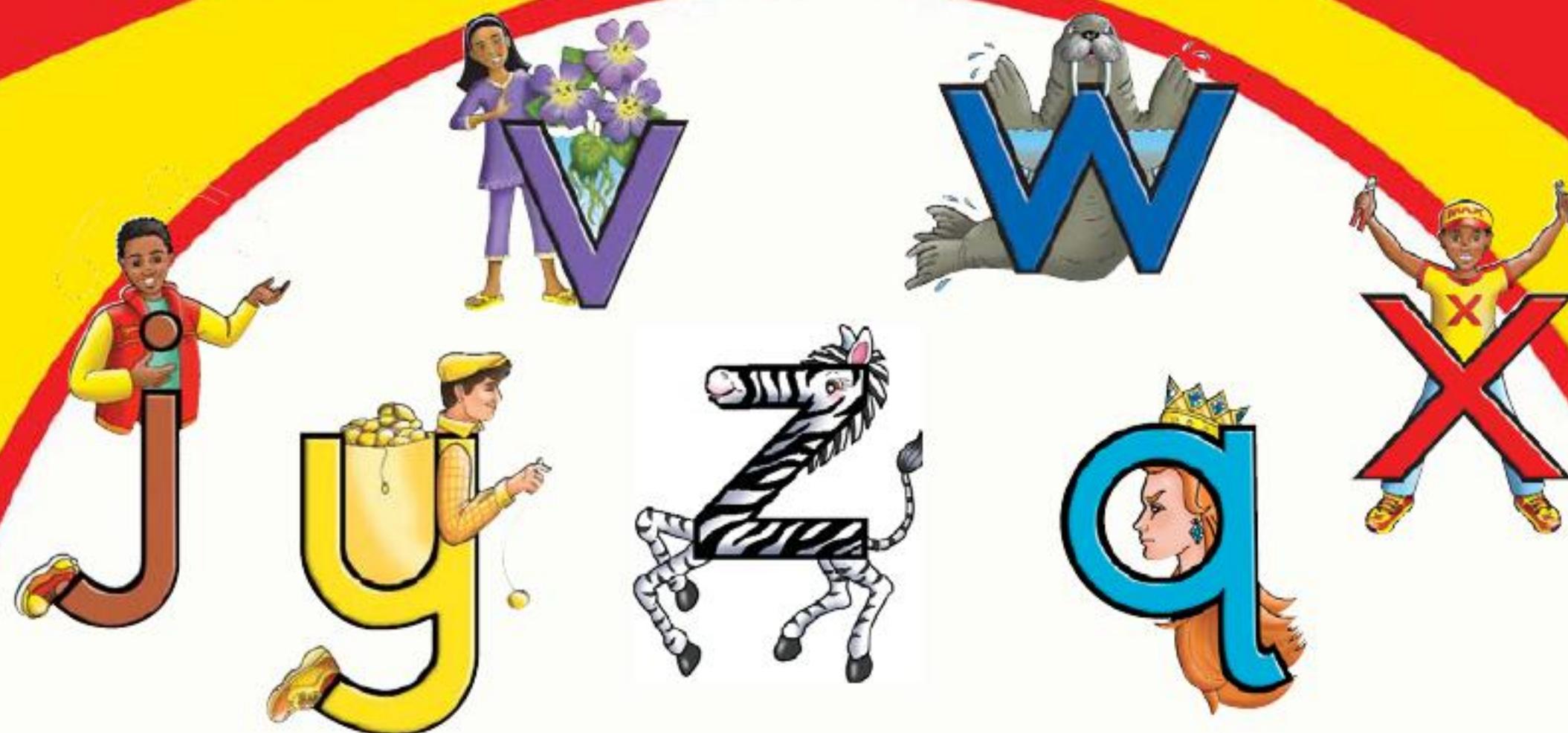




# Fix-it Phonics

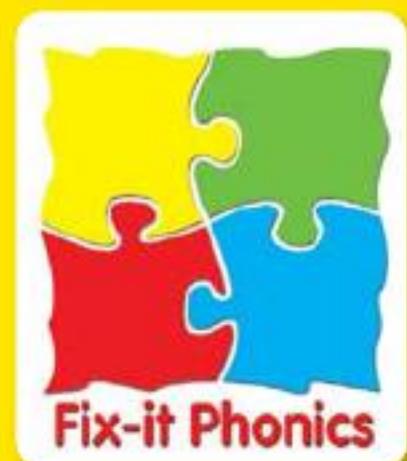
# Level 1



The word "blends" is written in a large, colorful font where each letter is a different color and features a different cartoon character or object. The 'b' is blue and features a squirrel. The 'l' is orange and features a girl in a yellow dress. The 'e' is red and features an elephant. The 'n' is green and features a boy with blonde hair. The 'd' is yellow and features a duck. The 's' is orange and features a snail.

## alphabet review

a b c d e f g h i j k l  
m n o p q r s t u  
v w x y z



# Learn English with Letterland



## About Fix-it Phonics

Fix-it Phonics will help your child to make the link between a letter's sound and shape – an important first step in a method of learning to read called phonics.

### Letter sounds

When children are learning to read, it is letter sounds rather than alphabet names that help them to read words. You can blend the letter sounds 'mmm...' 'a...' 'nnn...' into the word **man**, but the alphabet names 'em' 'ay' 'en' can only give you a non-word: **emayen**. That is why the Letterland characters are so helpful. Just by starting to say a character's name, you will be saying the sound they make in words.

### Teaching order

The teaching order for this level is:

s a t p i n m d g o c k e u r h b f l j v w x y z q u

This order is recommended by the UK government and has been chosen for *Fix-it Phonics* as it maximises word building possibilities from an early stage.

### Letterland goes further...

There are 3 *Fix-it Phonics* levels. All levels include:

- ✓ Letter recognition skills
- ✓ Listening and speaking skills
- ✓ Basic English vocabulary
- ✓ Oral blending and segmenting
- ✓ High frequency words.

Level 1 - focuses on Aa-Zz shapes and sounds.

Level 2 - revises a-z and introduces some important digraphs\* and trigraphs\*  
(\*2 or 3 letters representing a new sound e.g **sh** in **shop**).

Level 3 - introduces more important digraphs and trigraphs, building the foundations for full literacy in English.

### Letterland is fun!

We feel the most important thing about learning English, and learning how to read and write, is to have fun. That's why *Fix-it Phonics* is full of songs, games, actions, chants and colourful characters. We want you, and the children you teach, to enjoy it!

Written & designed by Lisa Holt

Originator of Letterland: Lyn Wendon

Voice Artists: Maria Darling & Brian Bowles

Sound: id audio [www.idaudio.co.uk](http://www.idaudio.co.uk)

Singers: Damien de Roche & Ellie Gray

Music arrangement: Sound Education Ltd.

Theme Song composed by: J. A. Kuehn

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[www.letterland.com](http://www.letterland.com)

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## Introduce

Let's meet Jumping Jim. Listen and repeat his name, sound, and some words that start with his sound.



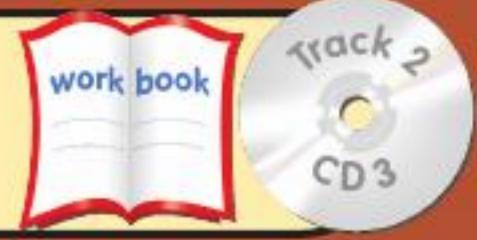
# Hello. My name is Jumping Jim.



Jumping Jim's sound is at the start of his name - Jumping Jim.

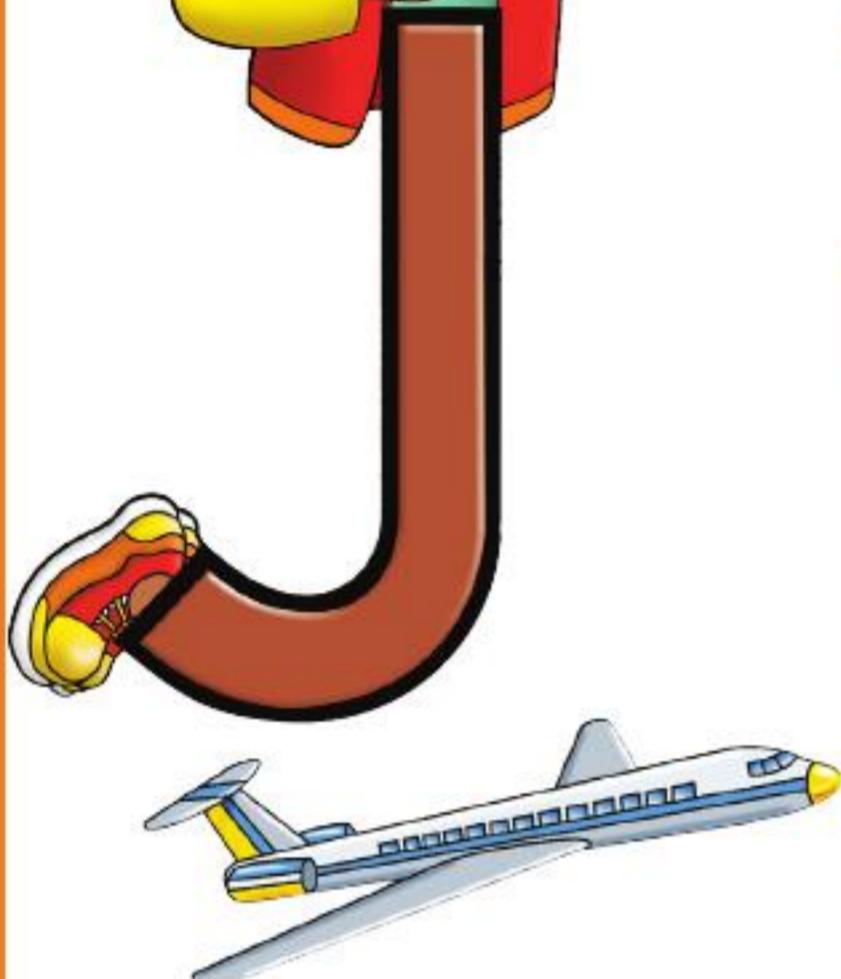
## Sound

Look for the things in the picture that start with his sound.  
Then complete the exercises in Workbook 2, pages 2-3.



# Jumping Jim says, j.

## He starts words like...



# jet

# juice

# jam

## Action

Do the action and say the rhythmic chant together!



## Move and chant!

J, j, j.    J, j, j.

Jumping Jim!

(x 2)



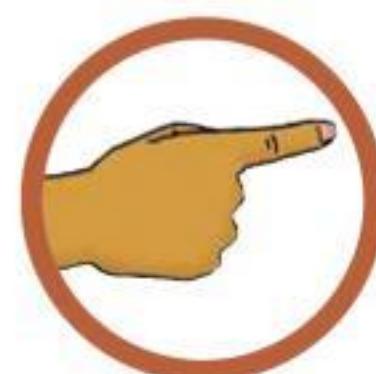
Pretend you are juggling a set of imaginary balls.

## Song

Listen and sing along to Jumping Jim's Alphabet Song.



### Sing and point!



# j

Jumping Jim says j, j.

Jumping Jim says j.

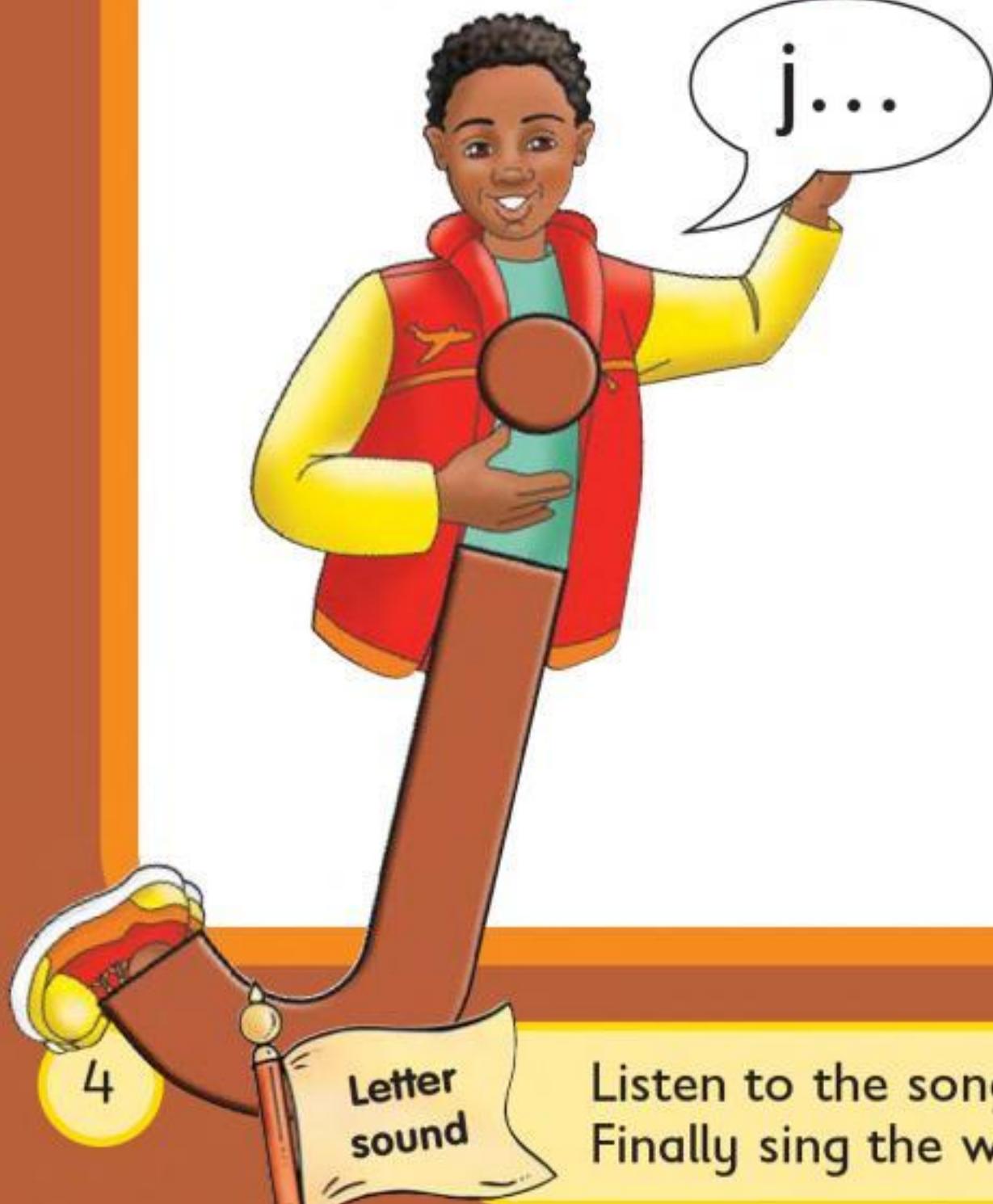
Jumping Jim says j, j.

Jumping Jim says j.

J, j, j, j. Jumping Jim says j, j.

Jumping Jim says j, j.

Jumping Jim says j. (x 2)



Put a sticker here  
when you've sung  
Jumping Jim's song.

**Shape** Make the shapes in the air. Then finger trace them on this page.

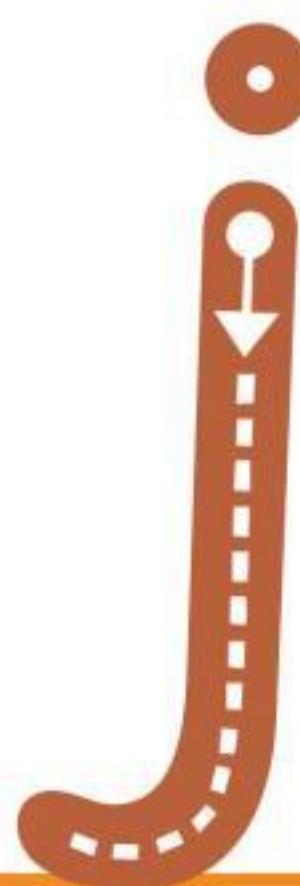
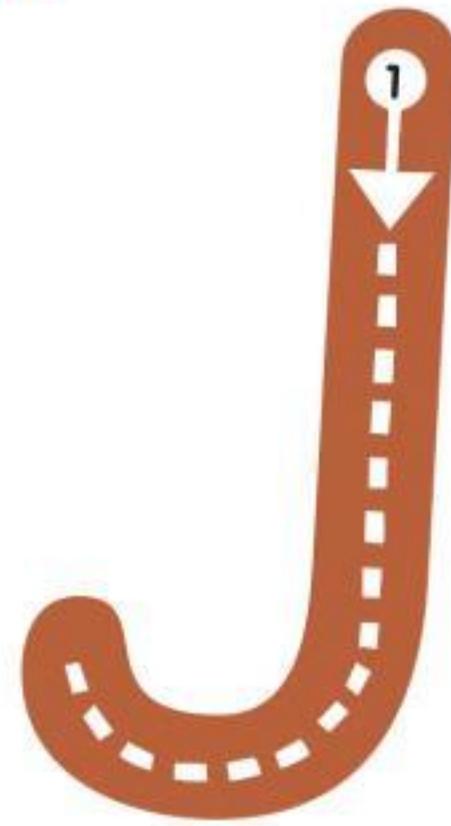


**Capital**

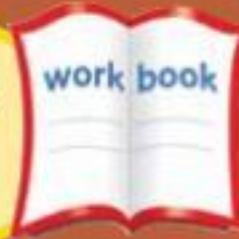
Jumping Jim takes a deep breath and gets so big his head and his juggling balls are hidden by the clouds!



**Let's finger trace!**



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in Workbook 2, pages 4-6.



# Topic

Clothes. Useful language for requesting, giving and receiving items.



jacket



T-shirt



dress



hat

1



2



3



4

Your turn!

Jolly good! Now put  
a sticker here!



6



Pretend you are in a shop asking for clothes. Play the roles of the shop assistant and customer. Describe the colour, too!

## Introduce

Let's meet Vicky Violet. Listen and repeat her name, sound, and some words that start with her sound.



# Hi. My name is Vicky Violet.



Vicky Violet's sound is at the start of her name - **Vicky Violet**.

# Sound

Look for the things in the picture that start with her sound.  
Then complete the exercises in Workbook 2, pages 7-8.



Vicky Violet  
says, **VVV**.

She starts words like...



**van**    **vegetables**    **vet**

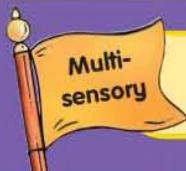
# Action

Do the action and say the rhythmic chant together!



**Move and chant!**

**Vvv, vvv.  
Vicky Violet! (x 2)**



Hold your hands together in a V-shape.

# Song

Listen and sing along to Vicky Violet's Alphabet Song.



## Sing and point!



# V

Vicky Violet, Vicky Violet,  
says vvv, says vvv.

Vicky Violet, Vicky Violet,  
says vvv, says vvv.

(x 2)



Put a sticker here  
when you've sung  
Vicky Violet's song.

Letter  
sound

Listen to the song first, then join in with just the 'vvv...' sound.  
Finally sing the whole song together.

**shape** Make the shapes in the air. Then finger trace them on this page.

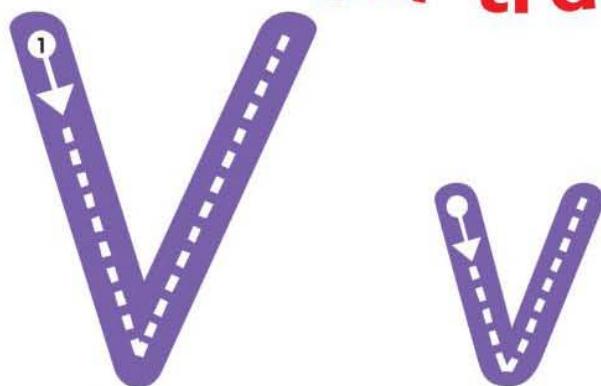


**Capital**

Vicky Violet takes a deep breath and her letter gets bigger.



**Let's finger trace!**



10



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 9-11.



# Topic

Vegetables. New vocabulary and practise with plurals.



carrots

potatoes

peppers

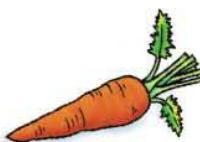
onions

cabbages

tomatoes

mushrooms

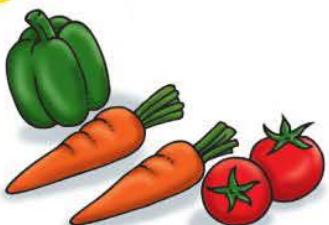
There is 1 carrot



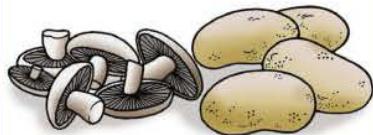
There are 2 carrots



1



2



3



It's your turn!

Very good!  
Now put a  
sticker here!

I love vegetables!



Learn the names of the vegetables and then describe the three pictures to your partner. "There is 1 pepper, there are 2 carrots,..."

## Introduce

Let's meet Walter Walrus. Listen and repeat his name, sound, and some words that start with his sound.



# Hi. My name is Walter Walrus.

12



Walter Walrus's sound is at the start of his name - **Walter Walrus**.

# Sound

Look for the things in the picture that start with his sound.  
Then complete the exercises in Workbook 2, pages 12-13.



**Walter Walrus  
says, W.**

**He starts words like...**



**water    watch    window**

# Action

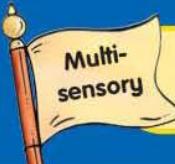
Do the action and say the rhythmic chant together!



**Move and chant!**

**Www, www.  
Walter Walrus!**

(x 2)



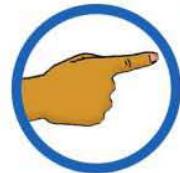
Flick both hands up and outwards so your arms form a W-shape.

## Song

Listen and sing along to Walter Walrus's Alphabet Song.



### Sing and point!



# W

Walter Walrus, he says w.

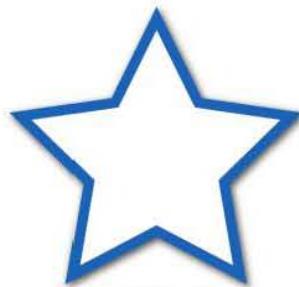
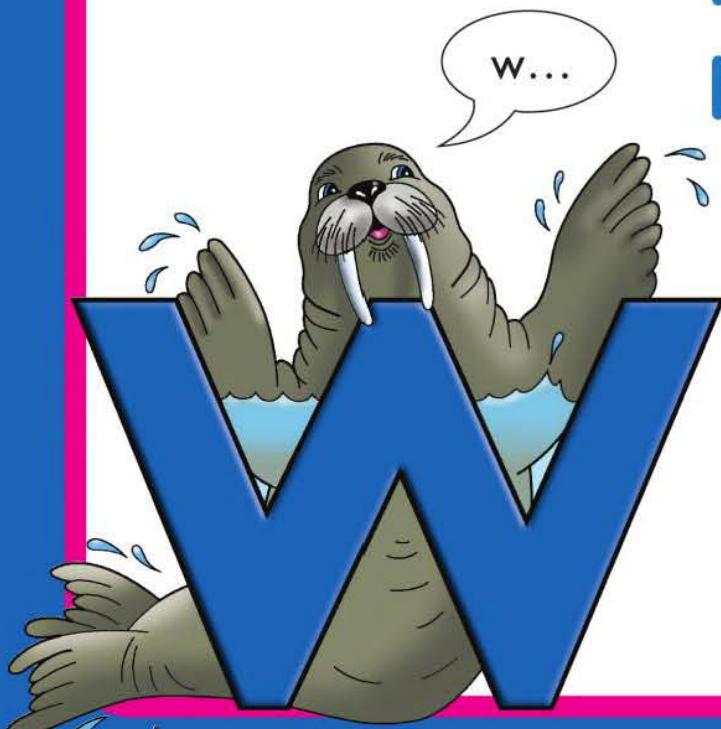
Walter Walrus, he says w.

Walter Walrus, he says w.

He says, w. (x 3)

He says, w.

He says, w.



Put a sticker here  
when you've sung  
Walter Walrus's song.

**shape** Make the shapes in the air. Then finger trace them on this page.



**Capital**

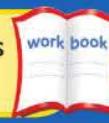
Walter Walrus takes a deep breath and gets bigger.



**Let's finger trace!**



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 14-16.

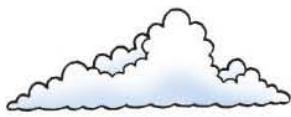


## Topic

Weather. Describe the weather. Ask about the weather today.



sunny



cloudy



rainy



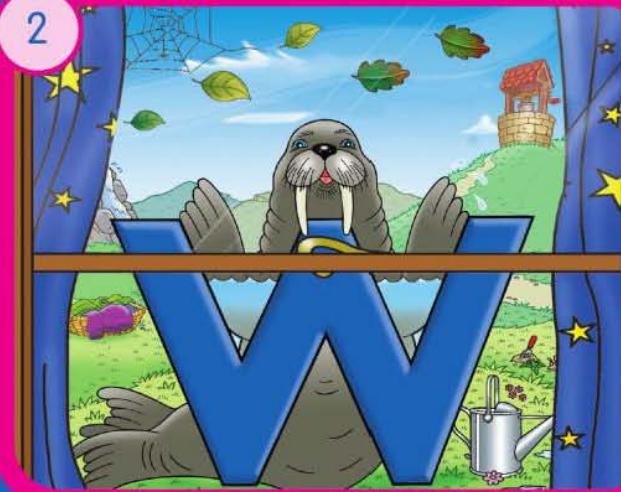
windy

## How's the weather today?

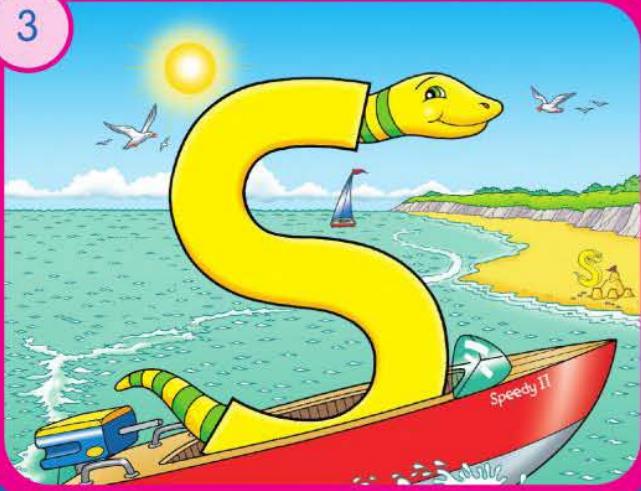
1



2



3



4



16



Look at the pictures and describe the weather.  
"It's cloudy." "It's rainy." "It's windy." "It's sunny."

Well done! Now  
put a sticker  
here!



## Introduce

Let's meet Fix-it Max. Listen and repeat his name, sound, and some words that **end** with his sound.



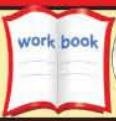
# Hello. My name is Fix-it Max.



Fix-it Max's sound is at the **end** of his name - Fix-it Max.

## Sound

Look for the things in the picture that **end** with his sound.  
Then complete the exercises in Workbook 2, pages 17-18.



## Fix-it Max

says, **X**.

He **ends words like...**

6  
**six**



**box**



**fox**

## Action

Do the action and say the rhythmic chant together!



## Move and chant!

**X, X, X.  
Fix-it Max!**

(x 2)

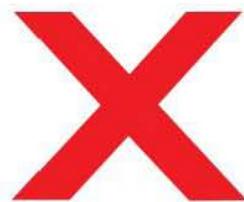


## Song

Listen and sing along to Fix-it Max's Alphabet Song.



# Sing and point!



Fix-it Max says x, x.

Fix-it Max says x.

Fix-it Max says x, x.

Fix-it Max says x.

Fix-it Max, Fix-it Max.

Fix-it Max says x, x.

Fix-it Max says x, x.

Fix-it Max says x. (x 2)



Put a sticker here  
when you've sung  
Fix-it Max's song.



Listen to the song first, then join in with just the 'x...' sound.  
Finally sing the whole song together.

**shape** Make the shapes in the air. Then finger trace them on this page.

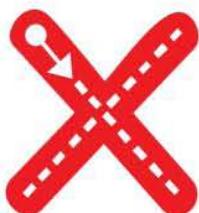
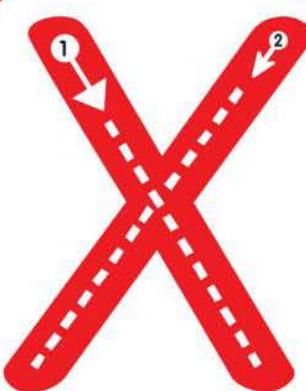


**Capital**

Fix-it Max takes a deep breath and gets bigger.



**Let's finger trace!**



20

Letter sound

You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 19-21.



# Topic

Let's play. Invite your friends to do things with you.



point



count



smell



wave



smile



sit



stand



shout



be quiet



listen



Let's wave.



Let's count.



Let's ride  
a bike.

Yes, okay.

Okay.

No, thanks.

Excellent! Now put a sticker here!



Work in pairs. Invite your partner to do each of the activities. If they say yes, pretend to do the activity. If they say no, don't.

# Review

Put the correct Letterland stickers over the plain letter shapes.  
Then match them to their objects. Workbook pages 22-23.



j

v

w

x



6



# Listen



Put a tick next to the word you hear.  
The first one has been done for you.



1.



4.



2.



5.

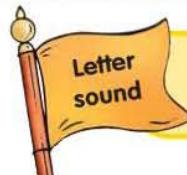


3.



6.

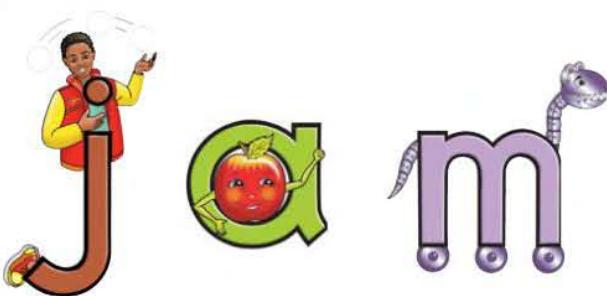
6



Listen to the whole word not just the initial letter sounds.  
Be careful, as some words sound very similar!

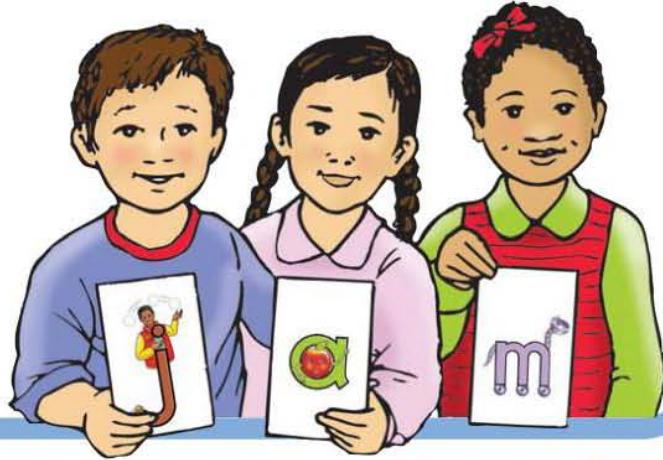
## Word build

Oral blending. Make the individual sounds.  
Then start to blend the sounds to make the word.



j a m

jam



## Live spell

Use your Letterland *Big Picture Code Cards* to make some of the words below.



jam

van

win

box

jet

vet

web

six

jug

vest

wind

exit



Blend the sounds or live spell some of these words.  
You could also learn the meaning of all the words here.

Red words = Vocabulary previously covered

## Introduce

Let's meet Yellow Yo-yo Man. Listen and repeat his name, sound, and some words that start with his sound.



Hello. I'm Yellow Yo-yo Man.

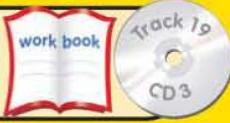
24



Yellow Yo-yo Man's sound is at the start of his name - Yellow Yo-yo Man.

## Sound

Look for the things in the picture that start with his sound.  
Then complete the exercises in Workbook 2, pages 24-25.



**Yellow Yo-yo Man  
says, yyy.  
He starts words like...**



**yo-yo      yellow      yogurt**

## Action

Do the action and say the rhythmic chant together!



**Move and chant!**

**Y, y, y, y.**

**Yellow Yo-yo Man! (x 2)**



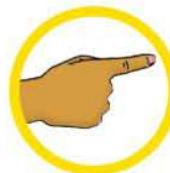
Move your hand up and down as if playing with a yo-yo.

## Song

Listen and sing along to Yellow Yo-yo Man's Alphabet Song.



### Sing and point!



# y

Yo-yo Man says **yyy**,  
says **yyy**, says **yyy**.  
**Yo-yo Man says yyy.**  
**Yo-yo Man says yyy.**  
**Yo-yo Man says yyy.**  
**Yo-yo Man says yyy.** (x 2)



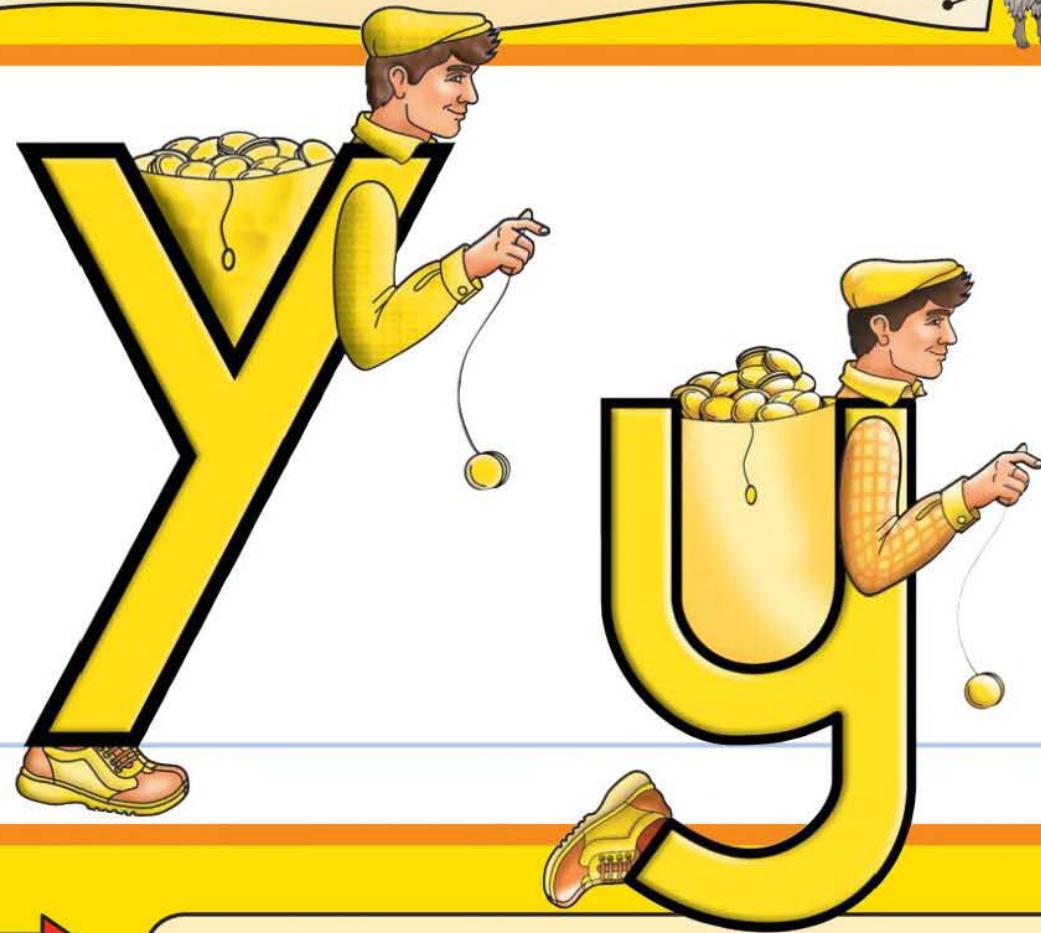
Put a sticker here  
when you've sung  
Yellow Yo-yo Man's song.



Listen to the song first. Then join in with just the 'y...' sound.  
Finally sing the whole song together.

# shape

Make the shapes in the air. Then finger trace them on this page.



Capital

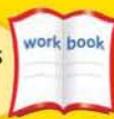
Yellow Yo-yo Man steps up on to the line.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 26-28.



## Topic

Read the questions. Circle the correct answer - Yes or No.



**Can a dog jump?**

**Yes / No**

**Can a man hop?**

**Yes / No**

**Can a van hop?**

**Yes / No**

**Can a fox get  
in a box?**

**Yes / No**

**Can a cat get  
on a frog?**

**Yes / No**

**Now it's your turn!**

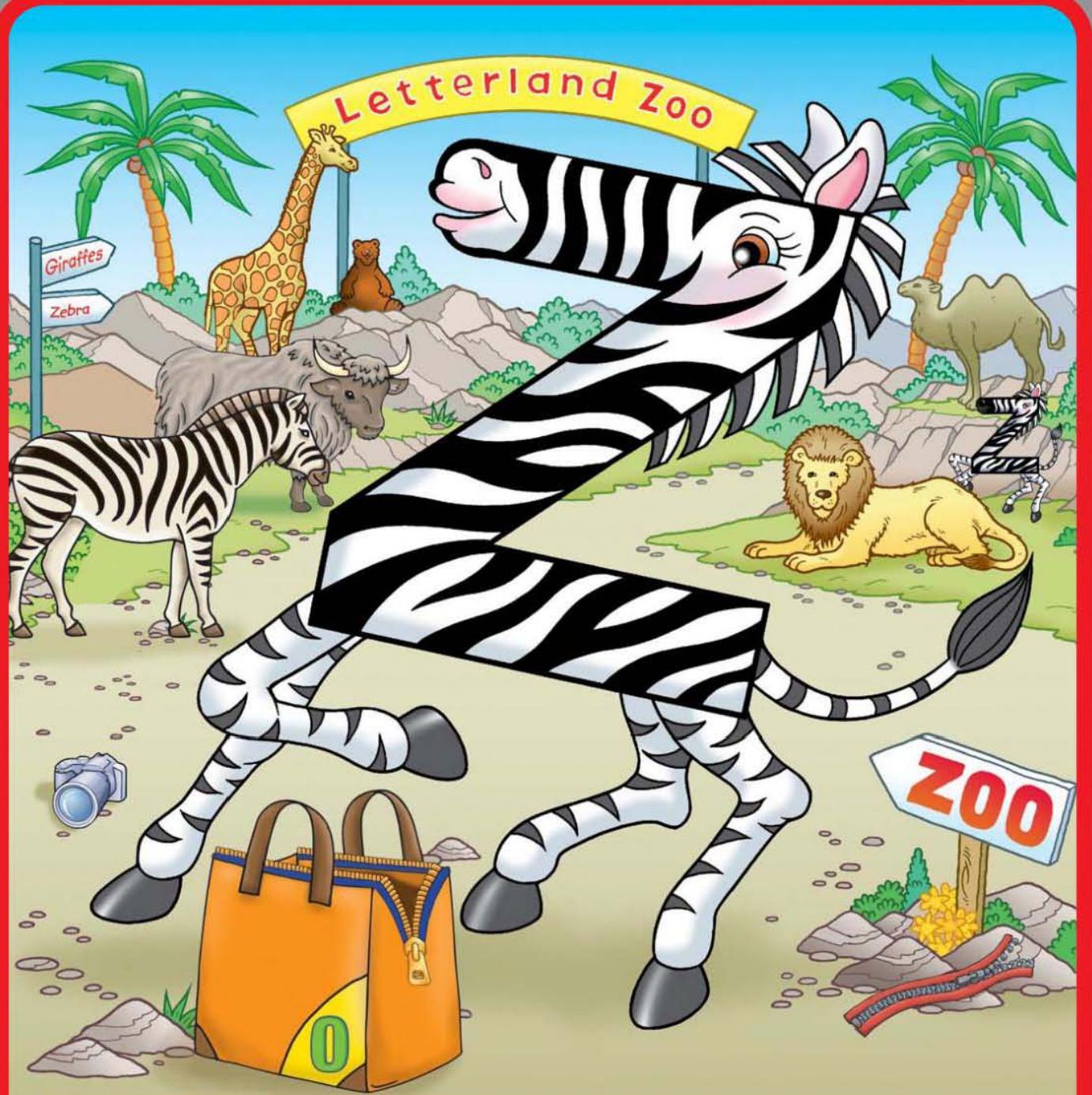
Good! Now put a  
sticker here!



## Introduce

Let's meet Zig Zag Zebra. Listen and repeat her name, sound, and some words that start with her sound.

Track 22  
CD 3



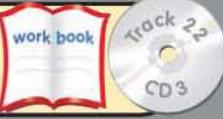
# Hi. My name is Zig Zag Zebra.



Zig Zag Zebra's sound is at the start of her name - **Zig Zag Zebra**.

## Sound

Look for the things in the picture that start with her sound.  
Then complete the exercises in Workbook 2, pages 29-30.

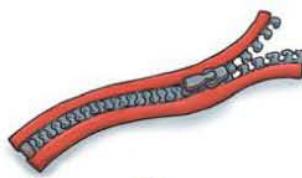


# Zig Zag Zebra

says, **ZZZ**.

She starts words  
like...

0  
**zero**



**zip**



**zoo**

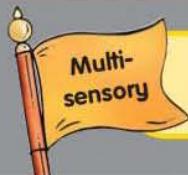
## Action

Do the action and say the rhythmic chant together!



## Move and chant!

**Zzz, zzz,  
Zig Zag Zebra! (x 2)**

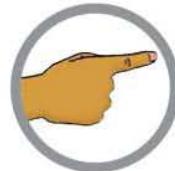


## Song

Listen and sing along to Zig Zag Zebra's Alphabet Song.



### Sing and point!



# Z

Zig Zag Zebra **zzz**.

Zig Zag Zebra **zzz**.

Zig Zag Zebra **zzz**.

Zig Zag Zebra, she says **zzz**.

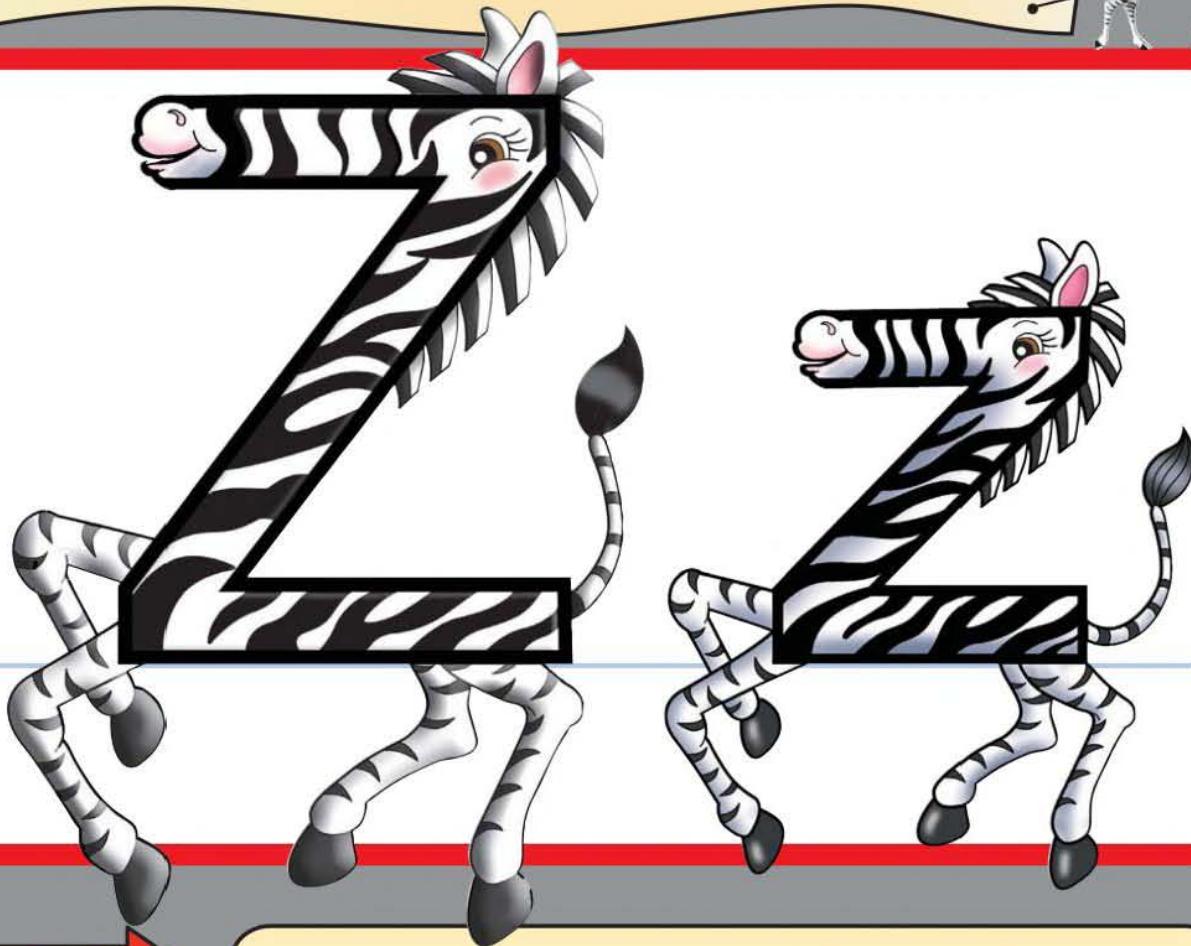
**zzz.**

(x 2)



Listen to the song first, then join in with just the 'zzz...' sound.  
Finally sing the whole song together.

**shape** Make the shapes in the air. Then finger trace them on this page.

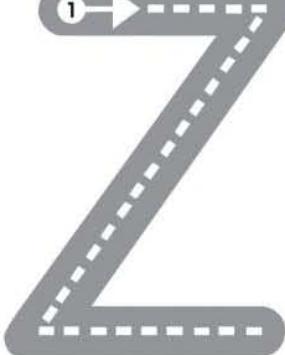


**Capital**

Zig Zag Zebra takes a deep breath and gets bigger.



**Let's finger trace!**



32

Letter sound

You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 31-33.

work book

# Best friends

Sometimes, Zig Zag Zebra's best friend helps at the end of words. She is called Zoe Zebra.



## Zig Zag Zebra

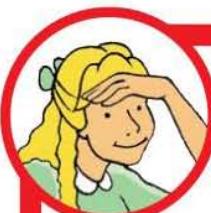
## Zoe Zebra

# buzz



# fizz

fizz fizz  
fizz fizz  
fizz fizz



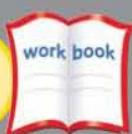
## Find!

Can you find Zoe Zebra on page 29?

Zoe Zebra is Zig Zag's best friend!

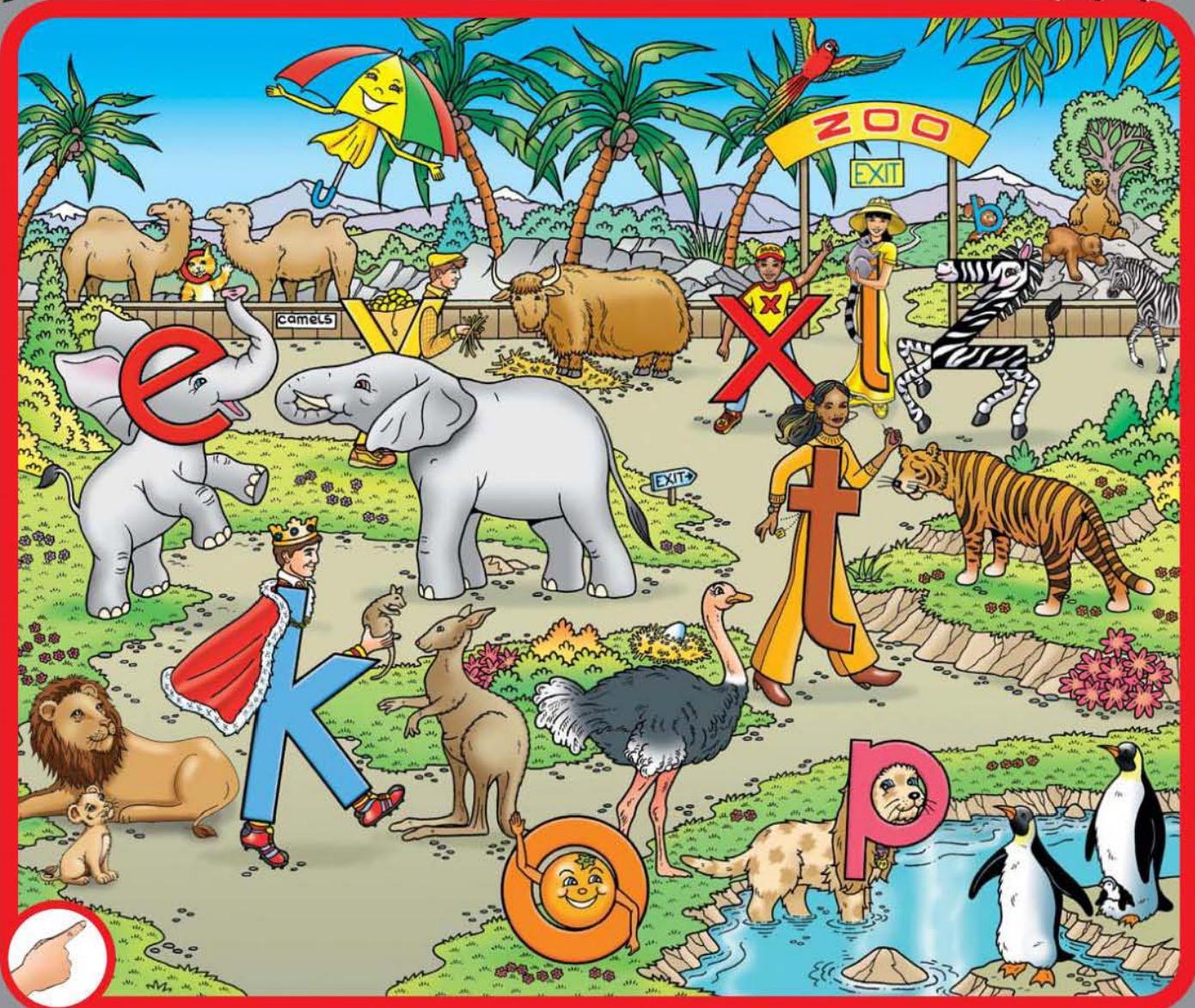


Practise writing the best friends letters together in your Workbook, page 34.



# Topic

At the zoo. Revise the animals you know and learn some more.



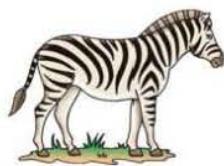
## You know...



lion



elephant



zebra



Look for and point to all the different animals in the zoo.  
Point to them again as you listen and learn their names.



# Topic

Animals. Listen to the sound at the start of each animal name.



**ostrich**



**yak**



**tiger**



**bear**



**penguin**



**kangaroo**

## Do you like animals?

Work in pairs. Ask your friend which animals they like.

"Do you like zebras?"

"Yes, I like zebras."



Good! Now put a sticker here!



The Letterlanders like animals that start with their sound.  
Choose the correct Letterland sticker to put next to each animal.

## Introduce

Let's meet Quarrelsome Queen. Listen and repeat her name, sound, and some words that start with her sound.



# Hello, I'm Quarrelsome Queen.

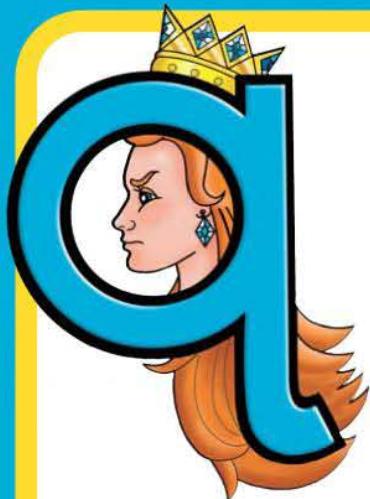
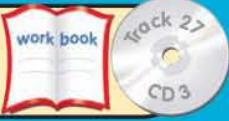
36



Quarrelsome Queen's sound is at the start of her name - **Quarrelsome Queen**.

# Sound

Look for the things in the picture that start with her sound.  
Then complete the exercises in Workbook 2, pages 35-36.



## Quarrelsome Queen

says, **qu**.

She starts words like...



**quarter** **question** **quilt**

# Action

Do the action and say the rhythmic chant together!



## Move and chant!

**Qu, qu, qu, qu.**  
**Quarrelsome Queen!**



(x 2)



Point your index finger as if asking for 'Quiet!'.  
37

## Song

Listen and sing along to Quarrelsome Queen's Alphabet Song.



### Sing and point!



# q

Quarrelsome Queen says qu, qu.

Quarrelsome Queen says qu, qu.

Quarrelsome Queen says qu, qu.

Quarrelsome Queen says qu. (x 3)



Put a sticker here when  
you've sung Quarrelsome  
Queen's song.

# shape

Make the shapes in the air. Then finger trace them on this page.

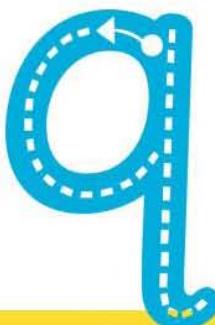
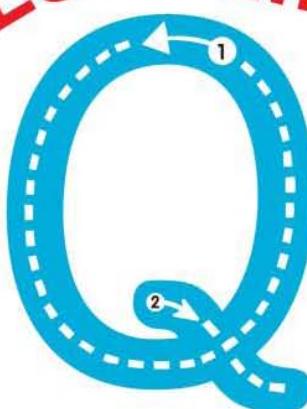


Capital

Quarrelsome Queen sits in her quiet room.



Let's finger trace!



Letter sound

You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 37-39.



## Quick quiz

Listen to the queen as she asks some questions.  
Answer her questions on the next page.



Listen to Quarrelsome Queen's  
quick quiz questions.

40



Keep quiet as you listen!



# Review

All of the questions are based on topics previously covered.



1. What colour is a banana?



2. What colour is a tomato?



3. Is this a cat?



yes

no

4. Is this a dog?



yes

no

5. How many hats?



6

3

6. How many socks?



2

5

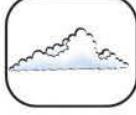
7. Is it sunny?



yes

no

8. Is it rainy?



yes

no



Listen to the question and put a tick in the correct box. The first one has been done for you.

Well done.  
Quietly put a sticker here!

## Review

Put the correct Letterland stickers over the plain letter shapes.  
Then match them to their objects. Workbook pages 40-41.



y

z

qu

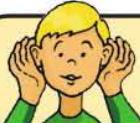


?

o



## Listen



Put a tick next to the word you hear.  
The first one has been done for you.



2. ?



4.



5.



6.



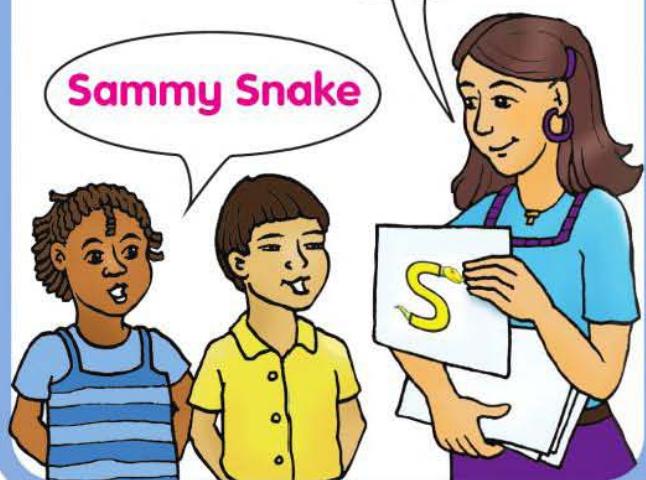
## Quick dash

Now you know all the a-z sounds and shapes. Use your *Big Picture Code Cards* to quickly revise them all.



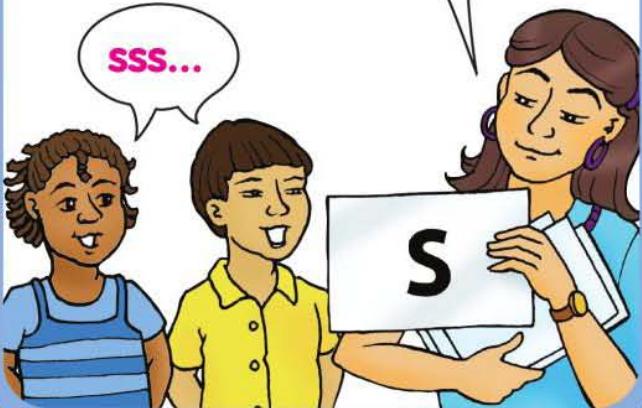
Who is this?

Sammy Snake

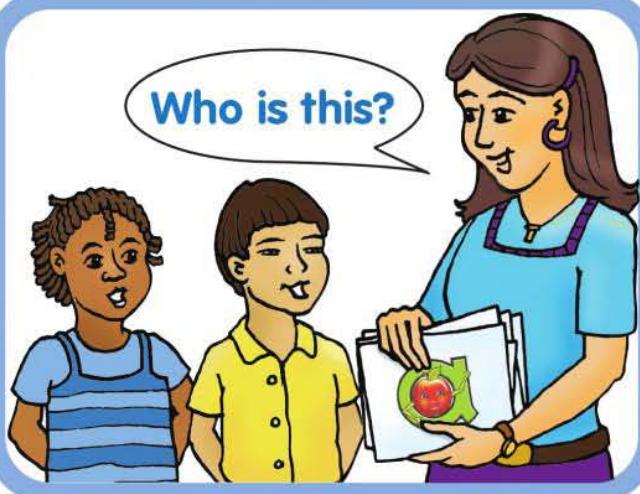


What is his sound?

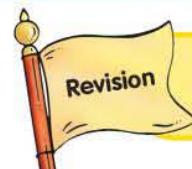
sss...



Who is this?



Quick!  
Quick!



Go through the whole alphabet slowly at first. Then get faster and faster. Use a stop watch to record the time it takes!

## Rhyme

Read the words at the top of the page. Can you hear the rhyme?



sun



run



is a cat.



has a hat.



is red.



is in bed.



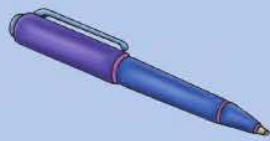
has a yak.



is in a sack.

## Rhyme

Can you think of a word that rhymes with **man**?  
Vicky Violet may be able to help you.



pen

10 ten

is in a jet.  is a vet.

 has a dog.  is on a log.

 is quick.  can kick.



Rhymes help you read and spell. If you can read and spell **cat**, then **hat**, **mat**, **fat**, **bat**, **pat**, **rat**, and **sat** are easy!

# Introduce

Re-introduce the 5 short vowel sounds.  
Do the actions as you say the sounds.



I'm Annie Apple.  
I say, **a**.



I'm Eddy Elephant.  
I say, **e**.



I'm Impy Ink.  
I say, **i**.



I'm Oscar Orange.  
I say, **o**.



I'm Uppy Umbrella.  
I say, **u**.



## Song

Listen and sing along to the Vowel Song.



I am Annie Apple.  
I am a talking apple.  
I say, a a a. I say, a a a.

Put a sticker here  
when you've sung  
the Vowel Song.



I am Eddy Elephant.  
I am a talking elephant.  
I say, e e e. I say, e e e.

I am Impy Ink.  
I am a talking ink bottle.  
I say, i i i. I say, i i i.



I am Oscar Orange.  
I am a talking orange.  
I say, o o o. I say, o o o.



I am Uppy Umbrella.  
I am a talking umbrella.  
I say, u u u. I say, u u u.



Listen to the song first, then join in with just the short vowel sounds. Finally see if you can join in with the vowel verses.

## Starting words

Draw a line from each Letterland character to the thing that starts with their sound. Then write the whole word.



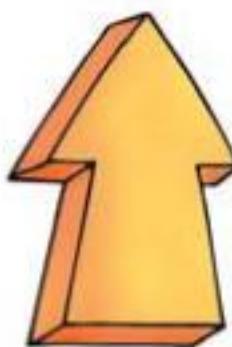
ink



ant



off



up



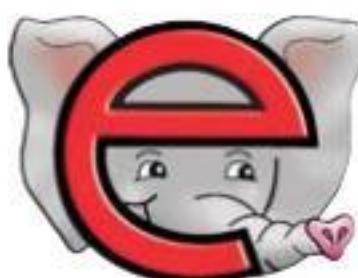
egg

## Starting words

Listen to the words. Which Letterland character can you hear at the start of the words?



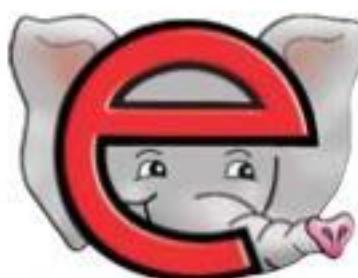
1.



2.



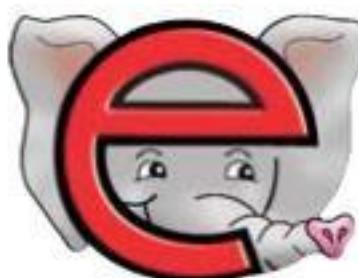
3.



4.



5.



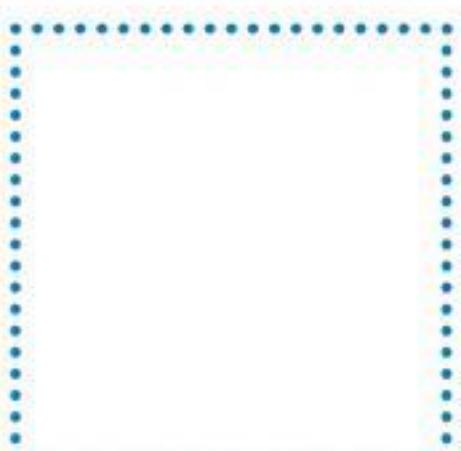
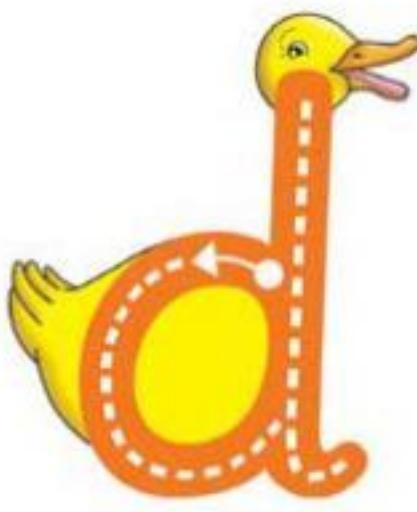
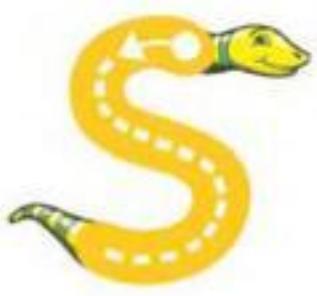
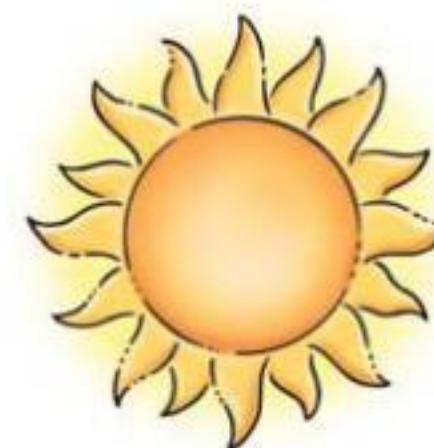
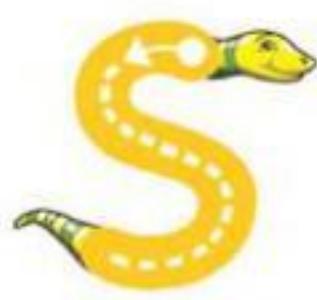
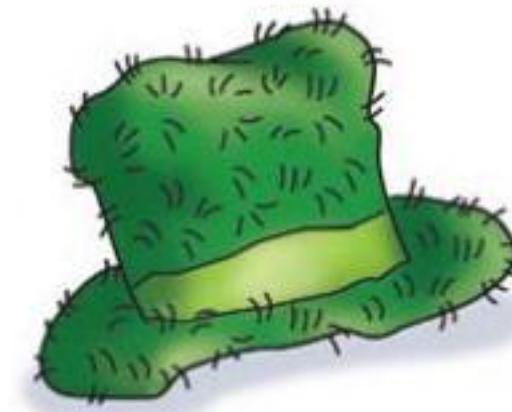
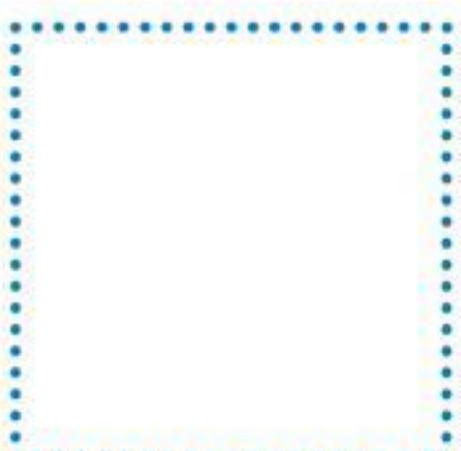
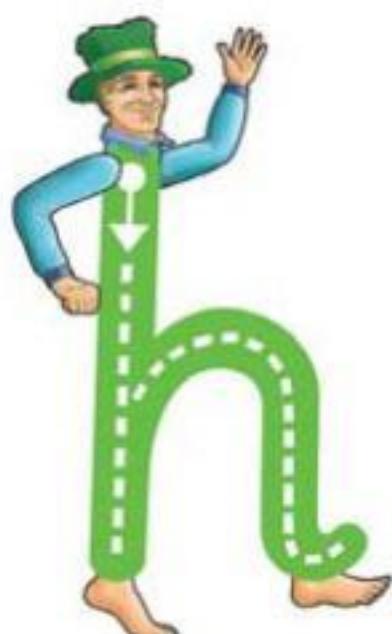
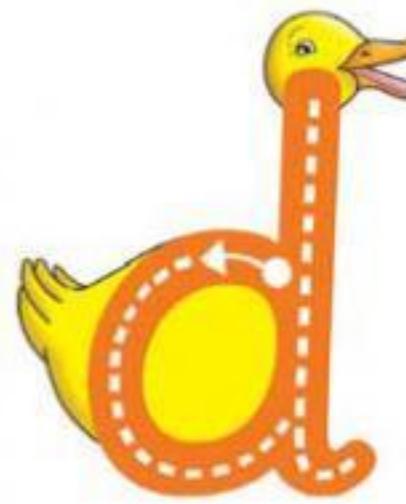
6.



Listen again if you need to. The first one has been done for you.

## In the middle

Look at the pictures and say the words. Who can you hear in the middle? Choose the correct sticker to fill the gap.



## In the middle

Listen to the words. Which Letterland character can you hear in the middle of the words?



1.



2.



3.



4.



5.



6.



Listen again if you need to. The first one has been done for you.

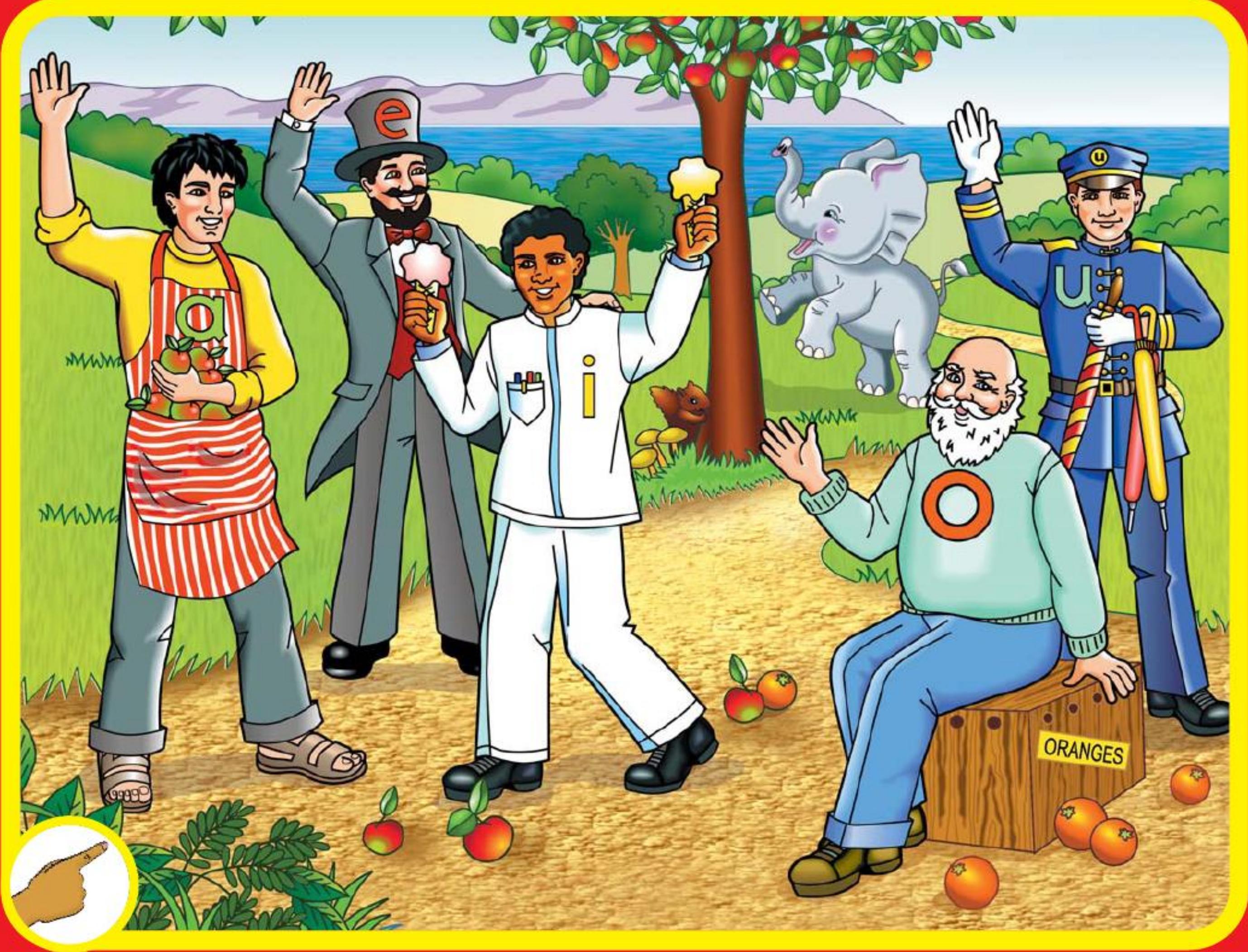


These Letterland friends make the short vowel sounds:  
a e i o u



## Vowel Men

Listen to the Vowel Men.  
Point to each Vowel Man as he says his name.



We are *the five Vowel Men!*



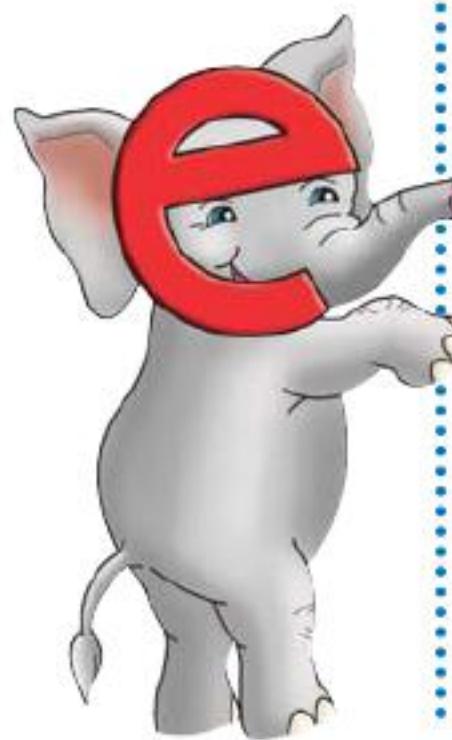
The Vowel Men say their names in words: a e i o u

## Vowel Men

Put each Vowel Man sticker next to the Letterlander they look after.



This is Mr A.  
He looks  
after Annie  
Apple.



This is Mr E.  
He looks after  
Eddy Elephant.

This is Mr I.  
He looks  
after Impy  
Ink.



This is Mr U.  
He looks after  
Uppy Umbrella.



This is Mr O.  
He looks after  
Oscar Orange.



The Vowel Men share the same letter shapes as the short vowels (Annie, Eddy, Impy, Oscar and Uppy).

## Short vowel

Annie Apple makes the sound at the start of her name.



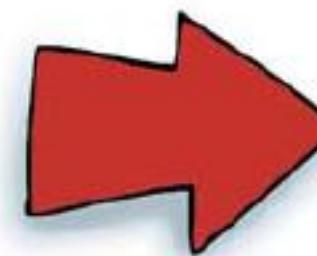
I'm Annie Apple.  
I say, **a**.  
I start words like...



**apple**



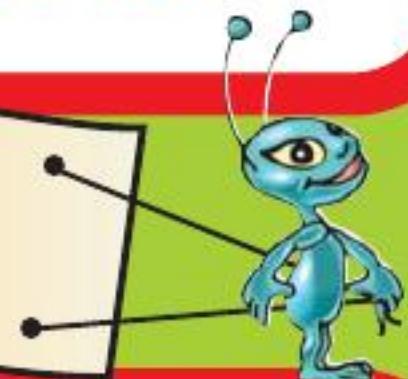
**ant**



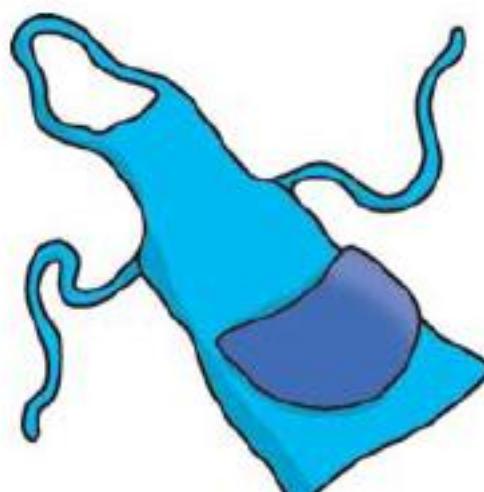
**arrow**

## Long vowel

Mr A just says his name.



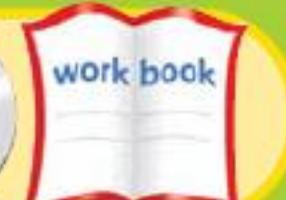
Good day. I'm Mr A.  
I say my name, **a**.  
I start words like...



**apron**



**alien**



# Shape

Mr A's letter shapes are the same as Annie Apple's. Finger trace them first. Then write them in your workbook, page 55.

work book



# Action

Shoot your fist up and shout 'a' if you hear Mr A's name!



# Listen and shout!

apple

Asia

duck

apron

cat

gate

alien

cake

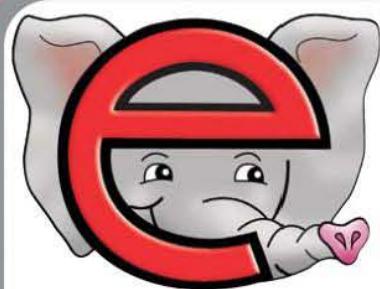
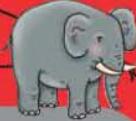
age



Listen for Mr A at the start and in the middle of words.  
If you hear him, do the action and shout out his name.

## Short vowel

Eddy Elephant makes the sound at the start of his name.



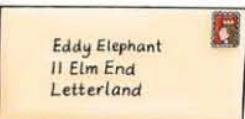
I'm Eddy Elephant.

I say, e.

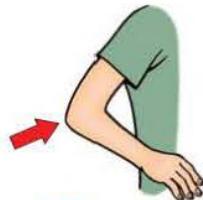
I start words like...



egg



envelope



elbow

## Long vowel

Mr E just says his name.



Greetings. I'm Mr E.

I say my name, e.

I start words like...



eat

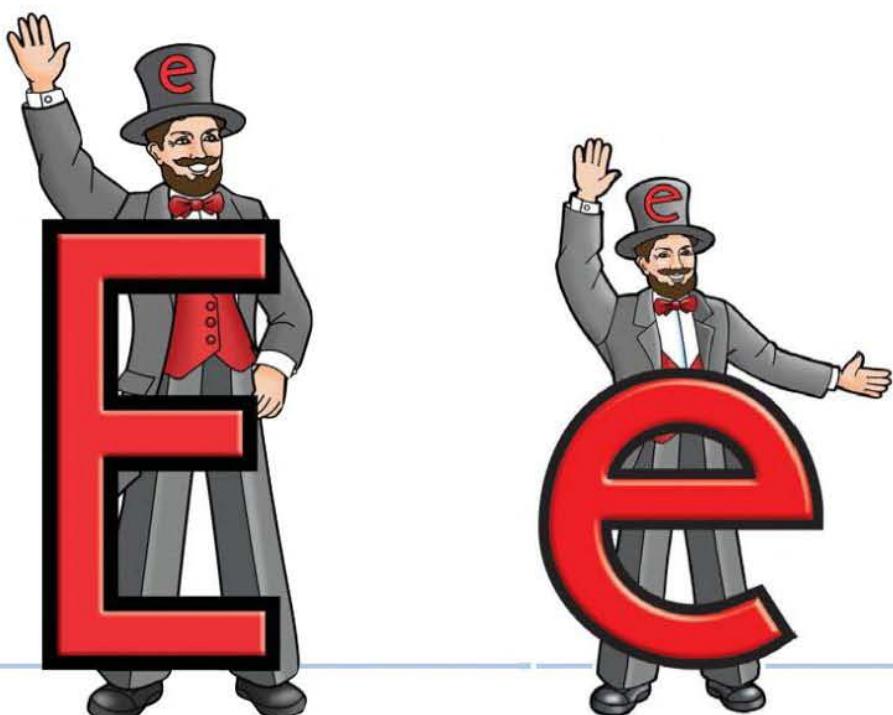


east



# Shape

Mr E's letter shapes are the same as Eddy Elephant's. Finger trace them first. Then write them in your workbook, page 57.



# Action

Shoot your fist up and shout 'e' if you hear Mr E's name!



## Listen and shout!

sheep

hat

ink

eat

easy

he

egg

eel

she



Listen for Mr E at the start in the middle and at the end of words.  
If you hear him, do the action and shout out his name.

## Short vowel

Impy Ink makes the sound at the start of his name.



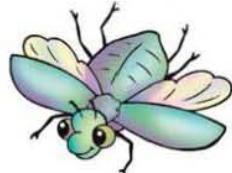
I'm Impy Ink.  
I say, i.  
I start words like...



in



ink



insect

## Long vowel

Mr I says just his name.



Hi. I'm Mr I.  
I say my name, i.  
I start words like...



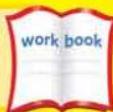
ice cream



island

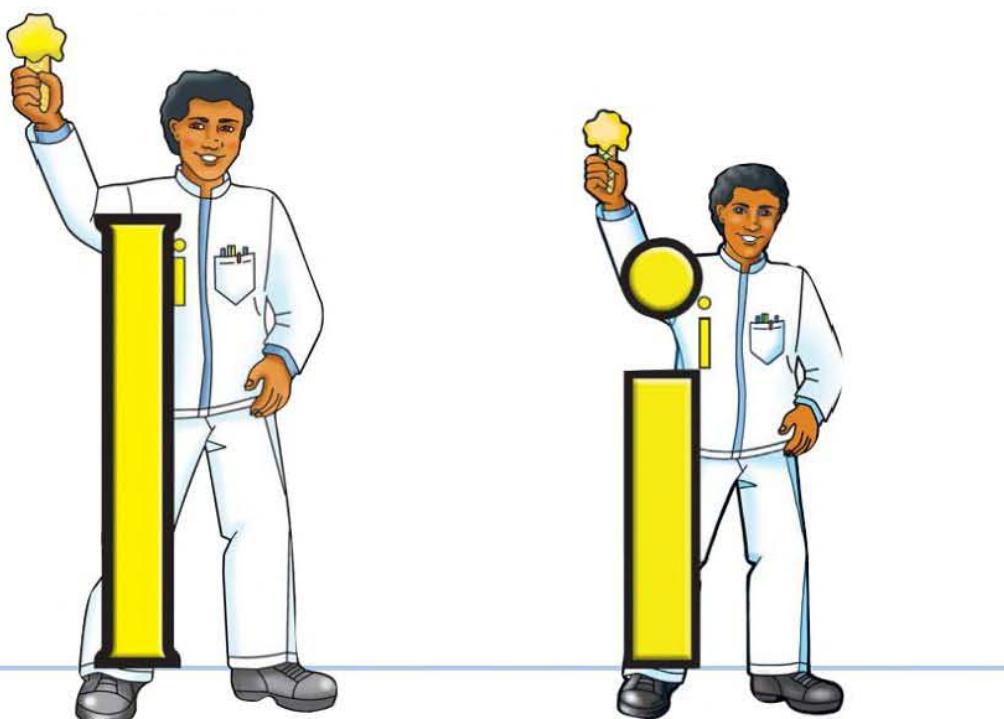


Listen and repeat Mr I's words. Complete the vocabulary exercises in Workbook 2, page 58.



# Shape

Mr I's letter shapes are the same as Impy Ink's. Finger trace them first. Then write them in your workbook, page 59.



# Action

Shoot your fist up and shout 'i' if you hear Mr I's name!



## Listen and shout!

island

like

find

insect

box

kind

ice

ice cream

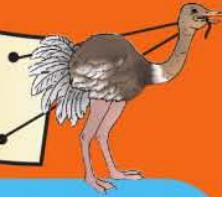
iron



Listen for Mr I at the start and in the middle of words.  
If you hear him, do the action and shout out his name.

## Short vowel

Oscar Orange makes the sound at the start of his name.



I'm Oscar Orange.

I say, O.

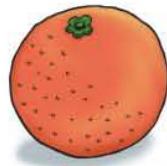
I start words like...



on



off



orange

## Long vowel

Mr O just says his name.



Hello. I'm Mr O.

I say my name, O.

I start words like...



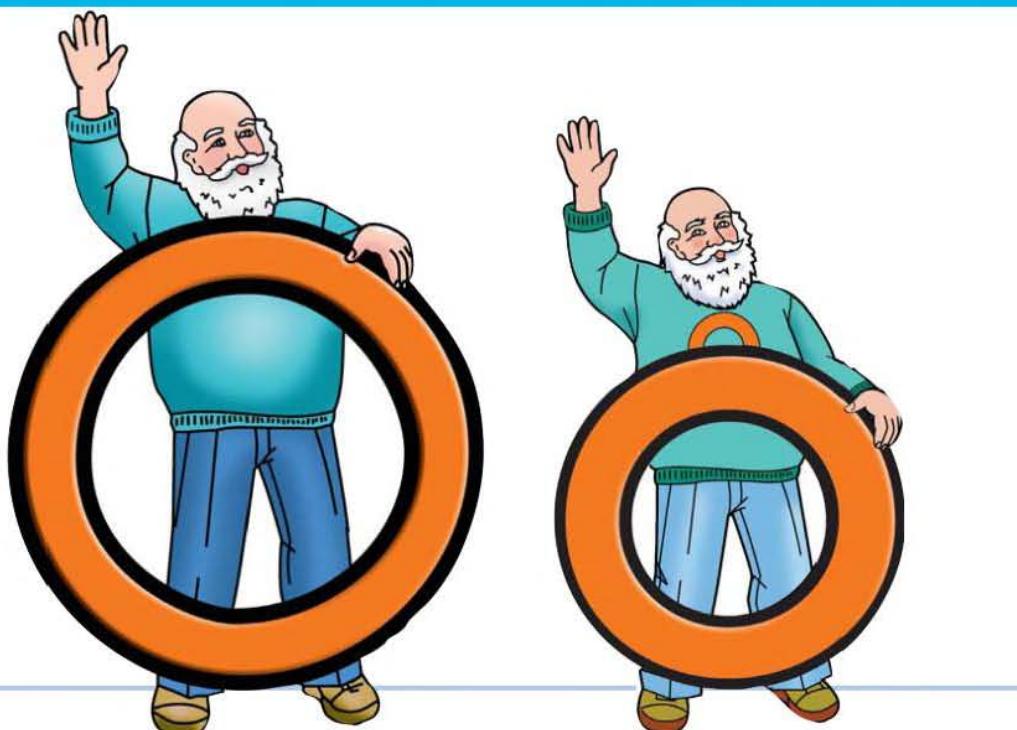
open



old

# Shape

Mr O's letter shapes are the same as Oscar Orange's. Finger trace them first. Then write them in your workbook, page 61.



# Action

Shoot your fist up and shout 'o' if you hear Mr O's name!



## Listen and shout!

stop

old

bed

on

cold

over

open

ocean

only



Listen for Mr O at the start and in the middle of words.  
If you hear him, do the action and shout out his name.

## Short vowel

Uppy Umbrella makes the sound at the start of her name.



up

I'm Uppy Umbrella.

I say, U.

I start words like...



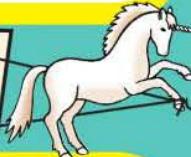
under



umbrella

## Long vowel

Mr U just says his name.



How do you do?

I'm Mr U and I say, U.

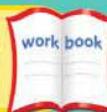
I start words like...



uniform

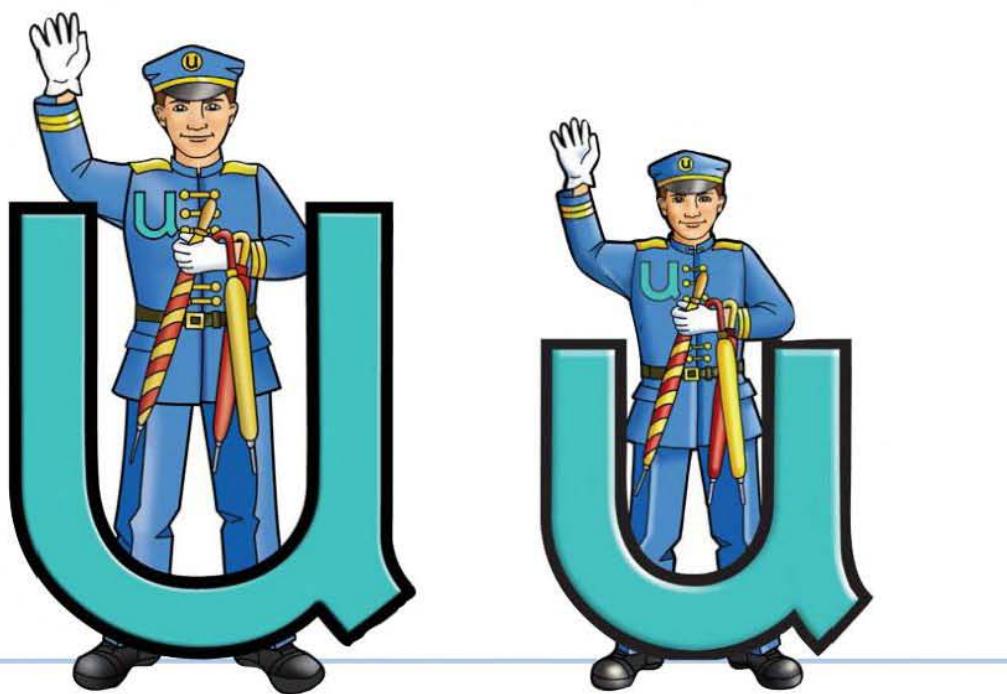
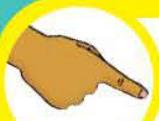


unicycle



# Shape

Mr U's letter shapes are the same as Uppy Umbrella's. Finger trace them first. Then write them in your workbook, page 63.



# Action

Shoot your fist up and shout 'u' if you hear Mr U's name!



## Listen and shout!

uniform

cup

tune

dog

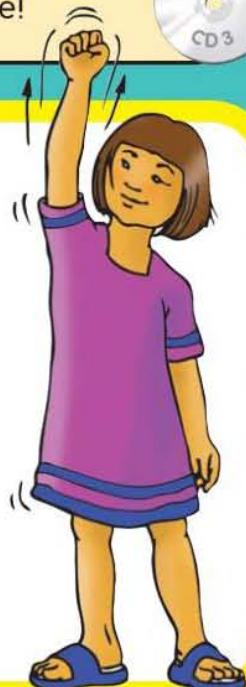
unicycle

music

use

university

cube



Listen for Mr U at the start and in the middle of words.  
If you hear him, do the action and shout out his name.

# Song

Listen and sing along to the Vowel Men Song.



All five of us are Vowel Men,  
and I am Mr A!



Put a sticker here  
when you've sung  
the Vowel Men Song.

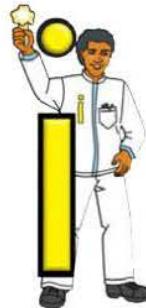
All five of us are Vowel Men,  
and I am Mr A!



All five of us are Vowel Men,  
and I am Mr E!

All five of us are Vowel Men,  
and I am Mr E!

All five of us are Vowel Men,  
and I am Mr I!



All five of us are Vowel Men,  
and I am Mr I!



All five of us are Vowel Men,  
and I am Mr O!

All five of us are Vowel Men,  
and I am Mr O!

All five of us are Vowel Men,  
and I am Mr U!



All five of us are Vowel Men,  
and I am Mr U!

## Starting words

Listen to the words. Who can you hear at the start of the words?



1.



2.



3.



## In the middle

Who can you hear in the middle or at the end of these words?



1.



2.



3.



Listen again

Listen again if you need to. The first ones have been done for you.

# Listen

The Vowel Men are hidden in these words. Listen to each word.  
Then circle the Vowel Man whose name you hear.



**say**



**name**



**time**



**no**



**he**



**she**



**me**



**you**



**see**



**I'm**



**like**



**make**



**play**



**go**



**use**



**so**



**old**



**be**



## In the middle

Listen to the words. Can you hear a long vowel or a short vowel?



1.



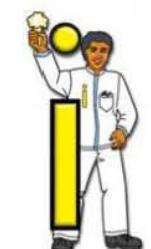
2.



3.



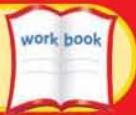
4.



5.

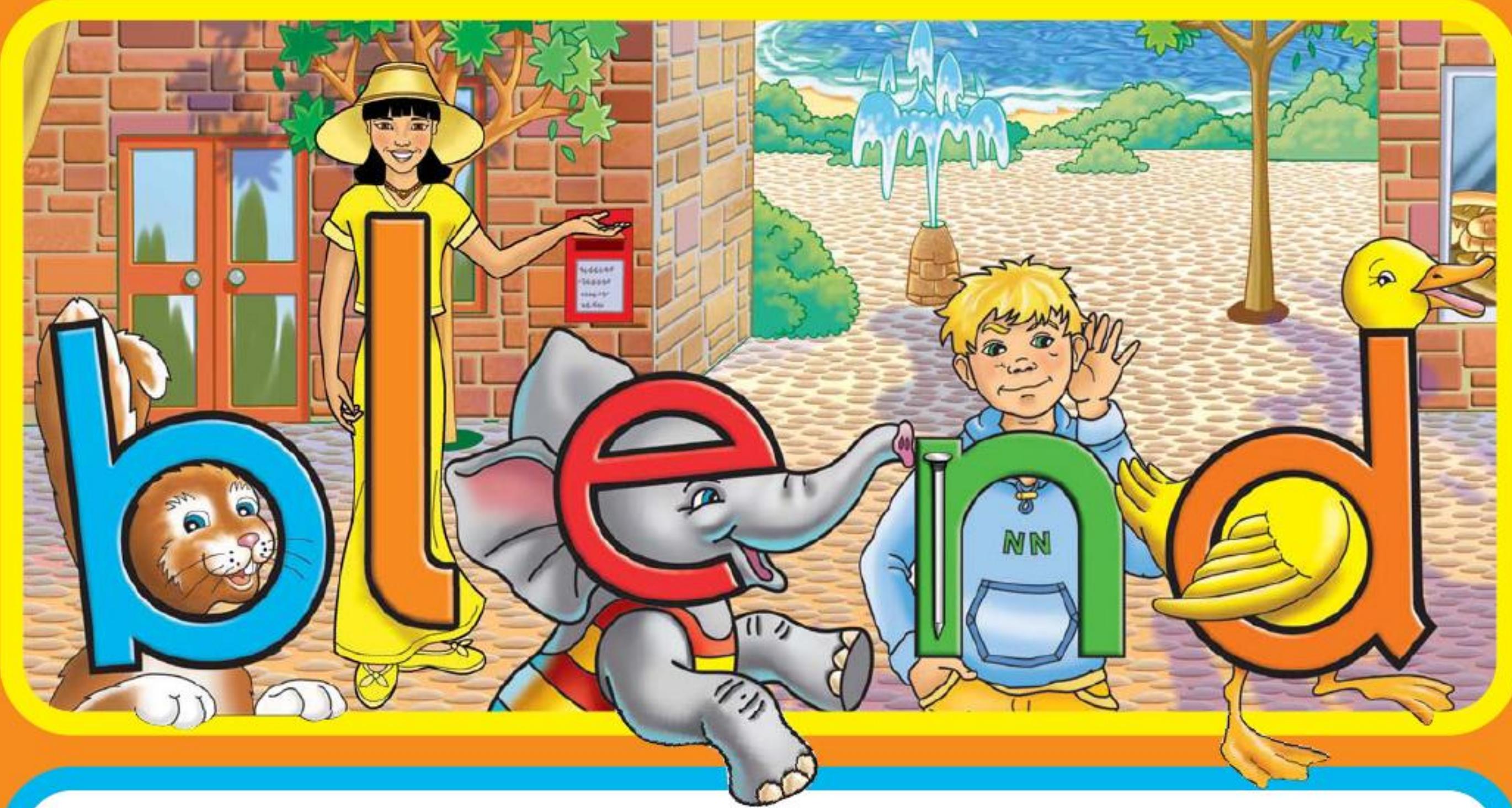


Listen again if you need to. The first one has been done for you.  
Then complete pages 64-66 in your Workbook.

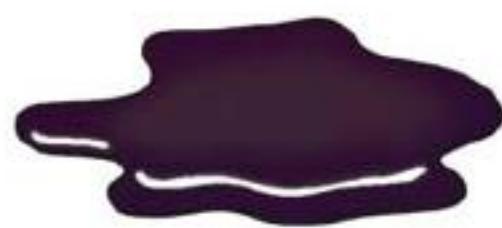


## Let's blend

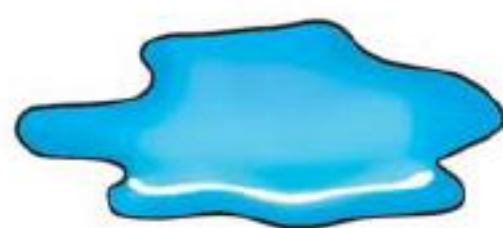
If you make all the consonant sounds correctly then blending sounds should cause no difficulties.



**Bouncy Ben and Lucy Lamp Light blend together  
to start words like...**



**black**



**blue**

### Bouncy Ben & Lucy Lamp Light

Bouncy Ben saw a yellow light  
blazing in the **black**, **black** night.  
'Help!' he **blinked**, 'I cannot see!  
Lucy, you are **blinding** me!'

'Oh,' cried Lucy, 'that won't do!  
Hold on while I change to **blue**.'  
Now kind Lucy shines **blue** light  
whenever Bouncy Ben's in sight.

**Listen**

b → l → bl  
**blue**      **black**



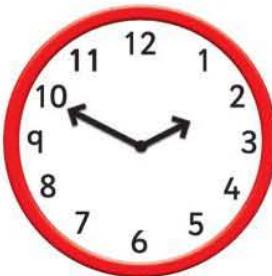
Don't try and understand all the song words. Just listen out  
for the **bl** sound. See if you can count them on your fingers.



Clever Cat and Lucy Lamp Light blend together to start words like...



clap



clock



clown

Listen

c → III → cl

clap

clock

clown

Read

Read the words. Put a star sticker next to the matching picture.



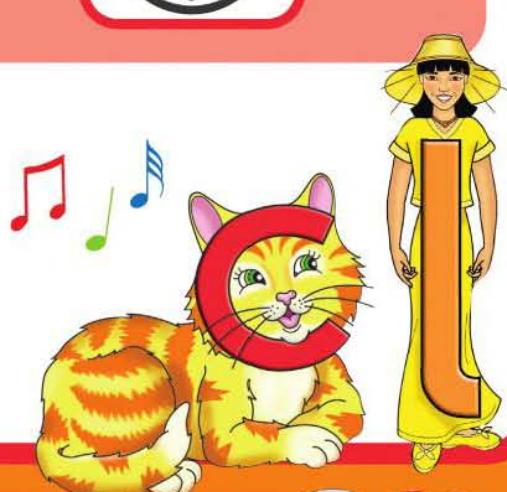
A black clock.

Listen

Clever Cat and Lucy Lamp Light

When Clever Cat climbs up a tree,  
Lucy says, 'How cleverly  
you **climb**, Clever Cat, to anything.  
Let's see you **climb** to me. Ouch!'

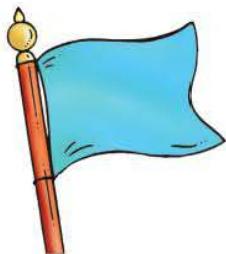
'Oh, Clever Cat, don't **climb** up me!  
Clearly you do have clever paws,  
but when you **climb** up on me,  
I do not like your **claws**!'



After you have finished this page, compare the **bl** and **cl** blends in Workbook 2, pages 68-69.



**Firefighter Fred and Lucy Lamp Light** blend together to start words like...



**flag**



**flowers**



**flame**

**Listen**

fff → III → fl

**flag**      **flowers**      **flame**

**Read**

**Fred has a flag.**

Read the words. Put a star sticker next to the matching picture.



**Listen**

**Firefighter Fred and Lucy Lamp Light**

When flickering flames flare up in a fire  
and the wind fans the flames higher and higher,  
Lucy shouts, 'Don't let it spread.  
The man we need is Firefighter Fred!'

Fred flings on his coat and flies down the street,  
straight to the fire with wings on his feet.  
He turns on his hose and quickly aims,  
floods the fire and flattens the flames.



**Golden Girl and Lucy Lamp Light** blend together  
to start words like...



**glue**



**gloves**



**glass**

**Listen**

g → l → gl

**glue      gloves      glass**

**Read**

Read the words. Put a star sticker next to the matching picture.



I see a **glass**.

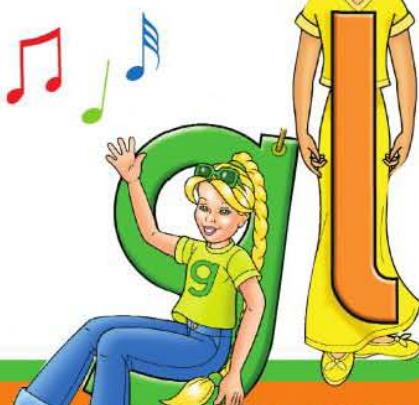


**Listen**

**Golden Girl and Lucy Lamp Light**

What a glow! What a glare!  
It's Golden Girl's gleaming hair,  
and Lucy Lamp Light's glowing face.  
How her smile lights up the place!

In the glare they need sunglasses!  
So will everyone who passes!  
What a glow! What a glare!  
What a glow! What a glare!



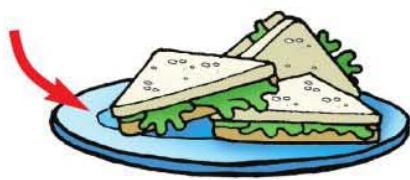
After you have finished this page, compare the **f** and **gl** blends in Workbook 2, pages 70-71.



Peter Puppy and Lucy Lamp Light blend together to start words like...



plant



plate



plug

Listen →

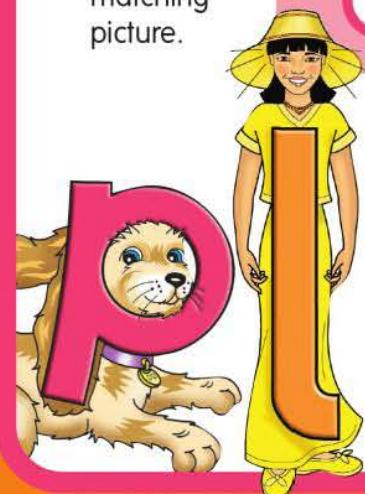
p → l → pl

plant      plate      plug

Read →

Read the words. Put a star sticker next to the matching picture.

A pink plant.



Listen →

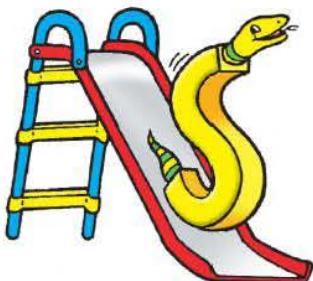


#### Peter Puppy and Lucy Lamp Light

Peter Puppy is lonely, he wants to play.  
Who'll play with him and his plane today?  
He plods along till, who's in sight?  
The pleasing face of Lucy Lamp Light!  
'Please will you play?' he asks with a smile.  
'With your plastic plane? Yes, for a while.'  
So they play with the plane on a pleasant  
hilltop till the plane takes a plunge in a pond.  
Splash! KER-PLOP!



**Sammy Snake and Lucy Lamp Light** blend together  
to start words like...



**slide**



**sleep**



**slug**

**Listen**

**sss** → **lll** → **sl**

**slide**      **sleep**      **slug**

**Read**

Read the words. Put a star sticker next to the matching picture.

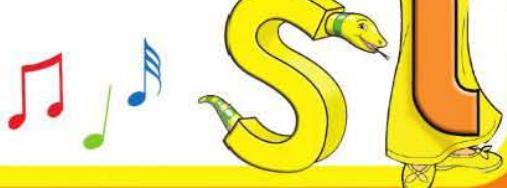
**A slug on a plant.**



**Listen**

**Sammy Snake and Lucy Lamp Light**

It's slow climbing up the slippery slope,  
but Sam and Lucy don't mind.  
They love sliding down at a dangerous slant,  
with the wind blowing hard from behind.  
  
They're slightly less keen when the snow turns  
to sleet, and the sleet turns to slush on the slope,  
while they're slithering down at a sloshing great  
speed, and Lucy lets go of the rope.



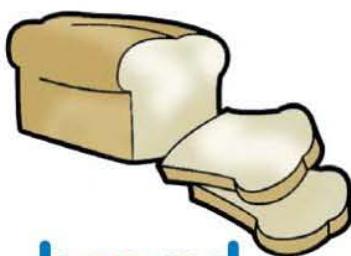
Finish this page. Then complete the exercises comparing  
the **pl** and **sl** blends in Workbook 2, pages 72-73.



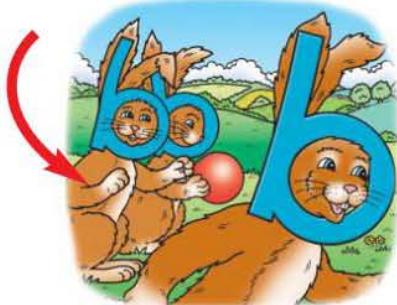
Bouncy Ben and Red Robot blend together to start words like...



brown



bread



brother

Listen

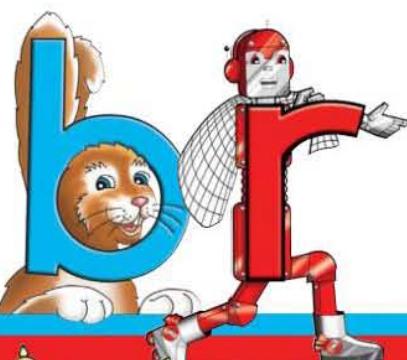
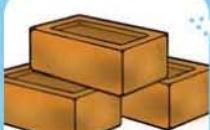
b → rrr → br

brown bread brother

Read

Read the words. Put a star sticker next to the matching picture.

3 big bricks.



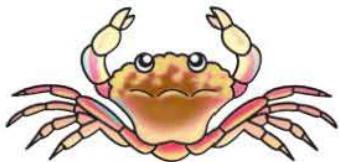
Listen



#### Bouncy Ben and Red Robot

Bouncy Ben caused a stir,  
because he had bright blue fur.  
Bouncy Ben caused a stir,  
because he had bright blue fur.  
  
But Red Robot took a brush to Ben  
and brushed right down him there and then.  
'Oh, no!' cried Ben, on looking down,  
'He's painted my fur bright brown!'

Clever Cat and Red Robot blend together to start words like...



crab



cry



crown

Listen

c → rrr → cr

crab

cry

crown

Read

Read the words. Put a star sticker next to the matching picture.



A red crab.

Listen

**Clever Cat and Red Robot**

Why is Clever Cat about to crawl away and cry? Is she crying or just cross? Can anyone see why?

'I'm very cross,' cried Clever Cat.  
So cross I'd like to scream.  
That crazy robot, rushing past,  
has cracked my bowl of cream!'



Finish this page. Then complete the exercises comparing the **br** and **cr** blends in Workbook 2, pages 74-75.



Dippy Duck and Red Robot blend together to start words like...



drum



dress



drink

Listen →

d → rrr → dr  
drum      dress      drink

Read →

Read the words. Put a star sticker next to the matching picture.

A duck and a drum.

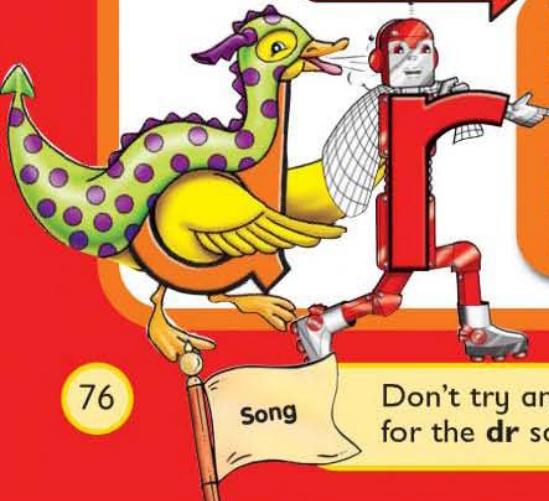


Listen →

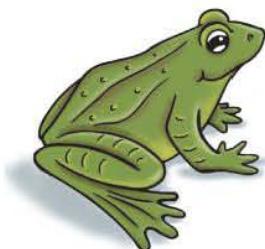
Dippy Duck and Red Robot

Drip, drop, drip, drop.  
Now it seems the rain won't stop.  
Drip, drop, drip, drop.  
Now it seems the rain won't stop.  
  
It's driving down in Letterland  
and Dippy Duck thinks that's just grand.  
She knows that Red Robot will get  
dripping, dripping, drip, drip, dripping wet.

Drip, drop, drip, drop.  
Now it seems the rain won't stop.  
Drip, drop, drip, drop.  
Now it seems the rain won't stop.  
  
While Dippy Duck will stay quite dry  
no matter how the rain drops fly.  
'You see it's just my kind of luck,  
because I am a drip, drip, drip-dry duck!'



**Firefighter Fred and Red Robot blend together  
to start words like...**



**frog**



**fruit**



**friends**

**Listen**

fff → rrr → fr

**frog**

**fruit**

**friends**

**Read**

Read the words. Put a star sticker next to the matching picture.



**Listen**

**Firefighter Fred and Red Robot**

Firefighter Fred is fond of frogs,  
but Red Robot is not.

He frankly hates the frisky things  
and leaps back on the spot.

'Mind that friendly frog,' laughs Fred,  
but Red Robot takes fright.

He's so afraid of frogs, you see,  
he turns from red to white!



Finish this page. Then complete the exercises comparing  
the **dr** and **fr** sounds in Workbook 2, pages 76-77.



**Golden Girl and Red Robot blend together  
to start words like...**



**green**



**grass**



**grapes**

**Listen**

g → rrr → gr

green grass grapes

**Read**

Read the words. Put a star sticker next to the matching picture.



A  green frog.



**Listen**



#### Golden Girl and Red Robot

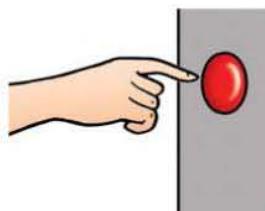
Have you seen the great big grapes on Golden Girl's green vines?  
She grows them near her garden swing in lovely, long, green lines.  
Yes, we've seen the great big grapes on Golden Girl's green vines.

She grows them near her garden swing in lovely, long, green lines.

But Red Robot is a greedy guy,  
greedy, grabbing, growling, sly;  
so greedy that he grabs her grapes,  
turns and grins, and then escapes!



Peter Puppy and Red Robot blend together to start words like...



**press**



**price**



**present**

**Listen**

p → rrr → pr

**press**      **price**      **present**

**Read**

Read the words. Put a star sticker next to the matching picture.



**Listen**

#### Peter Puppy and Red Robot

Red Robot is prowling after paw prints on the ground, looking for Peter Puppy who is nowhere to be found.

He races to the park and takes Peter by surprise, proudly tells the pup he's won a popularity prize!



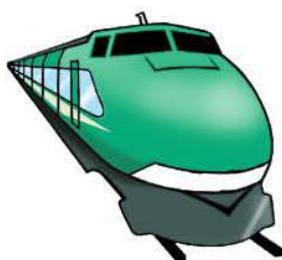
Finish this page. Then complete the exercises comparing the **gr** and **pr** sounds in Workbook 2, pages 78-79.



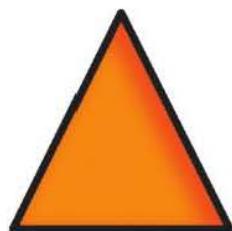
Talking Tess and Red Robot blend together  
to start words like...



tree



train



triangle

Listen

t → rrr → tr

tree

train

triangle

Read

Put a star sticker next to the matching picture.

A drum and a tree.



Listen

**Talking Tess and Red Robot**

Red Robot is in trouble again, so he tries to escape down the track. But luckily Tess is as tall as a tree, and sees what he has in his sack. She tries a trick that will stop Red Robot and make him give everything back. Tess puts out a foot as the Robot runs past and trips him right up on the track!

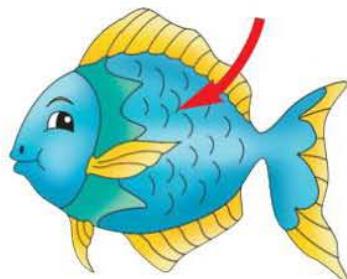
**Sammy Snake and Clever Cat blend together  
to start words like...**



**scarf**



**school**



**scales**

**Listen**

**sss → c → sc**

**scarf      school      scales**

**Read**

Read the words. Put a star sticker next to the matching picture.



**Listen**

#### **Sammy Snake and Clever Cat**

Sammy Snake and Clever Cat  
scrambled on their **scooter**,  
made a flag from Sammy's **scarf**  
and tied it to the hooter.  
They set off at a **scorching** pace  
holding very tight.

'Are you **scared**?' cried Clever Cat,  
as Sammy screamed with fright.

They **scattered** children everywhere,  
**scooting** into school.  
**Scallywags!** the teacher cried,  
'No **scooters**! That's the rule.'



Don't try and understand all the song words. Just listen out  
for the **sc** sound. See if you can count them on your fingers.



**Sammy Snake and Kicking King blend together  
to start words like...**



**skip**



**ski**



**skirt**

**Listen**

sss → k → sk  
**skip**      **ski**      **skirt**

**Read**

Read the words. Put a star sticker next to the matching picture.

**He can skip.**



**Listen**

**Snake and Kicking King**

Who's that **skiing** skilfully?  
It looks like Sammy Snake.  
He's being careful not to **skid**  
onto the frozen lake.

He has seen Kicking King  
skimming along on **skates**,  
who shows he's just as **skilful**  
at putting on his brakes!



**Sammy Snake and Peter Puppy blend together  
to start words like...**



**spin**



**spoon**



**space**

**Listen**

**sss → p → sp**

**spin      spoon      space**

**Read**

Read the words. Put a star sticker next to the matching picture.



**He can spin.**



**Listen**

#### **Sammy Snake and Peter Puppy**

When Sammy Snake and Peter Puppy were playing 'I Spy', they spied a spotted spider suspended in the sky.

He waved around his spindly legs and spanned the empty space, and spun a special spiral web to decorate the place.

Then they watched the spider waiting for an unsuspecting fly who might not know exactly how a spider plays, 'I Spy'!



Don't try and understand all the song words. Just listen out for the **sp** sound. See if you can count them on your fingers.



**Sammy Snake and Talking Tess blend together to start words like...**



**stop**



**stamp**



Put a star sticker here!

**star**

**Listen**

sss → t → st

**stop stamp star**

**Read**

Read the words. Put a star sticker next to the matching picture.

I see six stamps.



**Listen**

#### Sammy Snake & Talking Tess

'Stop standing there and staring at each stupid little star.  
Who wants to stare at pin pricks in the dark, and off so far?  
'Look Sammy, stars aren't silly pins just stuck up in the sky.'

They really are enormous stones which glow and spin and fly.  
Start studying the stars yourself. It's stunning what you'll see.  
And now, stay still, for heaven's sake. You keep disturbing me!'



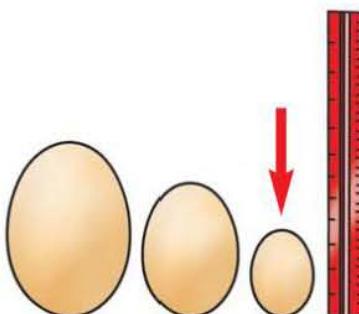
**Sammy Snake and Munching Mike** blend together  
to start words like...



**smell**



**smile**



**small**

**Listen**

sss → mmm → sm  
smell      smile      small

**Read**

Read the words. Put a star sticker next to the matching picture.

**Smell a pink plant.**

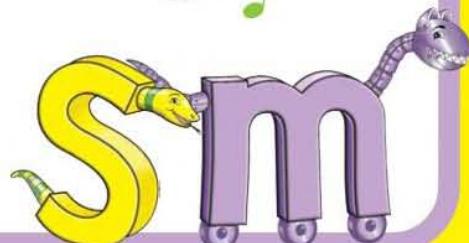


**Listen**

**Sammy Snake and Munching Mike**

Sammy smells smoke round the monster.  
There are puffs of smoke, but they're small.  
'It's all right, old Sam,' says the monster.  
'It comes from my breathing, that's all.'

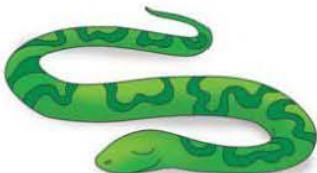
'But look, now we're smothered  
in smoke clouds.'  
'No, Sam, it's not smoke, it's fog!'  
'Wait - look! It's both smoky and foggy.  
That means (cough, cough) it must be smog!'



Don't try and understand all the song words. Just listen out for the **sm** sound. See if you can count them on your fingers.



**Sammy Snake and Noisy Nick blend together  
to start words like...**



**snake**



**snow**



**snail**

**Listen**

**sss → nnn → sn**  
**snake      snow      snail**

**Read**

Read the words. Put a star sticker next to the matching picture.



**Nick has a snack.**



**Listen**



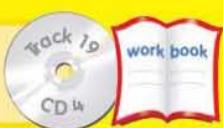
**Sammy Snake and Noisy Nick**

Sammy **Snake** sat down with a **snack** one day.  
Noisy Nick **sneaked** up to **snatch** it away.

'Don't **snatch**,' snarled Sammy.  
'There's enough for you.'  
And kindly **snapped** the **snack** in two.



Finish this page. Then complete the exercises comparing  
the **sm** and **sn** blends in Workbook 2, pages 86-87.



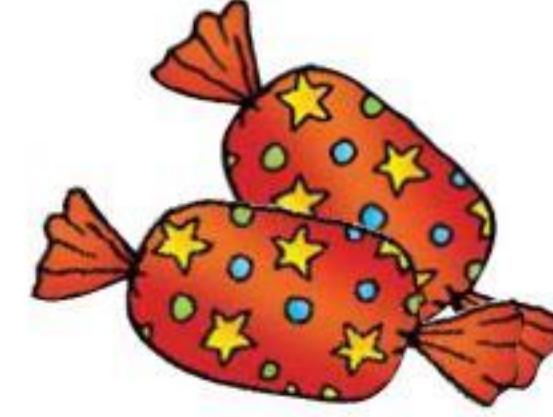
**Sammy Snake and Walter Walrus blend together  
to start words like...**



**swim**



**swing**



**sweets**

**Listen**

**sss → www → sw**

**swim**

**swing**

**sweets**

**Read**

Read the words. Put a star sticker next to the matching picture.



**Listen**

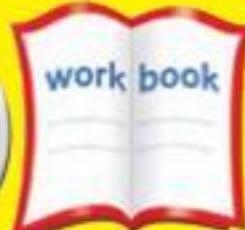
**Sammy Snake  
and Walter Walrus**

**Swish, swash, swoosh!  
Can Sammy **swat** the fly?  
He **swings** and **swats** again,  
but then he hears a cry.  
He's **swatted** Walter in the eye!**

**Sam **swears**, 'I didn't mean to!'  
I know you won't believe me,  
but I **swear** it's really true!'**



Finish this page. Then complete the exercises comparing **sw** and other similar blends in Workbook 2, page 88.



## Review

Look at the pictures and read the sentences.  
Work in pairs and read them to your partner.

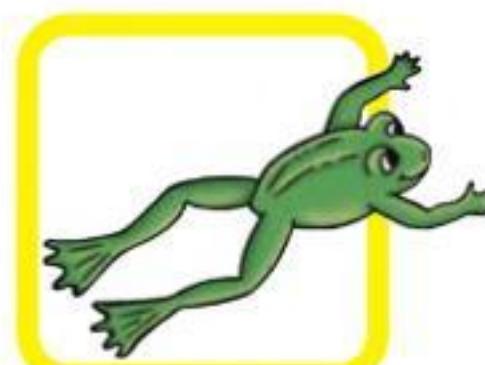
## Let's read!



A frog sits on a clock. Clap! It jumps off.



A frog sits on a flag. Clap! It jumps off.



A frog sits on a plant. Clap! It jumps off.



A frog sits on a slug. Clap! It jumps off.



## Review

Read the first two sentences and answer the questions.  
Then look at the pictures and fill in the missing words.

# Let's read and write!

**Can a crab swim?**

Add a Yes or No sticker here!

**Can a clock skip?**

Add a Yes or No sticker here!

A \_\_\_\_\_ sits on a \_\_\_\_\_.



A \_\_\_\_\_ sits on a \_\_\_\_\_.



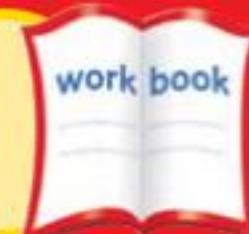
A \_\_\_\_\_ can \_\_\_\_\_.



A \_\_\_\_\_.



Now try and write some sentences on your own!  
Complete page 89 of your Workbook.

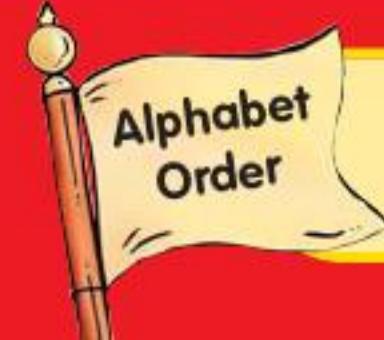


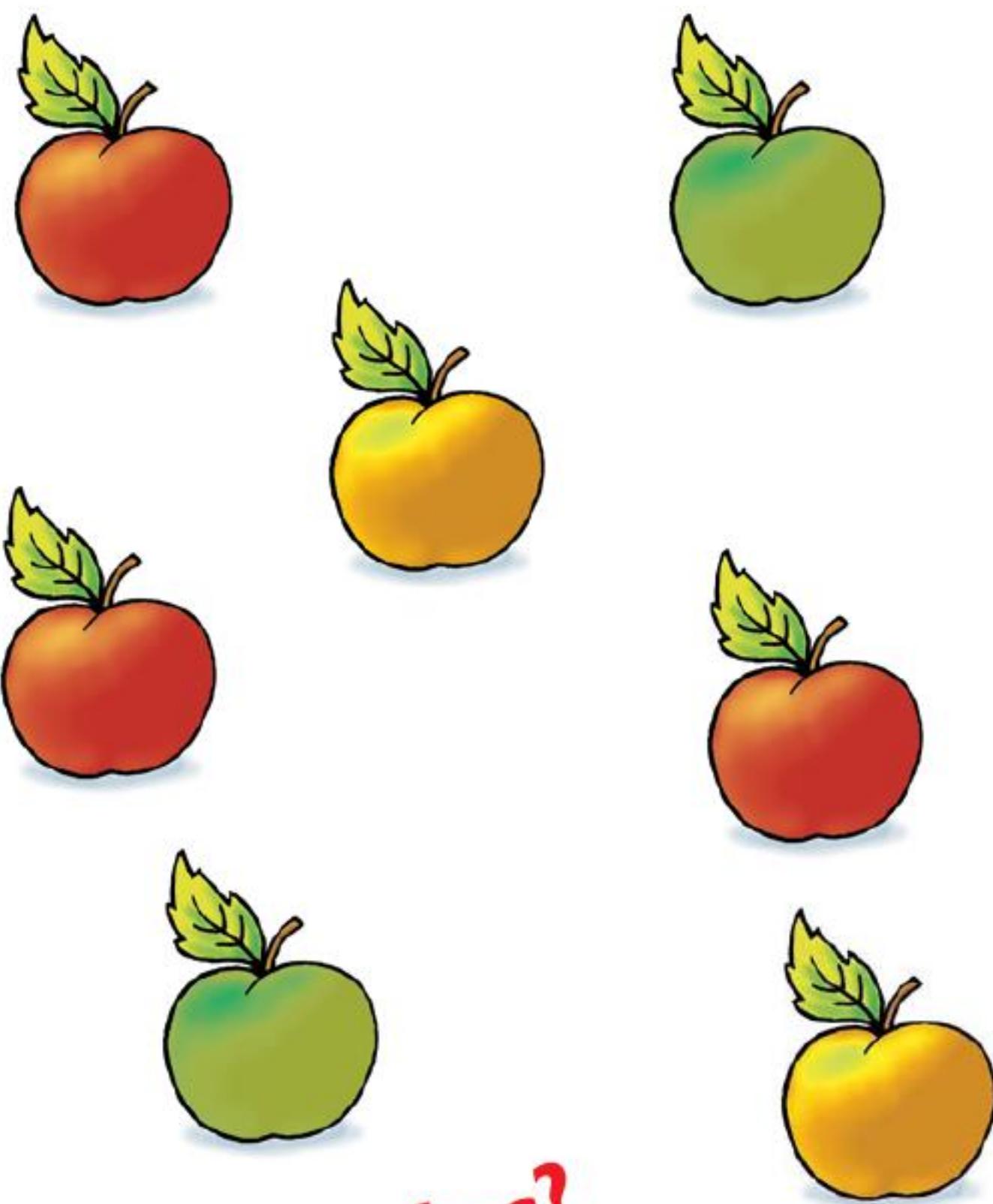
# The alphabet

Revise the character names, their sounds and introduce the traditional alphabet names.



a b c d e f  
g h i j k l m  
n o p q r s t  
u v w x y z

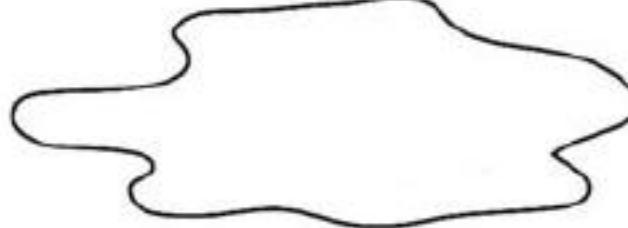




**What colour are the apples?**

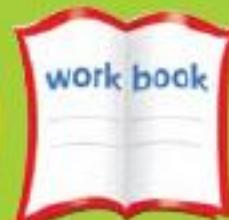
**There are 2**  **apples.**

**There are 3**  **apples.**

**There are 4**  **apples.**



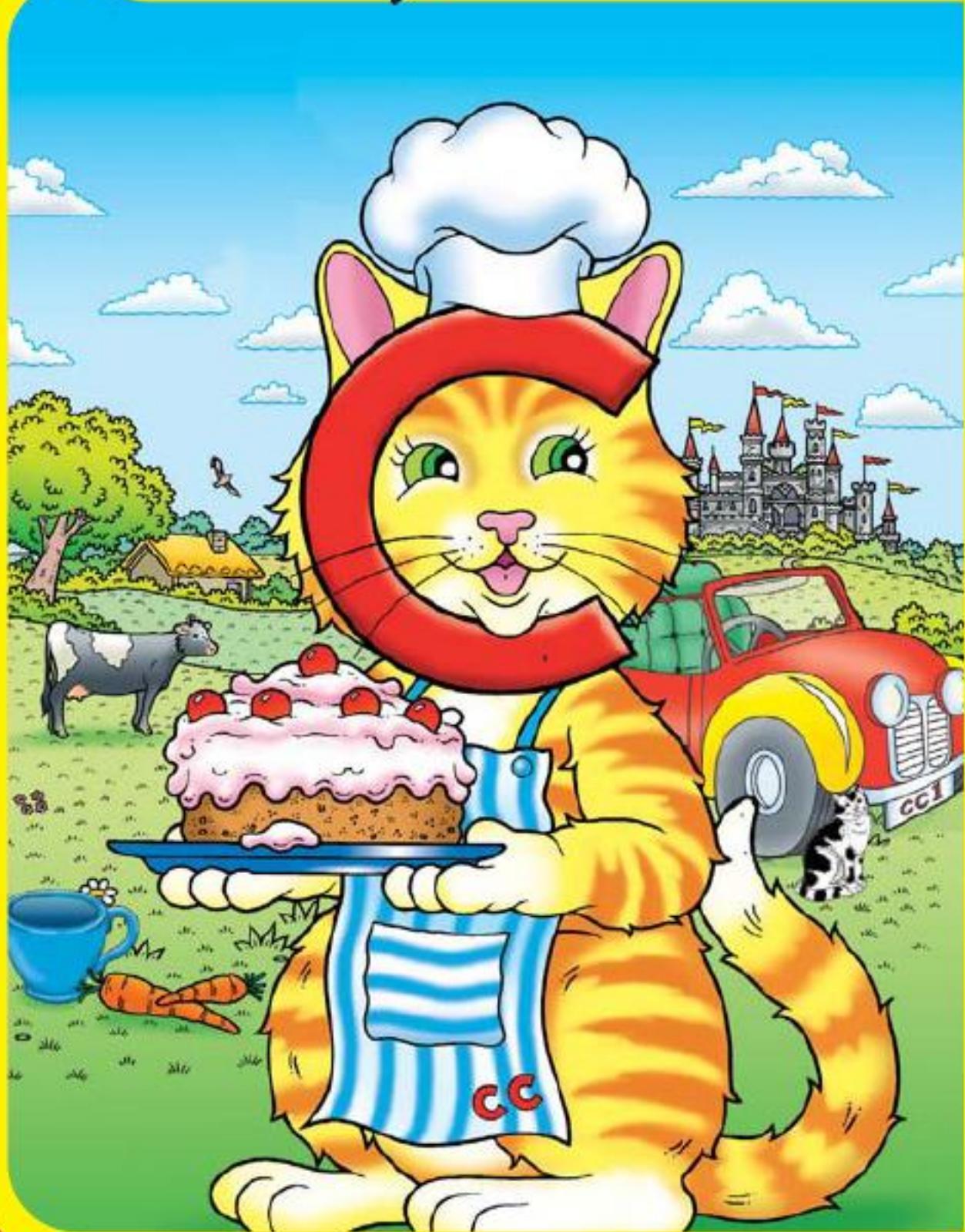
Choose the correct coloured sticker to complete each sentence or use your coloured pencils. Workbook page 90.





# Rhyme

Listen to the rhymes and choose the correct words to finish them. Write the words in the spaces.



**Bouncy Ben,  
Bouncy Ben.  
Can you count  
up to \_\_\_?**

**ten**      **jet**

# How many birds can you count?

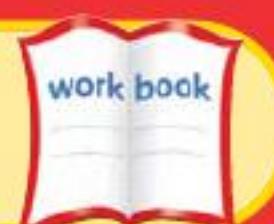
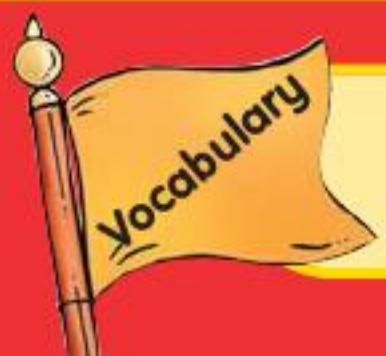


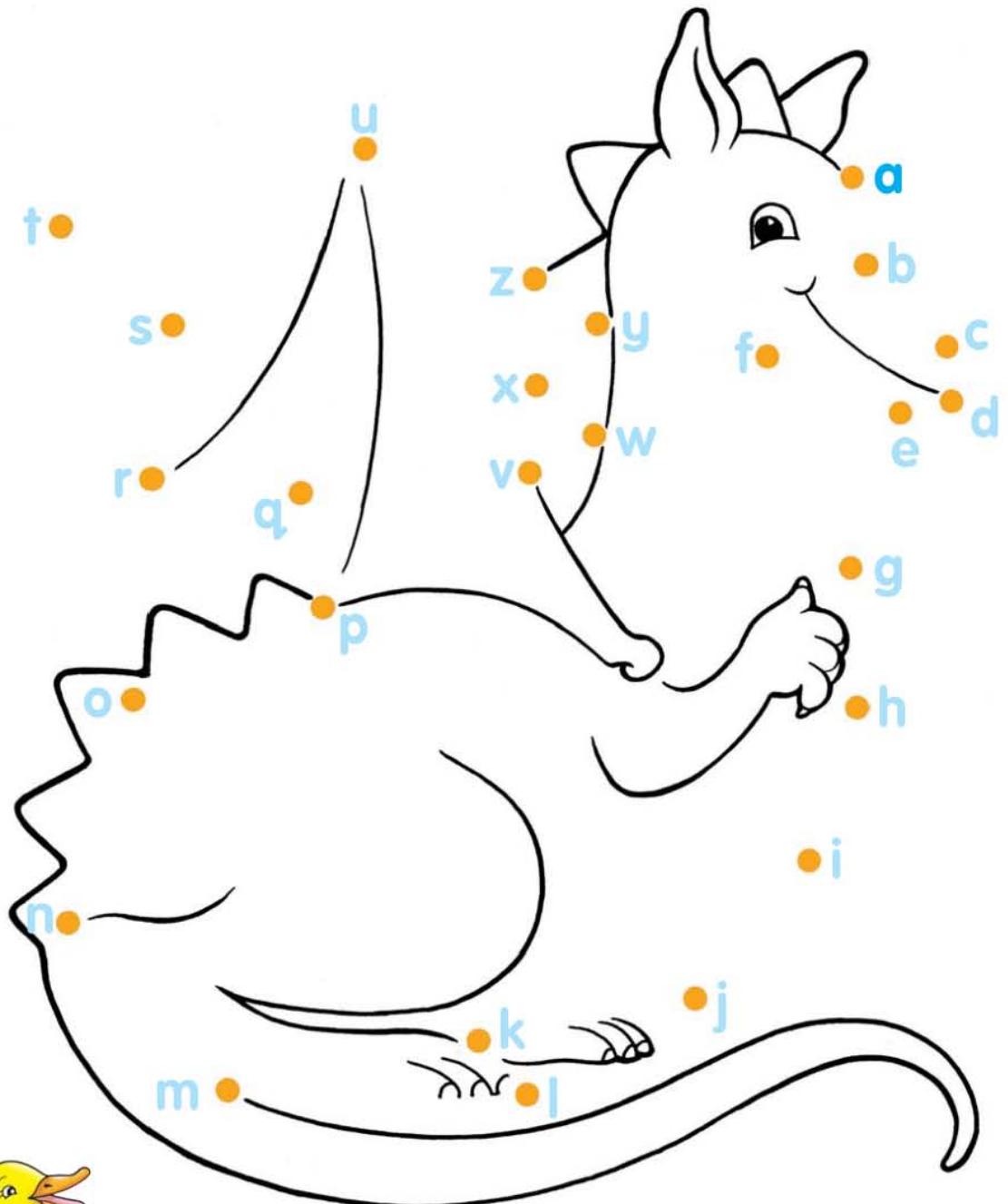
**Clever Cat,  
Clever Cat.**

**She is wearing  
a big, white \_\_\_.**

**bag**      **hat**

# How many carrots can you count?





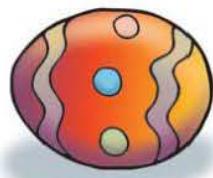
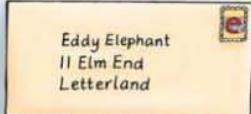
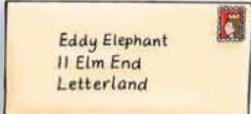
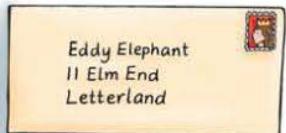
## Dot-to-dot with Dippy Duck!



Follow the alphabet dot-to-dot to complete the picture. Say the alphabet names as you draw. What have you drawn? Workbook page 92.

## Sticker

Put a star sticker above the picture that matches. Workbook page 93.



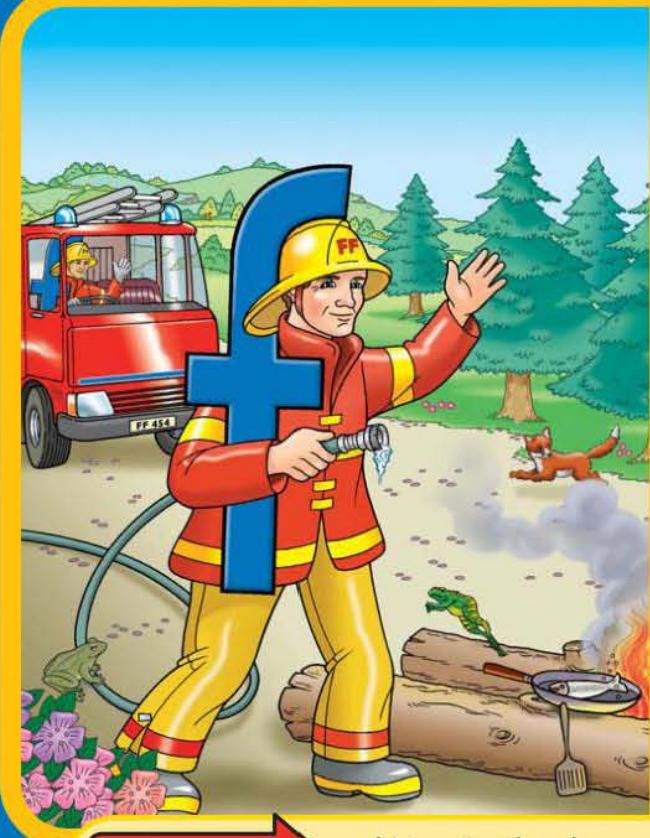
# Where is Eddy Elephant?

## Eddy is in



Listen to the question and write in your answer. Make each sound as you write the word, then say the sounds together.





## Rhyme

Listen to the rhyme and choose the correct word to finish it. Write the word in the space.



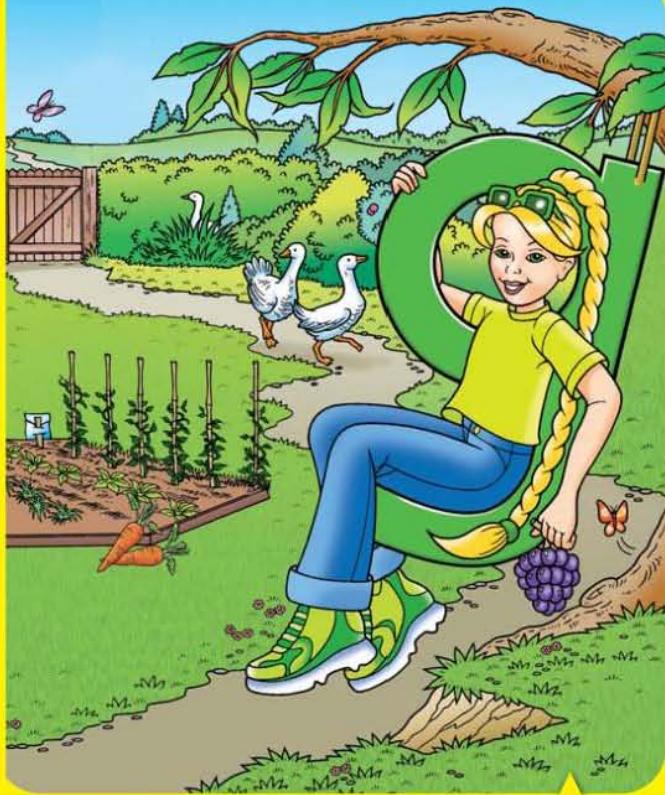
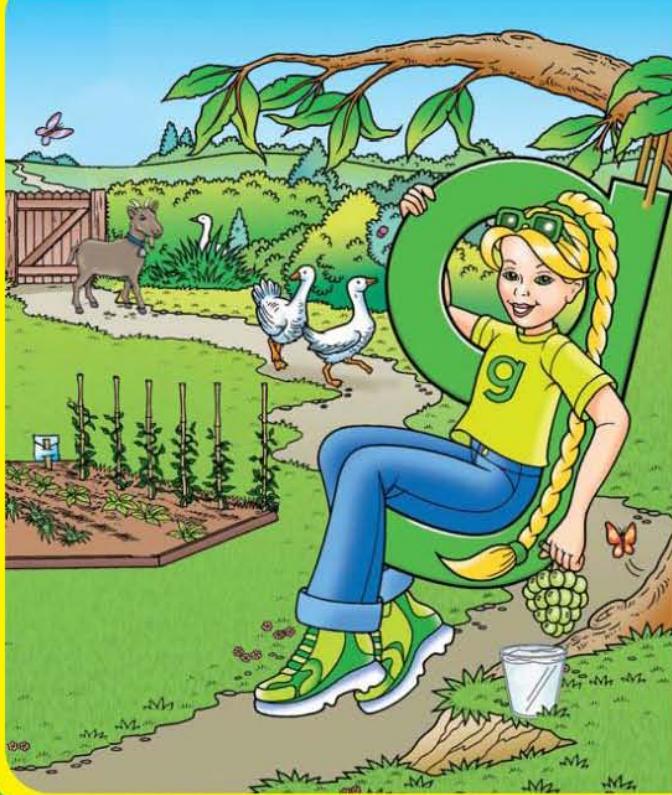
**Firefighter Fred  
fights fire on a log.  
Jump away quickly  
little \_\_\_\_\_!**

**fox**

**frog**



Can you find the numbers 4 and 5?



## Find the changes

Find 5 changes in the pictures.  
Try and say what you have seen.

Finished?  
Put a sticker here!



**Live spell**

Use your picture code cards to play vowels-go-round.  
Make four Harry Hat Man words by just changing the vowels!

**hat**



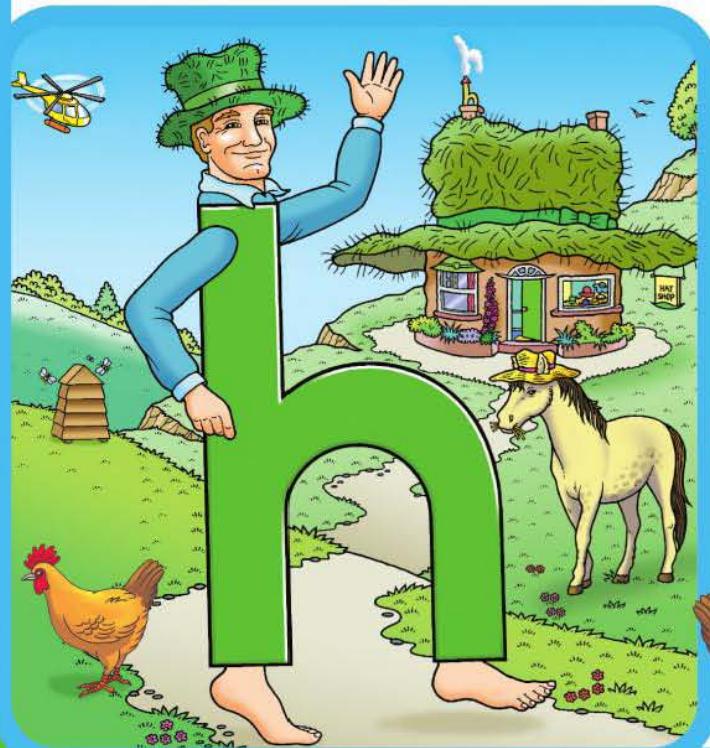
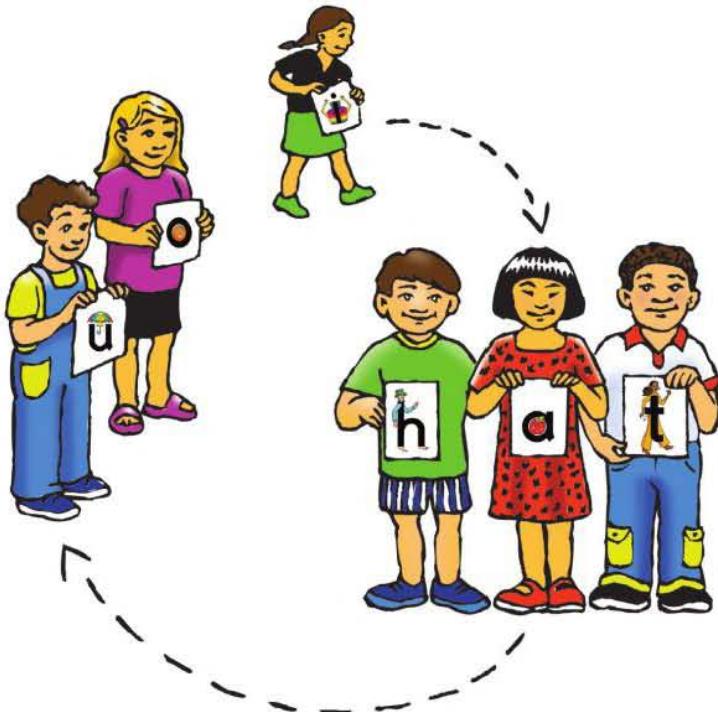
**hot**



**hut**



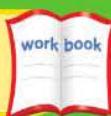
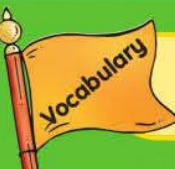
**hit**



**What can  
you see  
that starts  
with Harry Hat  
Man's sound?**

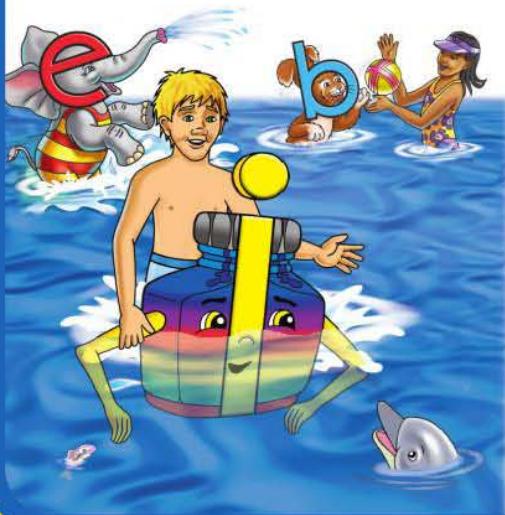
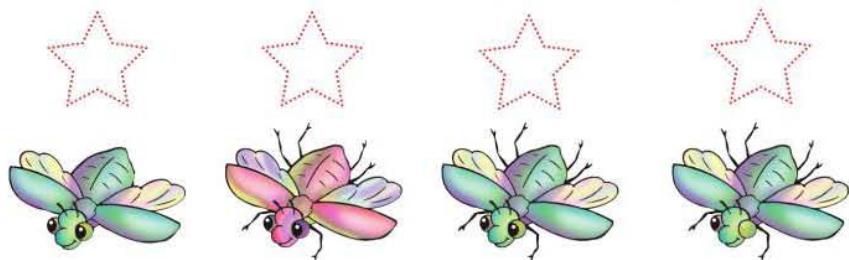
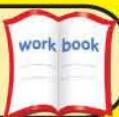
**New word!**

**hen**



**Sticker**

Put a star sticker above the picture that matches.  
Then complete page 97 in your Workbook.



**What can Impy do?**

**Impy Ink can**



Listen to the question and write in your answer. Make each sound  
as you write the word. Then say the sounds together.



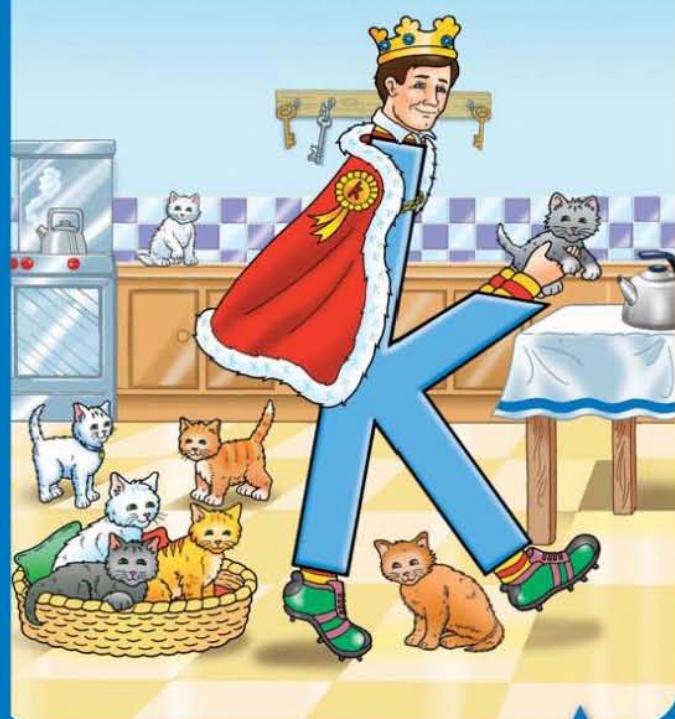


Jumping Jim,  
do you like ham?  
Jumping Jim,  
do you like \_\_\_?

jam      jet

Rhyme

Listen to the rhyme and choose the correct word to finish it.  
Write the word in the space. Complete Workbook page 98.

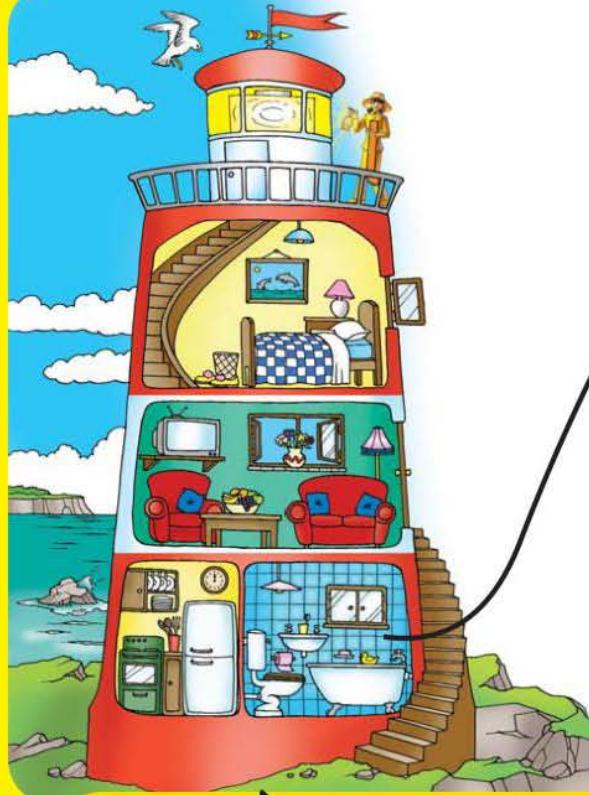


Find the changes

Find 5 changes in the pictures.  
Try and say what you have seen.

Finished?  
Put a sticker  
here!





bathroom

bedroom

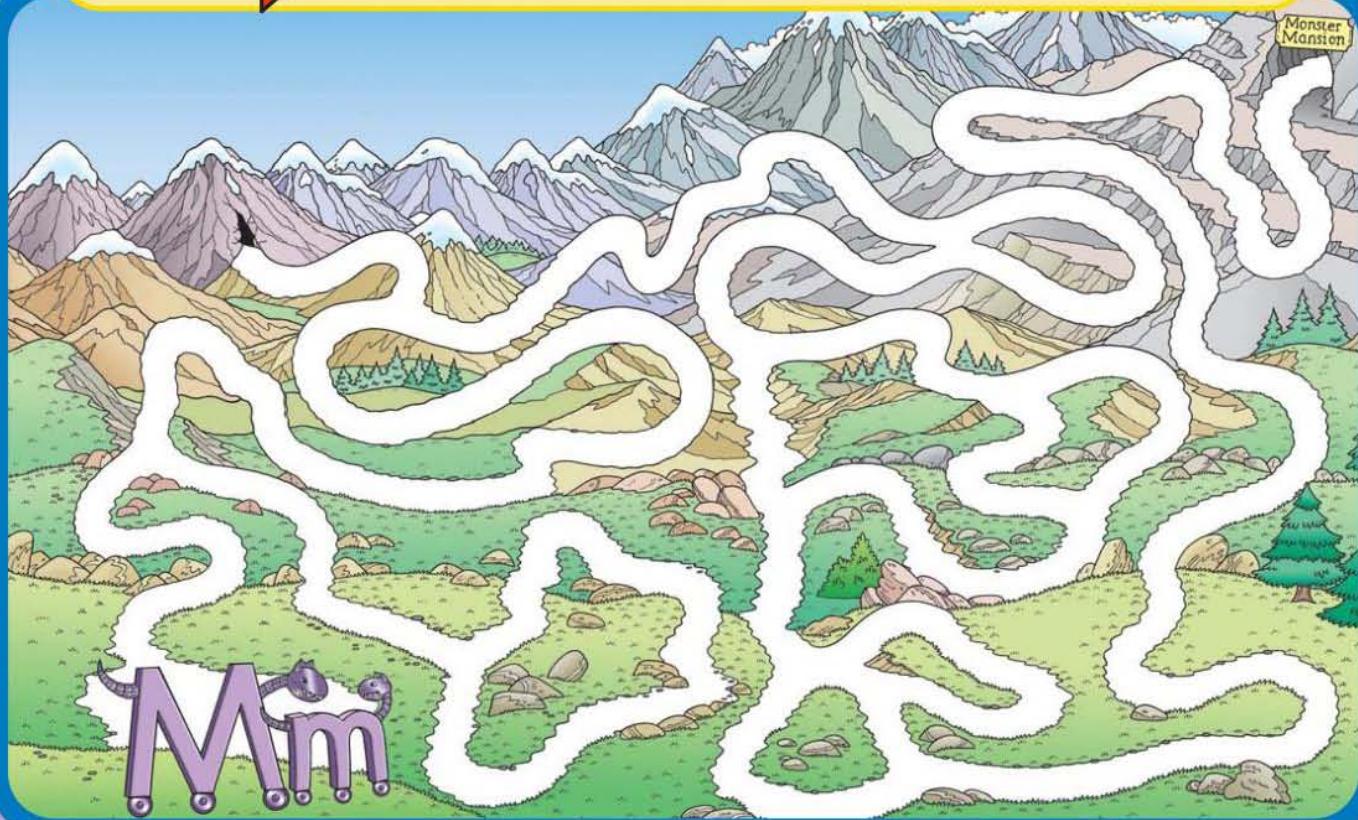
kitchen

living room

Label

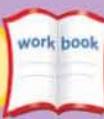
Look at the lighthouse and add lines to label the different rooms.

Mm

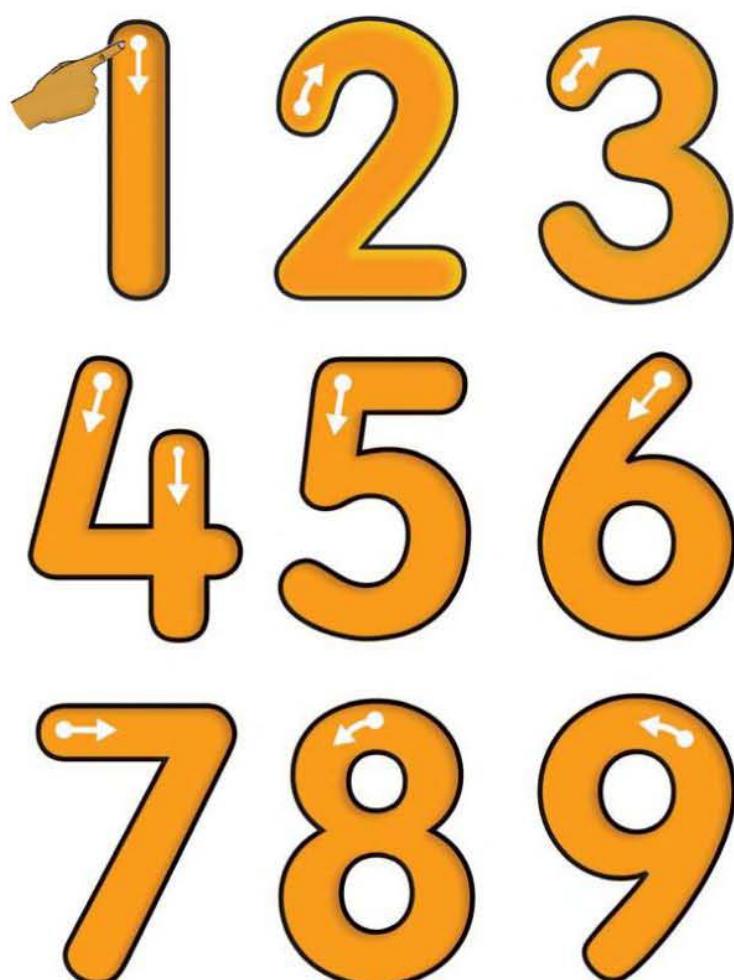
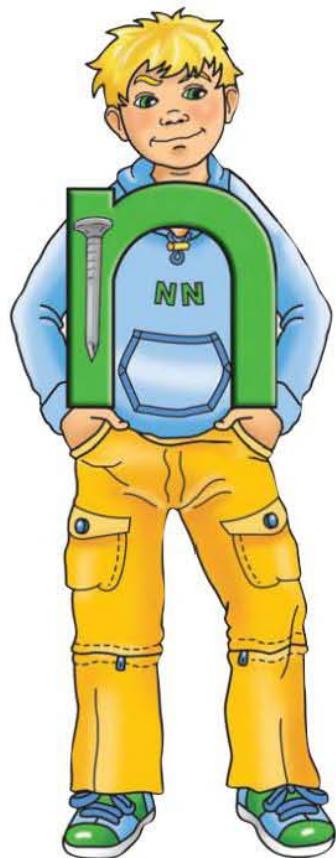


Maze

Can you help Munching Mike and his mum back to their home in the mountains? Complete Workbook pages 99-100.



**Finger trace!**



**How many...?**



**nets**



**nuts**



**Where is Oscar Orange?**

**On a dog.**



**On a log.**



**On a frog.**



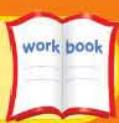
**On a fox.**



**On a box.**



Read the sentences and match them to the pictures.  
Then complete page 102 of Workbook 2.



p



p p

q

q

p

q

p

q





## Rhyme

Listen to the rhymes and choose the correct words to finish them. Write the words in the spaces.



Red Robot  
thinks it's fun,  
to read and \_\_\_.

rock run



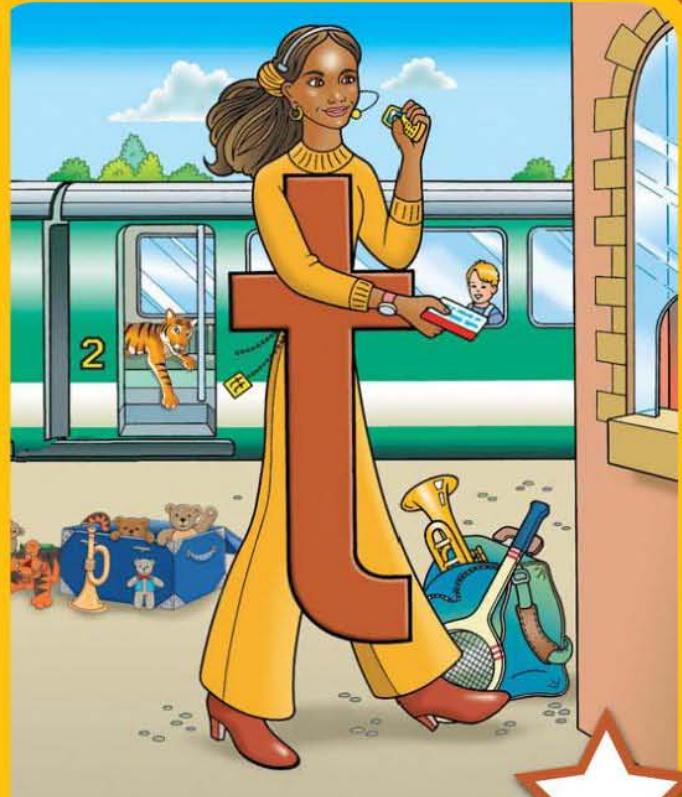
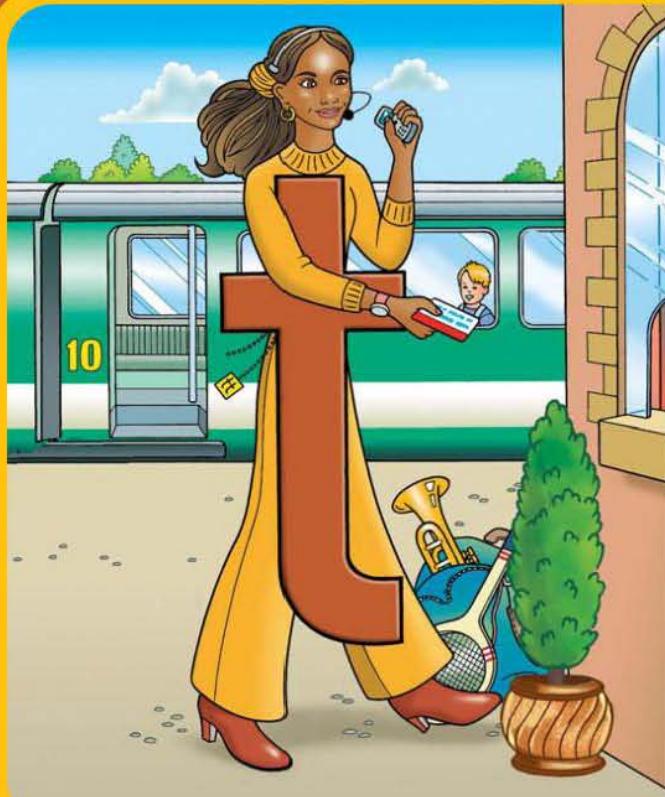
## Sammy Snake

thinks it's fun,  
to sit in the \_\_\_.

sun sit



Look at the pictures again and say the names of as many things as you can! Then complete pages 104-105 of your Workbook.



### Find the changes

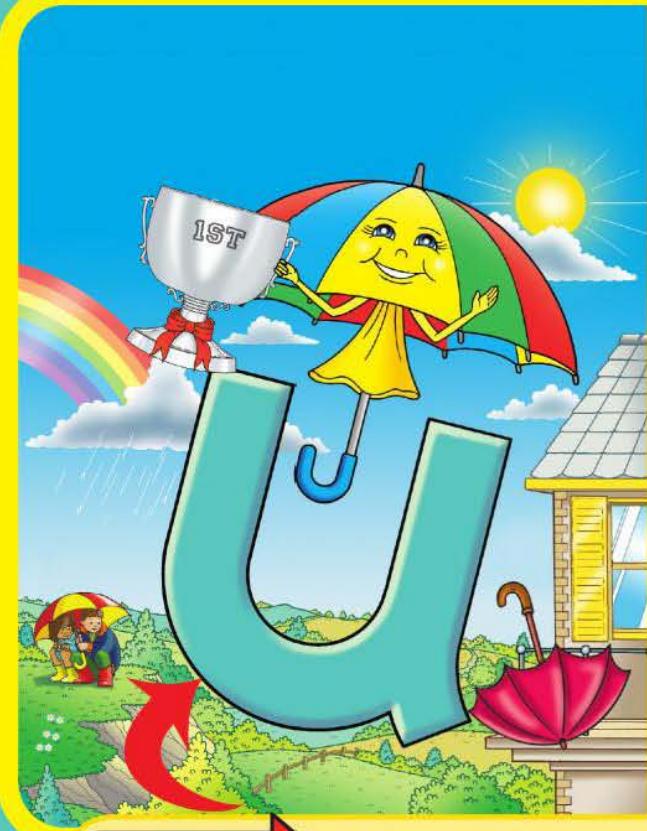
Find 5 changes in the pictures.  
Try and say what you have seen.

Finished? Put a  
sticker here!



### Find!





### Rhyme

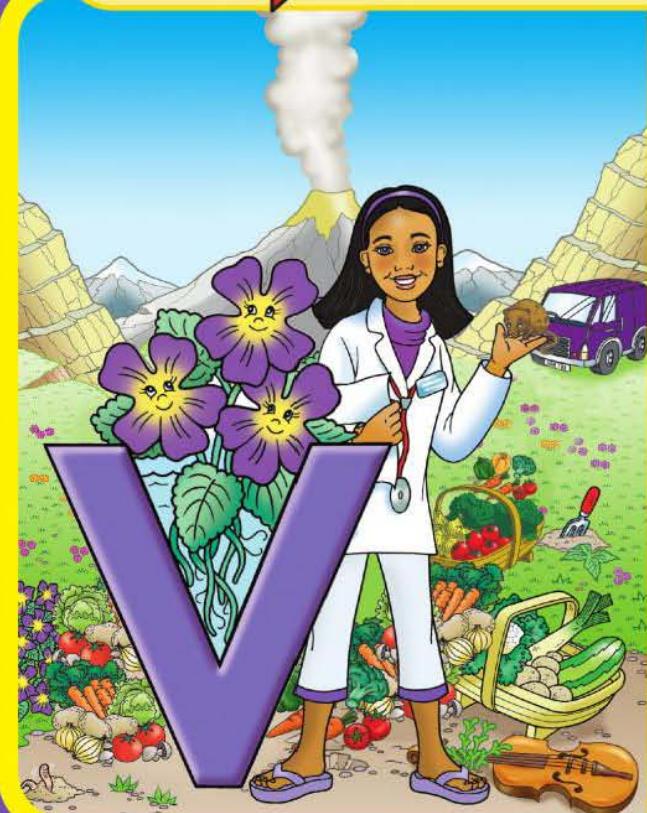
Listen to the rhymes and choose the correct words to finish them. Write the words in the spaces.



Uppy Umbrella  
wins a cup.

She wins a cup  
for flying \_ \_ .

up on



Vicky Violet loves  
her pet.

She likes to dress  
up as a \_ \_ \_ .

vet van

Do you have a pet?



Look at the pictures again and say the names of as many things as you can! Then complete pages 107-108 in your Workbook.



w	i	n	d	r	i	q
n	m	s	f	w	e	t
z	e	x	f	s	h	m
w	y	w	a	t	c	h
e	c	d	v	g	j	u
b	w	i	n	d	o	w
a	p	o	t	h	k	l
b	w	a	t	e	r	s

wind



water



watch



web



window

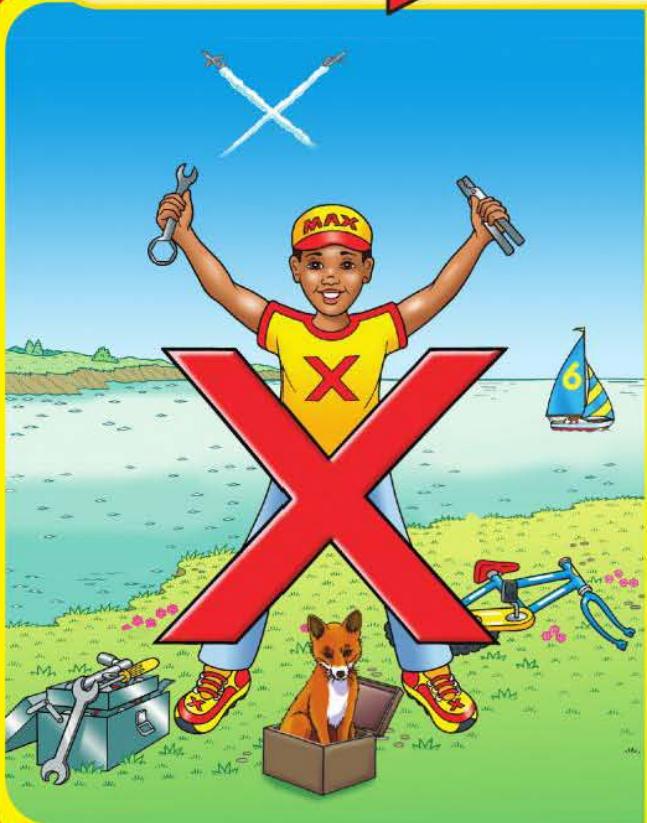


Can you  
find my  
words?



### Word search

Circle all words starting with Walter Walrus's sound.  
Can you think of any more words starting with 'w...'?

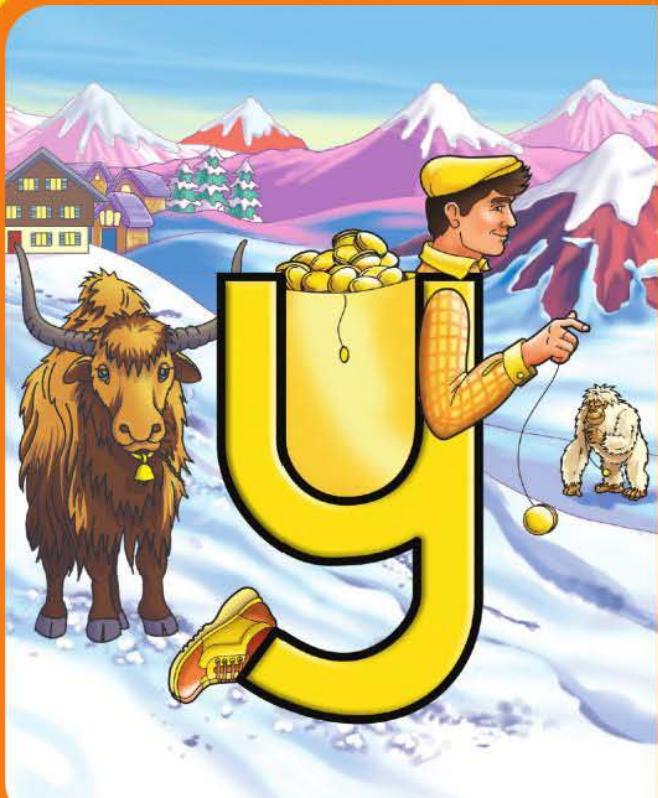


Fix-it Max  
has a box.  
Inside the box  
is a \_\_\_\_\_.

fox

six





**Look behind  
Yellow Yo-yo**

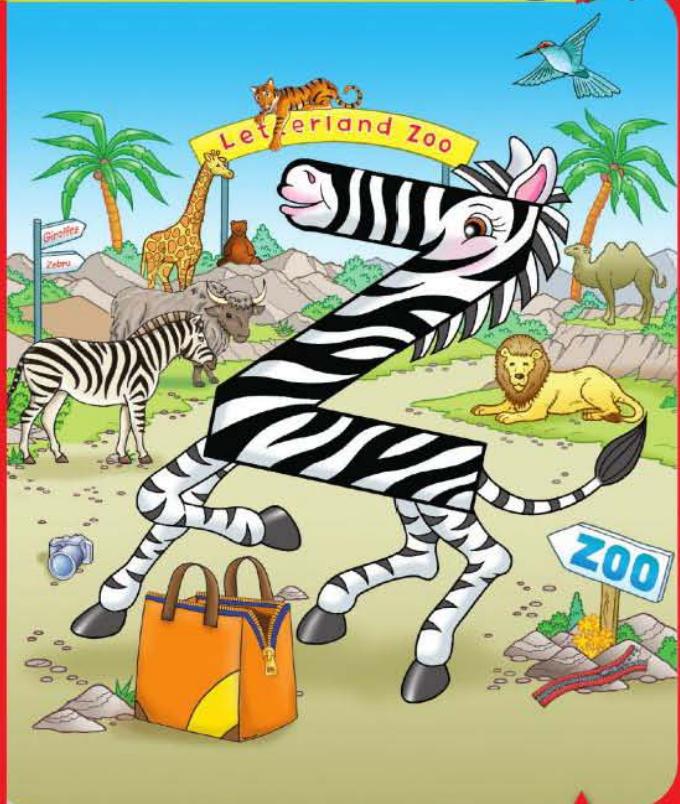
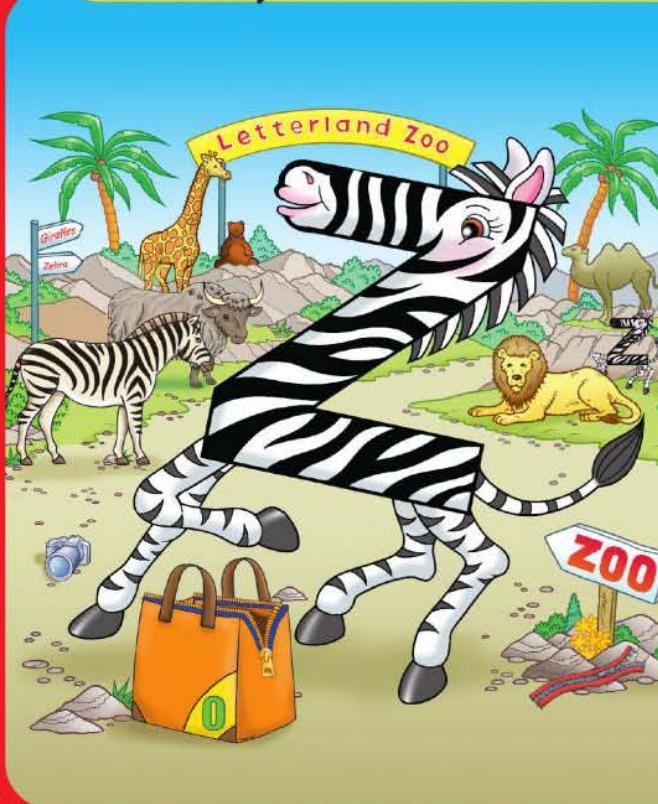
**Man's sack.**

**You can see a big,  
brown —— .**

**yes** **yak**

**Rhyme**

Listen to the rhyme and choose the correct word to finish it. Write the word in the space. Workbook pages 110-111.

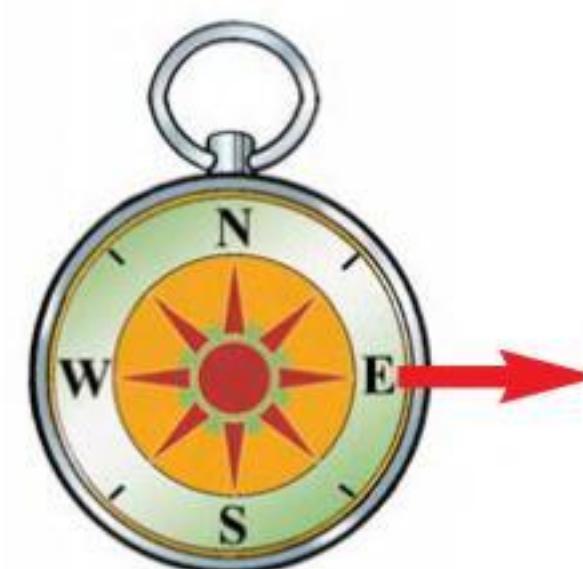
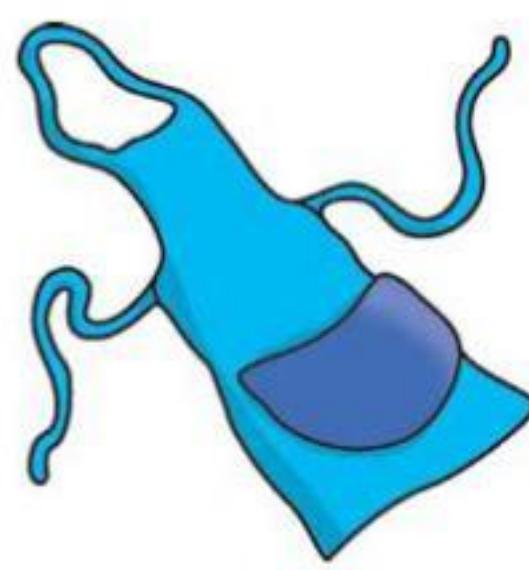


**Find the changes**

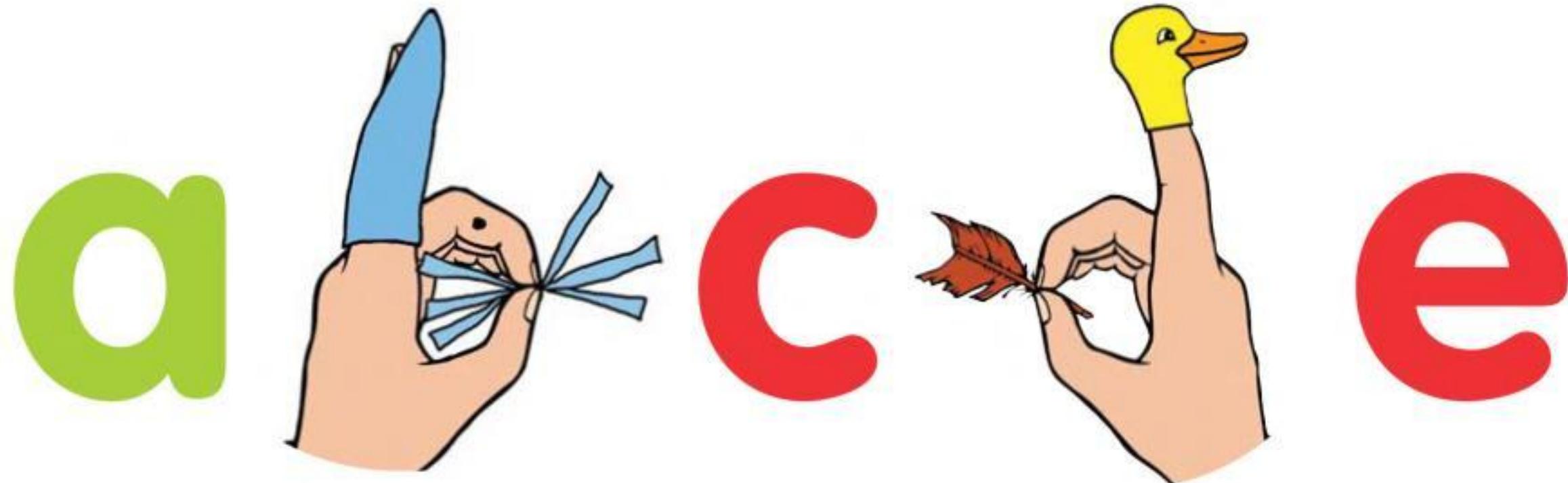
Find 5 changes in the pictures.  
Try and say what you have seen.

Finished?  
Put a sticker  
here!



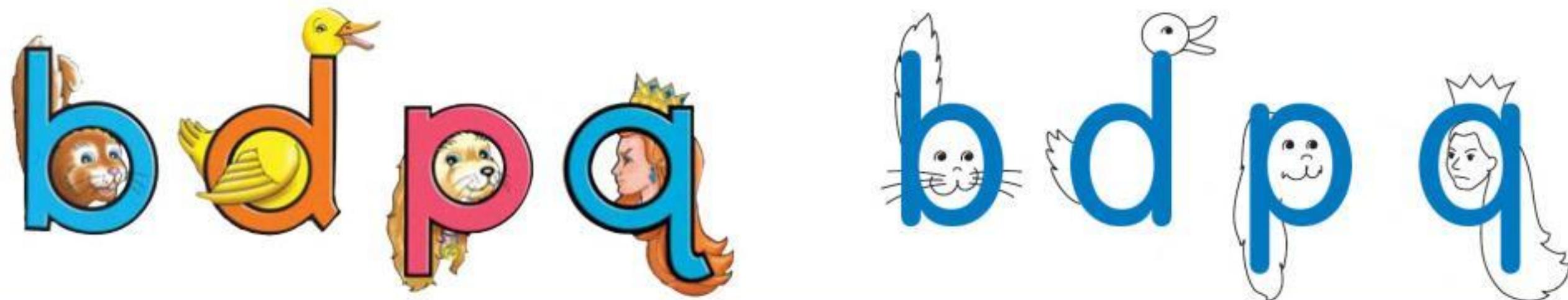


# Let's revise letter shapes!



## Finger power

b and d are similar shapes, so here's a trick to help you remember which is which. Hold up your hands to see Bouncy Ben and Dippy Duck!



q      d      p      d  
b      b      p      d  
d      p      q      b      q



These letter shapes are similar but try to imagine who fits in each letter. Draw in the character to help you remember the sound and shape.

# Read

You can read lots of words now! Try reading all of the words below. Then read the phrases. Do this exercise as a test with your teacher.

For teacher's marks only.

1. **hat**      **cat**      **ant**

2. **bed**      **leg**      **pen**

3. **zip**      **ink**      **sit**

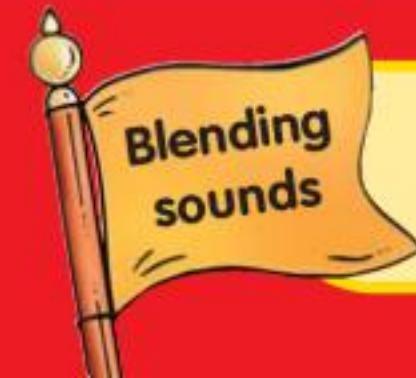
4. **cup**      **sun**      **run**

5. **hot**      **stop**      **frog**

6. **A duck and a hen.**

7. **A hat on a dog.**

8. **An egg in an egg cup.**



**Write**



Listen to the word and look at the picture. Then write the whole word. The first one has been done for you.



For teacher's marks only.

1. h a t



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



The words are read three times. First listen to the whole word. Then listen as it is segmented. Finally hear it blended again.

Test me!

111

# Letterland



Annie Apple



Bouncy Ben



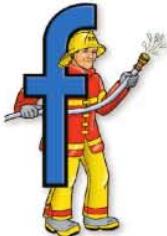
Clever Cat



Dippy Duck



Eddy Elephant



Firefighter Fred



Golden Girl



Harry Hat Man



Impy Ink



Jumping Jim



Kicking King



Lucy Lamp Light



Munching Mike



Noisy Nick



Oscar Orange



Peter Puppy



Quarrelsome Queen



Red Robot



Sammy Snake



Talking Tess



Uppy Umbrella



Vicky Violet



Walter Walrus



Fix-it Max



Yellow Yo-yo Man



Zig Zag Zebra



Bye bye. See you again soon!