


ABIGAIL STEEL

**KSS PHONICS
STUDENT
WORKBOOK 1**



**The lessons in this book will help you
to improve your reading and spelling**

Dear Student,

The lessons in this book will help you to improve your reading and spelling.

Learning to read and write in the English language is **super** tricky.

The English language has developed over thousands of years by different people who came to invade and live in England. This means that the modern English language contains bits of old French, Latin and Germanic languages. When people started to print books there were no rules about spelling so words were spelt in all sorts of ways. Now we have a language which is pretty complicated but very interesting. New words continue to be added to the language.

Everybody has to work hard to get better at reading and writing – even those people who seem really good at reading and spelling.

Some people think that phonics is something that we learn in the infants. We do start to learn about phonics then, but the phonic, or alphabetic, code can take many years to learn well.

Even adults who are good readers and writers still use phonics if they need to read or spell a new or difficult word.

Phonics is like a spy code.

This is a spy code: 1 = A, 2 = B, 3 = C, and so on.

Can you crack this message? (*hint: write out the alphabet in order then write the numbers 1 – 26 below it to see which letter is code for each number*)

19	16	25		3	15	4	5	19		1	18	5		1	23	5	19	15	13	5	

Phonics is a code that matches the sounds that we make when we speak with the letters that we use when we read or write.

For example, when you see the letter **b** you say /b/ as in bat.

When you see the letters **ee** together you say /ee/ as in eel.

The slash marks // mean sound. The letter **c** can be a /k/ sound as in cat, or a /s/ sound as in city. See how it gets tricky?!

There are over 150 bits of code (letters and sounds combinations) in English so it is a lot to remember. The lessons in this book will remind you, or teach you, some of that code to help you keep the information in your long-term memory.

Contents

- **Lesson 1:** s, a, t, i, p, n
- **Lesson 2:** c, k, -ck, e, h
- **Lesson 3:** r, m, d, g, o
- **Lesson 4:** u, l, f, b
- **Lesson 5:** -ll, -ff, -ss
- **Lesson 6:** j as in jug
- **Lesson 7:** y as in yawn
- **Lesson 8:** ai as in aid
- **Lesson 9:** ay as in tray
- **Lesson 10:** w as in web
- **Lesson 11:** oa as in oak
- **Lesson 12:** ow as in own
- **Lesson 13:** -ie as in tie
- **Lesson 14:** -igh as in night
- **Lesson 15:** -le as in kettle
- **Lesson 16:** o as in son
- **Lesson 17:** ee as in eel
- **Lesson 18:** or as in fork
- **Lesson 19:** z, -zz as in zebra and jazz
- **Lesson 20:** wh as in wheel
- **Lesson 21:** ea as in eat
- **Lesson 22:** -ea as in head
- **Lesson 23:** /z/ spelling alternatives
- **Lesson 24:** -ng as in gong
- **Lesson 25:** -nk as in ink
- **Lesson 26:** v as in violin
- **Lesson 27:** -ve as in dove
- **Lesson 28:** -oo as in book
- **Lesson 29:** oo as in moon
- **Lesson 30:** -y as in sunny
- **Lesson 31:** -x as in fox
- **Lesson 32:** ch as in chair
- **Lesson 33:** sh as in sheep
- **Lesson 34:** th as in thistle and there
- **Lesson 35:** qu as in queen
- **Lesson 36:** ou as in ouch
- **Lesson 37:** ow as in owl
- **Lesson 38:** oi as in ointment
- **Lesson 39:** oy as in toy
- **Lesson 40:** -ue as in statue and blue
- **Lesson 41:** er as in herb and sister
- **Lesson 42:** ar as in artist
- **Lesson 43:** -ce as in palace
- **Lesson 44:** -ge as in cabbage
- **Lesson 45:** -se as in house
- **Lesson 46:** assessment

Some letters are preceded by a dash. The dash indicates that the letter/s – sound correspondence is not usually used at the beginning of printed words.

Look at the letters and say the sounds: **Chart 1**

s snake	a apple	t tent	i insect
p pan	n net	c cat	k kit
-ck duck	e egg	h hat	r rat
m map	d dig	g girl	o octopus
u umbrella	l ladder	f feather	b bat

Look at the letters and say the sounds: **Chart 2**

-ll shell	-ff cliff	-ss glass	j jug
y yawn	ai aid	ay tray	w web
oa oak	ow own	-ie tie	-igh night
-le kettle	o son	ee eel	or fork
z, -zz zebra jazz	wh wheel	ea eat	-ea head

Look at the letters and say the sounds: **Chart 3**

<p>/z/</p> <p>fries cheese breeze</p>	<p>-ng</p> <p>gong</p>	<p>-nk</p> <p>ink</p>	<p>v</p> <p>violin</p>
<p>-ve</p> <p>dove</p>	<p>-oo</p> <p>book</p>	<p>oo</p> <p>moon</p>	<p>-y</p> <p>sunny</p>
<p>-x</p> <p>fox</p>	<p>ch</p> <p>chair</p>	<p>sh</p> <p>sheep</p>	<p>th</p> <p>thistle there</p>
<p>qu</p> <p>queen</p>	<p>ou</p> <p>ouch</p>	<p>ow</p> <p>owl</p>	<p>oi</p> <p>ointment</p>
<p>oy</p> <p>toy</p>	<p>-ue</p> <p>statue blue</p>	<p>er</p> <p>herb sister</p>	<p>ar</p> <p>artist</p>
<p>-ce</p> <p>palace</p>	<p>-ge</p> <p>cabbage</p>	<p>-se</p> <p>house</p>	

Introduction:

The letters s, a, t, i, p and n are code for the sounds /s/ /a/ /t/ /i/ /p/ and /n/. There are other ways to spell some of these sounds. Some of these letters can be more than one sound. Today we are focusing on the simple code: 1 spelling for 1 sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

sat sit its nip pit at pin Nan tip tin

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'a' and 'i' letters. Then read the text.

An ant nips in a tin.

The ant sits in the tin.

Pat tips the tin that the ant is in.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

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b)

.....

c)

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5. Challenge. Which of today's sounds can be spelled using different letters?

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Introduction:

The letters c, k, and -ck are all code for the sound /k/.

The letters e and h are code for the sounds /e/ and /h/.

Today we are focusing on three different ways to spell the /k/ sound and the simple spellings of /e/ and /h/.

1. Word reading. Read each word carefully. Tick it when you've read it.

cat kit skip pick peck ten hat hens hit cap

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Underline all the letters that are code for /k/. Read the text.

Kit the cat naps on the sack.

Ken the hen pecks Kit the cat.

Ken and Kit stack sticks in the sack.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

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b)

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c)

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5. Challenge. What do you notice about the position of different /k/ spellings?

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Introduction:

The letters r, m, d, g and o are code for the sounds /r/ /m/ /d/ /g/ and /o/.

There are other ways to spell some of these sounds.

Some of these letters can be more than one sound.

Today we are focusing on the simple code: 1 spelling for 1 sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

rat rip map him red mad get peg top hot

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'd' and 'g' letters. Then read the text.

Dan and his pet dog ran and got hot.

Dan and his dog stop at a pond.

Peg the dog dips in the pond and Dan sits on a rock.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. Which of today's sounds can be spelled using different letters?

.....

.....

Introduction:

The letters u, l, b and f are code for the sounds /u/ /l/ /b/ and /f/.

There are other ways to spell some of these sounds.

Some of these letters can be more than one sound.

Today we are focusing on the simple code: 1 spelling for 1 sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

mud gum leg luck fog fig elf bin bag grab

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'u' and 'b' letters. Then read the text.

Fred the elf has a bag of gum bugs and grubs.

He dips his hand in the bag and gets a bug to trick his pals. Fred gets a gum bug and licks it.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. Which of today's letters can represent more than one sound?

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