksheet.
Trace *'me'* three times, and then write *'me'* in the blank.
Repeat with ***/ark/****,* ***'she', 'we', 'I',*** *and* ***/qu/****.*

12. Reading letters:
Find Part 12 on your worksheet.
Say the sounds of the letters and words.

(me /ark/ she we /qu/)

13. Tracing words:
Find Part 13 on your worksheet.
Trace each word, saying the sounds as you trace them.
Read each word after you have traced it.

(the it part)

SAMPLE FOR EVALUATION ONLY

1. **Transfer to free writing:**
   Find Part 1 on your worksheet.
   Trace the large */ar/*, following the arrows.
   Next trace the small */ar/*, and then write your own */ar/* in the blank.
   Try to make your own */ar/* exactly the same as the one you traced.
   Trace the next */ar/*, and then write another one of your own.
   *Repeat this with **/sh/** and **/j/**.*

2. **Saying sounds in words:**
   Find Part 2 on your worksheet.
   The first word is *'dark'***.**
   Point to the letters and say the sounds in *'dark'*.
   *Repeat this with **'quiz'** and **'porch'***.
   Now cover your worksheet and say the sounds in *'dark' ... 'quiz' ... 'porch'*
   (Repeat if necessary.)

3. **Writing words and letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some words and sounds.
   Each time I say a word or sound, find and trace the right word or letters.

/m/	*/s/*	*/v/*	*/qu/*	*I*	*we*
/qu/	*/m/*	*I*	*/s/*	*we*	*/v/*
/qu/	*I*	*we*	*/v/*	*/s/*	*/m/*
/s/	*we*	*/qu/*	*/m/*	*/v/*	*I*

4. **Word search:**

5. **Introducing new spelling patterns:**
   Find Part 5 on your worksheet.
   The first spelling is */ill/*.
   Trace */ill/* four times.
   Say */ill/* each time you write it.
   *Repeat with **/ell/** and **'the'**.*

6. **Reading letters:**
   Find Part 6 on your worksheet.
   Say the sounds of the letters and words.

   (/ill/ /ell/ the /ark/ s[illegible]e)

7. **Transfer to free writing:**
   Find Part 7 on your worksheet.
   Trace the large */z/*, following the arrows.
   Next trace the small */z/*, and then write your own */z/* in the blank.
   Try to make your own */z/* exactly the same as the one you traced.
   Trace the next */z/* and then write another one of your own.
   *Repeat this with **/w/** and **'the'**.*

8. **Saying sounds in words:**
   Find Part 8 on your worksheet.
   The first word is *'then'*.
   Listen to the letters and say the sounds in *'then'*.
   *Repeat this with **'barn'** and **'cord'**.*
   Now cover your worksheet and say the sounds in *'then' ... 'barn' ... 'cord'*.
   (Repeat if necessary.)

SAMPLE FOR EVALUATION ONLY

9. **Writing words and letters from dictation:**
   Find Part 9 on your worksheet.
   I will say some words and sounds.
   Each time I say a word or sound, find and trace the right word or letters.

/ark/	*she*	*me*	*/p/*	*/n/*	*/a/*
me	*/n/*	*/ark/*	*/a/*	*/p/*	*she*
she	*/p/*	*/a/*	*/ark/*	*/n/*	*me*
me	*/p/*	*she*	*/n/*	*/ark/*	*/a/*

10. **Word search:**

11. **Review new spelling patterns:**
    Find Part 11 on your worksheet.
    Trace */or/* three times, and then write */or/* in the blank.
    *Repeat with **/ill/**, **/ell/**, '**the**', **/ch/**, and '**he**'.*

12. **Reading letters:**
    Find Part 12 on your worksheet.
    Say the sounds of the letters and read the words.

    (/ill/ /ell/ the /or/ /ch/ he)

13. **Tracing words:**
    Find Part 13 on your worksheet.
    Trace each word, saying the sounds as you trace them.
    Read each word after you have traced it.

    (shark will sell)

1. **Transfer to free writing:**
   Find Part 1 on your worksheet.
   Trace the large */v/*, following the arrows.
   Next trace the small */v/*, and then write your own */v/* in the blank.
   Try to make your own */v/* exactly the same as the one you traced.
   Trace the next */v/*, and then write another one of your own.
   *Repeat this with /**x**/ and /**y**/.*

2. **Saying sounds in words:**
   Find Part 2 on your worksheet.
   The first word is *'smell'*.
   Point to the letters and say the sounds in *'smell'*.
   *Repeat this with **'still'** and **'spark'**.*
   Now cover your worksheet and say the sounds in *'smell' ... 'still' ... 'spark'*
   (Repeat if necessary.)

3. **Writing words and letters from dictation:**
   Find Part 3 on your worksheet.
   I will say some words and sounds.
   Each time I say a word or sound, find and trace the right word or letters.

/ell/	*/ill/*	*/he/*	*/g/*	*/d/*	*I*
/ill/	*/g/*	*I*	*/ell/*	*the*	*/d/*
	/g/	*/d/*	*/a/*	*the*	*/ell/*
th	*/g/*	*/ill/*	*/d/*	*/ell/*	*I*

4. **Word search:**

SAMPLE FOR EVALUATION ONLY

5. **Introducing new spelling patterns:**
   Find Part 5 on your worksheet.
   The first spelling is *'why'*. Trace *'why'* four times.
   Say *'why'* each time you write it.
   *Repeat with '**my**' and **/ee/**.*

6. **Reading letters:**
   Find Part 6 on your worksheet.
   Say the sounds of the letters and words.

   (why my /ee/ /ill/ /ell/ the)

7. **Transfer to free writing:**
   Find Part 7 on your worksheet.
   Trace the large */ark/*, following the arrows.
   Next trace the small */ark/*, and then write your own */ark/* in the blank.
   Try to make your own */ark/* exactly the same as the one you traced.
   Trace the next */ark/*, and then write another one of your own.
   *Repeat this with '**she**' and '**me**'.*

8. **Saying sounds in words:**
   Find Part 8 on your worksheet.
   The first word is *'tree'*.
   Point to the letters and say the sounds in *'tree'*.
   *Repeat this with **'speed'** and **'grill'***.
   Now cover your worksheet and say the sounds in *'tree' ... 'speed' ... 'grill'*
   (Repeat if necessary.)

9. **Writing words and letters from dictation:**
   Find Part 9 on your worksheet.
   I will say some words and sounds.
   Each time I say a word or sound, find and trace the right word or letters.

/qu/	*I*	*/ch/*	*he*	*/or/*	*we*
I	*/or/*	*he*	*/qu/*	*we*	*/ch/*
he	*/qu/*	*/or/*	*we*	*/ch/*	*I*
/ch/	*/or/*	*we*	*I*	*/qu/*	*he*

10. **Word search:**

11. **Review new spelling patterns:**
    Find Part 11 on your worksheet.
    Trace *'why'* three times, and then write *'why'* in the space.
    Repeat with ***'my'***, ***/ee/***, ***/e/***, ***/or/***, and ***/u/***.

12. **Reading letters:**
    Find Part 12 on your worksheet.
    Say the sounds of the letters and words.

    /ill/ /ell/ th /or/ /ch/ he)

13. **Tracing words:**
    Find Part 13 on your worksheet.
    Trace each word, saying the sounds as you trace them.
    Read each word after you have traced it.

    (seem teeth north)

SAMPLE FOR EVALUATION ONLY

Check the spellings and punctuation after each exercise (or as you go, if teaching one-to-one). Pupils should re-write whole words, ***not modify odd letters.***

1. **Key Sentence:**
   (On the first line the sentence is partially written in boxes—one box for each ***sound****. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right groups or individual letters in each box and finishes with a question mark. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original*.)
   Every sentence must begin with a capital letter.
   What should every sentence begin with?
   (A capital letter) *(Repeat until firm)*
   Find Part 1 on your worksheet.
   The sentence should say '*Can she see me?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the question mark at the end.

2. **Spelling Patterns:**
   (New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has traced and copied correctly before covering and dictating. As with the Key Sentence; show him the original if he forgets the spelling.)
   Read the words and sounds in Part 2.
   (Prompt if necessary.)
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   why my /ell/ the

3. Writing sounds and words from dictation:

/a/	*/p/*	*/n/*	*/o/*	*/e/*	*/g/*
/m/	*/b/*	*/u/*	*/j/*	*/z/*	*/w/*
he	*/l/*	*we*	*/ar/*	*/sh/*	*/or/*

4. Sounds in words:

*(Say the word and point to it, ask the pupil to say the sounds. If he starts to spell it, stop him and demonstrate. Make sure the pupil says the sounds the letter(s) make **in that word**. For example, in 'front', 'o' makes the sound /u/.)*

Say the sounds in each word.

Now cover the page and say the sounds in each word again.

<u>sh</u>ip	*fr<u>ee</u>*	*drop*	*spe<u>ll</u>*	*[illegible]*	*<u>fish</u>*

5. Filling in the blanks:

(The worksheet has short blanks for single letters, long blanks for digraphs. Dictate each word and make sure the pupil traces the word and writes in each blank correctly.)

fis[illegible]	*deep*	*[illegible]et*
shop	*need*	*ship*
dash	*[illegible]*	*sheep*

6. Word search:

(See the note on page 6.)

7. Writing words:

(This exercise recycles the words practised in Filling in the Blanks. This time the pupil writes the words from dictation.)

fish	*deep*	*feet*
shop	*need*	*ship*
dash	*see*	*sheep*

SAMPLE FOR EVALUATION ONLY

8. Spelling test:
(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

had	*she*	*job*	*him*	*can*
get	*dog*	*me*	*fat*	*see*

9. Sentence dictation:
(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—try to avoid dictating one word at a time.
*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*
Every sentence must begin with a capital letter.
What should every sentence begin with?
(A capital letter) *(Repeat until firm)*
Every sentence must end with a full stop* or a question mark†.
What do you put at the end of a sentence?
(A full stop or a question mark) *(Repeat until firm)*
All of these sentences end with a full stop.

1. *She can see him.*
2. *Tom had a dog.*
3. *He can get a job.*
4. *Ben got a fat fish.*

10. Puzzle:

m	a	p
		i
d	o	g

* USA: full stop=period
† Exclamation marks are overused in children's writing, and should not be encouraged.

1. **Key sentence:**
   Every sentence must begin with a capital letter. What should every sentence begin with? **(A capital letter)** *(Repeat until firm)*
   Find Part 1 on you worksheet.
   The sentence should say '*Can she see me?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the question mark at the end.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Sound it out if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   /e/ /qu/ /l/ /z/

3. **Writing sounds and words from dictation:**

   /y/ /s/ /t/ /i/ /c/ /h/
   /r/ /u/ /d/ /f/ /sh/ /th/
   /or/ /ch/ /ie/ /ill/ the /ell/

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   crash seem bleed wish week feel

5. **Filling in the blanks:**

week	*hush*	*peep*
he	*hash*	*seep*
feed	*she*	*shot*

SAMPLE FOR EVALUATION ONLY

6. **Word search:**

7. **Writing words:**

week	*hush*	*peep*
he	*hash*	*seep*
feed	*she*	*shot*

8. **Spelling test:**

red	*dig*	*can*	*see*	*hat*
pit	*he*	*jam*	*zap*	*had*

9. **Sentence dictation:**
   What should every sentence begin with? **(A capital letter)**
   Here's a new rule: if a sentence is telling you something, you put a full stop at the end. What do you put at the end of a sentence that is telling you something? **(A full stop)** *(Repeat until firm)*
   Now you are going to write some sentences. All of these sentences are telling you something. So what will you put at the end of all these sentences? **(A full stop)**
   (Repeat until firm)

   1. *He had a red hat.*
   2. *We can see Tim.*
   3. *He can dig a pit.*
   4. *Sam had red jam.*

10. **Puzzle:**

1. **Key sentence:**
   Every sentence must begin with a capital letter.
   What should every sentence begin with?
   (A capital letter) *(Repeat until firm)*
   Every sentence must end with a full stop or a question mark.
   What do you put at the end of a sentence?
   (A full stop or a question mark) *(Repeat until firm)*
   Find Part 1 on your worksheet.
   The sentence should say '*I will se[illegible] car.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the full stop at the end.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   /uck/ */ick/* *why* *my*

3. **Writing letters from dictation:**

/u/	/x/	/[illegible]/	/p/	/n/	/o/
[illegible]	/g/	/m/	[illegible]	/b/	/j/
th	/ill/	/ell/	[illegible]	/qu/	I

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   will *part* *fell* *brush* *fleet* *club*

SAMPLE FOR EVALUATION ONLY

5. **Filling in the blanks:**

be	*wish*	*cash*
bell	*mill*	*card*
seed	*arm*	*we*

6. **Word search:**

7. **Writing words:**

be	*wish*	*cash*
bell	*mill*	*card*
seed	*arm*	*we*

8. **Spelling test:**

van	*in*	*rug*	*him*	*me*
sit	*on*	*meet*	*will*	*jug*

9. **Sentence dictation:**
   What should every sentence begin with? **(A capital letter)**
   Here's a new rule: if a sentence is asking you something, you put a question mark at the end. What do you put at the end of a sentence that is asking you something? **(A question mark)** *(Repeat until firm)*
   Now you are going to write some sentences.
   All of these sentences are asking you something. So what will you put at the end of all these sentences?
   (A question mark) *(Repeat until firm)*

   1. *Can he sit in the van?*
   2. *Will she sit on the rug?*
   3. *Did she meet him?*
   4. *Will she sell me a jug?*

10. **Puzzle:**

1. **Key sentence:**
   Every sentence must begin with a capital letter.
   What should every sentence begin with?
   (A capital letter) *Repeat until firm)*
   Every sentence must end with a full stop or a question mark.
   What do you put at the end of a sentence?
   (A full stop or a question mark) *(Repeat until firm)*
   Find Part 1 on your worksheet.
   The sentence should say '*I will sell the car.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the full stop on the end.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy this on to line 2.
   Now cover your work and write it from dictation on line 3.

   he */ick/* */uck/*

3. **Writing letters from dictation:**

   /b/ */g/* */f/* */sh/* */ar/*
   /v/ */x/* */t/* */i/*
   /ee/ */or/* *my* *why*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   glad *deep* *plush* *pram* *part* *spill*

SAMPLE FOR EVALUATION ONLY

5. **Filling in the blanks:**

star	*rush*	*dark*
will	*keep*	*shot*
lark	*need*	*hard*

6. **Word search:**

7. **Writing words:**

star	*rush*	*dark*
will	*keep*	*shot*
lark	*need*	*hard*

8. **Spelling test:**

mark	*she*	*hit*	*we*	*dark*
not	*is*	*it*	*can*	*in*

9. **Sentence dictation:**
   What should every sentence begin with?
   (A capital letter) *(Repeat until firm)*
   Now you are going to write some sentences.
   All of these sentences are telling you something. So what will you put at the end of all these sentences? **(A full stop)**

   1. *She is in the car.*
   2. *It is not dark.*
   3. *We can hit the mark.*
   4. *He can see in the dark.*

10. **Puzzle:**

1. **Key sentence:**
   What should every sentence begin with?
   (A capital letter) *(Repeat until firm)*
   Every sentence must end with a full stop or a question mark.
   What do you put at the end of a sentence?
   (A full stop or a question mark) *(Repeat until firm)*
   Find Part 1 on your worksheet.
   The sentence should say, *'I will sell the car.'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the full stop at the end.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now check your work and write them from dictation on line 3.

   the */eck/* */ock/* */uck/*

3. **Writing sounds and words from dictation:**

/c/	*/h/*	*/r/*	*/d/*	*/l/*	*/f/*
/sh/	*/ar/*	*/oo/*	*/u/*	*/x/*	*/a/*
/k/	*me*	*I*	*/i/*	*/ell/*	*my*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word.

   twin *shell* *sweet* *sharp* *snort* *lark*

SAMPLE FOR EVALUATION ONLY

5. **Filling in the blanks:**

need	*sharp*	*fill*
mash	*she*	*tell*
seem	*bill*	*ship*

6. **Word search:**

7. **Writing words:**

need	*sharp*	*fill*
mash	*she*	*tell*
seem	*bill*	*ship*

8. **Spelling test:**

will	*me*	*car*	*sun*	*dog*
he	*feet*	*wet*	*see*	*we*

9. Sentence dictation:

If a sentence is telling you something, what do you put at the end? **(A full stop)**

If a sentence is asking you something, what do you put at the end? **(A question mark)**

Now you are going to write some sentences.

1. *She will be in the car.*

Is this sentence asking or telling? **(Telling)**

What do you put at the end of this sentence? **(A full stop)**

2. *The dog will get wet feet.*

Is this sentence asking or telling? **(Telling)**

What do you put at the end of this sentence? **(A full stop)**

3. Can we see the sun?

Is this sentence asking or telling? **(Asking)**

What do you put at the end of this sentence? **(A question mark)**

4. *Will he tell me?*

Is this sentence asking or telling? **(Asking)**

What do you put at the end of this sentence? **(A question mark)**

10. Puzzle:

SAMPLE FOR EVALUATION ONLY

Placement / Mastery Test:

Test to be used after Level 19:

(See the instructions for Mastery Tests on page 5.)

red	*mug*	*hot*	*sat*	*zip*
fill	*bad*	*jar*	*shop*	*cut*
win	*yet*	*van*	*fox*	*seem*
he	*mark*	*the*	*torch*	*thin*

Scoring:

Mastery:	*0-2 errors—*	*pass*
	3-4 errors—	*review spelling patterns and retest the the following day.*
	5+ errors—	*go back to Level 10.*
Placement:	*0-2 errors—*	*pass; start at this level, or go on to next placement test.*
	2+ errors—	*go back to the placement test at the end of Level 9.*

Check the spellings and punctuation after each exercise (or as you go, if teaching one-to-one). Pupils should re-write whole words, ***not modify odd letters.***

1. **Key Sentence:**
   (On the first line the sentence is partially written in boxes—one box for each ***sound****. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right groups or individual letters in each box and finishes with a question mark. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original*.)
   Every sentence must begin with a capital letter.
   What should every sentence begin with?
   (A capital letter) *(Repeat until firm)*
   Every sentence must end with a full stop or a question mark.
   What do you put at the end of a sentence?
   (A full stop or a question mark) *(Repeat until firm)*
   Find part 1 on your worksheet.
   The sentence should say, *'That's a duck.'*
   Trace the sentence, filling in the gaps.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the full stop at the end.

2. **Spelling Patterns:**
   (New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has traced and copied correctly before covering and dictating. As with the Key Sentence, show him the original if he forgets the spelling.)
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   you try why by

SAMPLE FOR EVALUATION ONLY

3. Reading words:

she	*pill*	*see*	*bell*
park	*me*	*far*	*cart*
deck	*luck*	*dark*	*feed*

4. Sounds in words:

*(Say the word and point to it, ask the pupil to say the sounds. If he starts to spell it, stop him and demonstrate. Make sure the pupil says the sounds the letter(s) make **in that word**. For example in 'front', 'o' makes the sound /u/.)*

Say the sounds in each word.

Now cover the page and say the sounds in each word.

fe<u>ll</u>	*hand*	*h<u>ar</u>m*	*sleep*	*sc<u>ar</u>*	*fr<u>ee</u>*

5. Filling in the blanks:

(The worksheet has short blanks for single letters, long blanks for digraphs. Dictate each word and make sure the pupil traces the word and fills in each blank correctly.)

mark	*well*	*bark*
quit	*farm*	*weed*
shut	*deep*	*shark*

6. Word search:

(See the note on page 6.)

7. Writing words:

(This exercise recycles the words practised in Filling in the Blanks. This time the pupil writes the words from dictation.)

mark	*well*	*bark*
quit	*farm*	*weed*
shut	*deep*	*shark*

8. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

dark	*this*	*van*	*bark*	*will*
see	*can*	*barn*	*dog*	*park*

9.Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—try to avoid dictating one word at a time.)

*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*

If a sentence is telling you something, what do you put at the end? **(A full stop)**

If a sentence is asking you something, what do you put at the end? **(A question mark)**

Now you are going to write some sentences.

1. *Put the car in the barn.*

Is this sentence asking or telling? **(Telling)**

What do you put at the end of this sentence? **(A full stop)**

2. *I can see it is a dog.*

Is this sentence asking or telling? **(Telling)**

What do you put at the end of this sentence? **(A full stop)**

3. *The dog will bark.*

Is this sentence asking or telling? **(Telling)**

What do you put at the end of this sentence? **(A full stop)**

4. *Did the van hit a red car?*

Is this sentence asking or telling? **(Asking)**

What do you put at the end of this sentence? **(A question mark)**

10. Puzzle:

(Imposing a time limit prevents the pupil using the puzzle to waste time.)

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   Every sentence must begin with a capital letter.
   What should every sentence begin with?
   (A capital letter) *(Repeat until firm)*
   Every sentence must end with a full stop or a question mark.
   What do you put at the end of a sentence?
   (A full stop or a question mark) *(Repeat until firm)*
   Find Part 1 on your worksheet.
   The sentence should say, *'That is my duck.'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the full stop at the end.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   you *are* *to* *do*

3. **Reading sounds/words:**

/th/	*/y/*	*/ck/*	*she*
pill	*is*	*we*	*he*
my	*I*	*the*	*his*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word.

   wi<u>th</u> *help* *<u>th</u>at* *tank* *fast* *t<u>ee</u><u>th</u>*

5. Filling in the blanks:

duck	*short*	*is*
bark	*hard*	*has*
my	*then*	*shell*

6. Word search:

7. Writing words:

duck	*short*	*is*
bark	*hard*	*has*
my	*then*	*shell*

8. Spelling test:

we	*wish*	*that*	*his*	*will*
hard	*is*	*my*	*we*	*job*

SAMPLE FOR EVALUATION ONLY

9. **Sentence dictation:**
   If a sentence is telling you something, what do you put at the end? **(A full stop)**
   If a sentence is asking you something, what do you put at the end? **(A question mark)**
   Now you are going to write some sentences.

   1. *His dog will bark.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

   2. *That is a hard job.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

   3. *I wish I had my duck.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

   4. *My cat will sit in the sun.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

10. **Puzzle:**
    (The pupil should read the words before starting the puzzle.)

1. **Key sentence:**
   The sentence should say '*That is my duck.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2.
   (Prompt if necessary.)
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   as *has* *is* *his*

3. **Reading words:**

	well	*is*	*try*
car	*as*	*the*	*as*
ac		*be*	*sock*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   try *this* *coop* *harm* *pest* *kill*

5. **Filling in the blanks:**

try	*she*	*farm*
well	*my*	*hill*
we	*luck*	*sharp*

SAMPLE FOR EVALUATION ONLY

6. **Word search:**

7. **Writing words:**

try	*she*	*farm*
well	*my*	*hill*
we	*luck*	*sharp*

8. **Spelling test:**

feed	*car*	*has*	*teeth*	*be*
his	*the*	*in*	*shark*	*for*

9. **Sentence dictation:**

1. Will she be in my car?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

2. Will he try his luck?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

3. His dog has sharp teeth.
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

4. Can we feed the shark?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

10. **Puzzle:**

1. **Key sentence:**
   The sentence should say '*Why are you sad?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2.
   (Prompt if necessary.)
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   all *you* *are* *has*

3. **Reading words:**

[illegible]e	*you*	*is*	*[illegible]ell*
wh[illegible]	*thick*	*be*	*[illegible]as*
are	*[illegible]y*	*the*	*try*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   choice *brat* *j[illegible]* *[illegible]ent* *post* *drip*

5. **Filling in the blanks:**

try	*keep*	*[illegible]art*
than	*has*	*my*
bell	*his*	*pick*

6. **Word search:**

SAMPLE FOR EVALUATION ONLY

7. **Writing words:**

try	*keep*	*cart*
than	*has*	*my*
bell	*his*	*pick*

8. **Spelling test:**

hard	*short*	*are*	*hill*	*as*
did	*tell*	*sick*	*try*	*be*

9. **Sentence dictation:**
What should every sentence begin with? **(A capital letter)**
Every sentence must end with a full stop or a question mark. What do you put at the end of a sentence? **(A full stop or a question mark)**
Now you are going to write some sentences.

1. I will try hard.
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

2. Will we run up the hill?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

3. Are you as big as he is?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

4. Did she hit him hard?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

10. **Puzzle:**

1. **Key sentence:**
   The sentence should say '*Why are you sad?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound. Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   to *of* *have* *all*

3. **Reading words:**

   to *sack* *she* *his*

   he *the* *jar* *I*

   we *do* *fill* *has*

4. **Sounding words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   sweet *bench* *send* *torch* *flat* *belt*

5. **Finding in the blanks:**

   mill *to* *queen*

   then *rash* *lock*

   do *deck* *born*

6. **Word search:**

7. **Writing words:**

   mill *to* *queen*

   then *rash* *lock*

   do *deck* *born*

SAMPLE FOR EVALUATION ONLY

8. Spelling test:

mark	*sell*	*try*	*has*	*do*
this	*why*	*you*	*sock*	*to*

9. Sentence dictation:

All names begin with a capital letter. What do all names begin with? **(A capital letter)** *(Repeat until firm)*

1. I will try to sell the car.
Is there a name in this sentence? **(No**)

2. Why has Tim got my sock?
Is there a name in this sentence? **(Tim)**
What should it begin with? **(A capital letter)**

3. Do you see this mark?
Is there a name in this sentence? **(No)**

4. Why did Sam tell my dad?
Is there a name in this sentence? **(Sam)**
What should it begin with? **(A capital letter)**

10. Bingo:

(Although this game is designed for a group of pupils, it is always enjoyed in one-to-one lessons—not least because the pupil always wins.
Dictate the first word to the pupils, tell them to write it in any square of the grid. Repeat for each of the remaining words. Then, call out the words in a different order and nominate a different pupil to spell each word. Pupils cross off each word they have spelled correctly. The winner is the first pupil with four crosses in a row.)

try	*you*	*are*	*hill*
my	*sack*	*sell*	*mark*
has	*do*	*this*	*why*
sock	*to*	*of*	*all*

1. **Key sentence:**
   What should every sentence begin with? **(A capital letter)**
   Every sentence must end with a full stop or a question mark.
   What do you put at the end of a sentence?
   (A full stop or a question mark)
   Find Part 1 on your worksheet.
   The sentence should say, *'I have all of the cards.'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Don't forget to start with a capital letter.
   Now cover up the sentence and write it from dictation on line 3.
   Don't forget the full stop at the end.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Say each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   keep *has* *why* *do*

3. **Reading words:**

   have *we* *try*

   is *are* *as* *this*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   and *hand* *clap* *have* *stand* *free*

5. **Filling in the blanks:**

you	*spell*	*try*
dart	*have*	*do*
grill	*than*	*sick*

SAMPLE FOR EVALUATION ONLY

6. **Word search:**

7. **Writing words:**

you	*spell*	*try*
dart	*have*	*do*
grill	*than*	*sick*

8. **Spelling test:**

she	*of*	*are*	*cards*	*all*
to	*that*	*why*	*have*	*sheep*

9. **Sentence dictation:**
   All names begin with a capital letter.
   What do all names begin with?
   (A capital letter) *(Repeat until firm)*

   1. Why is his dog wet?
   Is there a name in this sentence? **(No)**

   2. All of my sheep are fat.
   Is there a name in this sentence? **No)**

   3. Will Mark have to do that job?
   Is there a name in this sentence? **(Mark)**
   What should it begin with? **(A capital letter)**

   4. All of the cards are red.
   Is there a name in this sentence? **(No)**

10. **Puzzle:**

1. **Key sentence:**
   The sentence should say '*I have all of the cards.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2.
   (Prompt if necessary.)
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   and *try* *was* */ing/*

3. **Reading sounds/words:**

	to	*I*	
has	*was*	*all*	

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   round *spark* *lamp* *flint* *scrap*

5. **Spelling – fill in the blanks:**

and	*luck*	*thin*
with	*fork*	*hand*
tall	*keep*	*doing*

6. **Word search:**

SAMPLE FOR EVALUATION ONLY

7. Writing words:

and	*luck*	*thin*
why	*fork*	*hand*
tall	*keep*	*doing*

8. Spelling test:

you	*feed*	*are*	*have*	*barn*
has	*that*	*sheep*	*bell*	*as*

9. Sentence dictation:

What should every sentence begin with? **(A capital letter)**
All names begin with a capital letter.
What do all names begin with? **(A capital letter)**

1. *Do you have to do that?*

Is there a name in this sentence? **(No)**

2. *We can feed the sheep in the barn.*

Is there a name in this sentence? **(No)**

3. *She is as tall as Meg is.*

Is there a name in this sentence? **(Meg)**
What should it begin with? **(A capital letter)**

4. *Are you all in the van?*

Is there a name in this sentence? **(No)**

10. Puzzle:

1. **Key sentence:**
   The sentence should say '*Why was he doing that?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   of *for* *how* *try*

3. **Reading sounds/words:**

   why *is* *are* *of*

   even */ing/* *you* *to*

4.Sounds in words:
Say the sounds in each word.
Now cover the page and say the sounds in each word again.

point *chuck* *still* *ground* *smell* *sharp*

5. Filling in the blanks:

live *tail* *trick*

shape *shock* *start*

fall *sweep* *seeing*

6. **Word search:**

SAMPLE FOR EVALUATION ONLY

7. Writing words:

have	*tall*	*trick*
spell	*shock*	*start*
fall	*sweep*	*seeing*

8. Spelling test:

all	*why*	*has*	*socks*	*fish*
was	*of*	*my*	*barn*	*are*

9. Sentence dictation:

What do you put at the end of a sentence?
(A full stop or a question mark)

1. She was in the fish shop.
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

2. Why are you in the barn?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

3. Pam has all of my socks.
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

4. Will you sell me that red car?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

10. Bingo:

(See page 74 for instructions.)

that	*why*	*have*	*sheep*
barn	*thick*	*keep*	*have*
feed	*bell*	*tall*	*she*
of	*do*	*be*	*tell*

1. **Key sentence:**
   The sentence should say '*Why was he doing that?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2.
   (Prompt if necessary.)
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   be *me* *as* *how*

3. **Reading sounds/words:**

   ll *to* *his* */ar/*

   /sh/ */ing/* */ck/* */o/*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   shout *black* *hard* *have* *small* *strip*

5. **Spelling – fill in the blanks:**

   are *try*

   tell *being*

   his *lark* *deck*

6. **Word search:**

SAMPLE FOR EVALUATION ONLY

7. **Writing words:**

to	*are*	*try*
has	*tell*	*being*
his	*lark*	*deck*

8. **Spelling test:**

she	*of*	*park*	*do*	*all*
sweets	*that*	*why*	*have*	*sheep*

9. **Sentence dictation:**
   All names begin with a capital letter.
   What do all names begin with? **(A capital letter)**

   1. *Did Pat have all of my sweets?*
   2. *Why did all of my socks get wet?*
   3. *We have all of the fish.*
   4. *Why are you in my yard?*

10. **Puzzle:**

1. **Key sentence:**
   The sentence should say '*Why was he doing that?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   they */ill/* */ell/* *her*

3. **Reading sounds/words:**

   me */ell/* *as*

   he *of* *you* *was*

4. **Sounds/words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   hound *chance* *silk* *brat* *this* *smell*

5. **Filling in the blanks:**

   back *belt* *stand*

   as *bring* *trying*

   oj *sleep* *quiz*

6. **Word search:**

SAMPLE FOR EVALUATION ONLY

7. **Writing words:**

black	*belt*	*stand*
as	*bring*	*trying*
of	*sleep*	*quiz*

8. **Spelling test:**

are	*stick*	*born*	*was*	*sleep*
has	*why*	*she*	*sharp*	*to*

9. **Sentence dictation:**
   What do you put at the end of a sentence?
   (A full stop or a question mark)
   What do all names begin with? **(A capital letter)**
   1. *Jill was trying to sleep.*
   2. *Why are you doing that?*
   3. *Ned has my sharp stick.*
   4. *Can you bring my red belt?*

10. **Puzzle:**

Sentence dictation:

(These sentences will provide additional review and reinforcement. Many pupils will find it tiring to write all ten sentences in one go, so here are some suggestions:

1. *If you are working one-to-one, you can try our point system.*
   We award one point for remembering capitals and full stops, one point for remembering the words in the sentence without continual prompts, one point for neat handwriting, two points for no spelling errors, or one point for only one spelling error. Once they have earned 24 points, they are finished with the exercise.

2. *Working with groups, we often pit the boys against the girls,*
   and see which group makes the fewest mistakes. You can vary this with individual competitions, and you can give special prizes for neat handwriting.

   You will no doubt think of other ideas—if you come up with any good ones, let us know!)

What do you put at the end of a sentence?
(A full stop or a question mark)
What do all names begin with? **(A capital letter)**

1. *Did you meet Ron in the park?*
2. *This hill is not steep.*
3. *Can you smell this?*
4. *Do you sell sweets in this shop?*
5. *Jenny let Tom back in the house.*
6. *Jim has lost of his teeth.*
7. *You can have part of my sweet.*
8. *Dan will need a sharp stick.*
9. *Try to park the car in the barn.*
10. *Why is his red sock in my bag?*

SAMPLE FOR EVALUATION ONLY

Placement / Mastery Test:

Test to be used after Level 30:

(See the instructions for Mastery Tests on page 5.)

duck	*try*	*has*	*park*	*do*
that	*are*	*socks*	*for*	*sleep*
you	*have*	*sharp*	*was*	*hand*
all	*doing*	*small*	*fish*	*why*

Scoring:

Mastery: *0-2 errors—pass*
3-4 errors—review spelling patterns and retest the the following day.
5+ errors— go back to Level 21.

Placement: *0-2 errors—pass; start at this level, or go on to next placement test*
2+ errors— go back to placement test at the end of Level 19.

Check the spellings and punctuation after each exercise (or as you go, if teaching one-to-one). Pupils should re-write whole words, ***not modify odd letters.***

1. **Key Sentence:**
   (On the first line the sentence is partially written in boxes—one box for each ***sound****. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right groups or individual letters in each box and finishes with a question mark. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil has stuck or makes a mistake, show him the original.*)
   The sentence should say '*How much fish and chips?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   (New spelling patterns are introduced and tricky spellings revisited in this exercise. Make sure the pupil has traced and copied correctly before covering and dictating. As with the Key Sentence, show him the original if he forgets the spelling.)
   Read the words and sounds in Part 1. *(Prompt if necessary.)*
   Trace each letter or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   /ork/ */ch/* */all/* */book/*

3. **Reading sounds/words:**

I	*her*	*my*	*is*
has	*try*	*to*	*all*

SAMPLE FOR EVALUATION ONLY

4. Sounds in words:

*(Say the word and point to it, ask the pupil to say the sounds. If he starts to spell it, stop him and demonstrate. Make sure the pupil says the sounds the letter(s) make **in that word**. For example in 'front', 'o' makes the sound /u/.)*

Say the sounds in each word.

Now cover the page and say the sounds in each word again.

lun<u>ch</u> twin drum <u>ch</u><u>ew</u> <u>th</u><u>ree</u> tr<u>ea</u>t

5. Filling in the blanks:

(The worksheet has short blanks for single letters, long blanks for digraphs. Dictate each word and make sure the pupil traces the word and fills in each blank correctly.)

fork	*chop*	*wish*
feet	*camp*	*harm*
slip	*fell*	*how*

6. Word search:

(See the note on page 6.)

7. Writing words:

(This exercise recycles the words practised in Filling in the Blanks. This time the pupil writes the words from dictation.)

fork	*chop*	*wish*
feet	*camp*	*harm*
slip	*fell*	*how*

8. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

doing	*jab*	*for*	*was*	*with*
seen	*tall*	*much*	*have*	*tree*

9. Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—try to avoid dictating one word at a time.

*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*

What do you put at the end of a sentence?

(A full stop or a question mark)

What do all names begin with? **(A capital letter)**

1. *Have you seen how much she did?*
2. *Do not chop up that tall tree.*
3. *I was all for doing it.*
4. *Try not to jab me with that sharp fork.*

19. Reading:

(See pg. 74 for instructions.)

cat	*shy*	*has*	*seeks*
fish	*barn*	*was*	*of*
my	*air*	*sweet*	*have*
we	*car*	*stick*	*sleep*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*How much for fish and chips?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2.
   (Prompt if necessary.)
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   to *are* *why* *they*

3. **Reading sounds/words:**

   we *has* *why* *are*
   you *do* *how* *of*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   tr<u>ue</u> *d<u>aw</u>n* *melt* *grind* *<u>oi</u>l* *st<u>ay</u>*

5. **Filling in the blanks:**

   try *fill* *neck*
   left *how* *pork*
   chin *torch* *spell*

6. **Word search:**

7. Writing words:

try	*fill*	*neck*
left	*how*	*pork*
chin	*torch*	*spell*

8. Spelling test:

left	*such*	*short*	*my*	*march*
how	*stick*	*hill*	*torch*	*have*

9. Sentence dictation:

What should every sentence begin with? **(A capital letter)**
All names begin with a capital letter.
What do all names begin with? **(A capital letter)**

1. *How did Ted get such a short stick?*
Is there a name in this sentence? **(Ted)**
What should it begin with? **(A capital letter)**

2. *I left my torch in the porch.*
Is there a name in this sentence? **(No)**

3. *We have to march to the top of the hill.*
Is there a name in this sentence? **(No)**

4. *Will Pam fill up my bag?*
Is there a name in this sentence? **(Pam)**
What should it begin with? **(A capital letter)**

10. Puzzle:

(The pupil should read all the words to be found before starting the puzzle. Imposing a time limit prevents the puzzle being used to waste time.)

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*How much for fish and chips?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2.
   (Prompt if necessary.)
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   as *be* *was* *her*

3. **Reading words:**

   to *try* *as* *all*
   was *or* *is* *she*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   grunt *arch* *horse* *point* *frown* *twerp*

5. **Filling in the blanks:**

   short *off* *chick*
   north *all* *such*
   have *why* *speech*

6. **Word search:**

7. **Writing words:**

short	*off*	*chick*
north	*all*	*such*
have	*why*	*speech*

8. **Spelling test:**

his	*are*	*chop*	*my*	*fell*
trying	*pork*	*you*	*[illegible]*	*wall*

9. **Sentence dictation:**
What do you put at the end of a sentence?
(A full stop or a question mark)

1. Why are you trying to get Ben wet?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

2. [illegible] has a big pork chop.
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

3. His torch fell off the wall.
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

4. Have you seen the chick?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

10. **Puzzle:**

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*They gave her a book.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   she */ill/* *of* *want*

3. **Reading sounds/words:**

   me */ee/* */sh/* */ill/*

   /ar/ */ck/* */ark/* *he*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   off *flack* *shock* *page* *front* *patch*

5. **Filling in the blanks:**

cork	*keep*	*chap*
torn	*shark*	*chill*
then	*harm*	*check*

6. **Word search:**

7. Writing words:

cork	*keep*	*chap*
torn	*shark*	*chill*
then	*harm*	*check*

8. Spelling test:

much	*why*	*smart*	*her*	*cost*
they	*how*	*corn*	*[illegible]*	*keep*

9. Sentence dictation:

All names begin with a capital letter.

What do all names begin with? **(A capital [illegible])**

1. How much did that torch cost?
2. [illegible]ey have had all of th[illegible]
3. [illegible]was telling her why you [illegible]s[illegible]art.
4. [illegible]id [illegible]n keep the corn [illegible]n?

10. Bingo:

(See page 74 for instructions.)

doing	*chop*	*[illegible]or*	*how*
[illegible]was	*seen*	*[illegible]*	*much*
[illegible]	*tree*	*left*	*[illegible]*
[illegible]	*[illegible]my*	*march*	*[illegible]*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*They gave her a book.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   of *as* *his* *come*

3. **Reading sounds/words:**

   the *his* *try* *are*

   to *all* */ing/* *was*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   st<u>or</u>m *h<u>ou</u><u>se</u>* *<u>ch</u>amp* *la<u>tch</u>* *s<u>igh</u>t* *do<u>dge</u>*

5. **Filling in the blanks:**

small	*was*	*grill*
block	*ford*	*speech*
how	*left*	*trying*

6. **Word search:**

7. Writing words:

small	*was*	*grill*
block	*speech*	*ford*
how	*left*	*trying*

8. Spelling test:

all	*drill*	*lunch*	*short*	*have*
this	*her*	*gave*	*[illegible]*	*speech*

9. Sentence dictation:

Here's a new rule: All titles begin with a [illegible] letter.
What do all titles begin with? **(A capital letter)** *(repeat until firm)*
In "Miss Hill", "Miss" is a title.
What should "Miss" begin with? **(A capital letter)**
In the sentence, "Hill" is a [illegible].
What should "Hill begin" with? **(A capital letter)**
Now write this sentence:

1. *I gave Miss Hill part of my lunch.*

In "Lord North", "Lord" is a title.
What should Lord begin with? **(A capital letter)**
"North " is the Lord's name.
What should "North " begin with? **(A capital letter)**
Now write this sentence:

2. *Did Lord North give a short speech?*

Write these sentences, and remember the rule about titles and names:

3. *Was Miss Cook trying to feed her dog?*
4. *Did Lord North give you a drill?*

10. Puzzle:

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*They gave her a book.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   you *why* *all* *want*

3. **Reading words:**

   she *my* *I* *is*

   has *all* *be* *as*

4. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   br<u>igh</u>t *ju<u>dge</u>* *s<u>aw</u>n* *go<u>ing</u>* *glo<u>ve</u>* *badl<u>y</u>*

5. **Filling in the blanks:**

lunch	*arch*	*skill*
quit	*trench*	*horn*
look	*cook*	*falling*

6. **Word search:**

7. Writing words:

lunch	*arch*	*skill*
quit	*trench*	*horn*
look	*cook*	*falling*

8. Spelling test:

sheets	*short*	*march*	*tell*	*thick*
them	*why*	*north*	*[illegible]*	*torn*

9. Sentence dictation:

All titles begin with a capital letter.
What do all titles begin with? **(A capital letter)**
In "Lord North", "Lord" is a title.
What should Lord begin with? **(A capital letter)**
"North" is the Lord's name.
What should "North" begin with? **(A capital letter)**
Now write these sentences:

1. *Did Lord North tell them to march?*
2. *Why is Mr Shop doing that?*
3. *A brick is thick and short.*
4. *Why are the sheets torn?*

10. Puzzle:

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*I want to come down now.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words and sounds in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

now	*those*	*down*
brown	*how*	*boy*
cow	*town*	*owl*

3. **Word search:**

4. **Filling in the blanks:**

chomp	*gave*	*cheek*
horn	*doing*	*chill*
small	*speech*	*keep*

5. **Puzzle:**

6. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

bet<u>t</u><u>er</u> lamp br<u>ing</u> <u>wh</u><u>ere</u> br<u>ow</u>n grunt

7. Writing words:

chomp	*gave*	*cheek*
horn	*doing*	*chill*
small	*speech*	*keep*

8. Spelling test:

corn	*much*	*weeds*	*lunch*	*cow*
brown	*they*	*sweet*	*[illegible]*	*want*

9. Sentence dictation:

All titles begin with a capital letter.
What do all titles begin with? **(A capital letter)**
All names begin with a capital letter.
What do all names begin with? **(A capital letter)**
Now write these sentences.

1. *How did Miss Brown get to corn?*
2. *They went to have lunch with Mr March.*
3. *How much do they want for the sweet corn?*
4. *Will the brown cow chomp on the weeds?*

In the last sentence, "brown" is not a name, so "brown" does not begin with a capital.

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*I want to come down now.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

ring	*sing*	*back*
thing	*bring*	*pack*
stack	*black*	*snack*

3. **Word search:**

4. **Filling in the blanks:**

gave	*book*	*town*
have	*thorn*	*ranch*
owl	*they*	*was*

5. **Puzzle:**

6. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   front wat<u>er</u> cramp s<u>ai</u>d h<u>ere</u> spr<u>ing</u>

7. Writing words:

gave	*book*	*town*
have	*thorn*	*ranch*
owl	*they*	*was*

8. Spelling test:

why	*her*	*small*	*chops*	*back*
brown	*arm*	*pork*	*we*	*trying*

9. Sentence dictation:

All names begin with a capital letter.
What do all names begin with? **(A capital letter)**
All titles begin with a capital letter.
What do all titles begin with? **(A capital letter)**

1. *Why did Miss Black have her arm in a sling?*
2. *I want to ring the small brown bell.*
3. *Did Thor North bring all of the pork chops?*
4. *They are trying to come back now.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*I want to come down now.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

give	*track*	*five*
save	*drive*	*lack*
live	*shave*	*brave*

3. **Word search:**

4. **Filling in the blanks:**

sting	*town*	*gave*
growl	*bench*	*horse*
string	*cow*	*queen*

5. **Puzzle:**

6. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   h<u>ou</u>s<u>e</u> w<u>al</u>k cent w<u>or</u>k c<u>or</u>k mon<u>th</u>

7. Writing words:

sting	*town*	*gave*
growl	*bench*	*horse*
string	*cow*	*queen*

8. Spelling test:

books	*cows*	*they*	*bring*	*bus*
doing	*barn*	*thing*	*how*	*brown*

9. Sentence dictation:

All names begin with a capital letter.
What do all names begin with? **(A capital letter)**
All titles begin with a capital letter.
What do all titles begin with? **(A capital letter)**

1. *Did Lord North give you five books?*
2. *All the brown cows live in the barn.*
3. *How could Miss Smith tell that you were doing this?*
4. *They could not bring that thing on the bus.*

SAMPLE FOR EVALUATION ONLY

Sentence dictation:

See instructions on page 85.

What do you put at the end of a sentence?
(A full stop or a question mark)
What do all names begin with? **(A capital letter)**

1. *How do you spell that?*
2. *A larch is a tall tree.*
3. *Will Miss Brown brush her teeth?*
4. *Have they seen the shark?*
5. *I gave my chips to Lord Hill.*
6. *Will Miss Smith try to sell her car?*
7. *Jack was parking the green car.*
8. *Why was that truck speeding?*
9. *They are meeting at the fish shop.*
10. *Miss Black was packing her bags.*

Placement / Mastery Test:

Test to be used after Level 40:

(See the instructions for Mastery Tests on page 6.)

her	*want*	*bring*	*black*	*short*
how	*they*	*down*	*brown*	*live*
gave	*much*	*now*	*torch*	*live*
book	*come*	*drive*	*[illegible]ng*	*smart*

SAMPLE FOR EVALUATION ONLY

Scoring:

Mastery: *0-2 errors— pass*
3-4 errors— review spelling patterns and retest the the following day.
5+ errors— go back to Level 31.

Placement: *0-2 errors— pass, start at this level, or go on to next placement test.*
3+ errors— go back to the placement test at the end of Level 30.

Apples and Pears Level 41:

Check the spellings and punctuation after each exercise (or as you go, if teaching one-to-one). Pupils should re-write whole words, ***not modify odd letters.***

1. **Key Sentence:**
   (On the first line the sentence is partially written in boxes—one box for each ***sound****. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right letters in each box and finishes with a question mark. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original*.)
   The sentence should say '*What are those boys doing?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

by	*cry*	*drive*
sky	*dry*	*fly*
swing	*shy*	*spy*

3. **Word search:**
   (See the note on page 6.)

4. **Filling in the blanks:**
   (The worksheet has short blanks for single letters, long blanks for digraphs. Dictate each word and make sure the pupil traces the word and fills in each blank correctly.)

of	*north*	*chill*
brave	*growl*	*look*
calling	*black*	*want*

5. **Puzzle:**
   (The pupil should read all the words to be found before starting the puzzle. Imposing a time limit prevents the puzzle being used to waste time.)

6. Sounds in words:

*(Say the word and point to it, ask the pupil to say the sounds. If he starts to spell it, stop him and demonstrate. Make sure the pupil says the sounds the letter(s) make **in that word**. For example in 'front', 'o' makes the sound /u/.)*

Say the sounds in each word.

Now cover the page and say the sounds in each word again.

space strip worth mount leave brain

7. Writing words:

(This exercise recycles the words practised in Filling in the Blanks. This time the pupil writes the words from dictation.)

of	*north*	*chil*
brave	*growl*	*c*
calling	*black*	*wa*

8. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as see/bee, put the word in context.)

[illegible]	*why*	*come*	*town*
sing	*hand*	*down*	*stacking*

9. Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—try to avoid dictating one word at a time.

*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.*

All names begin with a capital letter. What do all names begin with? **(A capital letter.)**

All titles begin with a capital letter. What do all titles begin with? **(A capital letter)**

1. *Will Lord North drive down town now?*
2. *Five men will come and sing.*
3. *They gave Mick a hand stacking the bricks.*
4. *Why did the spy fly in the dark?*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say *'What are those boys doing?'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

how	*down*	*fry*
growl	*clown*	*power*
sly	*crown*	*howl*

3. **Word search:**

4. **Filling in the blanks:**

want	*much*	*shy*
gave	*swing*	*selling*
shave	*was*	*fork*

5. **Puzzle:**

6. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   wand sh<u>oo</u>k scrimp t<u>ea</u><u>ch</u> h<u>ou</u><u>se</u> str<u>ai</u>n

7. Writing words:

want	much	shy
gave	swing	selling
shave	was	fork

8. Spelling test:

come	*five*	*they*	*fork*	*book*
brave	*sharp*	*bring*	*[illegible]*	*brushing*

9. Sentence dictation:

1. Bring five of those books for Miss [illegible].
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

2. Why did that brave boy [illegible] down?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

3. The boy was brushing his [illegible].
Is this sentence asking or telling? **(Telling)**
What do you put at the end of this sentence? **(A full stop)**

4. Why did they send Lord North the sharp fork?
Is this sentence asking or telling? **(Asking)**
What do you put at the end of this sentence? **(A question mark)**

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*What are those boys doing?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

tall	*hack*	*wall*
fall	*small*	*call*
shack	*ball*	*stall*

3. **Word search:**

4. **Filling in the blanks:**

howl	*sky*	*drive*
horn	*munch*	*they*
book	*twin*	*hunt*

5. **Puzzle:**

6. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   plank serve glove crook true mother

7. Writing words:

howl	*sky*	*drive*
horn	*munch*	*they*
book	*twin*	*hunt*

8. Spelling test:

brown	*brave*	*power*	*crying*	*morning*
shave	*bark*	*clown*	*[illegible]*	*growl*

9. Sentence dictation:

What should every sentence begin with? **(A capital letter)**

1. *Has her brown car got much power?*
2. *A brave dog will bark and growl.*
3. *Did you see the shy clown crying?*
4. *Did Lord Hill shave this morning?*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*What are those boys doing?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

look	*fry*	*cook*
took	*sly*	*shook*
good	*wood*	*foot*

3. **Word search:**

4. **Filling in the blanks:**

stall	*telling*	*chick*
want	*flying*	*packing*
trying	*power*	*crown*

5. **Puzzle:**

6. **Sounds in words:**
   Say the sounds in each word.
   Now cover the page and say the sounds in each word again.

   stink *<u>sh</u>o<u>ve</u>* *be<u>tt</u><u>er</u>* *s<u>ch</u><u>oo</u>l* *bro<u>th</u><u>er</u>* *<u>sh</u>rink*

7. Writing words:

stall	*telling*	*chick*
want	*flying*	*packing*
trying	*power*	*crown*

8. Spelling test:

hall	*want*	*clown*	*books*	*wall*
they	*come*	*five*	[illegible]	*off*

9. Sentence dictation:

Here's a new rule: The names of all [illegible]gin with a capital letter.

W*h*at do the names of months begin with? **(A capital letter)**

The month of "January" begi[illegible] with a capital J.

Wha[illegible]oes the month of [illegible] begin with? **(A capital J)**

Th[illegible]onth of "February" begi[illegible]h a capital F.

What [illegible] the month of "Feb[illegible]gin with? **(A capital F)**

The mo[illegible]th "March" begins wit[illegible]tal M.

What does the [illegible]th of "March" be[illegible]n with? **(A capital M)**

1. *Did they come to town last March?*
2. *Why did the s[illegible] fall off the wall?*
3. *They want to give M[illegible]s Brown five books.*
4. *Why was the sly clow[illegible]t the wall?*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*I like to play with my little sister.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

love	*cave*	*dive*
shove	*above*	*wave*

3. **Filling in the blanks:**

shorts	*power*	*bench*
chomp	*drill*	*swing*
what	*stood*	*stall*

4. **Word sums:**
   (This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)
   New morpheme *'ing'.*
   Add these morphemes together:

parking	*frying*	*smelling*
filling	*sticking*	*keeping*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. Writing words:

shorts	*power*	*bench*
chomp	*drill*	*swing*
what	*stood*	*stall*

6. Morpheme analysis:

(The reciprocal of Word Sums. Pupils learn to identify the morphemes in words and separate them.)

Fill in the blanks to show the morphemes in each word.

sell + ing	*march + ing*	*pack + ing*
fish + ing	*meet + ing*	*ring*

7. Puzzle:

8. Spelling test:

want	*small*	*good*	*books*
this	*came*	*town*	*those*

9. Sentence dictation:

What do the names of months begin with? **(A capital letter)**

The month of "April" begins with a capital A.

What does the month of "April" begin with? **(A capital A)**

The month of "May" begins with a capital M.

What does the month of "May" begin with? **(A capital M)**

1. *We took a good look at the books last May.*
2. *What was that small boy doing?*
3. *How did Lord North come down town?*
4. *What do they want to do in March?*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*I like to play with my little sister.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

day	*say*	*may*
stay	*away*	*way*

3. **Filling in the blanks:**

come	*boys*	*cry*
crisp	*camp*	*sank*
above	*stood*	*those*

4. **Word sums:**
   New morpheme *'er'.*
   Add these morphemes together:

keeper	*farmer*	*shorter*
richer	*taller*	*thicker*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

come	*boys*	*cry*
crisp	*camp*	*sank*
above	*stood*	*those*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

deep + er	*sell + er*	*form + er*
call + er	*smart + er*	*pack + er*

7. **Puzzle:**

8. **Spelling test:**

block	*porch*	*shove*	*wh*	*stood*
waves	*wood*	*want*	*dive*	*horse*

9. **Sentence dictation:**
   What do the names of months begin with? **(A capital letter)**
   The month of "June" begins with a capital J.
   What does the month of "June" begin with? **(A capital J)**
   The month of "May" begins with a capital M.
   What does the month of "May" begin with? **(A capital M)**
   1. *What was Miss Cook doing on the porch last May?*
   2. *The little cat stood on a block of wood.*
   3. *The black horse is trying to shove Pam .*
   4. *All they want to do is dive into the waves.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*I like to play with my little sister.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

pink	*sink*	*wink*
think	*drink*	*stink*

3. **Filling in the blanks:**

free	*held*	*twin*
foot	*those*	*town*
stray	*took*	*black*

4. **Word sums:**
   New morpheme *'ly'.*
   Add these morphemes together:

hardly	*deeply*	*darkly*
partly	*shortly*	*bravely*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

free	*held*	*twin*
foot	*those*	*town*
stray	*took*	*black*

6. Morpheme analysis:
Fill in the blanks to show the morphemes in each word.

sharp + ly	*steep + ly*	*sting + er*
sweet + ly	*ring + ing*	*small + er*

7. Puzzle:

8. Spelling test:

camp	*cry*	*frying*	*[illegible]*	*smarter*
farmer	*taller*	*today*	*[illegible]*	*staying*

9. Sentence dictation:
What do the names of months begin with? **(A capital letter)**
The month of "July" begins with a capital J.
What does the month of "July" begin with? **(A capital J)**
The month of "March" begins with a capital M.
What does the month of "March" begin with? **(A capital M)**

1. *Watch the farmer staying away from church?*
2. *Why is that fly sticking to the frying pan?*
3. *In my camp little boys will not cry.**
4. *Is she smarter or taller than her sister?*

SAMPLE FOR EVALUATION ONLY

* The use of commas is taught in Apples and Pears B. Commas are optional at this level.

1. **Key sentence:**
   The sentence should say '*I like to play with my little sister.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

quit	*queen*	*quiz*
quick	*quid*	*quack*

3. **Filling in the blanks:**

glass	*dwell*	*press*
dry	*shook*	*above*
blink	*shove*	*clown*

4. **Word sums:**
   New morpheme *'re'.*
   Add these morphemes together:

replay	*remark*	*report*
recall	*record*	*resort*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

glass	*dwell*	*press*
dry	*shook*	*above*
blink	*shove*	*clown*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

rich + ly	*think + ing*	*deep + ly*
short + ly	*small + er*	*brave + ly*

7. **Puzzle:**

8. **Spelling test:**

drink	*went*	*what*	*shouldn't*	*wood*
sinking	*darts*	*may*	*clown*	*thinking*

9. **Sentence dictation:**
   All names begin with a capital letter.
   What do all names begin with? **(A capital letter)**
   All titles begin with a capital letter.
   What do all titles begin with? **(A capital letter)**
   "Queen" is a title.
   What should "Queen" begin with? **(A capital letter)**
   1. *I think I will have a drink with the Queen.*
   2. *What was the smaller clown thinking?*
   3. *Lord North went down bravely with his sinking ship.*
   4. *Those darts did not sink deeply into the wood.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*We eat oats out of a bowl.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

lay	*pay*	*clay*
hay	*pray*	*tray*

3. **Filling in the blanks:**

won	*little*	*go*
like	*so*	*no*
spy	*quick*	*howl*

4. **Word sums:**
   Review morphemes *'ing' ,'er', 'ly', 're'.*
   Add these morphemes together:

quickly	*farmer*	*remark*
lovely	*recall*	*cooking*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

won	*little*	*go*
like	*so*	*no*
spy	*quick*	*howl*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

small + er	*howl + ing*	*re + fill*
part + ly	*hard + ly*	*dry + ing*

7. **Puzzle:**

8. **Spelling test:**

wants	*bring*	*smart*	*[illegible]*	*drink*
quiz	*cows*	*think*	*what*	*quick*

9. **Sentence dictation:**
   Here's a new rule: all place names begin with a capital letter.
   What do place names begin with? **(A capital letter)**
   Place names can belong to cities, towns, and villages.
   York is a city in England.
   What should "York" begin with? **(A capital Y)**
   1. *What do you get to drink in York?*
   2. *I won't do well on the quiz today.*
   3. *Do you recall her smart remark?*
   4. *The farmer was trying to bring his cows in quickly.*

SAMPLE FOR EVALUATION ONLY

Sentence dictation:

(See instructions on page 85.)

What do you put at the end of a sentence?
(A full stop or a question mark)
What do all names begin with? **(A capital letter)**
All place names begin with a capital letter.
What do place names begin with? **(A capital letter)**
The names of cities, towns and villages begin with a capital letter.
What do the names of cities, towns and villages begin with?
(A capital letter)
"Wick" is a town in Scotland. What should "Wick" begin with?
(A capital W)

1. *The boys want to fly to Wick.*
2. *Will Queen Beth look good in those brown shorts?*
3. *What are they doing on the way to York?*
4. *You must have a torch if you can not see in the dark.*
5. *The shy spy took a look at the clock.*
6. *Shove that book above the wall.*
7. *They are all good at spelling.*
8. *How much will Miss Black give me for five of my socks?*
9. *We all love that brave man.*
10. *How did that brown cow creep up on us?*

Placement / Mastery Test:

Test to be used after Level 50:

(See the instructions for Mastery Tests on page 6.)

play	*think*	*boys*	*look*	*small*
little	*stay*	*what*	*growl*	*fly*
with	*like*	*good*	*much*	*fork*
sister	*love*	*those*	*question mark*	

SAMPLE FOR EVALUATION ONLY

Scoring:

Mastery: *0-3 errors— pass*
4 errors— review spelling patterns and retest the the following day.
5+ errors— go back to Level 41.

Placement: *0-2 errors— pass, start at this level, or go on to next placement test.*
3+ errors— go back to the placement test at the end of Level 40.

Check the spellings and punctuation after each exercise (or as you go, if teaching one-to-one). Pupils should re-write whole words, ***not modify odd letters.***

1. **Key Sentence:**
   (On the first line the sentence is partially written in boxes—one box for each ***sound****. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right letters in each box and finishes with a question mark. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original*.)
   The sentence should say '*We eat oats out of a bowl.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   (New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has traced and copied correctly before covering and dictating. As with the Key Sentence; show him the original if he forgets the spelling.)
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

link	*blink*	*shrink*
mink	*slink*	*brink*

3. **Filling in the blanks:**
   (The worksheet has short blanks for single letters, long blanks for digraphs. Dictate each word and make sure the pupil traces the word and fills in each blank correctly.)

locker	*snarl*	*won*
power	*so*	*scab*
sister	*these*	*quid*

4. Word sums:

(This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)

New morpheme *'s'*.

Add these morphemes together:

queens	*trays*	*waves*
woods	*stalls*	*crowns*

Read the words you have written, now cover your work and write them from dictation on the lines below.

5. Writing words:

(This exercise recycles the words practised in Filling the Blanks. This time the pupil writes the words from dictation.)

locker	*snarl*	*won*
lever	*so*	*scab*
sister	*these*	*quid*

6. Morpheme analysis:

(The reciprocal of Word Sums. Pupils learn to identify the morphemes in words and separate them.)

Fill in the blanks to show the morphemes in each word.

go + ing	*e + ern*	*good + ly*
y + ing	*fly + ing*	*pray + er*

7. Puzzle:

(The pupil should read all the words to be used before starting the puzzle. Imposing a time limit prevents the puzzle being used to waste time.)

8. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

keeper	*come*	*like*	*looking*	*quickly*
clay	*want*	*queen*	*repack*	*singers*

SAMPLE FOR EVALUATION ONLY

9. Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—try to avoid dictating one word at a time.

*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*

All place names begin with a capital letter.

What do place names begin with? **(A capital letter)**

The names of cities, towns and villages begin with a capital letter.

What do the names of cities, towns and villages begin with?

(A capital letter)

"Cork" is a city in Ireland.

What should "Cork" begin with? **(A capital C)**

1. *The boys in Cork like to play with clay.*
2. *The singers want to come and meet the Queen.*
3. *My keeper can repack my bags quickly.*
4. *What was little Jack looking at?*

1. **Key sentence:**
   The sentence should say '*We eat oats out of a bowl.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

serve	*were*	*sir*
mother	*better*	*let*

3. **Filling in the blanks:**

shrink	*was*	*pray*
spring	*away*	*won*
want	*come*	*spark*

4. **Word sums:**
   Review morphemes *'re', 's'.*
   Add these morphemes together:

rethink	*dives*	*goodly*
quickly	*recalls*	*howls*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

shrink	*was*	*pray*
spring	*away*	*won*
want	*come*	*spark*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

quick + ly	*mark + er*	*re + pay*
like + ly	*sing + er*	*to + day*

7. **Puzzle:**

8. **Spelling test:**

think	*want*	*come*	*five*	*little*
town	*those*	*what*	*quid*	*must*

9. **Sentence dictation:**
   All place names begin with a capital letter.
   What do place names begin with? **(A capital letter)**
   The names of cities, towns and villages begin with a capital letter.
   What do the names of cities, towns and villages begin with?
   (A capital letter)
   "Wells" is a city in England.
   What should "Wells" begin with? **(A capital W)**

   1. *It is not likely that the Queen will come to Wells.*
   2. *Miss Hill must repay five quid to those singers.*
   3. *What do those little boy want today?*
   4. *I think the shy cook will eat quickly.*

1. **Key sentence:**
   The sentence should say '*We eat oats out of a bowl.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

fight	*light*	*sight*
might	*right*	*bright*

3. **Filling in the blanks:**

wo	*those*	*no*
what	*scrap*	*like*
these	*stack*	*fork*

4. **Word sums:**
   New morpheme '*ed*'
   Add these morphemes together:

needed	*started*	*lasted*
wanted	*rusted*	*wanted*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

won	*those*	*no*
what	*scrap*	*like*
these	*stack*	*fork*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

farm + er	*re + call*	*play + ing*
quick + ly	*cook + er*	*shy + ly*

7. **Puzzle:**

8. **Spelling test:**

serve	*lunch*	*going*	*mother*	*think*
away	*sister*	*were*	*better*	*started*

9. **Sentence dictation:**
   All place names begin with a capital letter.
   What do place names begin with? **(A capital letter)**
   The names of cities, towns and villages begin with a capital letter.
   What do the names of cities, towns and villages begin with?
   (A capital letter)
   "Bath" is a city in England.
   What should "Bath" begin with? **(A capital B)**

   1. *The men in Bath are going away today.*
   2. *My mother and her sister will serve a little lunch.*
   3. *Do you recall how quickly the farmer started his car?*
   4. *I think they were playing better today.*

1. **Key sentence:**
   The sentence should say '*Do you know what my father said?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

seat	*meat*	*te*
year	*real*	*le*

3. **Filling in the blanks:**

boats	*str*	*talk*
sho	*was*	*belt*
mo	*shrink*	*ere*

4. **Word sums:**
   Review morphemes '*s*', '*ing*', *ed*'.
   Add these morphemes together:

ighter	*s*	*howling*
oking	*trust*	*bowler*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

boats	*string*	*talk*
shout	*was*	*belt*
mother	*shrink*	*were*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

to + night	*sharp + ly*	*cry + ing*
like + ly	*play + er*	*re + serve*

7. **Puzzle:**

8. **Spelling test:**

report	*started*	*out*	*still*	*queen*
think	*wants*	*sister*	*fight*	*mother*

9. **Sentence dictation:**
   What do the names of months begin with? **(A capital letter)**
   The month of "August" begins with a capital A.
   What does the month of "August" begin with? **(A capital A)**
   The month of "May" begins with a capital M.
   What does the month of "May" begin with? **(A capital M)**

   1. *The players have to report to the Queen in May.*
   2. *Those boys won, but they were still crying.*
   3. *My mother said she wants to eat out tonight.*
   4. *I think my little sister started the fight.*

1. **Key sentence:**
   The sentence should say '*Do you know what my father said?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

long	*strong*	*wrong*
song	*pong*	*also*

3. **Filling in the blanks:**

brave	*leave*	*might*
coat	*were*	*going*
real	*bright*	*better*

4. **Word sums:**
   New morpheme *less*
   Add these morphemes together:

helpless	*painless*	*cordless*
powerless	*needless*	*sightless*

   Read the words you have written. Now cover your work and write them from dictation on the line below.

5. **Writing words:**

brave	*leave*	*might*
coat	*were*	*going*
real	*bright*	*better*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

teach + er	*coat + ed*	*real + ly*
quick + ly	*re + light*	*bowl + er*

7. **Puzzle:**

8. **Spelling test:**

out	*things*	*year*	*fast*	*teacher*
coated	*meat*	*right*	*think*	*bowler*

9. **Sentence dictation:**

   1. *The fast bowler got them all out quickly.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

   2. *My teacher last year was really good.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

   3. *Do you think it is right to eat so much meat?*
   Is this sentence asking or telling? **(Asking)**
   What do you put at the end of this sentence? **(A question mark)**

   4. *On a dry day, things may be coated thickly with dust.*
   Is this sentence asking or telling? **(Telling)**
   What do you put at the end of this sentence? **(A full stop)**

1. **Key sentence:**
   The sentence should say '*Do you know what my father said?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

high	*night*	*fli*
fright	*tight*	*sli*

3. **Filling in the blanks:**

re[illegible]l	*str[illegible]g*	*serve*
shri[illegible]	*quit*	*shove*
cr[illegible]n	*shave*	*[illegible]ood*

4. **Word sums:**
   Review morphemes '*[illegible]*', '*re*', '*less*'.
   Add these morphemes together:

[illegible]ordless	*s[illegible]ed*	*starless*
[illegible]serve	*rethi[illegible]*	*busted*

   Read the words you have written. Now cover your work and write them from dictation on the line below.

5. **Writing words:**

real	*strong*	*serve*
shrink	*quit*	*shove*
crown	*shave*	*stood*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

quick + er	*grave + ly*	*want + ed*
small + er	*like + s*	*bowl + er*

7. **Puzzle:**

8. **Spelling test:**

boat	*wrong*	*teach*	*going*	*along*
seat	*must*	*fly*	*out*	*tonight*

9. **Sentence dictation:**
   All names begin with a capital letter.
   What do all names begin with? **(A capital letter)**
   All titles begin with a capital letter.
   What do all titles begin with? **(A capital letter)**
   "Miss" is a title. What should "Miss" begin with? **(A capital letter)**

   1. *Did Miss Clay reserve a seat for the play tonight?*
   2. *Come along and we will teach you how to fly.*
   3. *We were powerless to stop him.*
   4. *You must not go out in the boat on a starless night.*

1. **Key sentence:**
   The sentence should say '*Do you know what my father said?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

tax	*hex*	*box*
fox	*mix*	*fix*

3. **Filling in the blanks:**

blasted	*spray*	*along*
year	*were*	*wonder*
oats	*letter*	*above*

4. **Word sums:**
   Review morphemes '*ing*', '*er*', '*ly*'.
   Add these morphemes together:

serving	*sweeper*	*really*
writer	*saying*	*likely*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

blasted	*spray*	*along*
year	*were*	*wonder*
oats	*letter*	*above*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

harm + less	*re + call*	*coat + s*
trust + ed	*go + ing*	*need + less*

7. **Puzzle:**

8. **Spelling test:**

queen	*want*	*flight*	*took*	*now*
last	*wrong*	*why*	*what*	*night*

9. **Sentence dictation:**
   All place names begin with a capital letter.
   What do place names begin with? **(A capital letter)**
   "Green Bay" is a city in America. "Green Bay" is two words.
   How many words are there in "Green Bay"? **(Two)**
   What will each one start with? **(A capital letter)**

   1. *We took the wrong flight to Green Bay last night.*
   2. *Do you recall what Queen Beth was saying?*
   3. *We all trusted that harmless little clown.*
   4. *They really want to know why the sweeper is crying.*

1. **Key sentence:**
   The sentence should say '*Would you make some tea, please?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

less	*mess*	*dress*
press	*kiss*	*miss*

3. **Filling in the blanks:**

road	*crown*	*bowl*
our	*shook*	*strong*
leave	*fright*	*seat*

4. **Word sums:**
   New morpheme 'es'
   Add these morphemes together:

boxes	*dishes*	*kisses*
watches	*wishes*	*buzzes*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

road	*crown*	*bowl*
our	*shook*	*strong*
leave	*right*	*seat*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

box + es	*re + stack*	*go + ing*
sort + ed	*quick + ly*	*need + less*

7. **Puzzle:**

8. **Spelling test:**

father	*thinks*	*know*	*our*	*road*
right	*wrong*	*out*	*down*	*were*

9. **Sentence dictation:**
   What do you put at the end of a sentence?
   (A full stop or a question mark)

   1. *We sorted out ten boxes and we had to restack them.*
   2. *All of our teachers were going quickly down the road.*
   3. *Needless to say, we all know how to do the right thing.*
   4. *My father said he thinks they were wrong.*

1. **Key sentence:**
   The sentence should say '*Would you make some tea, please?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word or sound.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

reach	*fear*	*reg*
speak	*team*	*s*

3. **Filling in the blanks:**

bowler	*strong*	*wonder*
outing	*like*	*brother*
were	*little*	*serve*

4. **Word s**
   Review mo*rphe*mes *'es', 'less', 'ed'.*
   Add these mo*rphe*mes together:

dishes	*sses*	*coated*
wanted	*ner ss*	*powerless*

Re*ad* the words you have wr*itt*en. Now cover your work and wri*te* them from dictation on t*he* lines below.

5. **Writing words**

bowl	*strongly*	*wonder*
outing	*likely*	*brother*
were	*little*	*serve*

SAMPLE FOR EVALUATION ONLY

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

re + think	*press + ing*	*meat + less*
kiss + es	*love + ly*	*to + day*

7. **Puzzle:**

8. **Spelling test:**

night	*gave*	*said*	*know*	*five*
some	*dishes*	*queen*	*fixing*	*what*

9. **Sentence dictation:**
   What do the names of months begin with? **(A capital letter)**
   The month of "September" begins with a capital S.
   What does the month of "September" begin with? **(A capital S)**
   The month of "March" begins with a capital M.
   What does the month of "March" begin with? **(A capital M)**

   1. *I know what you said to your brother last March.*
   2. *My mother is fixing some lovely meatless dishes for tea.*
   3. *My sister gave our father five kisses for pressing her dress.*
   4. *We had a rethink, and we are meeting the Queen today.*

Sentence dictation:

See instructions on page 85.

All place names begin with a capital letter.
What do place names begin with? **(A capital letter)**
The names of cities, towns and villages begin with a capital letter.
What do the names of cities, towns and villages begin with?
(A capital letter)
"Troy" is a city in America.
What should "Troy" begin with? **(A capital T)**

1. *The flight to Troy leaves tonight.*
2. *I will leave the cordless drill in the hall.*
3. *The sweeper is slightly coated with glue.*
4. *Those brown ducks can fly high if they try.*
5. *What is wrong with my mother?*
6. *They wanted to quit but the teacher would not let them.*
7. *These little dogs were barking and howling all night.*
8. *You need good lighting on a stage at night.*
9. *My stinking socks have really started to pong.*
10. *I am a drinker not a thinker said the sad little clown.*

SAMPLE FOR EVALUATION ONLY

Placement / Mastery Test:

Test to be used after Level 60:

(See the instructions for Mastery Tests on page 6.)

please	*were*	*know*	*wrong*	*quack*
out	*teach*	*mother*	*serve*	*singer*
would	*leave*	*quickly*	*player*	*dress*
night	*make*	*father*	*real*	*better*
some	*said*	*tight*	*bowl*	*year*

Scoring:

Mastery: *0-2 errors— pass*
3-4 errors— review spelling patterns and retest the the following day.
5+ errors— go back to Level 51.

Placement: *0-2 errors— pass; start at this level, or go on to next placement test.*
2+ errors— go back to the placement test at the end of Level 50.

Apples and Pears Level 61:

Check the spellings and punctuation after each exercise (or as you go, if teaching one-to-one). Pupils should re-write whole words, ***not modify odd letters.***

1. **Key Sentence:**
   (On the first line the sentence is partially written in boxes—one box for each ***sound****. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right letters in each box and finishes with a question mark. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original.)*
   The sentence should say '*Would you make some tea, please?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has traced and copied correctly before covering and dictating. As with the Key Sentence, show him the original if he forgets the spelling.
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them on line 2.
   Now cover your work and write them from dictation on line 3.

band	*hand*	*land*
sand	*band*	*sand*

3. **Filling in the blanks:**
   (The worksheet has short blanks for single letters, long blanks for digraphs. Dictate each word and make sure the pupil places the word and fills in each blank correctly.)

about	*know*	*dress*
said	*miss*	*bowl*
father	*these*	*high*

SAMPLE FOR EVALUATION ONLY

4. Word sums:

(This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)

New morpheme *'s'.*

Review morphemes *'es', 're', 'ly'.*

Add these morphemes together:

mixes	*wrongly*	*recoat*
rethink	*foxes*	*queenly*

Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. Writing words:

(This exercise recycles the words practised in Filling in the Blanks. This time the pupil writes the words from dictation.)

about	*know*	*dress*
said	*miss*	*bowl*
father	*these*	*high*

6. Morpheme analysis:

(The reciprocal of Word Sums. Pupils learn to identify the morphemes in words and separate them.)

Fill in the blanks to show the morphemes in each word.

bar + man	*keep + ing*	*re + play*
read + ing	*start + ed*	*fear + less*

7.Puzzle:

(The pupil should read all the words to be found before starting the puzzle. Imposing a time limit prevents the puzzle being used to waste time.)

8. Spelling test:
(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

team	*drinks*	*some*	*clean*	*looking*
long	*night*	*speak*	*our*	*taller*

9. Sentence dictation:
(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—try to avoid dictating one word at a time.
*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*

1. *The taller barman mixes drinks all night long.*
2. *Would you speak to the team about keeping it clean?*
3. *I started reading my book about some fearless foxes.*
4. *Looking at the replay, you can see that our team won.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*Would you make some tea, please?*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling Patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

soon	*food*	*school*
room	*cool*	*boot*

3. **Filling in the blanks:**

pong	*really*	*coats*
remark	*missing*	*outer*
leave	*power*	*know*

4. **Word sums:**
   New morpheme *'de'.*
   Add these morphemes together:

deserve	*depress*	*depart*
delight	*deform*	*deport*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

pong	*really*	*coats*
remark	*missing*	*outer*
leave	*power*	*know*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

box + es	*hand + ed*	*think + ing*
need + less	*start + ed*	*need + ed*

7. **Puzzle:**

8. **Spelling test:**

said	*those*	*read*	*[illegible]*	*mess*
about	*they*	*night*	*queen*	*landing*

9. **Sentence dictation:**
   All names begin with a capital letter.
   What do all names begin with? **(A capital letter)**
   All titles begin with a capital letter.
   What do all titles begin with? **(A capital letter)**
   "Queen" is a title.
   What should "Queen" begin with? **(A capital letter)**

   1. *They were talking about what Queen Bess said.*
   2. *I started to stack the boxes on the landing last night.*
   3. *Father handed me a mop and I started cleaning up the mess.*
   4. *Needless to say, all boys know how to read books.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*Put your hat on when you are done.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

class	*pass*	*glass*
lass	*grass*	*brass*

3. **Filling in the blanks:**

press	*wonder*	*oats*
about	*bliss*	*know*
speak	*tight*	*clean*

4. **Word sums:**
   Review morphemes *'ed', 'er', 'less'.*
   Add these morphemes together:

cooler	*harmless*	*hunted*
meatless	*sooner*	*delighted*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

press	*wonder*	*oats*
about	*bliss*	*know*
speak	*tight*	*clean*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

hand + stand	*school + room*	*fear + less*
teach + er	*fox + es*	*re + serve*

7. **Puzzle:**

8. **Spelling test:**

make	*food*	*some*	*wrong*	*took*
seats	*room*	*said*	*could*	*please*

9. **Sentence dictation:**
   All place names begin with a capital letter.
   What do place names begin with? **(A capital letter)**
   "Little Rock" is a city in America. Little Rock is two words.
   How many words are there in "Little Rock"? **(Two)**
   What will each one start with? **(A capital letter)**
   1. *Could you reserve some seats on the flight to Little Rock?*
   2. *Please make room so I can do a handstand.*
   3. *Those fearless foxes took some food out of our schoolroom.*
   4. *My father said the wrong thing to my teacher.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*Put your hat on when you are done.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

lead	*mean*	*meal*
least	*clean*	*ear*

3. **Filling in the blanks:**

armless	*trying*	*know*
hardly	*sink*	*why*
grand	*fixes*	*stood*

4. **Word sums:**
   Review morphemes *'de', 's', 're'.*
   Add these morphemes together:

relight	*coats*	*quits*
passing	*repress*	*reporting*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

armless	*trying*	*know*
hardly	*sink*	*why*
grand	*fixes*	*stood*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

box + es	*want + ed*	*long + er*
lead + er	*short + er*	*harm + less*

7. **Puzzle:**

8. **Spelling test:**

would	*clown*	*little*	*thu[illegible]*	*sand*
boot	*some*	*class*	*how[illegible]*	*book*

9. **Sentence dictation:**

1. *Our class would like to make some boxes [illegible] wood.*
2. *My father said he put all of the food in the boot of the car.*
3. *Excuse Miss, may we play outside longer in the sun?*
4. *He said the shorter clown knew what I wanted to do?*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*Put your hat on when you are done.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

boss	*loss*	*moss*
toss	*cross*	*floss*

3. **Filling in the blanks:**

please	*said*	*bowling*
boats	*make*	*noon*
brand	*really*	*stink*

4. **Word sums:**
   Review morphemes *'de', 'es', 'ly'.*
   Add these morphemes together:

depress	*taxes*	*strongly*
glasses	*coolly*	*deserve*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

please	*said*	*bowling*
boats	*make*	*noon*
brand	*really*	*stink*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

fly + ing	*soon + er*	*land + ed*
miss + ed	*quick + ly*	*teach + er*

7. **Puzzle:**

8. **Spelling test:**

like	*school*	*flight*	*[illegible]*	*leave*
would	*want*	*pass*	*[illegible]*	*[illegible]*

9. **Sentence dictation:**
   All place names begin with a capital letter.
   What do place names begin with? **(A capital letter)**
   The names of cities, towns and villages begin with a capital letter.
   What do the names of cities, towns and villages begin with?
   (A capital letter)
   "Diss" is a town in England.
   What should "Diss" begin with? **(A capital D)**

   1. *Our flight landed last night and we want to get a bus to Diss.*
   2. *I would like to go shopping, but I need some cash.*
   3. *The Queen would have come sooner, but she missed the bus.*
   4. *The teacher gave us all a pass to leave school.*

SAMPLE FOR EVALUATION ONLY

1. **Key sentence:**
   The sentence should say '*Put your hat on when you are done.*'
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Trace each word.
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

end	*bend*	*lend*
mend	*send*	*spend*

3. **Filling in the blanks:**

should	*dresser*	*some*
make	*said*	*handed*
gloss	*stalled*	*stray*

4. **Word sums:**
   New morpheme *'mis'.*
   Add these morphemes together:

misspell	*misplay*	*mislay*
mislead	*misfit*	*mistook*

   Read the words you have written. Now cover your work and write them from dictation on the lines below.

5. **Writing words:**

should	*dresser*	*some*
make	*said*	*handed*
gloss	*stalled*	*stray*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

box + es	*trust + ed*	*lead + er*
cross + ing	*keep + er*	*de + part + ed*

7. **Puzzle:**

8. **Spelling test:**

long	*mother*	*grass*	*fli[illegible]*	*when*
quickly	*sky*	*soon*	*[illegible]*	*[illegible]oonless*

9. **Sentence dictation:**

   1. *Our leader knows when we should be [illegible]*
   2. *The keeper can be trusted to cut the grass soon.*
   3. *[illegible]ur flight departed qu[illegible]y into the moonless sky.*
   4. *[illegible]id your mother know wh[illegible]put in those long [illegible]es?*

SAMPLE FOR EVALUATION ONLY

Sentence dictation:

See instructions on page 85.

1. *Please put some of your things in the little boxes.*
2. *The cleaner at our school reported me for fighting.*
3. *I would like to go when all of my jobs are done.*
4. *Do you know what my father said to your teacher?*
5. *Come quickly and you will get a better seat.*
6. *Toss your coat on the hat stand in the hall.*
7. *I think those boys deserve higher marks.*
8. *My mother and my sister might leave right away.*
9. *The Queen won five books on the quiz.*
10. *Do you know how to shoot pool?*

Test to be used after Level 67:

(See the instructions for Mastery Tests on page 6.)

speaker	*cool*	*delight*	*boxes*
grass	*fearless*	*done*	*least*
crossing	*put*	*strongly*	*glasses*
misspell	*when*	*cocked*	*slightly*
drinker	*some*	*make*	*thicker*

SAMPLE FOR EVALUATION ONLY

Scoring:

Mastery: *0-2 errors— pass*
3-4 errors— review spelling patterns and retest the the following day.
5+ errors— go back to Level 61.

Placement: *0-2 errors— pass; start at level 1 in Book B, or go on to next placement test.*
3+ errors— go back to the placement test at the end of Level 60.

Apples and Pears B

Apples and Pears B extends the morphemic strategy, teaching the pupil why we drop the **'e'** from **'hope'** when we write **'hoping'**, but not when we write **'hopeless'**. It also covers the doubling rule, explaining why we double the **'r'** in **'starring'**, but not in **'starless'**.

The correct use of the comma and apostrophe are major elements of Apples and Pears. In this level, contractions are introduced. Pupils also are introduced to silent 'e' words. A range of new spelling patterns and irregular spellings are introduced.

Apples and Pears C

The use of the apostrophe in possessives is introduced in Apples and Pears C. This level teaches children why we change the **'y'** to **'i'** in **'studies'**, but not in **'studying'**. The emphasis now changes to words of Greek and Latin origin; these are highly predictable in morphology, but they cannot be spelled as they sound. The word **ex-cept-ion-al-ly** consists of 5 building-blocks, all of which can be used in many other words. This reduces the amount that must be memorised to an absolute minimum. It also works in harmony with the 'wordbuilding' exercises in our decoding series, **Dancing Bears** and **Fast Track**, by increasing pupils' awareness of the structure of English words.

Even more importantly, the *meaning* of these words is constantly taught both by definition and in context. The objective is to enable the pupil to feel confident writing academic-level compositions.

Apples and Pears D

We do not recommend that pupils start at this level. However, for older pupils it is very important to carry on with book D because the number of words the pupil can spell increases enormously. At this stage, the pupil will progress very rapidly. More importantly, the continued use of the morphemic strategy will enable the pupil to remember new spelling much more easily.

This dicatation exercise shows the level of proficiency expected at the end of Apples and Pears D:

- *The author's characters were not believable.*
- *We had a terrible night's sleep on the mountainside.*
- *The captain said that we will resume our voyage as soon as the anchor is up.*
- *It's possible that my father will assist your studies at university.*
- *That chemist's shop normally does very good business.*
- *He reversed the automobile into the garage with great caution.*
- *The planning officials consistently refused to approve the scheme.*

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