

Sounds to practise:

s

a

t

p

Blending Practise:

- Segment the word



- Blend the word



at

sat

pat

tap



swerve around the snake

Handwriting practice lines for the letter 'S', consisting of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



around the head, down the body

Handwriting practice lines for the letter 'a', consisting of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



down her body and  
cross her shoulders

Handwriting practice lines for the letter 't', consisting of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



down his body, around his face

Handwriting practice lines for the letter 'p', consisting of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Sounds to practise:

m

i

d

n

Blending Practise:

- Segment the word



- Blend the word



pin

mat

din

dip



meerkat, mound, mound

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down her body, spot her idea

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over his back and around the tail,  
up his neck and down to his feet

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down the bird and over her nest

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**Sounds to practise:**

g

o

c

k

**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

it

in

and

**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

is

a



start at his ear, around  
the face and down the beard

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around the ostrich's body

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curl around the camel's back

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down the body,  
up the arm, down the leg

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**Sounds to practise:**

ck
e
u
r

**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

got	can	on	not
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curl around the camel's back  
down the body,  
up the arm, down the leg

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around the head and  
down the trunk

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under and up the umbrella,  
down to the tip

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down her body, up over the arm

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**Sounds to practise:**

h	ff
b	ll
f	ss
l	

**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

get	up
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**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

to	the	into
----	-----	------



from his head to his feet,  
up and over his back

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down the person  
and around the wheel

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over his ear, down to the tail  
and across the jaw

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down the long ladder

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**Sounds to practise:**

j

v

w

x

**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

big

back

off

**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

of

no

I

go



swoop down the tentacles  
and dot the body



down the tongue, up the tongue



hop to the top,  
land and hop, land and hop



x x x criss-cross the kiss

Handwriting practice lines for the letter J.

Handwriting practice lines for the letter V.

Handwriting practice lines for the letter W.

Handwriting practice lines for the letter X.

**Sounds to practise:**

y
z
zz
qu

**High Frequency Words to Recap:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

on	got	up
it	not	and
in	can	back
off	get	big

**Harder to read and spell words to recap:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

is	to	a
no	go	the
I	of	into

**New harder to read and spell word to practise:**

will
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Sounds to practise:

ch

sh

th

ng

nk

Harder to read and spell words to practise:

These words cannot be segmented and blended. Please support your child to read these words on sight:

he

we

she

me

be

Sounds to practise:

ai

ee

igh

oa

High frequency words to practise:

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

that

this

with

them

then



**Sounds to practise:**

oo (book)

oo (moon)

ar

or

ur

**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

see

her

**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

to

was

**Sounds to practise:**

ow	er
oi	ure
ear	air

**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

look	help	for
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**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

my	you
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**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

down	now	help
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**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

they	all	are	so
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**Phase 4 words to practise blending:**

In phase 4, children do not learn new sounds, but instead practise reading words with adjacent consonants. For example 'tr' in 'tree' and 'sp' in 'speech'. Please practise segmenting and blending the following words:

- Segment the word



- Blend the word



frog	step	trip	swim	track	glad
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**High frequency words to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

went	it's	out	just
------	------	-----	------

**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

said	have	were
------	------	------

**Phase 4 words to practise blending:**

In phase 4, children do not learn new sounds, but instead practise reading words with adjacent consonants. For example 'tr' in 'tree' and 'sp' in 'speech'. Please practise segmenting and blending the following words:

- Segment the word



- Blend the word



brush	felt	left	must
slip	drop	best	jump
spark	soft	rest	just
green	fresh	brown	groan

**High frequency word to practise:**

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

from
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**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

like	some	come	there
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**Phase 4 words to practise blending:**

In phase 4, children do not learn new sounds, but instead practise reading words with adjacent consonants. For example 'tr' in 'tree' and 'sp' in 'speech'. Please practise segmenting and blending the following words:

- Segment the word



- Blend the word



speech	swing	thrill	scoop
twist	starlight	floating	spark
spot	steep	steps	stall

**Harder to read and spell words to practise:**

These words cannot be segmented and blended. Please support your child to read these words on sight:

children	little	one	do
when	out	what	

**Phase 4 words to practise blending:**

In phase 4, children do not learn new sounds, but instead practise reading words with adjacent consonants. For example 'tr' in 'tree' and 'sp' in 'speech'. Please practise segmenting and blending the following words:

- Segment the word



- Blend the word



spotted	trench	stand	screech
blasted	trust	crashing	flowers
transform	fright		

Sounds to practise:

ay	oy
ou	ue
ie	aw
ea	ir

High frequency word to practise:

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight.

day	about	saw
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Harder to read and spell words to practise:

These words cannot be segmented and blended. Please support your child to read these words on sight:

oh	their	people	Mrs
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Sounds to practise:

wh	a-e
ph	e-e
ew	i-e
oe	o-e
ey	u-e
c /s/ (ice)	

High frequency word to practise:

These are words your child will need to read frequently in their books. These words are decodable, so please practise segmenting and blending them. To develop fluency when reading, your child should work towards reading these words by sight. .

came	made	make	time
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Harder to read and spell words to practise:

These words cannot be segmented and blended. Please support your child to read these words on sight:

Mr	asked	here
looked	could	called