

Name:

Date:

School:

Year:

Literacy

Word Reading and Phonics Group

Red Course



I'm reading my book.

Word Confidence

What do you know about syllables?

Words may have one **syllable** or more. When you say a word, if you clap the sounds or beats that you hear in the word, you can count the syllables.



Say and clap these words:

pig **cup** **chair** **jumper** **bedroom** **window**



Tell your tutor how many syllables there are in each word.

Part A: To read words of more than 1 syllable with taught GPCs.

Did you count correctly? Practise if you need to. Let's look at words which have more than 1 syllable. Use what you know about sounds to work out what they say.

How do I read words with more than 1 syllable?

Look at the whole word and try to read it. If you don't know it, break it down into smaller parts. Look for sounds that you know. Break the

word down. Sound out the parts. Put the sounds back together to say the whole word.

Exercise 1: Look at the words. Can you break down the words into smaller parts? Now, sound out the parts. Then, put the sounds back together again and say the whole word.



a) beeping

b) shampoo

c) toaster

d) painting

e) raincoat



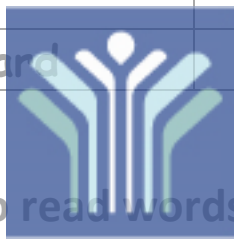
Exercise 2: Clap these words as you say them.

How many **syllables** do they have?

Tell your tutor what the words say by breaking them down into sounds.



	How many syllables?	Did you say the word?
doorbell		
shopping		
shortest		
round		
creeping		
sniffing		
skateboard		



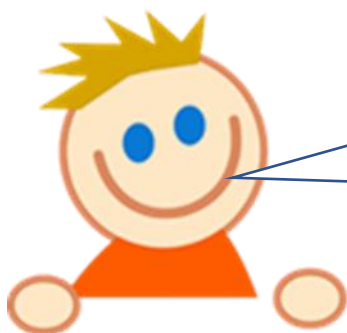
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Part B: To read words ending in -y, -ee, -er and -est.

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Look at these words. Can you read them to your tutor?

starting chopping eating sleeping



Did you read the words to
your tutor?

Did you sound them out or
just say them?

Exercise 1: Underline the **-ing** endings in the words below. Can you read the words to your tutor?

barking sorting hurting singing standing reading

Can you think of any other words which end with -ing?

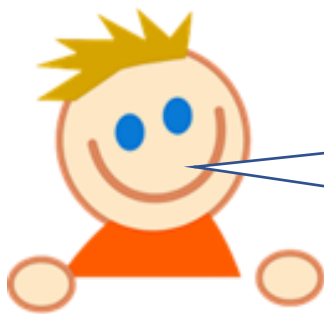


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Words ending in **-ed** often tell us that something has happened. Look at these words. Read them to your tutor.

looked jumped peeped ended



Talk to your tutor about what these words mean. Can you make up 4 sentences using these words?

Exercise 2: Look at the pictures. Choose the right words to write under the pictures.



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helped cooked looked painted hopped brushed

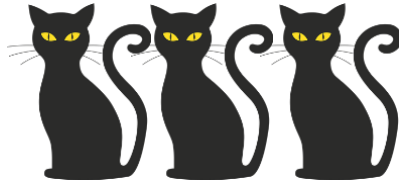
Exercise 3: Some words ending in **-er** and **-est** often tell us the difference between one thing and another. Say these words.

thinner thinnest bigger biggest faster fastest



Choose 3 of the words. Make up 3 sentences with these words. Tell your tutor your sentences.

Exercise 4: Look at these words:




Why do you think that 2 of the words end with the letter 's'? Tell your tutor.

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Exercise 5: Look at these words. Which words are **plurals**? (more than 1) Colour the boxes which have **plural words**.

pots

pipe

books

houses

beds

car

trees

garden

Exercise 6: Some words add **-es** when they are plural. Look at these words and put a circle around the **plural endings**.

buses churches bushes kisses boxes buzzes

Words which end in s, ch, sh, ss, x or z add **-es** when they are plural.



Part C: To read words with contractions and understand that the apostrophe represents the omitted letter(s).

Look at these words. Say them out loud.

cannot

do not

will not

I am

I will

we will

did not

could

she will

you

Make up a sentence for 5 of

the words in the boxes. Say

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Sometimes we make these words into shorter words (**contractions**).

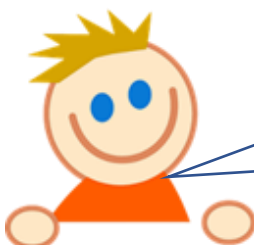
Have you ever seen these words? **I'm** **didn't** **can't**

I am = I'm **did not = didn't** **cannot = can't**



The mark between the letters
is called an **apostrophe**.

The **apostrophe** tells you that one or more letters have been taken away.



Tell your tutor which letter or letters
are missing now because the
apostrophe is in the new word.

Exercise 1: Can you match the shorter words with the longer ones?

do not

won't

I will

I've

will not

couldn't

we will

I'll



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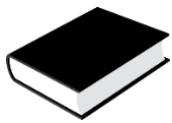


Read all the words on the left side first. Then read the words on the right side. Which words can you already match? Draw a line between those you know already.

Exercise 2: Can you read these sentences?

- a) I'm in the shed.
- b) I've got the red ball.
- c) Didn't you like the book?
- d) We'll eat the dinner.
- e) They couldn't jump on the bed.
- f) He won't come to the party.

Exercise 3: Look at the pictures. Find the words that match the pictures in the sentences above. Write the words under the pictures.



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Part D: To apply phonic knowledge and skills as the route to

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When we begin to read words, we look for sounds we know. We **segment** (break down) and **blend** (put together) sounds to read words. We sound out the letters and parts that we know. Use these skills to work on these sentences.



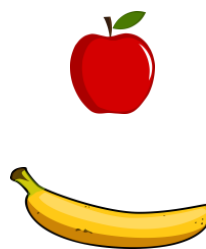
Exercise 1: Here are some more sentences for you to read.

- a) The cat sat on the big rug.
- b) He looks at the cup of milk.
- c) We went to school on Monday.
- d) I like green and blue but I don't like red.
- e) You eat the red apple and the yellow banana.
- f) She cheered when her team played football.

Exercise 2: Look at the pictures. Which sentence from Exercise 1 match the pictures? Write the letter at the beginning of the sentence under the picture.



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MONDAY

Exercise 3: Read these words. Colour the boxes green if you read them first time. Colour them blue if you need more practice.

band	melt	bench	thump	roast	helper
sandwich	children	spoon	foxes	I'm	trail
licking	she's	glasses	played	twisting	bead
time	grabs	punch	shiver	Cornwall	track
groaned	harder	sees	lie	frown	netball
turning	misses	stuffing	buzzer	chewed	true
rainbow	chair	light	what	elephant	stir



Which word is the same as the first one?
How do you know? Tell your tutor.

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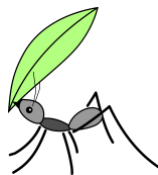
Exercise 4: Look at these words. Can you add the endings to make them plural words?



jumper_____



hat_____



ant_____



bus_____



bench_____

Exercise 5: Count how many syllables there are in these words.

- a) printer
- b) letterbox
- c) corner
- d) horse
- e) carpet

f) remember



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Exercise 6: Look at the words above again and say them.

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Tell your tutor what the words mean. Can you make 6 sentences using these words? Tell your tutor the sentences you make.

The best way to learn new words is to **read**. What is your favourite story or book called?





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