

cellar ice	city circus	cygnet
certain	cinema	cycle
<u>c</u> edar cent	dec <u>i</u> de	<u>l</u> acy sp <u>i</u> cy
December	Cinderella	Cyclops

The letters 'e' or 'i' or 'y' following a letter 'c' alert the reader to pronounce the letter 'c' as the sound /s/. The letters 'e' or 'i' can stand alone to represent a vowel phoneme (cell) or be part of a letter combination which represents a vowel phoneme (circus). In 'ice' and 'decide' the split digraph 'i-e' represents the /igh/ sound. In 'certain' pronounce the grapheme 'ai' close to /u/ (schwa effect). Say the underlined letters as their long vowel sound. Tweak other pronunciations as necessary. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly with the tripod grip and practises writing the words below whilst saying the words.

ice

city

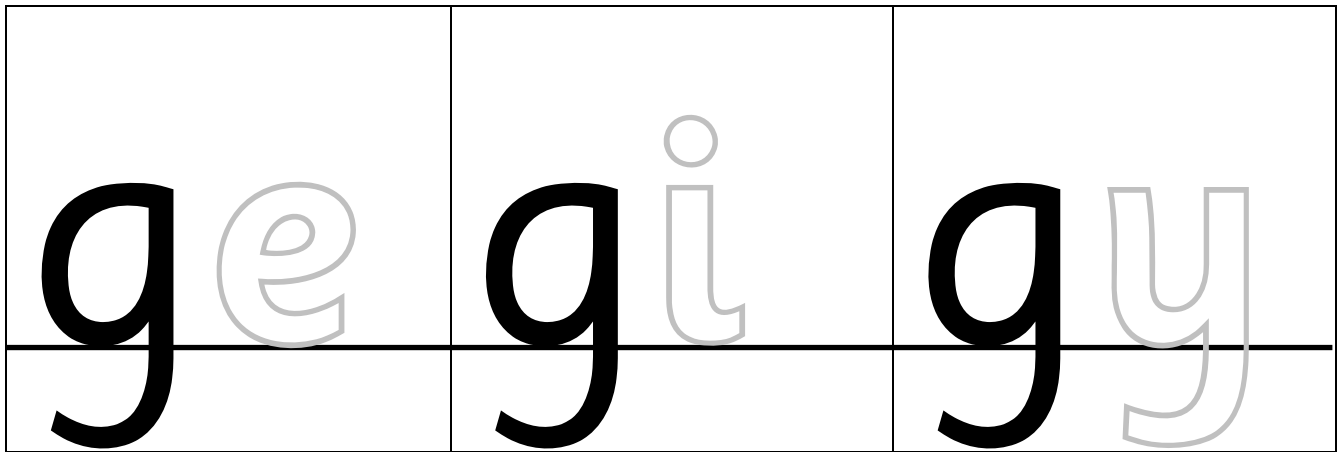
lacy

Draw a picture from words in the left column above and label:

Draw a picture from words in the middle column above and label:

Draw a picture from words in the right column above and label:

Fold this page up to the bottom of the first 'ce-ci-cy' box to hide the words but to reveal the 'ce-ci-cy'. Use the back of the folded-up part to practise spelling and writing. Break longer words up into their syllables. Say the words or syllables slowly and put a dash for each sound in the words or syllables. Edit (check) each word whilst finger-tracking under the graphemes.



gem germ	g <u>i</u> ant gin	gym
gentle	giraffe	energy
g <u>e</u> n <u>i</u> us	ginger	allergy
gerbil	giblets	gyrate

The letters 'e' or 'i' or 'y' following a letter 'g' alert the reader to consider whether the letter 'g' represents the sound /j/ or /g/ in that particular word. The letters 'e' or 'i' can stand alone to represent a vowel phoneme (gem) or be part of a letter combination which represents a vowel phoneme (germ). In 'gyrate' the split digraph 'a-e' represents the /ai/ sound. Pronounce the 'le' in 'gentle' close to /ul/ (schwa effect). The single letters which represent long vowel sounds are underlined. Tweak other pronunciations as necessary. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?
The learner holds the pencil correctly with the tripod grip and practises writing the words below whilst saying the words.

gem

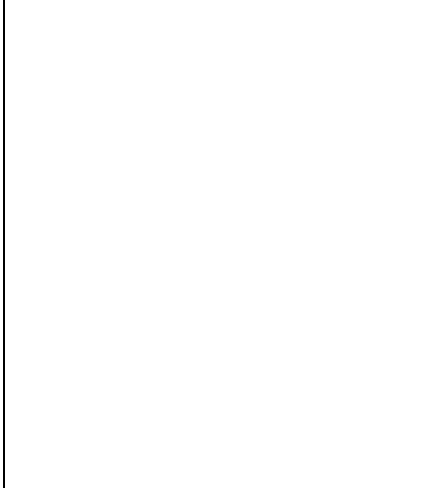
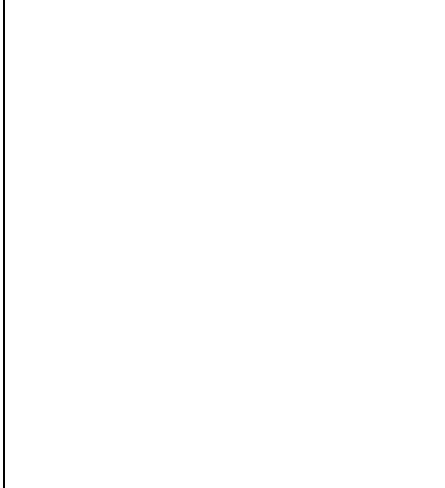
gin

gym

Draw a picture from words in the left column above and label:

Draw a picture from words in the middle column above and label:

Draw a picture from words in the right column above and label:



Fold this page up to the bottom of the first 'ge-gi-gy' box to hide the words but to reveal the 'ge-gi-gy'. Use the back of the folded-up part to practise spelling and writing. Break longer words up into their syllables. Say the words or syllables slowly and put a dash for each sound in the words or syllables. Edit (check) each word by sounding out and blending whilst finger-tracking under the graphemes.

o

oe

no go go(es) so

hoe doe roe

also judo bingo

woe oboe toe

Pluto banjo(s)

foes woes sloe

bravo(s) piano(s)

tiptoe tiptoes

hello(s) radio(s)

tiptoed tiptoeing

disco(s)

in the throes of...

tomato(es)

potato(es) echo(es)

mango(es) hero(es)

domino(es)

Compare the words in the left 'o' column. Note that a letter 's' is added to make the plural words such as 'banjos' and 'pianos'. In other words where the singular word ends in 'o', the grapheme 'es' is added to make the plural words. The learner needs to group the words together to become familiar with the singular and plural versions. In addition, the learner needs to recall which words ending with the sound /oa/ are spelt with the 'oe' grapheme for the singular word as in the right column. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?
The learner holds the pencil correctly and writes and says the words below:

no

go

so

toe

hoe

foe

Fold this page up to the bottom of the first 'o-oe' box to hide the words but to reveal the 'o-oe'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. In plural words, put the grapheme 's' or 'es' on one dash as appropriate. Edit (check) each word whilst finger-tracking under the graphemes.

'o' 'oes'

so no go

goes /oa/

to do /oo/

does /u/

who

shoes /oo/

Here are some very common words to note. The three words in the right column all have the same spelling pattern but are pronounced very differently. It is worth noting the different pronunciations for these words.

The learner holds the pencil correctly, then traces or copies the sentences below:

The little girl goes to the shoe shop with her mother. Which shoes does she prefer? "I like those shiny shoes!" she says to her mother. "She knows what she likes!" said her mum.

Fold this page up to the bottom of the first 'o' 'oes' box to hide the words but to reveal the 'o' 'oes'. Use the back of the folded-up part to practise spelling and writing the words in the top boxes. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'oe' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ie

i-e

digraph

split digraph

pie

lie

pipe

lime

die

tie

dine

tide

Readers need to be alert to noticing **two single vowel letters split by a single consonant letter**. This configuration of letters **might** indicate that the word needs to be pronounced with the **long vowel sound** of the **first vowel letter**. The two split vowel letters, in effect, work in conjunction so there is no need to pronounce any sound for the final 'e'. In longer words, however, the final 'e' might be part of another grapheme such as the 'er' in 'piper'. Whilst traditionally teachers referred to the split digraph configuration as 'magic e' highlighting the final letter 'e', it is actually **any** two single vowel letters which may work in conjunction to indicate that the first vowel letter might represent its **long** vowel sound. Examples of this are the words 'making' and 'baby'. **Introduce the split digraph concept only through simple words as above at first.**

Ask the learner to say all the sounds all-through-the-words in all the lines. When finger-tracking the sounds under the word, point to the split digraph letters at the same time, with the index and middle fingers, indicating that the split vowel letters are working together. End by pointing to, and saying, the final **consonant** letter-sound correspondence, for example the 'd' in 'tide'.

The learner holds the pencil correctly with the tripod grip and writes the words below whilst saying the word being written.

tie

time

Further examples of 'i-e' words to read and write:

fine

spine

hide

crime

mine

bikes

white

wipes

twice

lines

Fold this page up to the bottom of the first 'ie/i-e' box to hide the words but to reveal the 'ie/i-e'. Use the back of the folded-up part to practise spelling and writing words in the list above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. In split digraph words, write the final 'e' on the dash with its preceding consonant, for example **b i _ k e** and **l i _ n e s**. Edit the words whilst finger tracking underneath. Remember to use two fingers split (the index finger and middle finger) when sounding out the long vowel phoneme.

ee

e-e

digraph

split digraph

bee

see

eve

swede

three

trees

theme

scenes

Readers need to be alert to noticing **two single vowel letters split by a single consonant letter**. This configuration of letters might indicate that the word needs to be pronounced with the **long vowel sound** of the **first vowel letter**. The two split vowel letters, in effect, work in conjunction so there is no need to pronounce any sound for the final 'e'. In longer words, however, the final 'e' might be part of another grapheme such as the 'er' in 'scenery'. Whilst traditionally teachers referred to the split digraph configuration as 'magic e' highlighting the final letter 'e', it is actually any two single vowel letters which may work in conjunction to indicate that the first vowel letter might represent its **long vowel sound**. Examples of this are the words 'competing' and 'scenic'. [Note: The split digraph 'e-e' mostly appears in **multi-syllable words**.] Pronounce 'sc' in 'scenes' as the /s/ sound.

Ask the learner to say all the sounds all-through-the-words in all the lines. When finger-tracking the sounds under the word, point to the split digraph letters at the same time, with the index and middle fingers, indicating that the split vowel letters are working together. End by pointing to, and saying, the final **consonant** letter-sound correspondence, for example the 'd' in 'swede'.

The learner holds the pencil correctly with the tripod grip and writes the words below whilst saying the word being written.

bee

eve

Further examples of 'e-e' words to read and write:

compete

complete

centipede

stampede

Chinese

Fold this page up to the bottom of the first 'ee/e-e' box to hide the words but to reveal the 'ee/e-e'. Use the back of the folded-up part to practise spelling and writing words in the list above. Break longer words up into syllables. The learner identifies the sounds all-through-the-spoken-word or syllable and draws a dash for each sound identified and then writes down the corresponding letter shapes. In split digraph words, write the final 'e' on the dash with its preceding consonant, for example th e me and sc e ne s. Edit the words whilst finger-tracking underneath. Remember to use two fingers split (the index finger and middle finger) when sounding out the long vowel phoneme.

oe

o-e

digraph

split digraph

toe hoe

tone hope

doe woe

dome woke

Readers need to be alert to noticing **two single vowel letters split by a single consonant letter**. This configuration of letters **might** indicate that the word needs to be pronounced with the **long vowel sound** of the **first vowel letter**. The two split vowel letters, in effect, work in conjunction so there is no need to pronounce any sound for the final 'e'. In longer words, however, the final 'e' might be part of another grapheme such as the 'er' in 'joker'. Whilst traditionally teachers referred to the split digraph configuration as 'magic e' highlighting the final letter 'e', it is actually **any** two single vowel letters which may work in conjunction to indicate that the first vowel letter might represent its **long** vowel sound. Examples of this are the words 'hoping' and 'stony'. **Introduce the split digraph concept only through simple words as above at first.**

Ask the learner to say all the sounds all-through-the-words in all the lines. When finger-tracking the sounds under the word, point to the split digraph letters at the same time, with the index and middle fingers, indicating that the split vowel letters are working together. End by pointing to, and saying, the final **consonant** letter-sound correspondence, for example the 'p' in 'hope'. The learner holds the pencil correctly with the tripod grip and writes the words below whilst saying the word being written.

doe

dome

Further examples of 'o-e' words to read and write:

bone

stone

home

slope

rope

alone

code

throne

rode

telescope

Fold this page up to the bottom of the first 'oe/o-e' box to hide the words but to reveal the 'oe/o-e'. Use the back of the folded-up part to practise spelling and writing words in the list above. The learner identifies the sounds all-through-the-spoken-word or syllables of the word, draws a dash for each sound identified and then writes down the corresponding letter shapes. In split digraph words, write the final 'e' on the dash with its preceding consonant, for example h o pe and s l o pe s. Edit the words whilst finger tracking underneath. Remember to use two fingers split (the index finger and middle finger) when sounding out the long vowel phoneme.

ae

a-e

digraph

split digraph

sunda^{ae} regga^{ae}

name same

Gaelic Rae Mae

made cake

The grapheme 'ae' representing the /ai/ sound is rarely used in the English Alphabetic Code.

Readers need to be alert to noticing **two single vowel letters split by a single consonant letter**. This configuration of letters might indicate that the word needs to be pronounced with the long vowel sound of the first vowel letter. The two split vowel letters, in effect, work in conjunction so there is no need to pronounce any sound for the final 'e'. In longer words, however, the final 'e' might be part of another grapheme such as the 'er' in 'baker'. Whilst traditionally teachers referred to the split digraph configuration as 'magic e' highlighting the final letter 'e', it is actually any two single vowel letters which may work in conjunction to indicate that the first vowel letter might represent its long vowel sound. Examples of this are the words 'making' and 'baby'. Ask the learner to say all the sounds all-through-the-words in all the lines. When finger-tracking the sounds under the word, point to the split digraph letters at the same time, with the index and middle fingers, indicating that the split vowel letters are working together. End by pointing to, and saying, the final consonant letter-sound correspondence, for example the 'm' in 'name'. The learner holds the pencil correctly with the tripod grip and writes the words below whilst saying the word being written.

sundae

name

Further examples of 'a-e' words to read and write:

make

shade

tape

blame

late

place

shame

grapes

shake

scraped

Fold this page up to the bottom of the first 'ae/a-e' box to hide the words but to reveal the 'ae/a-e'. Use the back of the folded-up part to practise spelling and writing words in the list above. The learner identifies the sounds all-through-the-spoken-word or syllables of the word, draws a dash for each sound identified and then writes down the corresponding letter shapes. In split digraph words, write the final 'e' on the dash with its preceding consonant, for example n a me and g r a pe s. Edit the words whilst finger-tracking underneath. Remember to use two fingers split (the index finger and middle finger) when sounding out the long vowel phoneme.

ue

u-e

digraph

split digraph

ue as "yoo"

ue as "oo"

u-e as "yoo"

u-e as "oo"

cue due

true

cute

rule

rescue

glue

tube

flute

statue

clue blue

refuse

salute

Readers need to be alert to noticing two single vowel letters split by a single consonant letter. This configuration of letters might indicate that the word needs to be pronounced with the long vowel sound of the first vowel letter. The two split vowel letters, in effect, work in conjunction so there is no need to pronounce any sound for the final 'e'. In longer words, however, the final 'e' might be part of another grapheme such as the 'er' in 'ruler'. Whilst traditionally teachers referred to the split digraph configuration as 'magic e' highlighting the final letter 'e', it is actually any two single vowel letters which may work in conjunction to indicate that the first vowel letter might represent its long vowel sound. Examples of this are the words 'amusing' and 'saluting'.

When reading words with the grapheme 'ue' or 'u-e', the reader needs to decide which sound the grapheme represents. If necessary, the reader may have to try the "yoo" sound and if that does not make a real word, then try the alternative "oo" sound.

Ask the learner to say all the sounds all-through-the-words in all the lines. When finger-tracking the sounds under the word, point to the split digraph letters at the same time, with the index and middle fingers, indicating that the split vowel letters are working together. End by pointing to, and saying, the final consonant letter-sound correspondence, for example the 'b' in 'tube'.

Read the following words and write them in the "yoo" column or the "oo" column according to how they need to be pronounced:

hues true overdue blue flutes tubes duke

undue clues cute rule tune amused cubes

"yoo" words:

"oo" words:

Fold this page up to the bottom of the first 'ue/u-e' box to hide the words but to reveal the 'ue/u-e'. Use the back of the folded-up part to practise spelling and writing words in the list above. The learner identifies the sounds all-through-the-spoken-word or syllables of the word, draws a dash for each sound identified and then writes down the corresponding letter shapes. In split digraph words, write the final 'e' on the dash with its preceding consonant, for example t u be and f l te s. Edit the words whilst finger tracking underneath. Remember to use two fingers split (the index finger and middle finger) when sounding out the long vowel phoneme.

air

air fair hair pair chair

dairy stairs flair éclair

fairy hairy despair repair

The sound /air/ is represented by several graphemes such as 'air', 'are', 'ear' and 'ere'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and writes the grapheme 'air' as he/she says /air/.

air

Draw pictures from the 'air' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'air' box to hide the words but to reveal the 'air'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'air' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

are

bare fare hare mare wares

share glare scared declare

stares scarecrow aware flare

The sound /air/ is represented by several graphemes such as 'air', 'are', 'ear' and 'ere'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?
The learner holds the pencil correctly and copies the sentence below. **Note that the word 'are' is the same spelling as the grapheme 'are'.**

We are going to share.

Draw pictures from the 'are' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'are' box to hide the words but to reveal the 'are'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'are' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ear

bear pear tear wear wears

swear bearer unbearable

footwear underwear tearing

The sound /air/ is represented by several graphemes such as 'air', 'are', 'ear' and 'ere'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and copies the sentence below.

The bear wears no footwear.

Draw pictures from the 'ear' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ear' box to hide the words but to reveal the 'ear'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ear' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ere

there where nowhere

therefore everywhere

anywhere werewolf premiere

The sound /air/ is represented by several graphemes such as 'air', 'are', 'ear' and 'ere'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? Pronounce the 'a' in 'anywhere' as the sound /e/ and the 'o' in 'werewolf' as the sound /u/. The learner holds the pencil correctly and copies the sentence below.

Is there a werewolf anywhere?

Draw pictures from the 'ere' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ere' box to hide the words but to reveal the 'ere'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ere' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

/air/

-air

hair

fair

pair

flair

stairs

-are

hare

fare

bare

wares

stares

flare

-ear

bear

pear

wears

-ere

where

there

their

The sound /air/ is represented by several graphemes such as 'air', 'are', 'ear' and 'ere'. This results in a number of words which are pronounced the same but which have different meanings. These are called homophones. Draw lines to join up the homophones above and talk about what each word means. Say each word in a sentence, for example: "The **pear** was very good to eat" and "I wore my best **pair** of gloves."

Underline all the /air/ sounds in the sentences below, then trace over the words and draw a picture.

The bears ran up the stairs and put all their wares over there. They did not care!

Fold this page up to the bottom of the first /air/ box to hide the words but to reveal the /air/. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Edit (check) each word whilst finger-tracking under the graphemes.

eer

deer beer steer sneer cheer

cheerful career engineer

sheer volunteer mountaineer

The sound /eer/ is represented by several graphemes such as 'eer', 'ear', 'ere' and 'ier'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? Pronounce the 'ai' in 'mountaineer' closer to /u/ (schwa effect). The learner holds the pencil correctly and writes the grapheme 'eer' as he/she says /eer/.

eer

Draw pictures from the 'eer' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'eer' box to hide the words but to reveal the 'eer'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'eer' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ear

ear hear fear dear near

year appear shears clear

spear nearly tears tearful

The sound /eer/ is represented by several graphemes such as 'eer', 'ear', 'ere' and 'ier'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and writes the grapheme 'ear' as he/she says /eer/.

ear

Draw pictures from the 'ear' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ear' box to hide the words but to reveal the 'ear'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ear' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ere

here mere sphere adhere

interfere atmosphere merely

persevere sincerely hemisphere

The sound /eer/ is represented by several graphemes such as 'eer', 'ear', 'ere' and 'ier'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? The 'ph' grapheme represents the /f/ sound (taught in unit 8). The learner holds the pencil correctly and writes the grapheme 'ere' as he/she says /eer/.

ere

Draw pictures from the 'ere' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ere' box to hide the words but to reveal the 'ere'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ere' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ier

tier pier fierce skier pierce

cashier cavalier chandelier

skiers frontier piercing fiercely

The sound /eer/ is represented by several graphemes such as 'eer', 'ear', 'ere' and 'ier'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? The 'ch' grapheme in 'chandelier' is pronounced /sh/. The 'o' grapheme in 'frontier' is pronounced /u/. The learner holds the pencil correctly and writes the grapheme 'ier' as he/she says /eer/.

ier

Draw pictures from the 'ier' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ier' box to hide the words but to reveal the 'ier'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ier' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

/eer/

-eer

deer

peer

sheer

-ear

dear

tear

hear

shear

-ere

here

-ier

tier

pier

The sound /eer/ is represented by several graphemes such as 'eer', 'ear', 'ere' and 'ier'. This results in a number of words which are pronounced the same but which have different meanings. These are called homophones. Draw lines to join up the homophones above and talk about what each word means. Say each word in a sentence, for example: "The **deer** ran very quickly" and "I wrote to my **dear** friend."

Underline all the /eer/ sounds in the sentences below, then trace over the words and draw a picture.

Look here! Peer over the barrier at the end of the pier. See the sheer drop and hear the waves crash. Feel the spray of the sea sting like tears on your face.

Fold this page up to the bottom of the first /eer/ box to hide the words but to reveal the /eer/. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Edit (check) each word whilst finger-tracking under the graphemes.

ir

sir girl dirt fir trees bird

stir first shirt skirt birth

dirty third thirteen thirty

thirsty birthday squirted

The sound /er/ as in 'fern' is represented by several graphemes including 'er', 'ir', 'ur' and 'ear'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and writes the grapheme 'ir' as he/she says /er/.

ir

Draw pictures from the 'ir' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ir' box to hide the words but to reveal the 'ir'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ir' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ur

fur hurt burn burnt curls

surf nurse purse burst burger

burglar church murder lurks

murky murmur spurs spurned

surly surgery surname unfurl

The sound /er/ as in 'fern' is represented by several graphemes including 'er', 'ir', 'ur' and 'ear'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and writes the grapheme 'ur' as he/she says /er/.

ur

Draw pictures from the 'ur' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ur' box to hide the words but to reveal the 'ur'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ur' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

ear

earn earth early learn pearls

earl heard search earthquake

earnings rehearsal research

The sound /er/ as in 'fern' is represented by several graphemes including 'er', 'ir', 'ur', 'ear' and 'wor'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and writes the grapheme 'ear' as he/she says /er/.

ear

Draw pictures from the 'ear' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'ear' box to hide the words but to reveal the 'ear'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'ear' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

/er/

-er

her fern germ terms
hermit herd certain
herbs berth perfect

-ir

sir girl bird firm
dirty birth first shirt
skirt third thirsty

-ur

fur hurt turn burnt
curls burst nurse
purse church burglar

-ear

earn learn pearl
early earth heard
search rehearsal

The sound /er/ as in 'fern' is represented by several graphemes including 'er', 'ir', 'ur' and 'ear'. Say as many /er/ words as you can in a sentence, for example: "Her skirt was very dirty" and "Check for your purses and search for the burglar."

Underline all the /er/ sounds in the sentences below, then trace or copy the words and draw a picture.

The girl heard a burglar burst into the church during the end-of-term rehearsal. Had he not learnt his lesson from the last time he had been heard? He searched for the girls' purses but to no avail. 'Sir' took a firm hold of his dirty collar and was heard to say, "Are you lurking once again in the shadows to see what pearls you can find? Is it not time that you earned your living like the rest of the good men on Earth!"

Fold this page up to the bottom of the first /er/ box to hide the words but to reveal the /er/. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Edit (check) each word whilst finger-tracking under the graphemes.

wor

worm work words worst

worth worse world worship

worthy working workshop

worldwide worthwhile worthless

The sound /er/ as in 'fern' is represented by several graphemes including 'er', 'ir', 'ur' and 'ear'. In the word examples above, the grapheme 'or' represents the /er/ sound but note that this is only the case when following the letter 'w'. It is important, therefore, that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil correctly and writes the grapheme 'wor' as he/she says "wer" (/w/+er/).

wor

Draw pictures from the 'wor' word examples above and label whilst thinking of a 'silly story' to help recall this group of words:

Fold this page up to the bottom of the first 'w-or' box to hide the words but to reveal the 'w-or'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the grapheme 'or' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.

er

our

sister

brother

colour

rumour

perfect

perform

favour

humour

temper

perhaps

savour

flavour

thermometer

honour

glamour

The sound /er/ as in 'fern' is represented by several graphemes including 'er', 'ir', 'ur' and 'ear'. In the words above, the graphemes 'er' and 'our' may be pronounced as /er/ but then need to be tweaked closer to /u/ (schwa effect). It is important that the learner is helped to find ways to recall which words are spelt with which grapheme. Spend time to learn the meanings of these words and how to associate the words in each group; for example, through their use in a silly story. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? Pronounce the 'o' in 'brother' and 'colour' as /u/. The learner holds the pencil correctly and writes the grapheme 'er' and 'our' as he/she says /er/.

er

our

Draw pictures from the 'er' word examples above and label:

Draw pictures from the 'our' word examples above and label:

Fold this page up to the bottom of the first 'er-our' box to hide the words but to reveal the 'er-our'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Put the graphemes 'er' and 'our' on one dash. Edit (check) each word whilst finger-tracking under the graphemes.