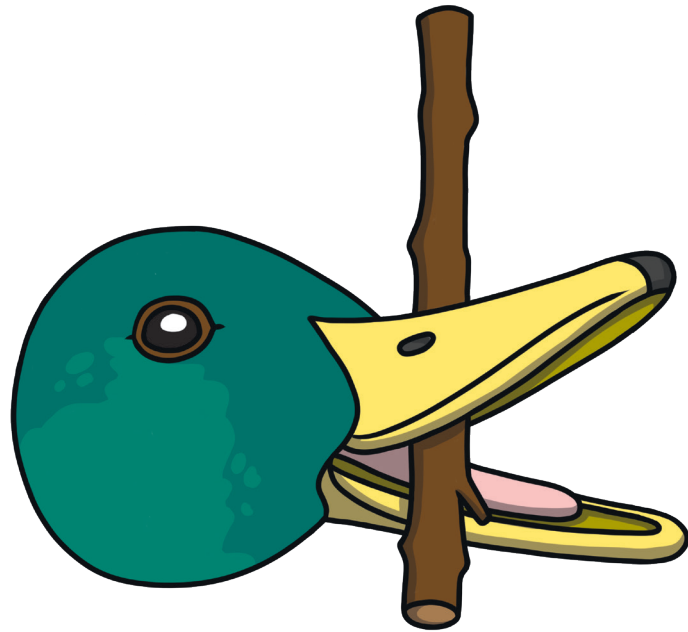


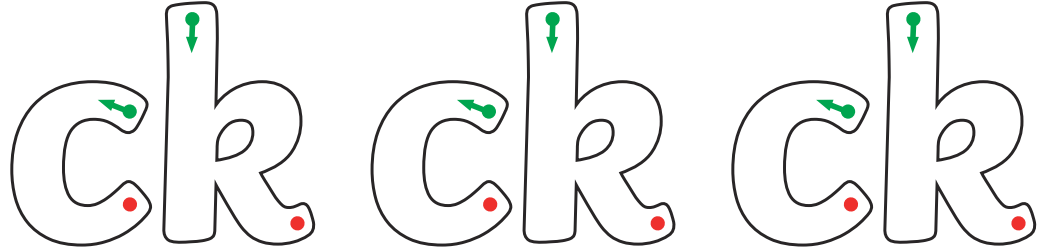
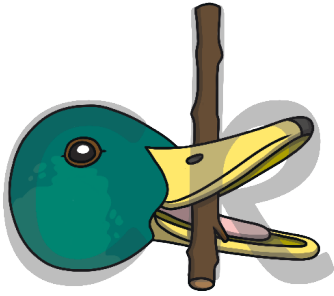
ck

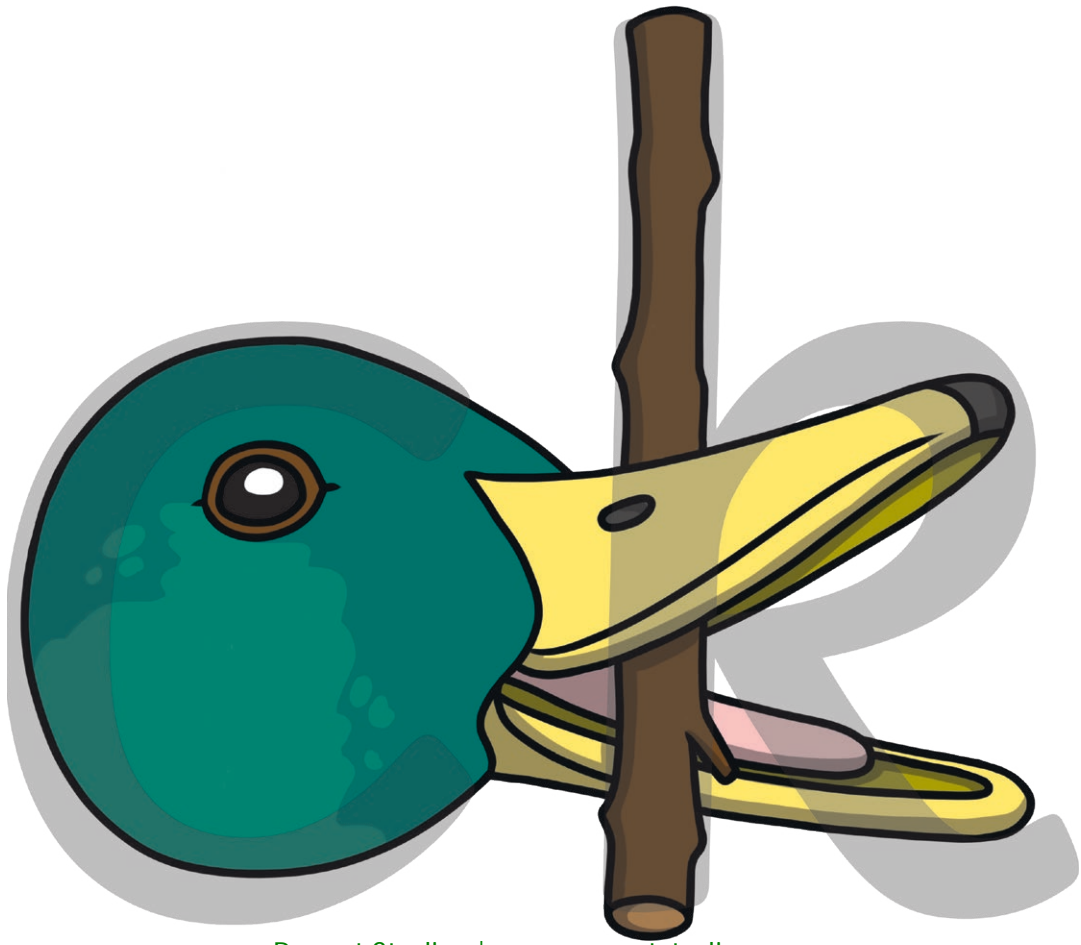


Level 2 Letter Formation

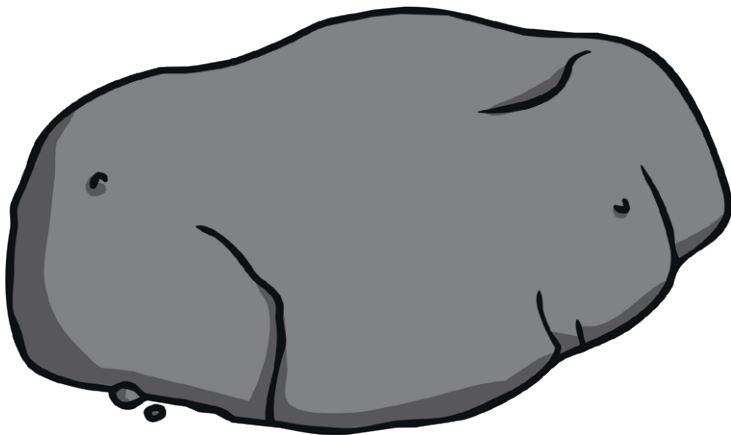
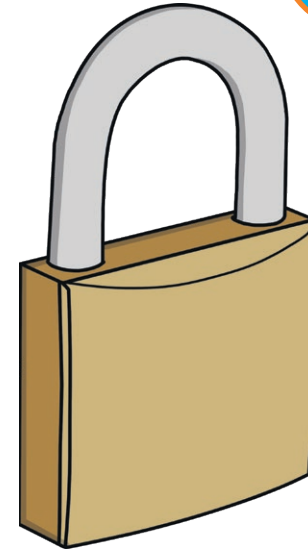
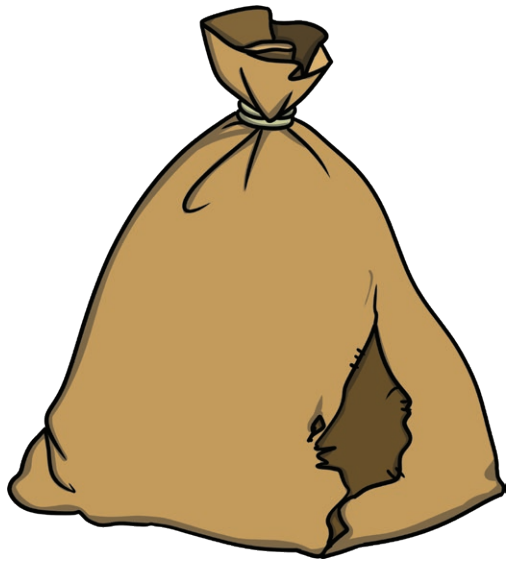


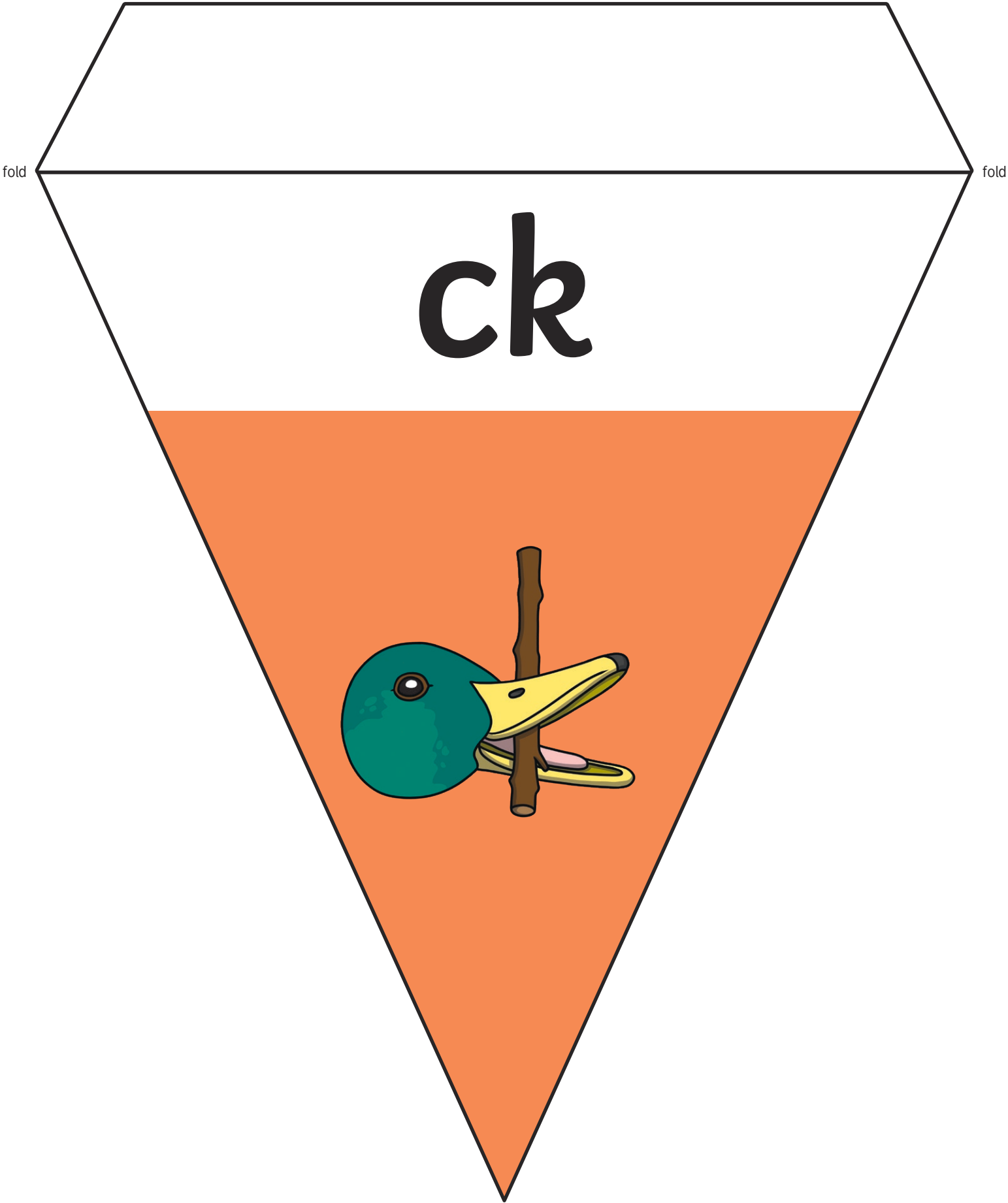
Level 2





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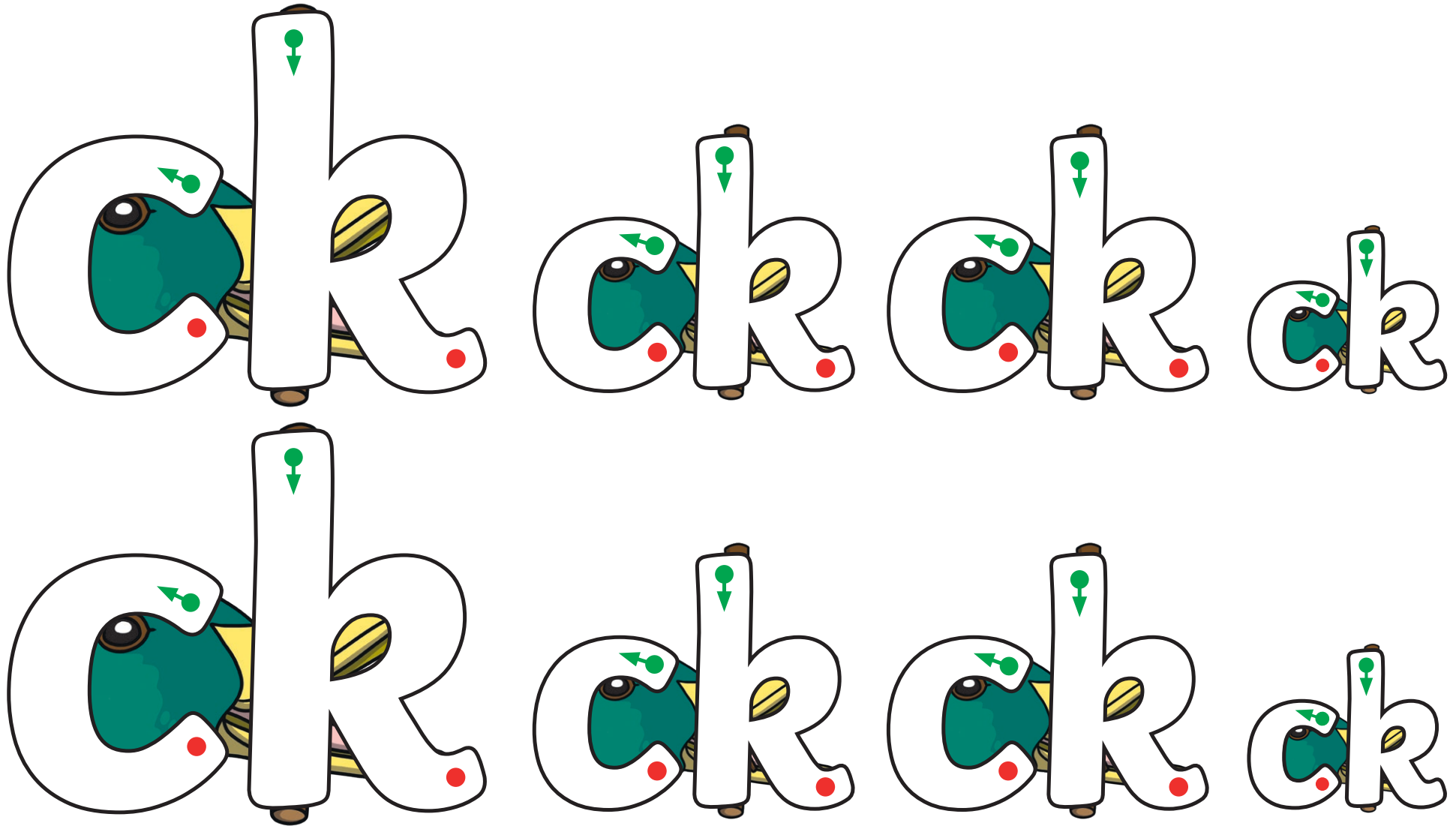


ck Writing Practice



Level 2

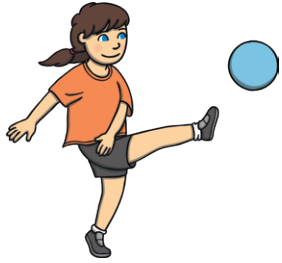
Practise writing ck. Curl around the duck's head. Down the stick, up and around the top of the duck's beak, then flick out at the bottom of the duck's beak.



ck Writing Practice



Level 2



rick



sock



sack



tick

sick

Focus Sounds

ck, e, u, r

ten rug
peg tuck
sun kick
rip sock



Focus Sounds

ck, e, u, r

ten rug
peg tuck
sun kick
rip sock



Focus Sounds

ck, e, u, r

ten rug
peg tuck
sun kick
rip sock



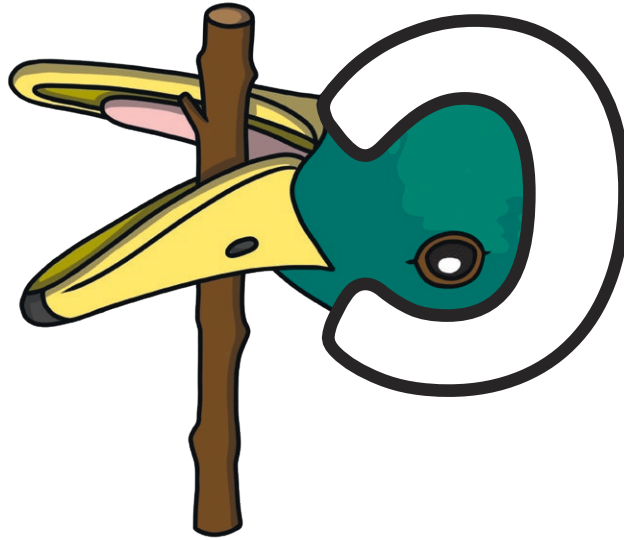
Focus Sounds

ck, e, u, r

ten rug
peg tuck
sun kick
rip sock

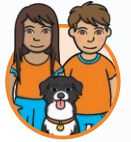


Duck's pick-up-sticks



Duck's Pick-Up-Sticks

Explorasaurus Activity



Suggested Resources and Set-Up

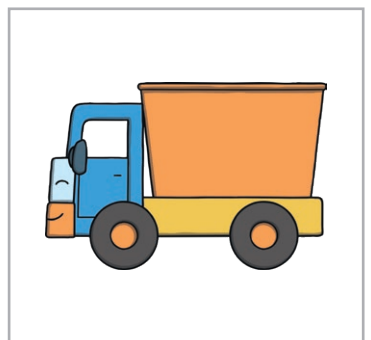
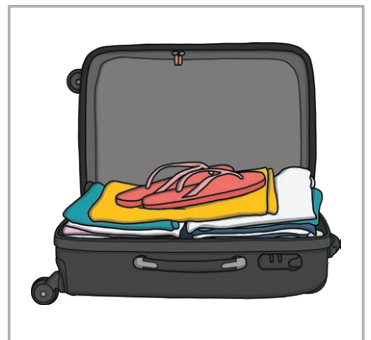
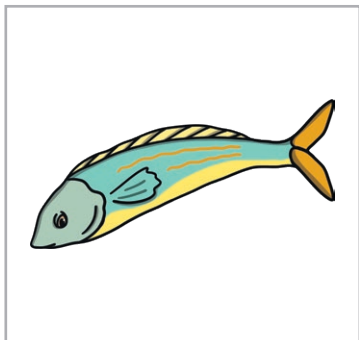
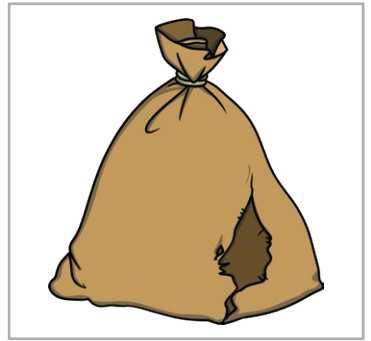
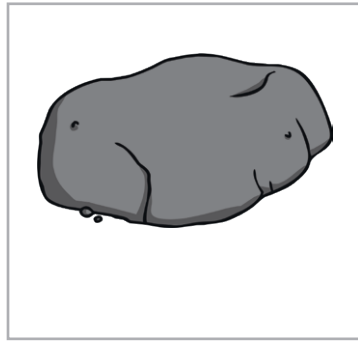
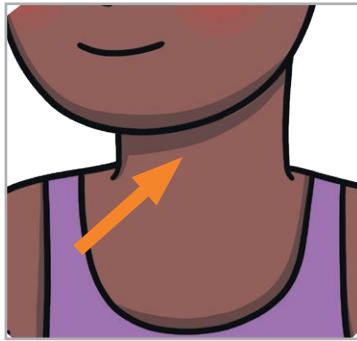
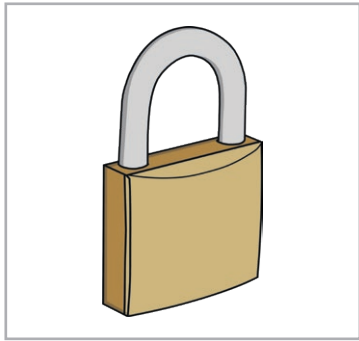
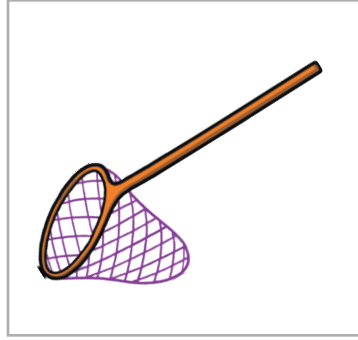
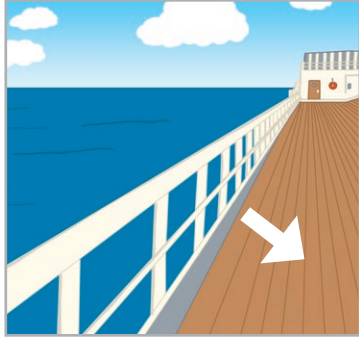
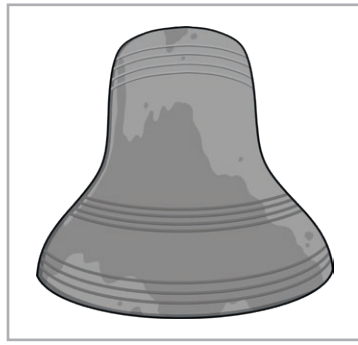
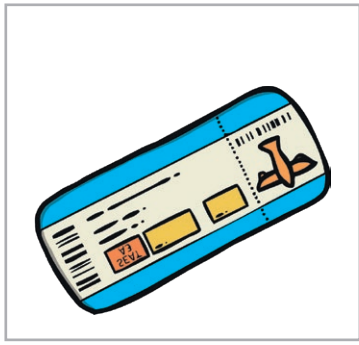
For further information, please refer to the [Adult Guidance for Explorasaurus Resources](#).

A large builder's tray filled with the following:

- Shiny blue paper or material in the middle, surrounded by real or artificial foliage and leaves to make a 'duck pond'
- Plastic ducks on the pond
- **'ck' Pick-Up-Sticks Cut-Outs** laminated and stuck onto the end of lolly sticks, placed picture down into little buckets of sand around the pond
- Large toy dumper truck or big bucket for the duck to collect the 'ck' pick-up sticks for her nest
- Objects, toys or pictures ending with or containing 'ck', e.g. sock, sack, dock, pack, stick, neck, rock, bucket, ticket, rocket, lock, truck
- **'ck' Mnemonic Cards**
- Small trays of sand for mark making in, or mini whiteboards and dry wipe pens, or paper and pencils
- **Explorasaurus Prompt Card for 'ck'** folded in half and displayed by the activity

Phonics Objective: To practise orally segmenting words to say whether the /ck/ phoneme can be heard in the middle, at the end or not at all.

- 'Who can remember the action and song for 'ck'?'
- 'Does 'ck' usually come at the beginning or near the end of a word?'
- 'Can you segment/robot-talk this word to work out if it has a 'ck' sound at the middle or end or not at all?'
- 'This is a ... (e.g. sock). Can you hear the sound 'ck' at the beginning, middle or end of this word?'
- 'What is the picture on the end of this pick-up-stick? Can you hear the sound 'ck' anywhere in this word? Where?'
- 'Can we help the duck pick up the sticks and put only the ones with 'ck' words on them into the truck/bucket?'
- 'Can you trace a 'ck' in the sand (or using a pen or a pencil)?'
- 'Can you help me write the word 'sock'? How about the word 'pack'?'
- 'Can you find 'ck' on the sound mat or displays in the classroom?'
- **Ask the children to put some of the pictures and objects in a 'ck' pot to add to their growing interactive phonics display.**



ck

ck

ck

ck

ck

ck

ck

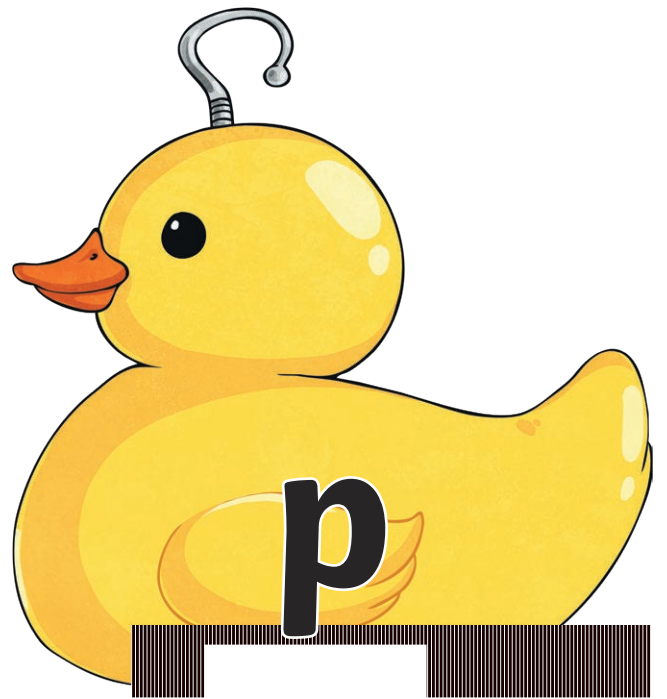
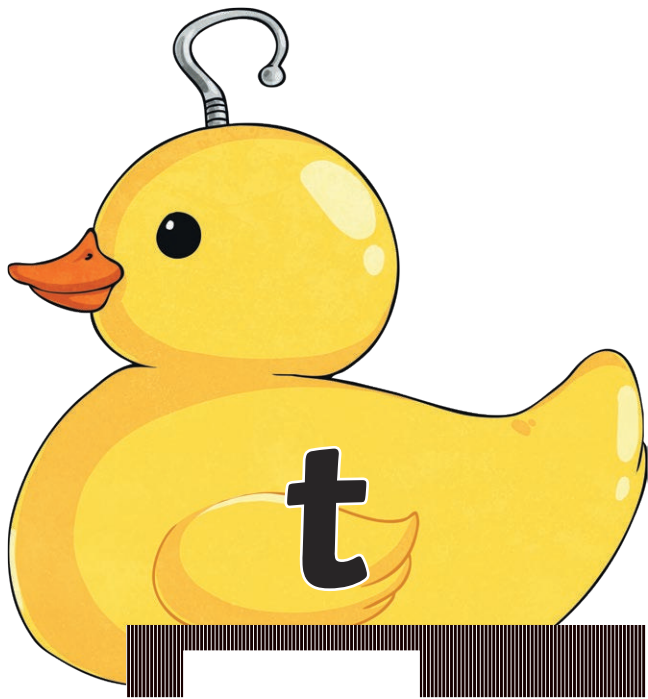
ck

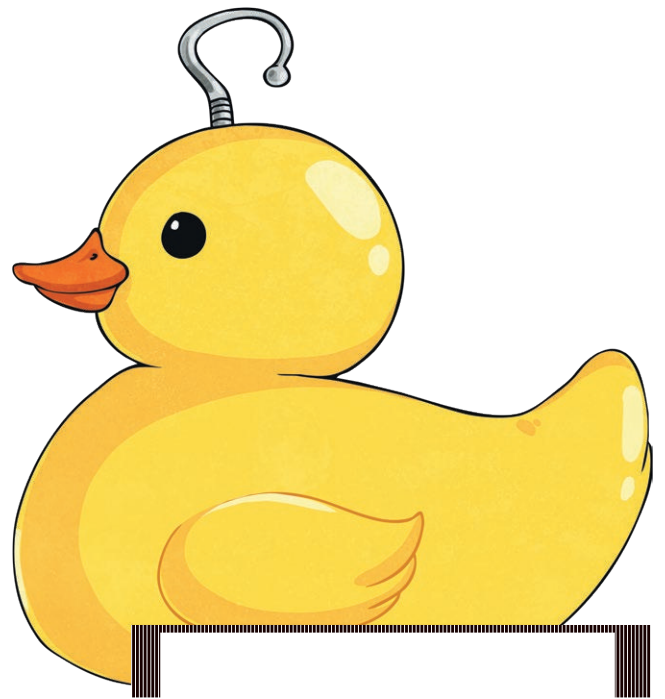
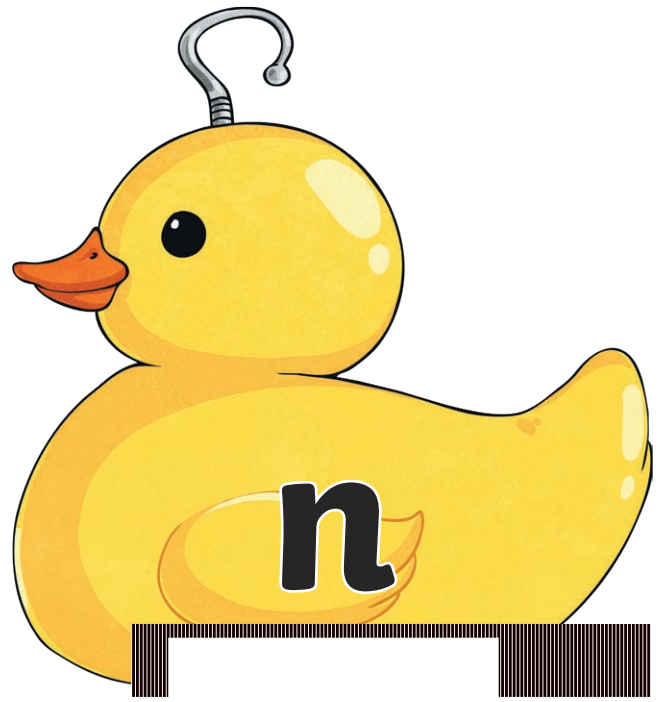
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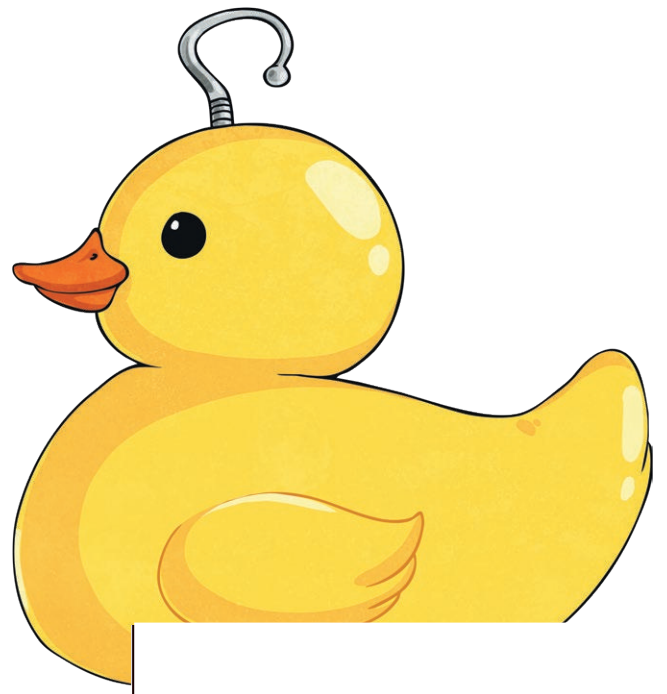
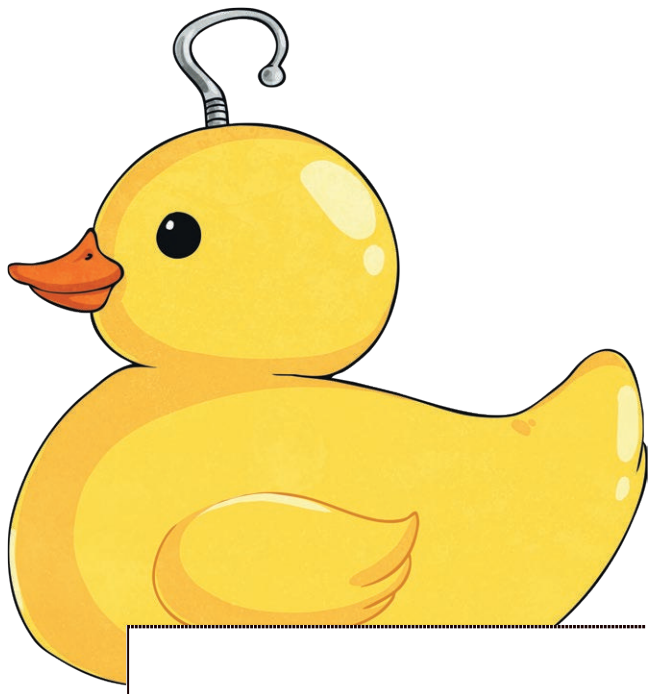
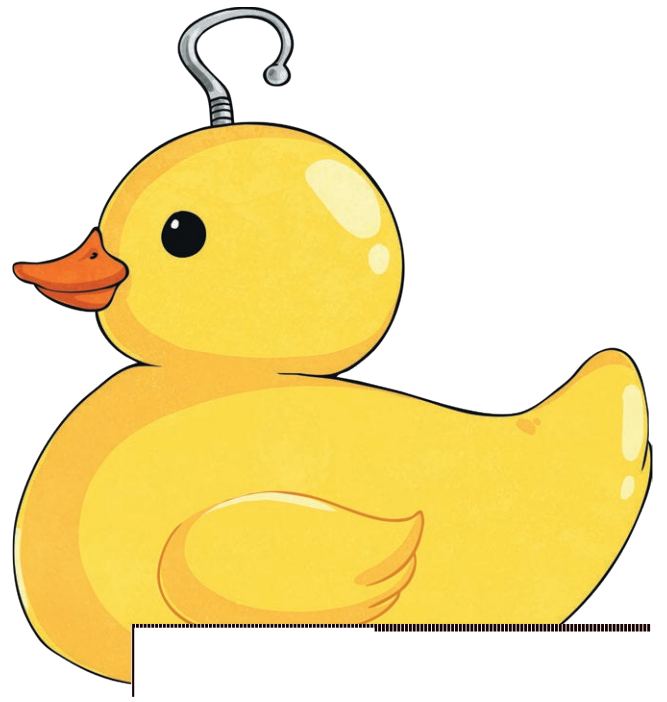
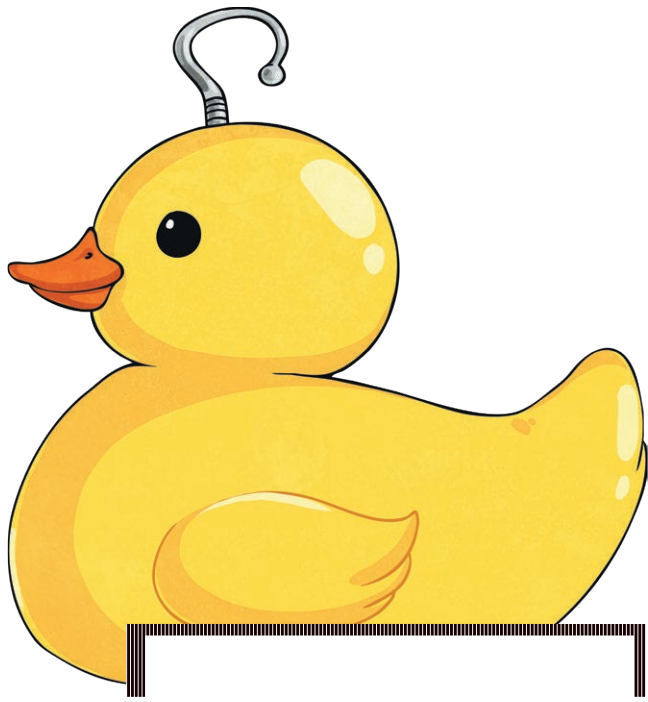
ck

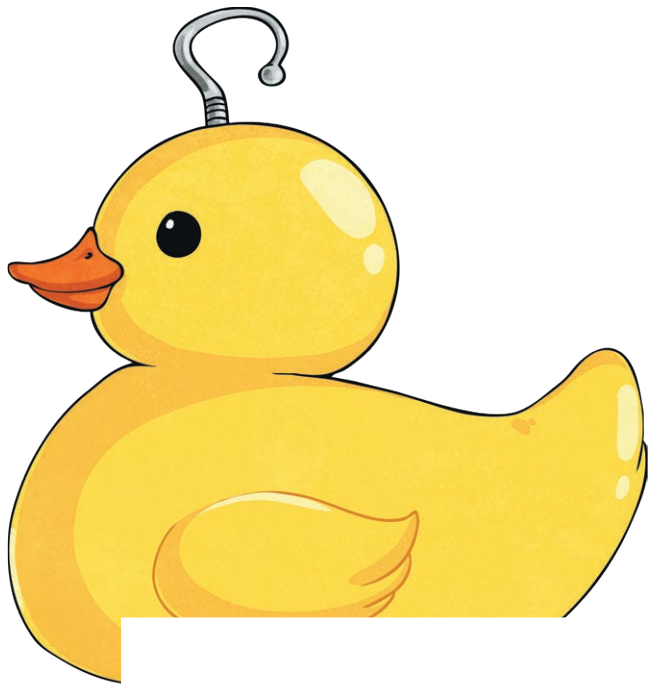
ck

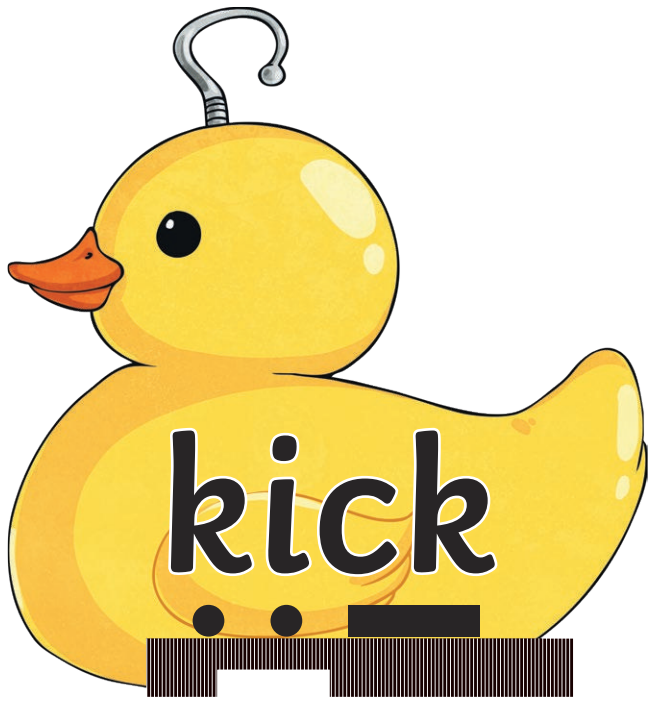
ck

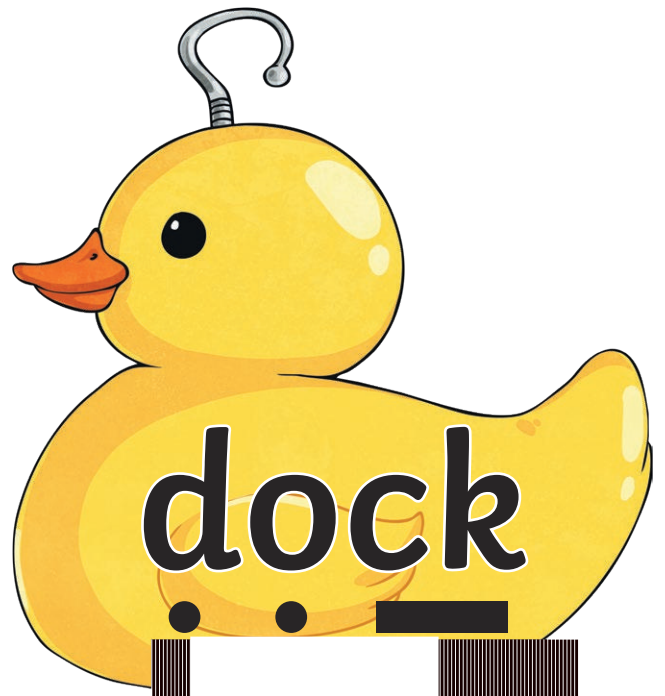
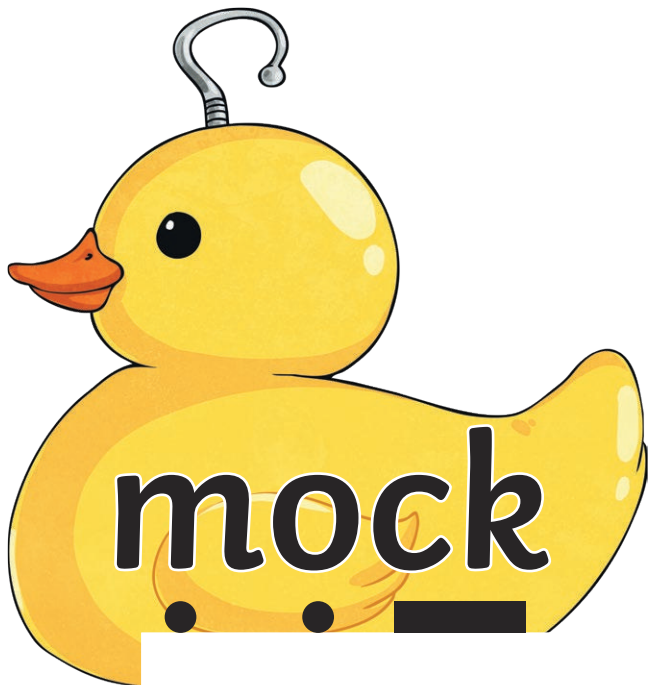












Hook a Duck Adult Guidance



Level 2

You will need:

- Duck Word Cut-Outs or Duck Sound Cut-Outs
- paper clips
- sticks
- small magnets
- blue fabric or a water tray

Instructions

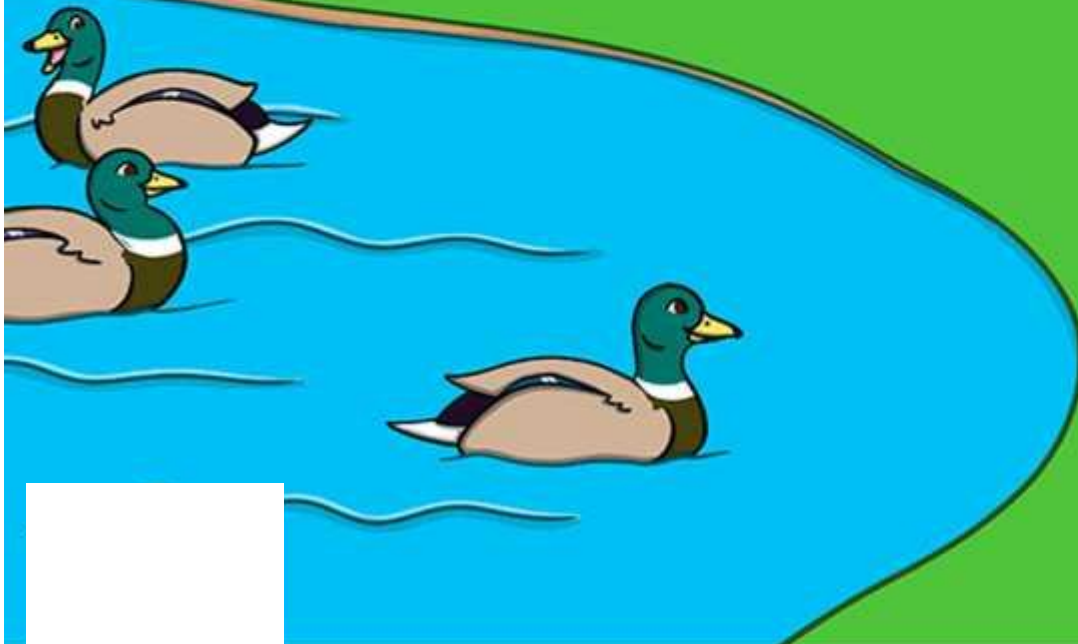
- Print, cut out and laminate the Duck Cut-Outs.
- Attach a paper clip to each duck.
- Attach a small magnet to the end of a stick.
- Place the Duck Cut-Outs on some blue fabric or in the water tray.
- Children attempt to hook a duck from the water.
- If they read the word or say the sound correctly, they can keep it.
- Who will hook the most ducks from the pond?

To ensure the safety of the children in your setting, it is your responsibility to assess whether adult supervision or other appropriate safety measures are required when carrying out any of these activities.



Introducing ck

The Duck Pond



Let's practise Sam's Sounds!



You could use the double-sided mnemonic flashcards instead to practise Sam's Sounds today.



Click me for Kit's teaching tips!



Which Picture?

Which picture matches the word that Robot Rick is saying?



Perfect



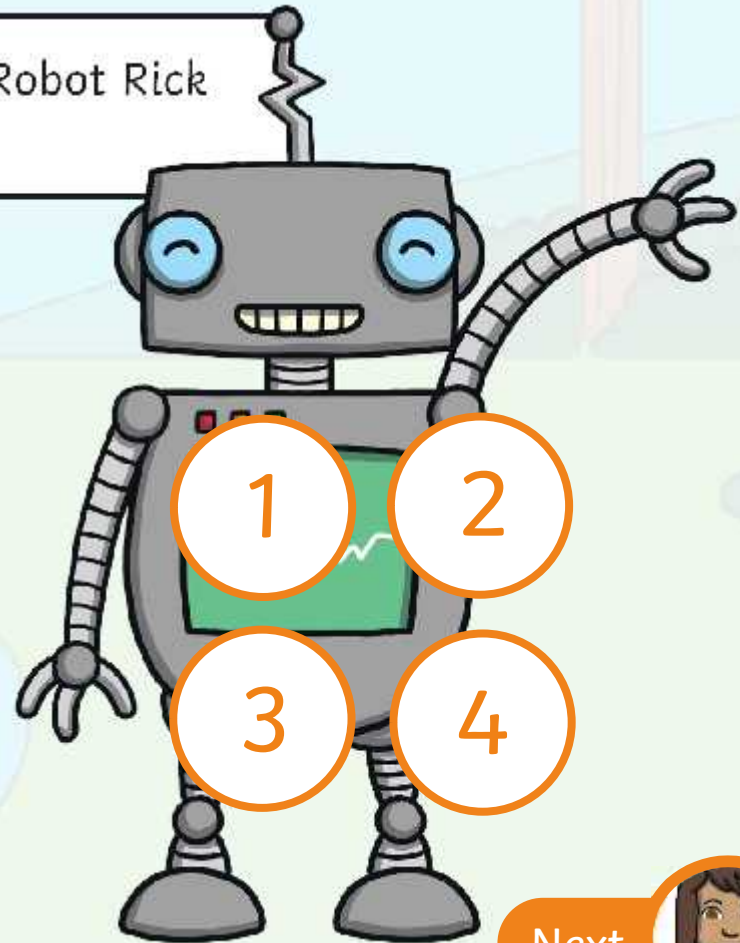
Perfect



Perfect



Perfect



1

2

3

4

Next



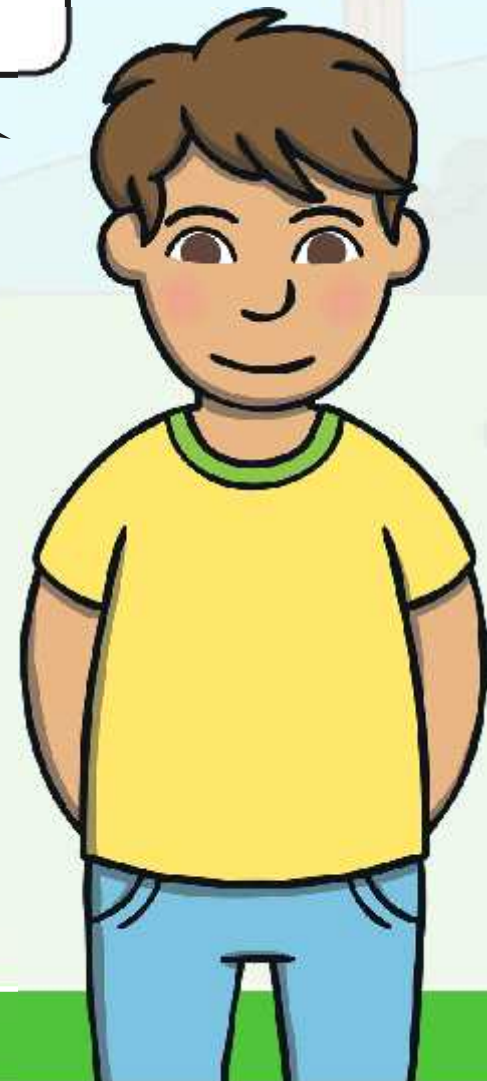
This week, we meet our first tricky words – **to** and **the**.

Tricky words are words that can't be sounded out.

As you introduce the new tricky words, encourage children to identify any decodable parts and the tricky bits using the active repetition method.



Click me for Kit's teaching tips!



Tricky Balloons

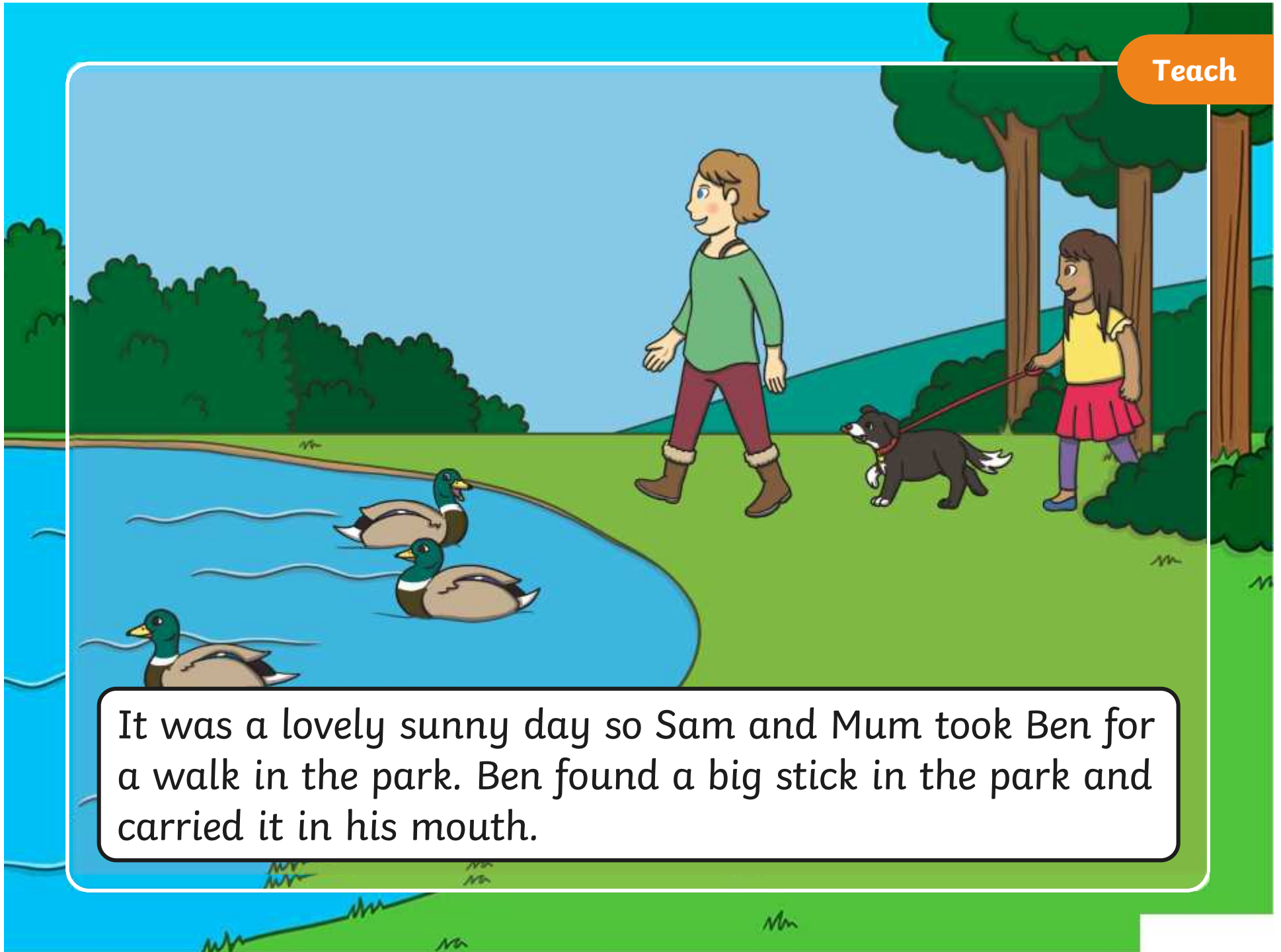
Shout out the tricky word on the balloons.



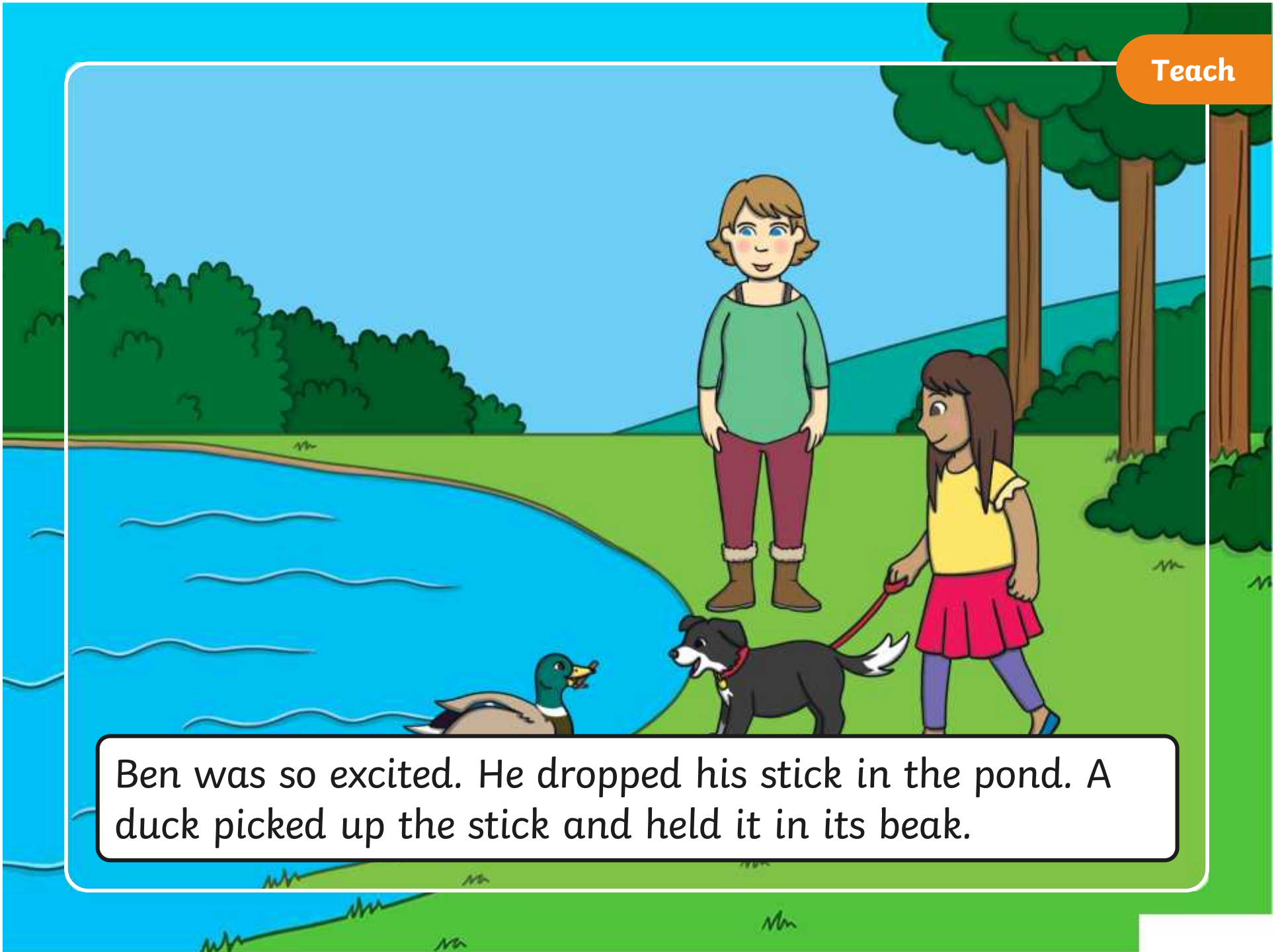
Teach

Next





It was a lovely sunny day so Sam and Mum took Ben for a walk in the park. Ben found a big stick in the park and carried it in his mouth.



Ben was so excited. He dropped his stick in the pond. A duck picked up the stick and held it in its beak.



“Look, Mum. The duck is holding Ben’s stick in its beak. It looks like it is making a **ck**. Stick, ck, ck,” laughed Sam.

At the end (or near the end) of some words, the **c** or **k** sound is written with both letters:



This is in words where the preceding vowel sound is 'short'.



Click me for Kit's teaching tips!

Play

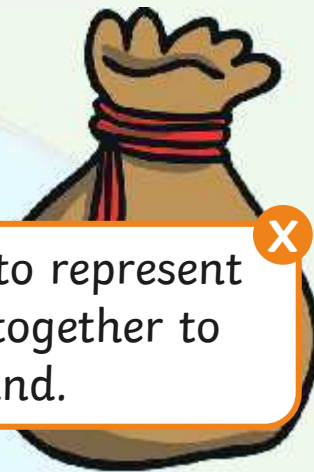


Teach

ck

For example:

sack



A 'sound bar' is used to represent two letters working together to make one sound.



Click me for Kit's teaching tips!

Action

Make a duck's beak with your hands and pretend to pick up sticks.

Say 'ck, ck, ck'.



Write It, Feel It

Curl around the duck's head. Down the stick, up and around the top of the duck's beak, then flick out at the bottom of the duck's beak.

Give the children a 'magic' pencil to hold as they practise writing the letters in the air. Remind them to hold their pencil correctly.



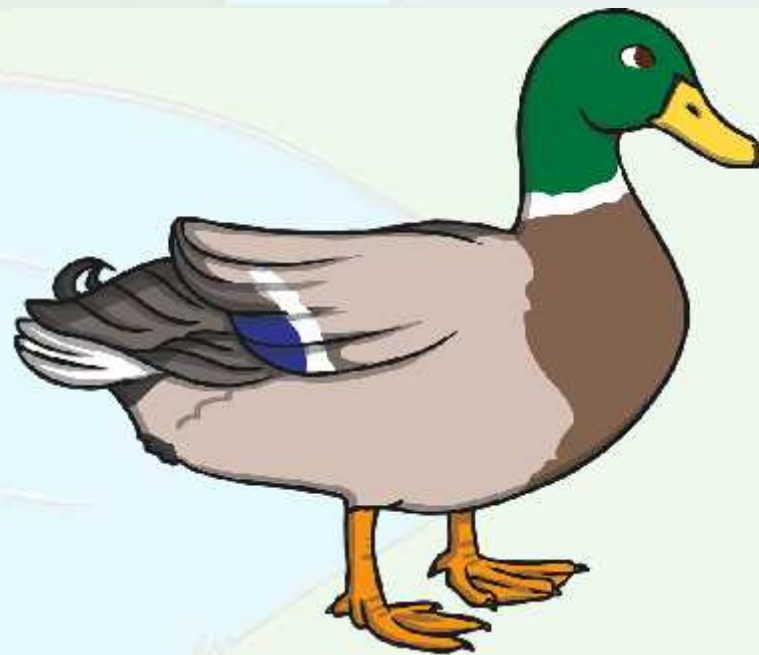
Click me for Kit's teaching tips!

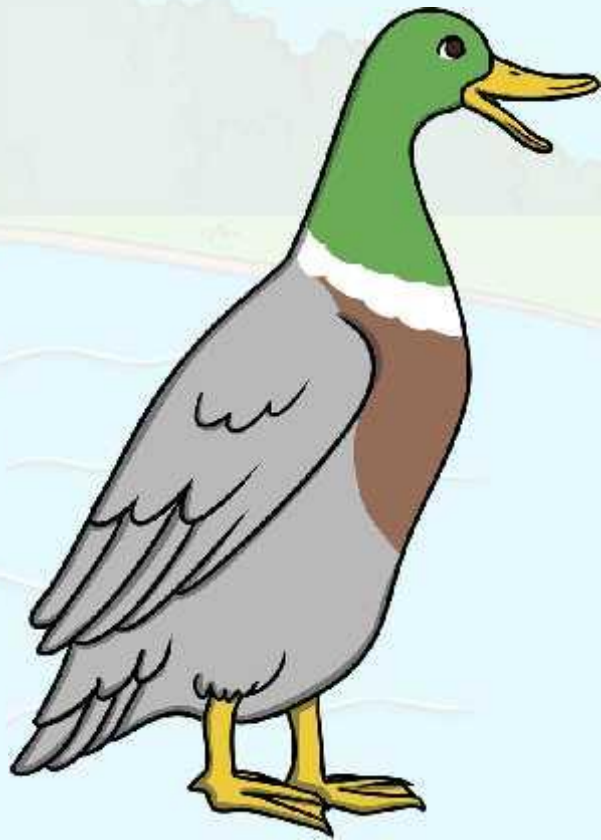
Play

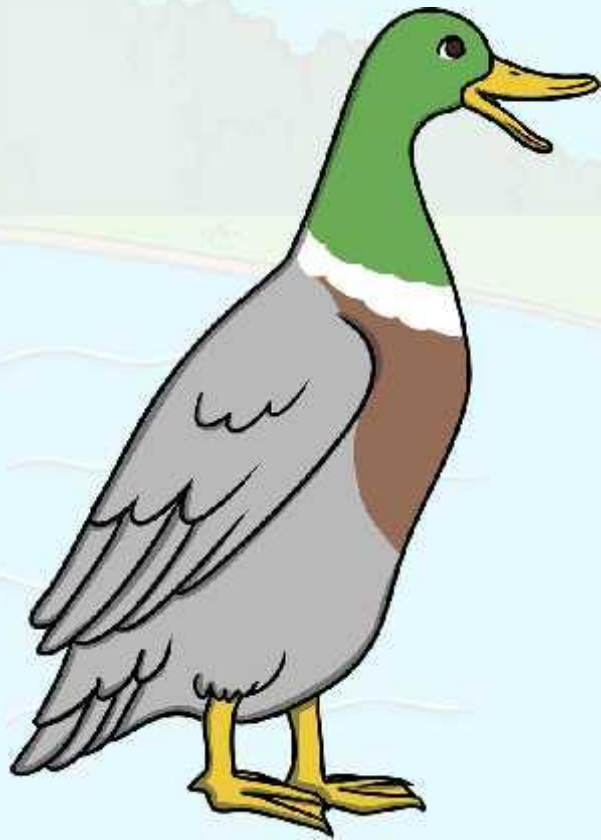


Feeding the Ducks

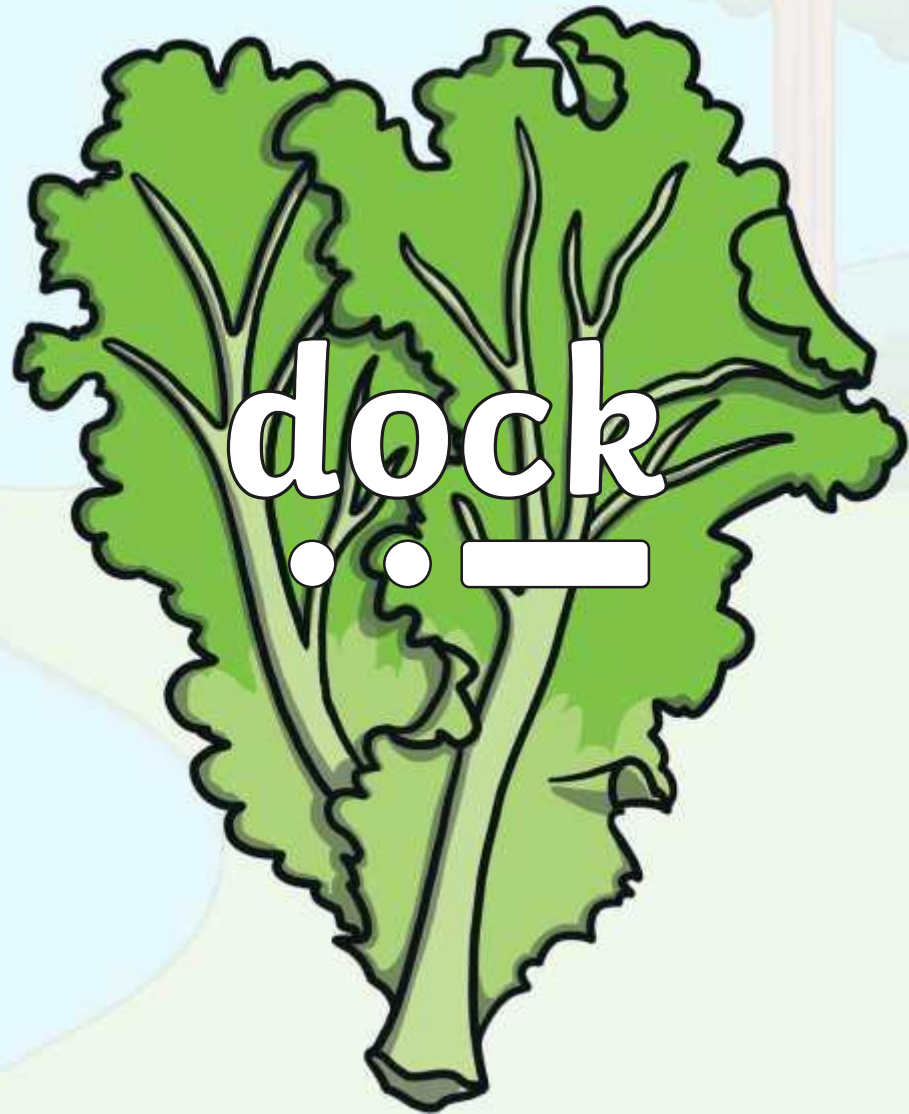
Sam sees a lady feeding the ducks some lettuce leaves. Read the ck words on the lettuce leaves and feed the ducks every time you read the word correctly.

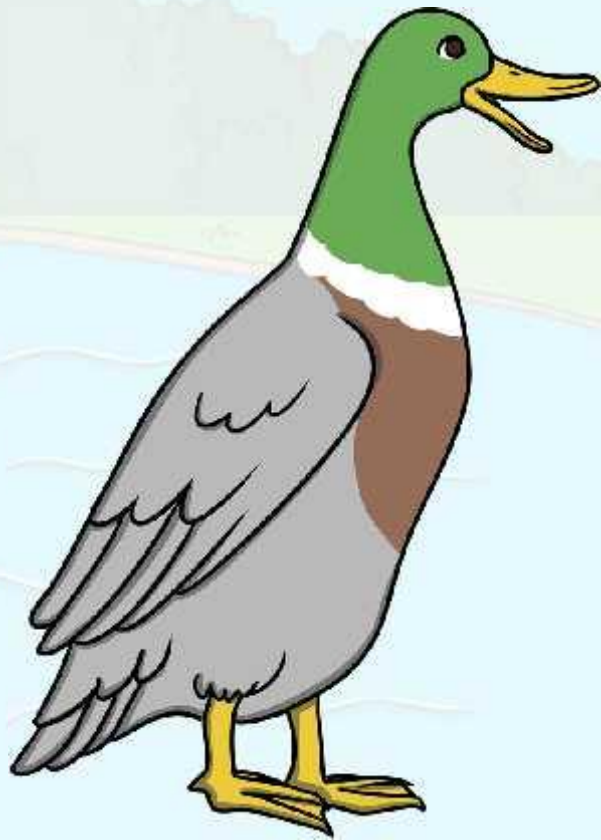


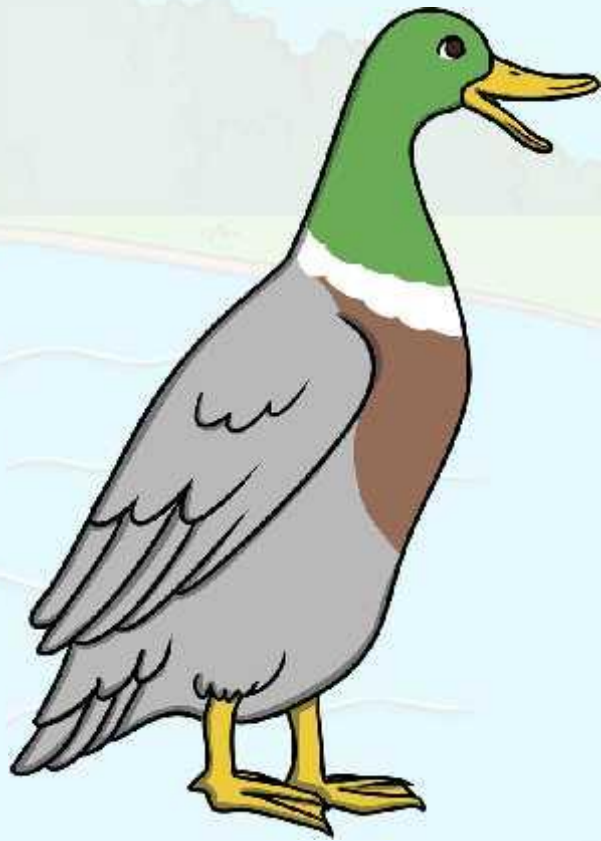


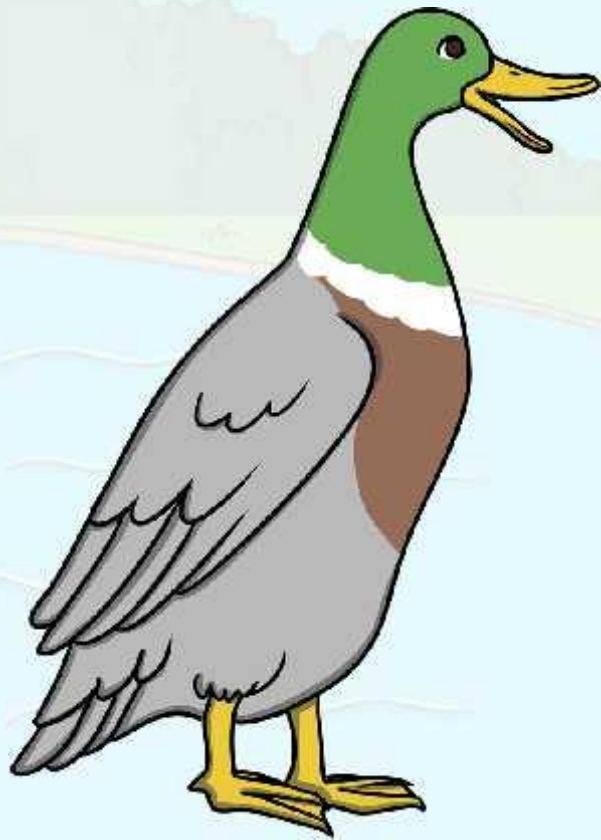


dock

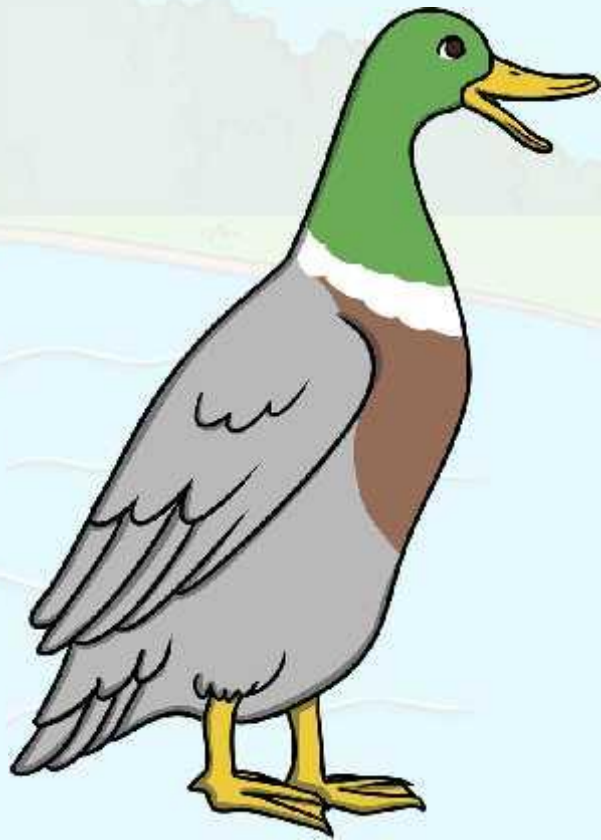


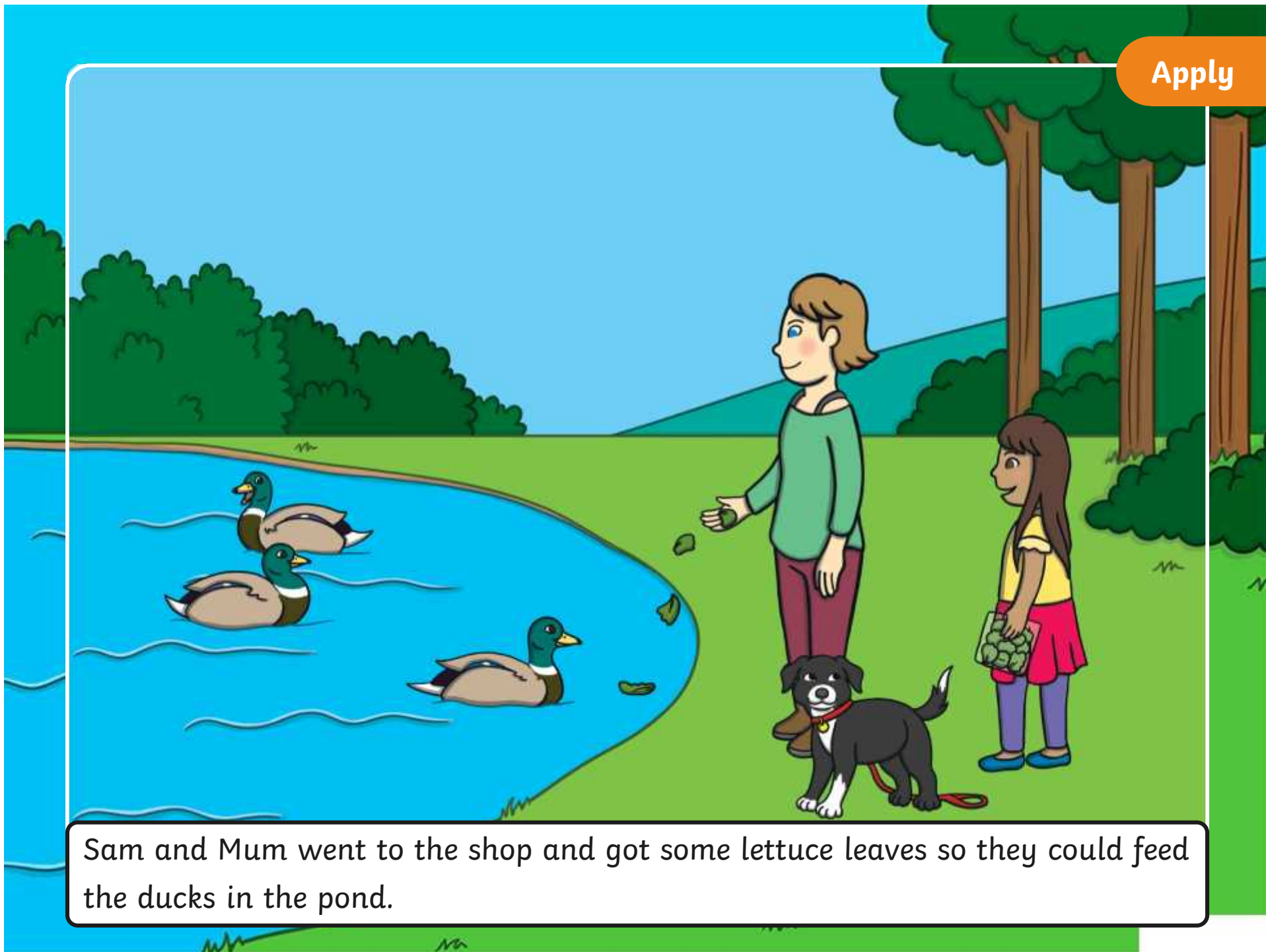






sack
• • —





Sam and Mum went to the shop and got some lettuce leaves so they could feed the ducks in the pond.

Caption Time

What funny thing did Sam see in the pond? Read the caption then click 'Show' to reveal the answer!

Click 'Sound Buttons On/Off' to select whether you want to show sound buttons under the caption.



Click me for Kit's teaching tips!



Apply

Sound Buttons On/Off

the dog and a sock
• • • • • • • ■



Show



“I think the duck can keep Ben’s stick,” laughed Sam.

“Yes, Ben has found a sock to play with instead,” replied Mum.

Ben had lots of fun splashing in the pond with the ducks.



Today, we have learnt...



Ask the children to find today's sound on their sound mat.

Click me for Kit's teaching tips!

Today, we have learnt...



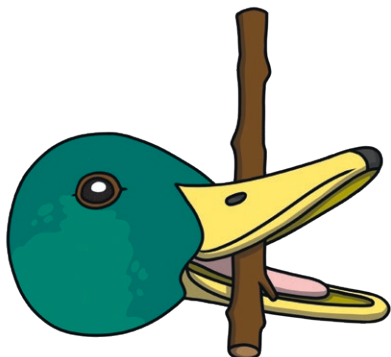
ck







Picture



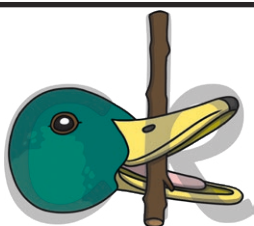
duck with a stick

Action



Make a duck's beak with your hands and pretend to pick up sticks.

Formation



Curl around the duck's head. Down the stick, up and around the top of the duck's beak, then flick out at the bottom of the duck's beak.

Double Letters

'c' and 'k' both make the /c/ sound.

When the /c/ sound appears at the end of a word, it is usually represented as a 'ck'.

'ck' normally appears at the end (or near the end) of the words.

For example,
duck
rocks

Word List

Help your child to sound out and blend to read these words.

pick
• • ■

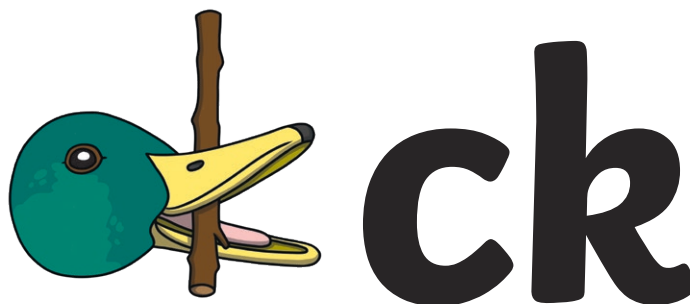
kick
• • ■

sack
• • ■

tick
• • ■

sock
• • ■

mock
• • ■



Date:

Group:

Learning Objective/Success Criteria:

- Learn to identify and read Level 2 GPCs.
- Revise learned GPCs.
- Practise oral blending and segmenting.
- Practise blending for reading.
- Practise segmenting for spelling.

- Teach reading the tricky words 'to', 'the'.
- Practise reading captions using weeks 1-4 letters, tricky words 'to', 'the' and high frequency word 'and'.
- Model spelling captions using weeks 1-4 letters and high frequency word 'and'.

Focus GPCs:

ck, e, u, r

Tricky Words:

to, the

Core Teaching	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Suggested Focus Words	kick, sock, sack, dock, pick, pack	ten, net, peg, men, neck, pet	up, mug, mud, sun, cup, Mum	red, rug, run, ram, rod, Rick	red, men, rug, sock, duck, peck
Revisit & Review (2 mins)	<p>Revise previously taught Level 2 GPCs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards, returning to any that children find difficult and addressing misconceptions.</p> <p>Use Which Picture? to practise oral blending.</p>	<p>Revise previously taught Level 2 GPCs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards, returning to any that children find difficult and addressing misconceptions.</p> <p>Revise tricky words 'to', 'the' using flashcards.</p> <p>Use Robot-Talk Time to practise oral segmenting.</p>	<p>Revise previously taught Level 2 GPCs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards, returning to any that children find difficult and addressing misconceptions.</p> <p>Revise tricky words 'to', 'the' using flashcards.</p> <p>Use Robot-Talk Time to practise oral segmenting.</p>	<p>Revise previously taught Level 2 GPCs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards, returning to any that children find difficult and addressing misconceptions.</p> <p>Revise tricky words 'to', 'the' using flashcards.</p> <p>Use Hear It, Find It and recall taught</p> <p>Use Robot-Talk Time to practise oral segmenting.</p>	<p>Revise previously taught Level 2 GPCs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards, returning to any that children find difficult and addressing misconceptions.</p> <p>Revise tricky words 'to', 'the' using flashcards.</p> <p>Use Hear It, Find It and to recall taught graphemes.</p>

Core Teaching	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Teach (5 mins)	<p>The Duck Pond Introduce 'ck' using the story, mnemonic flashcard and action. Practise forming 'ck'.</p> <p>Teach the tricky words 'to', 'the' using the Active Repetition method outlined in Section One of the Handbook.</p> <p>Teaching Tip: <i>At, or near the end, of a word, the 'c' or 'k' sound is commonly represented by both letters when the preceding vowel is short (e.g /ck/ in sock, sack, kick).</i></p>	<p>Breakfast Eggs Introduce 'e' using the story, mnemonic flashcard and action. Practise forming 'e', both upper and lower case.</p> <p>Teach the tricky words 'to', 'the' using the Active Repetition method outlined in Section One of the Handbook.</p> <p>Teaching Tip: <i>Two identical consonants next to each other are pronounced as one single sound (e.g. /gg/ in egg)</i></p>	<p>A Rainy Day Introduce 'u' using the story, mnemonic flashcard and action. Practise forming 'u', both upper and lower case.</p>	<p>Rick the Robot Introduce 'r' using the story, mnemonic flashcard and action. Practise forming 'r', both upper and lower case.</p>	Use Robot-Talk Time to model and practise oral segmenting.
Practise (10 mins)	Use Feeding the Ducks to practise blending for reading.	Use Tap the Eggs to practise blending for reading.	Use Raindrops to practise segmenting for spelling.	Use Write with Robot Rick to practise segmenting for spelling.	Use Rainy Photographs to practise segmenting for spelling.
Apply (5 mins)	Support children to practise reading the caption containing the tricky word 'the'. 'the dog and a sock'	Support children to practise reading the caption containing the tricky word 'the'. 'a sock on the egg cup'	Model spelling a caption containing the high frequency word 'and'. 'Kit and Sam and sun'	Model spelling a caption containing the high frequency word 'and'. 'Rick and a red rug'	Practise writing captions for the 'Cats and Dogs!' book using all taught GPCs and the high frequency word 'and'.

Core Teaching	Lesson 1 Level 2 Week 4	Lesson 2 Level 2 Week 4	Lesson 3 Level 2 Week 4	Lesson 4 Level 2 Week 4	Lesson 5 Level 2 Week 4
<p>Twinkl Phonics Pupil Workbook Activities (15/20 mins)</p>	<ol style="list-style-type: none"> Forming the digraph 'ck' Recognising the digraph 'ck' Writing the digraph 'ck' Reading sentences Spelling decodable words Writing a sentence <p>When writing, encourage the children to hold their pencil using the correct pencil grip.</p>	<ol style="list-style-type: none"> Forming the letter 'e' Recognising the letter 'e' Writing the letter 'e' Reading sentences Spelling decodable words Writing a caption <p>When writing, encourage the children to hold their pencil using the correct pencil grip.</p>	<ol style="list-style-type: none"> Forming the letter 'u' Recognising the letter 'u' Writing the letter 'u' Reading sentences Spelling decodable words Writing a caption <p>When writing, encourage the children to hold their pencil using the correct pencil grip.</p>	<ol style="list-style-type: none"> Forming the letter 'r' Recognising the letter 'r' Writing the letter 'r' Reading sentences Spelling decodable words Writing a sentence <p>When writing, encourage the children to hold their pencil using the correct pencil grip.</p>	<ol style="list-style-type: none"> Reading tricky words 'to' and 'the' Recognising the GPC for 'ck', 'e', 'u', and 'r' <p>In addition to completing these activities, the children can complete the following reading and writing minibooks.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>Assessment (3 mins)</p>	Can children blend to read CVC words containing taught Level 2 GPCs including 'ck'?	Can children blend to read CVC words containing taught Level 2 GPCs including 'e'?	Can children segment to spell CVC words containing taught Level 2 GPCs including 'u'?	Can children segment to spell CVC words containing taught Level 2 GPCs including 'r'?	Can children read a caption containing the words 'to' and 'the'? E.g. 'up to the sun'.

Date:

Group:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Wider SSP Provision</p> <p>Follow-Up Activities (10 mins)</p>	<p>'ck' Writing Practice to practise forming 'ck' using the correct letter formation.</p> <p>Hook a Duck to practise segmenting and blending CVC words containing the 'ck' sound.</p>	<p>Tap the Eggs to practise orally segmenting and blending CVC words.</p> <p>Mystery Eggs to practise blending to read VC and CVC words.</p>	<p>Rainy Umbrellas to practise segmenting to spell CVC words containing 'u'.</p> <p>Puddle Splash to practise recognising Level 2 GPCs, segmenting and blending CVC words.</p>	<p>Robot Rick's Missing Letters to practise segmenting to spell CVC words containing 'r'.</p> <p>'r' Writing Practice to practise forming upper-case 'R' and lower-case 'r' using the correct letter formation.</p>	<p>Cats and Dogs! Reading Minibook to practise oral blending with adult support.</p> <p>Cats and Dogs! Writing Minibook to practise segmenting to write words with adult support.</p> <p>Physically Active Phonics Quick Activity - Treasure Islands to practise recalling the graphemes 'ck', 'e', 'u' and 'r' when given the spoken sound.</p>
<p>Explorasaurus Activity (10 mins)</p>	<p>Duck's Pick-Up Sticks Practise orally segmenting words to say whether 'ck' can be heard in the middle, at the end or not at all.</p>	<p>Collect the Eggs Practise blending with letters to read CVC words containing 'e' and orally segmenting CVC words containing 'e'.</p>	<p>Under the Umbrellas Practise blending with letters to read CVC words containing 'u' and isolating the phoneme 'u' when orally segmenting CVC words.</p>	<p>Robot Rick's Red Rockets Practise hearing the sound 'r' and identifying missing letter sounds in CVC words.</p>	<p>Growing Interactive Phonics Display Practise the GPCs 'g', 'o', 'c', 'k', 'ck', 'e', 'u' and 'r', matching pictures and objects to their initial, medial vowel or final sound.</p>
<p>Song</p>		<p>(To the tune of 'She'll Be Coming Round the Mountain')</p> <p>We like eating eggs for breakfast, e - e - e We like eating eggs for breakfast, e - e - e We like eating eggs for breakfast, Eating eggs for breakfast, We like eating eggs for breakfast, e - e - e!</p>	<p>(To the tune of 'Old King Cole')</p> <p>u - u - u! It's a very wet day, So umbrellas are what we need. Put them up, Out we go, Running fast, Walking slow, u - u - u we'll be dry indeed!</p>	<p>(To the tune of 'Frère Jacques')</p> <p>Walk like robots, Walk like robots, r - r - r r - r - r Let's all move our arms round, Let's all move our arms round, r - r - r r - r - r</p>	

Level 2 Week 4 Workbook - Adult Guide



Level 2

The pupil workbook is designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learned during their daily phonics teaching. Once children are familiar with the structure of the workbook, they should be able to work through most of the activities independently, while you spend time working with those children who would benefit from further adult support.

The activities can be completed in any order and you can choose whether children should complete all of the practice activities or whether they should focus on consolidating specific skills.

Form the letters/letters.

Letter formation - Encourage children to use the mnemonic and formation rhymes to trace the lower-case and capital letters. They can then practise writing two rows each of lower-case and capital letters. Ensure children are starting and ending their letters at the correct points and check for correct tripod pencil grip. There is only lower case formation practice for the digraph 'ck'.

Find the letter/letters.

Letter recognition - Encourage children to read the sounds and circle the focus grapheme. They could also work with a partner and read the sounds to each other. In lessons 2-4, remind them to look for the capital letters too.

Write the letter/letters.

Sound recognition and writing - Encourage children to say what they see in each picture and then complete the words by writing the focus grapheme. The focus of this activity is not for the children to read the words, as they are not fully decodable at this level. It should be treated as an opportunity to listen for and write the focus grapheme.

Read the sentences.

Blending to read sentences - Encourage children to use their blending skills to sound out the decodable words in each caption/sentence. They may find it helpful to draw sound buttons under each decodable word.

Write the words.

Segmenting to write words - This is an adult-led dictation activity. The words can be found in the table below. When writing words, encourage children to say the word aloud slowly, count each phoneme and write down the letter/grapheme for each phoneme as they say it. Children should then be encouraged to check what they have written by reading it back (sounding it out). Encourage children to work as independently as possible and to refer to their sound mats or your classroom sounds display for support.

Write the caption/sentence.

Segmenting to write captions/sentences - This is an adult-led dictation activity. The captions and sentences can be found in the table below. When writing captions/sentences, encourage the children to follow these simple steps to help:

1. Encourage the children to say the caption/sentence they are attempting to write out loud.
2. Model saying their caption/sentence by repeating it back to them, making any necessary corrections.
3. Invite all the children to say the caption/sentence in different voices, several times, so they are all familiar with it.
4. For some children, it helps to count how many words there are in the caption/sentence; you could add claps as you say it out loud.

- Encourage the children to continue to say their caption/sentence aloud as they write it. Once written, ensure they reread it to check it is correct.

Remember - think it, say it, write it, check it!

	Focus words	Focus captions/sentences
ck	kick, sock, pack, pick	A cat got cod in a pack.
e	get, neck, men, set	nap in a net
u	up, tum, sun, cut	tuck ted in a cot
r	rag, rot, rock, ram	Kit ran on a red rug.

If children are not ready to write, encourage them to use magnetic letters to find the focus graphemes and if they are ready, make the focus words.

Focus on the child's spelling using the focus grapheme, rather than the punctuation or capital letters, if children are not yet ready for this step.

Lesson 5

In Lesson 5, children can complete the following activities, in addition to reading or writing the corresponding minibook for the lesson. For further reading practice, there is also an additional minibook available.

Read the tricky words.

Reading tricky words - Encourage children to read each tricky word and identify the tricky part. This will have been discussed during the daily phonics teaching but it is worth noting that different children may find different parts of the word tricky and it is important that each child is able to identify what is tricky for them. Ask the children to colour the part of the word that they find tricky.

Circle and underline.

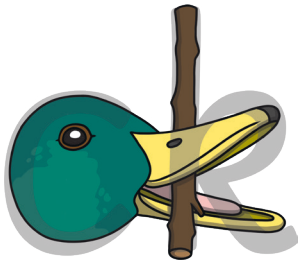
Grapheme and tricky word spotter - Encourage the children to search for the focus graphemes and tricky words within the sentences and circle/underline them with the corresponding colour.

From week 4 onwards, the children have additional dictation activities linked to each lesson and Lesson 5 focuses on recapping the new graphemes and tricky words.

Pupil Workbook
Level 2 Week 4
ck e u r
to the

Name: _____

Focus: ck

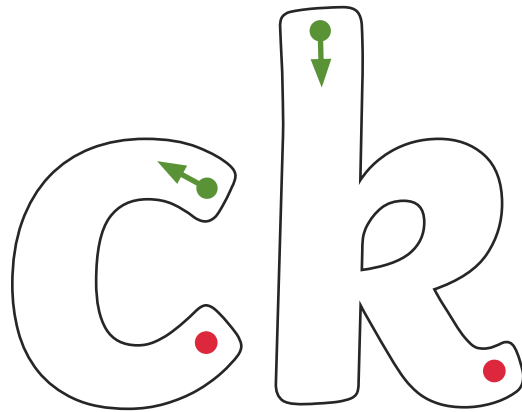
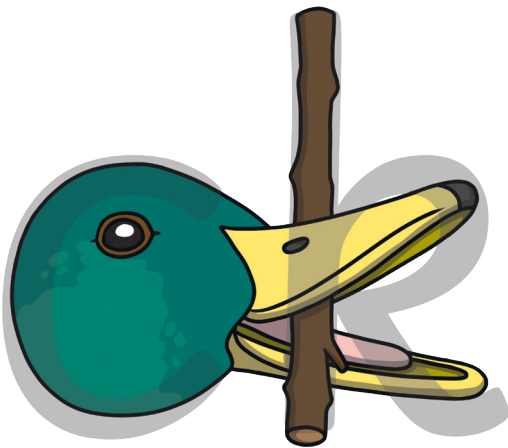


ck



Make a duck's beak with your hands and pretend to pick up sticks.

1. Form the letters.



Curl around the duck's head. Down the stick, up and around the top of the duck's beak, then flick out at the bottom of the duck's beak.

ck

ck

ck

ck

2. Find the letters.

Read and circle each **ck** you can see.

ck t m a ck p n g t c g d o s k ck i

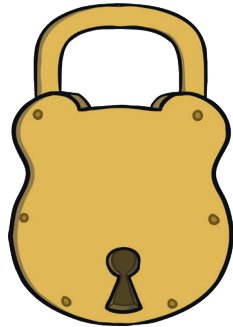
3. Write the letters.

Complete the words by writing the **ck**. Can you say the word?

so__



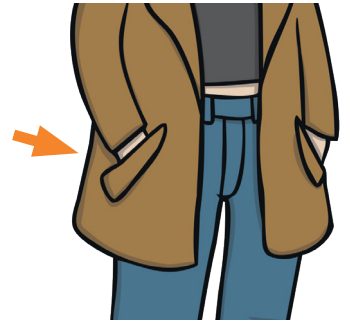
lo__



ro__et



po__et



Focus: **ck**

4. Read the sentences.

Remember, you can add sound buttons to help you.

Dad and Kit got a sack.

Sam is sick and sad.

The dog got a tick as it sat in a pot.

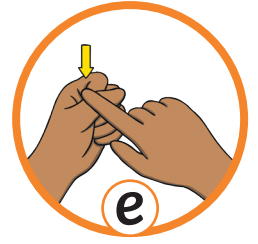
5. Write the words.

Listen to the words carefully.

6. Write the sentence.

Listen to the whole sentence.

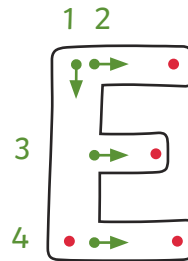
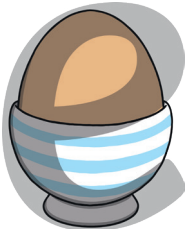
Focus: e



e E

Make an egg with one hand and tap it with the other.

1. Form the letter.



Around the egg and under the cup.

Make a straight line going down first then three lines more, stretching to the right to make the sky, the middle and the floor. The middle line is shorter than the other two lines. You've made a capital E and you're doing just fine!

e _____

e _____

E _____

E _____

2. Find the letter.

Read and circle each **e** you can see.
Remember to look out for the capital letters too.

i E n k a e s g p E m d c k o t c e

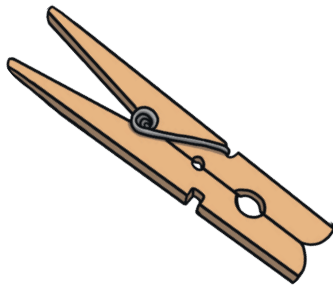
3. Write the letter.

Complete the words by writing the **e**. Can you say the word?

__gg



p__g



__lbow



__lf



Focus: e

4. Read the sentences.

Remember, you can add sound buttons to help you.

Dad met a man on the deck.

Get a peg on the sock.

The dog can dig in the pig pen.

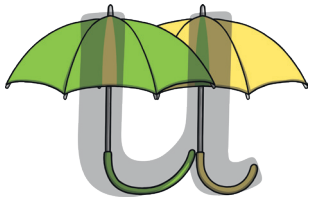
5. Write the words.

Listen to the words carefully.

6. Write the caption.

Listen to the whole caption.

Focus: u

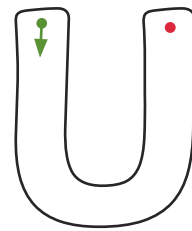
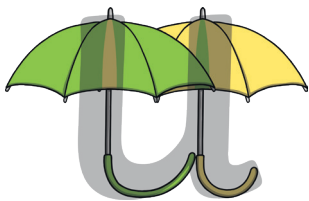


u U



Make one hand into an umbrella and sprinkle rain on it.

1. Form the letter.



Down one umbrella handle, up and down the other.

Upper case U is like the lower case one. Start at the top, loop down and up, this is fun.

u _____

u _____

U _____

U _____

2. Find the letter.

Read and circle each **u** you can see.
Remember to look out for the capital letters too.

U c k i g u a c e p d U n t m u s k o

3. Write the letter.

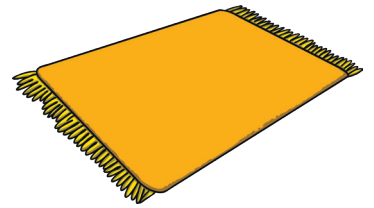
Complete the words by writing the **u**. Can you say the word?

c__p

__mbrella

__pset

r__g



Focus: **u**

4. Read the sentences.

Remember, you can add sound buttons to help you.

Sam is not in the mud.

Kit put a mug on the mat.

Kit and Sam sit in the sun.

5. Write the words.

Listen to the words carefully.

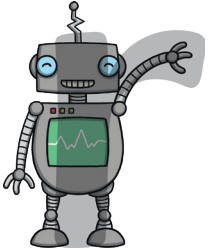
6. Write the caption.

Listen to the whole caption.

Focus: r

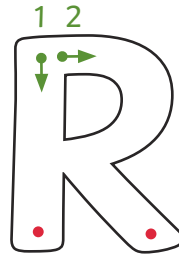
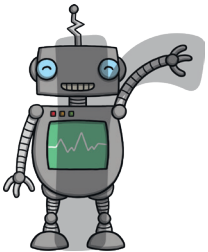


Move your arms like a robot.



r R

1. Form the letter.



Down the robot's body,
up and over its arm.

Draw a straight line going down like many letters before. Add a loop from the top to middle like the start of a B but there's more. A bit like a capital K, this letter has a kick, but only one to the bottom not to the top, that's the trick.

r _____

r _____

R _____

R _____

2. Find the letter.

Read and circle each **r** you can see.
Remember to look out for the capital letters too.

R s d r c k a n k R i o p r m g e c t u r

3. Write the letter.

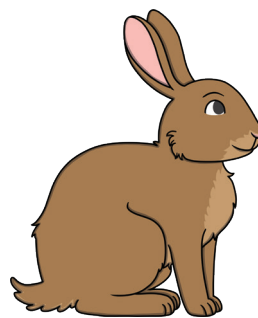
Complete the words by writing the **r**. Can you say the word?

___ing

___at

___abbit

___ed



Focus: **r**

4. Read the sentences.

Remember, you can add sound buttons to help you.

A red dot on the rug.

A rat in the mud.

Mick met a man on the red rock.

5. Write the words.

Listen to the words carefully.

6. Write the sentence.

Listen to the whole sentence.

Focus: **ck e u r**
the, to

1. Read the tricky words.

Colour the parts of the words that are tricky.

the to

2. Circle and underline.

Find and circle **ck, e, u** and **r**.
Underline the tricky words **the** and **to**.

Mum pegs up the red socks.

Run to the red rocket.

