

# Structured Synthetic Phonics

in  
Class I

HHfB  
HEAR HEAR FOR BHUTAN



shop

wish

fish

Designed to raise literacy levels in Bhutan.



		Reading Test Words		Spelling Test Words		Writing Test Sentences	
Unit 1 Review	CVC words	1	him <input type="checkbox"/> ✓X	win <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	Fun in the <u>sun</u> .
		2	yes <input type="checkbox"/> ✓X	sun <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		3	jam <input type="checkbox"/> ✓X	fan <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		4	wet <input type="checkbox"/> ✓X	hot <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	A <u>pig</u> <u>sat</u> in the <u>mud</u> .
		5	cup <input type="checkbox"/> ✓X	pop <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
Scores:		_____/5 = ____%		_____/5 = ____%		_____/5 = ____%	
Unit 2 Review	sh, ch, th, qu & wh words	1	shed <input type="checkbox"/> ✓X	wish <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	The <u>shop</u> is <u>shut</u> .
		2	thin <input type="checkbox"/> ✓X	then <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		3	such <input type="checkbox"/> ✓X	chip <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		4	whip <input type="checkbox"/> ✓X	quit <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	<u>This</u> is <u>such</u> fun.
		5	quiz <input type="checkbox"/> ✓X	when <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
Scores:		_____/5 = ____%		_____/5 = ____%		_____/5 = ____%	
Unit 3 Review	oo, ee & ck words	1	foot <input type="checkbox"/> ✓X	look <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	<u>Look</u> in the <u>book</u> .
		2	teeth <input type="checkbox"/> ✓X	deep <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		3	neck <input type="checkbox"/> ✓X	duck <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		4	food <input type="checkbox"/> ✓X	tooth <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	<u>Feed</u> the <u>sheep</u> .
		5	week <input type="checkbox"/> ✓X	rock <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
Scores:		_____/5 = ____%		_____/5 = ____%		_____/5 = ____%	
Unit 4 Review	CCVC & CVCC words	1	flag <input type="checkbox"/> ✓X	glad <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	I <u>went</u> for a <u>swim</u> .
		2	trip <input type="checkbox"/> ✓X	crop <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		3	held <input type="checkbox"/> ✓X	hint <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		4	cold <input type="checkbox"/> ✓X	wink <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	The <u>frog</u> has <u>spots</u> .
		5	plan <input type="checkbox"/> ✓X	slip <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
Scores:		_____/5 = ____%		_____/5 = ____%		_____/5 = ____%	
Unit 5 Review	ar, or, er & (i)ng words	1	never <input type="checkbox"/> ✓X	start <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	The <u>shark</u> has <u>sharp</u> teeth.
		2	sting <input type="checkbox"/> ✓X	bring <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		3	sport <input type="checkbox"/> ✓X	north <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		4	shark <input type="checkbox"/> ✓X	sharp <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	A <u>storm</u> in the <u>north</u> .
		5	star <input type="checkbox"/> ✓X	under <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
Scores:		_____/5 = ____%		_____/5 = ____%		_____/5 = ____%	
Unit 6 Review	ai, ay, oi, oy & all words	1	small <input type="checkbox"/> ✓X	tall <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	<u>Wait</u> for the <u>rain</u> to stop.
		2	paint <input type="checkbox"/> ✓X	train <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		3	stay <input type="checkbox"/> ✓X	play <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
		4	soil <input type="checkbox"/> ✓X	spoil <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	Today I will <u>play</u> .
		5	boy <input type="checkbox"/> ✓X	toy <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
Scores:		_____/5 = ____%		_____/5 = ____%		_____/5 = ____%	

Unit 1: CVC Words

him

yes

jam

wet

cup

Unit 1

Unit 2: CVC Words with Early Stage 1 Phonics with sh, ch, th, qu & wh

shed

thin

such

whip

quiz

Unit 2

Unit 3: CVC Words with Early Stage 1 Phonics with oo & oo, ck & ee

foot

teeth

neck

food

week

Unit 3

Unit 4: CCVC & CVCC Words

flag

trip

held

cold

plan

Unit 4

Unit 5: Words with Late Stage 1 Phonics with ar, or, er, & ing

never

sting

sport

shark

star

Unit 5

Unit 6: Words with Late Stage 1 Phonics with ai, ay, oy, oi & all

small

paint

stay

soil

boy

Unit 6

Unit 1: CVC Words

tap

sit

net

run

win

Unit 1

Unit 2: CVC Words with Early Stage 1 Phonics with sh, ch, th, qu & wh

shop

chin

that

queen

when

Unit 2

Unit 3: CVC Words with Early Stage 1 Phonics with oo & oo, ck & ee

moon

hook

feed

weed

luck

Unit 3

Unit 4: CCVC & CVCC Words

skip

glad

wink

camp

held

Unit 4

Unit 5: Words with Late Stage 1 Phonics with ar, or, er, & ing

sport

king

smart

north

under

Unit 5

Unit 6: Words with Late Stage 1 Phonics with ai, ay, oy, oi & all

brain

away

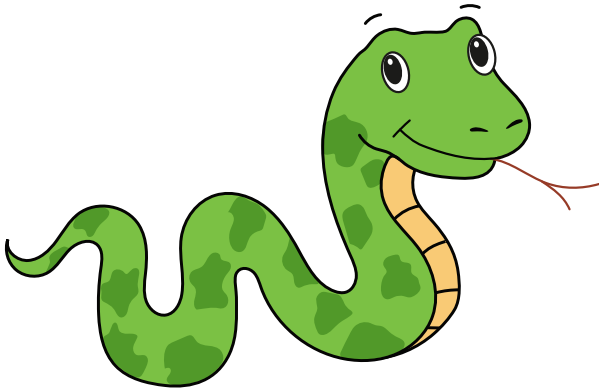
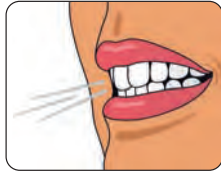
wall

noise

enjoy

Unit 6

# Ss



**What is this sound?**  
Simulate a slithering snake.  
Turn hand and wrist left and right.

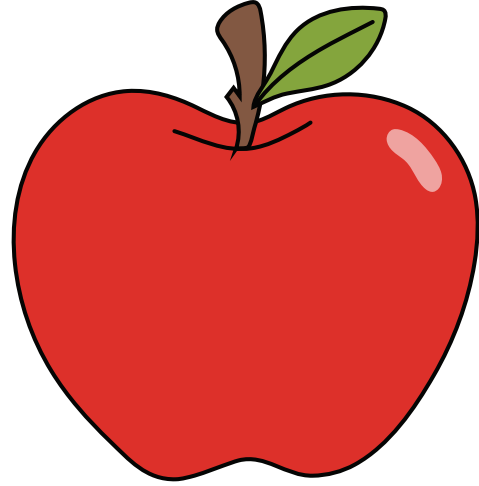


**Verbalise "s"**

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# Aa



**What is this sound?**  
Simulate biting an apple.  
Open mouth and place open hand close to mouth as if biting an apple.

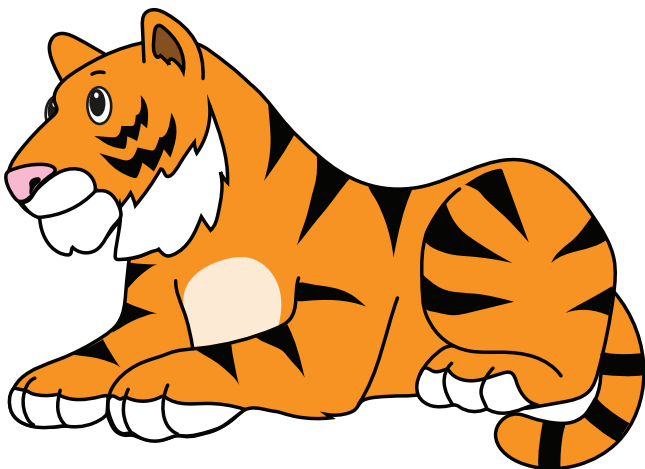
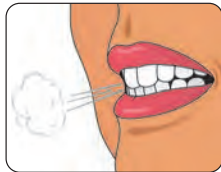


**Verbalise "a"**

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# Tt



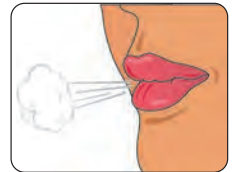
**What is this sound?**  
Simulate a tiger growling.  
**Verbalise "t"**



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# Pp



**What is this sound?**  
Simulate popping a bubble.  
Curl finger and connect with thumb then open in popping action.  
**Verbalise "p"**

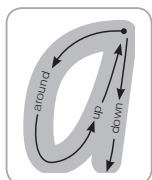


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Teacher: What is this sound?

a



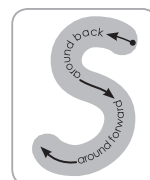
Teacher: Write in the air an 'a'.

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Teacher: What is this sound?

s



Teacher: Write in the air a 's'.

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Teacher: What is this sound?

p



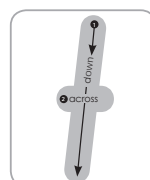
Teacher: Write in the air a 'p'.

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Teacher: What is this sound?

t

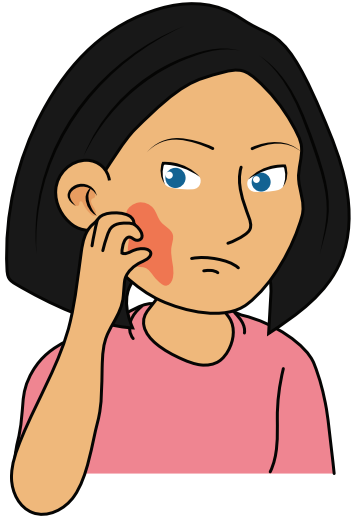
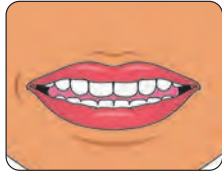


Teacher: Write in the air a 't'.

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# Ii



**What is this sound?**

Simulate scratching an itchy face.  
Hold both hands up to cheeks and move fingers  
in a scratching action.

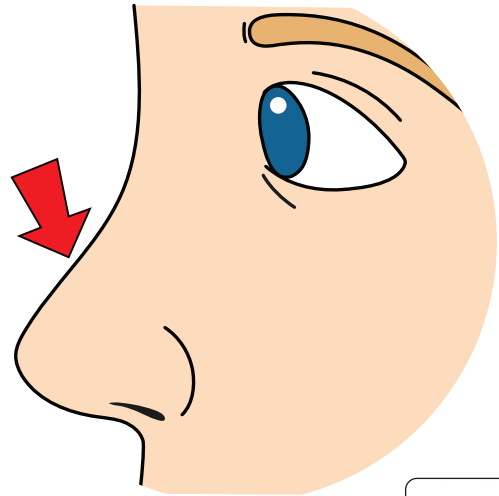
**Verbalise "i"**



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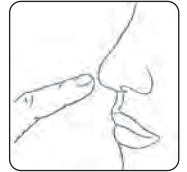
# Nn



**What is this sound?**

Point to nose.

**Verbalise "n"**



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# Mm



**What is this sound?**

Simulate a mixing action.  
Close fist and move it in a circular  
clockwise action.

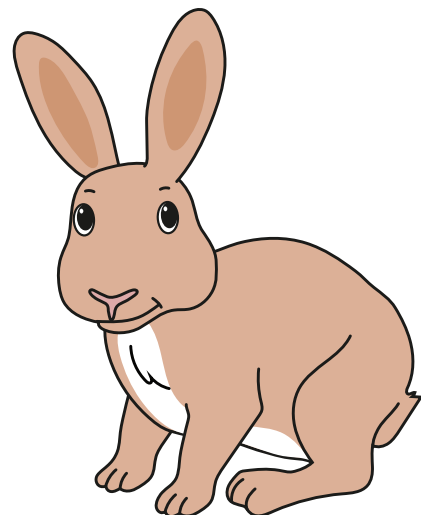
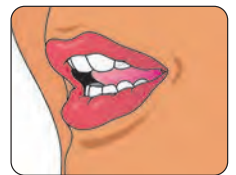
**Verbalise "m"**



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# Rr



**What is this sound?**

Simulate a rabbit.  
Hold hands up as bunny ears behind the  
top of the head.

**Verbalise "r"**

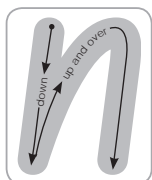


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Teacher: What is this sound?

n



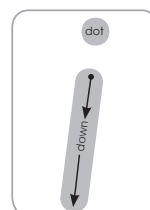
Teacher: Write in the air a 'n'.

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Teacher: What is this sound?

i



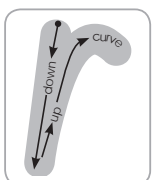
Teacher: Write in the air an 'i'.

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Teacher: What is this sound?

r



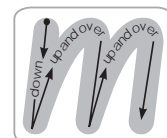
Teacher: Write in the air an 'r'.

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Teacher: What is this sound?

m



Teacher: Write in the air a 'm'.

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# Hh



**What is this sound?**

Simulate 'hot.'  
Fan the facial area with a single hand.

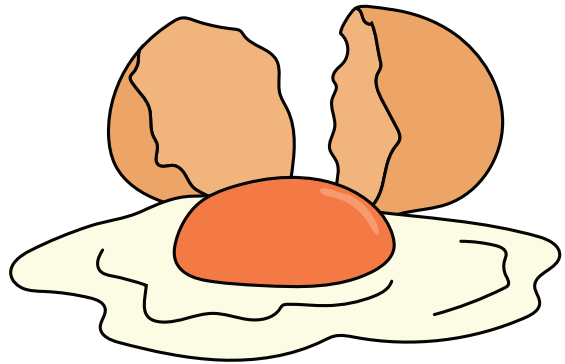
**Verbalise "h"**



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# Ee



**What is this sound?**

Connect fingers producing an oval/egg shape.

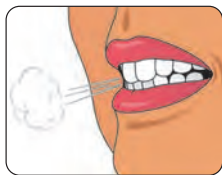
**Verbalise "e"**



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# Dd



**What is this sound?**

Simulate digging a hole with a shovel.

**Verbalise "d"**



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# Cc



**What is this sound?**

Simulate driving a car.  
Put hands on a steering wheel, turning left and right.

**Verbalise "c"**

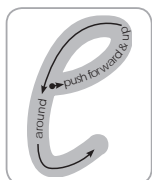


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Teacher: What is this sound?

e



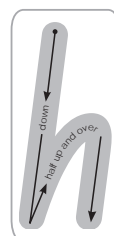
Teacher: Write in the air an 'e'.

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Teacher: What is this sound?

h



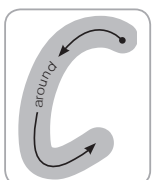
Teacher: Write in the air a 'h'.

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Teacher: What is this sound?

c



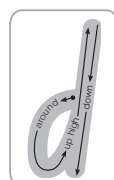
Teacher: Write in the air a 'c'.

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Teacher: What is this sound?

d

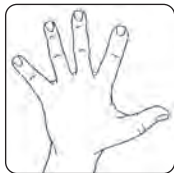


Teacher: Write in the air a 'd'.

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# Ff



**What is this sound?**

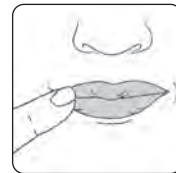
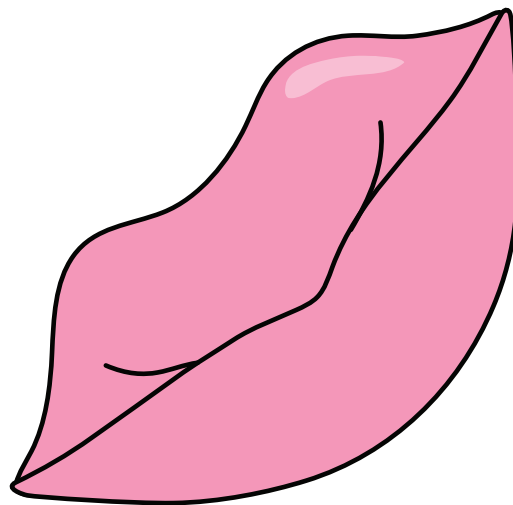
Hold up four fingers and thumb with an open hand.

**Verbalise "f"**

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# Li



**What is this sound?**

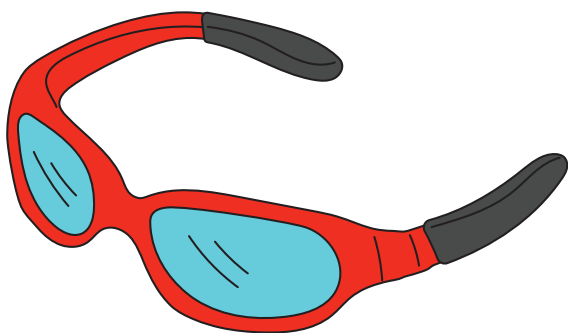
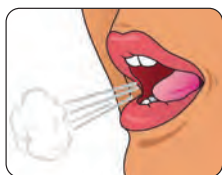
Point to lips.

**Verbalise "l"**

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# Gg



**What is this sound?**

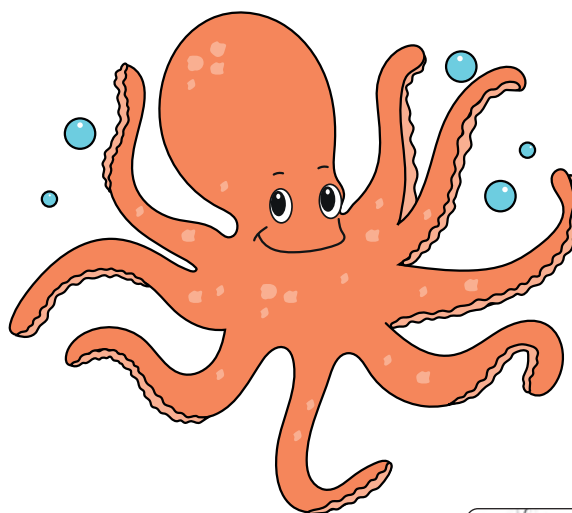
Form a pair of glasses over the eyes with both hands.

**Verbalise "g"**

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# Oo



**What is this sound?**

Simulate an octopus with hand. Wriggle fingers to simulate an octopus' tentacles.

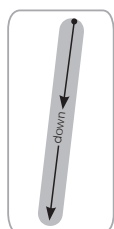
**Verbalise "o"**

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Teacher: What is this sound?

l



Teacher: Write in the air an 'l'.

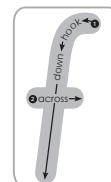
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Teacher: What is this sound?

f



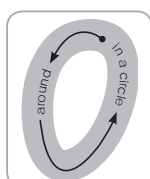
Teacher: Write in the air a 'f'.

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Teacher: What is this sound?

o



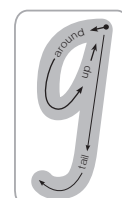
Teacher: Write in the air an 'o'.

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Teacher: What is this sound?

g

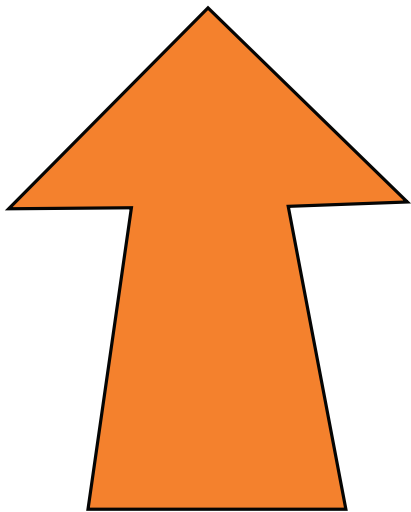


Teacher: Write in the air a 'g'.

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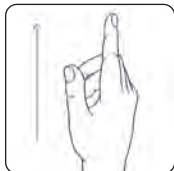
# Uu



**What is this sound?**

Point up.

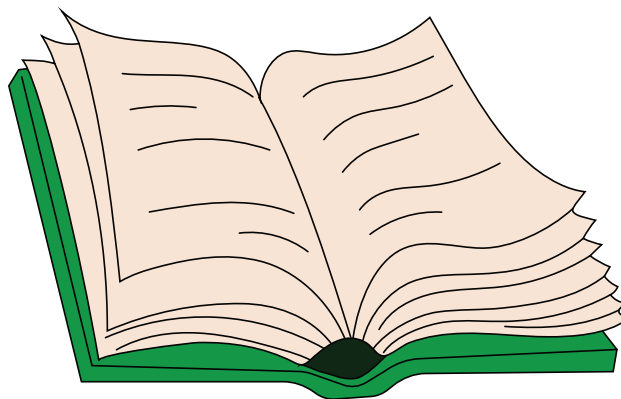
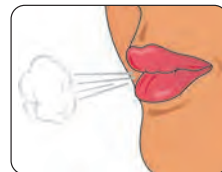
**Verbalise "u"**



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# Bb



**What is this sound?**

Simulate an open book.  
Connect smallest fingers with open hands.

**Verbalise "b"**



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# Ww



**What is this sound?**

Simulate wind.  
Start with tips of fingers curled forward and touching.  
Release forward as hands open.

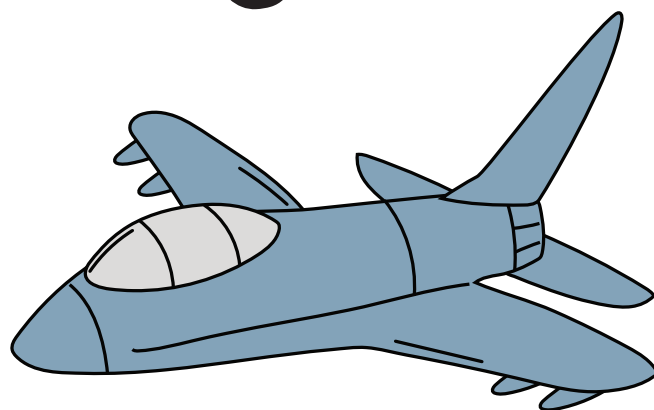
**Verbalise "w"**



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# Jj



**What is this sound?**

Simulate a jet.  
Stretch arms out in flying action.

**Verbalise "j"**

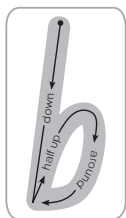


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Teacher: What is this sound?

b



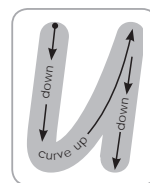
Teacher: Write in the air a 'b'.

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Teacher: What is this sound?

u



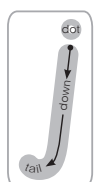
Teacher: Write in the air an 'u'.

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Teacher: What is this sound?

j



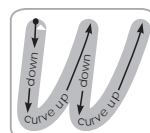
Teacher: Write in the air a 'j'.

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Teacher: What is this sound?

w



Teacher: Write in the air a 'w'.

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# Vv



**What is this sound?**

Simulate playing a violin.

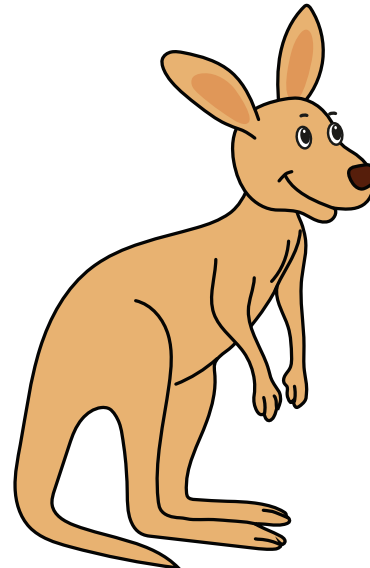
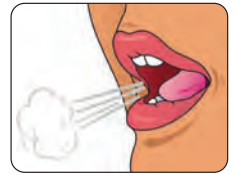
**Verbalise "v"**



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# Kk



**What is this sound?**

Simulate a kangaroo jumping.  
Hold bent arms forward with hands down.

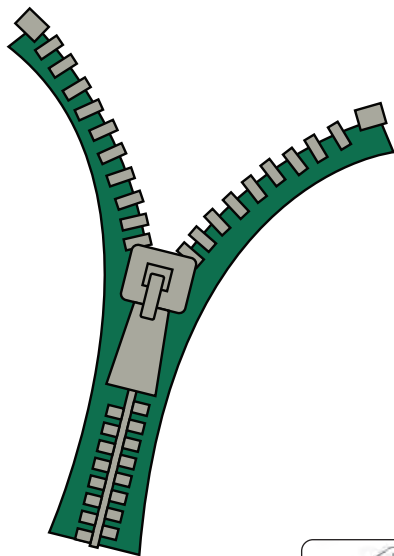
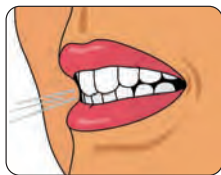
**Verbalise "k"**



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# Zz



**What is this sound?**

Simulate doing a zip up.  
Hold thumb against finger and move hand  
in an upward action.

**Verbalise "z"**



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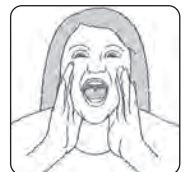
# Yy



**What is this sound?**

Simulate yelling.  
Hold hands up to open mouth.

**Verbalise "y"**

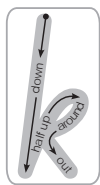


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Teacher: What is this sound?

k



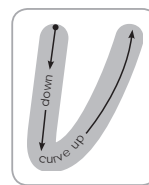
Teacher: Write in the air a 'k'.

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Teacher: What is this sound?

v



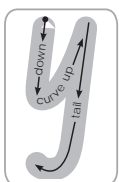
Teacher: Write in the air a 'v'.

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Teacher: What is this sound?

y



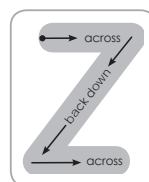
Teacher: Write in the air a 'y'.

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Teacher: What is this sound?

z

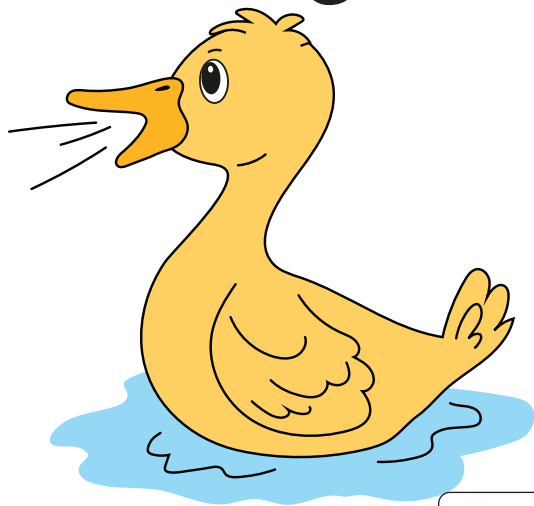


Teacher: Write in the air a 'z'.

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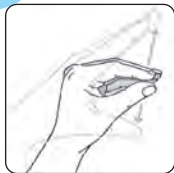
# Qq



**What is this sound?**

Simulate a duck's beak opening and closing.

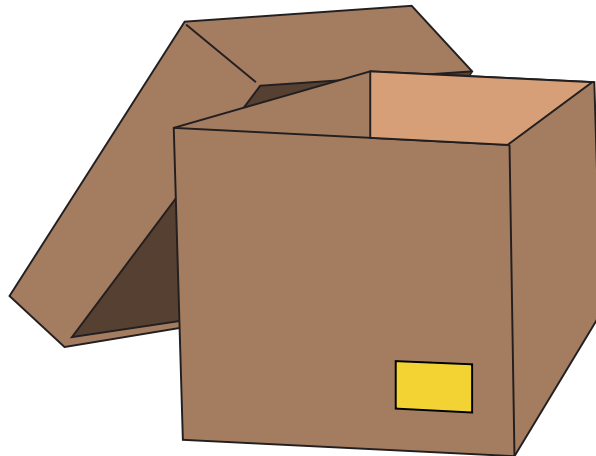
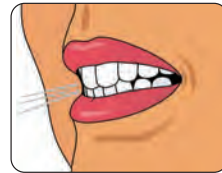
**Verbalise "-"**



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# Xx



**What is this sound?**

Simulate a box.  
Move hands from one top and bottom to sides.

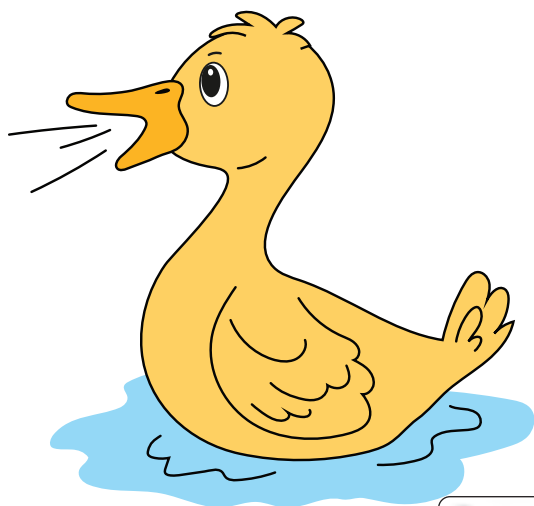
**Verbalise "-"**



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# qu



**What is this sound?**

Simulate a duck's beak opening and closing.

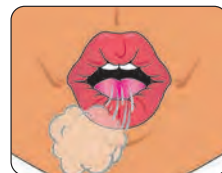
**Verbalise "qu"**



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# wh



**What is this sound?**

Action of whipping the air.

**Verbalise "wh"**

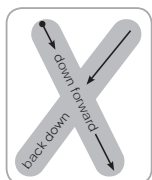


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Teacher: What is this sound?

x



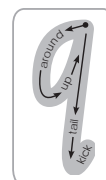
Teacher: Write in the air an 'x'.

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Teacher: What is this sound?

q



Teacher: Write in the air a 'q'.

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Teacher: What is this sound?

Teacher: Write in the air a 'wh'.

wh

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Teacher: What is this sound?

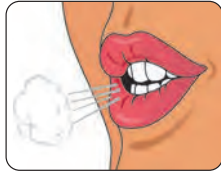
Teacher: Write in the air a 'qu'.

qu

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# sh



What is this sound?

Pointing finger over lips.

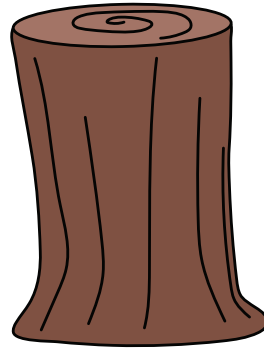
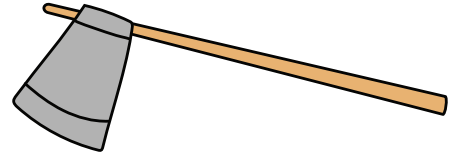
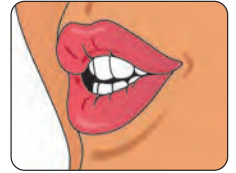
Verbalise "sh"



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# ch



What is this sound?  
Hand (axe) chopping wood (flat hand).  
Verbalise "ch"



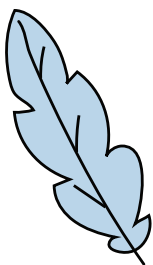
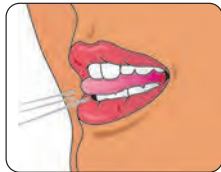
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# th

+

# th



What are these sounds?

Closed fist with a thumb up and then fan yourself with a feather.

Verbalise "th"



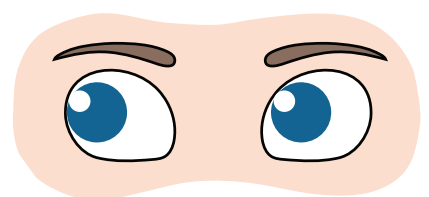
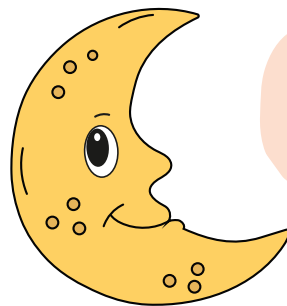
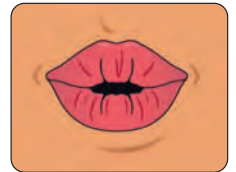
© PLD Organisation Pty. Ltd.

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# oo

+

# oo



What are these sounds?  
Point to eyes (look) then point to the sky (moon).  
Verbalise "oo"



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Teacher: What are these sounds?

Teacher: Write in the air an 'oo'.

oo + oo



Teacher: What is this sound?

Teacher: Write in the air a 'ch'.

ch

Teacher: What are these sounds?

Teacher: Write in the air a 'th'.

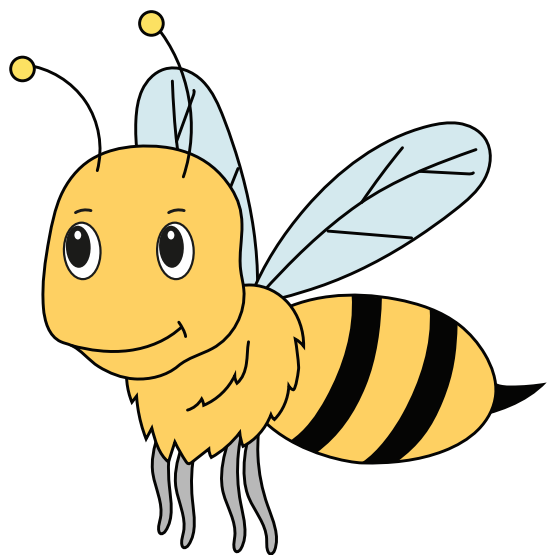
th + th

Teacher: What is this sound?

Teacher: Write in the air a 'sh'.

sh

# ee



What is this sound?

Flutter hands  
(simulating wings).

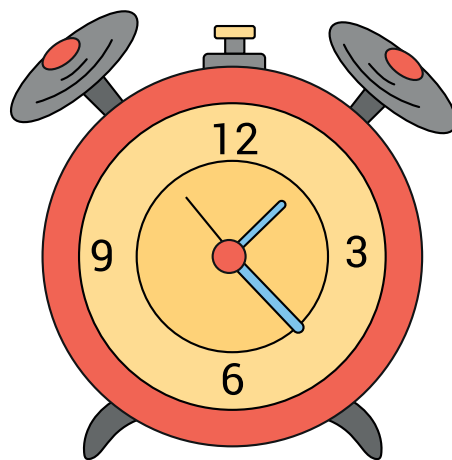
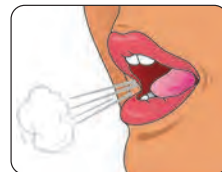
Verbalise "ee"



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# ck



What is this sound?

Hand and forearm moving side to side.

Verbalise "ck"



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# oi



What is this sound?

Simulate flipping a coin with a thumb  
and pointing finger.

Verbalise "oi"



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# ing



What is this sound?

Hands on head making a crown.

Verbalise "ing"



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Teacher: What is this sound?

in

g

Teacher: Write in the air an 'ing'.

Teacher: What is this sound?

ck

ck

Teacher: Write in the air a 'ck'.

Teacher: What is this sound?

oi

Teacher: Write in the air an 'oi'.

Teacher: What is this sound?

ee

ee

Teacher: Write in the air an 'ee'.

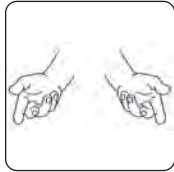
# ay



What is this sound?

Hands simulating holding a tray.

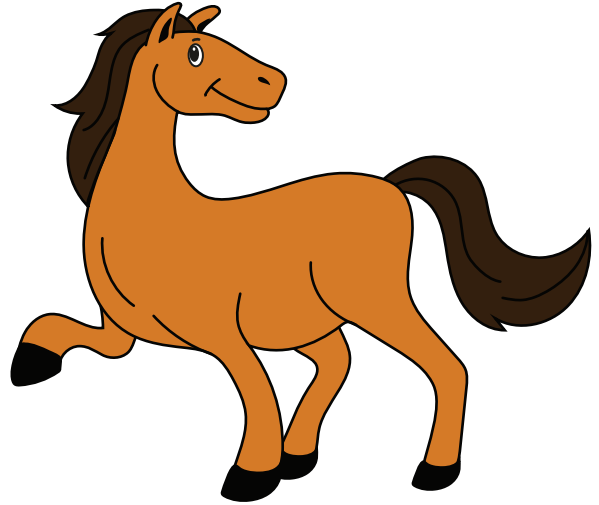
Verbalise "ay"



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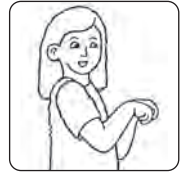
# or



What is this sound?

Closed fists simulating holding a horse's reins.

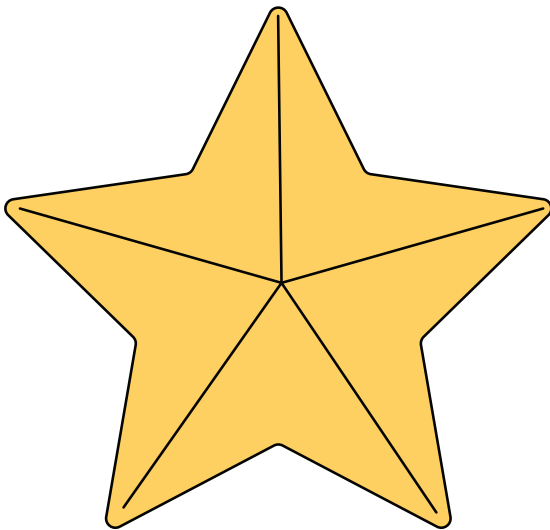
Verbalise "or"



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# ar



What is this sound?

Hands making a diamond shape.

Verbalise "ar"



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# ai



What is this sound?

Sprinkling finger simulating rain.

Verbalise "ai"



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Teacher: What is this sound?

Teacher: Write in the air an 'ai'.

ai



Teacher: What is this sound?

Teacher: Write in the air an 'ar'.

ar

Teacher: What is this sound?

Teacher: Write in the air an 'or'.

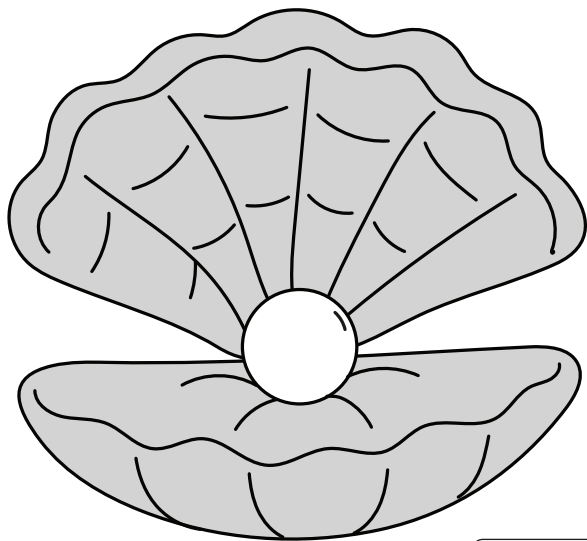
or

Teacher: What is this sound?

Teacher: Write in the air an 'ay'.

ay

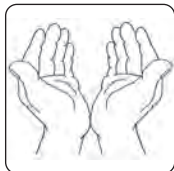
# oy



What is this sound?

Heels of palms together and hands moving to simulate a shell opening.

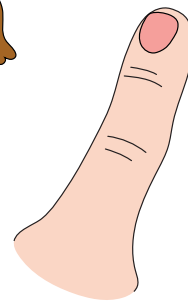
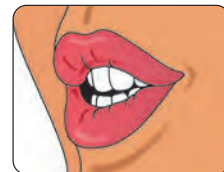
Verbalise "oy"



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# er + er



What are these sounds?

Point to finger and to a girl.

Verbalise "er"



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## Pre-Primary and Class 1: Alphabet Sound Recall Test Card

Children require fast and accurate alphabet sound recall in order to read, spell and write.

Task Instruction: What are these sounds? Remember to say the sounds as fast as you can.

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

### Accuracy

Group 1: \_\_\_\_ /6 Group 3: \_\_\_\_ /6

Group 2: \_\_\_\_ /6 Group 4: \_\_\_\_ /8

### Speed of Recall

- ☐ Rapid recall without any pausing or hesitation.
- ☐ 1 - 2 second processing time.
- ☐ Slow recall and a dependence on the actions.

Teacher: What are these sounds?

Teacher: Write in the air an 'er'.

er + er

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Teacher: What is this sound?

Teacher: Write in the air an 'oy'.

oy

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## Class 1: Phonic Sound Recall Test Card

Children require fast and accurate alphabet and phonic sound recall in order to read, spell and write.  
Task Instruction: What are these sounds? Remember to say the sounds as fast as you can.

sh

th

ee

qu

ch

oo

ck

wh

ay

ar

oy

er

or

ai

oi

ing

### Accuracy

Group 5: \_\_\_\_ /8

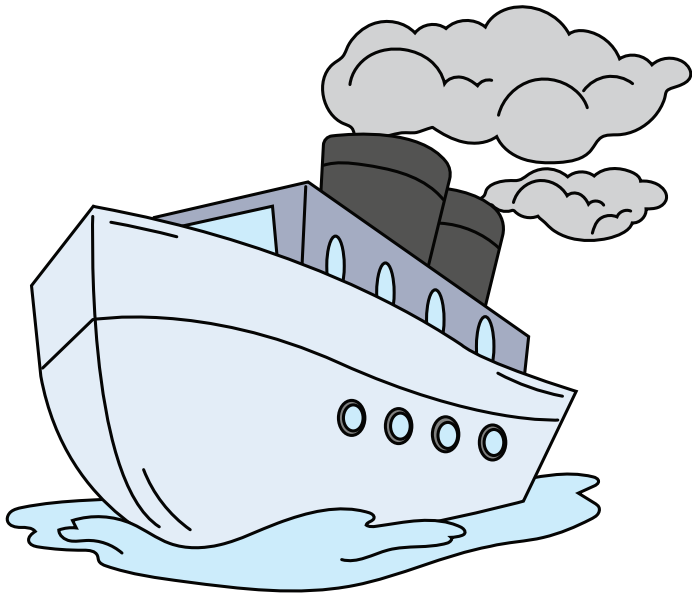
Group 6: \_\_\_\_ /8

### Speed of Recall

- ☐ Rapid recall without any pausing or hesitation.
- ☐ 1 - 2 second processing time.
- ☐ Slow recall and a dependence on the actions.

**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "sh (1 second pause) i (1 second pause) p"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

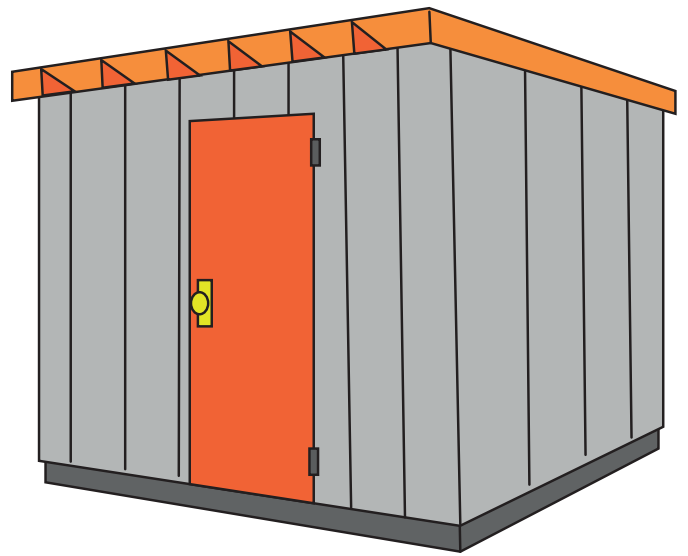
**Teacher:** Now let's sound out the word "sh (1 second pause) i (1 second pause) p".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "sh (1 second pause) e (1 second pause) d"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

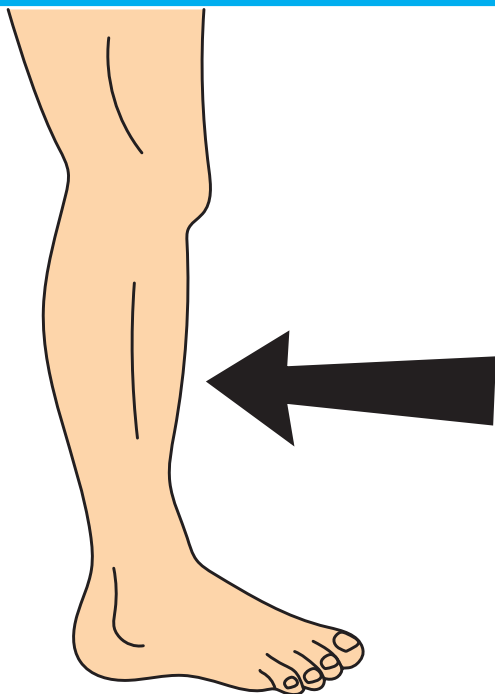
**Teacher:** Now let's sound out the word "sh (1 second pause) e (1 second pause) d".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "sh (1 second pause) i (1 second pause) n"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

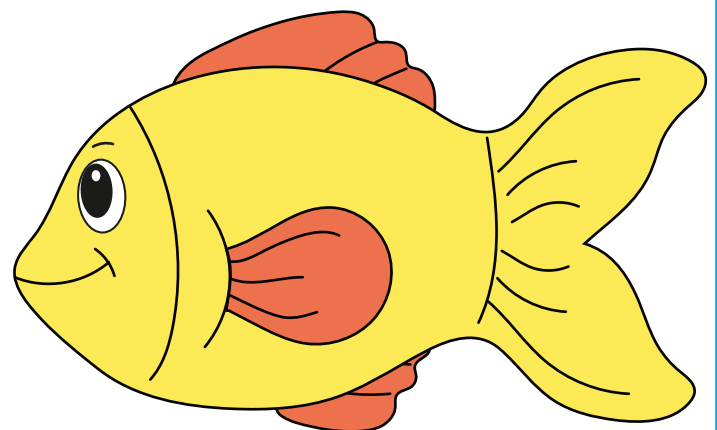
**Teacher:** Now let's sound out the word "sh (1 second pause) i (1 second pause) n".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "f (1 second pause) i (1 second pause) sh"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "f (1 second pause) i (1 second pause) sh".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

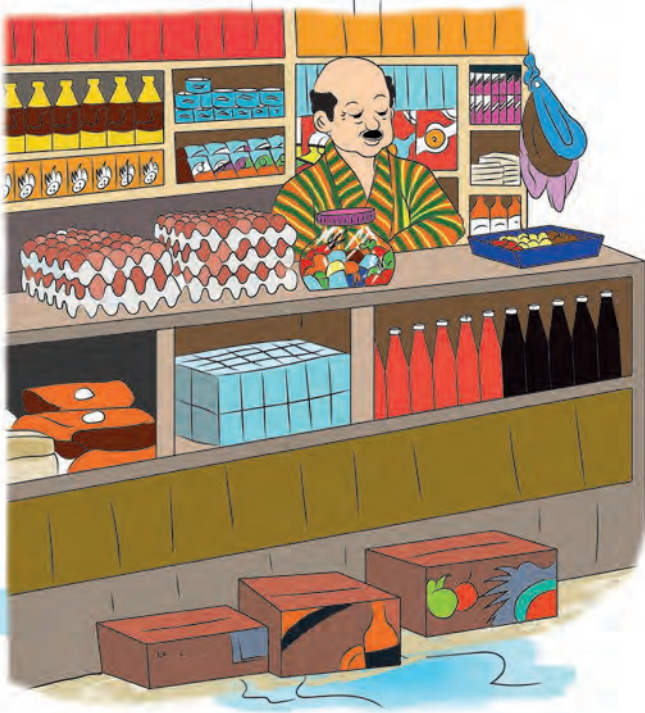
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**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "sh (1 second pause) o (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "sh (1 second pause) o (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some "c (1 second pause) a (1 second pause) sh"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "c (1 second pause) a (1 second pause) sh".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "h (1 second pause) u (1 second pause) sh"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'sh' Segmenting (for spelling and writing)**

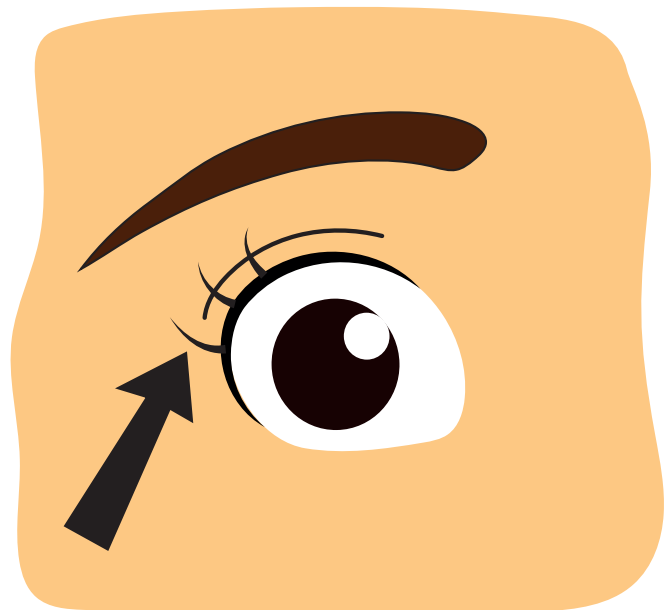
**Teacher:** Now let's sound out the word "h (1 second pause) u (1 second pause) sh".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'sh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "l (1 second pause) a (1 second pause) sh"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



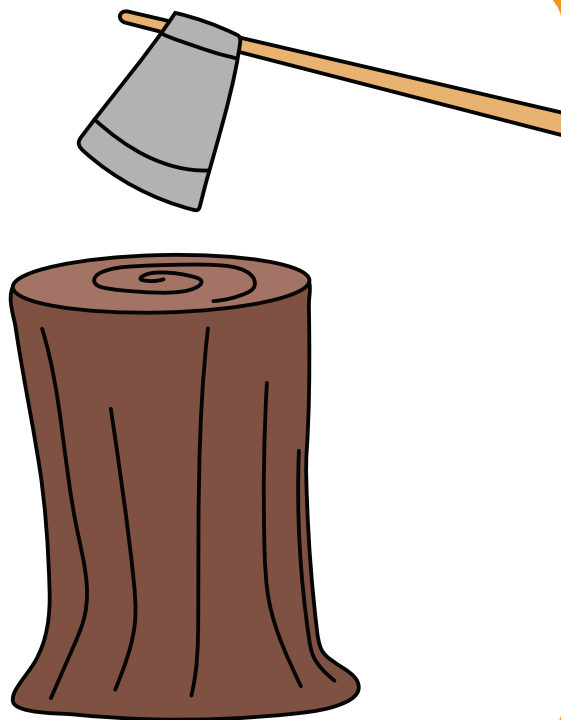
**'sh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "l (1 second pause) a (1 second pause) sh".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "ch (1 second pause) o (1 second pause) p"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

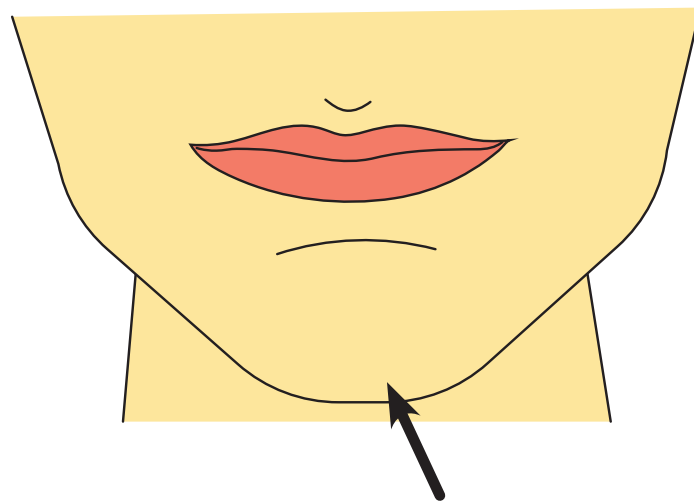
**Teacher:** Now let's sound out the word "ch (1 second pause) o (1 second pause) p".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "ch (1 second pause) i (1 second pause) n"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

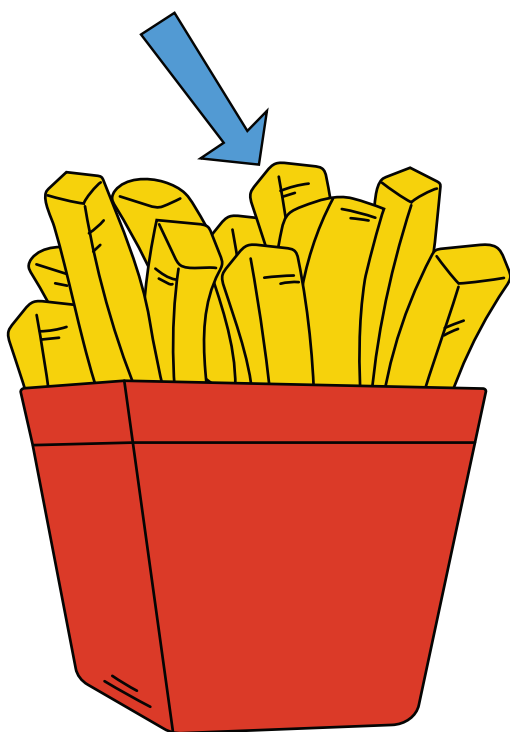
**Teacher:** Now let's sound out the word "ch (1 second pause) i (1 second pause) n".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "ch (1 second pause) i (1 second pause) p"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "ch (1 second pause) i (1 second pause) p".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "ch (1 second pause) a (1 second pause) t"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "ch (1 second pause) a (1 second pause) t".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

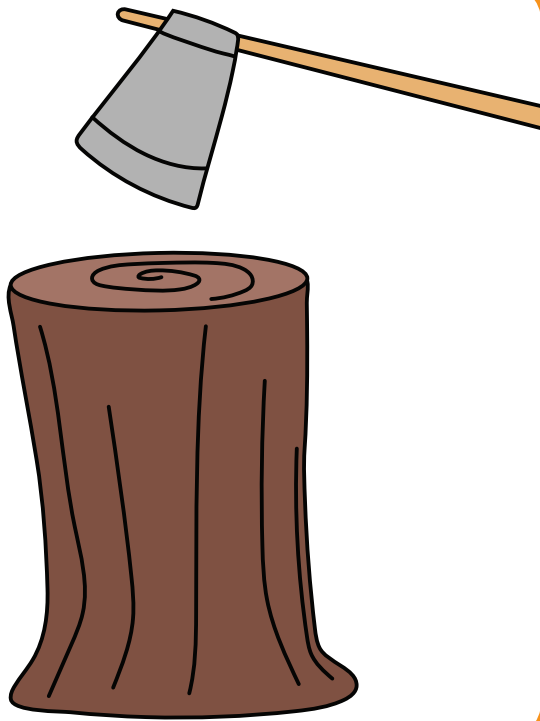
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**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "ch (1 second pause) o (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "ch (1 second pause) o (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "r (1 second pause) i (1 second pause) ch"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

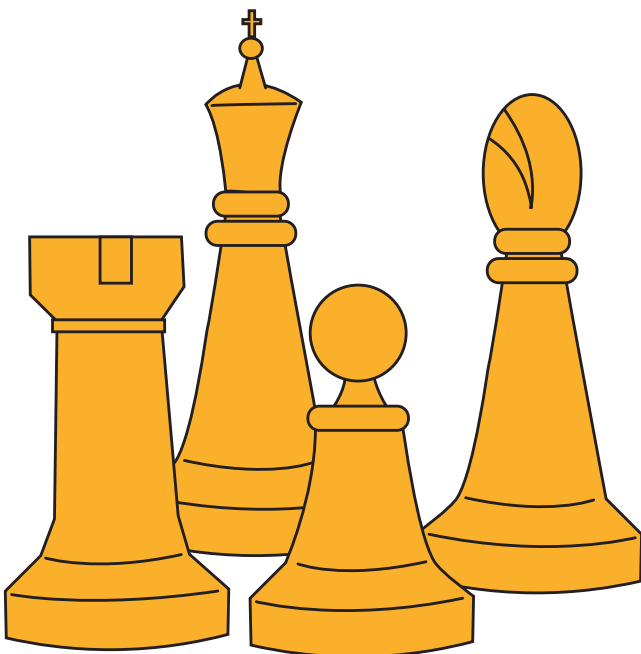
**Teacher:** Now let's sound out the word "r (1 second pause) i (1 second pause) ch".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "ch (1 second pause) e (1 second pause) ss"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

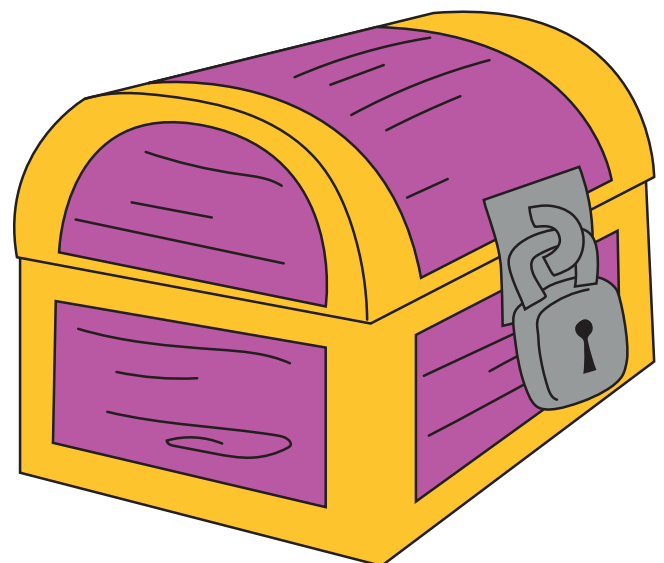
**Teacher:** Now let's sound out the word "ch (1 second pause) e (1 second pause) ss".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ch' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "ch (1 second pause) e (1 second pause) s (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ch' Segmenting (for spelling and writing)**

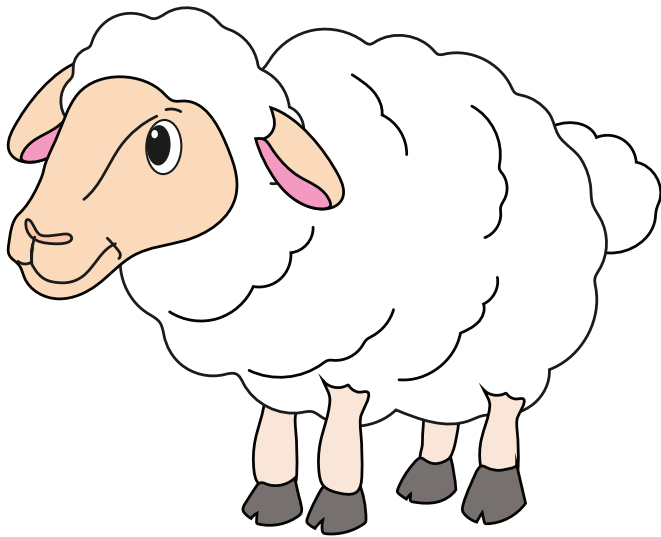
**Teacher:** Now let's sound out the word "ch (1 second pause) e (1 second pause) s (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "sh (1 second pause) ee (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "sh (1 second pause) ee (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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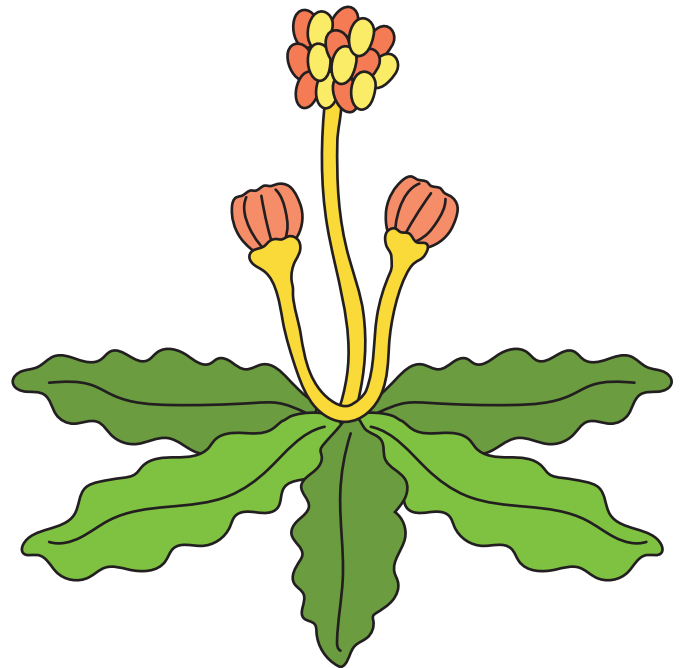
Hear Hear for Bhutan - Class I Pack



**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "w (1 second pause) ee (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "w (1 second pause) ee (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

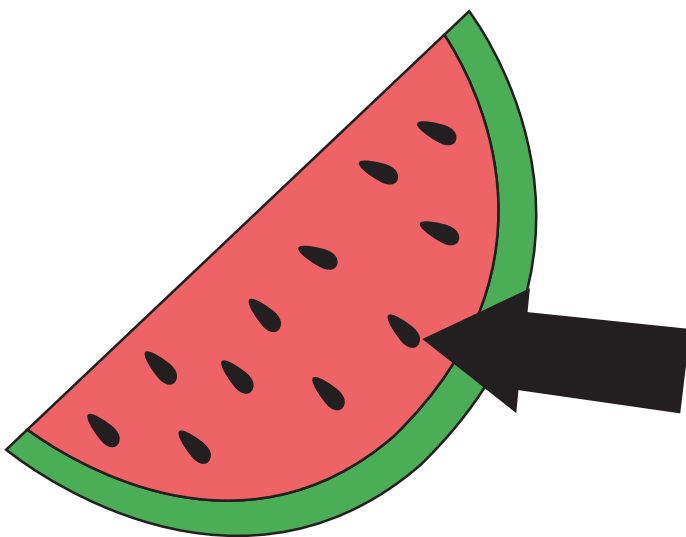
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**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "s (1 second pause) ee (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "s (1 second pause) ee (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "f (1 second pause) ee (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "f (1 second pause) ee (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "h (1 second pause) ee (1 second pause) l"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

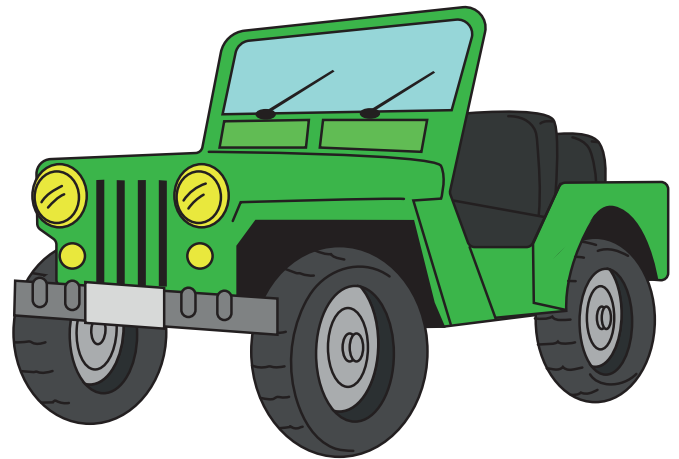
**Teacher:** Now let's sound out the word "h (1 second pause) ee (1 second pause) l".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "j (1 second pause) ee (1 second pause) p"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

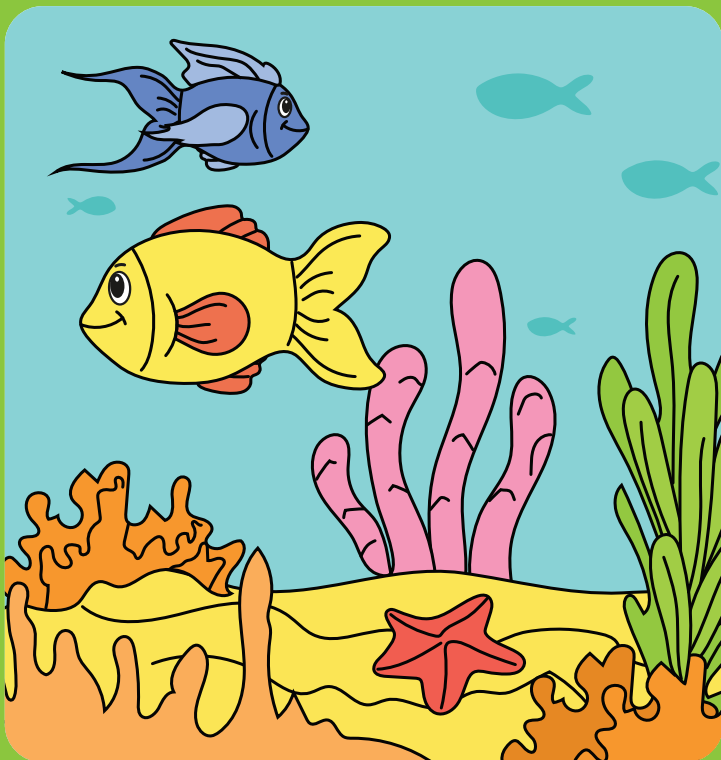
**Teacher:** Now let's sound out the word "j (1 second pause) ee (1 second pause) p".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "r (1 second pause) ee (1 second pause) f"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

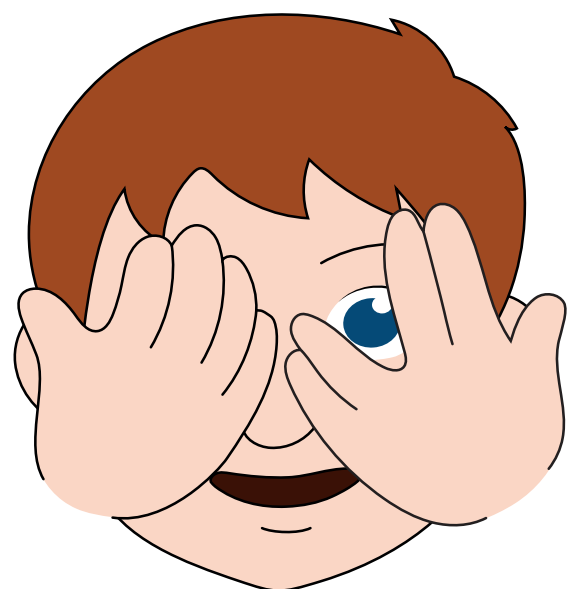
**Teacher:** Now let's sound out the word "r (1 second pause) ee (1 second pause) f".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ee' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "p (1 second pause) ee (1 second pause) p"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ee' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "p (1 second pause) ee (1 second pause) p".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

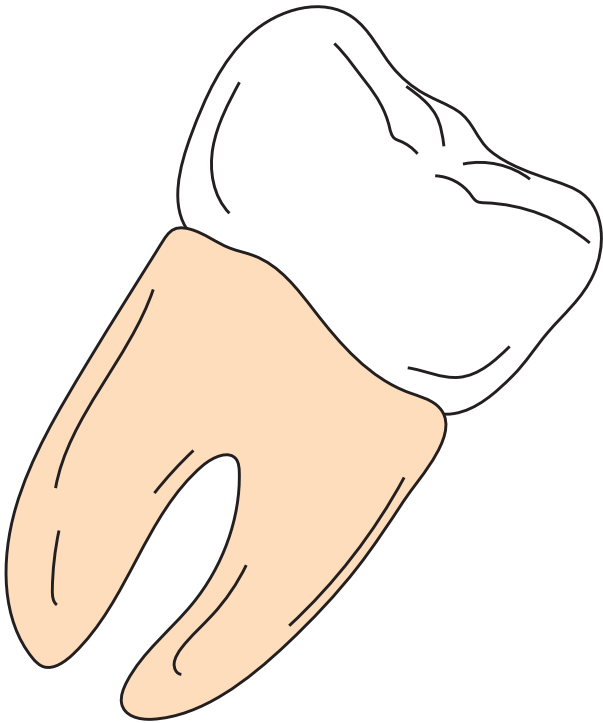
© PLD Organisation Pty. Ltd.

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**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "t (1 second pause) oo (1 second pause) th"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "t (1 second pause) oo (1 second pause) th".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "b (1 second pause) oo (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

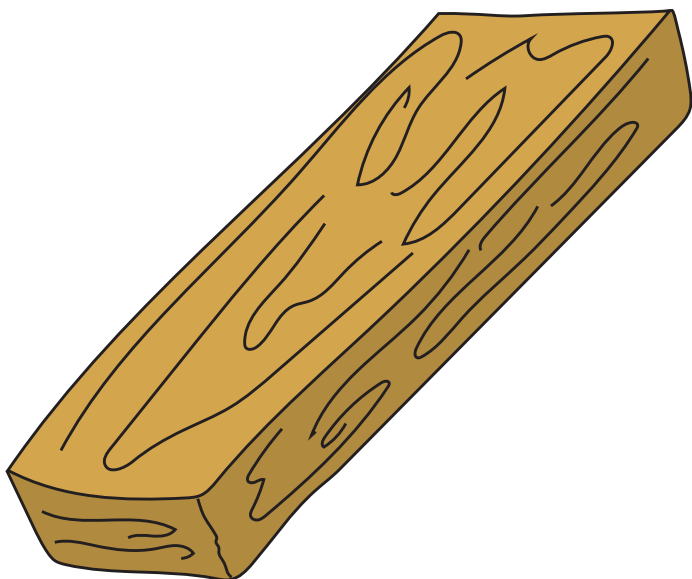
**Teacher:** Now let's sound out the word "b (1 second pause) oo (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some "w (1 second pause) oo (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "w (1 second pause) oo (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "b (1 second pause) oo (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

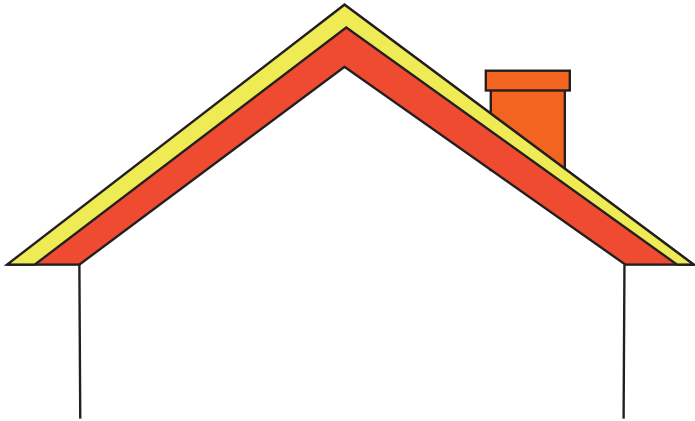
**Teacher:** Now let's sound out the word "b (1 second pause) oo (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "r (1 second pause) oo (1 second pause) f"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

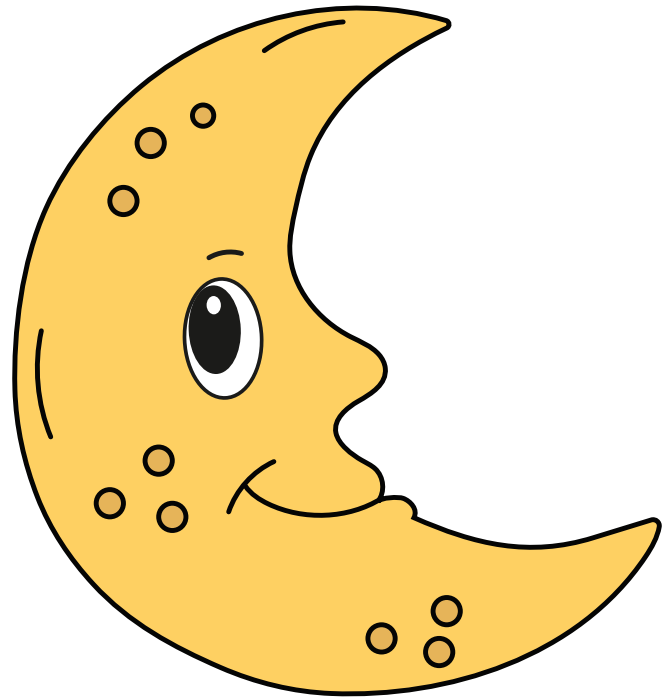
**Teacher:** Now let's sound out the word "r (1 second pause) oo (1 second pause) f".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "m (1 second pause) oo (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

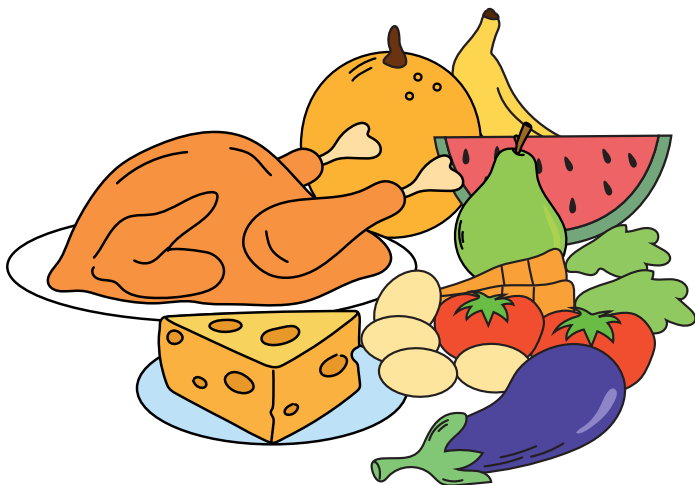
**Teacher:** Now let's sound out the word "m (1 second pause) oo (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some "f (1 second pause) oo (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "f (1 second pause) oo (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oo' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "sh (1 second pause) oo (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oo' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "sh (1 second pause) oo (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "t (1 second pause) i (1 second pause) ck"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "t (1 second pause) i (1 second pause) ck".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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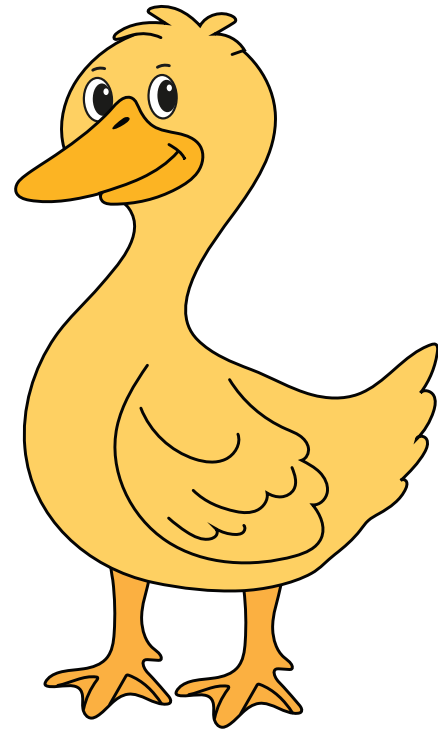
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**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "d (1 second pause) u (1 second pause) ck"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "d (1 second pause) u (1 second pause) ck".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "k (1 second pause) i (1 second pause) ck"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "k (1 second pause) i (1 second pause) ck".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

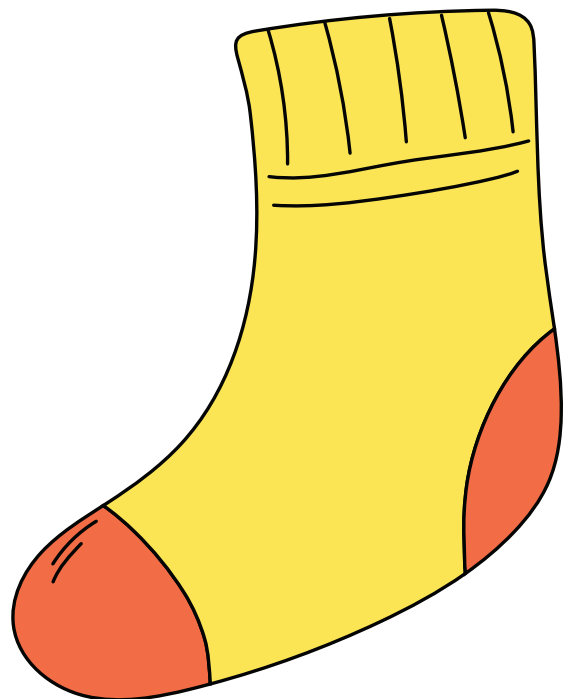
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**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "s (1 second pause) o (1 second pause) ck"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "s (1 second pause) o (1 second pause) ck".

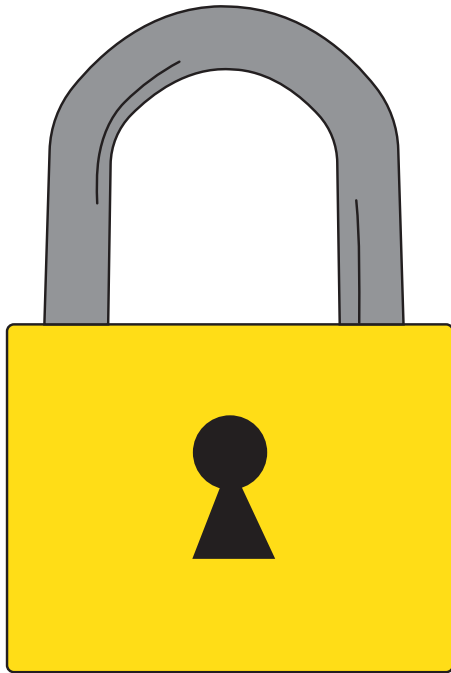
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "l (1 second pause) o (1 second pause) ck"?.  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



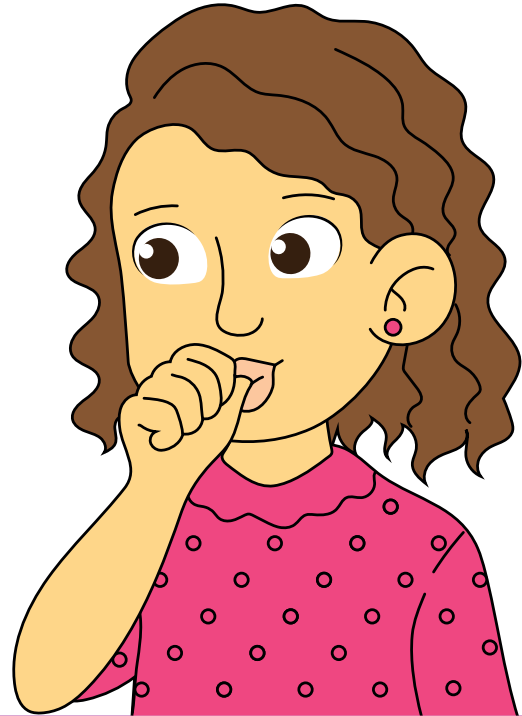
**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "l (1 second pause) o (1 second pause) ck".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.



**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "s (1 second pause) u (1 second pause) ck"?.  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.

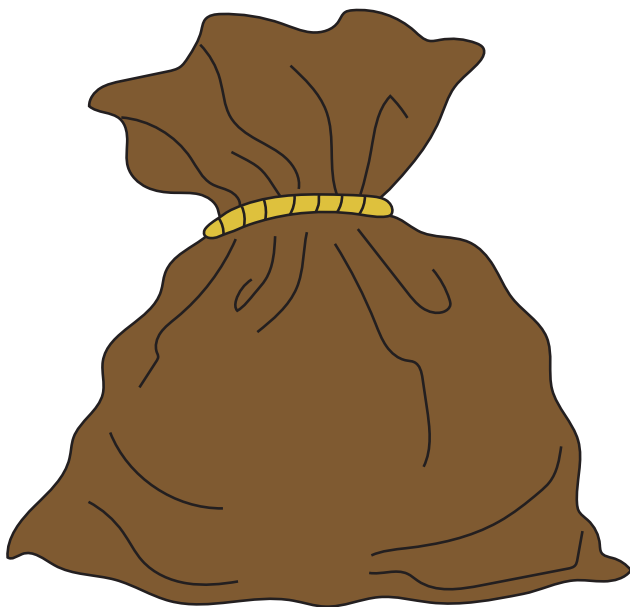


**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "s (1 second pause) u (1 second pause) ck".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "s (1 second pause) a (1 second pause) ck"?.  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.

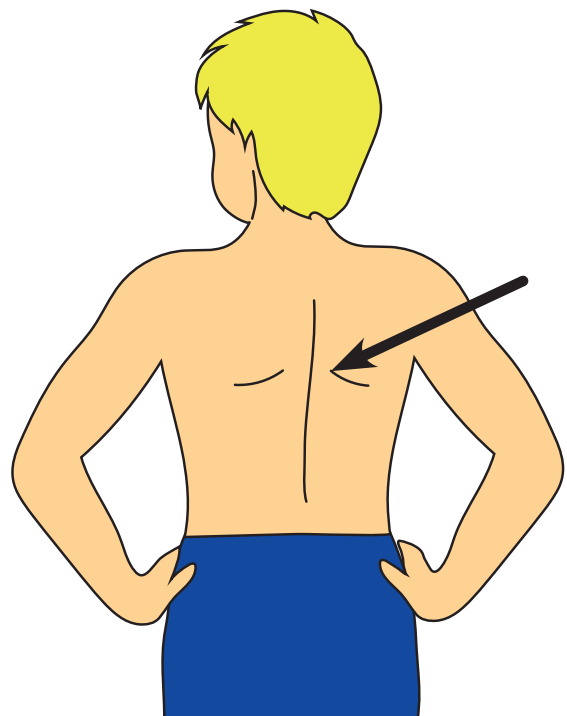


**'ck' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "s (1 second pause) a (1 second pause) ck".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ck' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "b (1 second pause) a (1 second pause) ck"?.  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ck' Segmenting (for spelling and writing)**

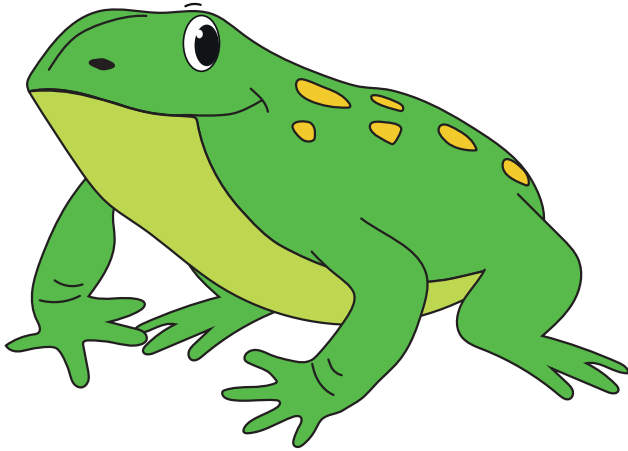
**Teacher:** Now let's sound out the word "b (1 second pause) a (1 second pause) ck".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's a

"f (1 second pause) r (1 second pause) o (1 second pause) g"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"f (1 second pause) r (1 second pause) o (1 second pause) g".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's

"s (1 second pause) t (1 second pause) o (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"s (1 second pause) t (1 second pause) o (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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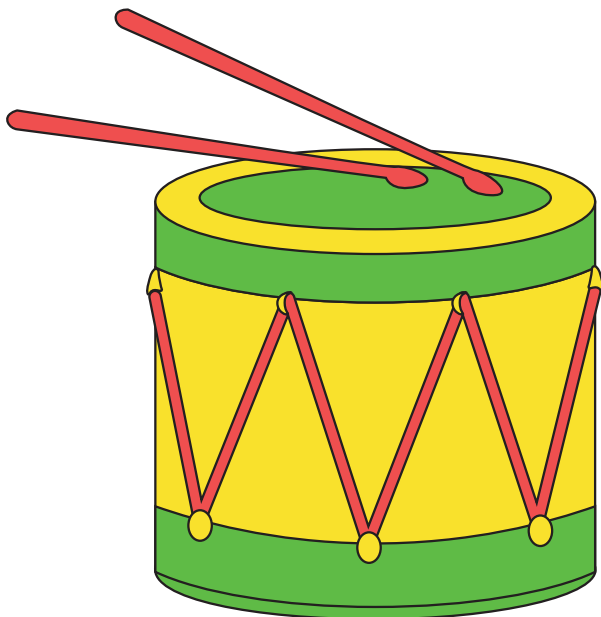
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**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's a

"d (1 second pause) r (1 second pause) u (1 second pause) m"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"d (1 second pause) r (1 second pause) u (1 second pause) m".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's

"s (1 second pause) l (1 second pause) i (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"s (1 second pause) l (1 second pause) i (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"s (1 second pause) w (1 second pause) i (1 second pause) m"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"s (1 second pause) w (1 second pause) i (1 second pause) m".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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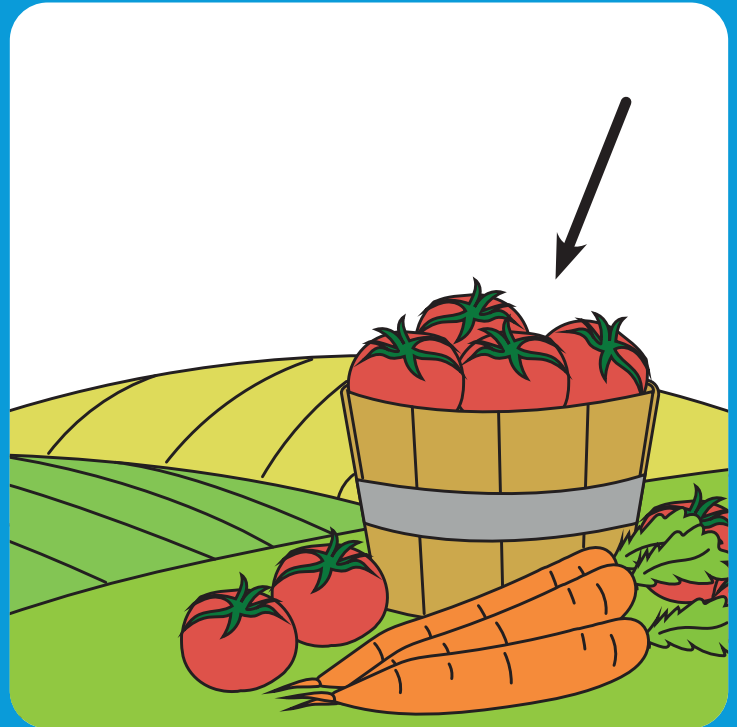
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"c (1 second pause) r (1 second pause) o (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"c (1 second pause) r (1 second pause) o (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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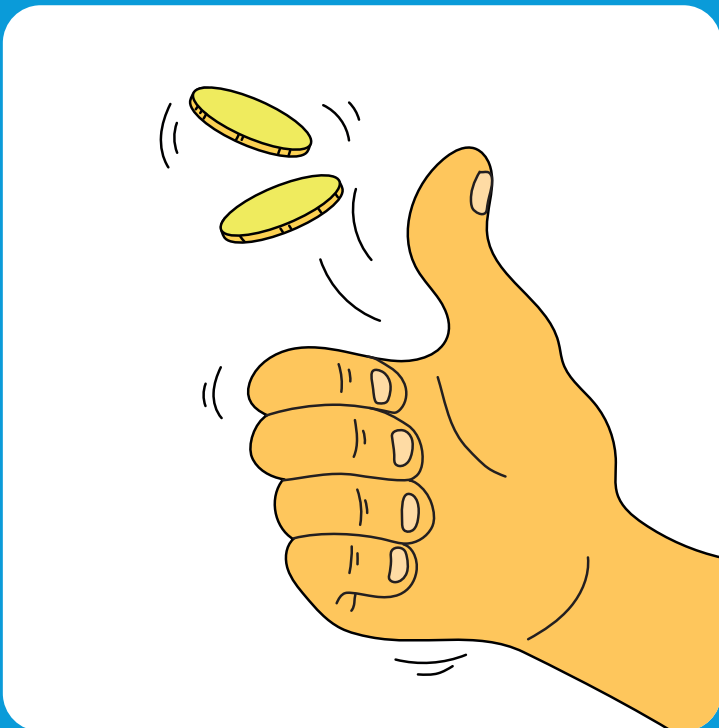
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"f (1 second pause) l (1 second pause) i (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"f (1 second pause) l (1 second pause) i (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"t (1 second pause) w (1 second pause) i (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"t (1 second pause) w (1 second pause) i (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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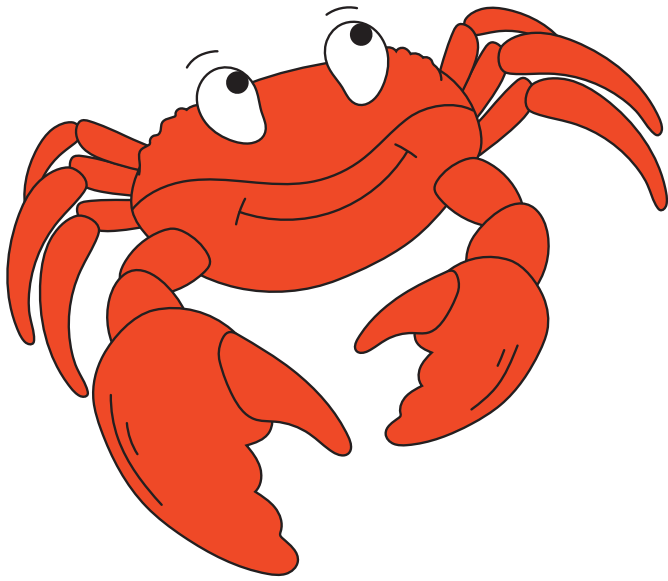
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"c (1 second pause) r (1 second pause) a (1 second pause) b"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"c (1 second pause) r (1 second pause) a (1 second pause) b".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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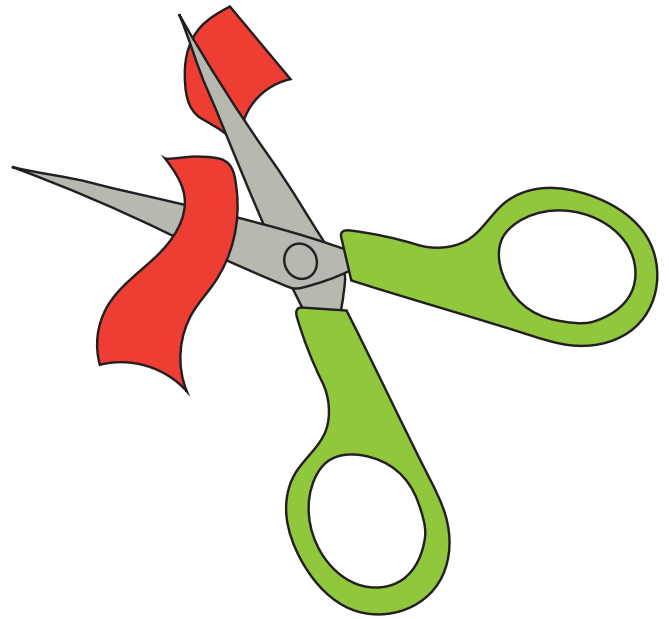


**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"s (1 second pause) n (1 second pause) i (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"s (1 second pause) n (1 second pause) i (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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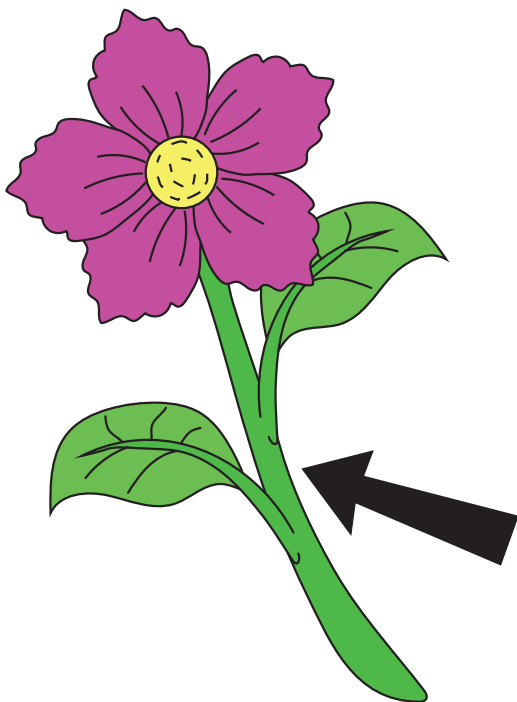
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"s (1 second pause) t (1 second pause) e (1 second pause) m"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"s (1 second pause) t (1 second pause) e (1 second pause) m".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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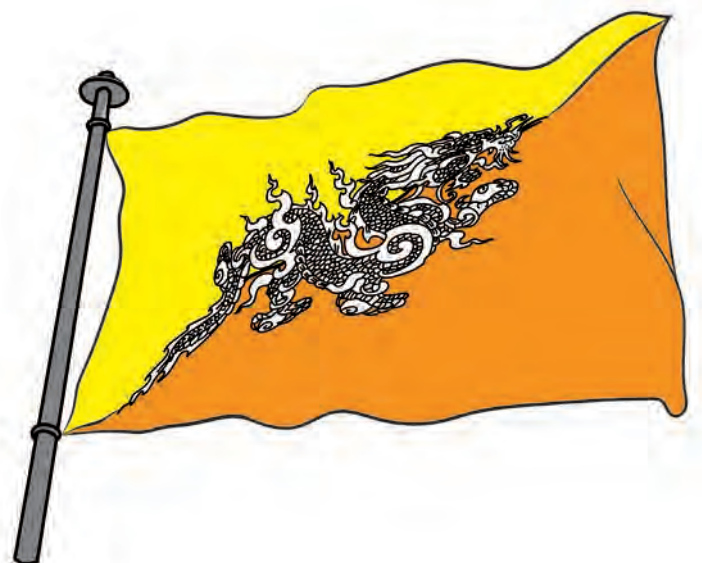
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"f (1 second pause) l (1 second pause) a (1 second pause) g"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"f (1 second pause) l (1 second pause) a (1 second pause) g".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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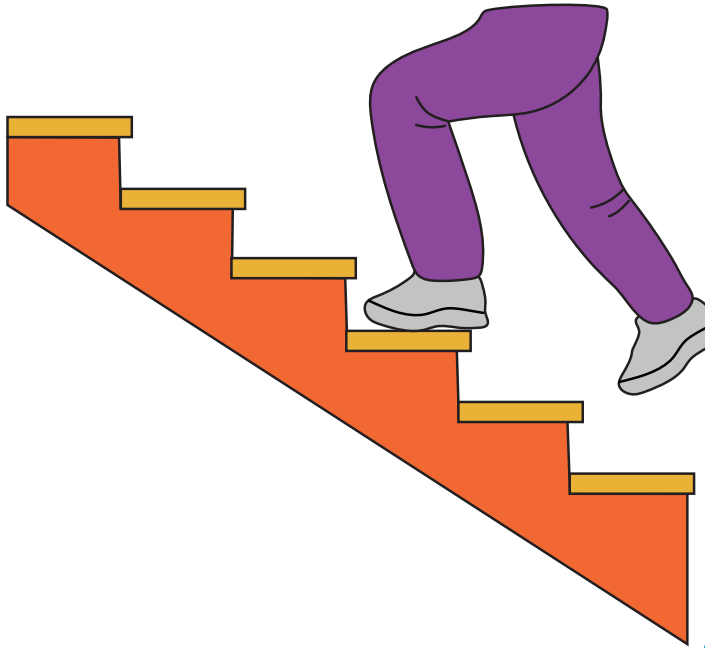
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's a

"s (1 second pause) t (1 second pause) e (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"s (1 second pause) t (1 second pause) e (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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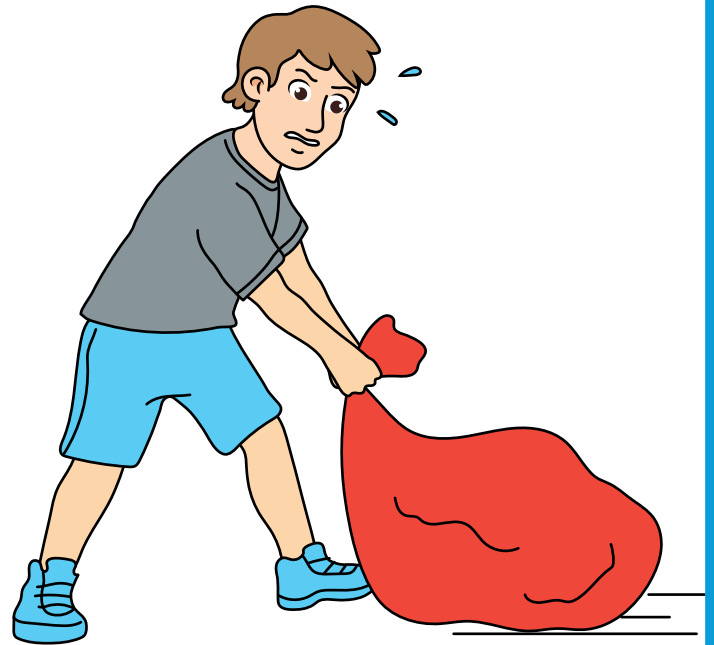
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's

"d (1 second pause) r (1 second pause) a (1 second pause) g"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"d (1 second pause) r (1 second pause) a (1 second pause) g".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's

"s (1 second pause) k (1 second pause) i (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"s (1 second pause) k (1 second pause) i (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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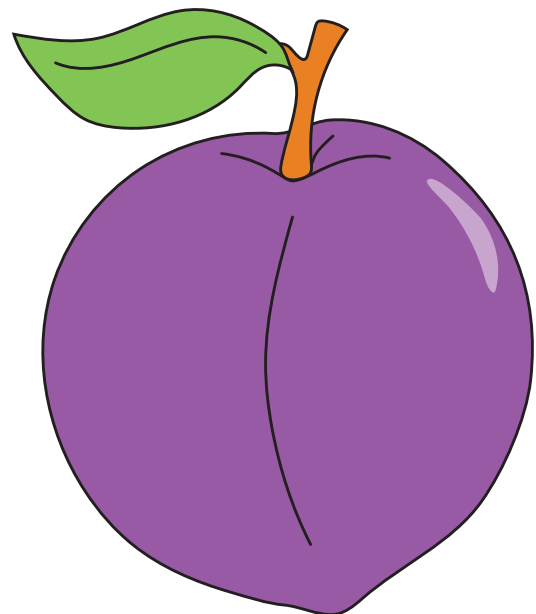
Hear Hear for Bhutan - Class I Pack

**CCVC Blending (for decoding or early reading)**

Teacher: Guess this picture. It's a

"p (1 second pause) l (1 second pause) u (1 second pause) m"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CCVC Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"p (1 second pause) l (1 second pause) u (1 second pause) m".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"g (1 second pause) i (1 second pause) f (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"g (1 second pause) i (1 second pause) f (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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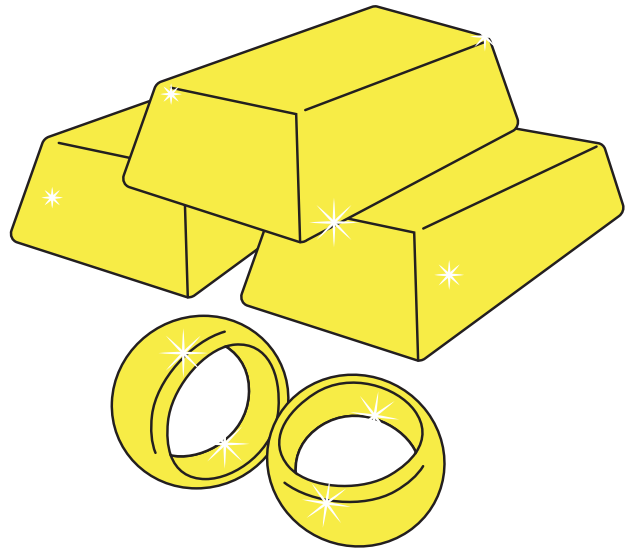
Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some

"g (1 second pause) o (1 second pause) l (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"g (1 second pause) o (1 second pause) l (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"h (1 second pause) a (1 second pause) n (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"h (1 second pause) a (1 second pause) n (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"w (1 second pause) i (1 second pause) n (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"w (1 second pause) i (1 second pause) n (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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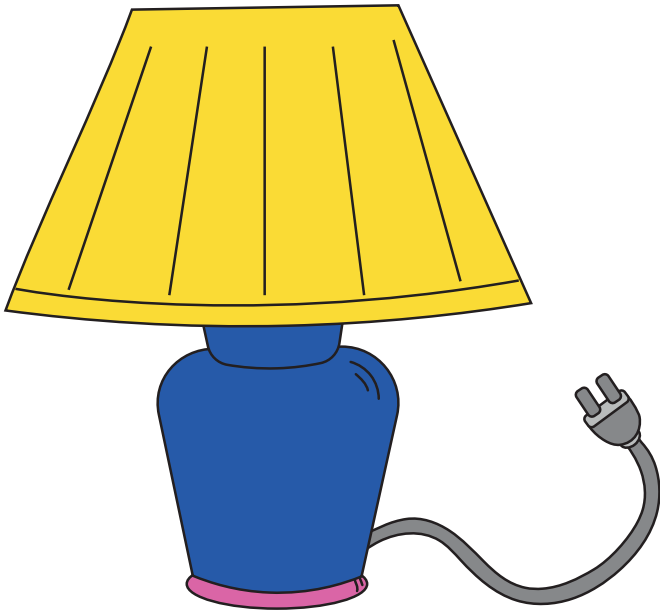
Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"l (1 second pause) a (1 second pause) m (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"l (1 second pause) a (1 second pause) m (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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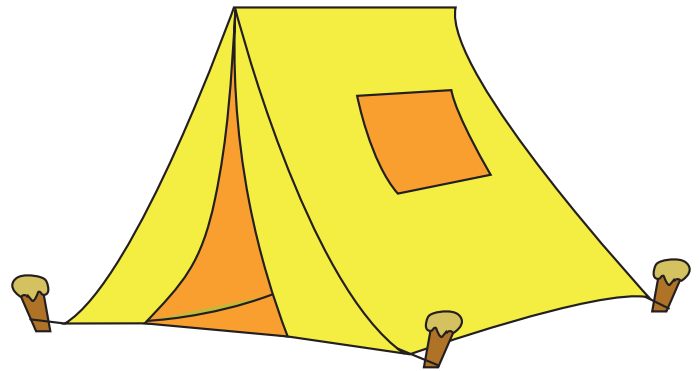
Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"t (1 second pause) e (1 second pause) n (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"t (1 second pause) e (1 second pause) n (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"th (1 second pause) i (1 second pause) n (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"th (1 second pause) i (1 second pause) n (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"n (1 second pause) e (1 second pause) s (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"n (1 second pause) e (1 second pause) s (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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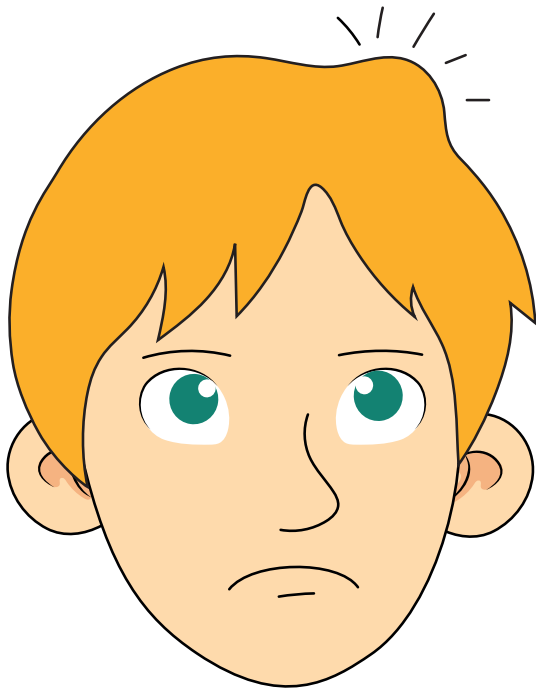
Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"l (1 second pause) u (1 second pause) m (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"l (1 second pause) u (1 second pause) m (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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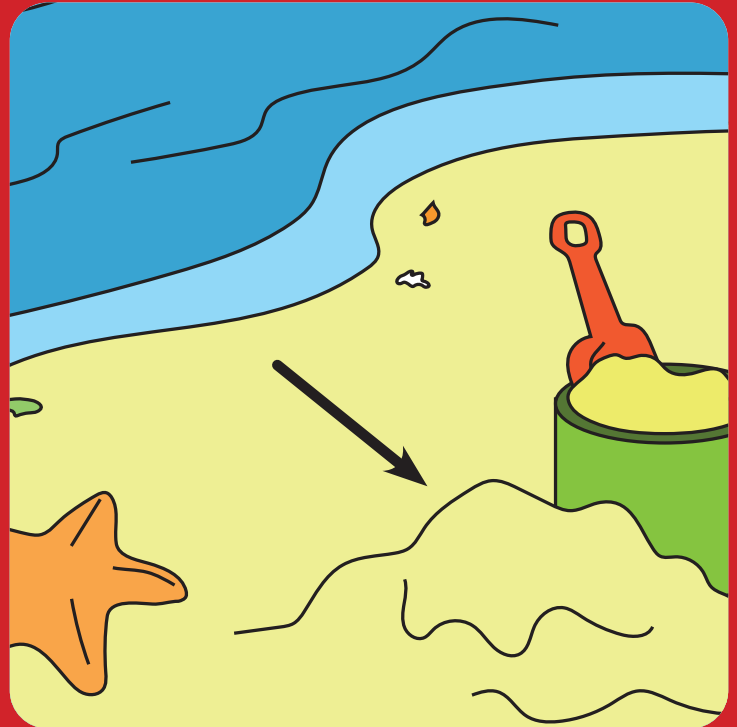
Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some

"s (1 second pause) a (1 second pause) n (1 second pause) d"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"s (1 second pause) a (1 second pause) n (1 second pause) d".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"j (1 second pause) u (1 second pause) m (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"j (1 second pause) u (1 second pause) m (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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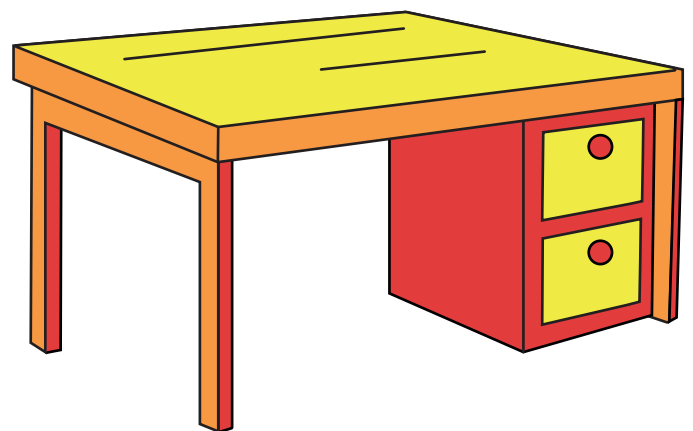
Hear Hear for Bhutan - Class I Pack

**CVCC Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"d (1 second pause) e (1 second pause) s (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**CVCC Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"d (1 second pause) e (1 second pause) s (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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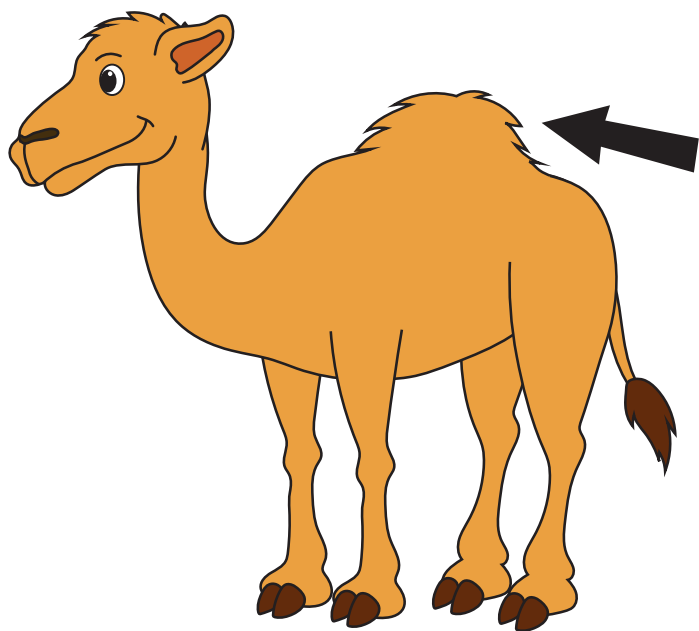
Hear Hear for Bhutan - Class I Pack

CVCC Blending (for decoding or early reading)

Teacher: Guess this picture. It's a

"h (1 second pause) u (1 second pause) m (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



CVCC Segmenting (for spelling and writing)

Teacher: Now let's sound out the word

"h (1 second pause) u (1 second pause) m (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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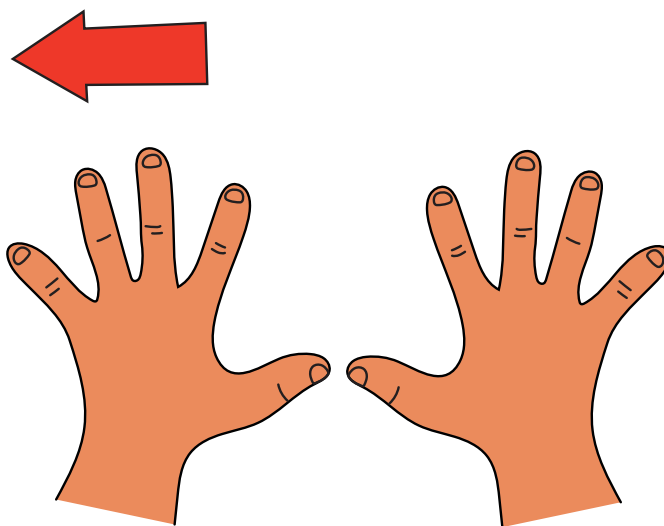
Hear Hear for Bhutan - Class I Pack

CVCC Blending (for decoding or early reading)

Teacher: Guess this picture. It's

"l (1 second pause) e (1 second pause) f (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



CVCC Segmenting (for spelling and writing)

Teacher: Now let's sound out the word

"l (1 second pause) e (1 second pause) f (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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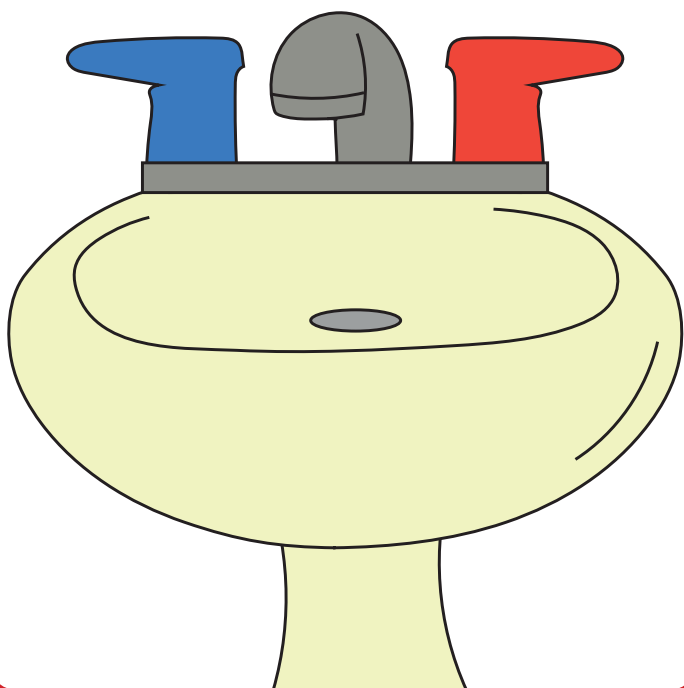
Hear Hear for Bhutan - Class I Pack

CVCC Blending (for decoding or early reading)

Teacher: Guess this picture. It's a

"s (1 second pause) i (1 second pause) n (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



CVCC Segmenting (for spelling and writing)

Teacher: Now let's sound out the word

"s (1 second pause) i (1 second pause) n (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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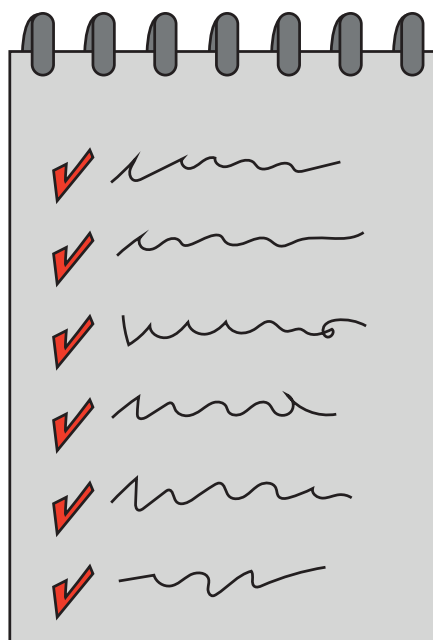
Hear Hear for Bhutan - Class I Pack

CVCC Blending (for decoding or early reading)

Teacher: Guess this picture. It's a

"l (1 second pause) i (1 second pause) s (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



CVCC Segmenting (for spelling and writing)

Teacher: Now let's sound out the word

"l (1 second pause) i (1 second pause) s (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

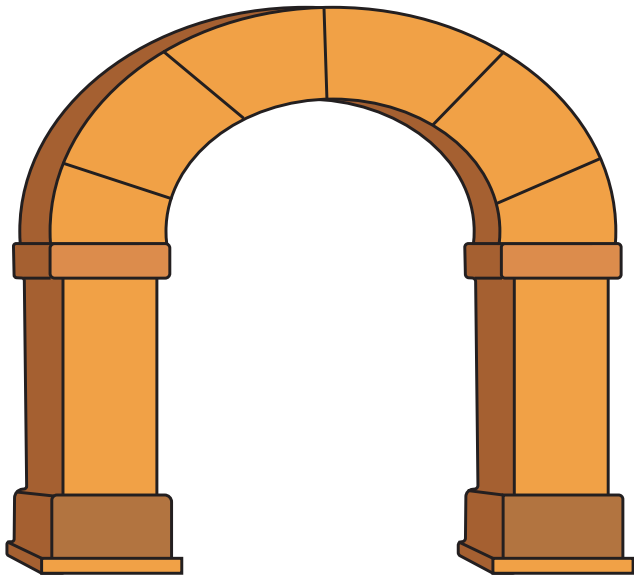
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Hear Hear for Bhutan - Class I Pack

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's an "ar (1 second pause) ch"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

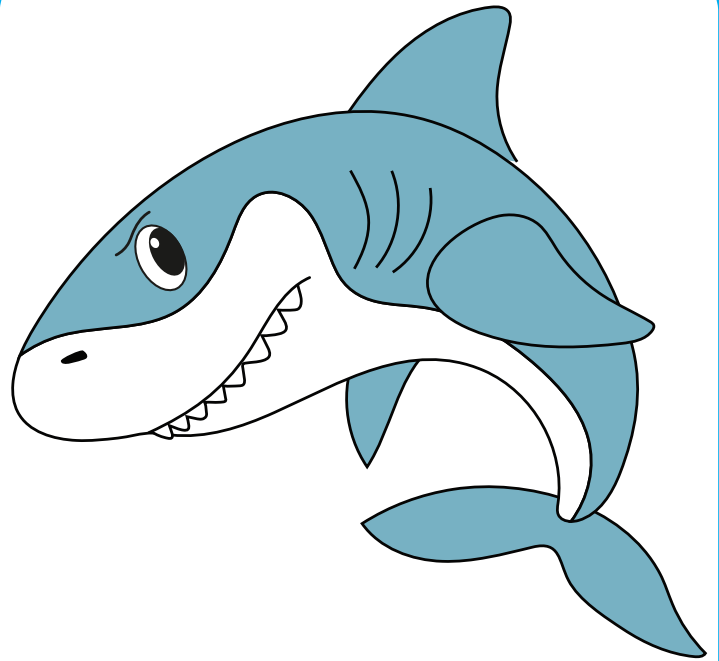
**Teacher:** Now let's sound out the word "ar (1 second pause) ch".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "sh (1 second pause) ar (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "sh (1 second pause) ar (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "m (1 second pause) ar (1 second pause) ch"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "m (1 second pause) ar (1 second pause) ch".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "f (1 second pause) ar (1 second pause) m"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

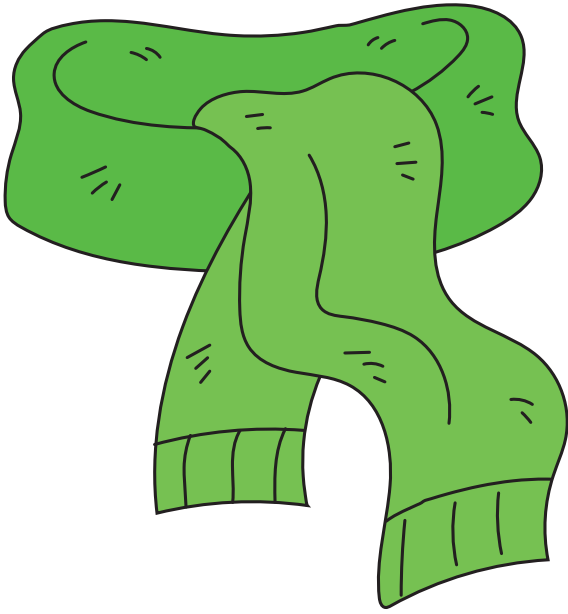
**Teacher:** Now let's sound out the word "f (1 second pause) ar (1 second pause) m".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a  
"s (1 second pause) c (1 second pause) ar (1 second pause) f"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word  
"s (1 second pause) c (1 second pause) ar (1 second pause) f".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "sh (1 second pause) ar (1 second pause) p"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "sh (1 second pause) ar (1 second pause) p".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

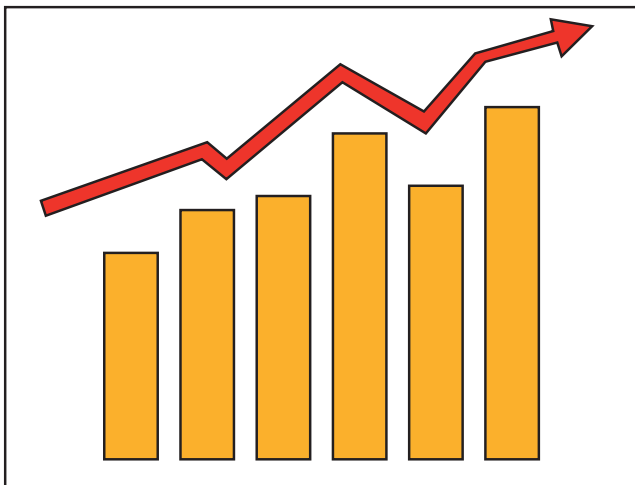
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Hear Hear for Bhutan - Class I Pack

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "ch (1 second pause) ar (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "ch (1 second pause) ar (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

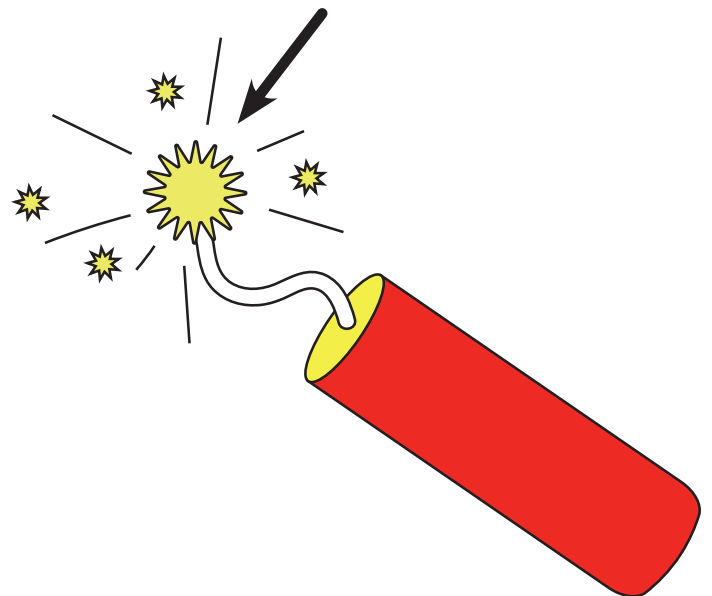
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Class I Pack

**'ar' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a  
"s (1 second pause) p (1 second pause) ar (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ar' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word  
"s (1 second pause) p (1 second pause) ar (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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Hear Hear for Bhutan - Class I Pack

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "t (1 second pause) r (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

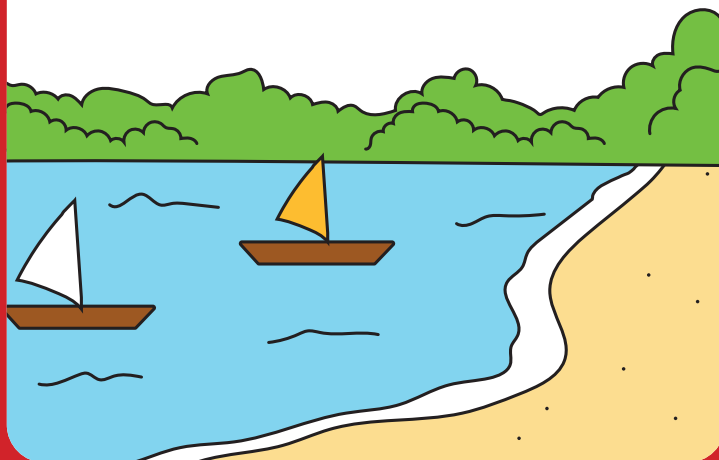
**Teacher:** Now let's sound out the word "t (1 second pause) r (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "b (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

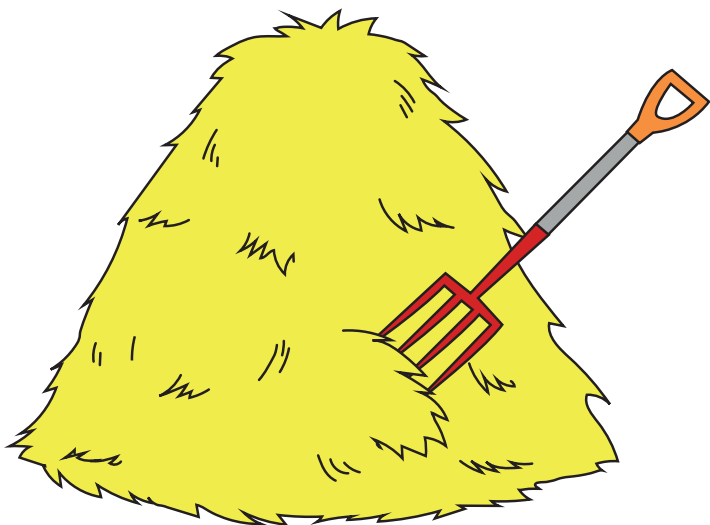
**Teacher:** Now let's sound out the word "b (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some "h (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

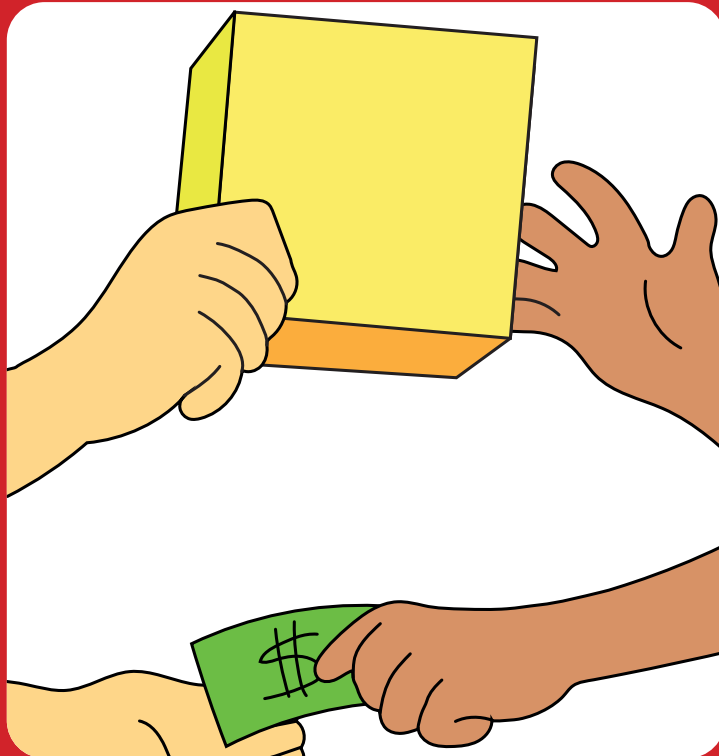
**Teacher:** Now let's sound out the word "h (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "p (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

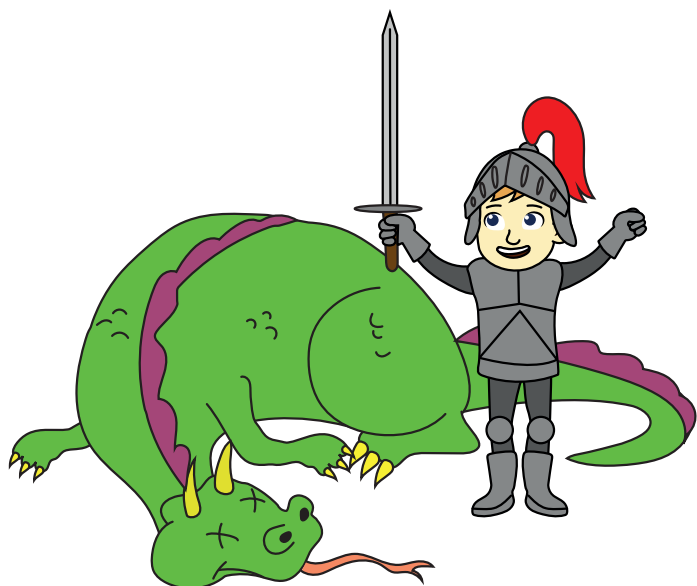
**Teacher:** Now let's sound out the word "p (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "s (1 second pause) l (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "s (1 second pause) l (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.



**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some "c (1 second pause) l (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "c (1 second pause) l (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "p (1 second pause) l (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "p (1 second pause) l (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ay' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's an "x (1 second pause) r (1 second pause) ay"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ay' Segmenting (for spelling and writing)**

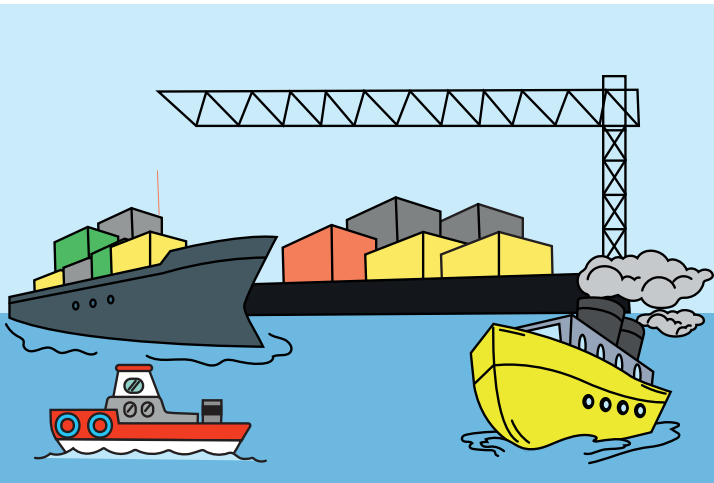
**Teacher:** Now let's sound out the word "x (1 second pause) r (1 second pause) ay".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "p (1 second pause) or (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "p (1 second pause) or (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "c (1 second pause) or (1 second pause) k"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "c (1 second pause) or (1 second pause) k".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

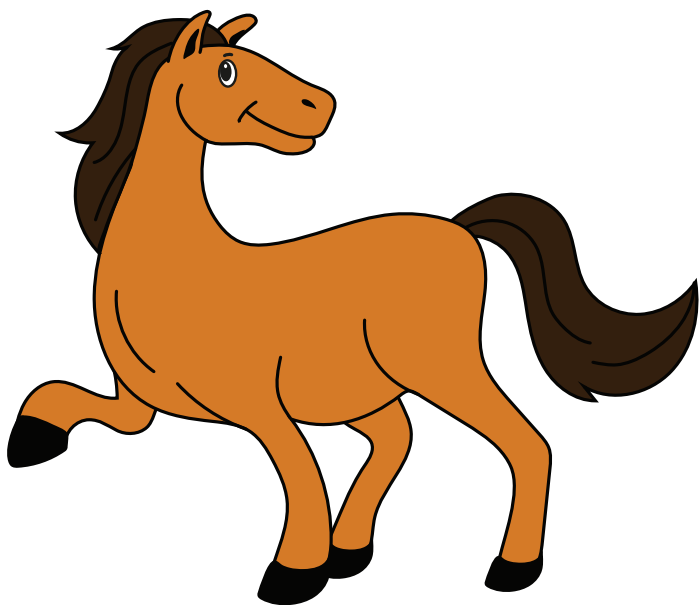
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Hear Hear for Bhutan - Class I Pack

**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "h (1 second pause) or (1 second pause) se"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "h (1 second pause) or (1 second pause) se".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "f (1 second pause) or (1 second pause) t (1 second pause) y"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "f (1 second pause) or (1 second pause) t (1 second pause) y".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

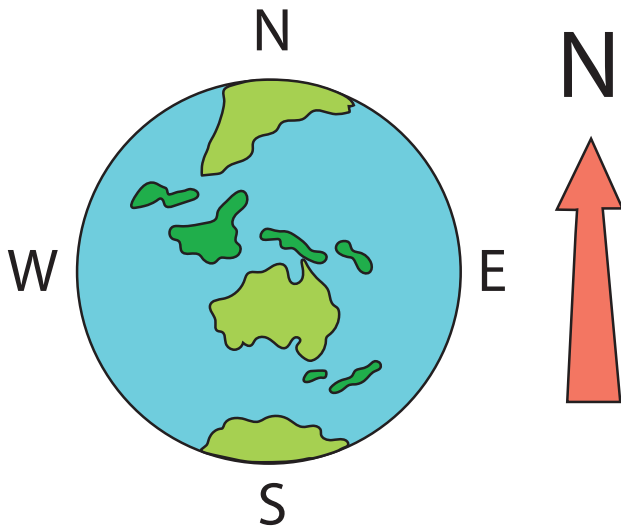
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Class I Pack

**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "n (1 second pause) or (1 second pause) th"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "n (1 second pause) or (1 second pause) th".

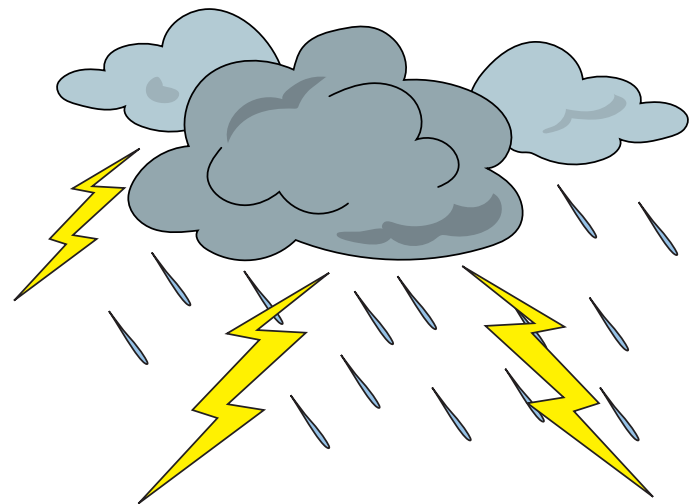
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"s (1 second pause) t (1 second pause) or (1 second pause) m"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

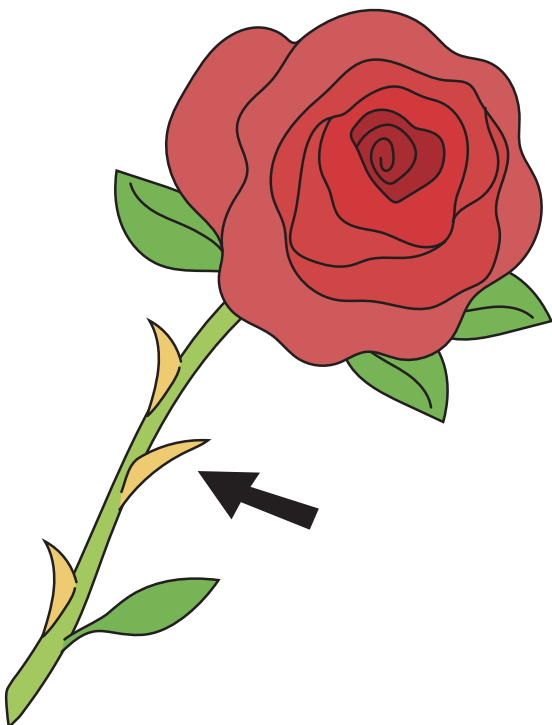
"s (1 second pause) t (1 second pause) or (1 second pause) m".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "th (1 second pause) or (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

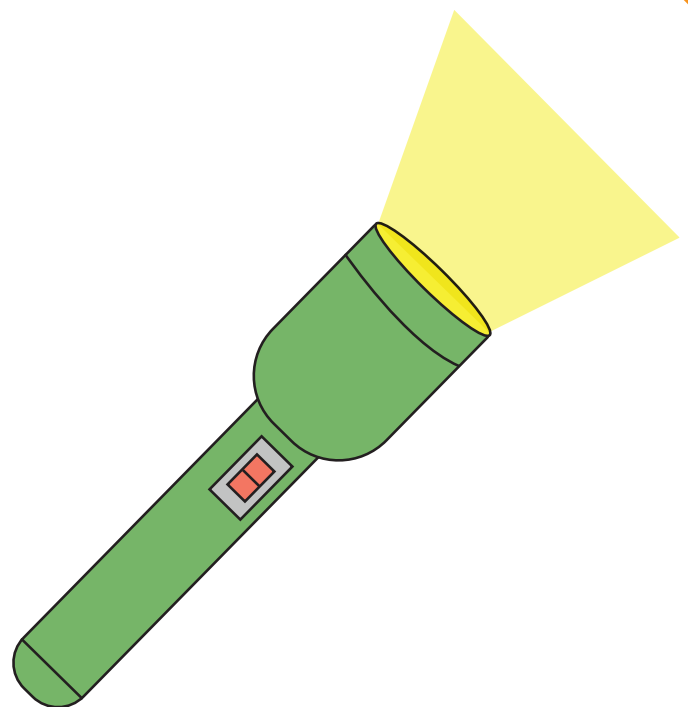
**Teacher:** Now let's sound out the word "th (1 second pause) or (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'or' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "t (1 second pause) or (1 second pause) ch"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'or' Segmenting (for spelling and writing)**

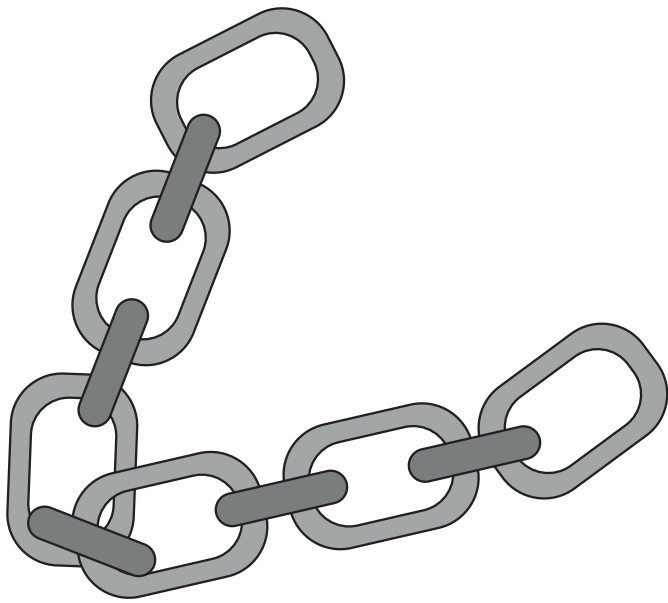
**Teacher:** Now let's sound out the word "t (1 second pause) or (1 second pause) ch".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "ch (1 second pause) ai (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "ch (1 second pause) ai (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.



**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "t (1 second pause) ai (1 second pause) l"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "t (1 second pause) ai (1 second pause) l".

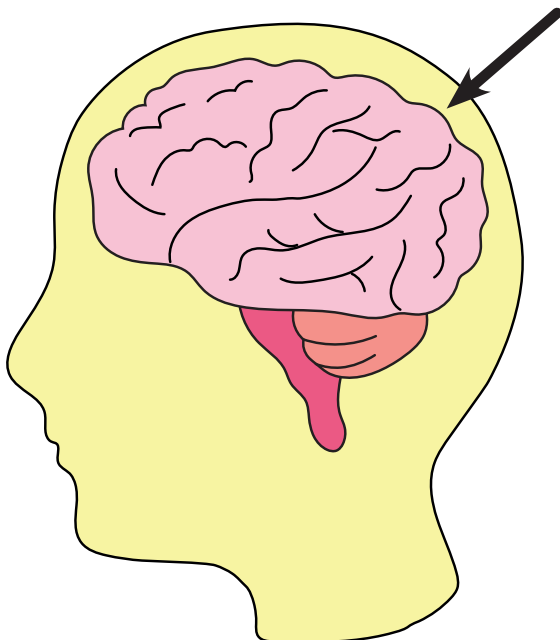
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"b (1 second pause) r (1 second pause) ai (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"b (1 second pause) r (1 second pause) ai (1 second pause) n".

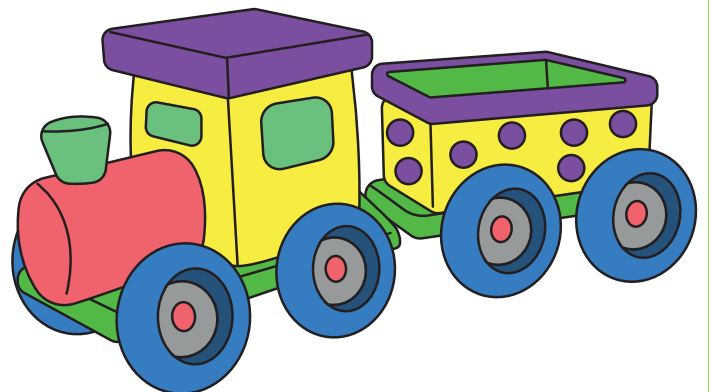
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"t (1 second pause) r (1 second pause) ai (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"t (1 second pause) r (1 second pause) ai (1 second pause) n".

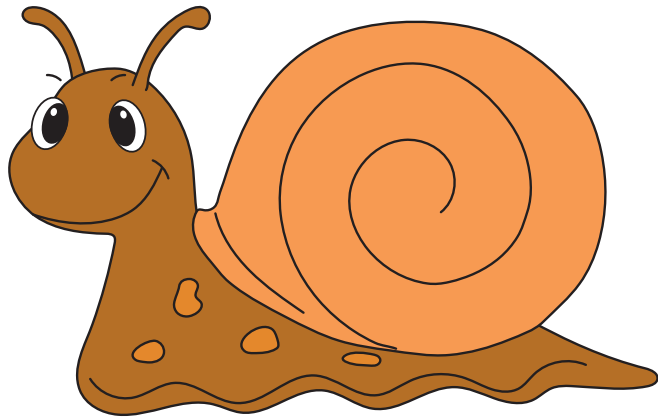
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"s (1 second pause) n (1 second pause) ai (1 second pause) l"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"s (1 second pause) n (1 second pause) ai (1 second pause) l".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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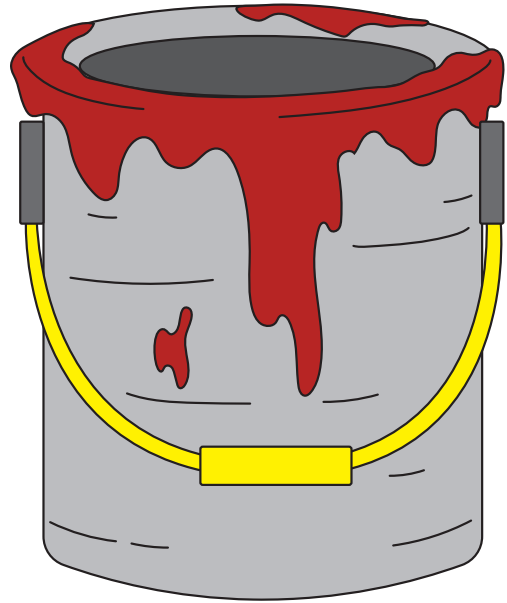
Hear Hear for Bhutan - Class I Pack

**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some

"p (1 second pause) ai (1 second pause) n (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"p (1 second pause) ai (1 second pause) n (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "r (1 second pause) ai (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "r (1 second pause) ai (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'ai' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a

"t (1 second pause) r (1 second pause) ai (1 second pause) l"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'ai' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"t (1 second pause) r (1 second pause) ai (1 second pause) l".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

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**'oy' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "t (1 second pause) oy"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oy' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "t (1 second pause) oy".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oy' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "b (1 second pause) oy"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oy' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "b (1 second pause) oy".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'qu' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "qu (1 second pause) ee (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'qu' Segmenting (for spelling and writing)**

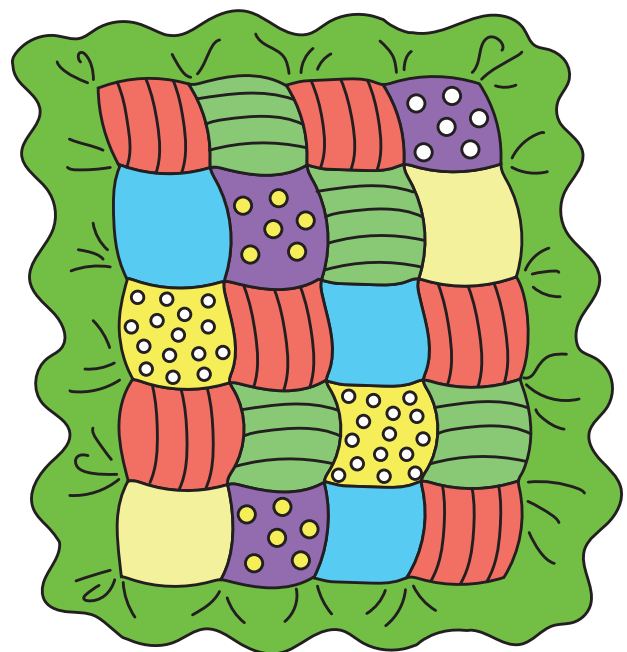
**Teacher:** Now let's sound out the word "qu (1 second pause) ee (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'qu' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "qu (1 second pause) i (1 second pause) l (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'qu' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "qu (1 second pause) i (1 second pause) l (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oy' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"e (1 second pause) n (1 second pause) j (1 second pause) oy"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oy' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"e (1 second pause) n (1 second pause) j (1 second pause) oy".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oy' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "j (1 second pause) oy"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oy' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "j (1 second pause) oy".

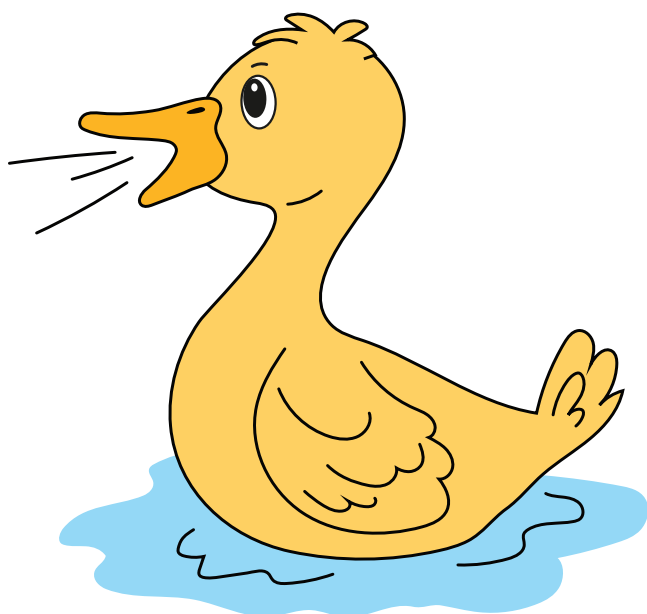
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'qu' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"qu (1 second pause) a (1 second pause) ck"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'qu' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"qu (1 second pause) a (1 second pause) ck".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'qu' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"qu (1 second pause) i (1 second pause) e (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'qu' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"qu (1 second pause) i (1 second pause) e (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oi' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "c (1 second pause) oi (1 second pause) n"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oi' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "c (1 second pause) oi (1 second pause) n".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oi' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "n (1 second pause) oi (1 second pause) se"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.

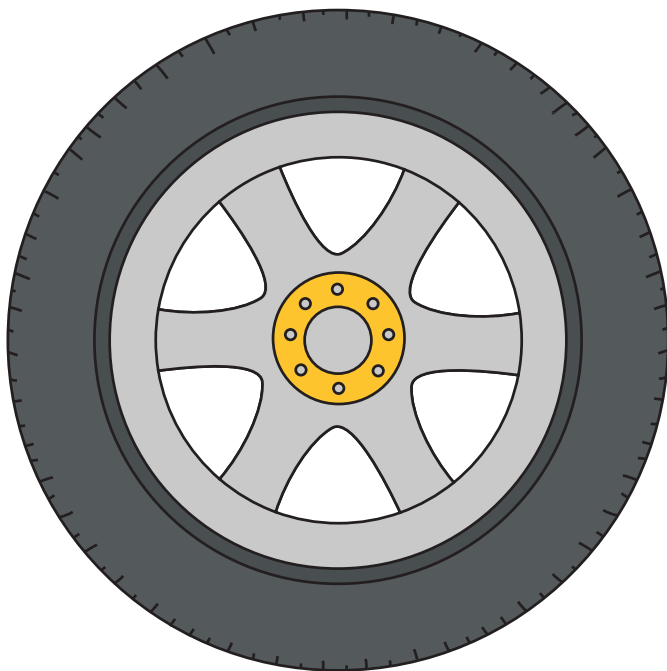


**'oi' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "n (1 second pause) oi (1 second pause) se".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'wh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "wh (1 second pause) ee (1 second pause) l"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'wh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "wh (1 second pause) ee (1 second pause) l".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'wh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a "wh (1 second pause) i (1 second pause) p"?  
If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'wh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "wh (1 second pause) i (1 second pause) p".  
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oi' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's

"p (1 second pause) oi (1 second pause) n (1 second pause) t"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oi' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word

"p (1 second pause) oi (1 second pause) n (1 second pause) t".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'oi' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's some "s (1 second pause) oi (1 second pause) l"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'oi' Segmenting (for spelling and writing)**

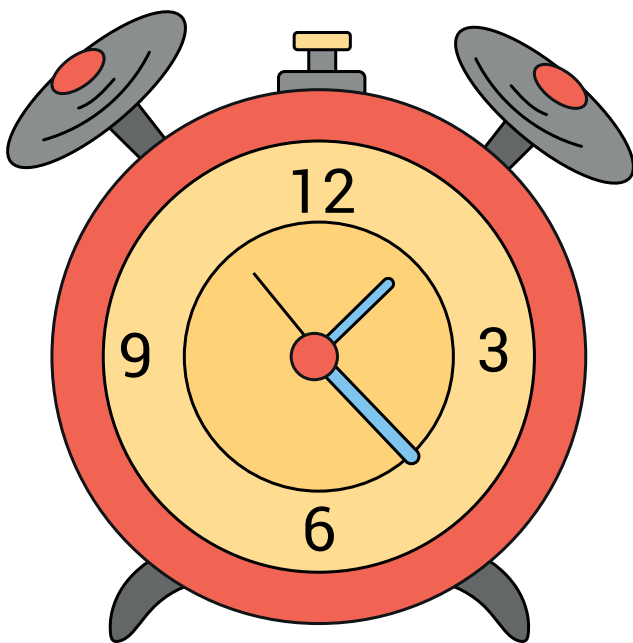
**Teacher:** Now let's sound out the word "s (1 second pause) oi (1 second pause) l".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'wh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "wh (1 second pause) e (1 second pause) n"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'wh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "wh (1 second pause) e (1 second pause) n".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'wh' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's "wh (1 second pause) i (1 second pause) ch"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'wh' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word "wh (1 second pause) i (1 second pause) ch".

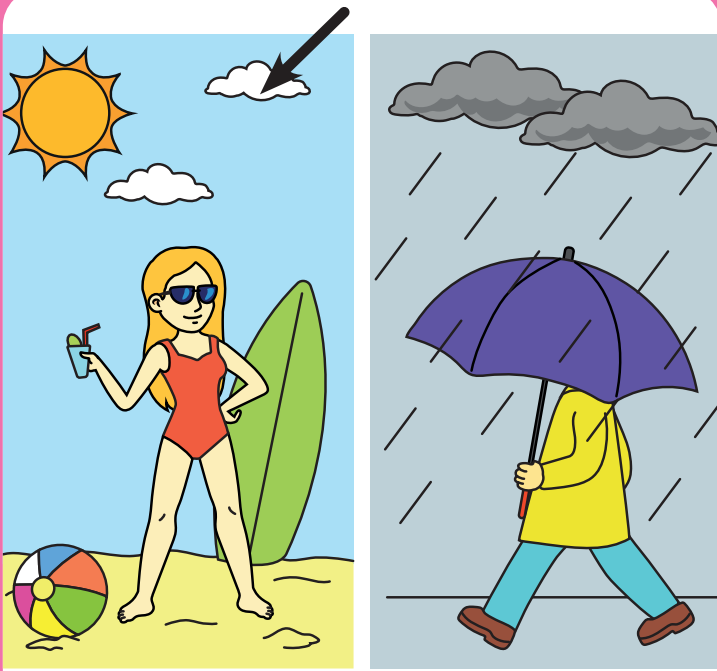
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

Teacher: Guess this picture. It's

"s (1 second pause) u (1 second pause) mm (1 second pause) er"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'er' Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"s (1 second pause) u (1 second pause) mm (1 second pause) er".

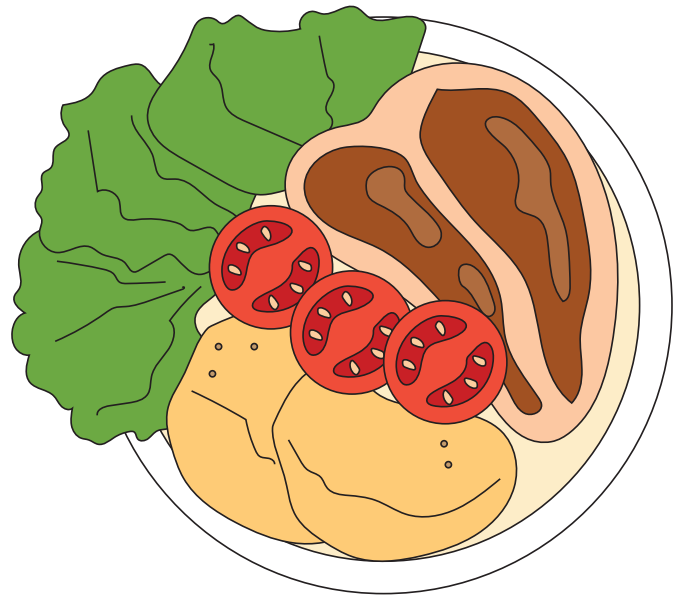
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

Teacher: Guess this picture. It's some

"d (1 second pause) i (1 second pause) nn (1 second pause) er"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'er' Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"d (1 second pause) i (1 second pause) nn (1 second pause) er".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

Teacher: Guess this picture. It's a

"s (1 second pause) i (1 second pause) s (1 second pause) t (1 second pause) er"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'er' Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"s (1 second pause) i (1 second pause) s (1 second pause) t (1 second pause) er".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

Teacher: Guess this picture. It's a

"j (1 second pause) u (1 second pause) m (1 second pause) p (1 second pause) er"?

If the students are experiencing difficulty repeat the sounds multiple times, or reveal the picture while sounding out with half second pauses.



**'er' Segmenting (for spelling and writing)**

Teacher: Now let's sound out the word

"j (1 second pause) u (1 second pause) m (1 second pause) p (1 second pause) er".

If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a  
 "n (1 second pause) u (1 second pause) m (1 second pause) b (1 second pause) er"?  
 If the students are experiencing difficulty repeat the sounds multiple times, or reveal  
 the picture while sounding out with half second pauses.

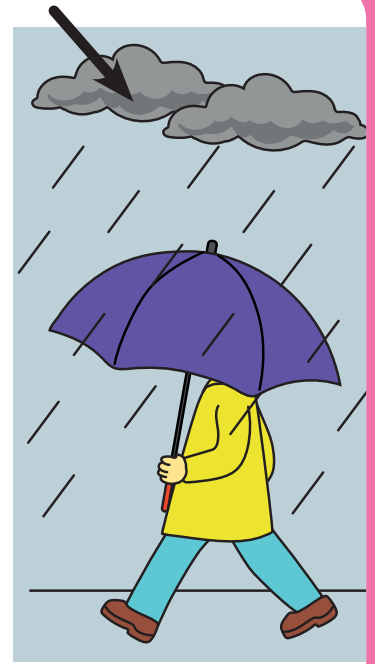


**'er' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word  
 "n (1 second pause) u (1 second pause) m (1 second pause) b (1 second pause) er".  
 If the students are experiencing difficulty, direct students to look at the teacher's  
 mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's  
 "w (1 second pause) i (1 second pause) n (1 second pause) t (1 second pause) er"?  
 If the students are experiencing difficulty repeat the sounds multiple times, or reveal  
 the picture while sounding out with half second pauses.

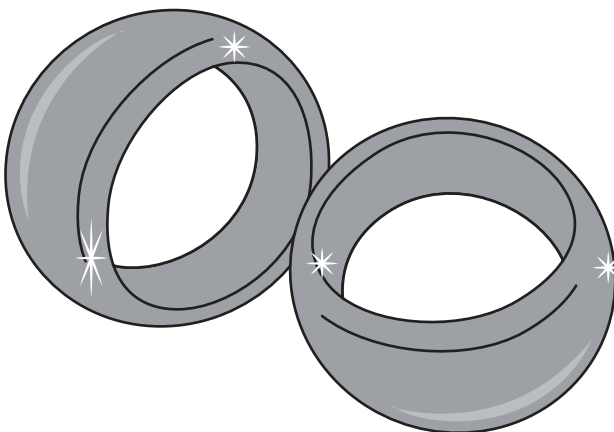


**'er' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word  
 "w (1 second pause) i (1 second pause) n (1 second pause) t (1 second pause) er".  
 If the students are experiencing difficulty, direct students to look at the teacher's  
 mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's  
 "s (1 second pause) i (1 second pause) l (1 second pause) v (1 second pause) er"?  
 If the students are experiencing difficulty repeat the sounds multiple times, or reveal  
 the picture while sounding out with half second pauses.



**'er' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word  
 "s (1 second pause) i (1 second pause) l (1 second pause) v (1 second pause) er".  
 If the students are experiencing difficulty, direct students to look at the teacher's  
 mouth movements or ask students to copy the example provided by the teacher.

**'er' Blending (for decoding or early reading)**

**Teacher:** Guess this picture. It's a  
 "l (1 second pause) e (1 second pause) tt (1 second pause) er"?  
 If the students are experiencing difficulty repeat the sounds multiple times, or reveal  
 the picture while sounding out with half second pauses.



**'er' Segmenting (for spelling and writing)**

**Teacher:** Now let's sound out the word  
 "l (1 second pause) e (1 second pause) tt (1 second pause) er".  
 If the students are experiencing difficulty, direct students to look at the teacher's  
 mouth movements or ask students to copy the example provided by the teacher.

with high frequency words (HF)

get (HF)

bed (HF)

but (HF)

sat (HF)

top (HF)

cut (HF)

yes (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

set (HF)

him (HF)

man (HF)

dog (HF)

pig (HF)

had (HF)

bag (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

got (HF)

sad (HF)

men (HF)

big (HF)

did (HF)

can (HF)

dog (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

lot (HF)

not (HF)

red (HF)

ten (HF)

bud (HF)

fun (HF)

big (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

box



fox



wax



tax



six



fix



mix



shed



fish



ship



rush



shop



dish



shot



wish



chop

such

chip

much

chin

rich

chat

chest

that

them

this

then

with

moth

than

thick

when

whip

which

wheel

west

wind

went

quick

quiz

quit

quack

quilt

queen

cash  
shin  
shift  
such (HF)  
chum  
thin  
then (HF)  
thud

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

Rule: ck occurs at the end of words and always follows a vowel (a, e, i, o, u).

duck (HF)  
sock  
pick (HF)  
sick (HF)  
thick  
kick  
back  
neck

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

Rule: ck occurs at the end of words and always follows a vowel (a, e, i, o, u).

desk

risk

thank

milk

rock

shack

chick

pack

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

week

see

been

need

keep

seem

feet

teeth

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

root

hoop

roof

mood

boot

booth

shoot

loop

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

cool

book

look

took

foot

shook

good

wood

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

teeth (HF)

feet (HF)

moon (HF)

soon (HF)

tooth (HF)

chick (HF)

rock (HF)

pick (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

black (HF)

green (HF)

frog (HF)

sleep (HF)

from (HF)

stop (HF)

swim (HF)

tree (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

twin  
smash  
three (HF)  
crop  
flash  
plan  
flag  
truck

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

just (HF)  
left (HF)  
and (HF)  
old (HF)  
land (HF)  
hand (HF)  
went (HF)  
must (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

end (HF)  
help (HF)  
next (HF)  
list (HF)  
thank (HF)  
think (HF)  
pink (HF)  
best (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

told (HF)  
gold (HF)  
lunch (HF)  
lost (HF)  
felt (HF)  
jump (HF)  
kids (HF)  
milk (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

broom

snack

west

thump

fresh

hunt

speed

chunk

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

start

hard

car

far

garden

card

park

dark

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

sharp

mark

chart

march

arch

farm

smart

part

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

north

short

torch

storm

sport

form

for

thorn

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

ever (HF)

under (HF)

never (HF)

number (HF)

her (HF)

river (HF)

sister (HF)

term (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

king (HF)

wing

ring

sing

thing (HF)

sting

swing

bring

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

with high frequency words (HF)

day (HF)  
play (HF)  
say (HF)  
way (HF)  
stay (HF)  
may (HF)  
today (HF)  
away (HF)

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

paint  
rain  
chain  
train  
paid  
wait  
again (HF)  
nail

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

tail

snail

afraid

trail

tray

delay

clay

sway

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

boy

toy

enjoy

royal

oil

point

soil

joint

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

call<sup>HF</sup>  
fall<sup>HF</sup>  
all<sup>HF</sup>  
stall<sup>HF</sup>  
small<sup>HF</sup>  
ball<sup>HF</sup>  
wall<sup>HF</sup>  
tall<sup>HF</sup>

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

faint  
grain  
claim  
slay  
pray  
joy  
moist  
join

Before allocating  
the spelling list:

Step 1: Read each word on the list.  
Step 2: Sound out each word on the list.

# Pema ran

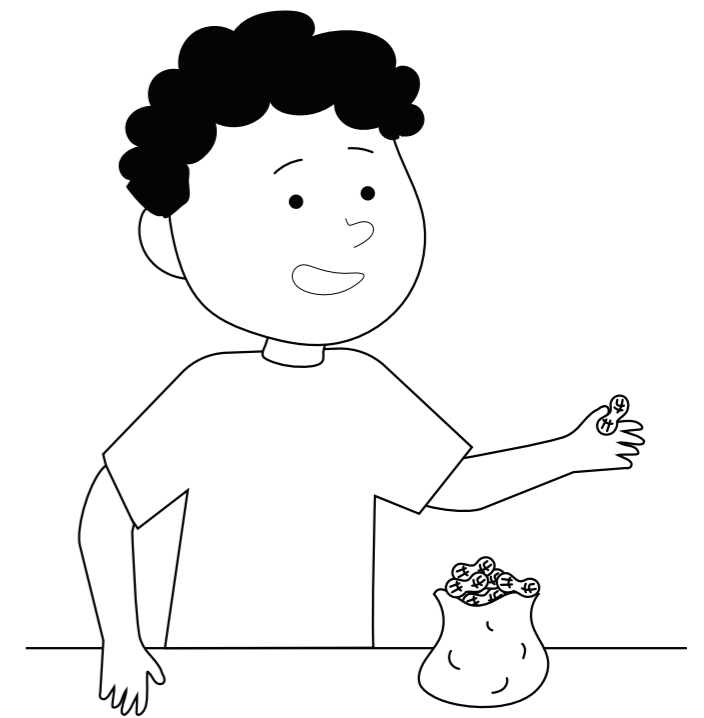
Pema ran and ran.  
Pema ran up a hill.  
But Pema had to sit  
and rest. In the end, Pema  
ran to the top.



# Yum, yum, yum!

Nima had lots to eat.

Nima had a jam bun.



Nima had a bag of nuts.

# Yum, yum, yum!

# Pema likes red

Pema had a red pen  
and a red cap.

Pema had a red jet



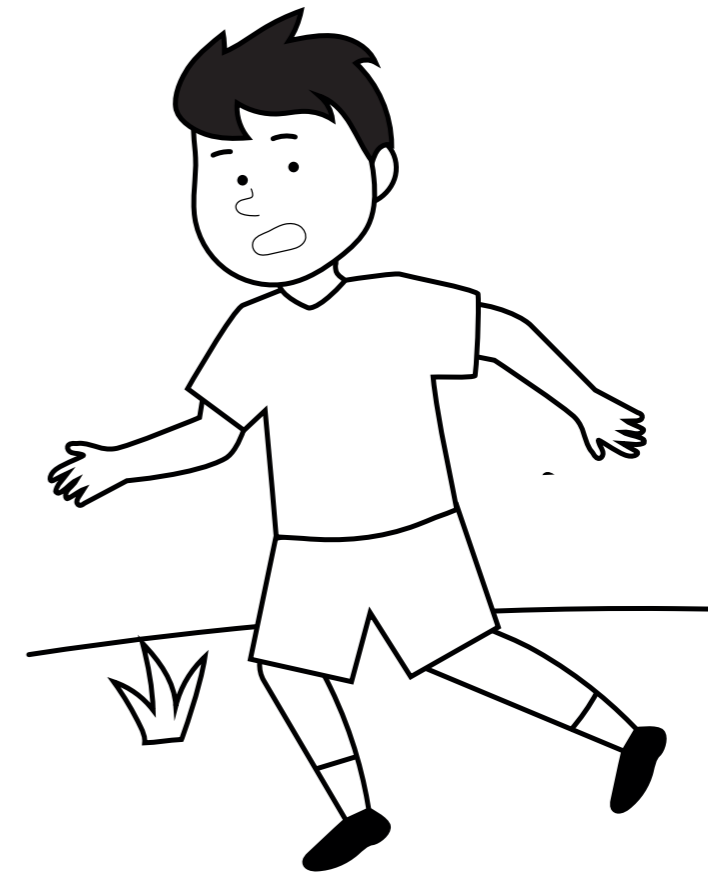
and a red van and a red jug.

Pema had lots of red.

# The man Om

Om was in bed.

Om had a nap.



Om got up. He went for a run.

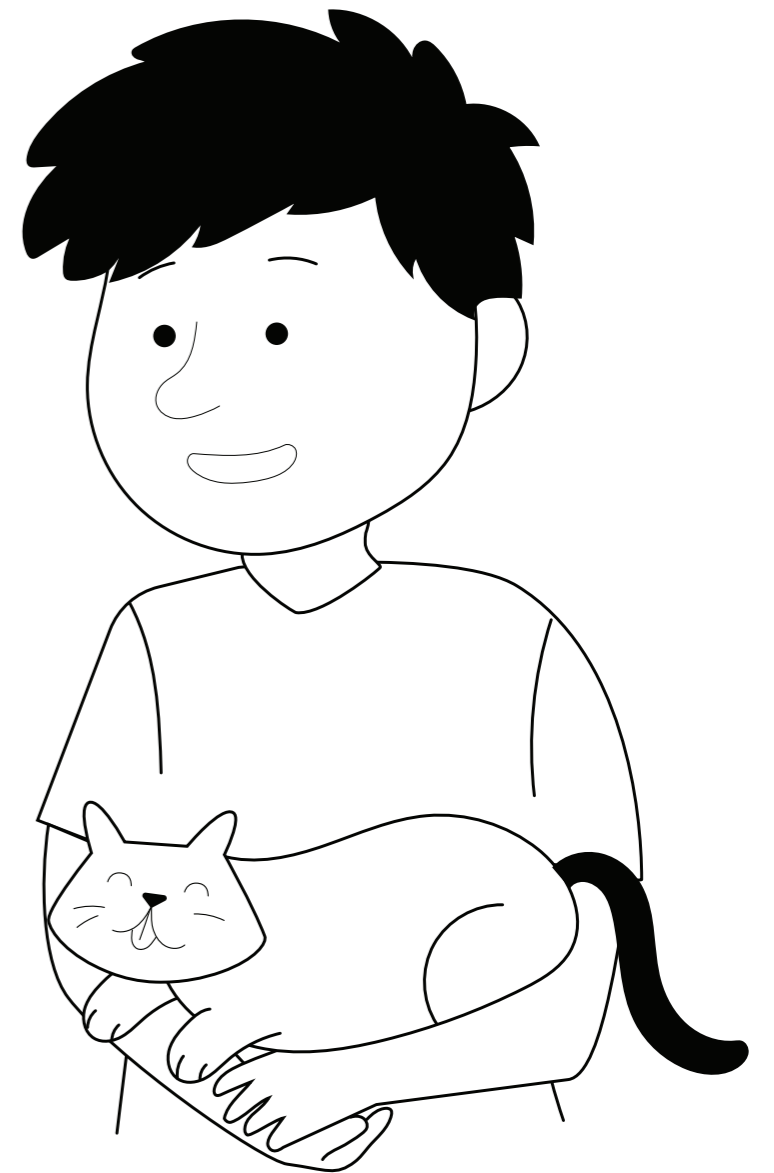
Om was hot and red.

# Zam and his cat

Zam had a cat on his lap.

Zam had a nap, but  
the cat did not nap.

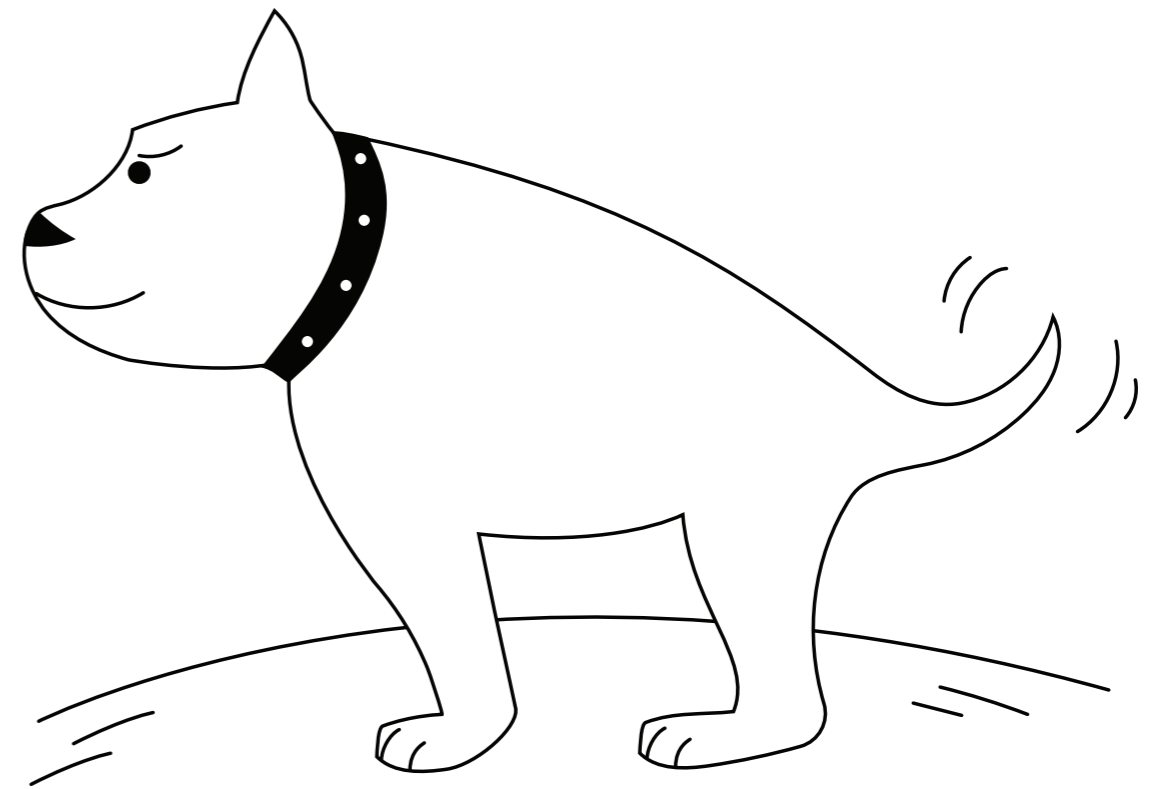
So Zam got up and  
the cat got up.



# Dema's pets

Dema had a pet dog, a pet pig, a pet rat and a pet ram.

Dema had a pet hen too. Dema had lots of pets.



# Going fishing

Tashi was in a rush. He got on a ship to go fishing.

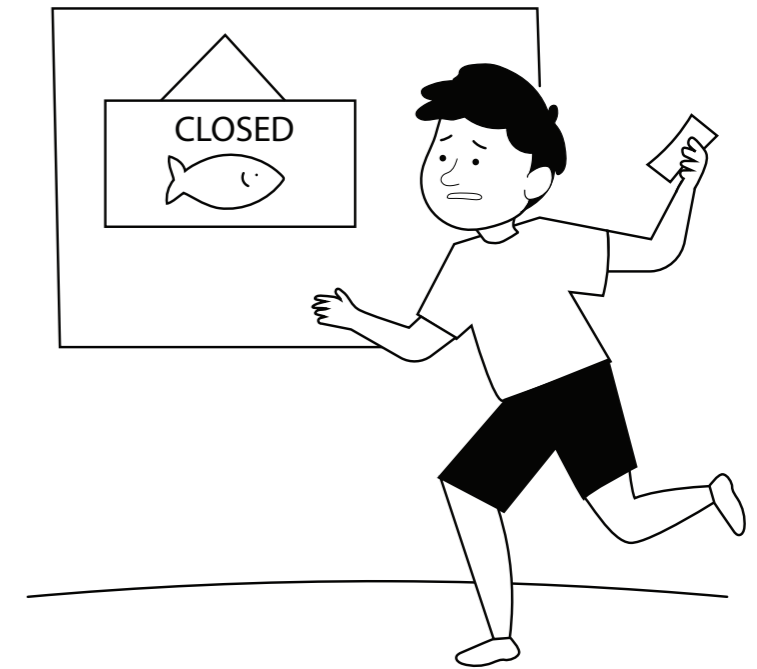
But the ship had a crash. Tashi did not go fishing.



# The shut shop

Tashi rushed to the fish shop.

Tashi rushed as it may  
have been shut.



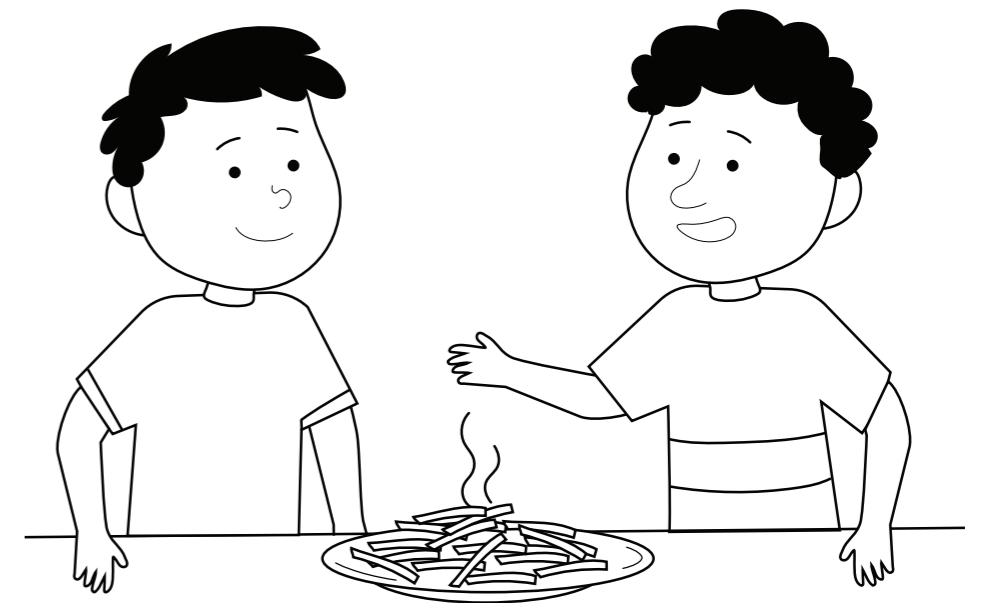
Tashi dashed with his cash,  
but the shop was shut. Oh no!

# Zam and his pal

‘Let’s have chops and chips.

It will be such fun.’

Zam and his pal had



so much food. Zam and his pal  
had such a lot to eat.

# Dema's maths

Dema had a big maths sum to do. The maths made Dema think. Dema did the maths sum. Dema is good at maths.

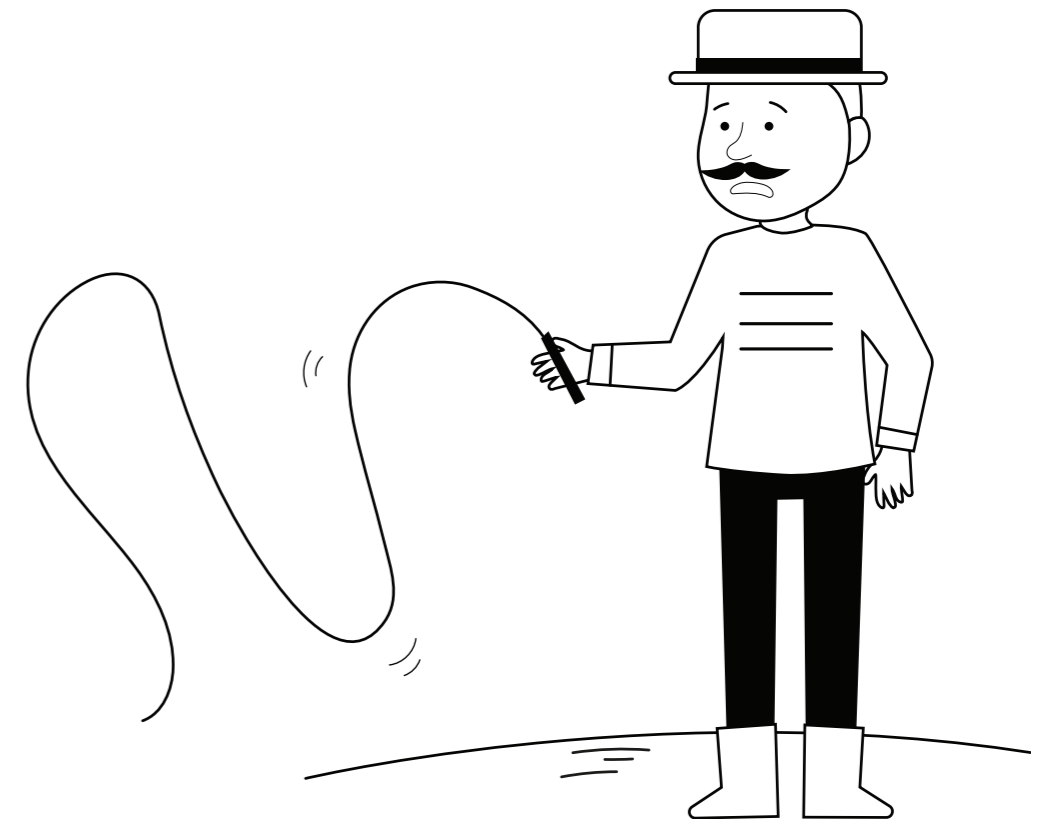


# The whip

Sonam wanted a whip.

When he got his wish

Sonam was thrilled.

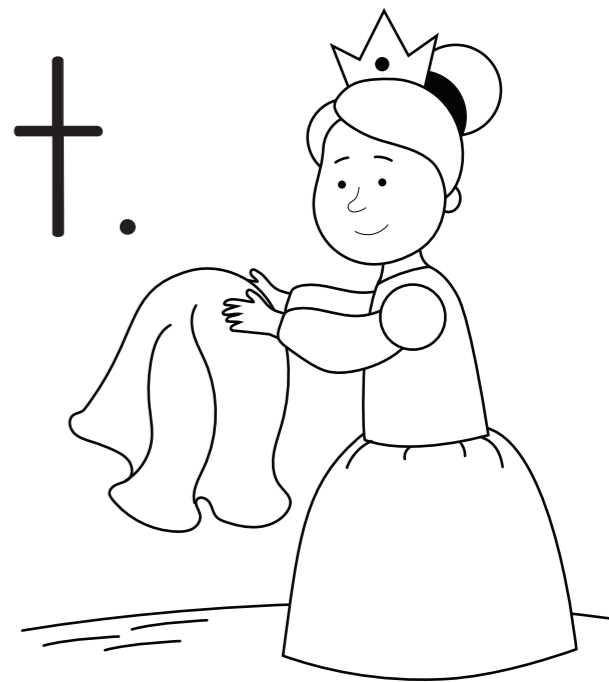


The whip whacked his shin. His shin became red which made him sad.

# The queen and the quilt

The queen wanted a quilt.

She wanted it quick.



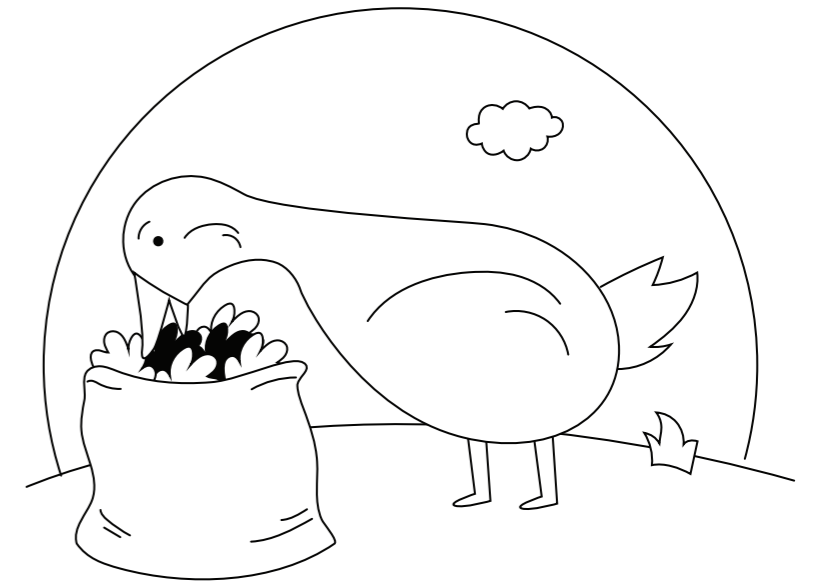
‘You have a week’ she quipped.

‘Can you make a quilt quick?’

The queen liked her quilt.

# A stack of food

At the back of the shack  
the duck had lots of food.



The food was on a rack and  
in a big sack. Munch! Crunch! The  
duck ate all that was in the big stack.

# The good cook

A cook was cooking. He was cooking buns.

The cook was good at cooking buns.

The cook looked in his cookbook.

Soon the cook shook.

The buns looked very good.



# Food in the zoo

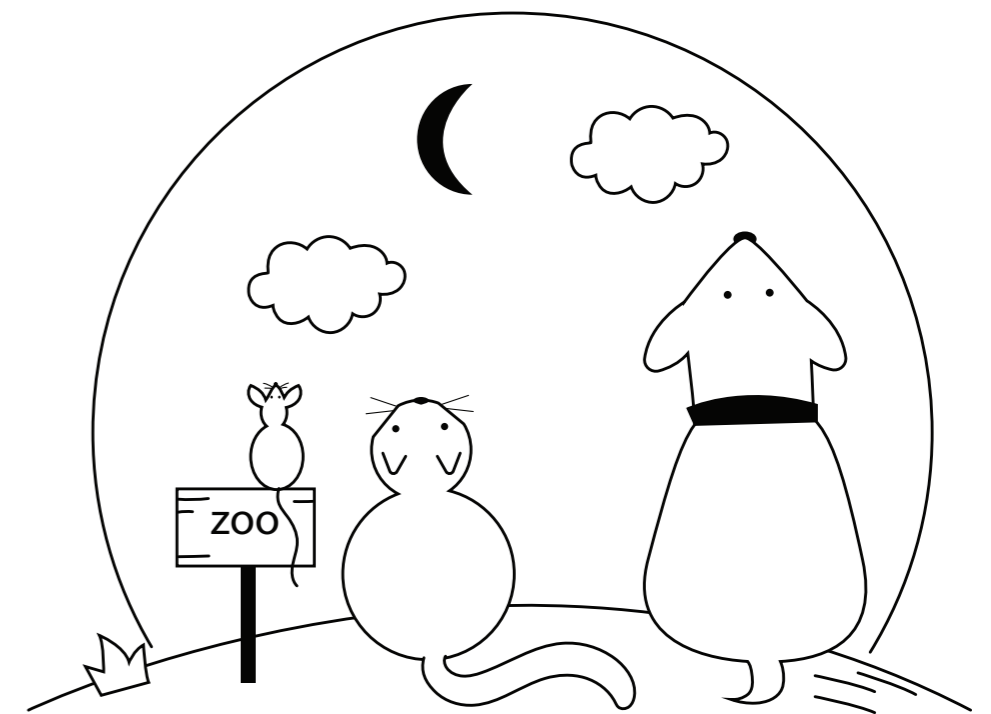
The moon was on top of the zoo.

The zoo cats, rats, dogs and

ducks all got food.

All at the zoo were in

a good mood.

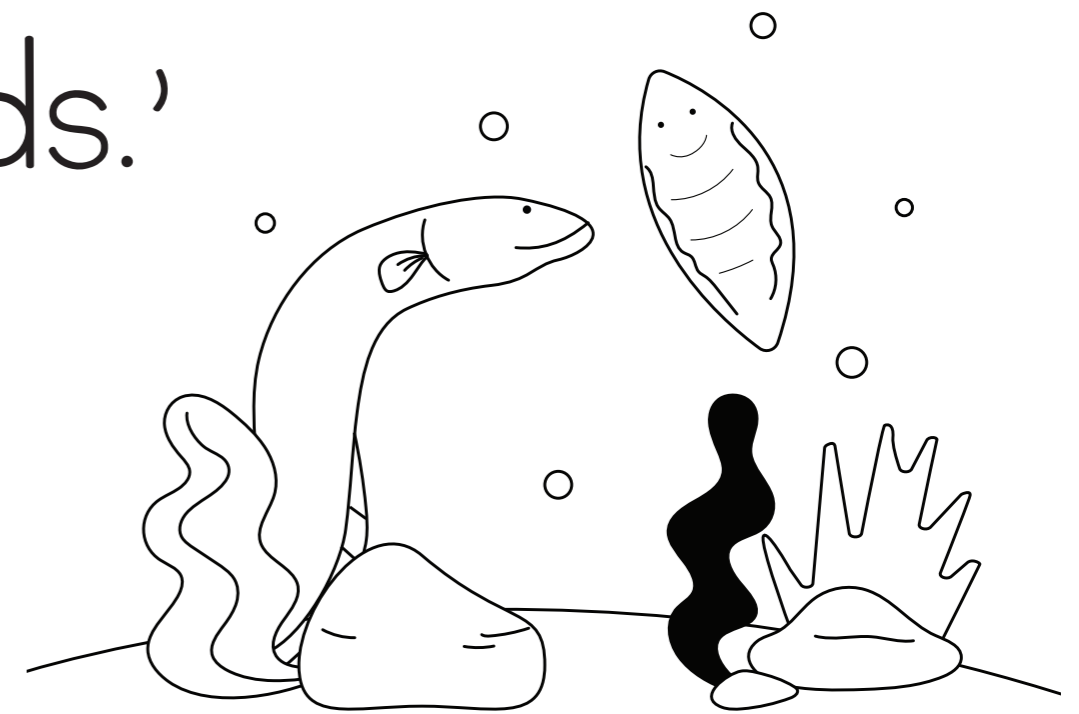


# The deep reef

‘Have you been to the reef? Have you been to the deep reef that has reeds?’

‘No. I have not been to the deep reef with lots of reeds.’

‘Come with me this week and see the deep reef.’



# Jigme's trip

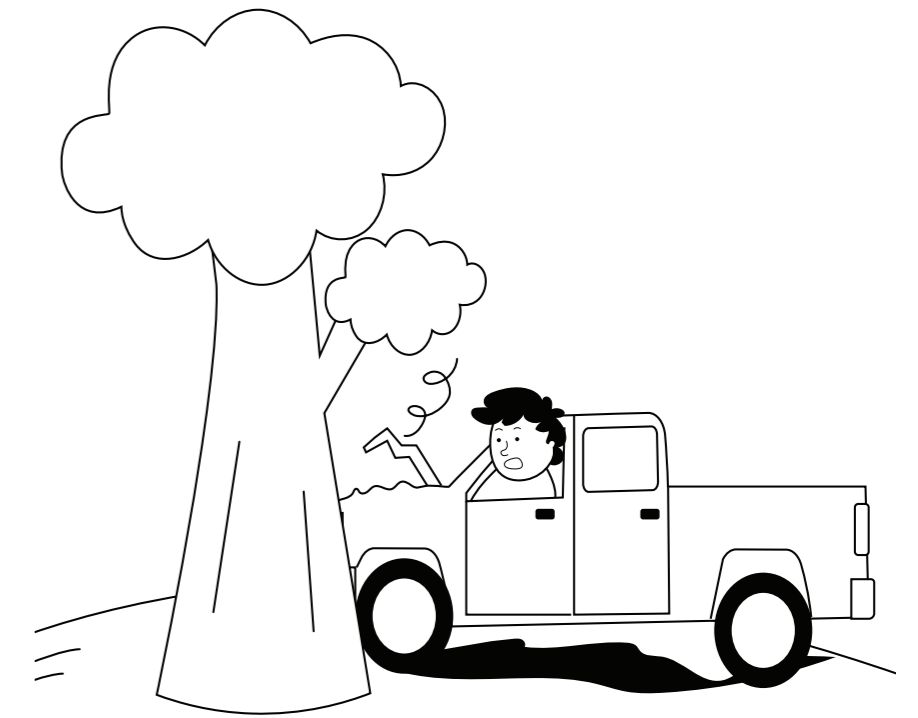
Jigme went on a trip in his truck.

Jigme went on a track in his truck.

Crash! Smash!

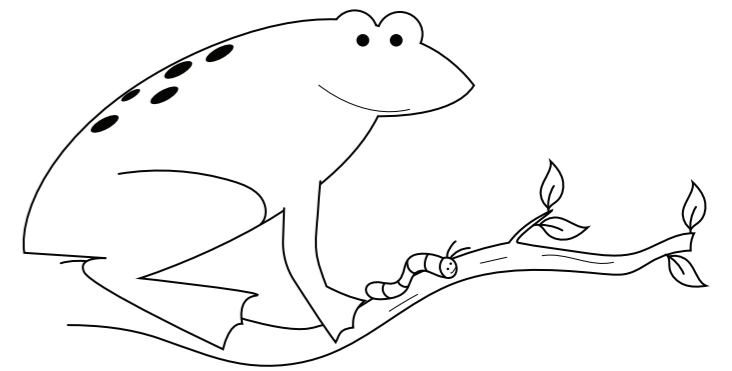
Jigme's truck hit a tree.

Jigme cannot go on his trip.



# A frog and a grub

The green tree frog liked to  
munch and crunch on grubs.



The green tree frog spotted a grub.

Munch! Munch! Crunch! Crunch!

That green tree frog began to grin.

# A fresh plump plum

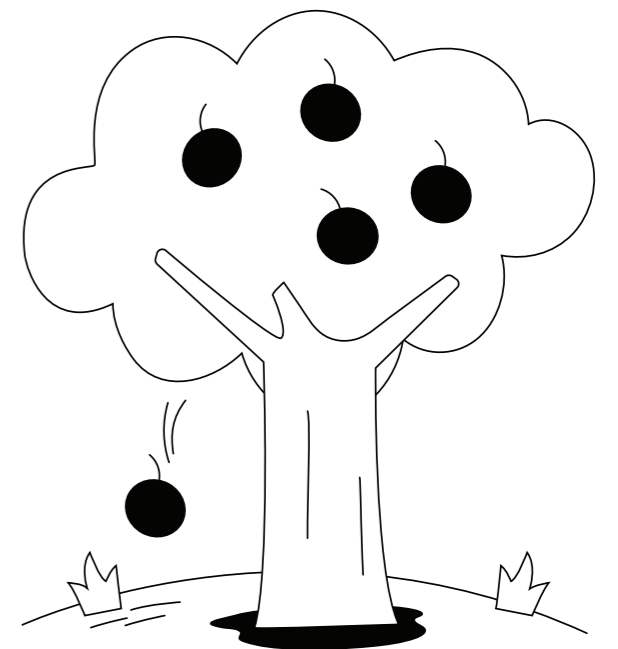
A plump plum was on a tree.

The plum dropped from

the tree. The plum slid

along until it rolled into a truck.

The plump plum is fresh no more.



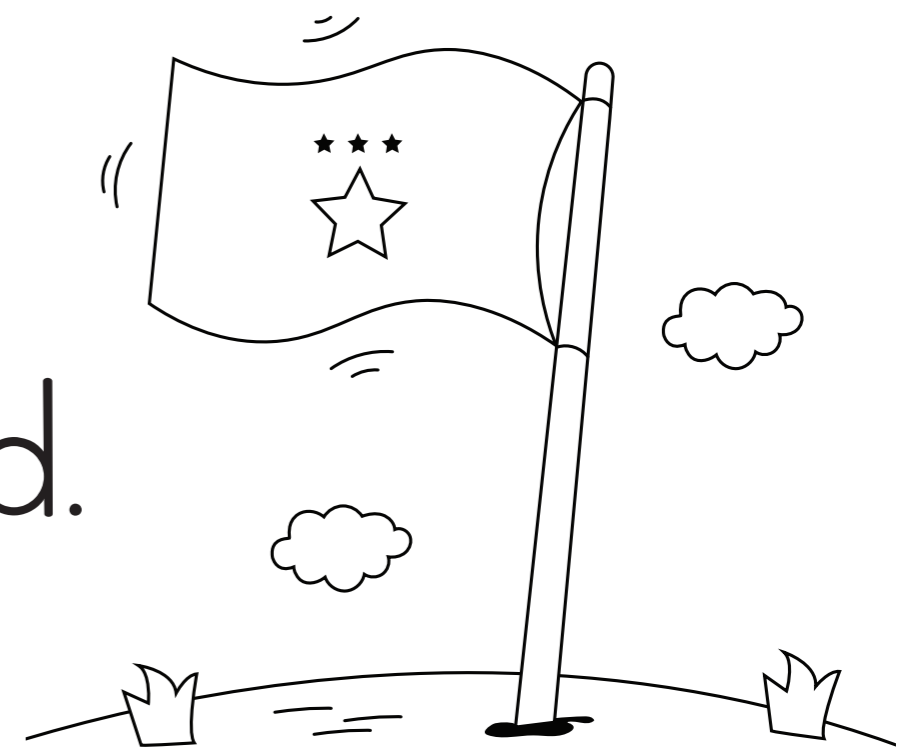
# The club flag

Up went the club flag. The flag began to  
flip and flap in the wind.

The flag swished in the wind.

The club began to clap.

The club flag was flash.



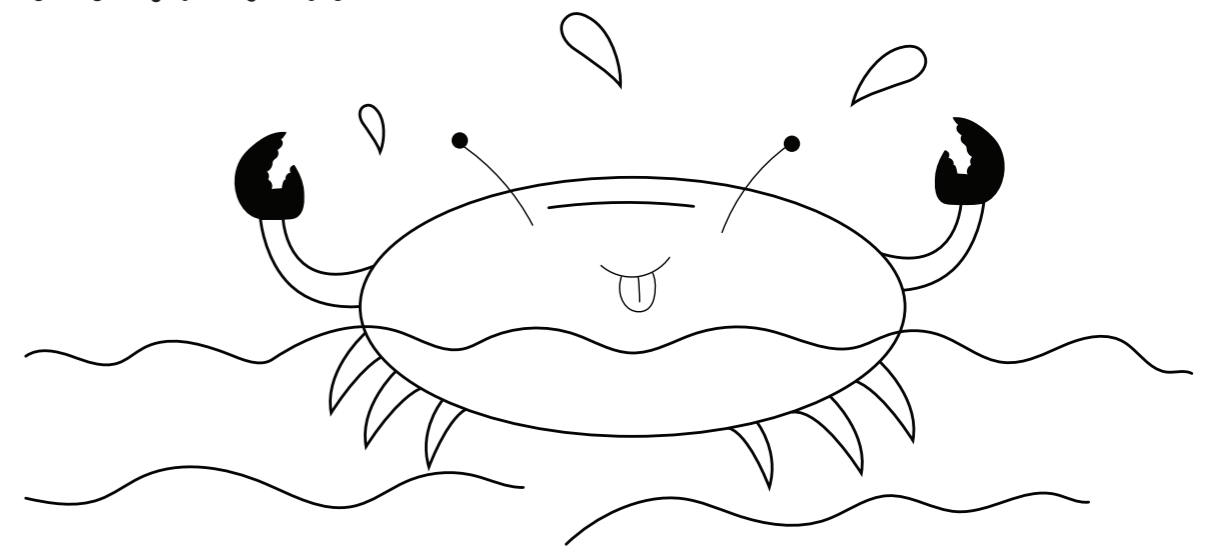
# The crab's plan

The crab had a plan to go  
for a swim. Splish! splash!

The crab went for a swim.

The crab swam and

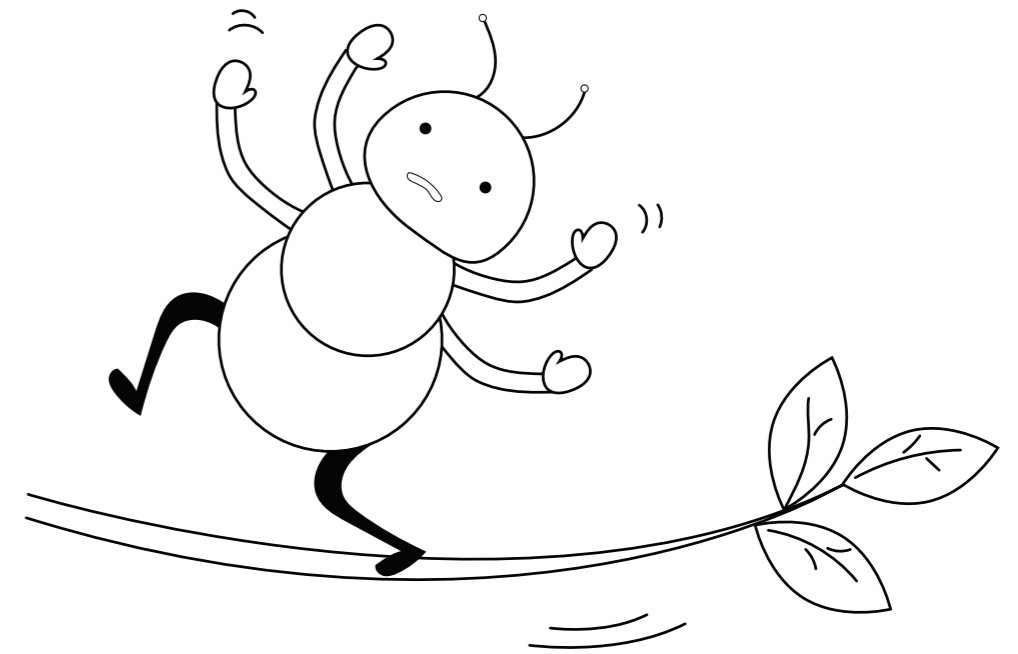
swam and had such fun.



# Frank's bump

Frank was an ant.

Frank held on to a twig.



He wanted to jump from the twig and fly. But Frank lost his grip and slid.

Frank felt a bump as he hit the sand.

# The tent in the wind

In the sand by a pond a tent went up.  
The tent went up at dusk. But a sudden  
gust of wind twisted the  
tent and the tent went  
down with a thump!



# A skunk's hunt

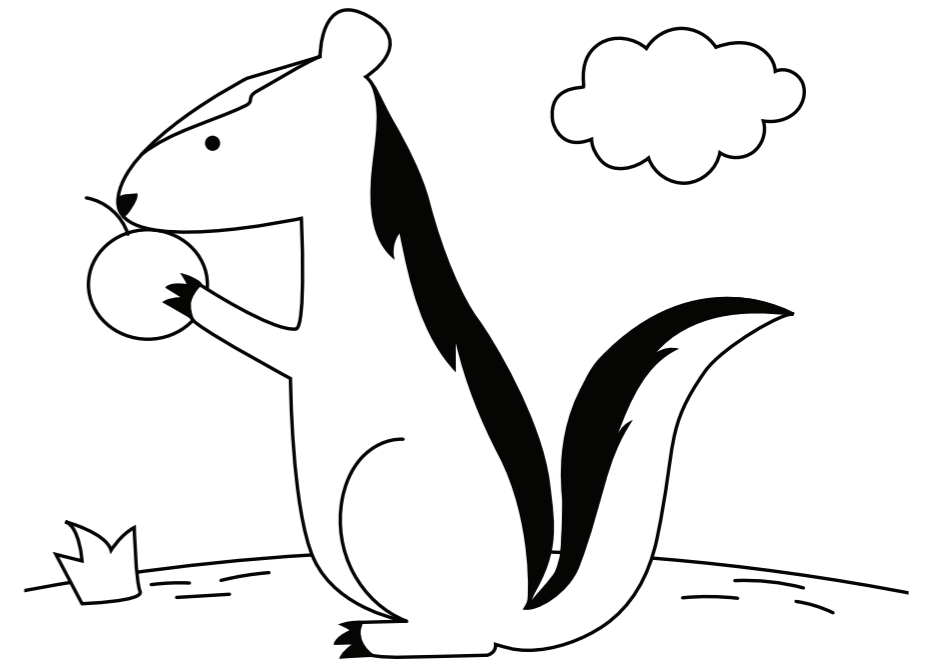
A skunk went on a hunt.

It went on a hunt for pink plums.

This skunk was fond of pink plums.

In the end, the skunk  
did not find a plum.

But the skunk kept hunting.



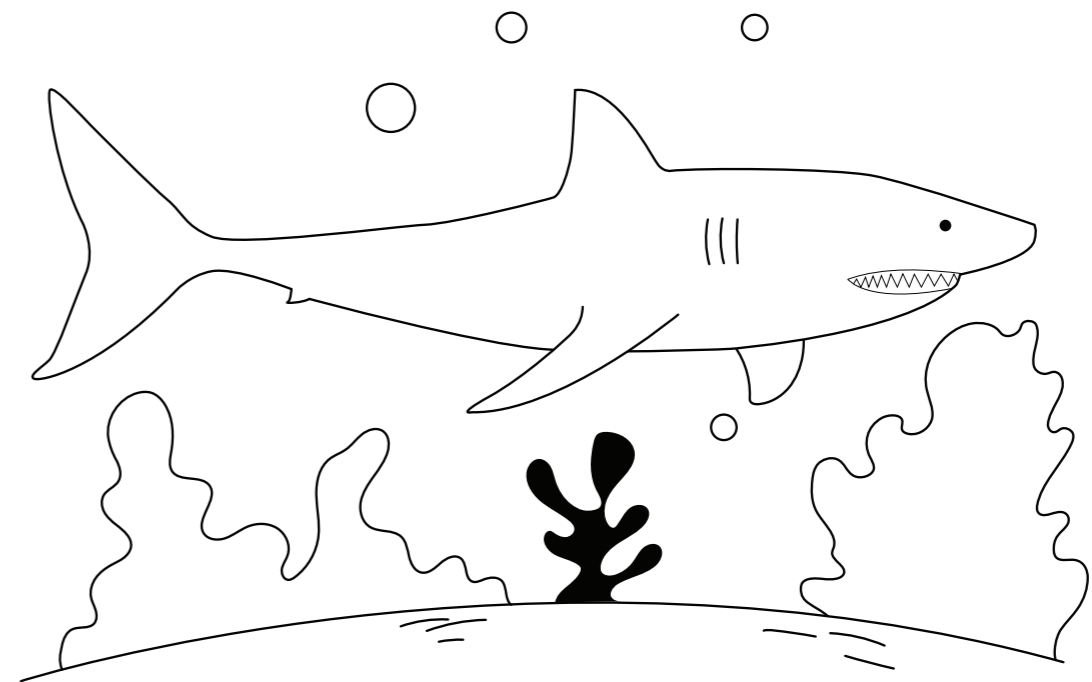
# A snarling shark

The shark was large.

The large shark had sharp teeth.

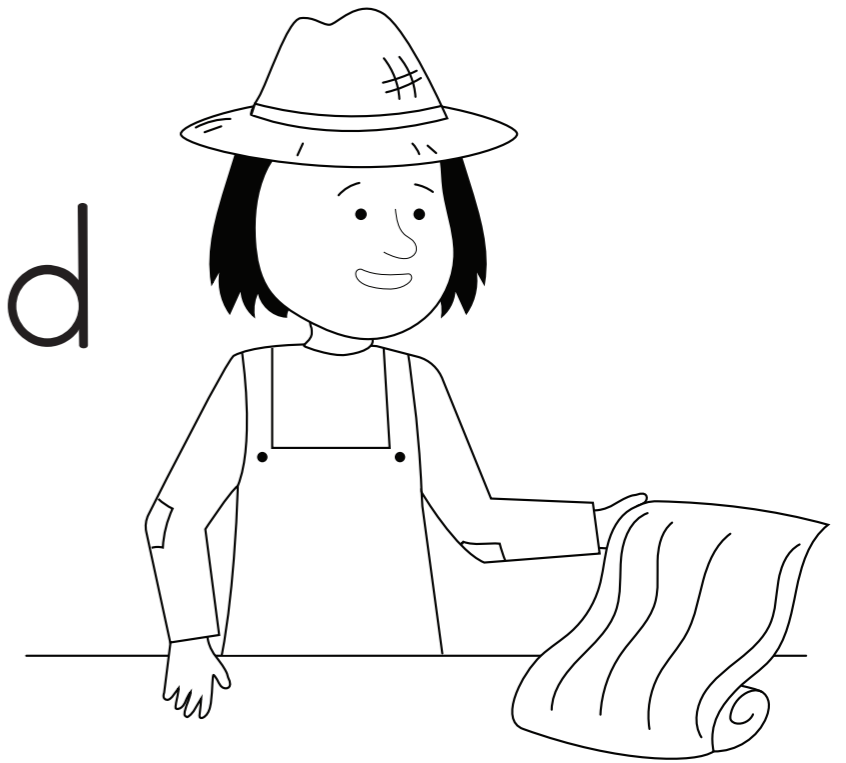
The large shark with sharp teeth snarled.

Then the shark shot  
after a pod of seals.



# Karma at the market

Karma the farmer marched  
off to the market. Karma had  
to get hay for his farm.



At the market, Karma was alarmed.  
The market had no hay for his barn.

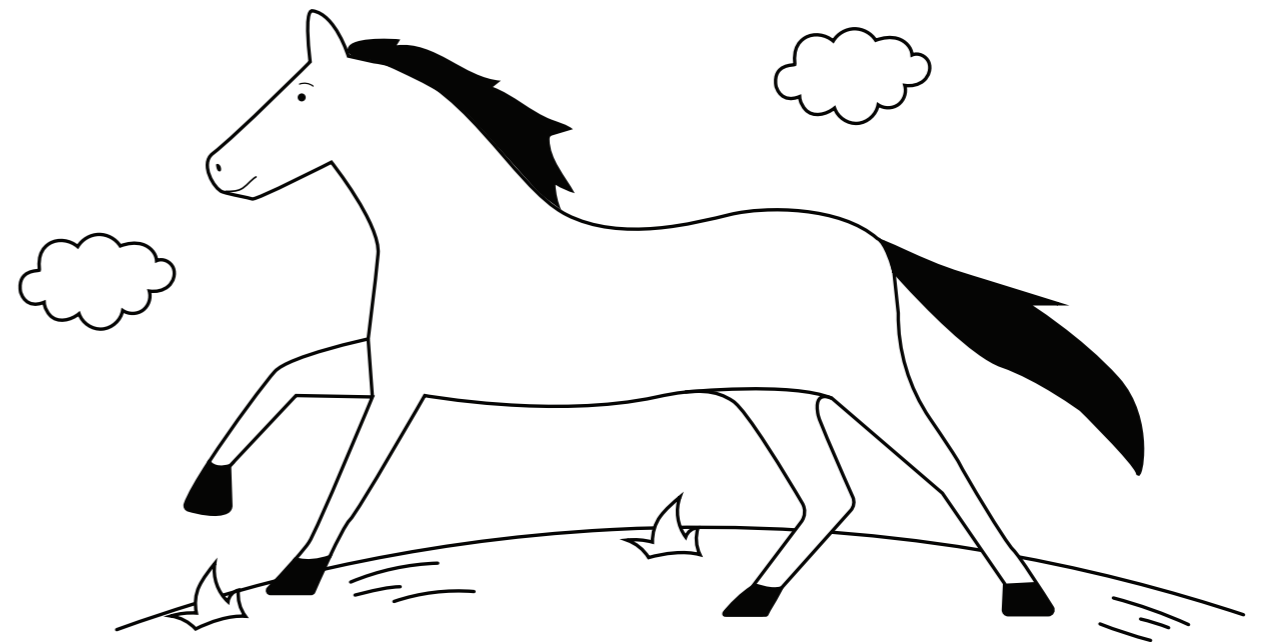
# The black horse

A black horse went for a run.

The black horse ran north.

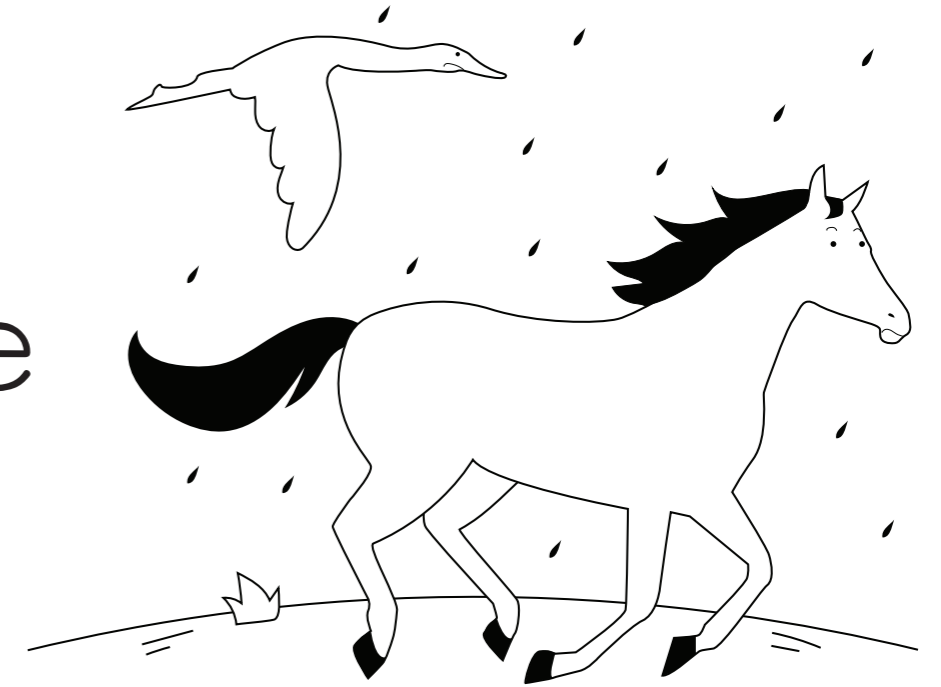
The horse sprinted for forty steps.

It was a short run  
north for the horse.



# The storm in the corn

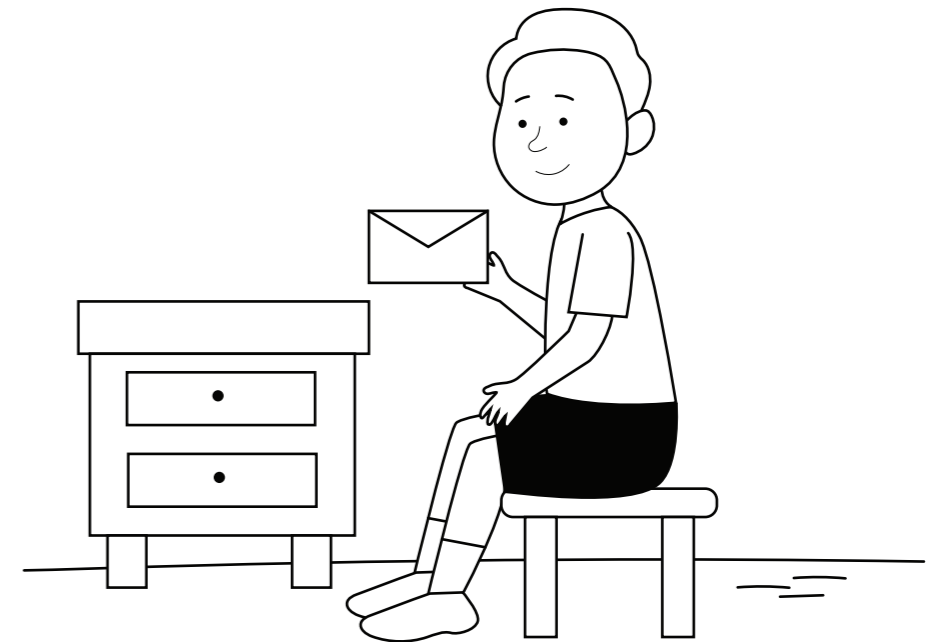
A stork and a horse went north. The stork and the horse got to the corn farm.



As they played in the corn, a storm formed. The storm was short. The stork and horse played in the corn some more.

# My sister's letter

My sister sent me a letter  
about a dinner.

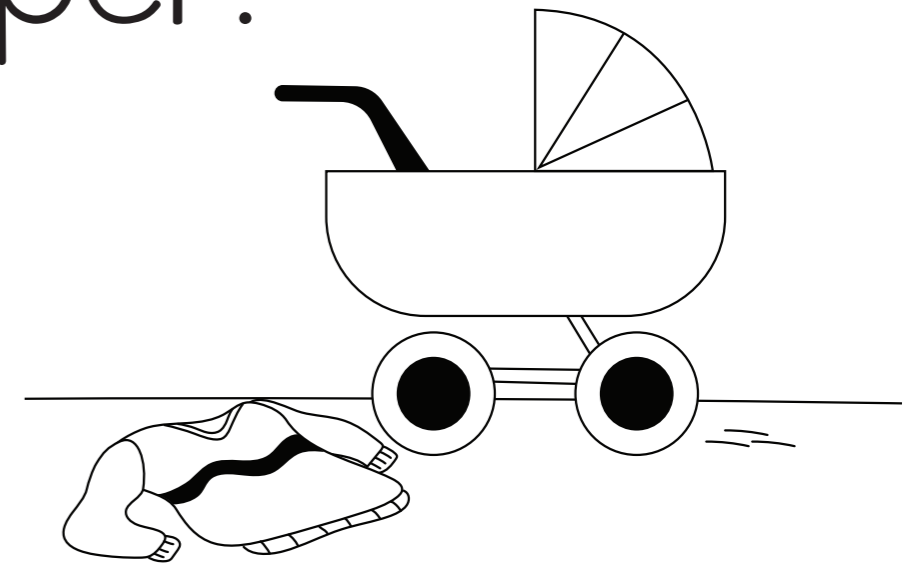


The dinner is to be this winter. As it will  
not be summer, I must bring a jumper.  
It will be a good hot dinner in winter.

# The lost jumper

My sister lost her winter jumper.

Was it under the bed?



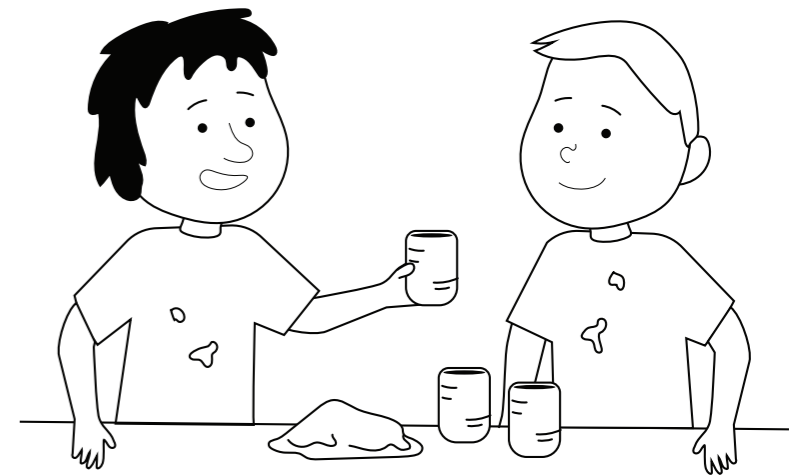
Was it under the stool? Was it under the rug? My clever sister found it.

The jumper was under a trunk.

# A play day

Seday came to play.

Seday and I played in the hay.



Seday and I played in the sand.

Seday and I played with clay and made clay cups. We had such a fun day of play.

# The wet snail

A snail got wet in the rain.

Then it began to hail.

The snail went up a drain

and waited for the rain and hail to stop.

It was a pain for the snail to wait in  
the drain.



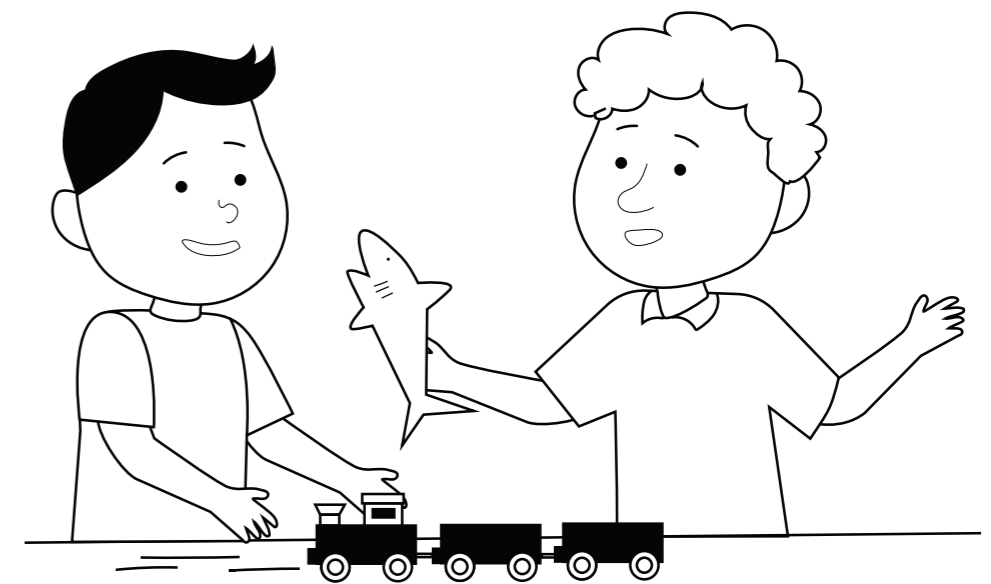
# Norbu and Penjor

Norbu is a boy. Penjor is a boy.

Norbu and Penjor are older boys.

Norbu has a toy train.

Penjor has a toy shark.



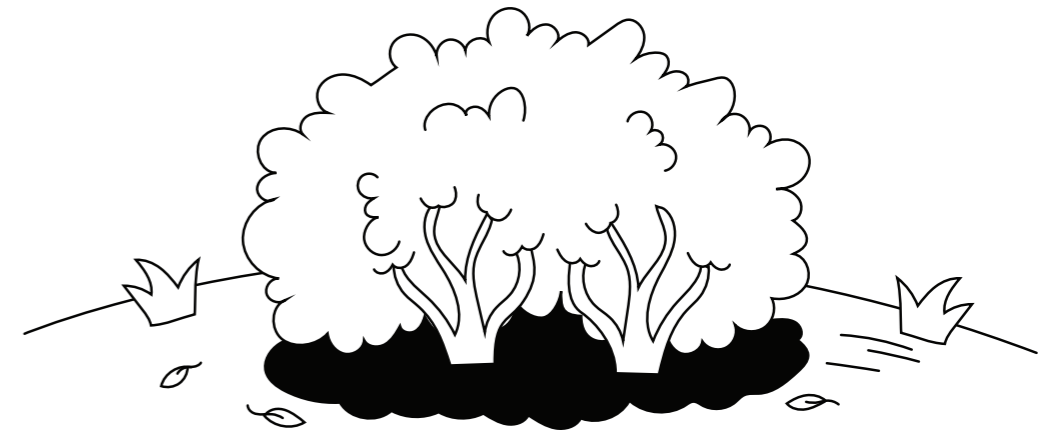
The boys enjoy playing with the toys.

# Moist soil

The shrub was planted in soil.

The soil needed to be moist.

The boys wet the soil and  
made the soil moist.



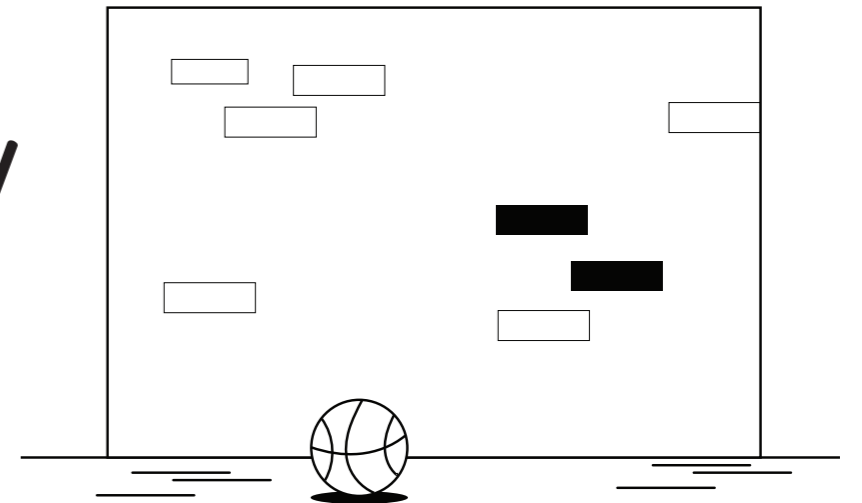
The shrub is lush and green.

# A tall wall

My ball went over the wall.

I am small, but the wall is tall.

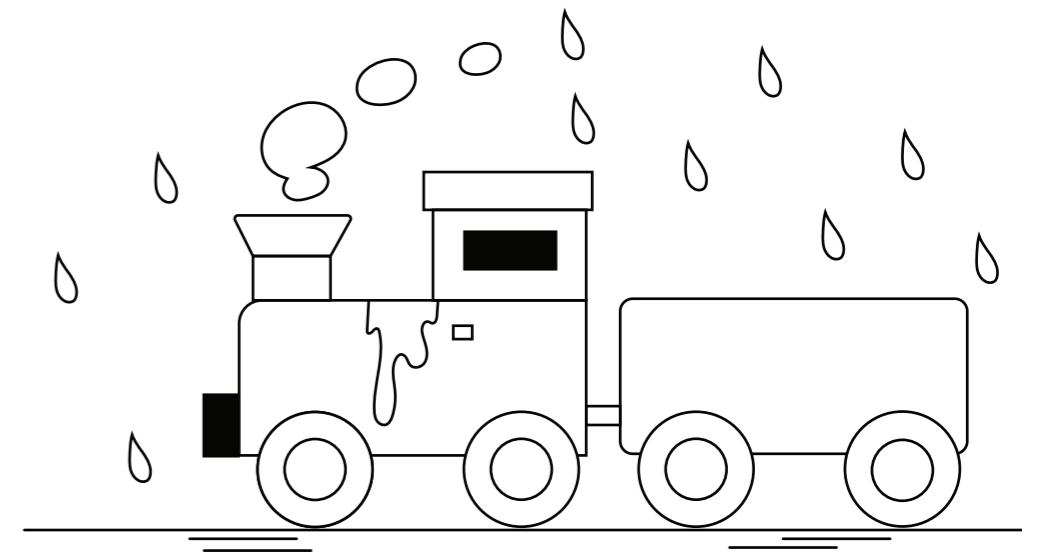
If I go up the wall I may  
fall. I cannot get my ball.



# The red train

A train was just painted red,  
when it started to rain.

The train chugged along



in the rain. From the rain, the paint  
began to drip. I am afraid that the  
train will need to be painted yet again.