



Sound Cards

Teachers can use the *Ready to Read* Phonics Plus Kākano Sound Cards to introduce sounds and letters to children as they read the *Ready to Read* Phonics Plus small books.

Choose how you use the cards according to your children's learning needs. For example, you can introduce children to all the letters included in Kākano 1 (m a d p o t n i s) before reading the Kākano 1 books or use specific cards to address identified gaps in children's letter knowledge.

The front of each card presents a grapheme (a letter or letter string) and a corresponding illustration.

The back of each card is divided into two columns:

- The activities in the left column offer children an initial introduction to the letter or letters, the sound it represents, and directions for how to write it.
- The activities in the right column offer a greater challenge. They can be introduced as children gain sound and letter knowledge and are ready to read and write words using those letters.

The “Current sounds and letters” and the “Upcoming sounds and letters” on each card indicate where the grapheme fits within the *Ready to Read* Phonics Plus sequence.

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m



/m/

We are learning the sound /m/. The letter for this is **m**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **mouse**, you make the /m/ sound at the start.
- /m/ is a long, loud sound. Say **mouse**.
- Your lips are together. You use your voice.

Listen

- Listen for the /m/ sound at the start of these words. I'll say it. Then you say it.
mug mouth muffin
- Listen for the /m/ sound at the end of these words. I'll say it. Then you say it.
ham mum

Show

- This is the letter we use for the /m/ sound. (Show the front of the card.)
- We write it like this:



- When I write **m**, you say /m/.
- Now write **m** in the air.

Read words

- We can read words with the /m/ sound and the letter **m**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **m-a-t** → **mat**
- Now it's your turn.

mat man Tam

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

map man mad

Write and read

- I will say a sentence. Now we will say it and write it together.

I am mad.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

a



/a/

We are learning the sound /a/. The letter for this is **a**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

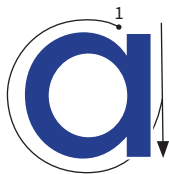
- **a** is a vowel.
- When you say the word **apple**, you make the /a/ sound at the start.
- /a/ is an open sound. Say **apple**.
- Your mouth is wide open. You use your voice.

Listen

- Listen for the /a/ sound at the start of these words. I'll say it. Then you say it.
apple alligator ant astronaut

Show

- This is the letter we use for the /a/ sound. (Show the front of the card.)
- We write it like this:



- When I write **a**, you say /a/.
- Now write **a** in the air.

Read words

- We can read words with the /a/ sound and the letter **a**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **a-m** → **am**
- Now it's your turn.

at am an

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

at am an

Write and read

- I will say a sentence. Now we will say it and write it together.

I am Nat.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

d



/d/

We are learning the sound /d/. The letter for this is **d**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **dog**, you make the /d/ sound at the start.
- /d/ is a short, loud sound. Say **dog**.
- Your tongue tip is behind your top teeth. You use your voice.

Listen

- Listen for the /d/ sound at the start of these words. I'll say it. Then you say it.

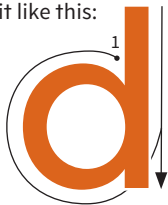
dig dinosaur dance

- Listen for the /d/ sound at the end of these words. I'll say it. Then you say it.

hide dad

Show

- This is the letter we use for the /d/ sound. (Show the front of the card.)
- We write it like this:



- When I write **d**, you say /d/.
- Now write **d** in the air.

Read words

- We can read words with the /d/ sound and the letter **d**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **d-a-d** → **dad**
- Now it's your turn.

dad dad

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

Dan pad

Write and read

- I will say a sentence. Now we will say it and write it together.

I am Dad.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

p



/p/

We are learning the sound /p/. The letter for this is **p**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **pot**, you make the /p/ sound at the start.
- /p/ is a short, quiet sound. Say **pot**.
- Your lips are together, then you open your mouth. You do not use your voice.

Listen

- Listen for the /p/ sound at the start of these words. I'll say it. Then you say it.
party puzzle peacock
- Listen for the /p/ sound at the end of these words. I'll say it. Then you say it.
tip pop

Show

- This is the letter we use for the /p/ sound. (Show the front of the card.)
- We write it like this:



- When I write **p**, you say /p/.
- Now write **p** in the air.

Read words

- We can read words with the /p/ sound and the letter **p**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **p-a-n** → **pan**
- Now it's your turn.

pan pad pat

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

nap pad pat

Write and read

- I will say a sentence. Now we will say it and write it together.

I pat.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

O



/o/

We are learning the sound /o/. The letter for this is **o**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

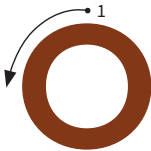
- **o** is a vowel.
- When you say the word **octopus**, you make the /o/ sound at the start.
- /o/ is an open sound. Say **octopus**.
- Your mouth is open like an O. You use your voice.

Listen

- Listen for the /o/ sound at the start of these words. I'll say it. Then you say it.
on ostrich octopus orange

Show

- This is the letter we use for the /o/ sound. (Show the front of the card.)
- We write it like this:



- When I write **o**, you say /o/.
- Now write **o** in the air.

Read words

- We can read words with the /o/ sound and the letter **o**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **o-n → on**
- Now it's your turn.

o n t o p n o t

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

p o p p o t m o p

Write and read

- I will say a sentence. Now we will say it and write it together.

I mop.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

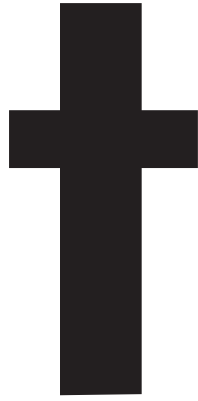
u

b

g

r

h



/t/

We are learning the sound /t/. The letter for this is **t**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **tent**, you make the /t/ sound at the start.
- /t/ is a short, quiet sound. Say **tent**.
- Your tongue tip is behind your top teeth. You do not use your voice.

Listen

- Listen for the /t/ sound at the start of these words. I'll say it. Then you say it.
top tiger
- Listen for the /t/ sound at the end of these words. I'll say it. Then you say it.
hat tent boat

Show

- This is the letter we use for the /t/ sound. (Show the front of the card.)
- We write it like this:



- When I write **t**, you say /t/.
- Now write **t** in the air.

Read words

- We can read words with the /t/ sound and the letter **t**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **t-a-p → tap**
- Now it's your turn.

tap mat pot

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

tap pat top

Write and read

- I will say a sentence. Now we will say it and write it together.

I tap.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

n



/n/

We are learning the sound /n/. The letter for this is **n**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **nest**, you make the /n/ sound at the start.
- /n/ is a long, loud sound. Say **nest**.
- Your tongue is on the roof of your mouth. You use your voice.

Listen

- Listen for the /n/ sound at the start of these words. I'll say it. Then you say it.

no nice Nat

- Listen for the /n/ sound at the end of these words. I'll say it. Then you say it.

train plane

Show

- This is the letter we use for the /n/ sound. (Show the front of the card.)
- We write it like this:



- When I write **n**, you say /n/.
- Now write **n** in the air.

Read words

- We can read words with the /n/ sound and the letter **n**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **n-i-p** → **nip**
- Now it's your turn.

nip pan tin

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

in tan nap

Write and read

- I will say a sentence. Now we will say it and write it together.

I nap.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

i





We are learning the sound /i/. The letter for this is **i**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- **i** is a vowel.
- When you say the word **igloo**, you make the /i/ sound at the start.
- /i/ is an open sound. Say **igloo**.
- Your mouth is open. You use your voice.

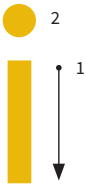
Listen

- Listen for the /i/ sound at the start of these words. I'll say it. Then you say it.

it itch igloo

Show

- This is the letter we use for the /i/ sound. (Show the front of the card.)
- We write it like this:



- When I write **i**, you say /i/.
- Now write **i** in the air.

Read words

- We can read words with the /i/ sound and the letter **i**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **i-t → it**
- Now it's your turn.

it in tin

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

pin tip din

Write and read

- I will say a sentence. Now we will say it and write it together.

I tip it.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

S



/s/

We are learning the sound /s/. The letter for this is **s**.

Current sounds and letters

m

a

d

p

o

t

n

i

s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **sun**, you make the /s/ sound at the start.
- /s/ is a long, quiet sound. Say **sun**.
- Your teeth are together and your lips are smiling. You do not use your voice.

Listen

- Listen for the /s/ sound at the start of these words. I'll say it. Then you say it.
sun super
- Listen for the /s/ sound at the end of these words. I'll say it. Then you say it.
bus class mess

Show

- This is the letter we use for the /s/ sound. (Show the front of the card.)
- We write it like this:



- When I write **s**, you say /s/.
- Now write **s** in the air.

Read words

- We can read words with the /s/ sound and the letter **s**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **s-a-t** → **sat**
- Now it's your turn.

sat sip Sam
... ..

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

sad sap sit
... ..

Write and read

- I will say a sentence. Now we will say it and write it together.

Sam sat.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

l

e

c

f

u

b

g

r

h

I





We are learning the sound /I/. The letter for this is I.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **lion**, you make the /I/ sound at the start.
- /I/ is a long, loud sound. Say **lion**.
- Your tongue is at the top of your mouth. You use your voice.

Listen

- Listen for the /I/ sound at the start of these words. I'll say it. Then you say it.

light lion ladder

- Listen for the /I/ sound at the end of these words. I'll say it. Then you say it.

ball turtle

Show

- This is the letter we use for the /I/ sound. (Show the front of the card.)
- We write it like this:



- When I write I, you say /I/.
- Now write I in the air.

Read words

- We can read words with the /I/ sound and the letter I.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **I-i-p → lip**
- Now it's your turn.

lip lot lad

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

lid lap lit

Write and read

- I will say a sentence. Now we will say it and write it together.

**I lap Sam.
The lid is on.**

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

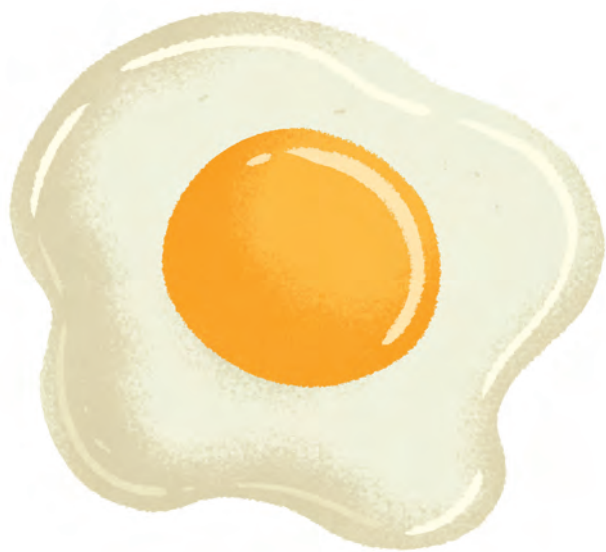
th

ch

sh

-ng

e



/e/

We are learning the sound /e/. The letter for this is **e**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

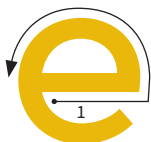
- **e** is a vowel.
- When you say the word **egg**, you make the /e/ sound at the start.
- /e/ is an open sound. Say **egg**.
- Your mouth is open in a smile. You use your voice.

Listen

- Listen for the /e/ sound at the start of these words. I'll say it. Then you say it.
edge envelope empty enter

Show

- This is the letter we use for the /e/ sound. (Show the front of the card.)
- We write it like this:



- When I write **e**, you say /e/.
- Now write **e** in the air.

Read words

- We can read words with the /e/ sound and the letter **e**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **p-e-n → pen**
- Now it's your turn.

pen pet den

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

let men met

Write and read

- I will say a sentence. Now we will say it and write it together.

I met the men.

Let the pet in.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

C



/c/

We are learning the sound /k/. The letter for this is **c**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **cat**, you make the /k/ sound at the start.
- /k/ is a short, quiet sound. Say **cat**.
- Your mouth is open with your tongue touching the back of your mouth. You do not use your voice.

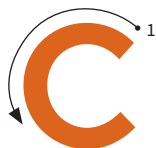
Listen

- Listen for the /k/ sound at the start of these words. I'll say it. Then you say it.

car camel candle

Show

- This is the letter we use for the /k/ sound. (Show the front of the card.)
- We write it like this:



- When I write **c**, you say /k/.
- Now write **c** in the air.

Read words

- We can read words with the /k/ sound and the letter **c**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **c-o-t** → **cot**
- Now it's your turn.

cot can cut
... ..

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

cup cat cop
... ..

Write and read

- I will say a sentence. Now we will say it and write it together.

We can cut.
The cat can sip.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

f



/f/

We are learning the sound /f/. The letter for this is **f**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **fish**, you make the /f/ sound at the start.
- /f/ is a long, quiet sound. Say **fish**.
- Your top teeth are on your bottom lip. You do not use your voice.

Listen

- Listen for the /f/ sound at the start of these words. I'll say it. Then you say it.

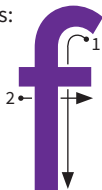
fish feet finger

- Listen for the /f/ sound at the end of these words. I'll say it. Then you say it.

calf leaf

Show

- This is the letter we use for the /f/ sound. (Show the front of the card.)
- We write it like this:



- When I write **f**, you say /f/.
- Now write **f** in the air.

Read words

- We can read words with the /f/ sound and the letter **f**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **f-a-n** → **fan**
- Now it's your turn.

fan if fed

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

fin fad fit

Write and read

- I will say a sentence. Now we will say it and write it together.

A fan is on.

It is a fin.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

u



/u/

We are learning the sound /u/. The letter for this is **u**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

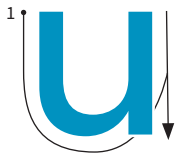
- **u** is a vowel.
- When you say the word **umbrella**, you make the /u/ sound at the start.
- /u/ is an open, loud sound. Say **umbrella**.
- Your mouth is open wide. You use your voice.

Listen

- Listen for the /u/ sound at the start of these words. I'll say it. Then you say it.
umbrella unlock uncle under

Show

- This is the letter we use for the /u/ sound. (Show the front of the card.)
- We write it like this:



- When I write **u**, you say /u/.
- Now write **u** in the air.

Read words

- We can read words with the /u/ sound and the letter **u**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **m-u-g → mug**
- Now it's your turn.

mug tum sun mud
... ..

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

nut sum fun
... ..

Write and read

- I will say a sentence. Now we will say it and write it together.

Mud is fun.

The sun is up.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

b



/b/

We are learning the sound /b/. The letter for this is **b**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **bird**, you make the /b/ sound at the start.
- /b/ is a short, loud sound. Say **bird**.
- Your lips are together, then your mouth opens. You use your voice.

Listen

- Listen for the /b/ sound at the start of these words. I'll say it. Then you say it.

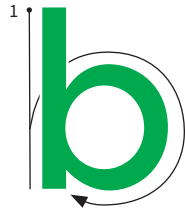
banana bear

- Listen for the /b/ sound at the end of these words. I'll say it. Then you say it.

grab tube bib

Show

- This is the letter we use for the /b/ sound. (Show the front of the card.)
- We write it like this: 1



- When I write **b**, you say /b/.
- Now write **b** in the air.

Read words

- We can read words with the /b/ sound and the letter **b**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **b-a-t** → **bat**
- Now it's your turn.

bat tub bug mob

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

big bun sob nab

Write and read

- I will say a sentence. Now we will say it and write it together.

It is in the bin.

My bug is big.

I nab the bun.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

g



/g/

We are learning the sound /g/. The letter for this is **g**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **goat**, you make the /g/ sound at the start.
- /g/ is a short, loud sound. Say **goat**.
- Your mouth is open with your tongue touching the back of your mouth. You use your voice.

Listen

- Listen for the /g/ sound at the start of these words. I'll say it. Then you say it.

gate goat gorilla

- Listen for the /g/ sound at the end of these words. I'll say it. Then you say it.

bag egg

Show

- This is the letter we use for the /g/ sound. (Show the front of the card.)
- We write it like this:



- When I write **g**, you say /g/.
- Now write **g** in the air.

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

Read words

- We can read words with the /g/ sound and the letter **g**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **g-o-t → got**
- Now it's your turn.

got gap dig Mog

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

gas dog pig sag

Write and read

- I will say a sentence. Now we will say it and write it together.

**I got the pig.
The gap is big.
The dog digs.**

(Children can read the sentence after writing it.)

r



/r/

We are learning the sound /r/. The letter for this is r.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **rainbow**, you make the /r/ sound at the start.
- /r/ is a long, loud sound. Say **rainbow**.
- Your lips are open slightly like a small smile. You use your voice.

Listen

- Listen for the /r/ sound at the start of these words. I'll say it. Then you say it.
rabbit rock rooster

Show

- This is the letter we use for the /r/ sound. (Show the front of the card.)
- We write it like this:



- When I write r, you say /r/.
- Now write r in the air.

Read words

- We can read words with the /r/ sound and the letter r.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **r-e-d** → **red**
- Now it's your turn.

red rub rod rug

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

rob ran rip rot

Write and read

- I will say a sentence. Now we will say it and write it together.

**I run to the rug.
Get the red mug.
The rod is red.**

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

h



/h/

We are learning the sound /h/. The letter for this is **h**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **house**, you make the /h/ sound at the start.
- /h/ is a short, quiet sound. Say **house**.
- Your mouth is open and you puff air out. You do not use your voice.

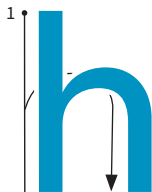
Listen

- Listen for the /h/ sound at the start of these words. I'll say it. Then you say it.

hug heater horse hedgehog

Show

- This is the letter we use for the /h/ sound. (Show the front of the card.)
- We write it like this:



- When I write **h**, you say /h/.
- Now write **h** in the air.

Read words

- We can read words with the /h/ sound and the letter **h**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **h-o-t → hot**
- Now it's your turn.

hot hug hen hid
... ..

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

hip hum hat hem
... ..

Write and read

- I will say a sentence. Now we will say it and write it together.

The sun is hot.
I hid the hat.
Did the hen run?

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

k



/k/

We are learning the sound /k/. The letter for this is **k**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **key**, you make the /k/ sound at the start.
- /k/ is a short, quiet sound. Say **key**.
- Your mouth is open and your tongue is touching the back of your mouth. You do not use your voice.

Listen

- Listen for the /k/ sound at the start of these words. I'll say it. Then you say it.

kite kind kangaroo key koala

Show

- This is the letter we use for the /k/ sound. (Show the front of the card.)
- We write it like this:



- When I write **k**, you say /k/.
- Now write **k** in the air.

Read words

- We can read words with the /k/ sound and the letter **k**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **k-i-t** → **kit**
- Now it's your turn.

kit kin Ken

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

kip Kim kid

Write and read

- I will say a sentence. Now we will say it and write it together.

Kim hid the cap.

A kip for Ken.

The kid is in the sun.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

j



/j/

We are learning the sound /j/. The letter for this is **j**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **jelly**, you make the /j/ sound at the start.
- /j/ is a short, loud sound. Say **jelly**.
- Your lips are slightly open. Your tongue is at the top of your mouth behind your teeth. You use your voice.

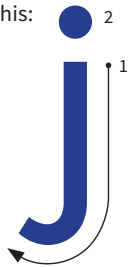
Listen

- Listen for the /j/ sound at the start of these words. I'll say it. Then you say it.

jelly joke jaguar juice

Show

- This is the letter we use for the /j/ sound. (Show the front of the card.)
- We write it like this:



- When I write **j**, you say /j/.
- Now write **j** in the air.

Read words

- We can read words with the /j/ sound and the letter **j**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **j-a-m** → **jam**
- Now it's your turn.

jam jug Jim

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

jut Jed jig jab

Write and read

- I will say a sentence. Now we will say it and write it together.

I hid the jug.

Jam is on the lid.

The sick pet gets a jab.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

V





We are learning the sound /v/. The letter for this is **v**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **van**, you make the /v/ sound at the start.
- /v/ is a long, loud sound. Say **van**.
- Your top teeth are on your bottom lip. You use your voice.

Listen

- Listen for the /v/ sound at the start of these words. I'll say it. Then you say it.
vegetable violin volcano
- Listen for the /v/ sound at the end of these words. I'll say it. Then you say it.
brave give

Show

- This is the letter we use for the /v/ sound. (Show the front of the card.)
- We write it like this:



- When I write **v**, you say /v/.
- Now write **v** in the air.

Read words

- We can read words with the /v/ sound and the letter **v**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **v-e-t** → **vet**
- Now it's your turn.

van vet

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

van vet

Write and read

- I will say a sentence. Now we will say it and write it together.

The van is red.

Mum is a vet.

The pet is at the vet.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

W



/w/

We are learning the sound /w/. The letter for this is **w**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **watch**, you make the /w/ sound at the start.
- /w/ is a long, loud sound. Say **watch**.
- Your lips are rounded. You use your voice.

Listen

- Listen for the /w/ sound at the start of these words. I'll say it. Then you say it.

wolf watermelon wave
wand world

Show

- This is the letter we use for the /w/ sound. (Show the front of the card.)
- We write it like this:



- When I write **w**, you say /w/.
- Now write **w** in the air.

Read words

- We can read words with the /w/ sound and the letter **w**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **w-i-n** → **win**
- Now it's your turn.

win wet

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

wag web

Write and read

- I will say a sentence. Now we will say it and write it together.

My sock is wet.
The wet dog wags.
A web is on the van.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

у



/y/

We are learning the sound /y/. The letter for this is **y**.

Current sounds and letters

l

e

c

f

u

b

g

r

h

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **yoyo**, you make the /y/ sound at the start.
- /y/ is a long, loud sound. Say **yoyo**.
- Your lips are slightly open and your tongue is behind your bottom teeth. You use your voice.

Listen

- Listen for the /y/ sound at the start of these words. I'll say it. Then you say it.

**yum yoghurt yellow
yawn yarn**

Show

- This is the letter we use for the /y/ sound. (Show the front of the card.)
- We write it like this:



- When I write **y**, you say /y/.
- Now write **y** in the air.

Read words

- We can read words with the /y/ sound and the letter **y**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **y-a-p → yap**
- Now it's your turn.

yap yum
... ..

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

yet yam
... ..

Write and read

- I will say a sentence. Now we will say it and write it together.

**The yam is yum.
The dog yaps for Nat.
I am not wet yet.**

(Children can read the sentence after writing it.)

Upcoming sounds and letters

k

j

v

w

y

z

-ck

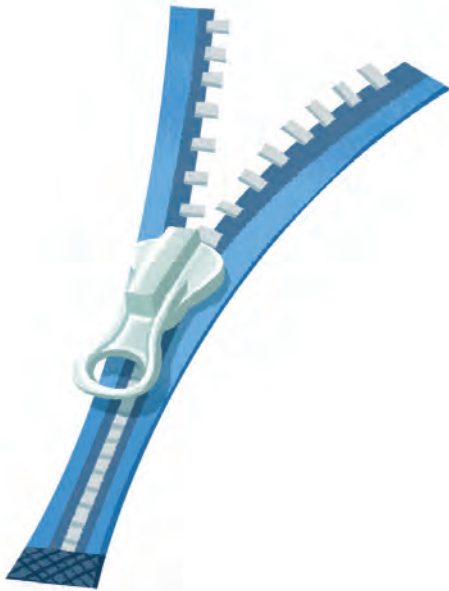
th

ch

sh

-ng

z



/z/

We are learning the sound /z/. The letter for this is z.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **zip**, you make the /z/ sound at the start.
- /z/ is a long, loud sound. Say **zip**.
- Your teeth are together and your lips are smiling. You use your voice.

Listen

- Listen for the /z/ sound at the start of these words. I'll say it. Then you say it.

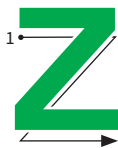
zebra zoo zip zero

- Listen for the /z/ sound at the end of this word. I'll say it. Then you say it.

buzz

Show

- This is the letter we use for the /z/ sound. (Show the front of the card.)
- We write it like this:



- When I write **z**, you say /z/.
- Now write **z** in the air.

Read words

- We can read words with the /z/ sound and the letter **z**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **z-i-p** → **zip**
- Now it's your turn.

zip
...

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find a letter tile or write a letter for each sound.
- I make or write the word and then check.
- Now it's your turn.

zap
...

Write and read

- I will say a sentence. Now we will say it and write it together.

My zip is on my top.

He can zap the van.

We run in a zig-zag.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

-ck



/ck/

We are learning the sound /k/. The letters for this are **ck**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letters.

Tell

- When you say the word **lock**, you make the /k/ sound at the end.
- /k/ is a short, quiet sound. Say **lock**.
- Your mouth is open with your tongue touching the back of your mouth. You do not use your voice.

Listen

- Listen for the /k/ sound at the end of these words. I'll say it. Then you say it.

rack luck quack shock check

Show

- These are the letters we use for the /k/ sound. (Show the front of the card.)
- We write them like this:



- When I write **ck**, you say /k/.
- Now write **ck** in the air. We use two letters for one sound.

As children gain more sound and letter knowledge, use these activities.

Read words

- We can read words with the /k/ sound and the letters **ck**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **b-a-ck** → **back**
- Now it's your turn.

back lick sock

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find the letter tiles or write the letters for each sound.
- I make or write the word and then check.
- Now it's your turn.

sick luck rock

Write and read

- I will say a sentence. Now we will say it and write it together.

I am sick.

It is a big rock.

His sock is on top.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

th



/th/

We are learning the sound /th/. The letters for this are **th**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letters.

As children gain more sound and letter knowledge, use these activities.

Tell

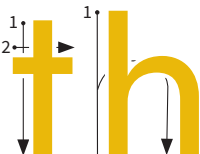
- When you say the words **thumb** and **these**, you make the /th/ sound at the start.
- /th/ is a long sound.
- Say **thumb**. Your tongue is between your teeth. You do not use your voice.
- Say **these**. Your tongue is between your teeth. You use your voice.

Listen

- Listen for the /th/ sound at the start of these words. I'll say it. Then you say it.
that them
- Listen for the /th/ sound at the end of these words. I'll say it. Then you say it.
moth bath

Show

- These are the letters we use for the /th/ sound. (Show the front of the card.)
- We write it like this:



- When I write **th**, you say /th/.
- Now write **th** in the air. We use two letters for one sound.

Read words

- We can read words with the /th/ sound and the letters **th**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **th-u-d** → **thud**
- Now it's your turn.

thud thin that

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find the letter tiles or write the letters for each sound.
- I make or write the word and then check.
- Now it's your turn.

thick than

Write and read

- I will say a sentence. Now we will say it and write it together.

**It is a thick log.
The rock thuds on the rug.
That moth is big.**

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

ch



/ch/

We are learning the sound /ch/. The letters for this sound are **ch**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letters.

As children gain more sound and letter knowledge, use these activities.

Tell

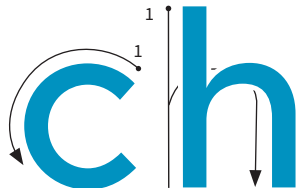
- When you say the word **chick**, you make the /ch/ sound at the start.
- /ch/ is a short sound. Say **chick**.
- Your tongue is behind your teeth. You do not use your voice.

Listen

- Listen for the /ch/ sound at the start of these words. I'll say it. Then you say it.
chain cheese
- Listen for the /ch/ sound at the end of these words. I'll say it. Then you say it.
bench lunch

Show

- These are the letters we use for the /ch/ sound. (Show the front of the card.)
- We write them like this:



- When I write **ch**, you say /ch/.
- Now write **ch** in the air. We use two letters for one sound.

Read words

- We can read words with the /ch/ sound and the letters **ch**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **ch-i-n** → **chin**
- Now it's your turn.

chin chat chop

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find the letter tiles or write the letters for each sound.
- I make or write the word and then check.
- Now it's your turn.

chip chap check

Write and read

- I will say a sentence. Now we will say it and write it together.

**My chin is wet.
She can chop the log.
Check the lid is on top.**

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

sh



/sh/

We are learning the sound /sh/. The letters for this are **sh**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children who are new to learning this sound and letters.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **sheep**, you make the /sh/ sound at the start.
- /sh/ is a long sound. Say **sheep**.
- Your lips are forward. You do not use your voice.

Listen

- Listen for the /sh/ sound at the start of these words. I'll say it. Then you say it.
shape shoe
- Listen for the /sh/ sound at the end of these words. I'll say it. Then you say it.
fish brush

Show

- These are the letters we use for the /sh/ sound. Show the front of the card.
- We write it like this:



- When I write **sh**, you say /sh/.
- Now write **sh** in the air. We use two letters for one sound.

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge

Read words

- We can read words with the /sh/ sound and the letters **sh**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **sh-o-p** → **shop**
- Now it's your turn.

shop fish shed dash

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find the letter tiles or write the letters for each sound.
- I make or write the word and then check.
- Now it's your turn.

shut rush shack dish

Write and read

- I will say a sentence. Now we will say it and write it together.

He can rush to the shop.

The fish shack is shut.

We dash to shut the shed.

(Children can read the sentence after writing it.)

-ng



/ng/

We are learning the sound /ng/. The letters for this are **ng**.

Current sounds and letters

k

j

v

w

y

z

-ck

th

ch

sh

-ng

These activities are for children new to learning this sound and letters.

As children gain more sound and letter knowledge, use these activities.

Tell

- When you say the word **wing**, you make the /ng/ sound at the end.
- /ng/ is a long sound. Say **wing**.
- Your tongue is at the back of your mouth. You use your voice.

Listen

- Listen for the /ng/ sound at the end of these words. I'll say it. Then you say it.

ring song sting fang

Show

- These are the letters we use for the /ng/ sound. (Show the front of the card.)
- We write it like this:



- When I write **ng**, you say /ng/.
- Now write **ng** in the air. We use two letters for one sound.

Read words

- We can read words with the /ng/ sound and the letters **ng**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **s-o-ng** → **song**
- Now it's your turn.

song sing lung

Make or write words

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find the letter tiles or write the letters for each sound.
- I make or write the word and then check.
- Now it's your turn.

hung gang sung

Write and read

- I will say a sentence. Now we will say it and write it together.

I hung the sock on top.

We can sing a song.

Here is a ring for the shop.

(Children can read the sentence after writing it.)

Upcoming sounds and letters

-ff

-ll

-ss

-zz

x

-tch

qu

wh

-dge