

Structured Synthetic Phonics

in
Pre-Primary

HHfB
HEAR HEAR FOR BHUTAN



Designed to raise literacy levels in Bhutan.



Unit 1

s n t i p a

Unit 2

p t a s n i
c d e m r h

Unit 3

i n s a t p
m r h c d e
u b g o f l

Unit 4

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

Student Name..... Class.....

Tracking Pre-Literacy Skill Area 1: Alphabet Sound Recall (A precursor to reading, spelling and writing.)

Instructions: "What are these sounds?"

Unit	Group	Sound	✓ X	Response	Sound	✓ X	Response	Sound	✓ X	Response	Negative Observations (suggesting further skill development is required) <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations:	Date tested: _____ Score: _____/6
Unit 1	Group 1 Alphabet Sounds	s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>			
		p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>			
Unit 2	Group 1 Alphabet Sounds	p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>		Scores	Date tested: _____ Score: _____/12
		s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>			
	Group 2 Alphabet Sounds	c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>			
		m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>			
Unit 3	Group 1 Alphabet Sounds	i	<input type="checkbox"/>		n	<input type="checkbox"/>		s	<input type="checkbox"/>		Scores	Date tested: _____ Score: _____/18
		a	<input type="checkbox"/>		t	<input type="checkbox"/>		p	<input type="checkbox"/>			
	Group 2 Alphabet Sounds	m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>			
		c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>			
	Group 3 Alphabet Sounds	u	<input type="checkbox"/>		b	<input type="checkbox"/>		g	<input type="checkbox"/>			
		o	<input type="checkbox"/>		f	<input type="checkbox"/>		l	<input type="checkbox"/>			
Unit 4	Group 1 Alphabet Sounds	t	<input type="checkbox"/>		n	<input type="checkbox"/>		a	<input type="checkbox"/>		Scores	Date tested: _____ Score: _____/26
		i	<input type="checkbox"/>		p	<input type="checkbox"/>		s	<input type="checkbox"/>			
	Group 2 Alphabet Sounds	d	<input type="checkbox"/>		r	<input type="checkbox"/>		e	<input type="checkbox"/>			
		h	<input type="checkbox"/>		c	<input type="checkbox"/>		m	<input type="checkbox"/>			
	Group 3 Alphabet Sounds	b	<input type="checkbox"/>		f	<input type="checkbox"/>		g	<input type="checkbox"/>			
		l	<input type="checkbox"/>		u	<input type="checkbox"/>		o	<input type="checkbox"/>			
	Group 4 Alphabet Sounds	x	<input type="checkbox"/>		j	<input type="checkbox"/>		q	<input type="checkbox"/>			
		k	<input type="checkbox"/>		z	<input type="checkbox"/>		v	<input type="checkbox"/>			
		w	<input type="checkbox"/>		y	<input type="checkbox"/>						

Tracking Pre-Literacy Skill Area 2: Phonemic Awareness

Blending (A precursor to decoding or reading ability.)

Instructions: "I am going to say 3 sounds. Put them together and guess the word."

Blending Test Set 1	CVC Phonemic Level Blending	Unit 1		Unit 2	
		✓ X	Response	✓ X	Response
Blending Test Set 1	m (1 second pause) u (1 second pause) d (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	s (1 second pause) u (1 second pause) n (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	f (1 second pause) a (1 second pause) n (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	b (1 second pause) e (1 second pause) d (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	t (1 second pause) a (1 second pause) p (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
Date tested: _____		Date tested: _____		Date tested: _____	
Score: _____/5		Score: _____/5		Score: _____/5	
= _____ %		= _____ %		= _____ %	
Blending Test Set 2	CVC Phonemic Level Blending	Unit 3		Unit 4	
		✓ X	Response	✓ X	Response
Blending Test Set 2	m (1 second pause) a (1 second pause) p (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	l (1 second pause) e (1 second pause) g (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	p (1 second pause) a (1 second pause) n (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	m (1 second pause) o (1 second pause) p (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
	r (1 second pause) u (1 second pause) n (1 second pause)	<input type="checkbox"/>		<input type="checkbox"/>	
Date tested: _____		Date tested: _____		Date tested: _____	
Score: _____/5		Score: _____/5		Score: _____/5	
= _____ %		= _____ %		= _____ %	

Negative Observations (suggesting further skill development is required):

i.) Was the task presented with short pauses between sounds? ☐ Yes ☐ No

ii.) Did the child request the sounds to be repeated? ☐ Yes ☐ No

iii.) Did the child repeat the sounds (inside their head) in order to process the task? ☐ Yes ☐ No

iv.) Did the task appear difficult and cognitively effortful? (i.e. face grimace, uncertain tone of voice) ☐ Yes ☐ No

Segmentation of CVC Words (A precursor to spelling and writing.)

Instructions: "What are the sounds in these words?"

Segmentation Test Set 1	CVC Word	Unit 1		Unit 2	
		✓ X	Response	✓ X	Response
Segmentation Test Set 1	top	<input type="checkbox"/>		<input type="checkbox"/>	
	lid	<input type="checkbox"/>		<input type="checkbox"/>	
	peg	<input type="checkbox"/>		<input type="checkbox"/>	
	bug	<input type="checkbox"/>		<input type="checkbox"/>	
	nut	<input type="checkbox"/>		<input type="checkbox"/>	
Date tested: _____		Date tested: _____		Date tested: _____	
Score: _____/5		Score: _____/5		Score: _____/5	
Segmentation Test Set 2	CVC Word	Unit 3		Unit 4	
		✓ X	Response	✓ X	Response
Segmentation Test Set 2	sit	<input type="checkbox"/>		<input type="checkbox"/>	
	yes	<input type="checkbox"/>		<input type="checkbox"/>	
	tub	<input type="checkbox"/>		<input type="checkbox"/>	
	sad	<input type="checkbox"/>		<input type="checkbox"/>	
	wet	<input type="checkbox"/>		<input type="checkbox"/>	
Date tested: _____		Date tested: _____		Date tested: _____	
Score: _____/5		Score: _____/5		Score: _____/5	

Negative Observations (suggesting further skill development is required):

i.) Did the student confuse the task and provide some letter names? ☐ Yes ☐ No

ii.) Did the task appear difficult for the child, even if they answered correctly? ☐ Yes ☐ No

iii.) Was the student reliant upon adult prompting? ☐ Yes ☐ No

iv.) Other: ☐ Yes ☐ No

Student Name..... Class.....

Tracking Early Reading Skills										Instructions: "Read the following words."	
Reading Test CVC Words			Read Correctly ✓			If read incorrectly - write what the child said			Date tested: _____		
1	pin	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: p/i/n	<input type="checkbox"/> Sounding out: p/in	<input type="checkbox"/> Whole word reading: pin				Score: _____/10 = _____% Reading Percentage Converter 1/10 = 10% 2/10 = 20% 3/10 = 30% 4/10 = 40% 5/10 = 50% 6/10 = 60% 7/10 = 70% 8/10 = 80% 9/10 = 90% 10/10 = 100%		
2	tap	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: t/a/p	<input type="checkbox"/> Sounding out: t/ap	<input type="checkbox"/> Whole word reading: tap						
3	sit	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: s/i/t	<input type="checkbox"/> Sounding out: s/it	<input type="checkbox"/> Whole word reading: sit						
4	hat	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: h/a/t	<input type="checkbox"/> Sounding out: h/at	<input type="checkbox"/> Whole word reading: hat						
5	kit	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: k/i/t	<input type="checkbox"/> Sounding out: k/it	<input type="checkbox"/> Whole word reading: kit						
6	net	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: n/e/t	<input type="checkbox"/> Sounding out: n/et	<input type="checkbox"/> Whole word reading: net						
7	run	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: r/u/n	<input type="checkbox"/> Sounding out: r/un	<input type="checkbox"/> Whole word reading: run						
8	jog	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: j/o/g	<input type="checkbox"/> Sounding out: j/og	<input type="checkbox"/> Whole word reading: jog						
9	gum	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: g/u/m	<input type="checkbox"/> Sounding out: g/um	<input type="checkbox"/> Whole word reading: gum						
10	win	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: w/i/n	<input type="checkbox"/> Sounding out: w/in	<input type="checkbox"/> Whole word reading: win						

Tracking Early Spelling Skills										Instructions: "Spell the following words."	
Spelling Test CVC Words								Date tested: _____			
CVC Words	✓ X	If incorrect - write what the child wrote	CVC Words	✓ X	If incorrect - write what the child wrote	CVC Words	✓ X	If incorrect - write what the child wrote	Score: _____/6 = _____%		
1	map	<input type="checkbox"/>	2	sun	<input type="checkbox"/>	3	him	<input type="checkbox"/>			
4	pan	<input type="checkbox"/>	5	gap	<input type="checkbox"/>	6	hat	<input type="checkbox"/>			

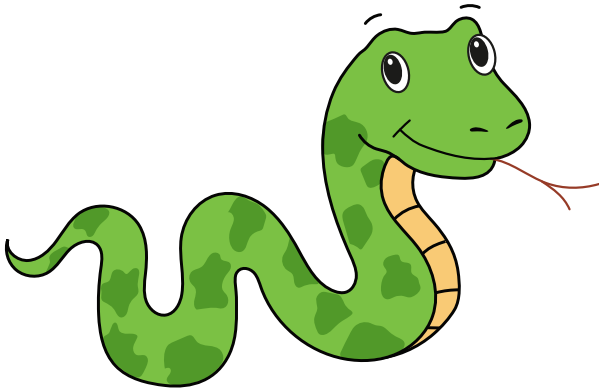
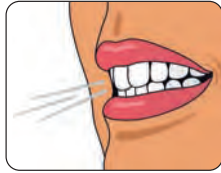
Unit 5 Pre-Literacy Students					If the student is unable to read and spell the CVC words, screen the pre-literacy skills on the reverse.						
Alphabet Sound Recall Score:		_____/26		Phonemic Blending Score:		_____/5 = _____%		Phonemic Segmentation Score:		_____/5 = _____%	

Tracking Early Reading Skills										Instructions: "Read the following words."	
Reading Test CVC Words			Read Correctly ✓			If read incorrectly - write what the child said			Date tested: _____		
1	fan	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: f/a/n	<input type="checkbox"/> Sounding out: f/an	<input type="checkbox"/> Whole word reading: fan				Score: _____/10 = _____% Spelling Percentage Converter 1/6 = 17% 2/6 = 33% 3/6 = 50% 4/6 = 67% 5/6 = 85% 6/6 = 100%		
2	vet	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: v/e/t	<input type="checkbox"/> Sounding out: v/et	<input type="checkbox"/> Whole word reading: vet						
3	yes	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: y/e/s	<input type="checkbox"/> Sounding out: y/es	<input type="checkbox"/> Whole word reading: yes						
4	sum	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: s/u/m	<input type="checkbox"/> Sounding out: s/um	<input type="checkbox"/> Whole word reading: sum						
5	got	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: g/o/t	<input type="checkbox"/> Sounding out: g/ot	<input type="checkbox"/> Whole word reading: got						
6	sad	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: s/a/d	<input type="checkbox"/> Sounding out: s/ad	<input type="checkbox"/> Whole word reading: sad						
7	job	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: j/o/b	<input type="checkbox"/> Sounding out: j/ob	<input type="checkbox"/> Whole word reading: job						
8	hug	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: h/u/g	<input type="checkbox"/> Sounding out: h/ug	<input type="checkbox"/> Whole word reading: hug						
9	big	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: b/i/g	<input type="checkbox"/> Sounding out: b/ig	<input type="checkbox"/> Whole word reading: big						
10	nut	<input type="checkbox"/> ✓X	<input type="checkbox"/> Sounding out: n/u/t	<input type="checkbox"/> Sounding out: n/ut	<input type="checkbox"/> Whole word reading: nut						

Tracking Early Spelling Skills										Instructions: "Spell the following words."	
Spelling Test CVC Words								Date tested: _____			
CVC Words	✓ X	If incorrect - write what the child wrote	CVC Words	✓ X	If incorrect - write what the child wrote	CVC Words	✓ X	If incorrect - write what the child wrote	Score: _____/6 = _____%		
1	fog	<input type="checkbox"/>	2	get	<input type="checkbox"/>	3	pad	<input type="checkbox"/>			
4	run	<input type="checkbox"/>	5	fan	<input type="checkbox"/>	6	him	<input type="checkbox"/>			

Unit 6 Pre-Literacy Students					If the student is unable to read and spell the CVC words, screen the pre-literacy skills on the reverse.						
Alphabet Sound Recall Score:		_____/26		Phonemic Blending Score:		_____/5 = _____%		Phonemic Segmentation Score:		_____/5 = _____%	

Ss



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

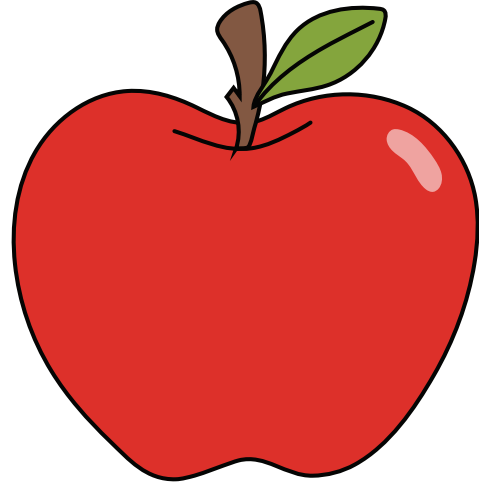


Verbalise "s"

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Aa



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

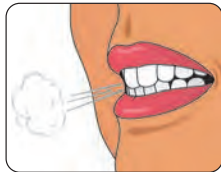


Verbalise "a"

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Tt



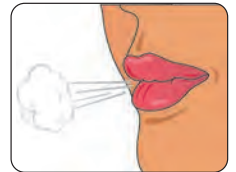
What is this sound?
Simulate a tiger growling.
Verbalise "t"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Pp



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

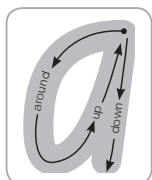


© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

a



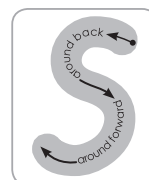
Teacher: Write in the air an 'a'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

s



Teacher: Write in the air a 's'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

p



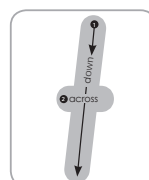
Teacher: Write in the air a 'p'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

t

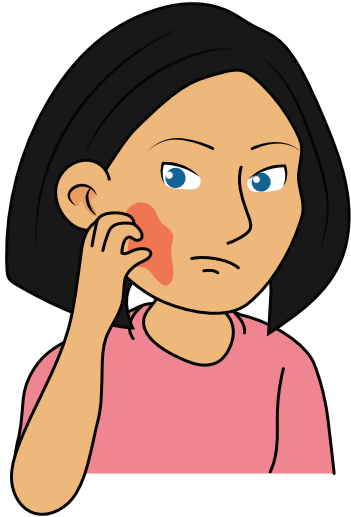
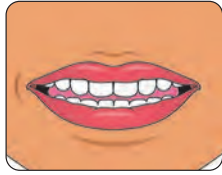


Teacher: Write in the air a 't'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Ii



What is this sound?

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

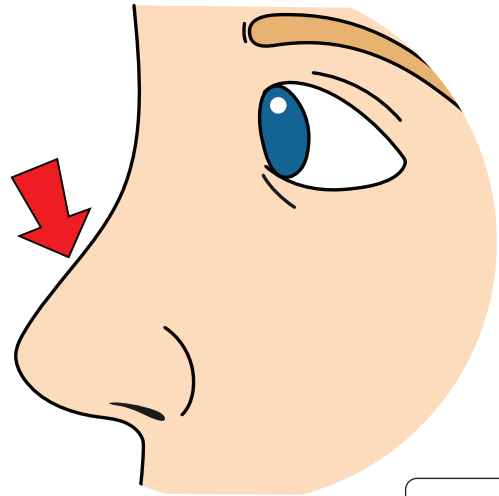
Verbalise "i"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Nn



What is this sound?

Point to nose.

Verbalise "n"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Mm



What is this sound?

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

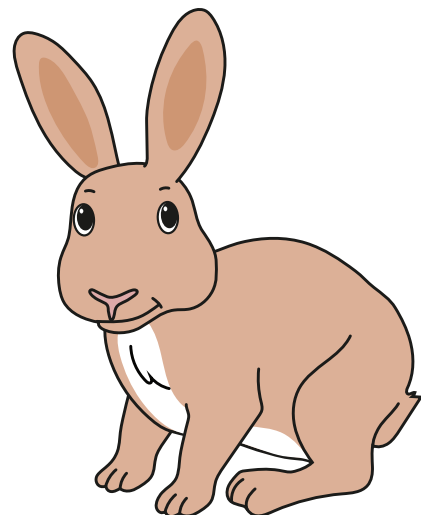
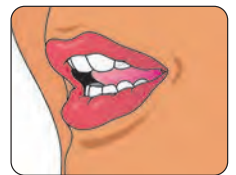
Verbalise "m"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Rr



What is this sound?

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

Verbalise "r"

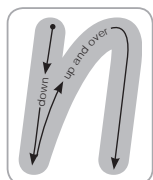


© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

n



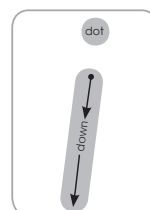
Teacher: Write in the air a 'n'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

i



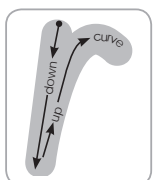
Teacher: Write in the air an 'i'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

r



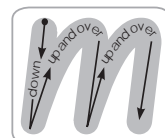
Teacher: Write in the air an 'r'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

m



Teacher: Write in the air a 'm'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Hh



What is this sound?

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

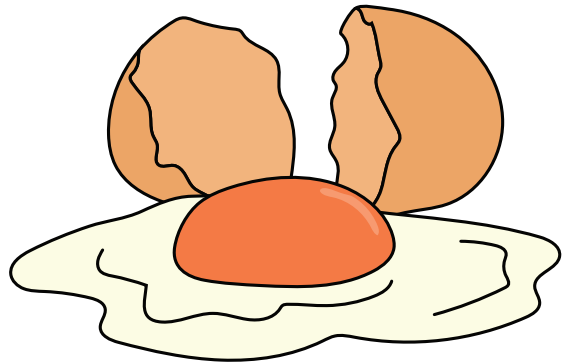
Verbalise "h"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Ee



What is this sound?

Connect fingers producing an oval/egg shape.

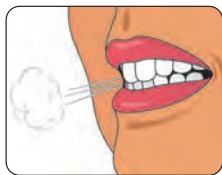
Verbalise "e"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Dd



What is this sound?

Simulate digging a hole with a shovel.

Verbalise "d"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Cc



What is this sound?

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

Verbalise "c"

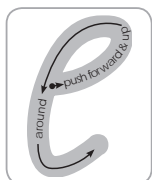


© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

e



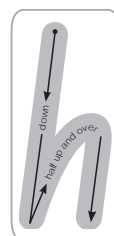
Teacher: Write in the air an 'e'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

h



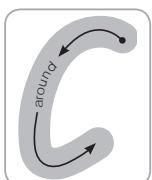
Teacher: Write in the air a 'h'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

c



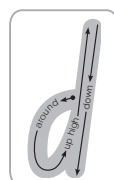
Teacher: Write in the air a 'c'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

d

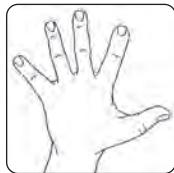
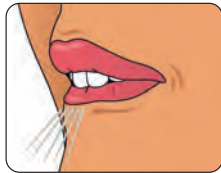


Teacher: Write in the air a 'd'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Ff



What is this sound?

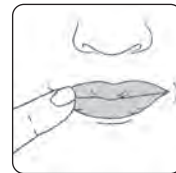
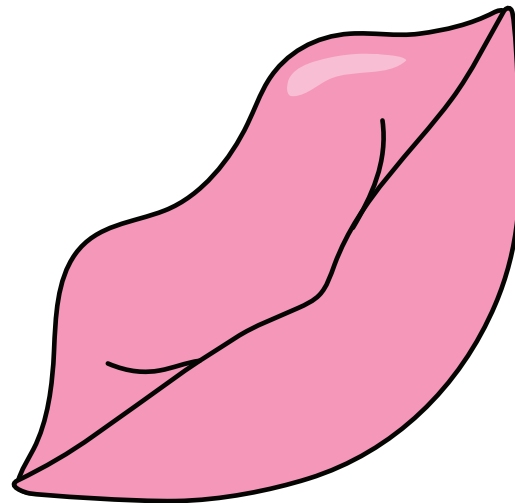
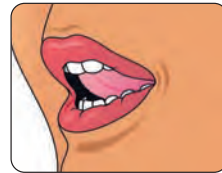
Hold up four fingers and thumb with an open hand.

Verbalise "f"

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Li



What is this sound?

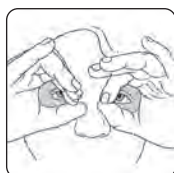
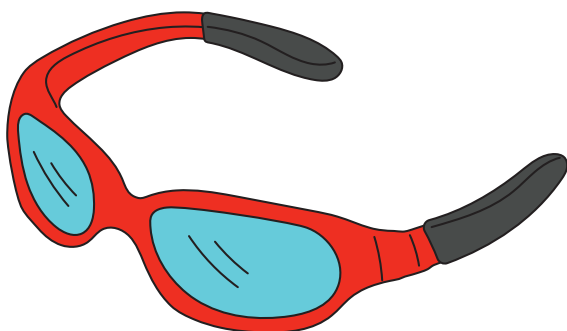
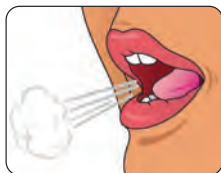
Point to lips.

Verbalise "l"

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Gg



What is this sound?

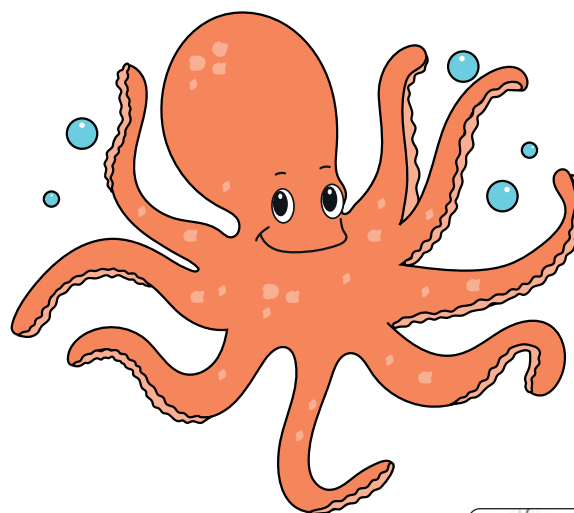
Form a pair of glasses over the eyes with both hands.

Verbalise "g"

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Oo



What is this sound?

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

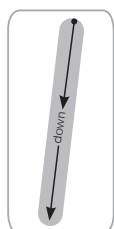
Verbalise "o"

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

l



Teacher: Write in the air an 'l'.

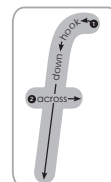
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack



Teacher: What is this sound?

f



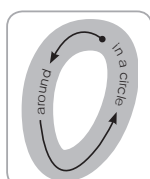
Teacher: Write in the air a 'f'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

o



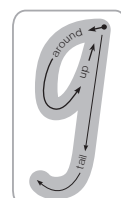
Teacher: Write in the air an 'o'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

g

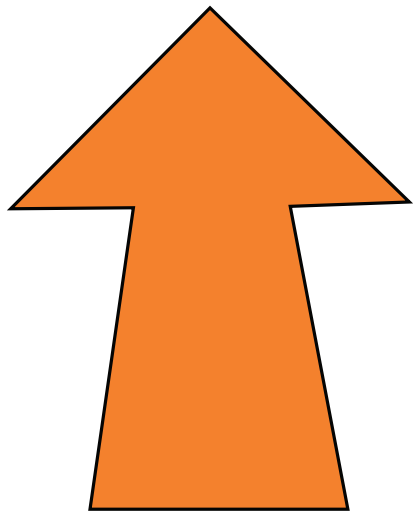


Teacher: Write in the air a 'g'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

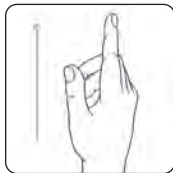
Uu



What is this sound?

Point up.

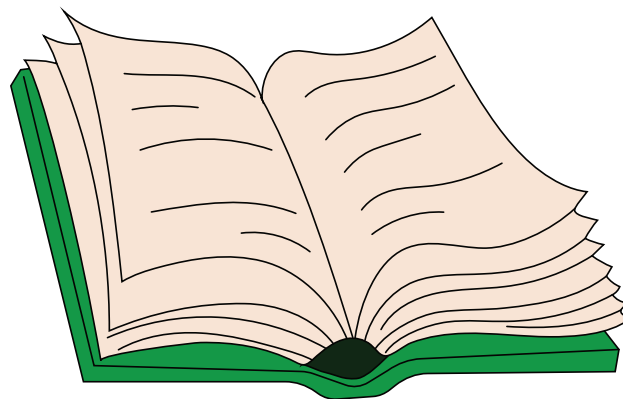
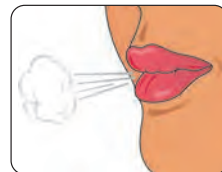
Verbalise "u"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Bb



What is this sound?

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

Verbalise "b"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Ww



What is this sound?

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

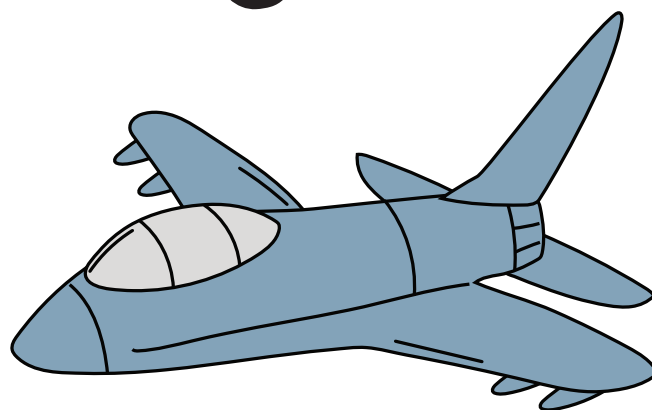
Verbalise "w"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Jj



What is this sound?

Simulate a jet.
Stretch arms out in flying action.

Verbalise "j"

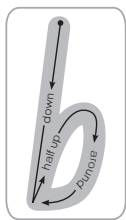


© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

b



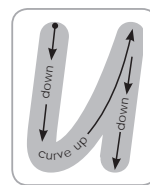
Teacher: Write in the air a 'b'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

u



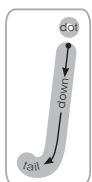
Teacher: Write in the air an 'u'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

j



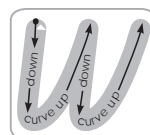
Teacher: Write in the air a 'j'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

w



Teacher: Write in the air a 'w'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Vv



What is this sound?

Simulate playing a violin.

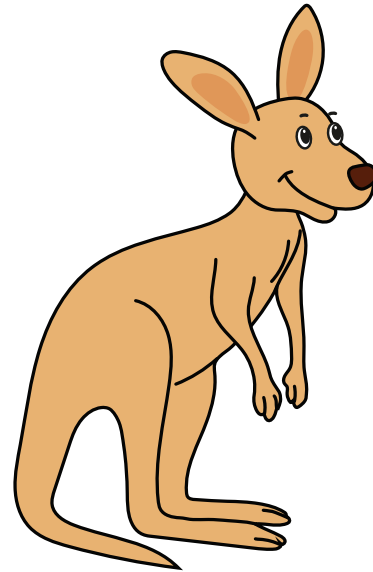
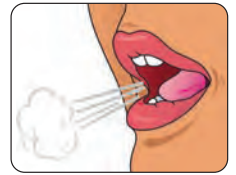
Verbalise "v"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Kk



What is this sound?

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

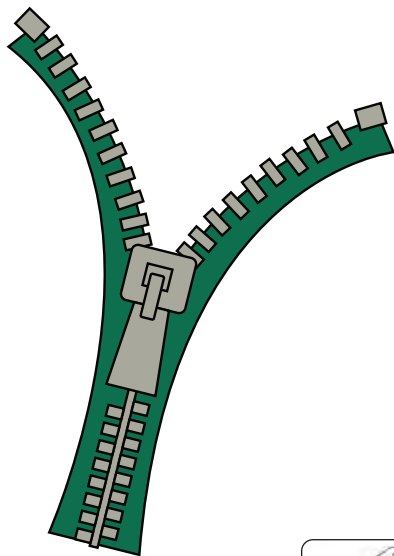
Verbalise "k"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Zz



What is this sound?

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

Verbalise "z"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Yy



What is this sound?

Simulate yelling.
Hold hands up to open mouth.

Verbalise "y"

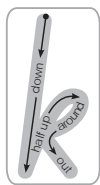


© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

k



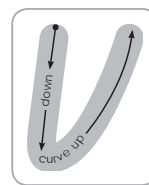
Teacher: Write in the air a 'k'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

v



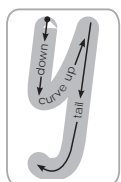
Teacher: Write in the air a 'v'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

y



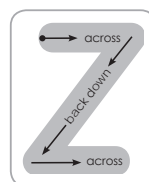
Teacher: Write in the air a 'y'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

z

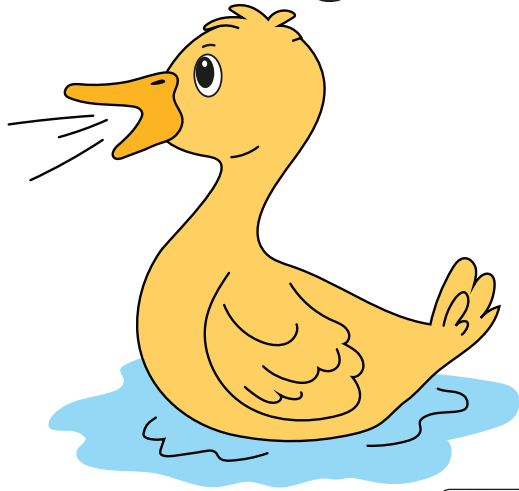


Teacher: Write in the air a 'z'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

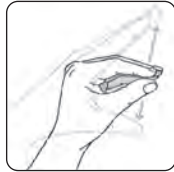
Qq



What is this sound?

Simulate a duck's beak opening and closing.

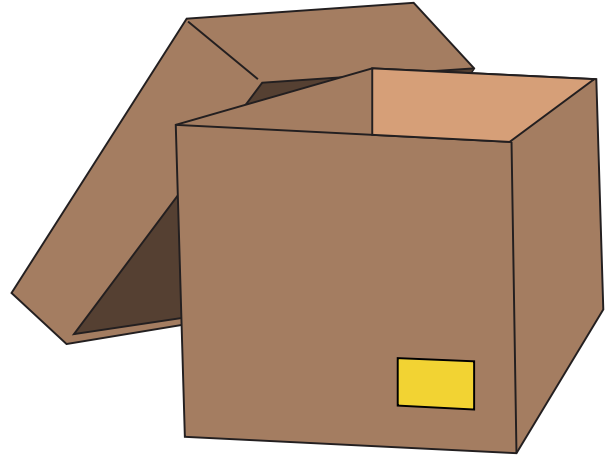
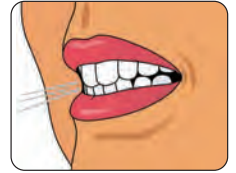
Verbalise "-"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Xx



What is this sound?

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

Verbalise "-"



© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

pin

tap

sit

hat

kit

net

run

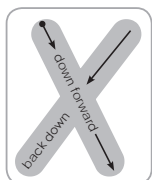
jog

not

win

Teacher: What is this sound?

x



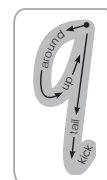
Teacher: Write in the air an 'x'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

Teacher: What is this sound?

q



Teacher: Write in the air a 'q'.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

fan

met

yes

sum

got

sad

job

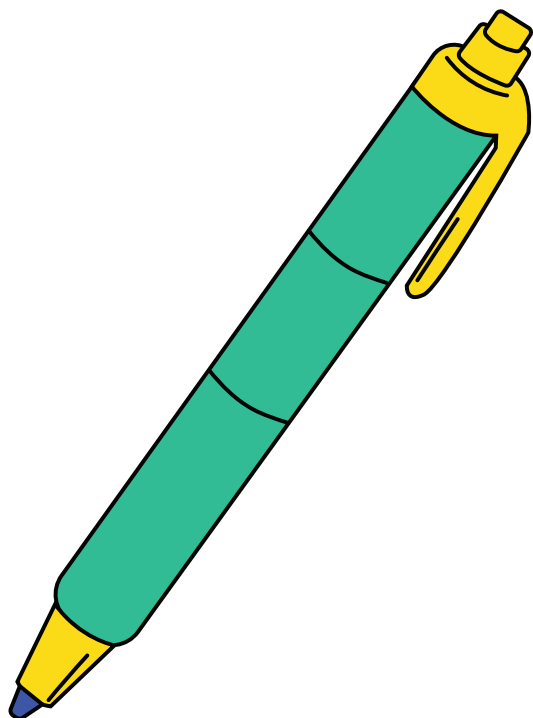
hug

big

nut

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "p (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.



The Prespelling Skill of Segmenting:

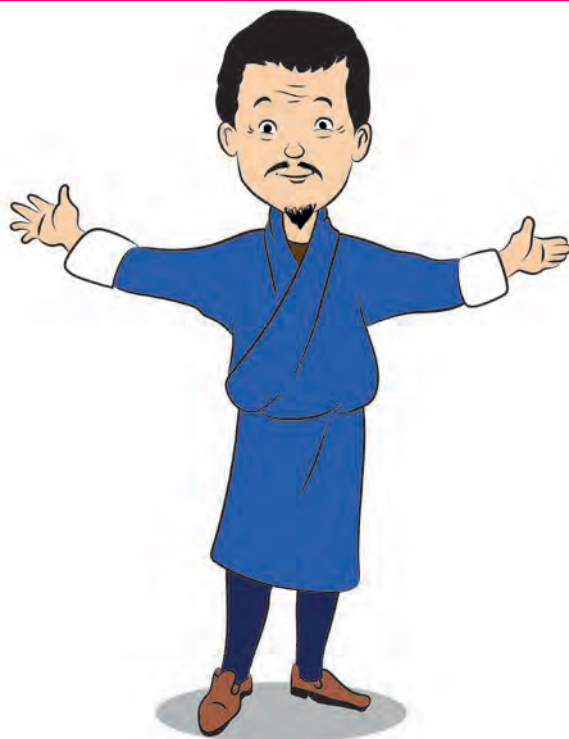
Teacher: Now let's sound out the word "pen".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "man (1 second pause) a (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.



The Prespelling Skill of Segmenting:

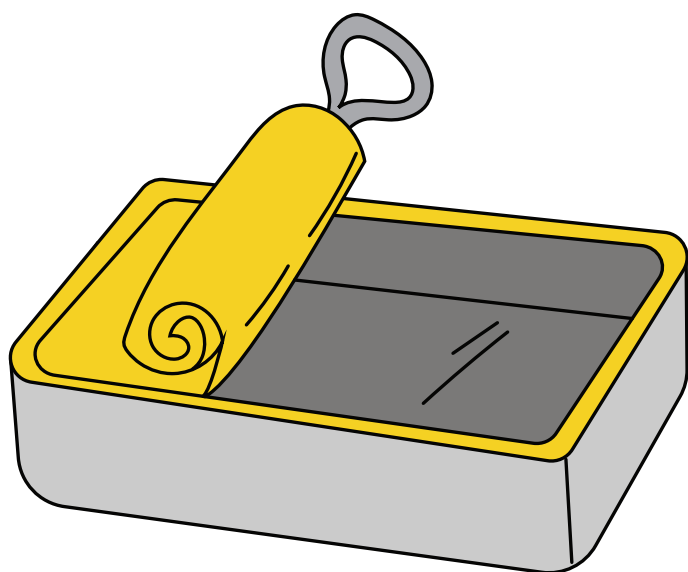
Teacher: Now let's sound out the word "man".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "tin (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.



The Prespelling Skill of Segmenting:

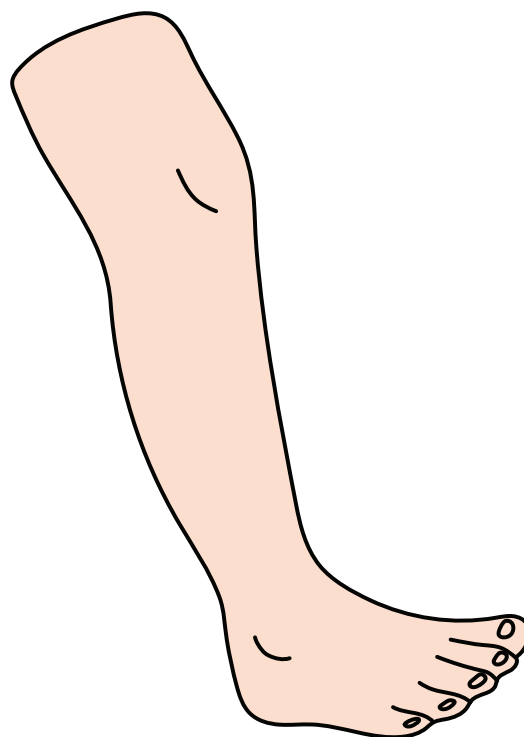
Teacher: Now let's sound out the word "tin".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "leg (1 second pause) e (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.



The Prespelling Skill of Segmenting:

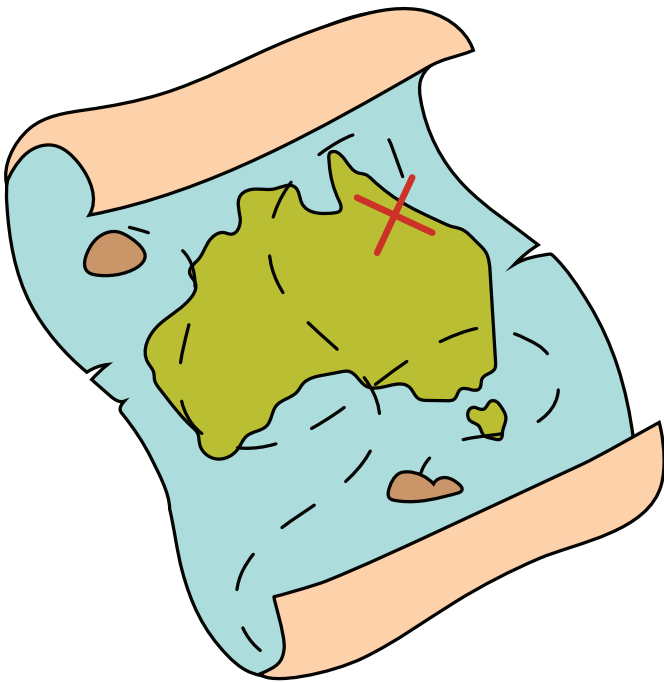
Teacher: Now let's sound out the word "leg".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

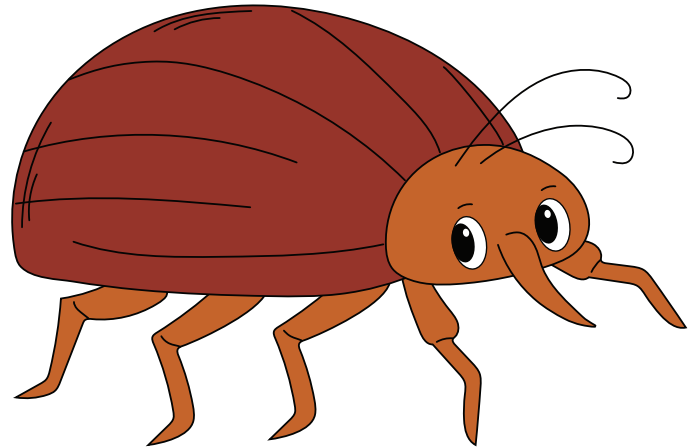
Teacher: Now let's sound out the word "m (1 second pause) a (1 second pause) p".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

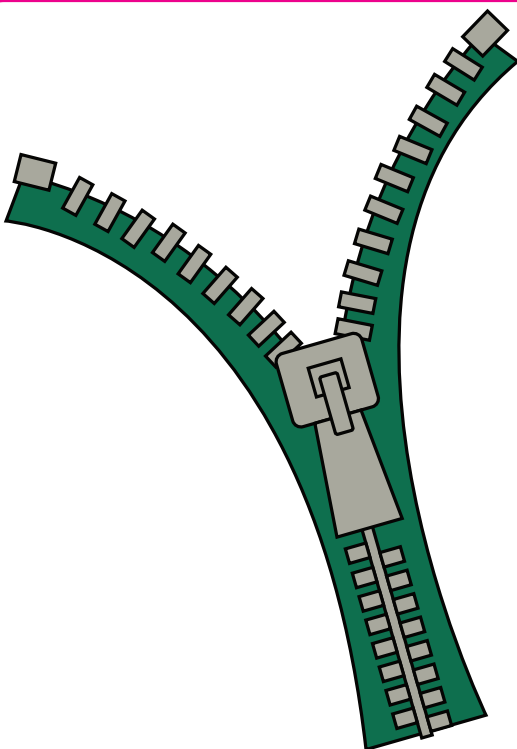
Teacher: Now let's sound out the word "b (1 second pause) u (1 second pause) g".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "z (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.



The Prespelling Skill of Segmenting:

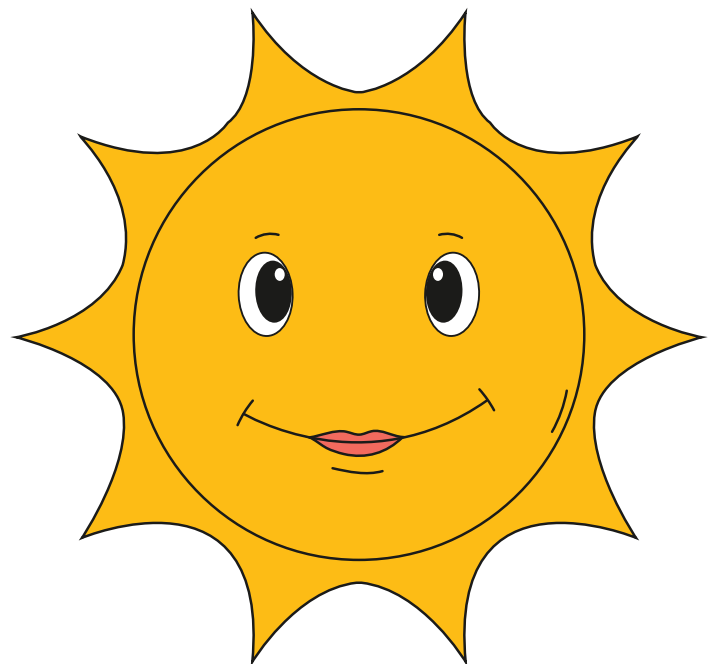
Teacher: Now let's sound out the word "z (1 second pause) i (1 second pause) p".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

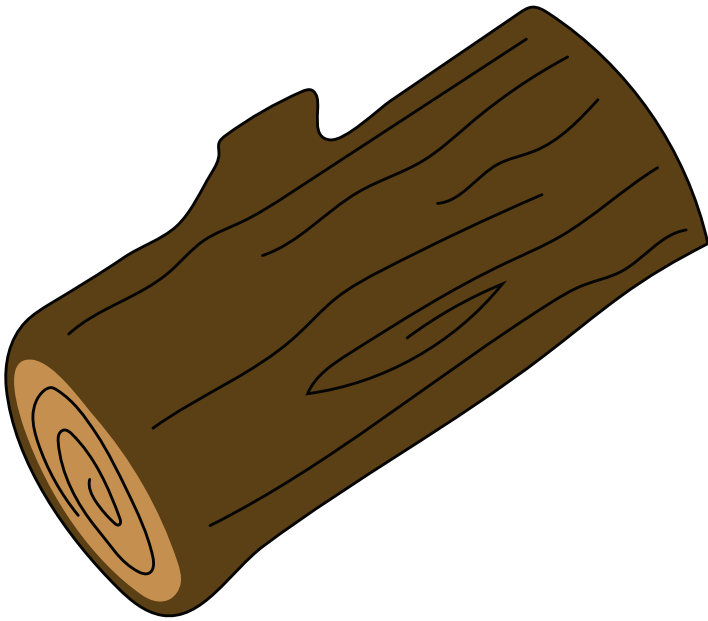
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "l (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "l (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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "h (1 second pause) i (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.



The Prespelling Skill of Segmenting:

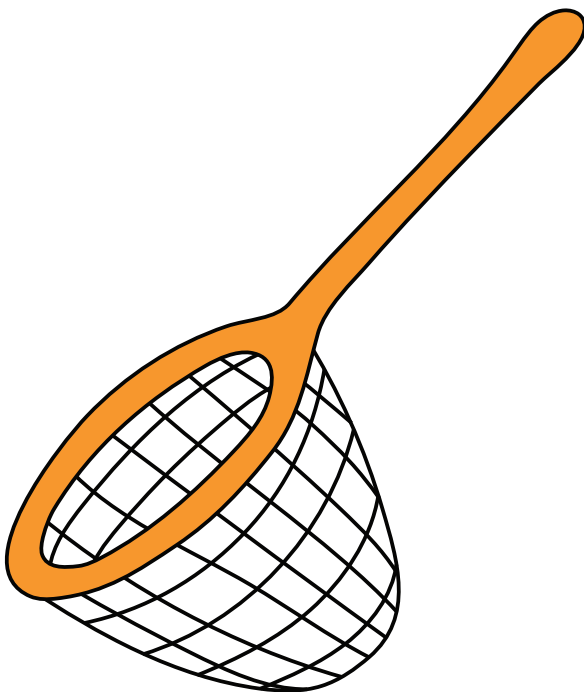
Teacher: Now let's sound out the word "h (1 second pause) i (1 second pause) d".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "n (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "n (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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

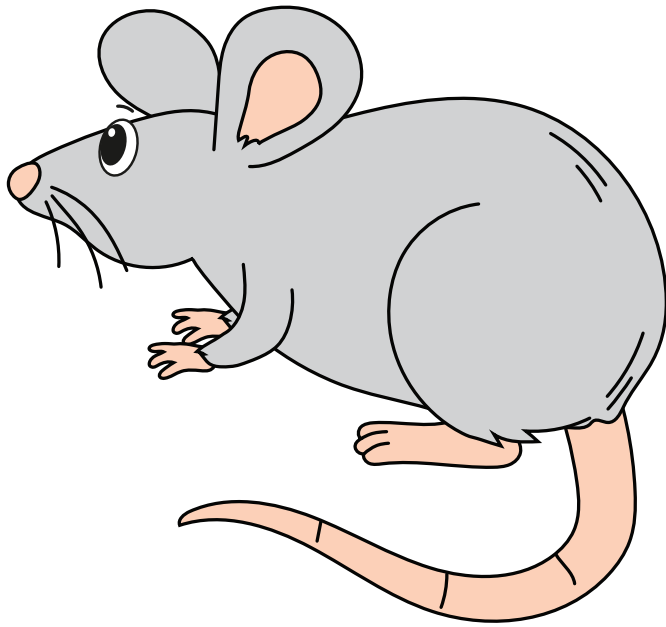
Teacher: Now let's sound out the word "c (1 second pause) a (1 second pause) p".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "r (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.



The Prespelling Skill of Segmenting:

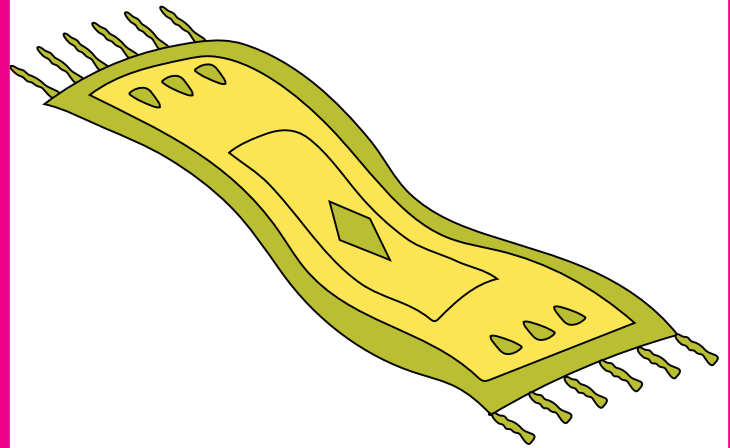
Teacher: Now let's sound out the word "r (1 second pause) a (1 second pause) t".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "r (1 second pause) u (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.



The Prespelling Skill of Segmenting:

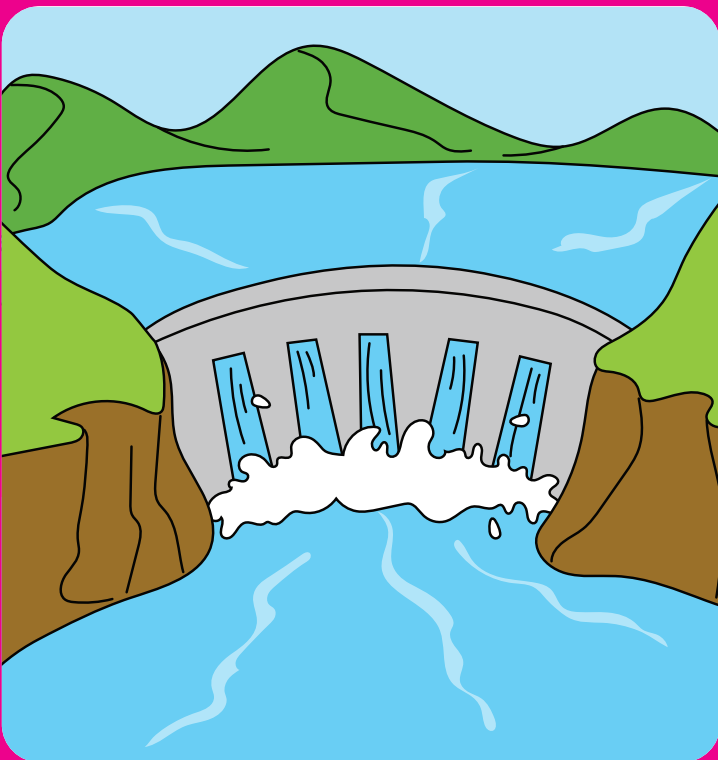
Teacher: Now let's sound out the word "r (1 second pause) u (1 second pause) g".

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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

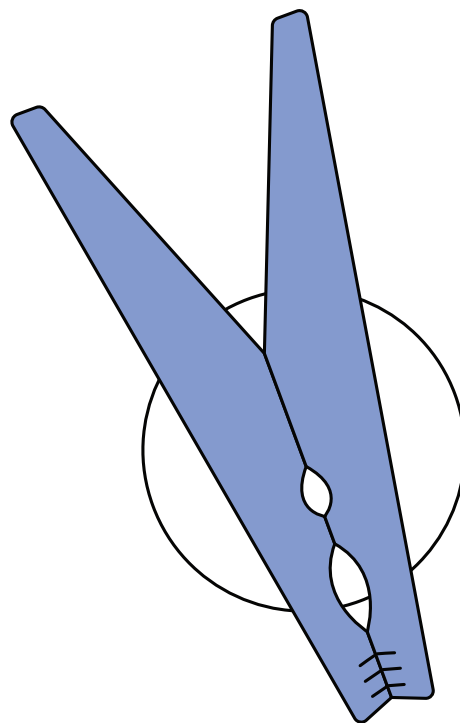
Teacher: Now let's sound out the word "d (1 second pause) a (1 second pause) m".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "p (1 second pause) e (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.



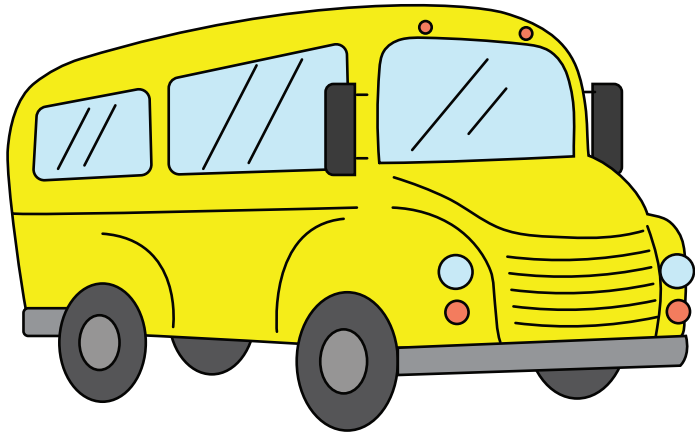
The Prespelling Skill of Segmenting:

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

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "b (1 second pause) u (1 second pause) s".
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 - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "c (1 second pause) u (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.



The Prespelling Skill of Segmenting:

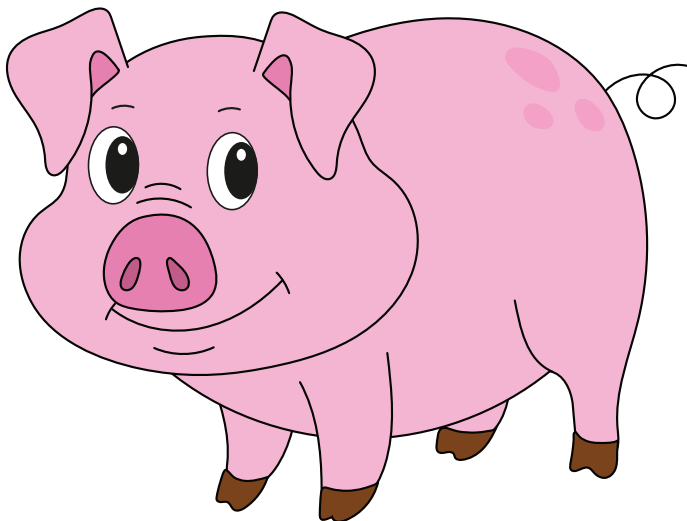
Teacher: Now let's sound out the word "c (1 second pause) u (1 second pause) p".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "p (1 second pause) i (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.



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "c (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "c (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.

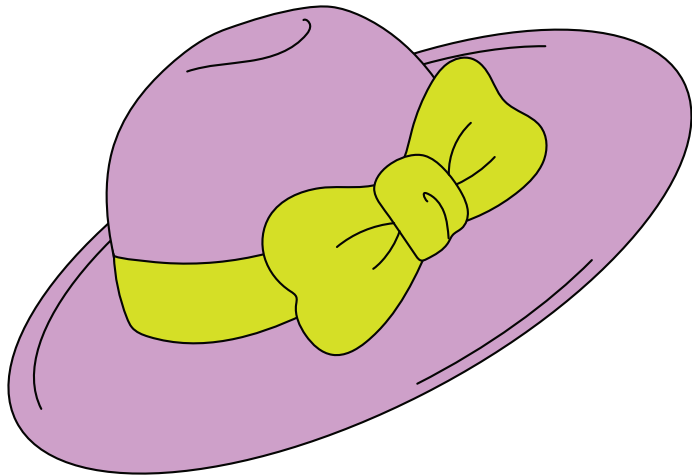
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "h (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "h (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.

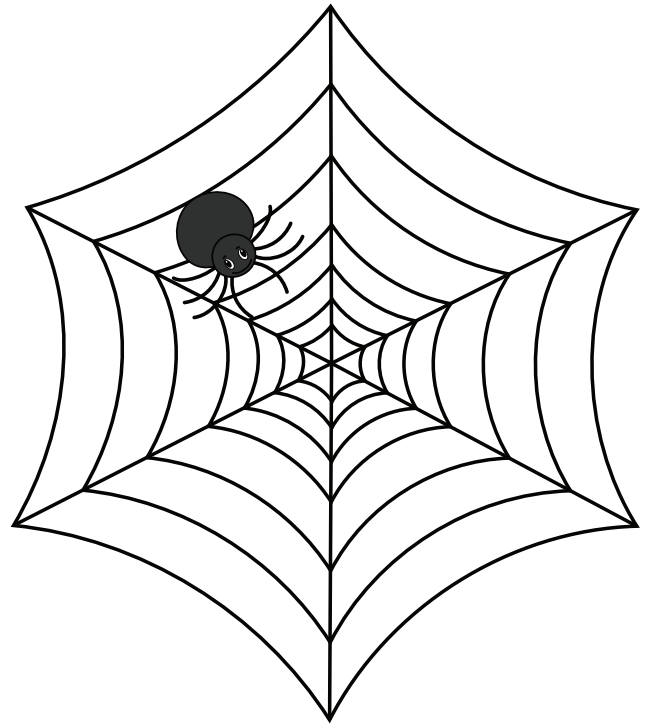
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "w (1 second pause) e (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.



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "d (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "d (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.

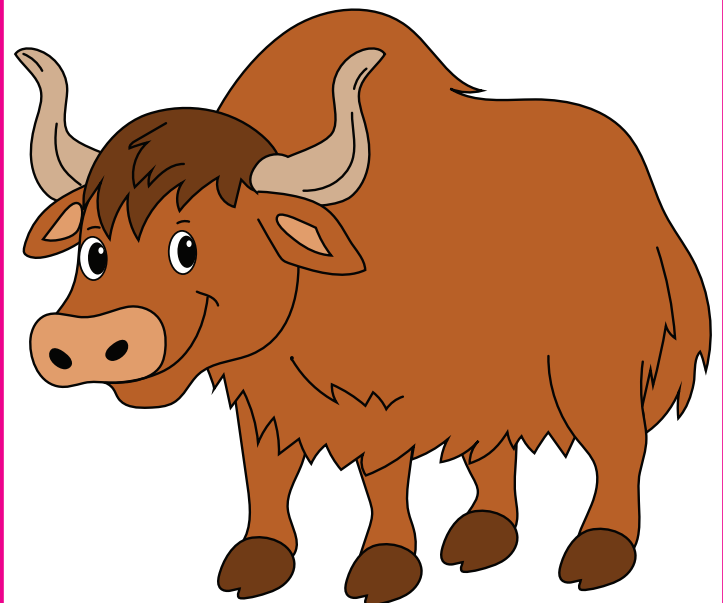
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "y (1 second pause) a (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.



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "w (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.



The Prespelling Skill of Segmenting:

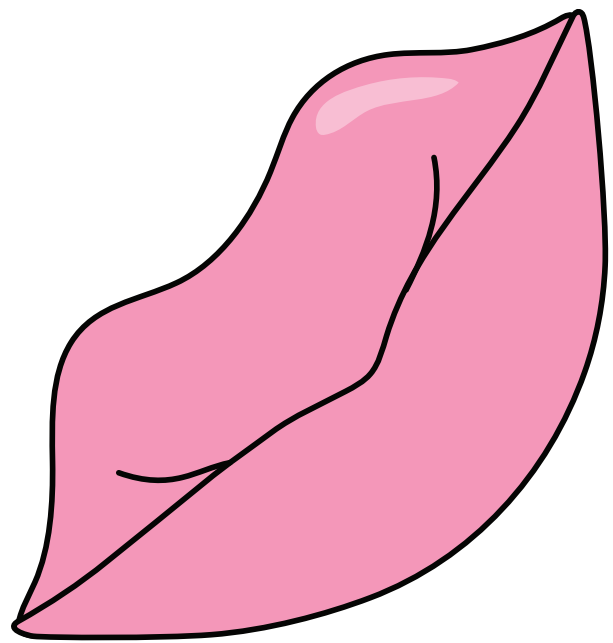
Teacher: Now let's sound out the word "w (1 second pause) e (1 second pause) t".

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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

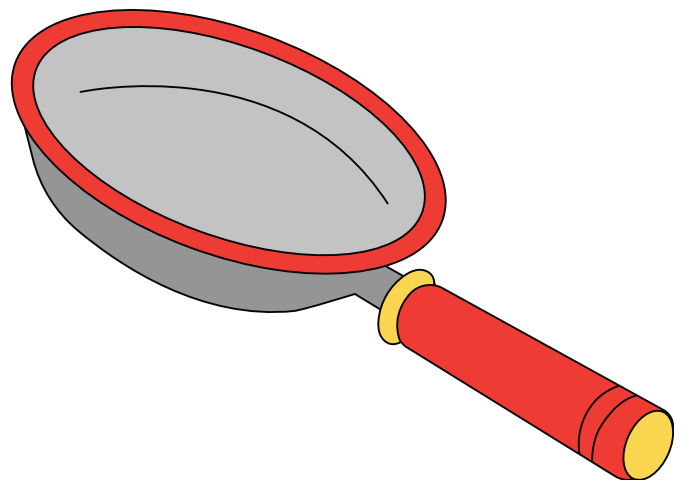
Teacher: Now let's sound out the word "r (1 second pause) o (1 second pause) d".

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.

The Prereading Skill of Blending:

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



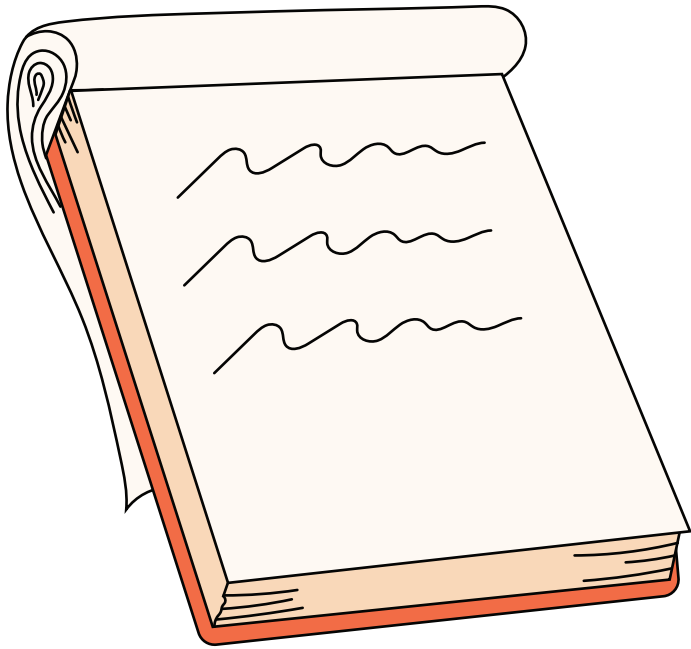
The Prespelling Skill of Segmenting:

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

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "b (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.



The Prespelling Skill of Segmenting:

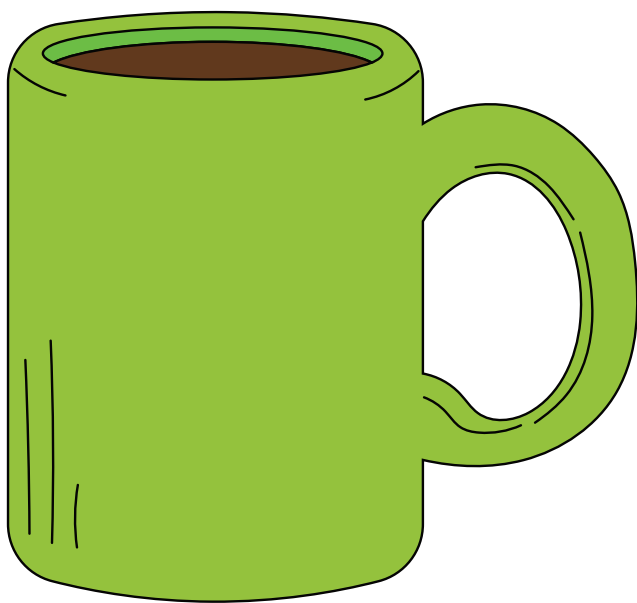
Teacher: Now let's sound out the word "b (1 second pause) a (1 second pause) t".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "m (1 second pause) u (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.



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "j (1 second pause) u (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.



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "b (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "b (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.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "m (1 second pause) u (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.



The Prespelling Skill of Segmenting:

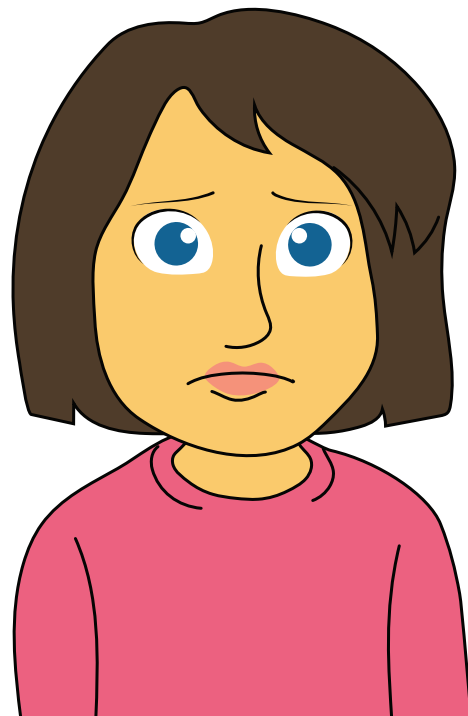
Teacher: Now let's sound out the word "m (1 second pause) u (1 second pause) d".
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

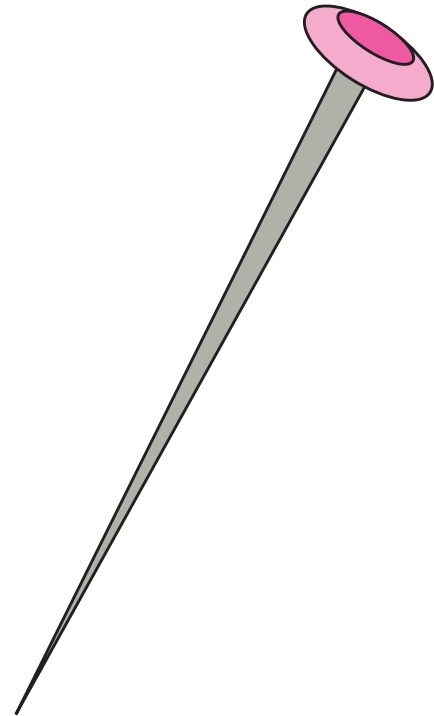
Teacher: Now let's sound out the word "d (1 second pause) i (1 second pause) g".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "p (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.



The Prespelling Skill of Segmenting:

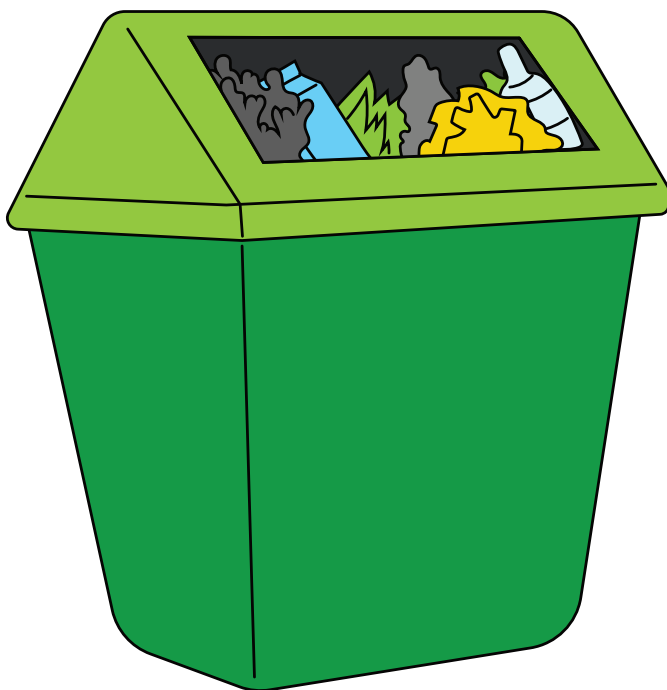
Teacher: Now let's sound out the word "p (1 second pause) i (1 second pause) n".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "b (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.



The Prespelling Skill of Segmenting:

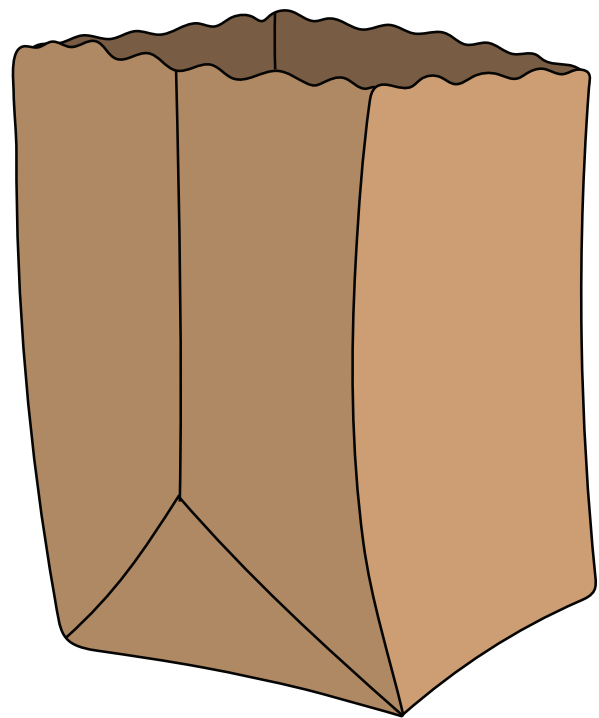
Teacher: Now let's sound out the word "b (1 second pause) i (1 second pause) n".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "b (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "b (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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "t (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "t (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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "r (1 second pause) u (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.



The Prespelling Skill of Segmenting:

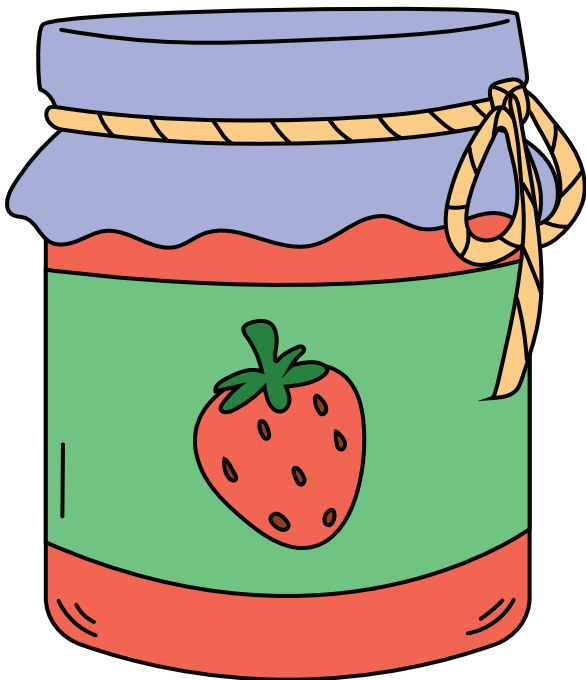
Teacher: Now let's sound out the word "r (1 second pause) u (1 second pause) n".

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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "r (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "r (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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "j (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.



The Prespelling Skill of Segmenting:

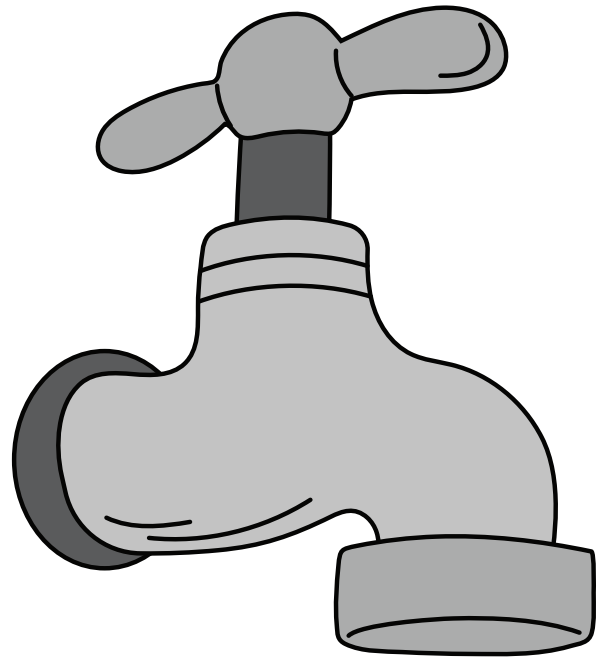
Teacher: Now let's sound out the word "j (1 second pause) o (1 second pause) g".

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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

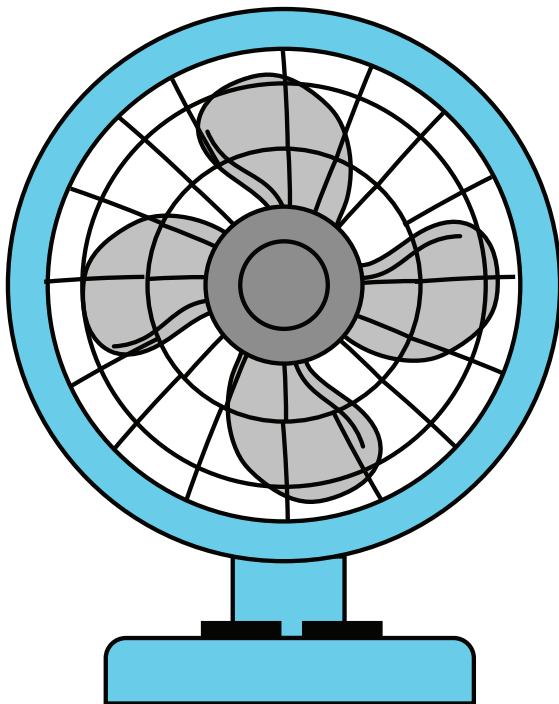
Teacher: Now let's sound out the word "t (1 second pause) a (1 second pause) p".

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.

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

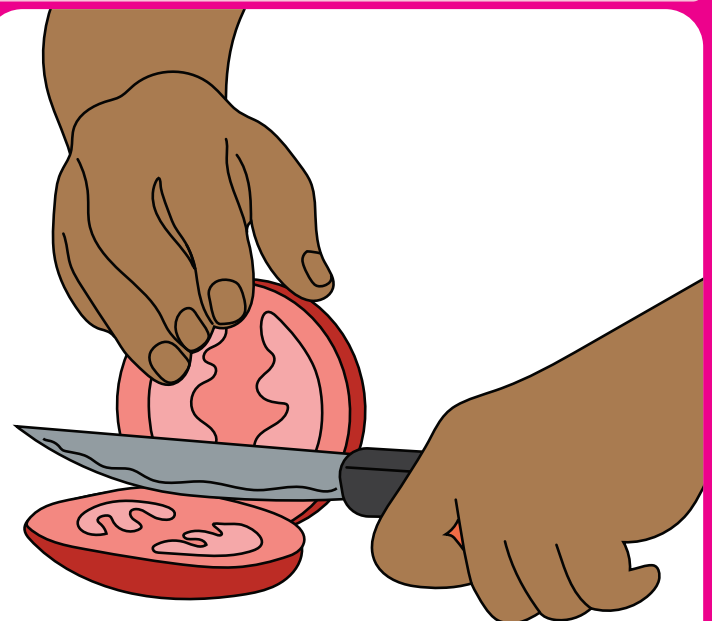
Teacher: Now let's sound out the word "f (1 second pause) a (1 second pause) n".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's some "c (1 second pause) u (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.



The Prespelling Skill of Segmenting:

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

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "m (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "m (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.

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "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.

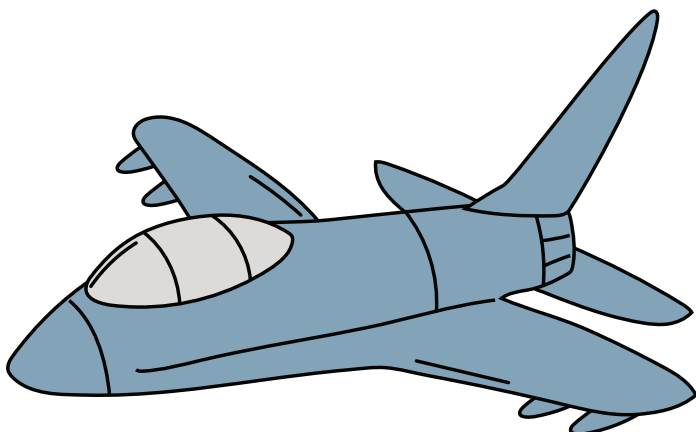
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "j (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "j (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.

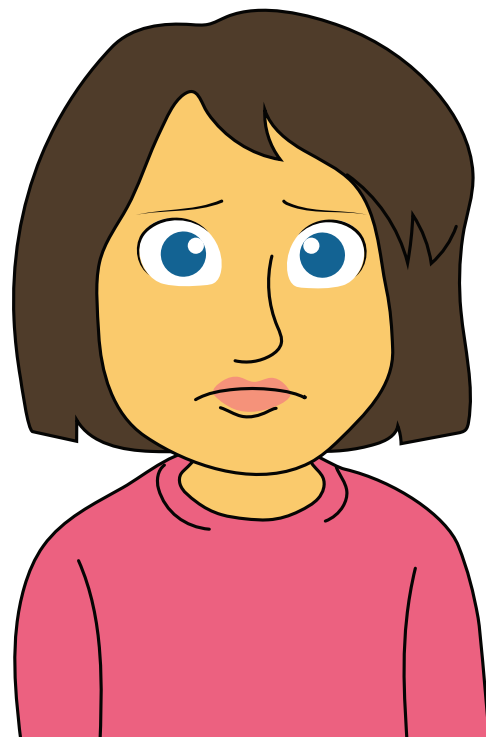
© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

© PLD Organisation Pty. Ltd.

Hear Hear for Bhutan - Pre-Primary Pack

The Prereading Skill of Blending:

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



The Prespelling Skill of Segmenting:

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

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "h (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.



The Prespelling Skill of Segmenting:

Teacher: Now let's sound out the word "h (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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's "h (1 second pause) o (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.



The Prespelling Skill of Segmenting:

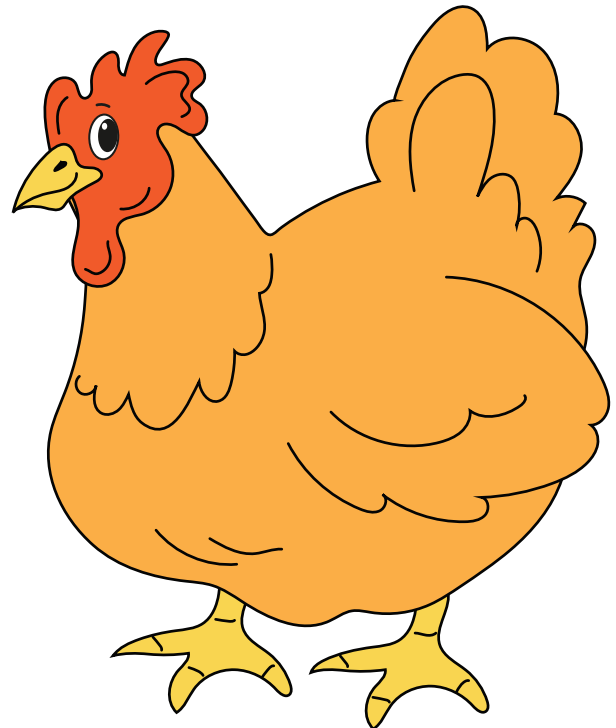
Teacher: Now let's sound out the word "h (1 second pause) o (1 second pause) t".

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.

The Prereading Skill of Blending:

Teacher: Guess this picture. It's a "h (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.



The Prespelling Skill of Segmenting:

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

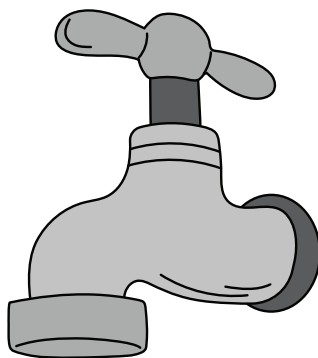
If the students are experiencing difficulty, direct students to look at the teacher's mouth movements or ask students to copy the example provided by the teacher.

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



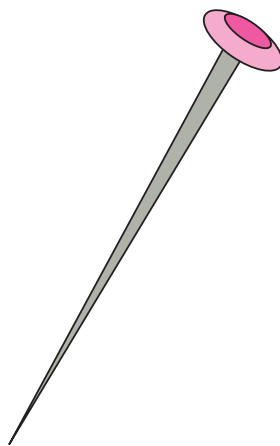
tap

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



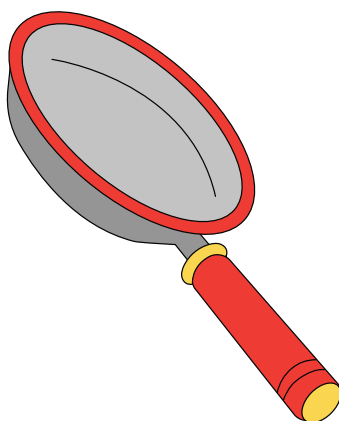
pin

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



pan

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



nap

s i t



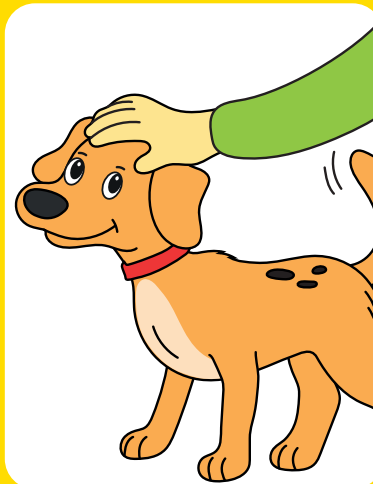
Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

p a t



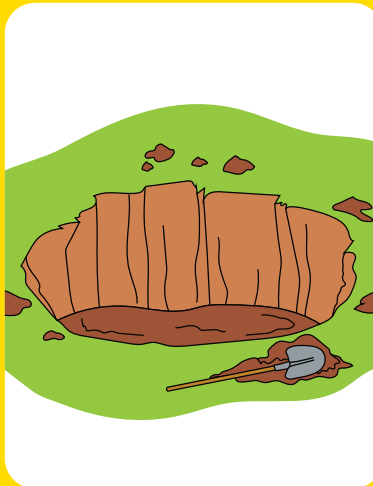
Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

p i t



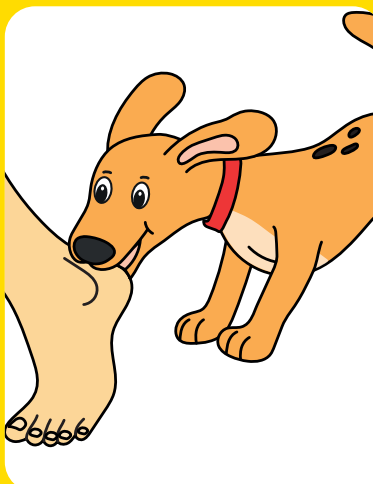
Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

n i p



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

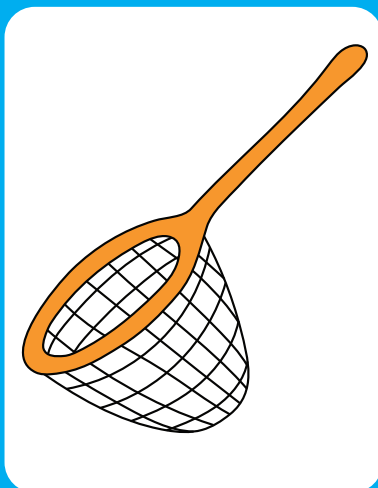
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

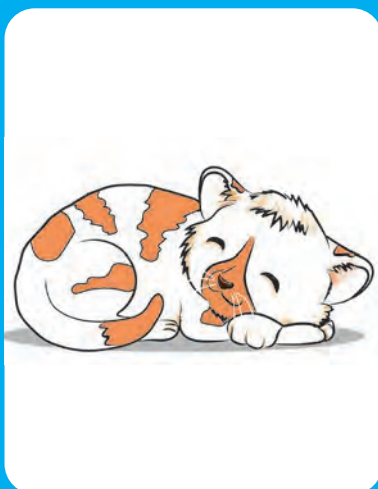


Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

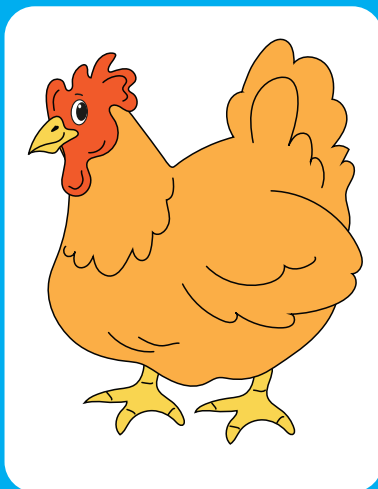


Instructions

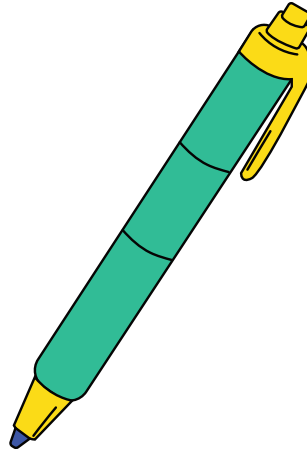
- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



pen

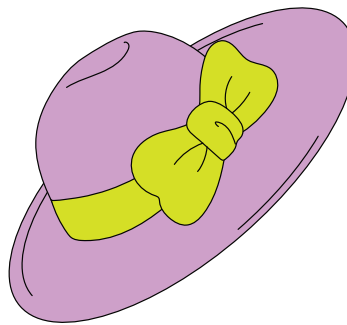


Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

hat



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

red

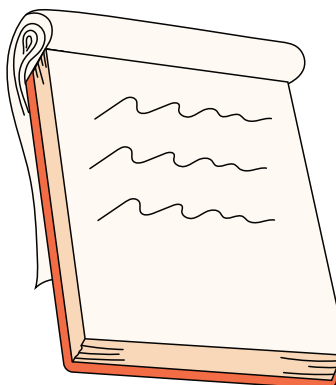


Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

pad



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

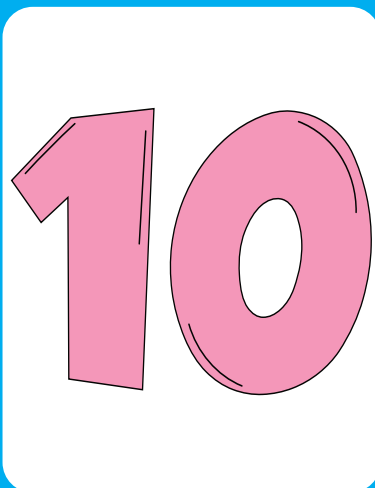
© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

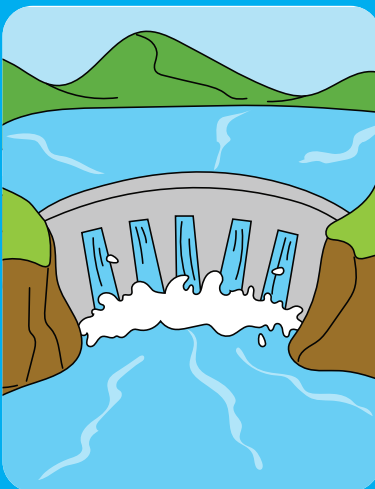


Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

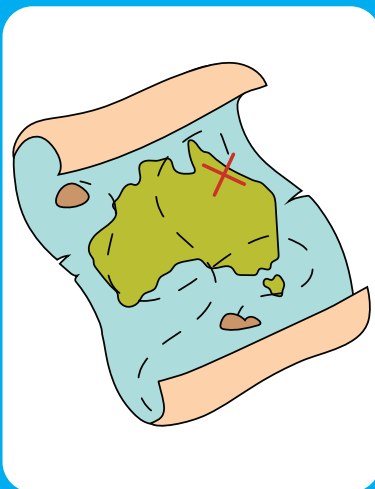


Instructions

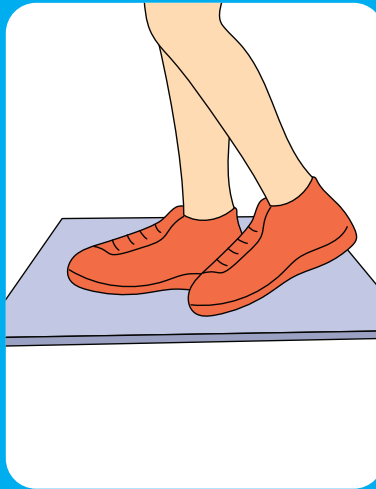
- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



mat



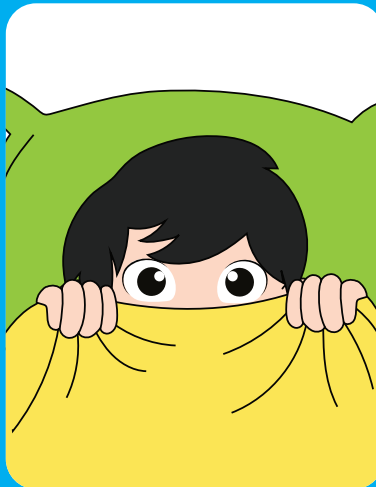
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

hid



Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

ran



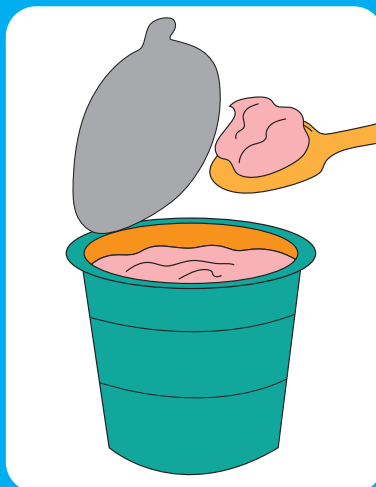
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

can



Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Early in the process of learning to decode students may have difficulty blending the sounds together. If this is the case, repeat the sounding steps outlined above twice or three times.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line



run



© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line



dog

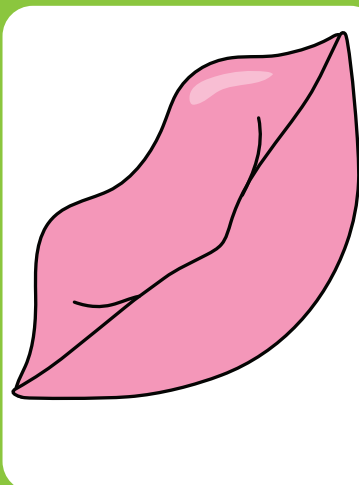


© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line



lip



© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line

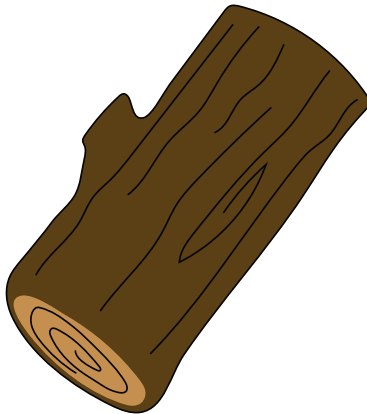


cup



© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

log

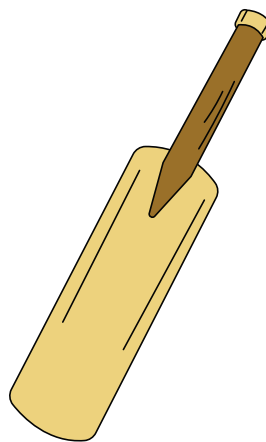
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

bat

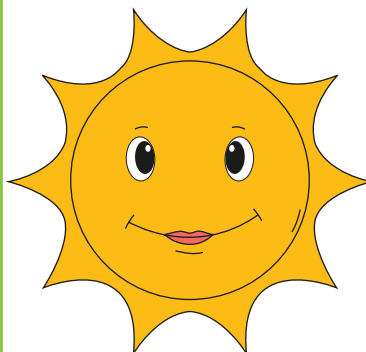
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

sun

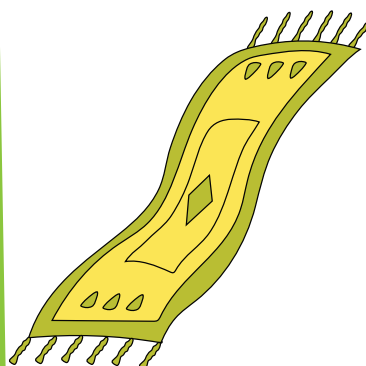
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

rug

Fold on line

Instructions

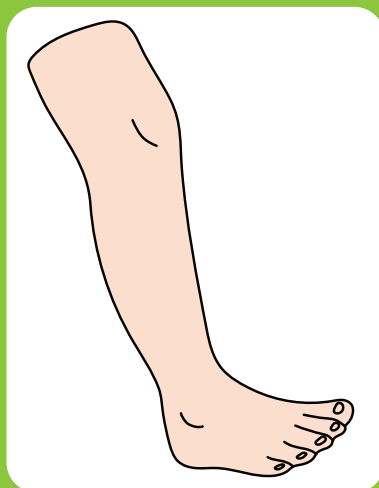
- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line

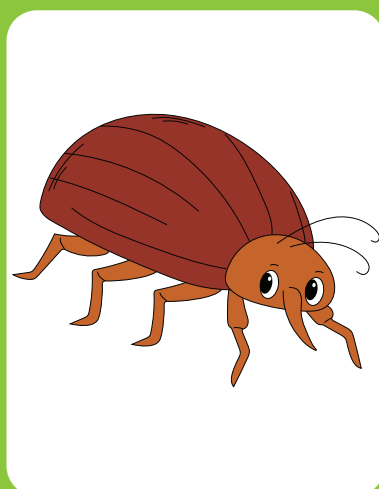


© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line

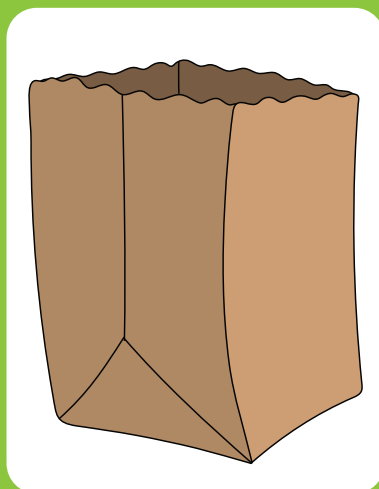


© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line



© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

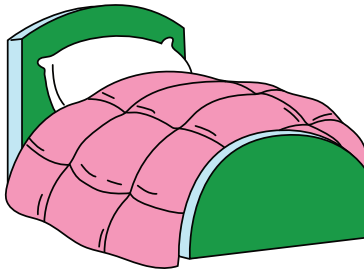
- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line



© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

bed



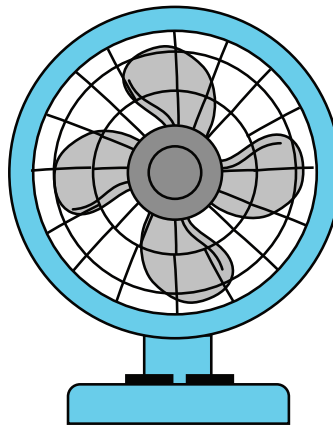
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

fan



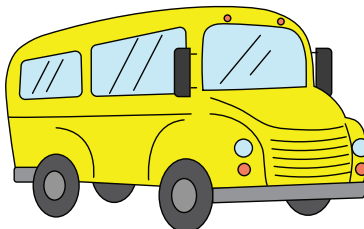
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

bus



Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

mop



Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

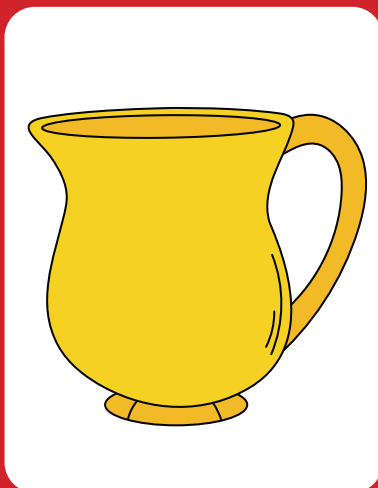
© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line

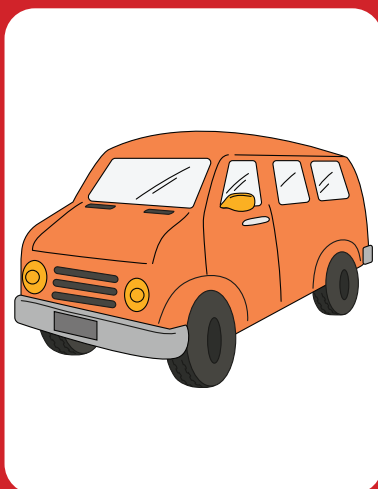


Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



Instructions

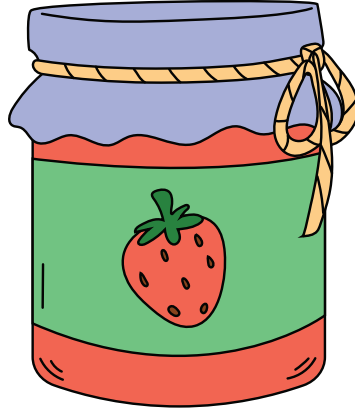
- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Fold on line



jam



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

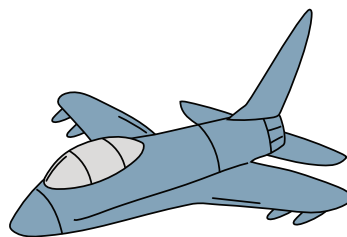
wet



wig



jet



Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line

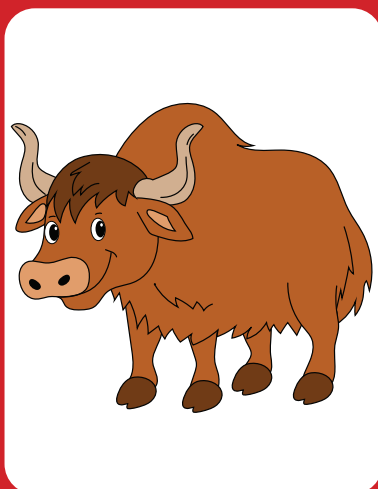


© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line

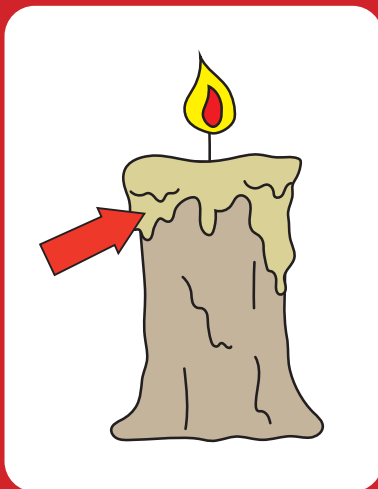


© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line

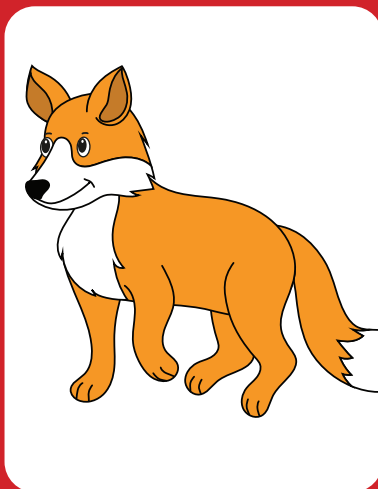


© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

Instructions

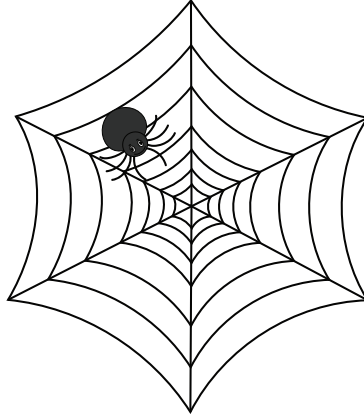
- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

Fold on line



© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

web



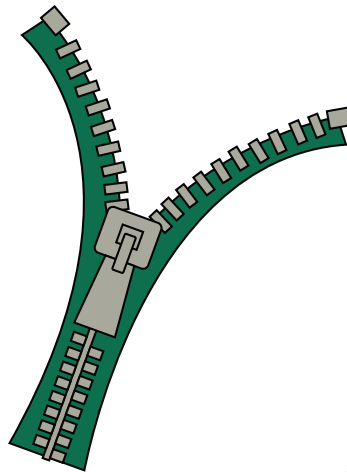
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

zip



Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

wag



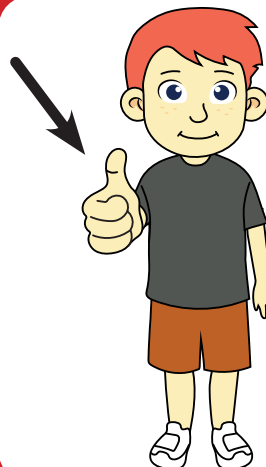
Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

yes



Fold on line

Instructions

- Fold the card and cover the picture.
- Place a finger on the 1st dot and say the 1st sound.
- Place a finger on the 2nd dot and say the 2nd sound.
- Place a finger on the 3rd dot and say the 3rd sound.
- Student slides finger along the arrow as they blend the sounds to form the word.
- The teacher reveals the illustration.

© PLD Organisation Pty. Ltd. Hear Hear for Bhutan - Pre-Primary Pack

with high frequency words (HF)

in (HF)

at (HF)

it (HF)

is (HF)

sit (HF)

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

tip

tap

nap

tin

pin

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 3

CVC Reading and Spelling List Words
with group 1 alphabet sounds

pan



nip



sat



tan



pat



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 4

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

with high frequency words (HF)

him



had



did



can



man



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 5

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

with high frequency words (HF)

men (HF)



set (HF)



red (HF)



sad (HF)



dad (HF)



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 6

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

with high frequency words (HF)

am (HF)



cat (HF)



ran (HF)



pet (HF)



ten (HF)



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 7

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

map

hen

rat

ram

net

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 8

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

hip

cap

pen

hat

met

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 9

CVC Reading and Spelling List Words
with group 1, 2 and 3 alphabet sounds

with high frequency words (HF)

big (HF)



get (HF)



let (HF)



run (HF)



on (HF)



up (HF)



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 10

CVC Reading and Spelling List Words
with group 1, 2 and 3 alphabet sounds

with high frequency words (HF)

but (HF)



us (HF)



cut (HF)



got (HF)



not (HF)



bed (HF)



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 11

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

with high frequency words (HF)

bad (HF)

hot (HF)

fun (HF)

bit (HF)

lot (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.

PP CVC
List 12

CVC Reading and Spelling List Words
with group 1 and 2 alphabet sounds

mum (HF)

rug

top (HF)

bag (HF)

pig (HF)

bus

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 13

CVC Reading and Spelling List Words
with group 1, 2 and 3 alphabet sounds

gum

hug

tag

fed

sun

gap

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

PP CVC
List 14

CVC Reading and Spelling List Words
with group 1, 2 and 3 alphabet sounds

cup

mud

rod

fan

lip

rub

Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

yes ^{HF}



wet



jog



job



win



zip



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

yet



jug



kid



van



vet



web



Before allocating
the spelling list:

Step 1: Read each word on the list.
Step 2: Sound out each word on the list.

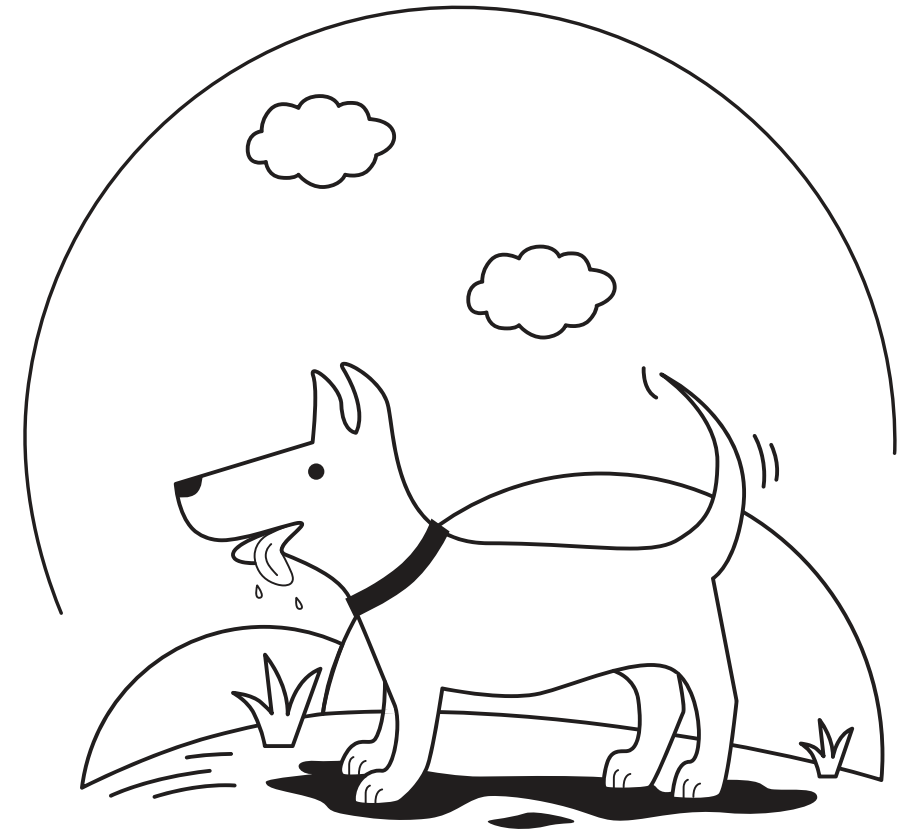
Pat the big dog

It is a dog.

It is a big dog.

It is a big fat dog.

Pat the big fat dog.



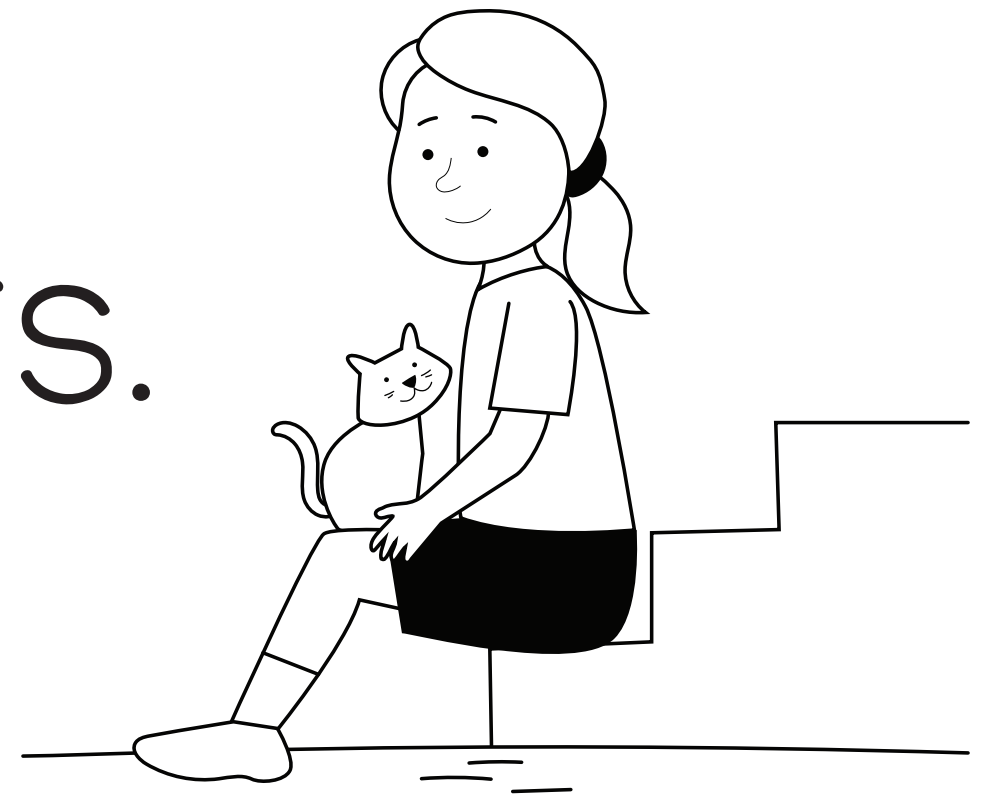
I am a ...?

I can run and sit.

I can nap and dig.

I can lap. I like pats.

I am a cat.

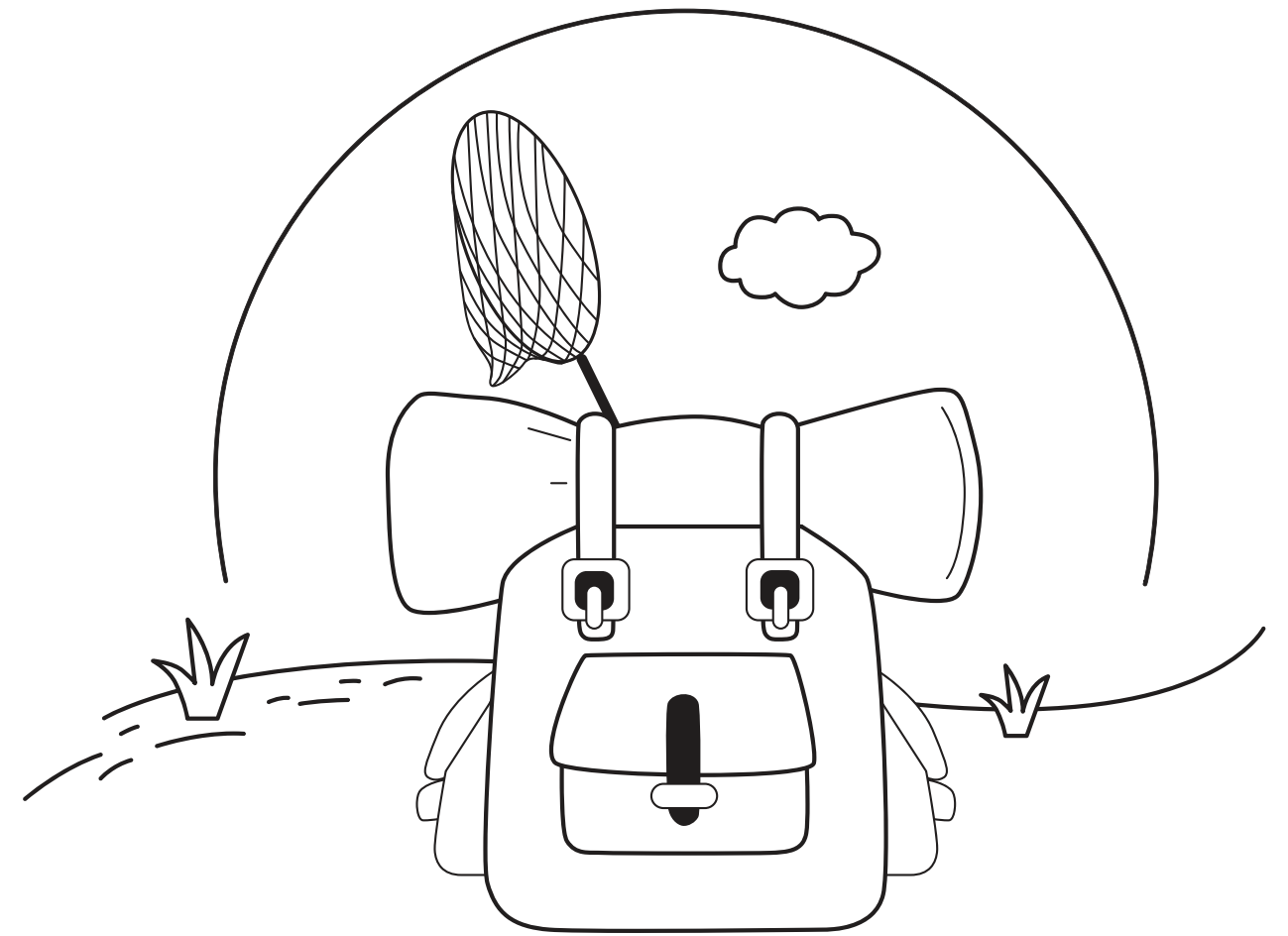


Dad's bag

Dad had a big bag.

In the bag Dad
had a net, a pot,
a pan and a mug.

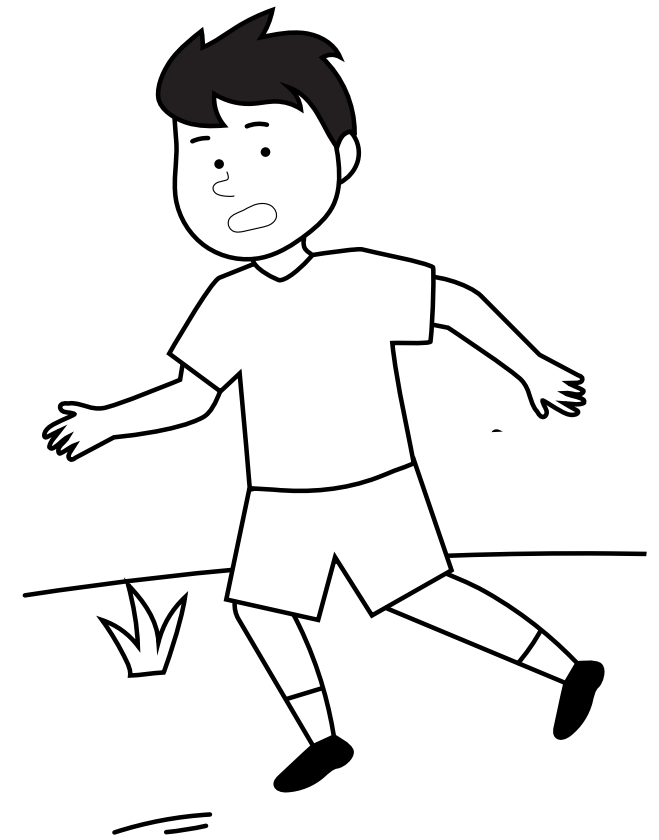
Dad had lots in his bag.



The man Om

Om was in bed.

Om had a nap.



Om got up. He went for a run.

Om was hot and red.