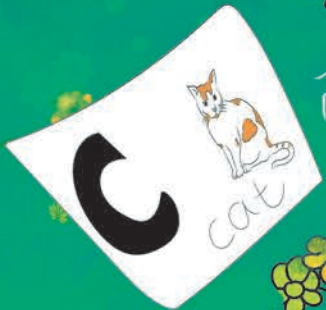
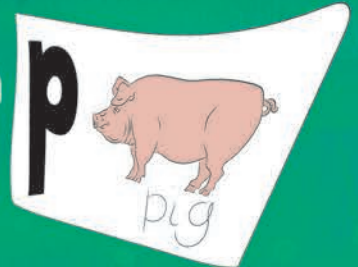


PHONICS Workbook

Class One



Name:

Section:.....

Phonics Workbook

Class One



**Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan
Thimphu**

Published by

Department of School Education (DSE)
Ministry of Education and Skills Development (MoESD)
Royal Government of Bhutan
Thimphu

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Provisional Edition 2023

Reprint 2024

Acknowledgement

The School Curriculum Division (SCD) of the Department of School Education, Ministry of Education and Skills Development, expresses heartfelt appreciation to the professionals and teachers in developing this workbook to enhance the implementation of the English curriculum. Your invaluable contributions have been pivotal in shaping this resource.

Furthermore, we extend our special thanks to **Hear Hear for Bhutan and PLD-Literacy, Australia** for their invaluable support in developing this workbook.

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2. Namgay Wangmo, Teacher, Gedu HSS
3. Chechey, Teacher, Dechencholing HSS
4. Namgay Dem, Teacher, Dorokha LSS
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10. Amber Rai, Curriculum Developer, SCD, DSE, MoESD
11. Sangay Tshering, Curriculum Developer, SCD, DSE, MoESD



Sound out and read these words.
Then find them in the puzzle below.

pot

fox

zip

hut

gap

yak

box

rug

tub

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

Sound out as you spell and write.

(Teacher sounds out and dictates CVC words. Learners sound out and write in the sound boxes). Provide CVC words from the word list of Unit 1.

Read, draw and write.

A

red

bug.

--	--	--

--	--	--

A

fat

rat.

--	--	--

--	--	--

A

big

fan.

--	--	--

--	--	--

A

hot

sun.

--	--	--

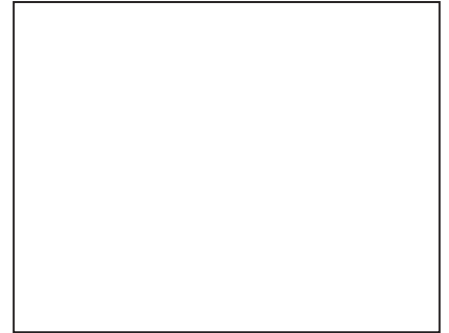
--	--	--

Sound out as you write.

Rearrange the letters to make words and draw in the box.

A i g b d e r u j g

□ □ □ □ □ □ □ □ □ □ □ □



A o h t u d m o t p

□ □ □ □ □ □ □ □ □ □ □ □



A a t f m d a n a m

□ □ □ □ □ □ □ □ □ □ □ □



A e t w e r d a t m

□ □ □ □ □ □ □ □ □ □ □ □



sh



Sound out as you write in the sound boxes below.



_____	_____	_____

--	--	--



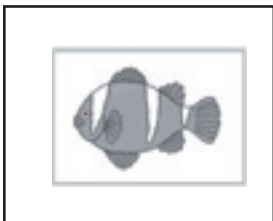
_____	_____	_____

--	--	--



_____	_____	_____

--	--	--



_____	_____	_____

--	--	--



_____	_____	_____

--	--	--

sh

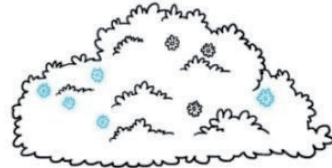


Thumb with a yellow paint on the sound that matches the picture. Finish by writing the sound in the box.



sh

ch



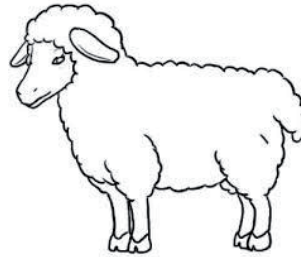
sh

th



sh

qu



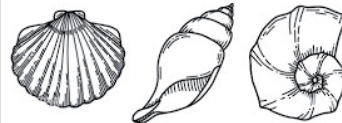
sh

ch



sh

th



sh

ch



sh

ch




sh

ch


sh



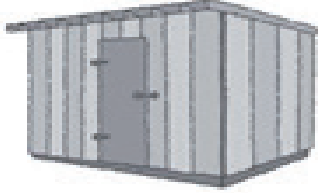
Fill in with 'sh' and sound out as you spell the words.




--	--	--




--	--	--




--	--	--




--	--	--




--	--	--




--	--	--



--	--	--



--	--	--



--	--	--

Finish by choosing words from above and write them into these sound boxes.

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

sh



Read, draw and write.

Rush to the shop.

A large empty rectangular box for drawing.

Then rush to a shed.

A large empty rectangular box for drawing.

Then rush to a shop.

A large empty rectangular box for drawing.

A fish on a dish.

A large empty rectangular box for drawing.

A fish in a shed.

A large empty rectangular box for drawing.

A fish on a ship.

A large empty rectangular box for drawing.

ch



Say, glue then cover and write the initial "ch" sound. Refer pg. 47.

		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>

Write the words in the box below.



--	--	--



--	--	--

ch



Sound out and use picture to write words.



_____	_____	_____

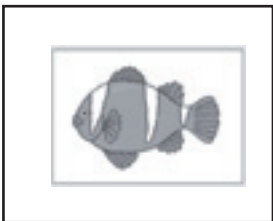
_____	_____	_____



_____	_____	_____

_____	_____	_____

Revision of 'sh'



_____	_____	_____

ch



Read, draw and write.

I like hot chops.

I like hot chips.

I like chops and chips.

A chap had a red chin

He had such a rash on it.

His chin was hot and red.

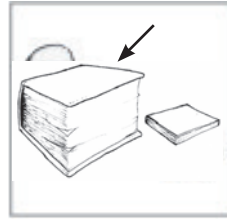
th



Say, glue then cover and write the digraph "th" sound. Refer page 47.



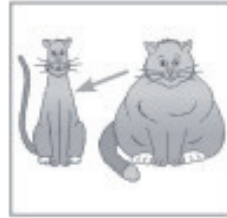
Blank handwriting lines for the word 'thunder'.



Blank handwriting lines for the word 'the'.



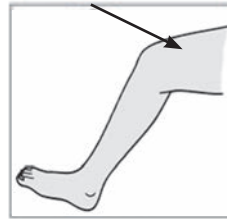
Blank handwriting lines for the word 'thumb'.



Blank handwriting lines for the word 'the'.



Blank handwriting lines for the word 'three'.



Blank handwriting lines for the word 'thigh'.



Blank handwriting lines for the word 'thirty'.



Blank handwriting lines for the word 'thousand'.

Write these words in full.



Three empty boxes for writing the word 'three'.

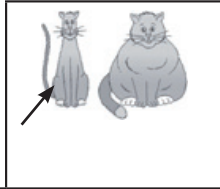


Three empty boxes for writing the word 'thigh'.

th



Sound out and use picture to write words.



_____	_____	_____

_____	_____	_____



_____	_____	_____

_____	_____	_____

Finish by writing each word below.

th



Write the letters in the space.

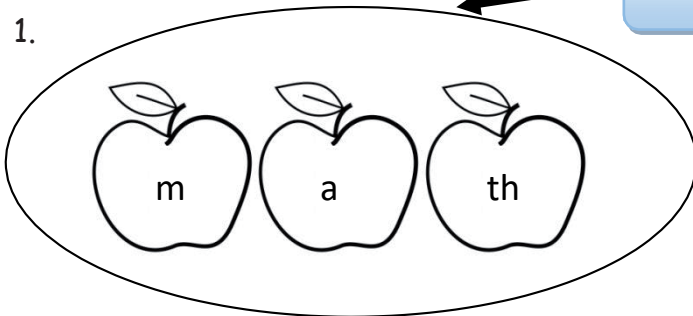
STEP 1: Read the words below

1. math	2. thin	3. with
4. think	5. them	6. this

STEP 2: Write the letters for each sound in each space.

One is done for you.

1.



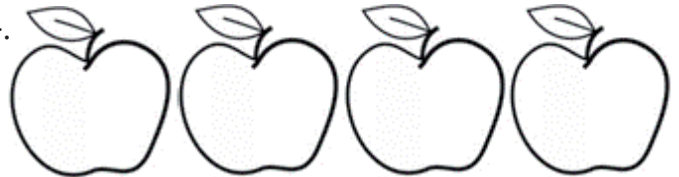
2.



3.



4.



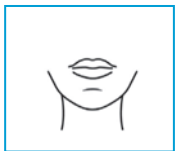
5.



6.



Think back to sh + ch. Spell these words.



--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

th



Read, write and draw.

That is a thin man.

A large empty rectangular box for drawing a thin man.

That is a thin cat.

A large empty rectangular box for drawing a thin cat.

That is a thin dog.

A large empty rectangular box for drawing a thin dog.

A moth with a cat.

A large empty rectangular box for drawing a moth with a cat.

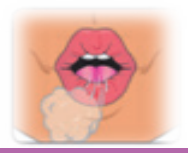
A moth with a rat.

A large empty rectangular box for drawing a moth with a rat.

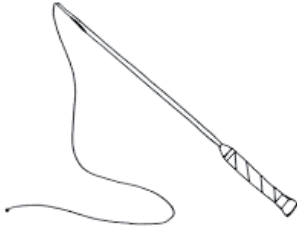
A moth with a dog.

A large empty rectangular box for drawing a moth with a dog.

wh



Sound out and write 'wh' word below each picture.



--	--	--



--	--	--



--	--	--

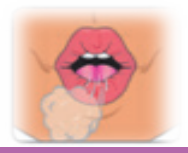


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Use the "apple sound boxes" below to again re-write the four 'wh' words.

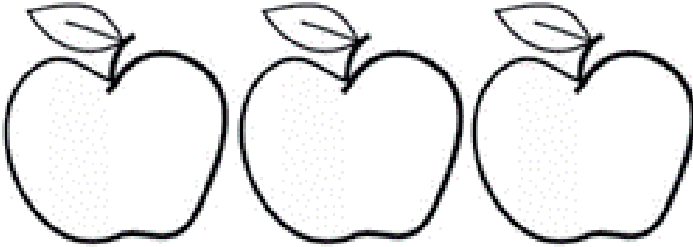


wh



Write the letters in the space.

Teacher's Note: Use the "wh" words from the story "The whip". Write each word twice in sound boxes below.



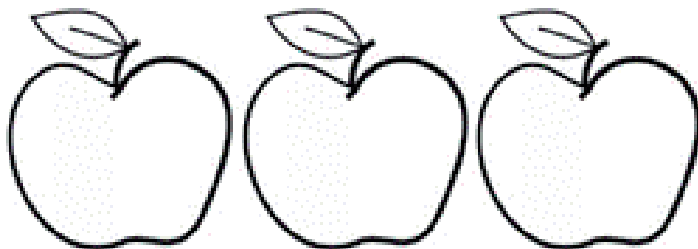
--	--	--



--	--	--



--	--	--



--	--	--

qu



Cut and paste the letters.

(Teacher's Note: Use the "qu" words from the story "The Queen and the quilt")

STEP 1: "Cut out the spelling words provided.

STEP 2: "Read the word."

STEP 3: "Sound out pointing to each sound as you say it." (e.g. qu-ee-n.)

STEP 4: "Cut out the letters for each sound."

STEP 5: "Glue words onto the space provided leaving a small gap between sounds.

One is done for you.

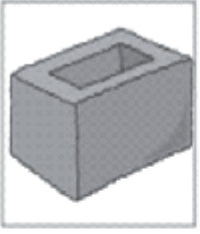















Spelling
Jigsaw



ck



Say, glue then cover and write the digraph "ck" sound. Refer page 47.

		<hr/> <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/> <hr/>

Spell and write the words.



--	--	--	--



--	--	--	--

ck



Sound out to spell the words that are pictured below.

 ----- ----- -----	 ----- ----- -----
 ----- ----- -----	 ----- ----- -----
 ----- ----- -----	 ----- ----- -----

Choose 4 words and write in full.

--	--	--

--	--	--

--	--	--

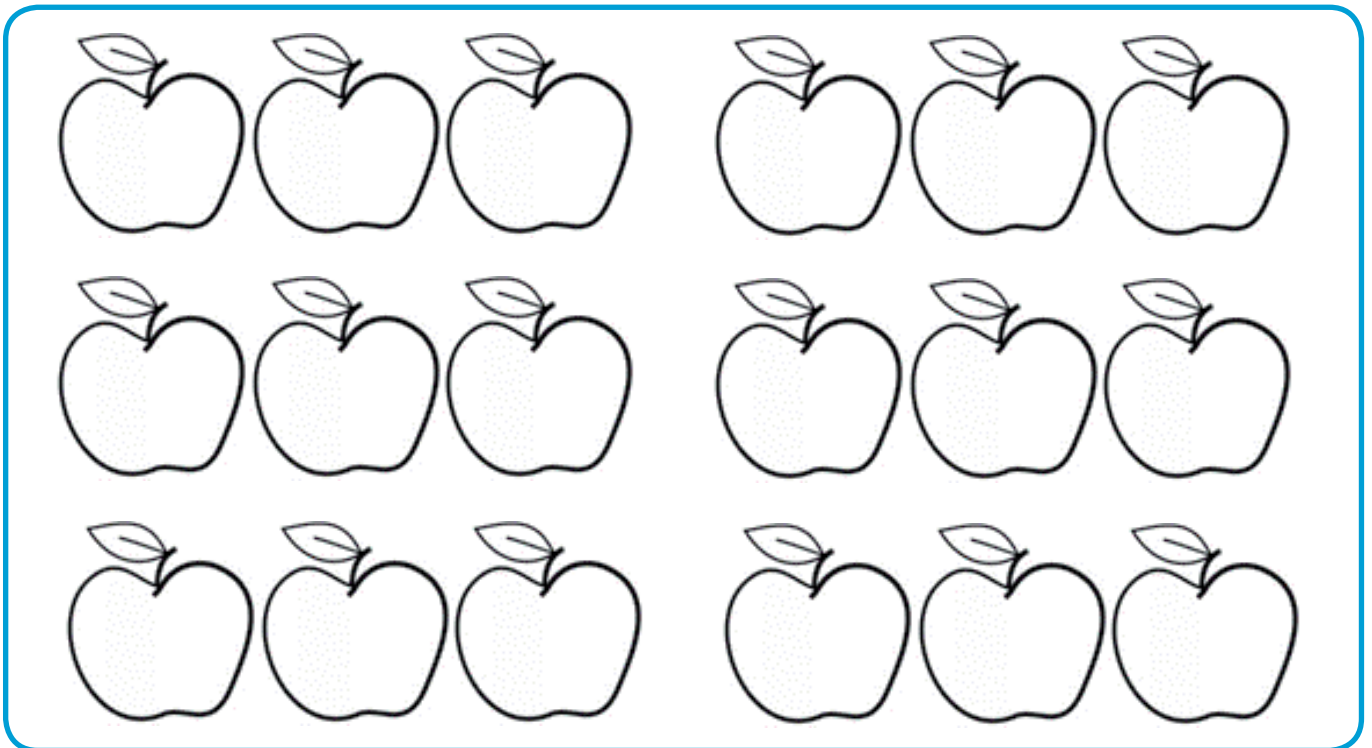
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ck



Write the letters in the space.

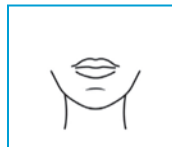
(Teacher's Note: Use the "ck" words from the story "A stack of Food". Write each sound of the word in each space.)



Revision: sh, ch, th



--	--	--



--	--	--



--	--	--



--	--	--

ck



Read, write and draw.

Pick up the socks.



Pick up the back pack.



Pick up the black top.



A duck went in a truck.



The truck hit a rock.



















The duck fell back.



oo



Sound out, glue, then cover and write the initial 'oo' sound. Refer page 47

		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>

Choose 2 words and write in full.

--	--	--

--	--	--

oo



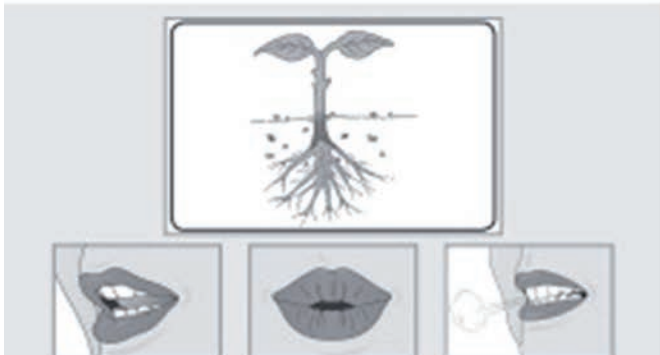
Sound out to spell the words that are pictured below.



Two sets of handwriting lines for the word 'book'.



Two sets of handwriting lines for the word 'roof'.



Two sets of handwriting lines for the word 'root'.



Two sets of handwriting lines for the word 'boot'.

Revision: sh, ch, th, ck



Three empty boxes for spelling the word 'shed'.



Three empty boxes for spelling the word 'saw'.



Three empty boxes for spelling the word 'fish'.



Three empty boxes for spelling the word 'sock'.

oo



Sound out and write each word in the correct box.

Short oo sound

Long oo sound

--	--	--

--	--	--

--	--	--

--	--	--



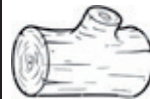
book



moon



boot



wood



tooth



wool



roof



pool

Revision: sh, ch, th, qu, ck, wh



--	--	--



--	--	--



--	--	--



--	--	--

oo



Write the word in the steps.

- STEP 1: "Read your first spelling word and sound out."
- STEP 2: "In the top space on your steps, write the first sound of the word."
- STEP 3: "Move down to the next line of the step and write the first two sounds of the word. Remember to place each sound in a different box."
- STEP 4: Move down to the next line and write the first 3 sounds of the word. Continue until you have written the whole word in the last box.

(Teacher's Note: Use the 'oo' words from the story "The Good Cook" and "The Food in the Zoo.")

Step 1	1 st sound	g				
Step 2	1 st + 2 nd sound	g	oo			
Step 3	1 st , 2 nd + 3 rd sound	g	oo	d		

Revision: sh, ch, th, ck, qu, wh



--	--	--



--	--	--



--	--	--



--	--	--

oo



Read, draw and write.

A **cook** was **cooking**.

Handwriting practice lines for the sentence "A cook was cooking." consisting of a solid top line, a dashed middle line, and a solid bottom line.



He was a **good** **cook**.

Handwriting practice lines for the sentence "He was a good cook." consisting of a solid top line, a dashed middle line, and a solid bottom line.



He **cooked** **good** **food**.

Handwriting practice lines for the sentence "He cooked good food." consisting of a solid top line, a dashed middle line, and a solid bottom line.



Look at the **book**.

Handwriting practice lines for the sentence "Look at the book." consisting of a solid top line, a dashed middle line, and a solid bottom line.



The **book** has fish in it.

Handwriting practice lines for the sentence "The book has fish in it." consisting of a solid top line, a dashed middle line, and a solid bottom line.



The **book** has a **zoo** in it.

Handwriting practice lines for the sentence "The book has a zoo in it." consisting of a solid top line, a dashed middle line, and a solid bottom line.



ee



Say, glue then cover and write the "ee" sound. Refer page 47



Blank handwriting lines for the word 'sea'.



Blank handwriting lines for the word 'feet'.



Blank handwriting lines for the word 'leaves'.



Blank handwriting lines for the word 'feet'.



Blank handwriting lines for the word 'leaves'.



Blank handwriting lines for the word 'bees'.

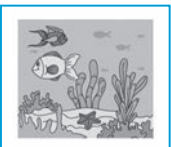


Blank handwriting lines for the word 'fish'.

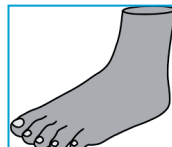


Blank handwriting lines for the word 'worm'.

Write these "ee" words below.



Three empty boxes for writing the word 'sea'.



Three empty boxes for writing the word 'feet'.

ee



Sound out to spell the words that are pictured below.



ee



Sound out and read each word, then write it below in the sound boxes.

Teacher Note: The 'ee' sound words are from the story "The Deep Reef".

been

--	--	--

reef

--	--	--

week

--	--	--

deep

--	--	--

reed

--	--	--

see

--	--	--

Revision: sh, ch, th, qu, wh, ck, oo



--	--	--

3

--	--	--



--	--	--



--	--	--

ee



Read, draw and write.

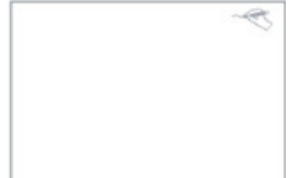
See the jeep speed.



See the big bee.



See the sheep run.



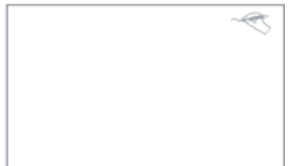
See the big green tree.



See the bee in the tree.



See the weeds by the tree.



CCVC

Sound out and colour each sound of the word in alternating colours.



Finish by writing three words in the sound boxes.

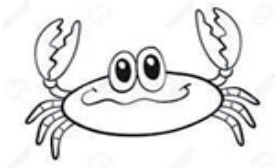
CCVC

1. Draw lines to join the letters.
2. Sound out as you spell and write the words on the line.
3. Write each sound of the word in alternating colours.



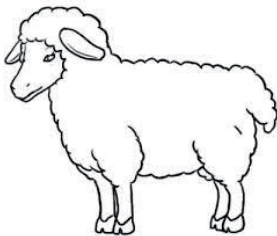
p	r	o
c	a	m

--	--	--	--



n	r	o
c	a	b

--	--	--	--



s	e	p
e	h	i

--	--	--	--



d	s	p
k	i	w

--	--	--	--



b	a	p
c	l	x

--	--	--	--

CCVC

Read, draw and write,

Plop! A big green frog.

.....
.....
.....



A frog with spots.

.....
.....
.....



Trap a frog with spots.

.....
.....
.....



Trap a frog in a box.

.....
.....
.....



A crab grabs a hat.

.....
.....
.....



Do not stop the crab.

.....
.....
.....



A crab in a pot.

.....
.....
.....



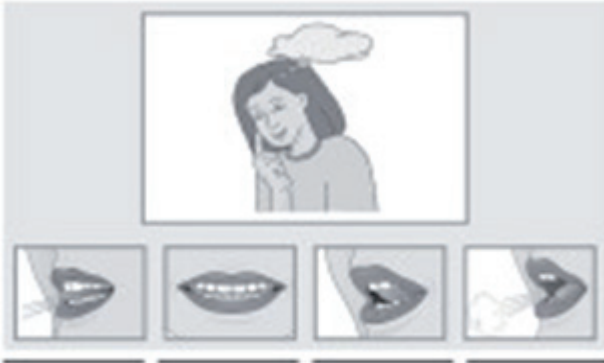
Grab the big crab.

.....
.....
.....



CVCC

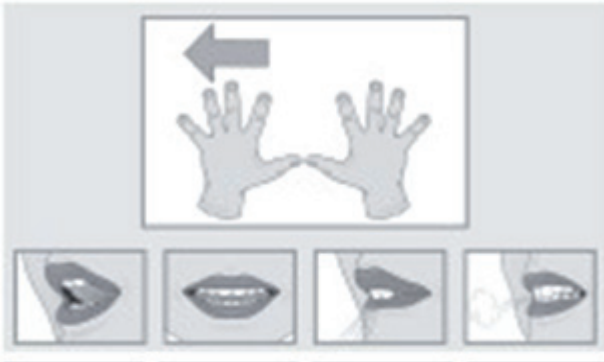
Sound out as you spell and write. Write each sound of the word in alternating colours.



Handwriting practice lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines: a solid top line, a dashed middle line, and a solid bottom line.

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CVCC

Sound out as you spell and write in the correct space. Write each sound of the word in alternating colours.

fist	tent	belt
pond	nest	milk
sand	vest	gift



--	--	--	--

--	--	--	--

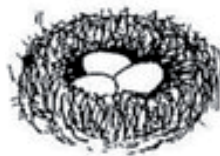
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ar

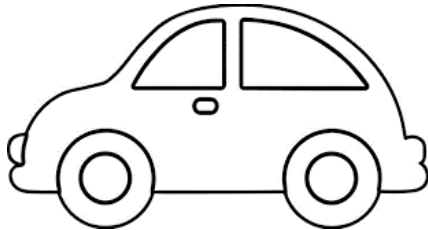


Write each sound for each word in the table.

Note: The words are used from the story 'A snarling shark'.

Words	Letter Sounds			
1. <u>sh</u> ar <u>k</u>	sh	ar	k	
2. <u>sna</u> r <u>l</u>				
3. <u>sh</u> ar <u>p</u>				
4. <u>l</u> ar <u>g</u> e				

Read and underline the 'ar' sound.



The car will start with a large sound.



She saw the bar far away from the park.

Write the "ar" words from the sentences above.

Two empty boxes for writing.

Four empty boxes for writing.

Three empty boxes for writing.

Two empty boxes for writing.

Three empty boxes for writing.

or



Write each sound for each word in the steps.

1. Read your first spelling word and sound out. (Demonstrate using appropriate spelling strategy, e.g. p-or-t)
2. In the top space of the steps, write the first sound in one colour.
3. Move down to the next line of the steps and write the first and second sounds.
4. Move down to the next line of steps and write the first second and third sound.

north

fork

storm

horn

First →
sound

n

First →
2 sound

n

or

All 3 →
sounds

n

or

th

corn

torch

forty

thorn

Finish by writing three "or" words below.

--	--	--

--	--	--

--	--	--

i+ng

Put the sounds together to make - ing word.
Sound out as you write.

k+i+ng



w+i+ng

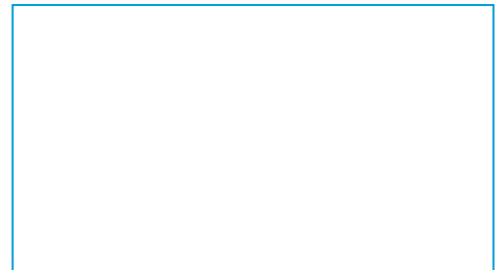


r+i+ng

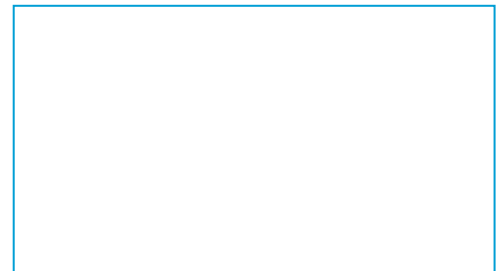


Read, draw, write

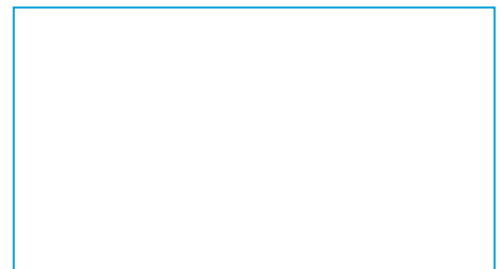
The King began to sing.



Bring me the ring.



Bring the thing to me.



ay



Fill in with '-ay' to complete the words.
Sound out as you write.



--	--	--	--



--	--	--



--	--	--



--	--



--	--



--	--

Read, draw and write.

The lama prayed in the morning.

Today is a holiday.

May I stay and play.

--

--

--

er



Complete the steps. Sound out as you spell.

Ways:

1. Sound out.
2. In the top space of the step, write the first sound of the word.
3. Move to next step write the first and second sounds in the word.
4. Move to the next step and write the first, second & third sound in the word.

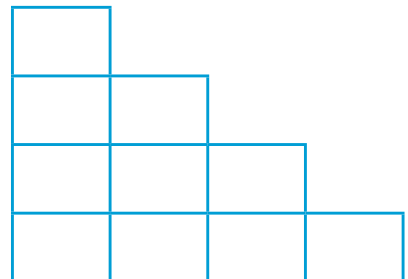
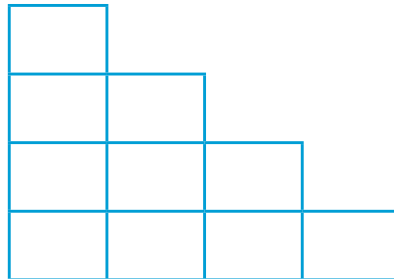
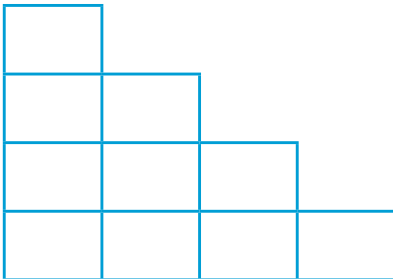
singer



under



farmer



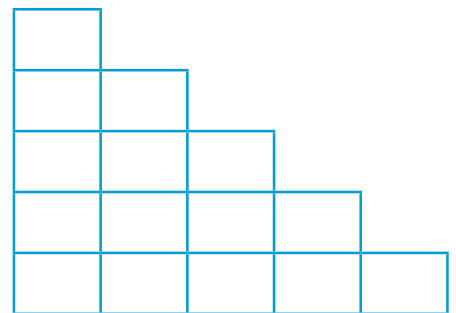
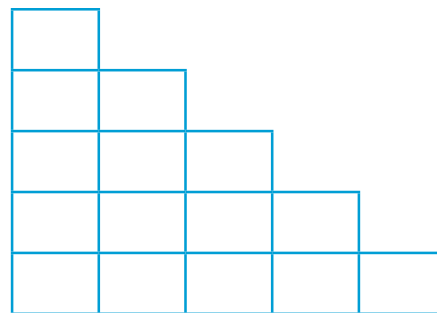
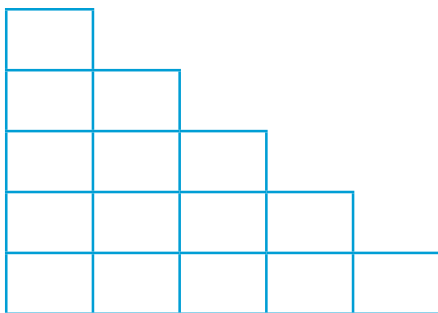
winter



silver



sister



oi



Read and draw picture for each word.
Finish by writing the words in the sound boxes.

coin

oil

toilet

soil

coil

point

Read, draw and write.
Point to the noise.

--

I do not enjoy noise.

--

Join in and dig the soil.

--

oy



Make a rhythm for the rhyme below.

OY! OY! OY!

OY! Let us play toy.
Boy's can make coy.
Girl's can use soy
So in joy we can enjoy!

Write the 'oy' words from the rhyme in the sound boxes.

--	--

--	--	--

--	--

--	--	--	--

--	--	--

Read, draw and write.

Enjoy playing with toys.

--

The boys enjoyed the sun.

--

ai



Sound out and spell the words. Colour the word that matches the pictures. Write the word in the line.

Note: Write each sound of the word in alternating colours.



rain fail

--	--	--



hail snail

--	--	--	--



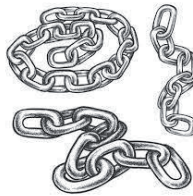
nail tail

--	--	--



grain brail

--	--	--	--



train chain

--	--	--	--



pain drain

--	--	--

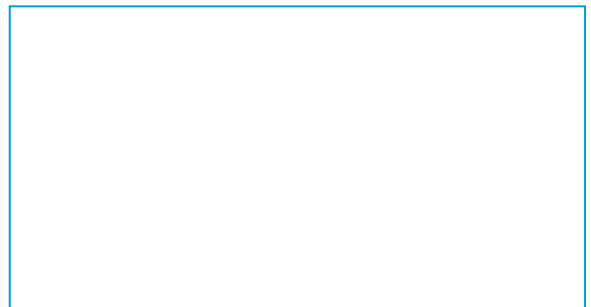
Choose 2 words and write them below.

--	--	--	--

--	--	--	--

Read, draw and write.

Again it rained.



all

Sound out and spell the word. Colour the word that matches the pictures. Write the word in the line.

STEP 1: "Read your first spelling word and sound out."

STEP 2: "In the top space on your steps, write the first sound of the word."

STEP 3: "Move down to the next line of the step and write the first two sounds of the word. Remember to place each sound in a different box."

STEP 4: "Move down to the next line and write the first 3 sounds of the word. Continue until you have written the whole word in the last box."

stall

tall

call

small

rainfall

football

Read, draw and write.

A small ball began to roll.

--

The wall was tall.

--

Strip for activity on Page 10

ch	ch	ch	ch	ch	ch	ch	ch
----	----	----	----	----	----	----	----

Strip for activity on Page 12

th	th	th	th	th	th	th	th
----	----	----	----	----	----	----	----

Strip for activity on Page 19

ck	ck	ck	ck	ck	ck	ck	ck
----	----	----	----	----	----	----	----

Strip for activity on Page 23

oo	oo	oo	oo	oo	oo	oo	oo
----	----	----	----	----	----	----	----

Strip for activity on Page 28

ee	ee	ee	ee	ee	ee	ee	ee
----	----	----	----	----	----	----	----