WORD MOUNTAIN



Help Horatio to read and spell these words. Use them to climb the Word Mountain.

in	was	is
I	he	it


Look


Say


Cover


Write


Check

	1	2	3
in			
was			
is			
I			
he			
it			

Name


A.T.

© HOPE EDUCATION LANGUAGE SERIES KEY STAGE 1

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WORD MOUNTAIN



Help Horatio to read and spell these words. Use them to climb the Word Mountain.

a	the	that
to	and	of


Look


Say


Cover

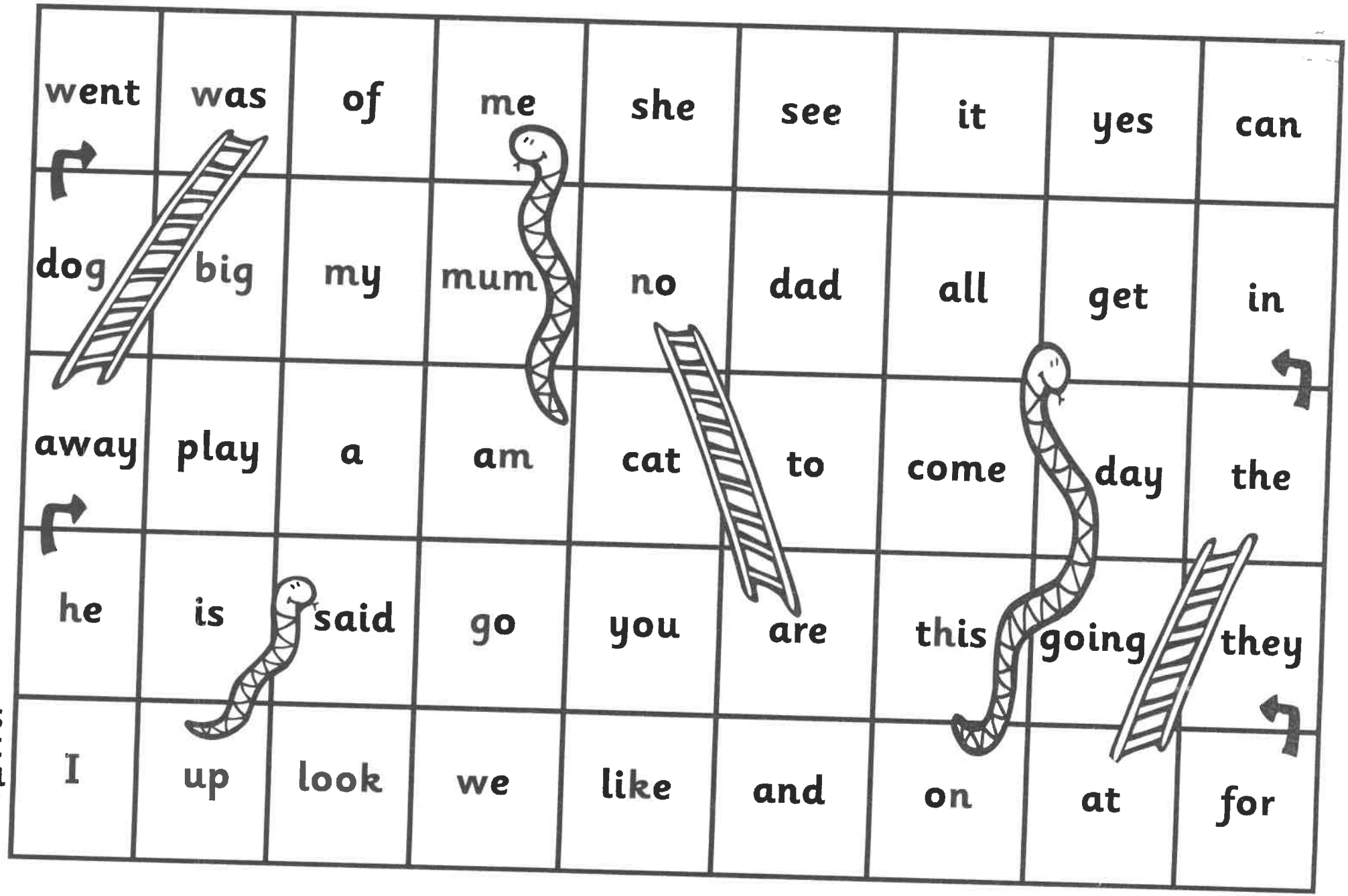

Write


Check

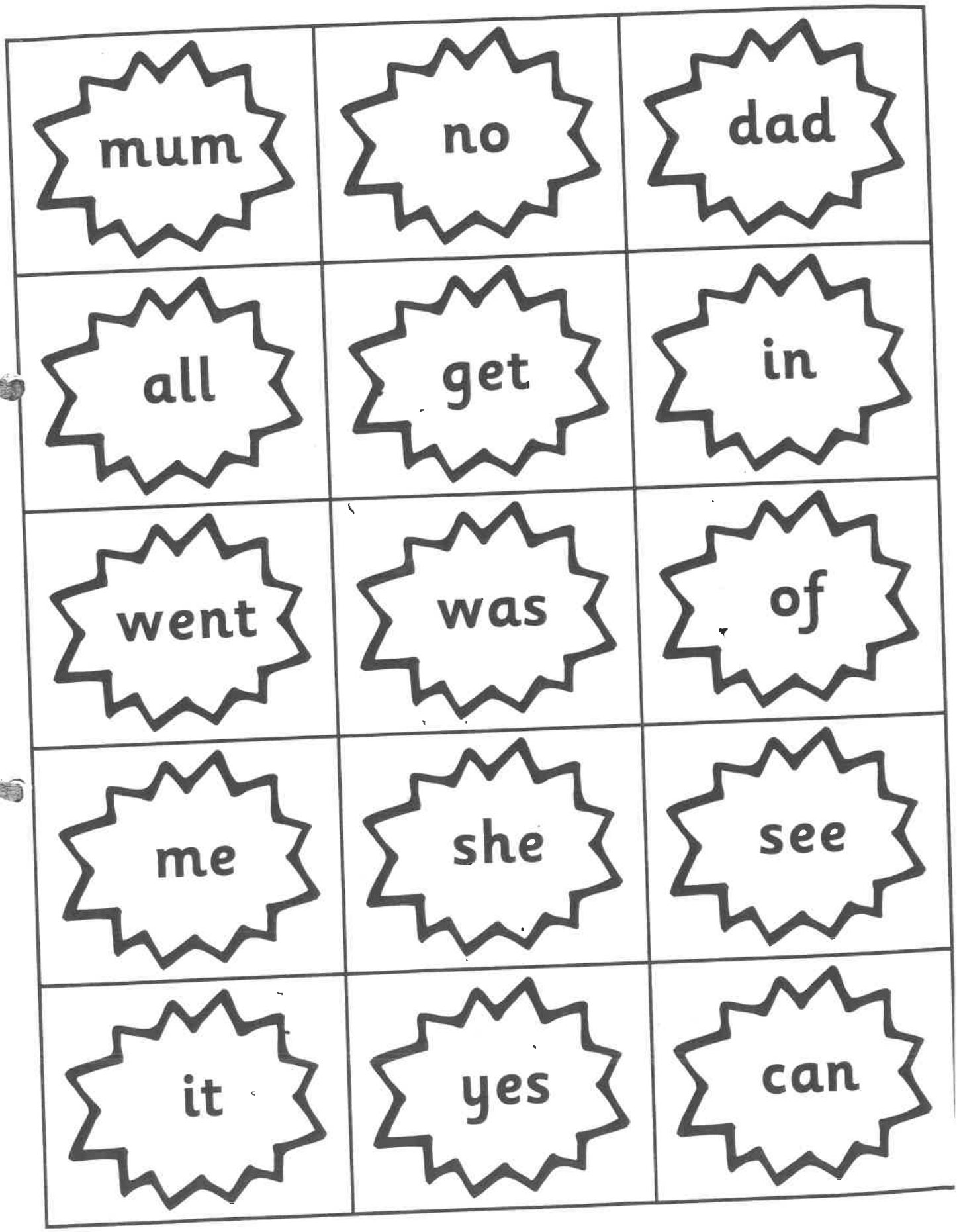
	1	2	3
a the that to and of			

Name


A.T.


went
was
of
me
she
see
it
yes
can
dog
big
my
mum
no
dad
all
get
in
away
play
a
am
cat
to
come
day
the
he
is
said
go
you
are
this
going
they
I
up
look
we
like
and
on
at
for
Start

Name _____

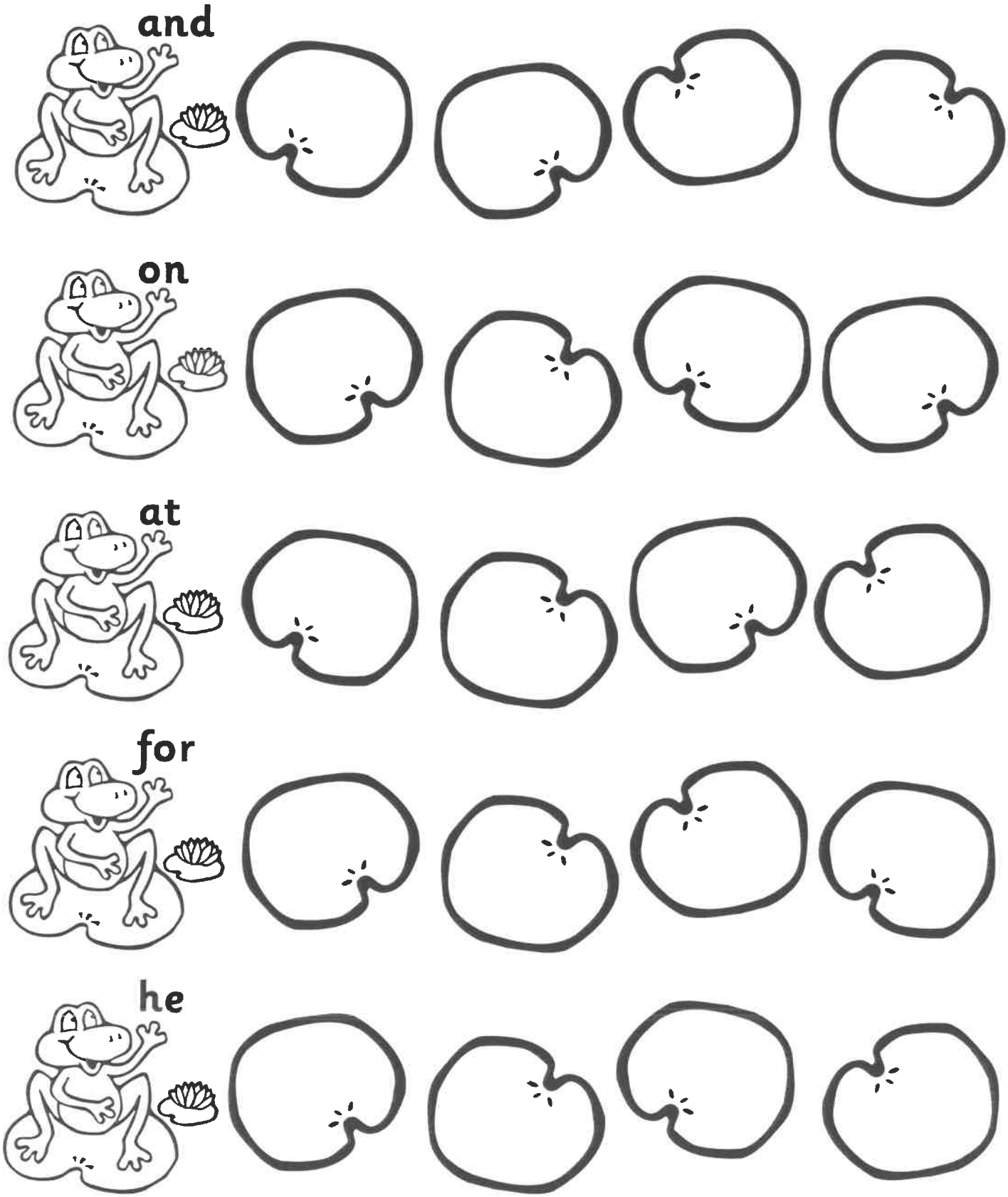


©Keyword Fun Activities Reception LDA

Easylearn's 100 common words: the first 30 (2)

1 it	1 said	1 was
2 my	2 that	2 we
3 of	3 the	3 went
4 on	4 they	4 with
5 one	5 to	5 you

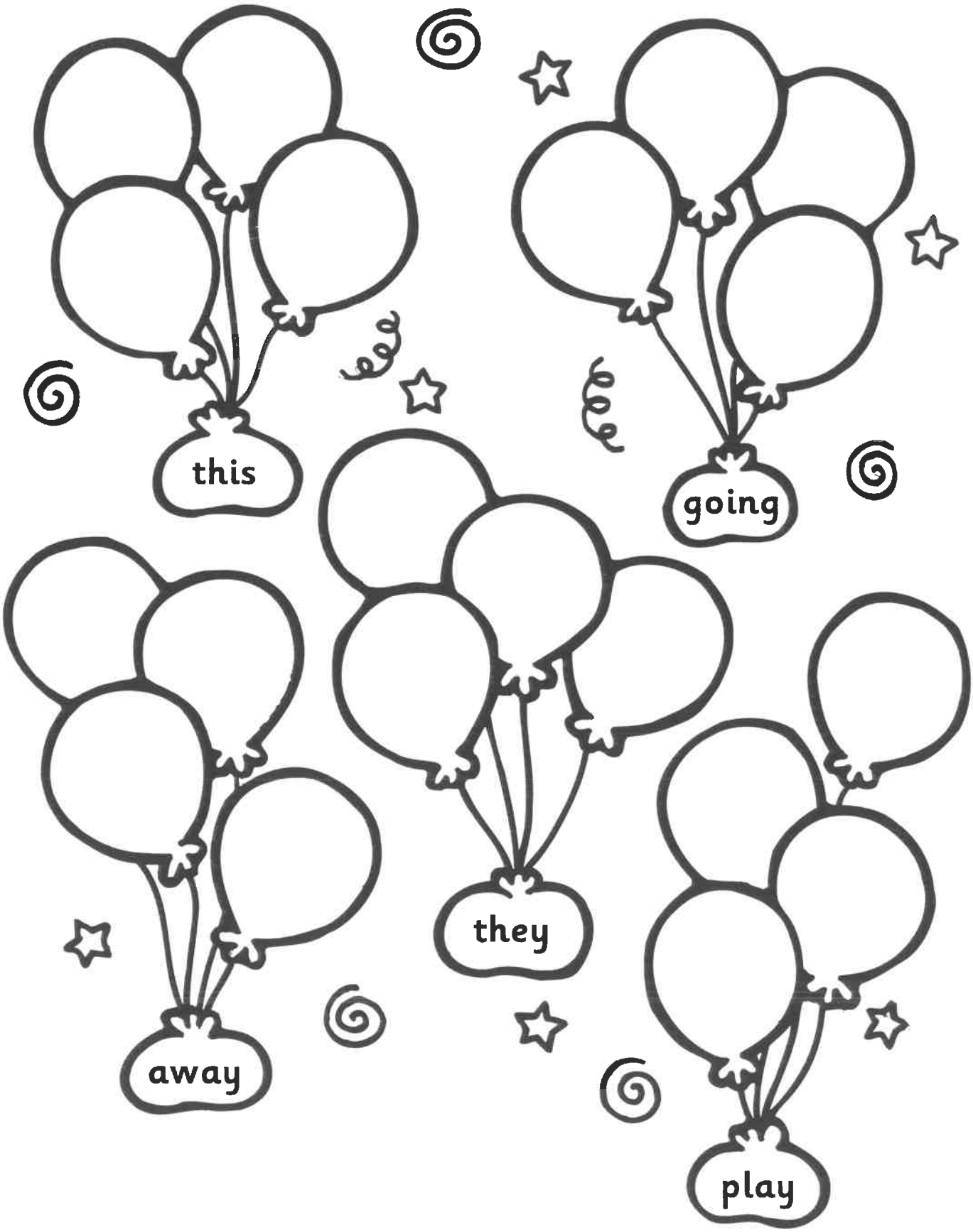
Help the frogs cross the lily pads.
Write the word on each pad.



©Keyword Fun Activities Reception LDA

Name_____

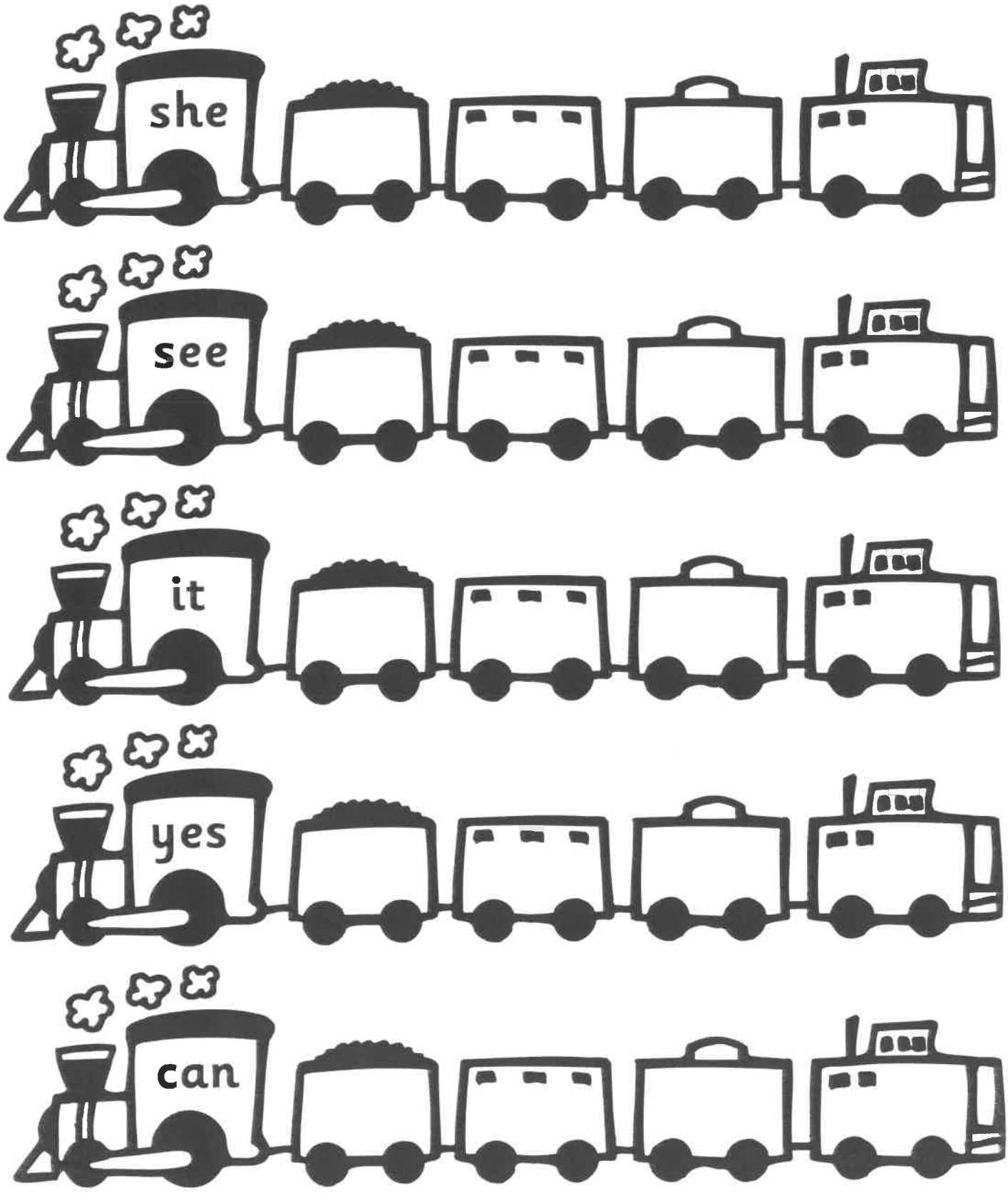
Finish the balloons for the party.
Write the words on the balloons.



©Keyword Fun Activities Reception LDA

Name_____

Help the train to pull the carriages.
Write the word on each carriage.



©Keyword Fun Activities Reception LDA

High-Frequency Words used in this Book

The first 10 words

a and he I in

is it the to was

The second 10 words

for his my of on

said that we went you

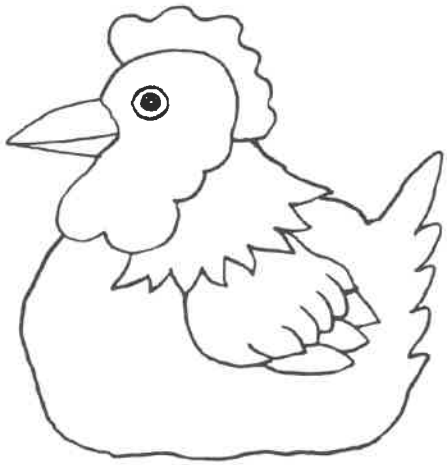
The third 10 words

are as at be but

had have one they with

Words listed alphabetically

I can read all these words.



said

are

we

as

had

but

his

have

at

of

one

be

you

they

with

Teacher's comment



name _____

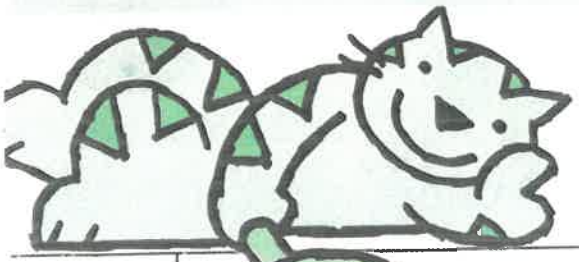
goal!
he
I
the
and
it
is
in
a
to
was

Easylearn's 100 common words: the first 30 (1)

1 a	1 be	1 he
2 and	2 but	2 his
3 are	3 for	3 I
4 as	4 had	4 in
5 at	5 have	5 is

This page is for lots of practice.
On each line, circle the one that matches the one on the left.

Letter-matching



a	@	d	g	b	e
b	p	h	a	b	g
f	h	t	i	b	f
n	m	u	h	n	w
w	m	w	u	n	v
p	q	d	p	h	g

So clever! Find the badge which says 'great work'.

Now that you know all your letters, let's play I Spy.

Look at the pictures and join them to the right letter at the bottom of the page.



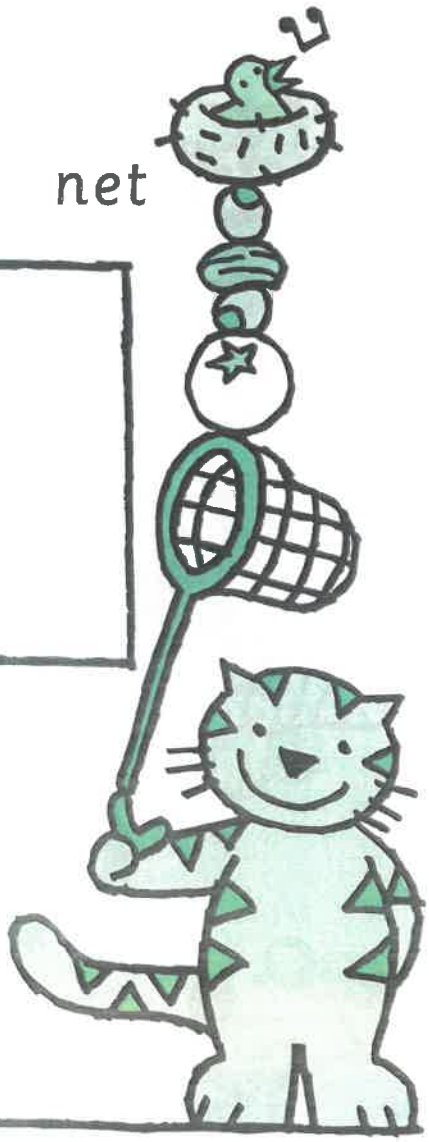
a c t o p n v

n is for nine nice nurses
needing a nap

n N

Here's something new. (n for new!)
Look at these words and circle n.
Can you draw a picture of each n word?

nest cat nuts tomato net



What part of your body
begins with n?
Can you draw it here?



n is for nice work.

h H

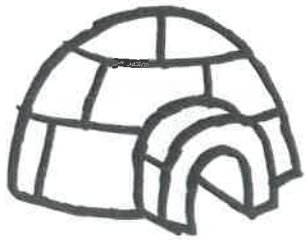
h is for hungry hippos
with hilarious hats on their heads

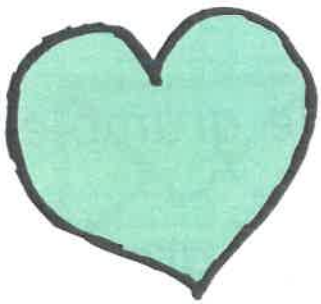
i I

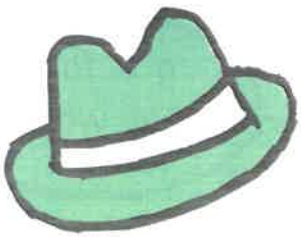
i is for incredibly itchy insects
inside an inkwell

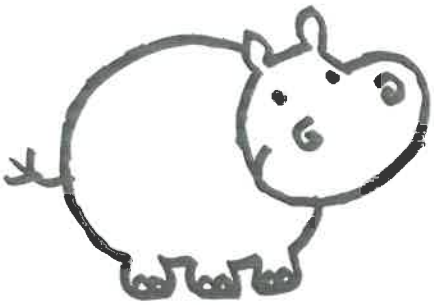
Say the sound h h h h. It sounds like laughing, doesn't it?
Say i i i i.

Circle in blue the pictures of things which start with h.
Circle in red the things which start with i.







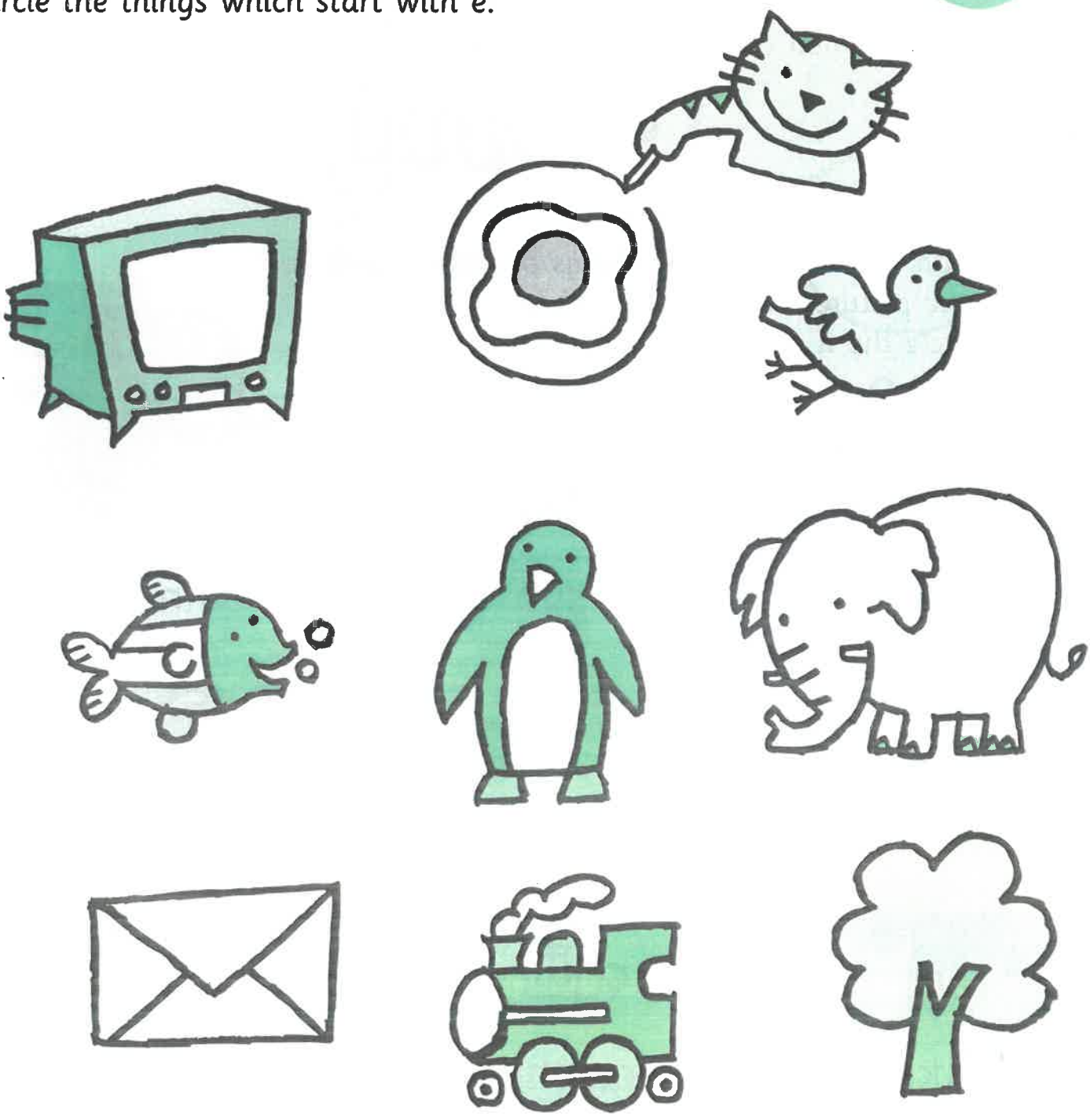


Learning point: we have avoided words which start with the long i sound (like ice). But if your child is managing well, you can add that some letters have more than one sound, such as e for eagle, a for ape.

e is for exciting endings
and extra eggs for everyone

e E

Circle the things which start with *e*.



Multisensory activity: you need a piece of paper and some wool. Draw a big egg on the paper. Help your child decorate it like an Easter egg. With the wool, make an e shape and stick it on the paper. Do the same multisensory actions as described on page 5. Make sure your child starts the e from the middle, not the bottom.

e is for excellent.

Star sticker goes here.

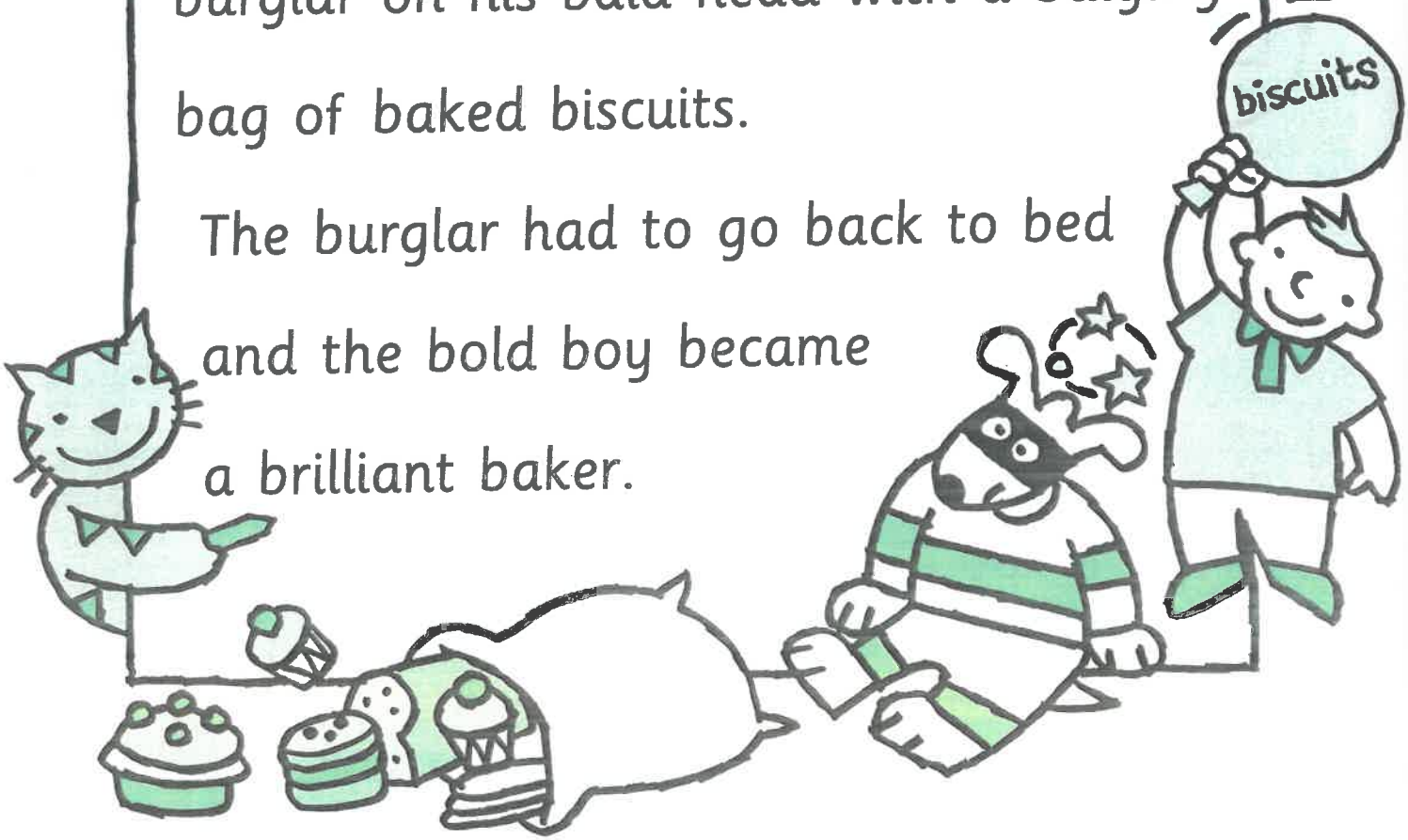
b begins busy bees
and beautiful butterflies on buttercups

b B

Read this story. Can you hear the b sound?
Can you say: b b b b ?

The brave boy bopped the big bad burglar on his bald head with a bulging bag of baked biscuits.

The burglar had to go back to bed and the bold boy became a brilliant baker.



Now can you put a circle round all the b letters?
Find the badge which says 'brilliant work'.

Tip: make this easier by covering up all the lines except one, to encourage your child to scan along one line at a time.

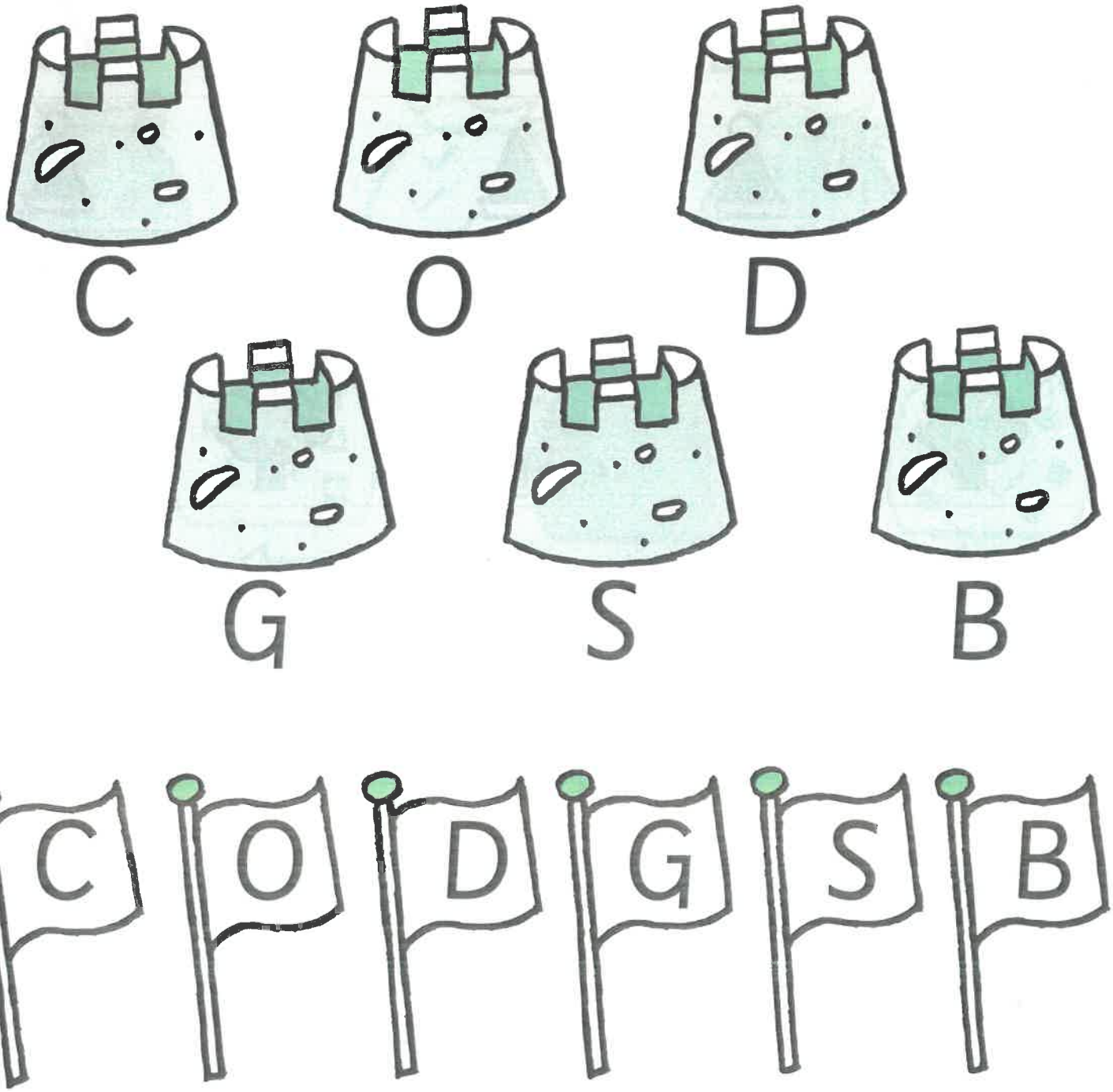
Multisensory teaching: this simply means 'using many senses'. We all remember things better if we use more than one of our senses. For example, we learn phone numbers better if we say them aloud *and* look at them.

Children learn letters best if they can see, hear, say and even feel them. They can feel the shapes their mouths make and use their fingers to feel the shapes in sand. There are lots of ideas in this book.

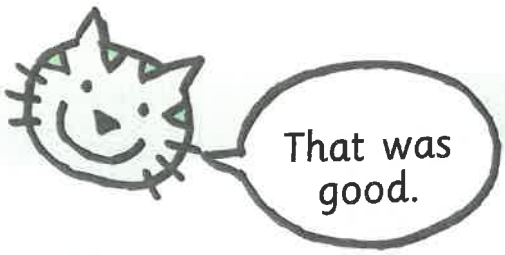
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Some children made sandcastles and put a flag on top.
But the wind blew the flags away.
Can you find the right flag for each sandcastle?

Letter-matching



Learning point: notice that we have used capital letters. It is best if small children only use capitals for the start of a name. Here, we are only asking the children to notice the shape, rather than the sound. Lower-case letters are what he/she will learn first at school.



Let's practise some more.

Matching and direction









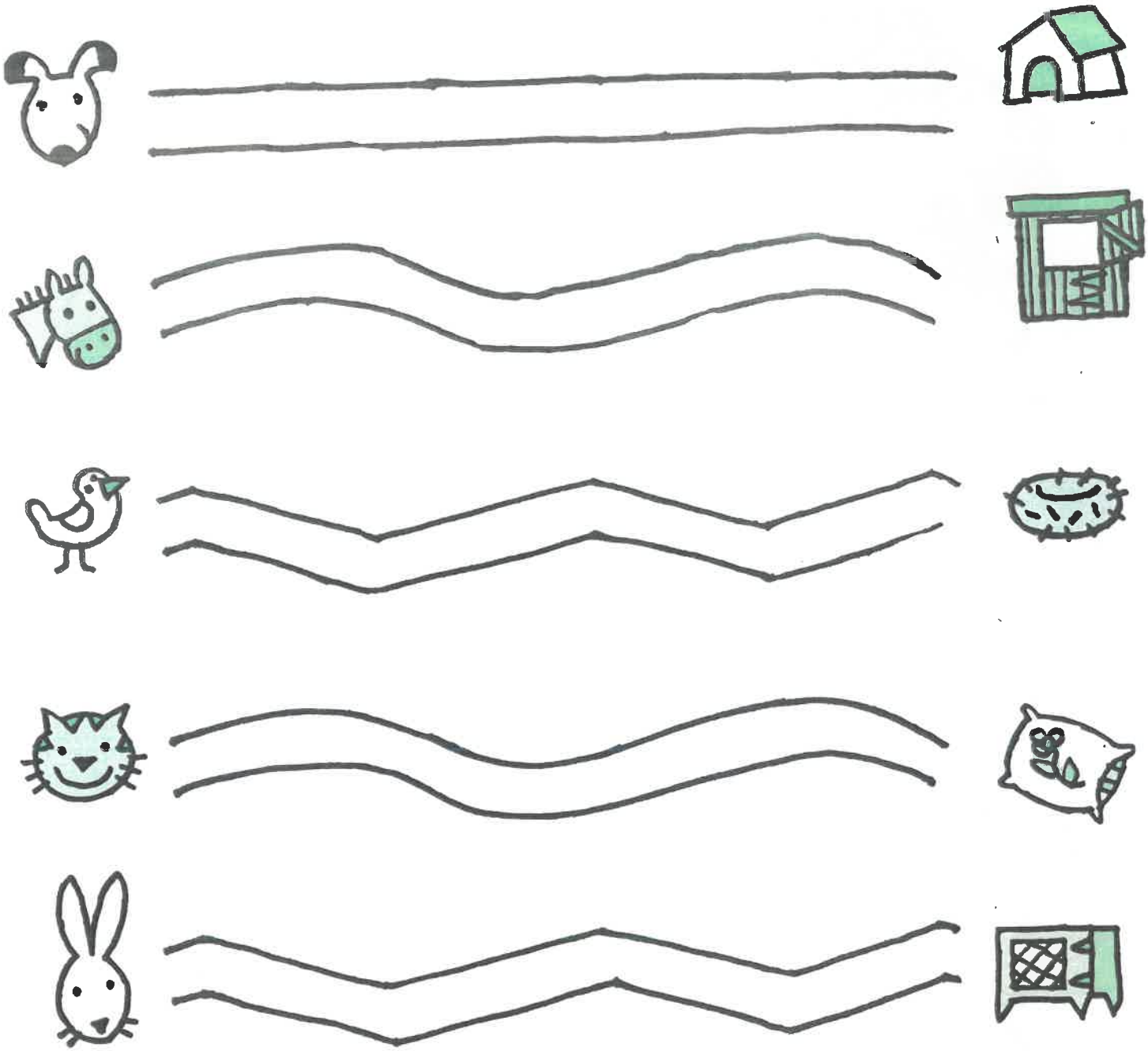





Lovely work. Well done!

Practising direction

Let's practise some more.
Help these animals find their homes.



Great work! You did that so well.
Now you can find the badge which says:
'I know which way words go'.

Are you having fun?



Words can only go one way. If they go the wrong way we can't read them.

Direction of print

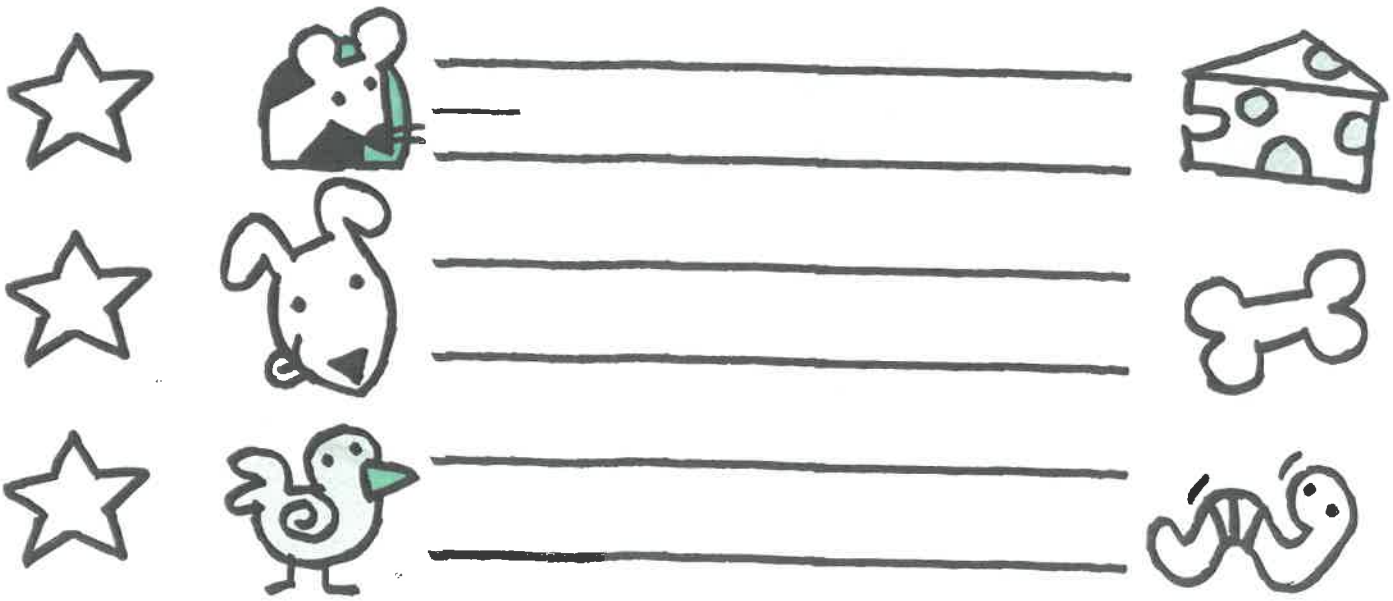
This star shows which side words start. Start at the star.

Your name must go the right way, too.
Parent: write your child's name here.



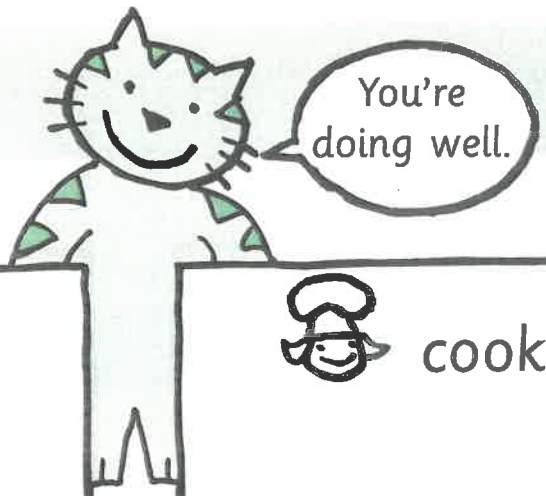
Let's practise going the right way.
Follow these paths with your finger first.
Then do it with a pencil.





Learning point: direction of print needs to be reinforced from an early age. Children may take a long time to get the hang of it. It is even more important for left-handers or for a child who may find learning to read difficult for any reason. You could put a star on your child's left hand, or make a star card (see next page).

Can you do some more?
I just love to see you draw.



log

cook

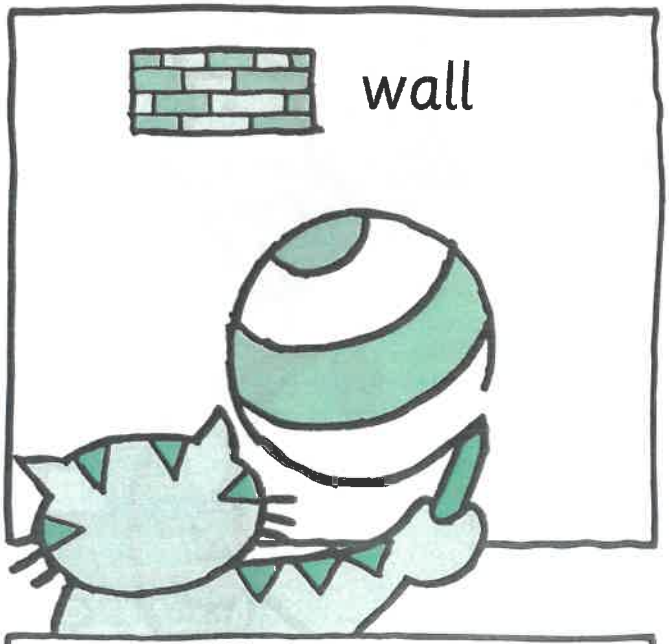
jelly

lake

Find the badge which says 'super worker'.

Something new for you this time.
Draw a picture of a rhyme.

Ask a grown-up to read the word.
Draw something which rhymes with it.





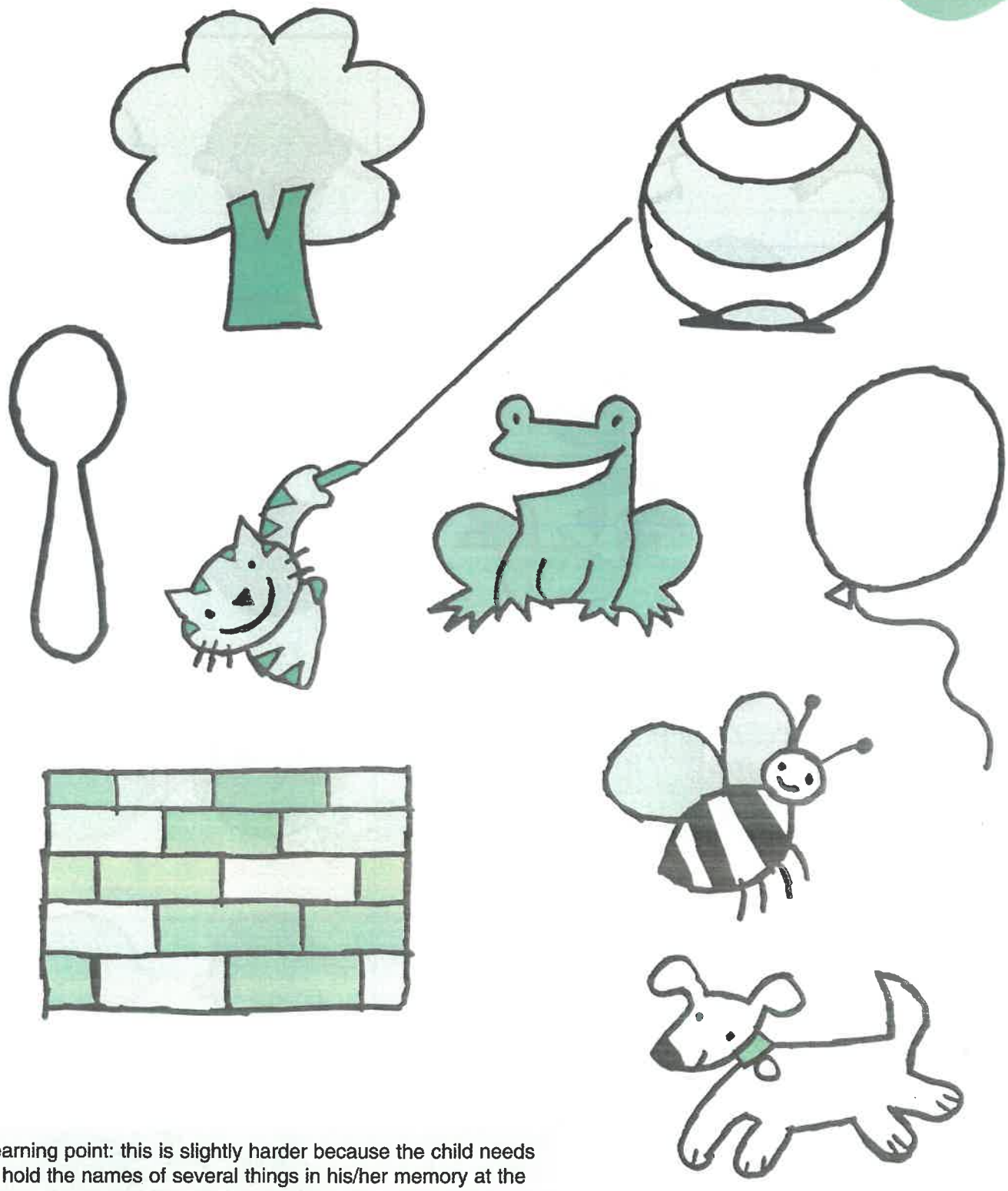




Learning point: drawing is an important form of communication for a child who is not yet writing. Many children lack confidence, so give your child lots of encouragement and any help necessary. Encourage as many details as possible. If your child really dislikes drawing, write the word which he/she tells you.

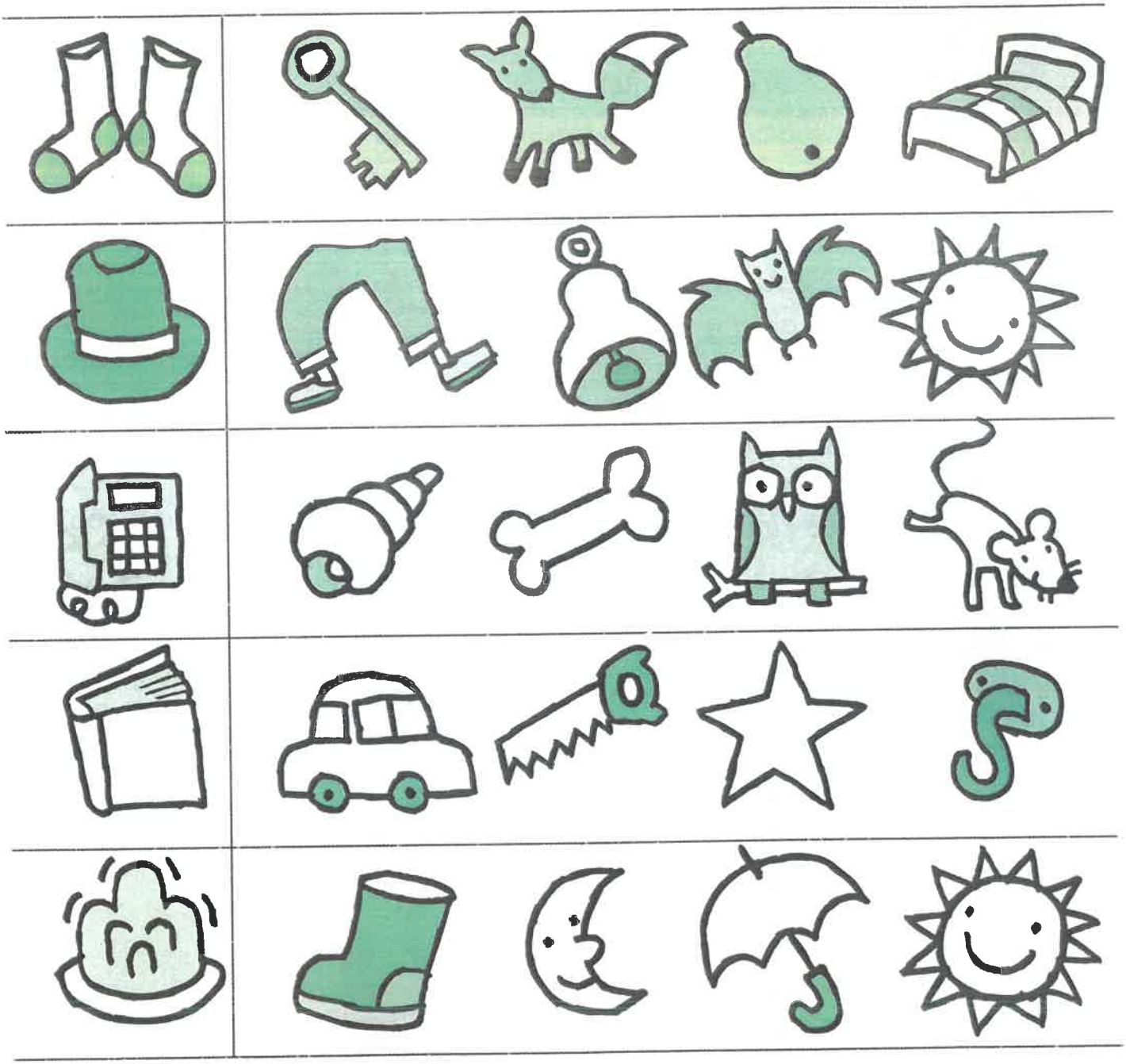
Very good! I thought you could.

Here is something new this time.
Can you join the things which rhyme?



Learning point: this is slightly harder because the child needs to hold the names of several things in his/her memory at the same time. It is a good sorting exercise, too, which helps mathematical skills.

One more, just to make sure.



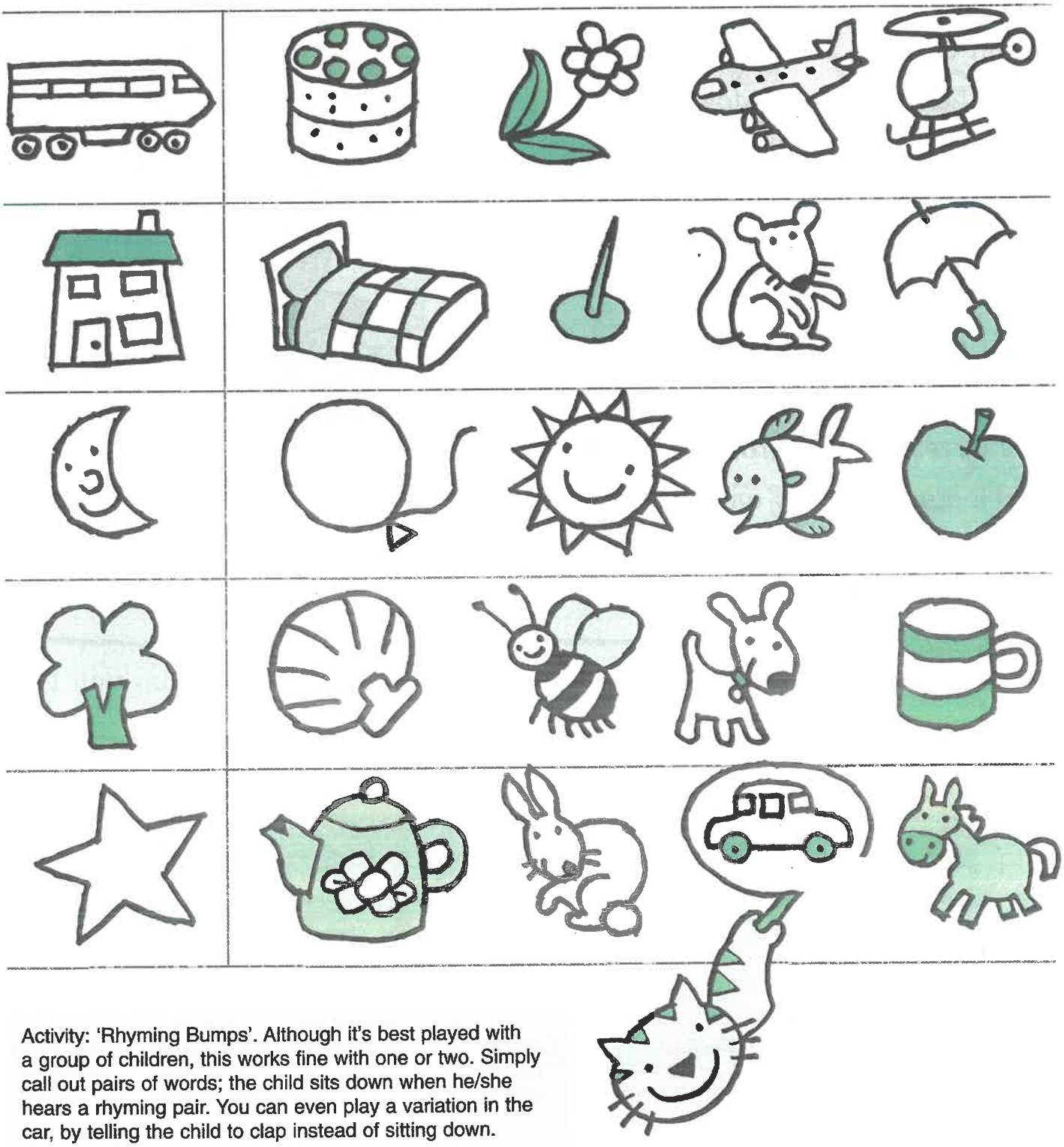
Learning point: did your child find the last one difficult because he/she was thinking of 'boot' instead of 'welly'? This is an example of 'lateral thinking', where we need to consider different possible answers to the same question.



You are doing so well.
Find the badge which says 'easy peasy'.

Here's something new for you to do.

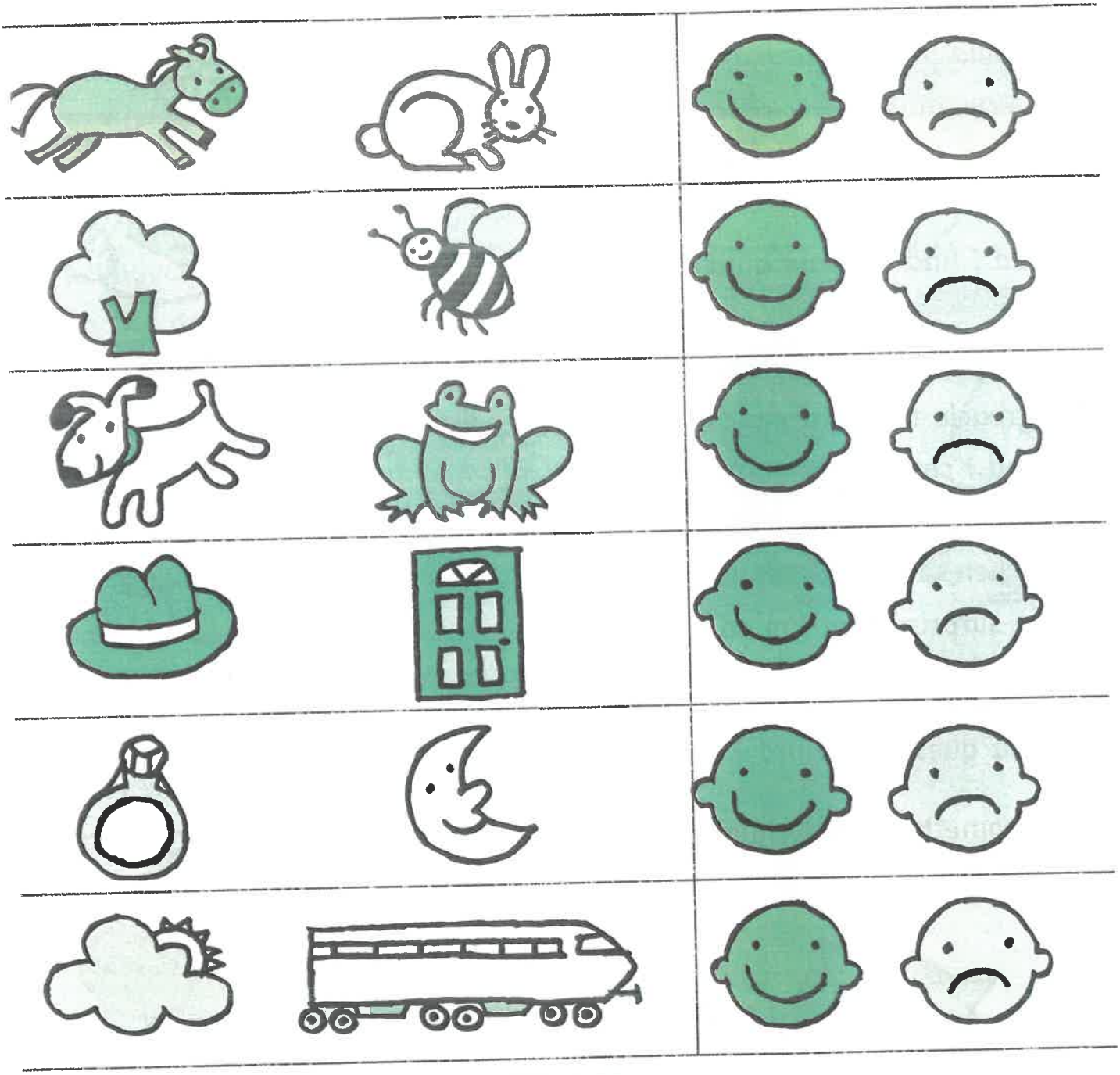
Look at the picture on the left.
Look along the line and circle one which rhymes.



Activity: 'Rhyming Bumps'. Although it's best played with a group of children, this works fine with one or two. Simply call out pairs of words; the child sits down when he/she hears a rhyming pair. You can even play a variation in the car, by telling the child to clap instead of sitting down.

Well done. Was it fun?

That was so much fun.
Can you do another one?

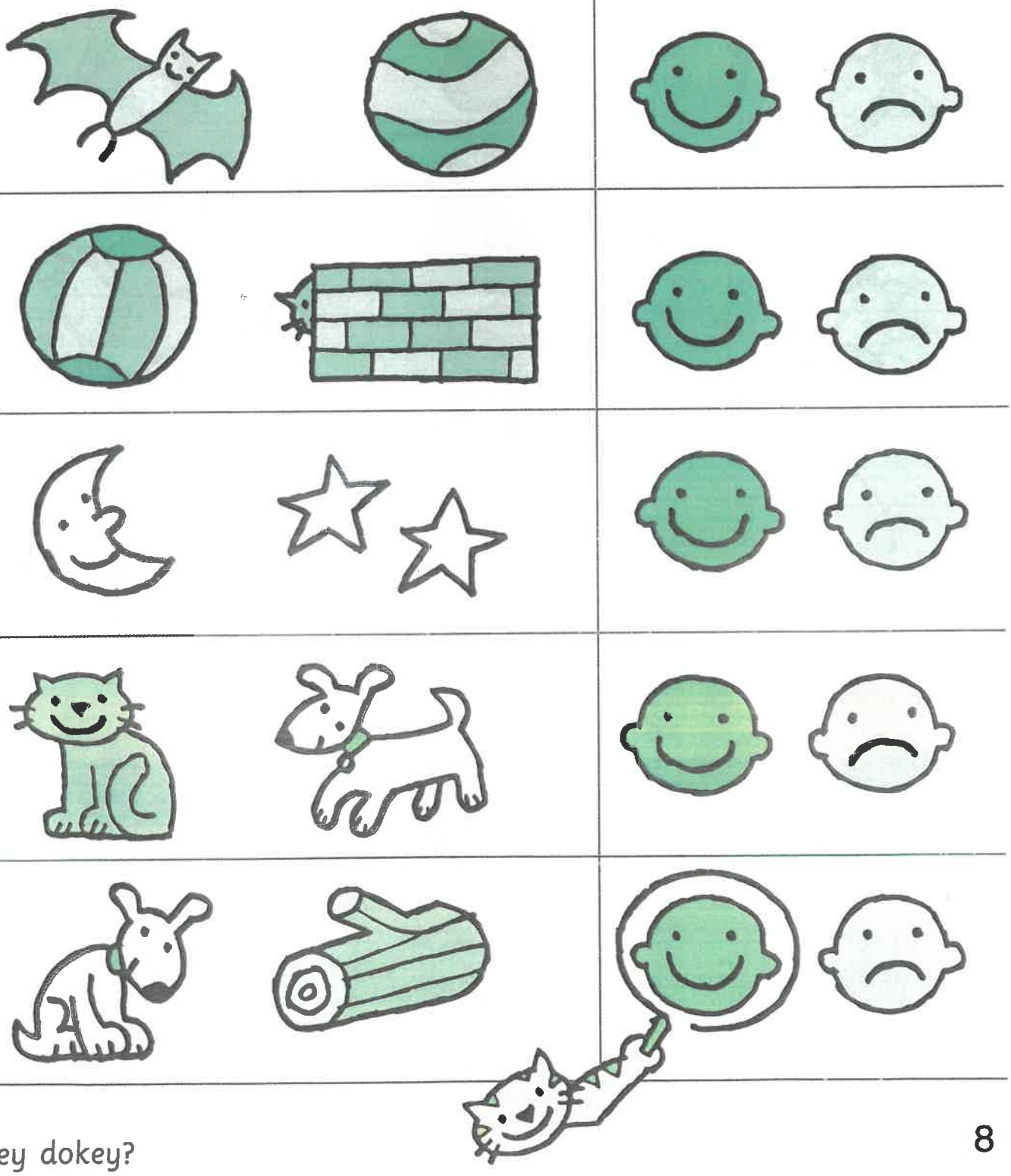


Learning point: some children get muddled between 'what RHYMES with?' and 'what sound does it BEGIN with?' This is quite natural. To avoid it, don't teach letter sounds at the same time.

You are learning about rhyme
and having fun at the same time.

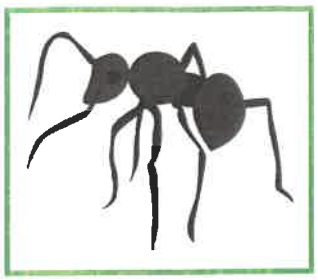
Something new for you to do.

Look at the pairs of pictures.
If the pair rhymes, circle the happy face.
If it doesn't, circle the sad face.



www.earlylearninghq.org.uk

What minibeasts can you find today?



Ant ☐



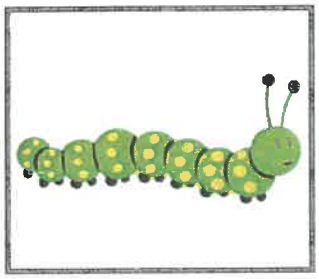
Beetle ☐



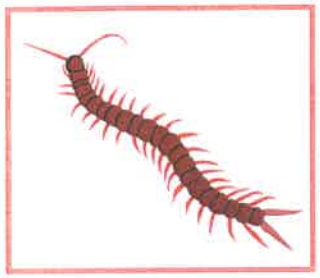
Bumble Bee ☐



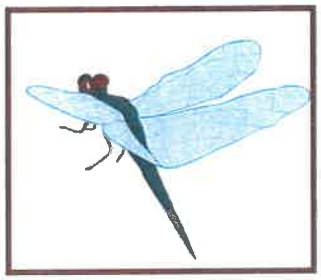
Butterfly ☐



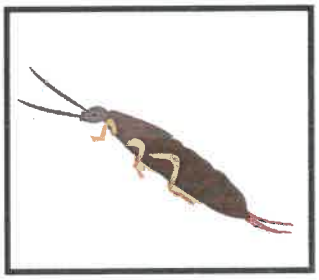
Caterpillar ☐



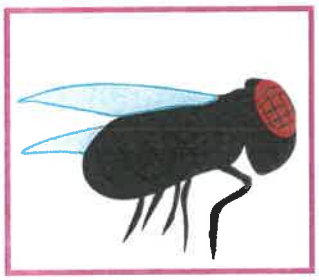
Centipede ☐



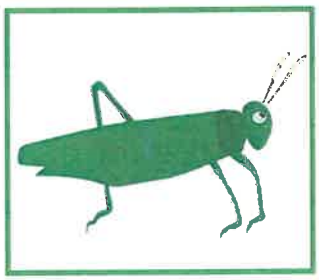
Dragonfly ☐



Earwig ☐



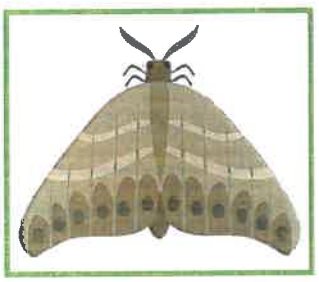
Fly ☐



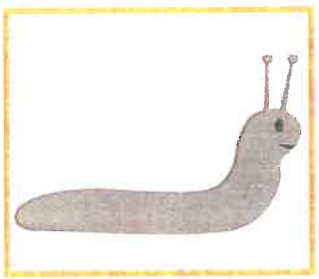
Grasshopper ☐



Ladybird ☐



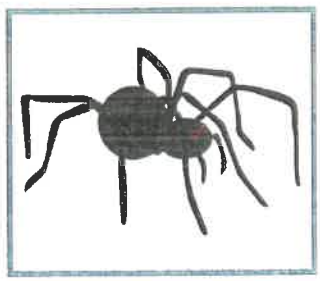
Moth ☐



Slug ☐



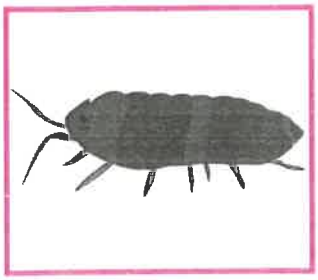
Snail ☐



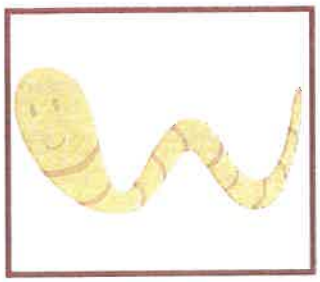
Spider ☐



Wasp ☐



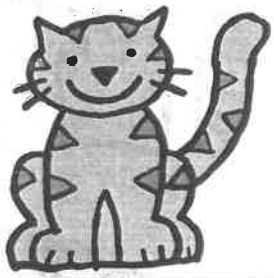
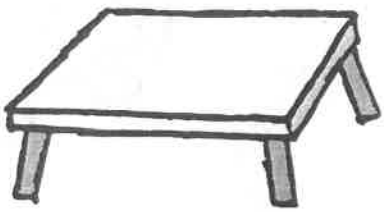
Woodlouse ☐



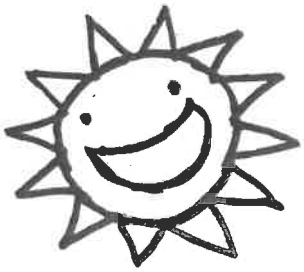
Worm ☐

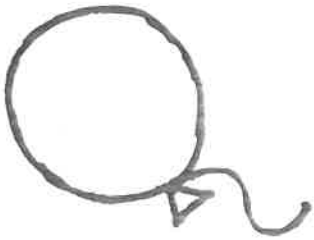
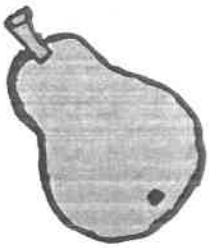
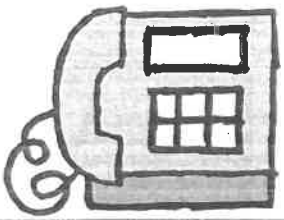
Here's a little job for you.
I will show you what to do.

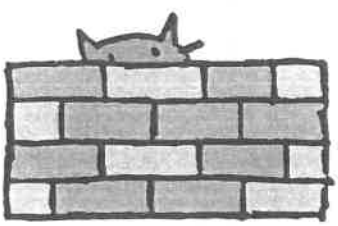
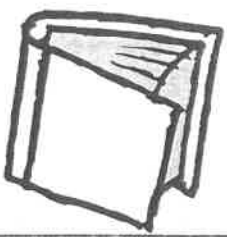
Look at the picture on the left. Then put a circle round the one which rhymes with it.





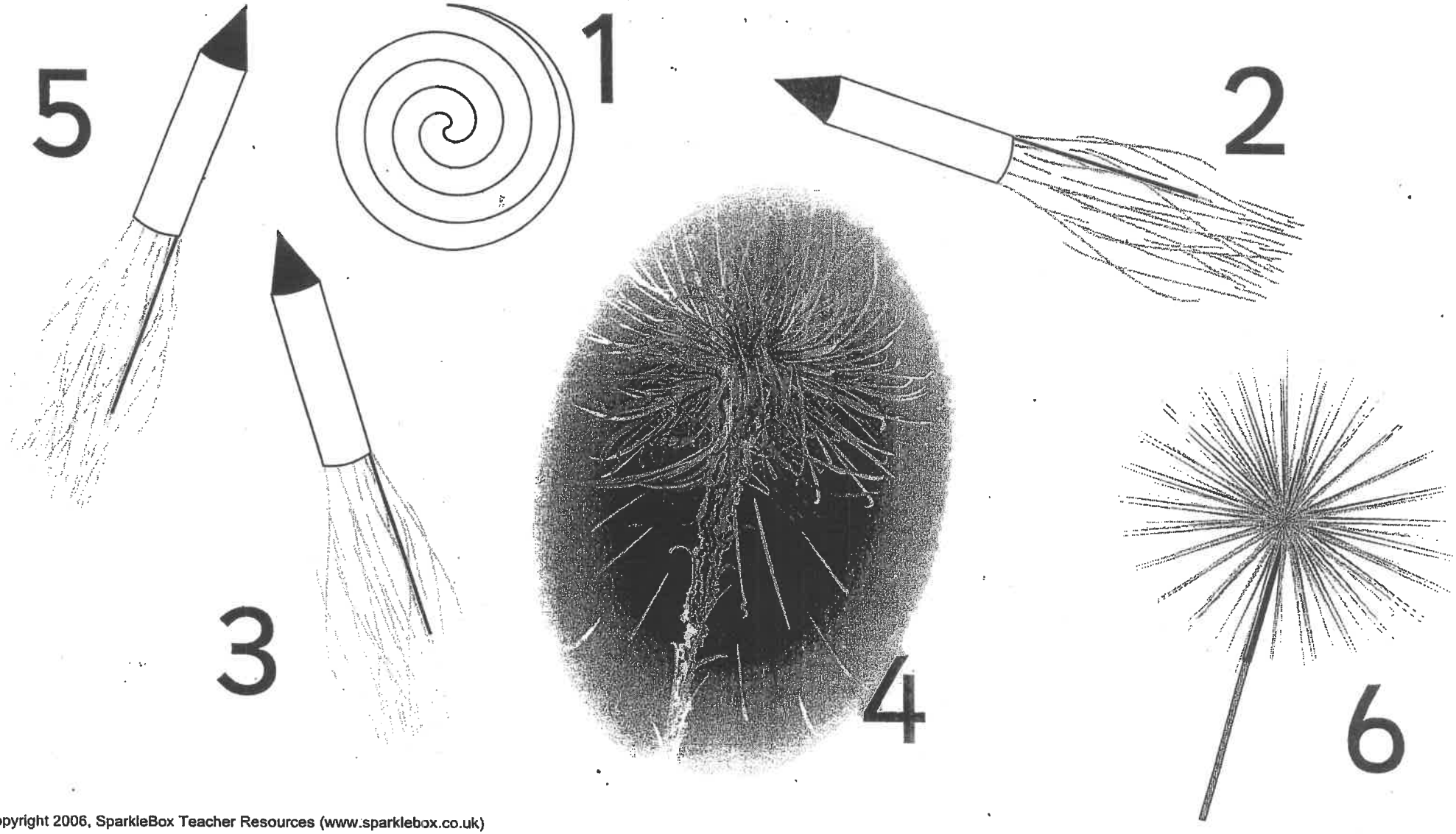




That was good. I didn't think you could!

My name is _____

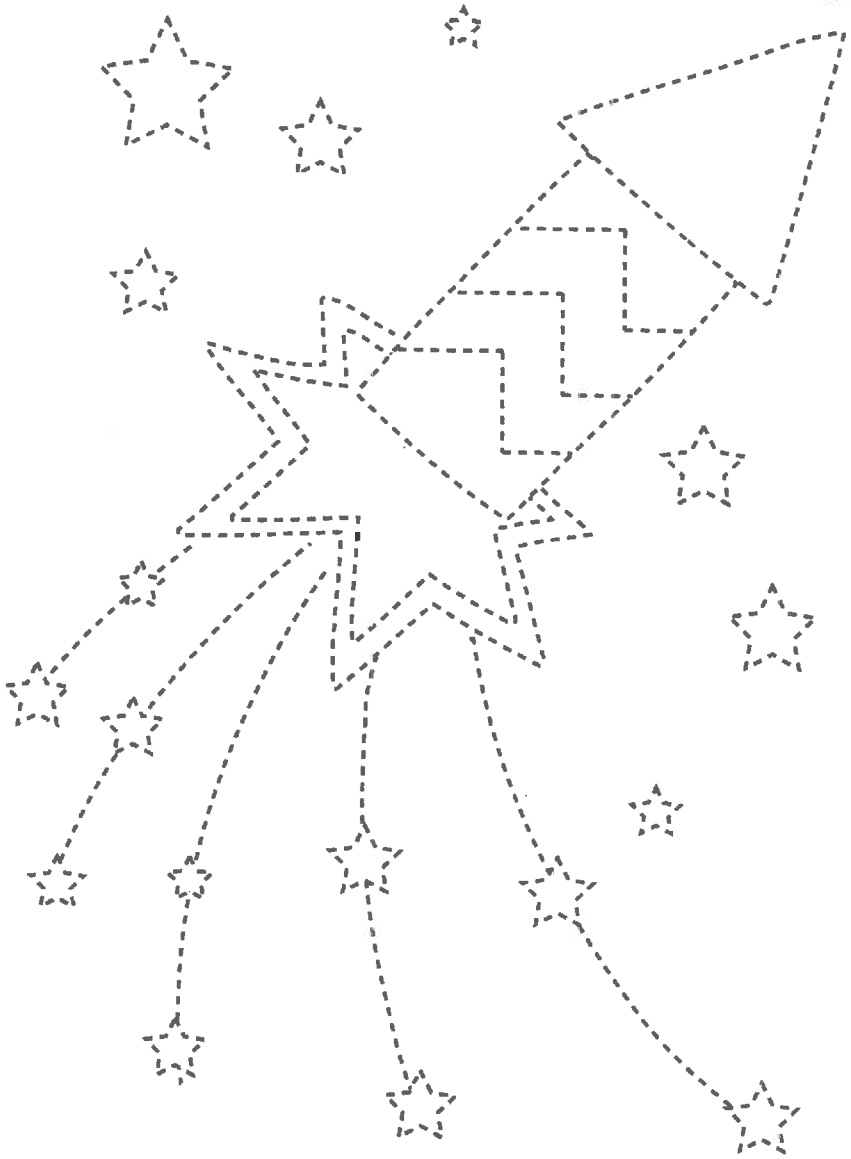
Add the stars!

Read the number next to each firework and stick on the right number of coloured stars in the sparks.



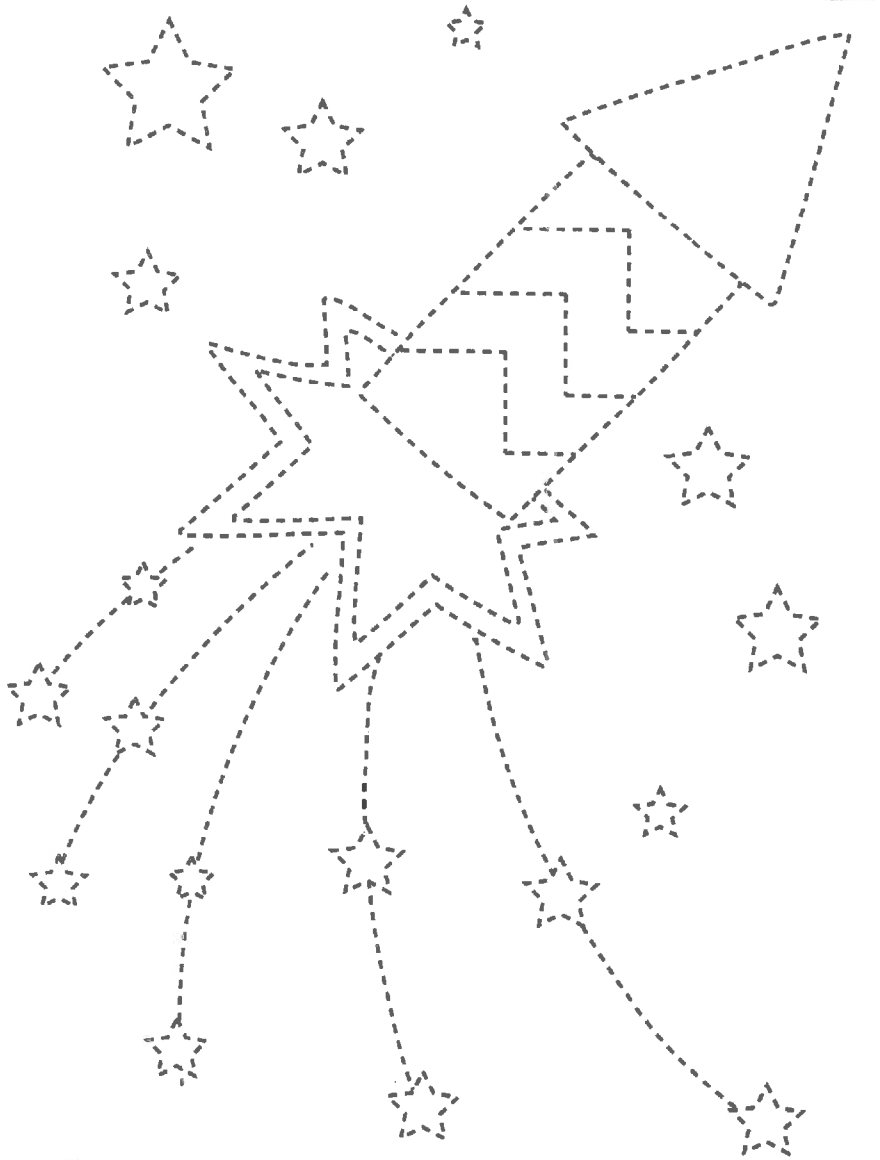
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Fireworks: Rocket Tracing



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Fireworks: Rocket Tracing



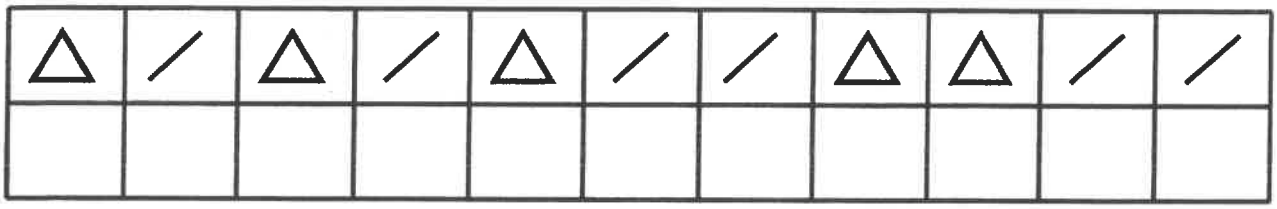
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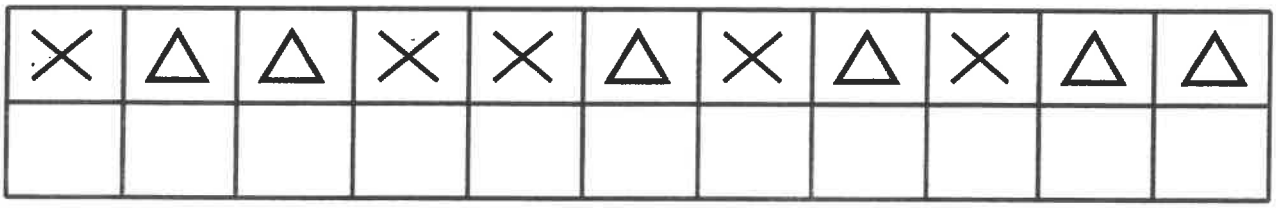
Copying Shapes

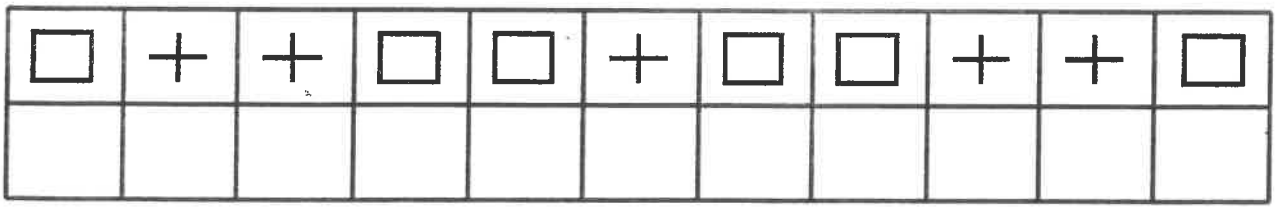
Teacher's Tip!

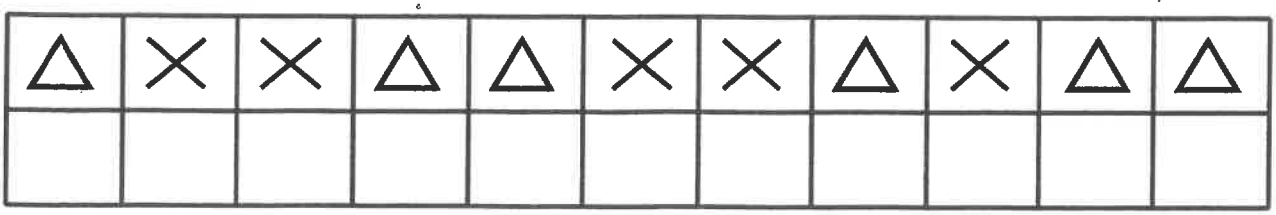
For younger pupils, you may want to enlarge this sheet to A3 size in order to work larger at first, and then reduce the size again.

Carefully copy the shapes into the squares below. Make sure you make them the same size and put them in the middle of the square.







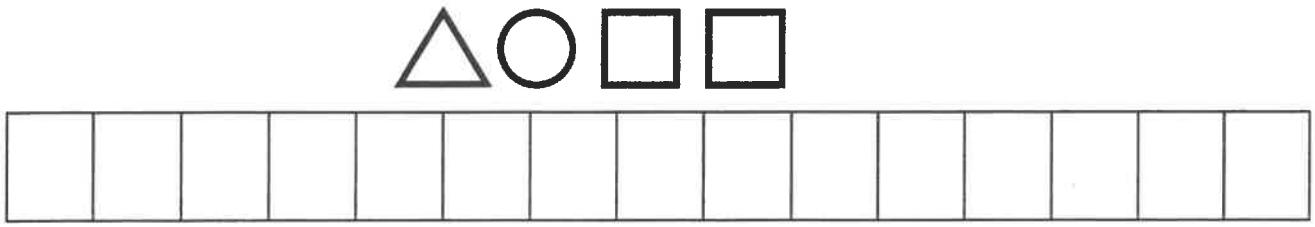


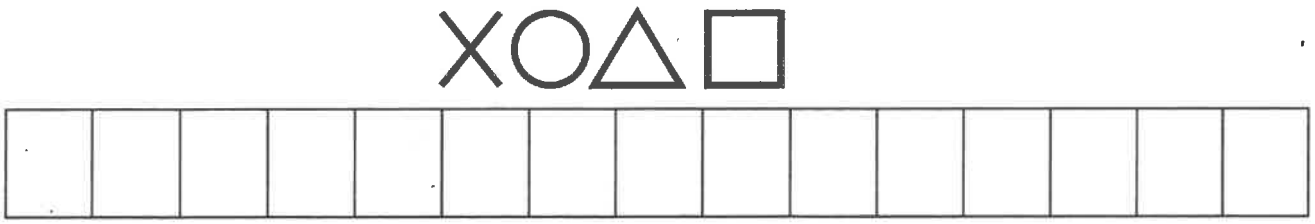
Sequencing and Copying

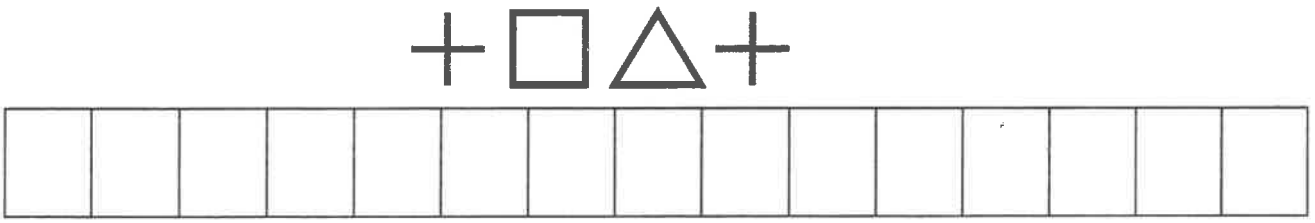
Teacher's Tip!

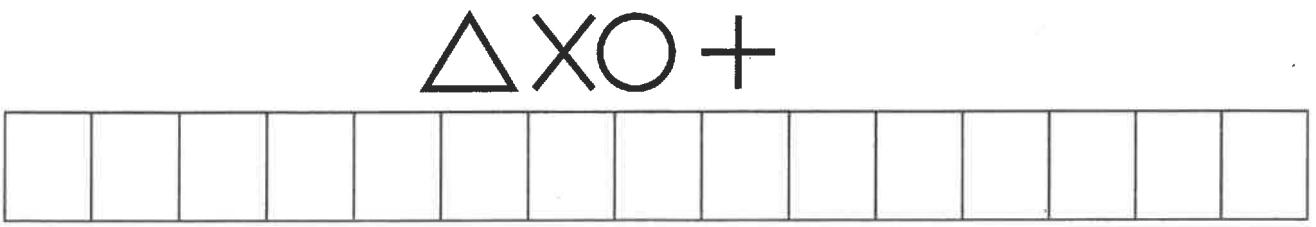
Ask the student to visualise the pattern in their mind before they start.

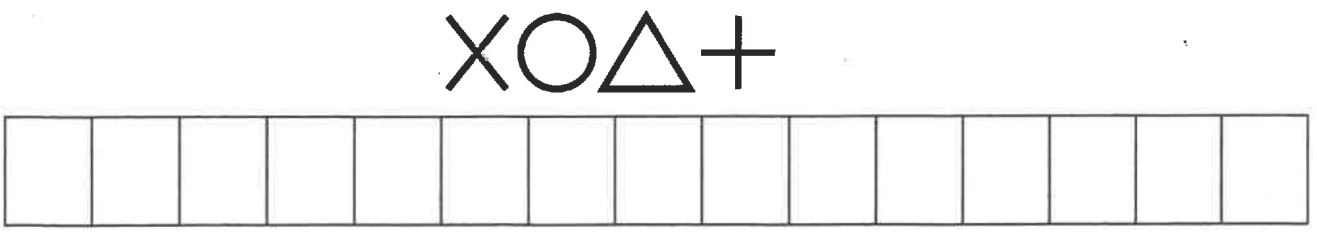
Draw the shape sequence in the squares.





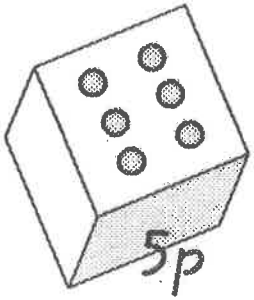


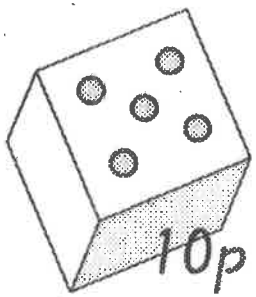


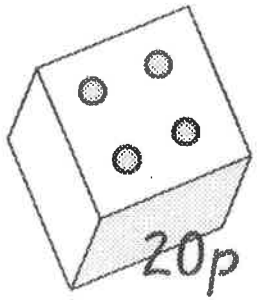


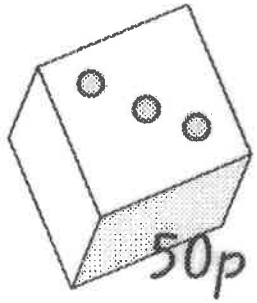
Dice Money Game

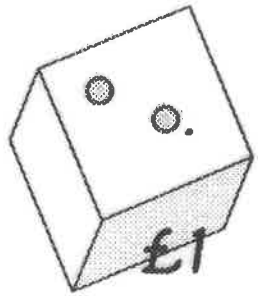
Throw the dice. Choose the correct coin and cover the coin on the sheet. Take a counter. The winner collects the most counters.

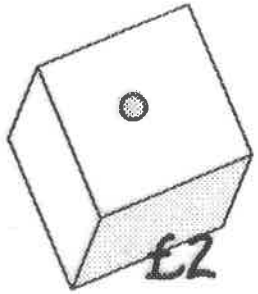


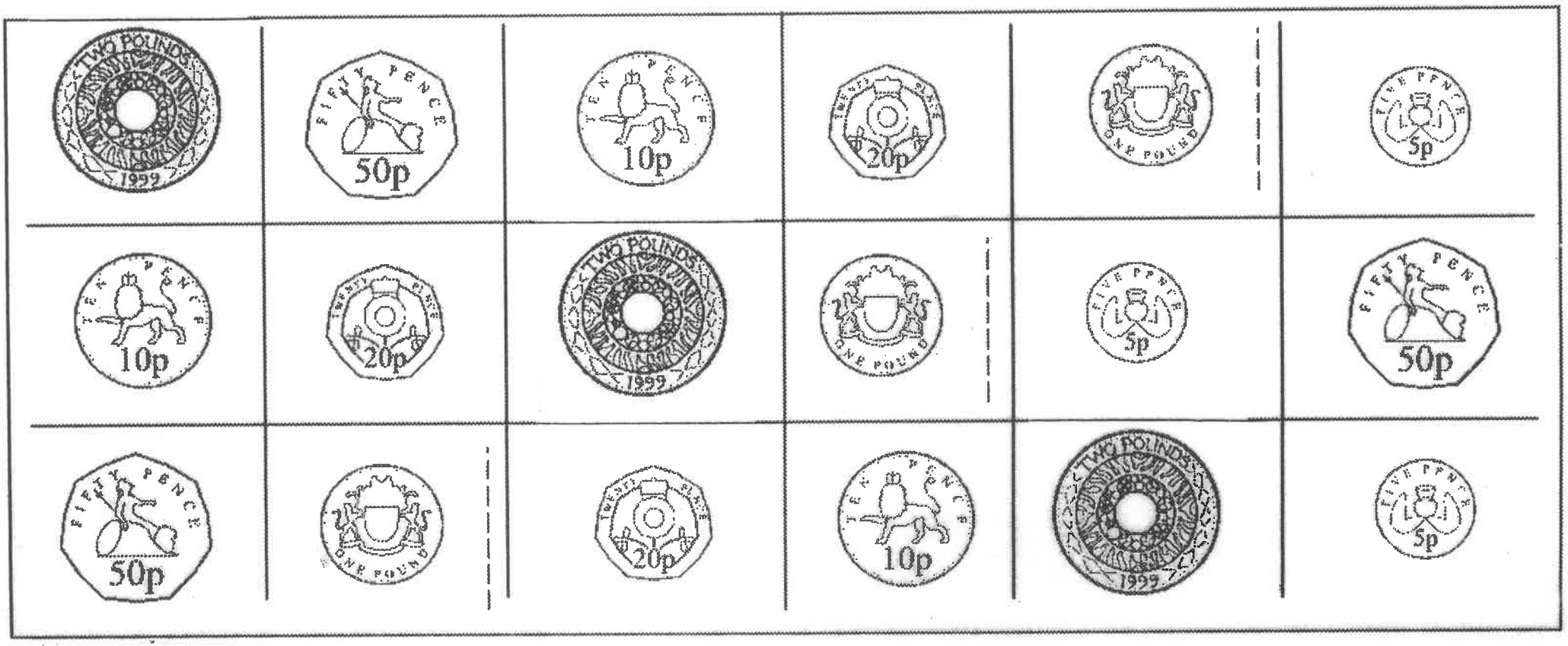


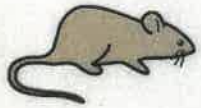
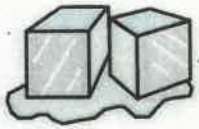
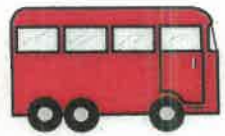
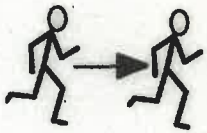
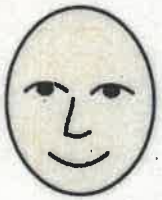
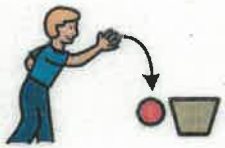
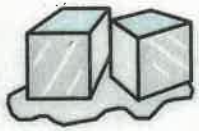
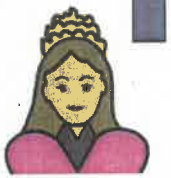
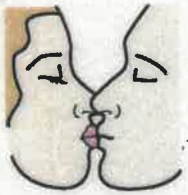
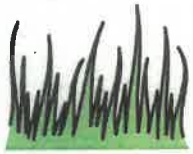










32  horse	33  house	34  mouse	35  dress	36  ice	37  rice	38  bus	FINISH
MISS A TURN	30  chase	29  face	28  tortoise	27  miss	26  goose	GO ON 4 SPACES	24  moose
16  race	17  sauce	18  police	19  ice	THROW AGAIN	21  horse	22  lettuce	23  princess
15  house	14  cross	13  kiss	12  press	11  octopus	GO BACK 8 SPACES	9  rice	8  grass
START	1  bus	2  juice	3  dice	GO ON 5 SPACES	5  mouse	6  necklace	7  dress

32 horse

33 grass

34 mouse

35 face

36 ice

37 chase

38 goose

FINISH

MISS A TURN

30 moose

29 juice

rice

27 miss

26 princess

case

24 glass

16 race

17 sauce

police

19 lace

THROW AGAIN

21 horse

22 lettuce

23 bus

15 class

14 cross

13 kiss

press

11 octopus

10 police

9 house

8 grass

START

1 tennis

2 tortoise

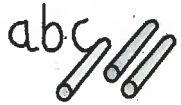
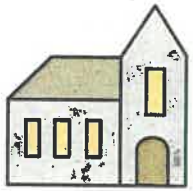
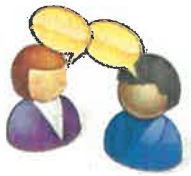
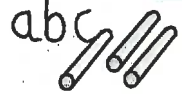
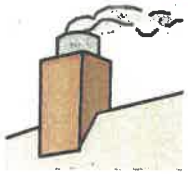
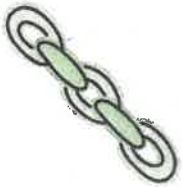
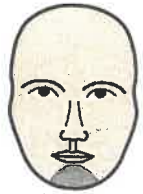
3 necklace

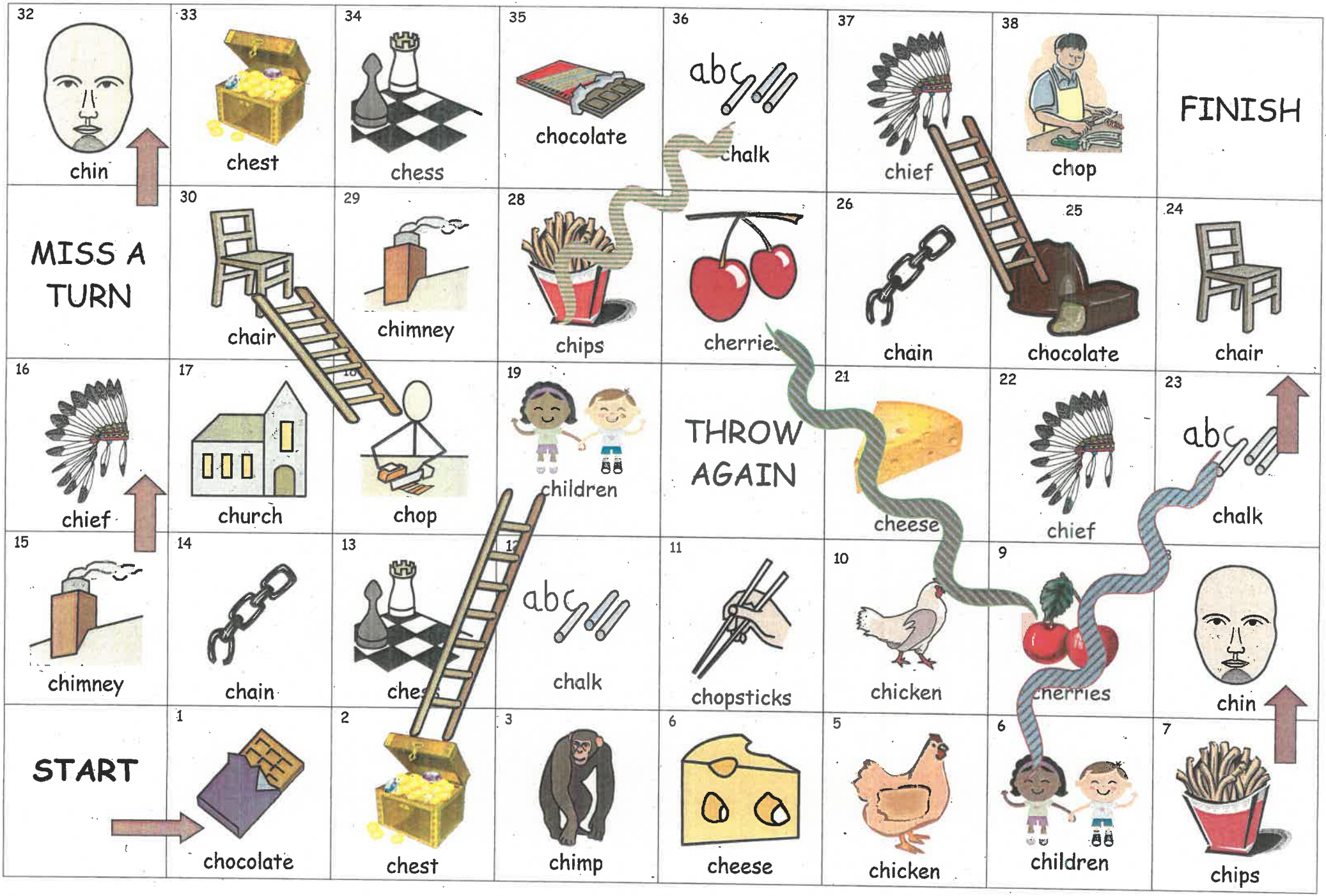
6 waitress

5 dice

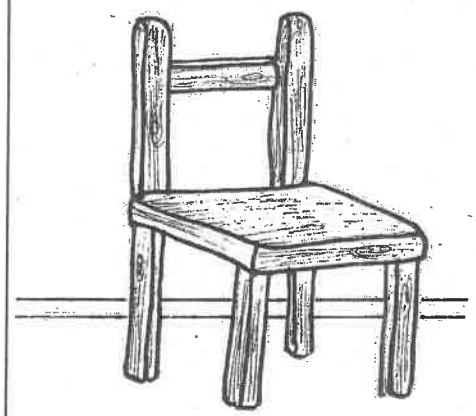
6 ice

dress

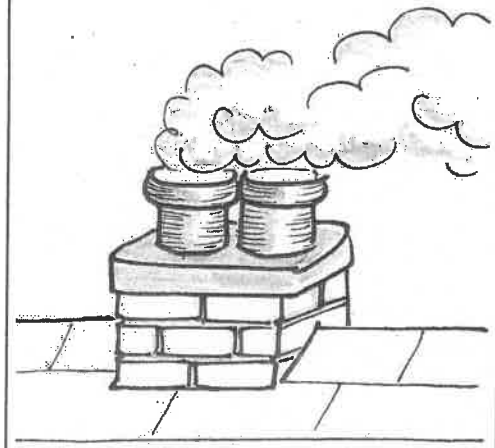
32  China	33  chest	34  chess	35  chocolate	36  chalk	37  cheeks	38  chop	FINISH
Miss A Turn	30  checks	29  cheat	28  chase	27  cherries	26  chimp	25  choose	24  chair
16  chief	17  church	18  chat	19  chilli	Throw Again	21  cheese	22  chilly	23  chalk
15  chimney	14  chain	13  child	Go back 6 spaces	11  chopsticks	10  chew	9  cherries	8  chin
START	1  cheer	2  cheeky	Go on 4 spaces	4  change	5  chicken	6  children	7  chips


32
chin
33
chest
34
chess
35
chocolate
36
chalk
37
chief
38
chop
FINISH
MISS A TURN
30
chair
29
chimney
28
chips
26
chain
25
chocolate
24
chair
16
chief
17
church
18
chop
19
children
THROW AGAIN
21
cheese
22
chief
23
chalk
15
chimney
14
chain
13
ches
12
chalk
11
chopsticks
10
chicken
9
cherries
chin
START
1
chocolate
2
chest
3
chimp
6
cheese
5
chicken
6
children
7
chips

Matching cut and stick



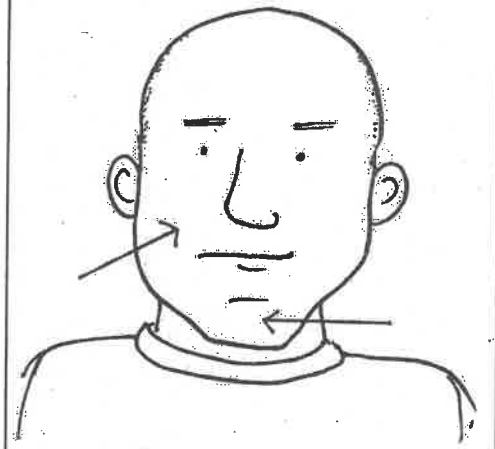
chair



chimney



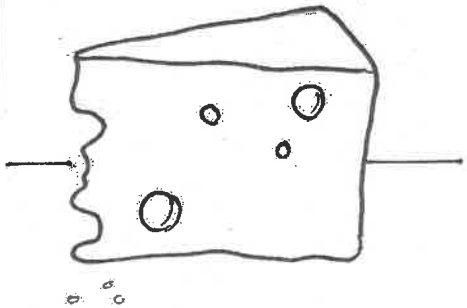
chain



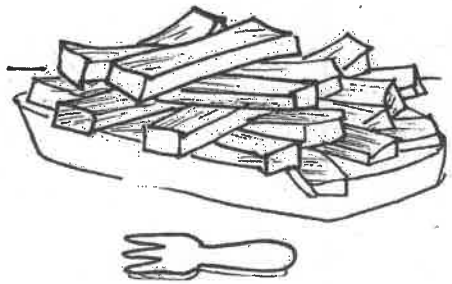
cheek chin



child



cheese



chips

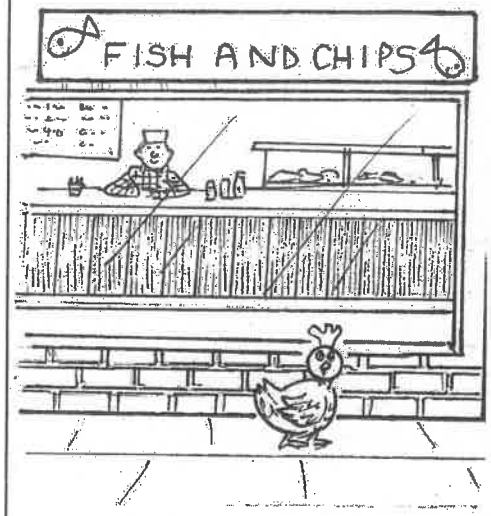
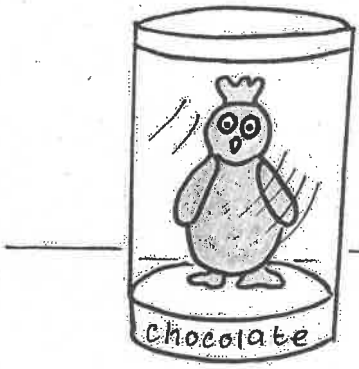
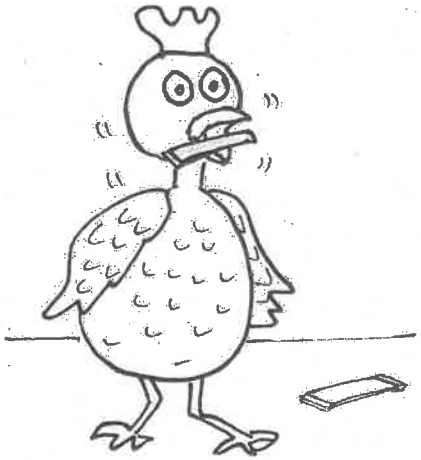
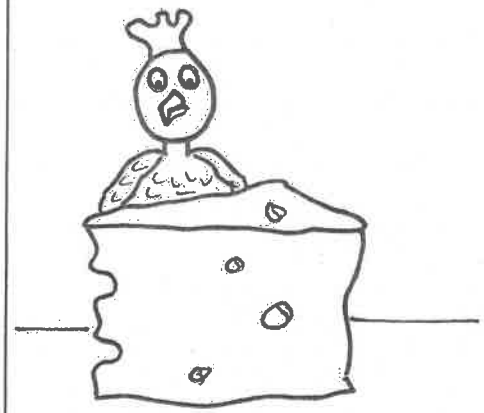
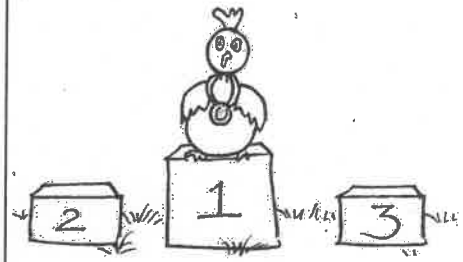


church

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matching

Cut and stick

			
a chicken with two children	a chicken at the chip shop	a chicken on a checkout	a chocolate chicken
			
a chicken chewing gum	a chicken with some cheese	a chicken on a church	a champion chicken

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Matching

Cut and stick



chewing



chasing



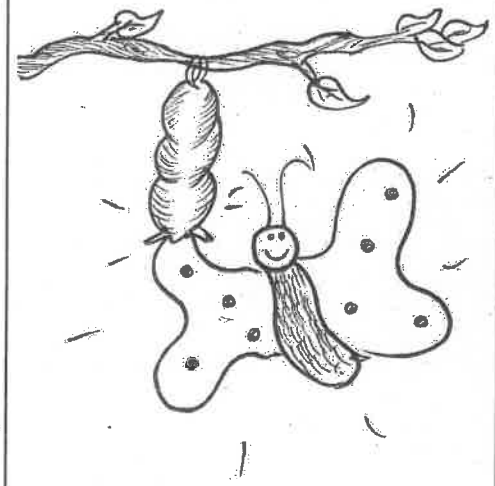
cheering



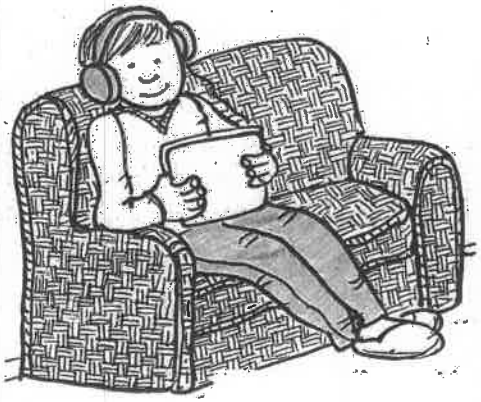
choosing



chirping/cheeping



changing



chilling

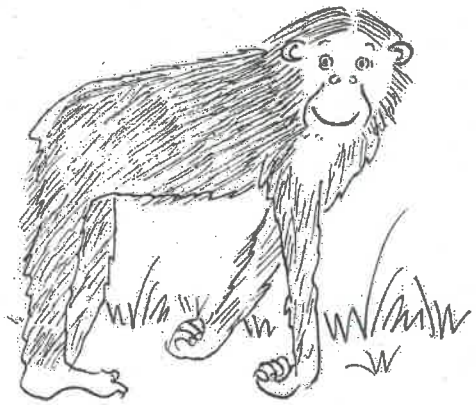


chatting

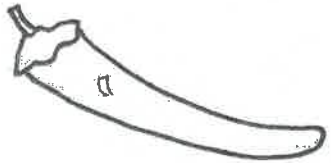
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Matching

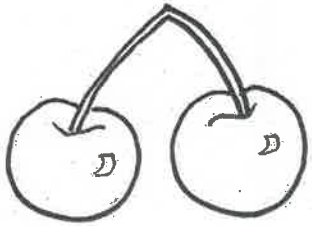
Cut and stick



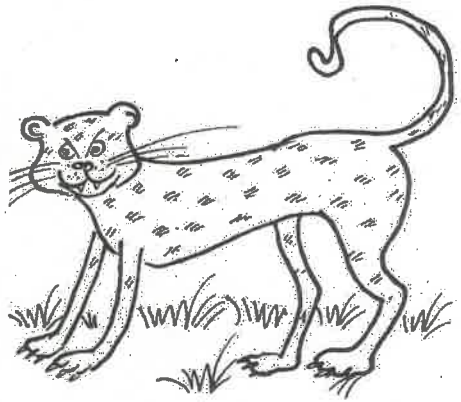
chimp



chilli



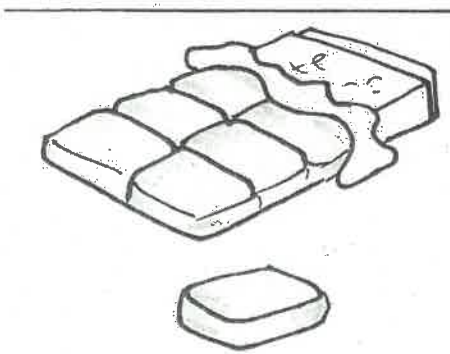
cherry



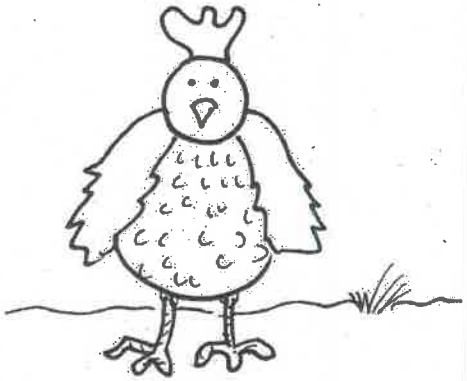
cheetah



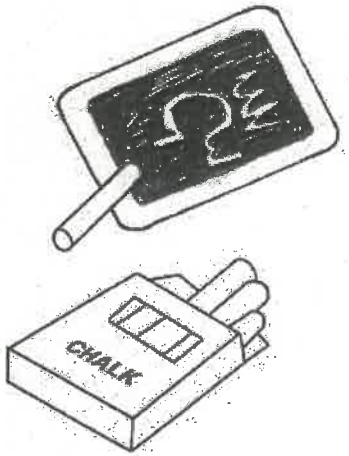
champion



chocolate



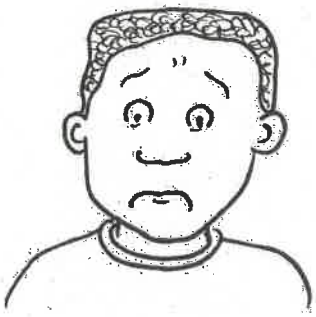
chicken



chalk

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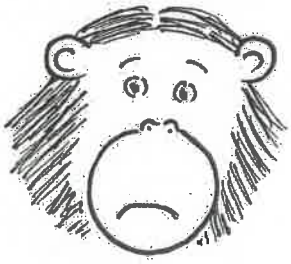
Oh no! Everyone has chickenpox. Draw red spots on their faces.
Say the words.



Charlie has chickenpox



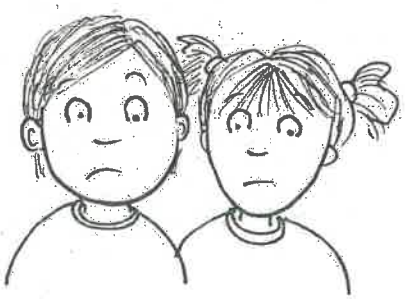
Cheryl has chickenpox



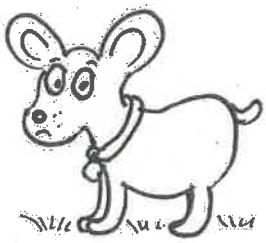
The chimp has chickenpox



The chicken has chickenpox



The children have chickenpox

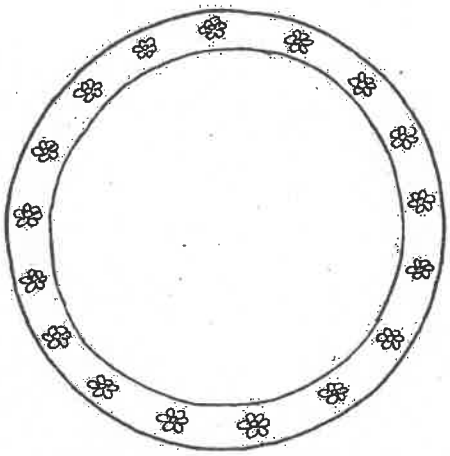


The chihuahua has chickenpox

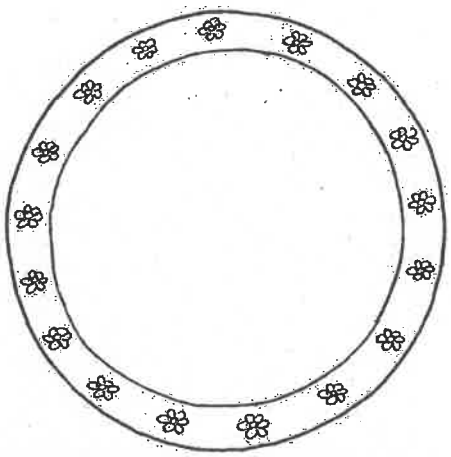
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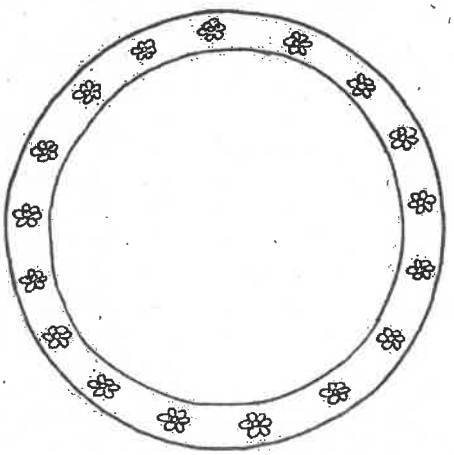
I like cheese. Do you? Draw the 'cheesy' things on the plates. Say what you have drawn. Which one do you like the best?



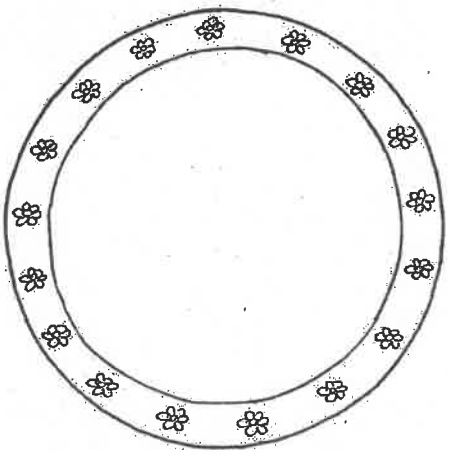
cheese sandwich



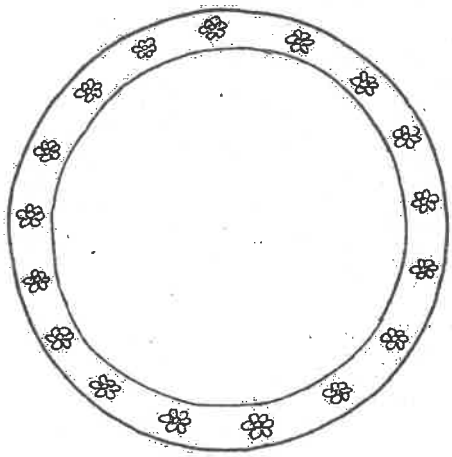
cheese and biscuits



cheese straws



cheese on toast

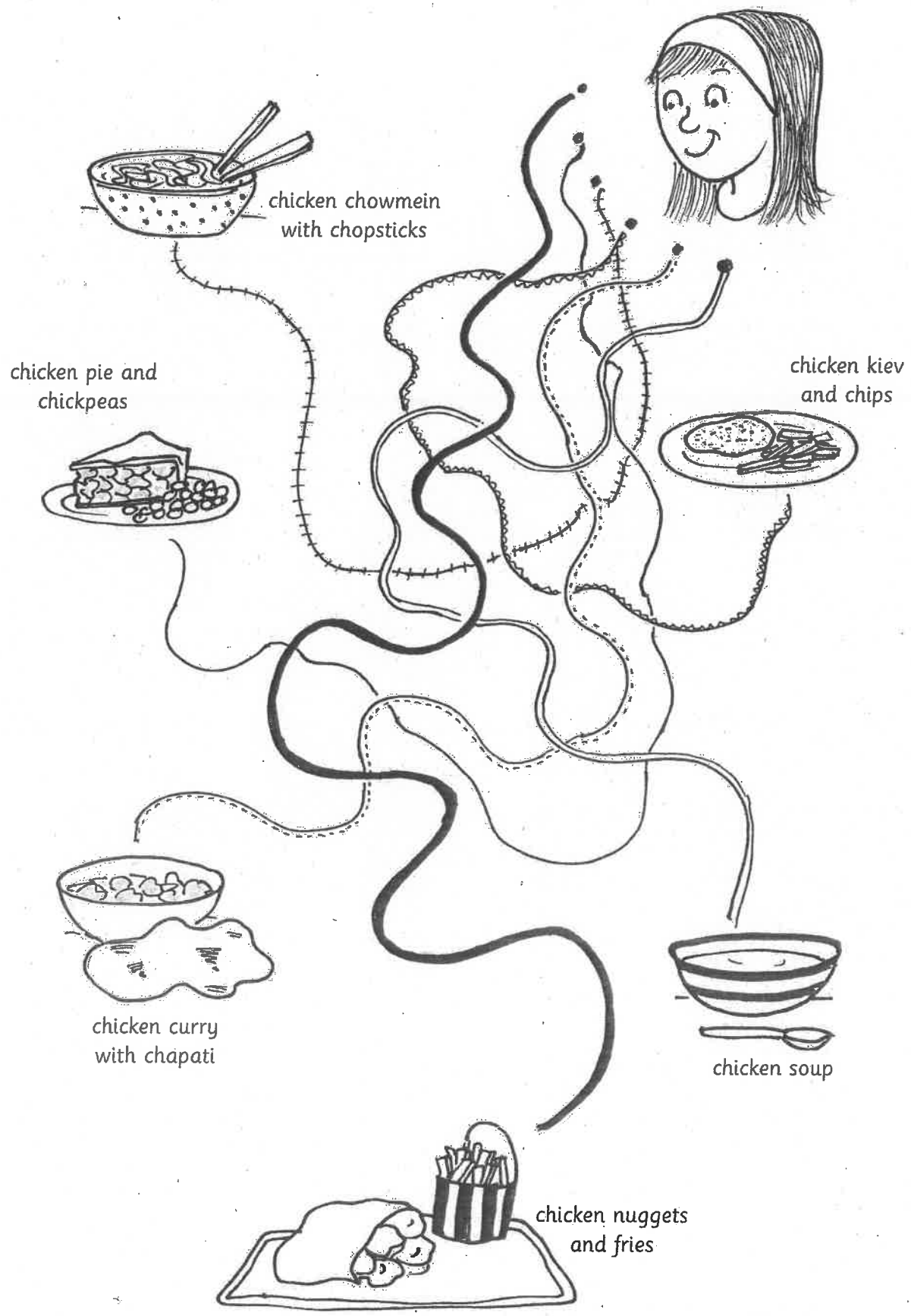


cheesecake

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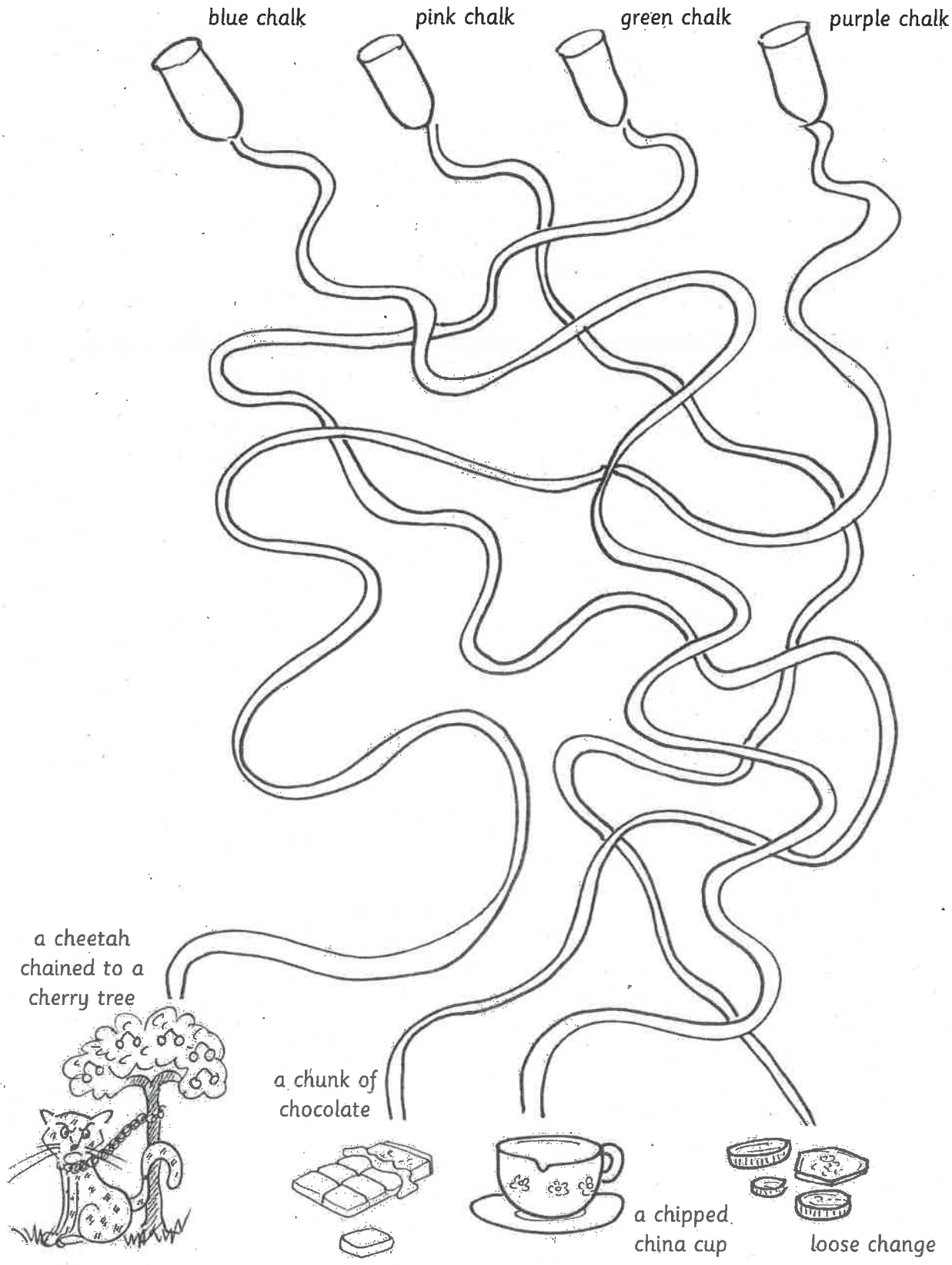
Chelsea loves eating chicken. Which chicken dish will she choose?



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Colour in the chalk. Use a crayon to follow the chalk mark.
Say what is at the end.



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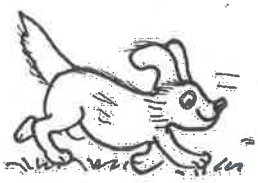
Who do you think is chasing who?



the boy is chasing...



the mummy



the dog is chasing...



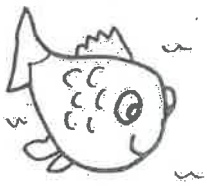
the worm



the spider is chasing...



the girl



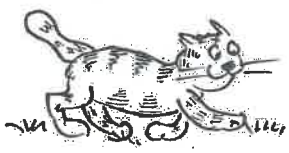
the fish is chasing...



the fly



the ghost is chasing...

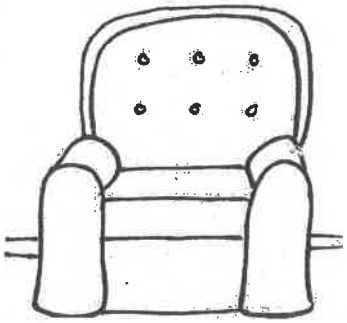


the cat

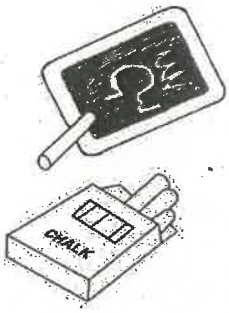
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Colour the pictures. Say the words.



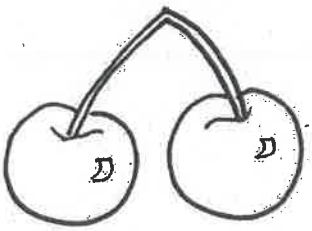
green chair



blue chalk



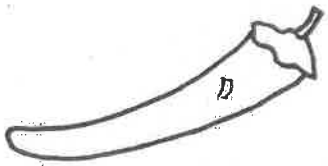
pink cheeks



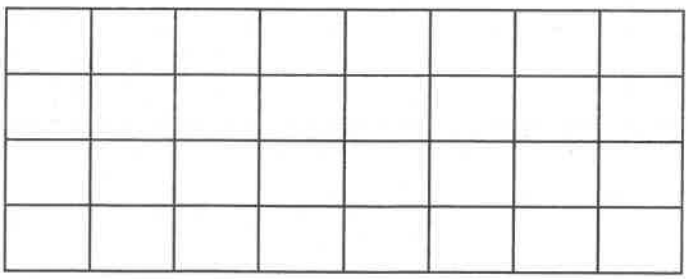
red cherries



golden chain



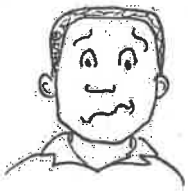
red chilli



purple and black checks

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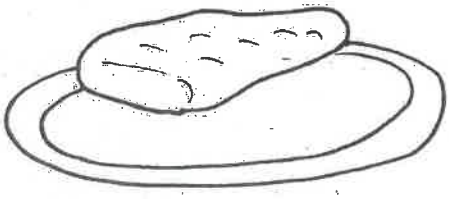
Dad's forgotten something from all this food and drink. 'Finish off' the food.
Say the words.



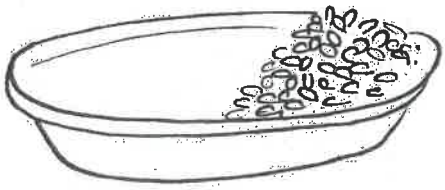
cherry on the cake



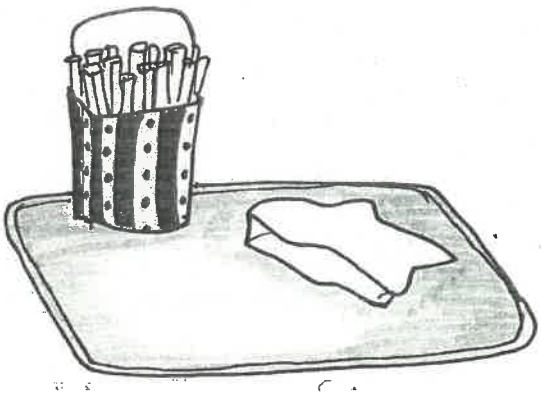
chocolate flake in the ice-cream



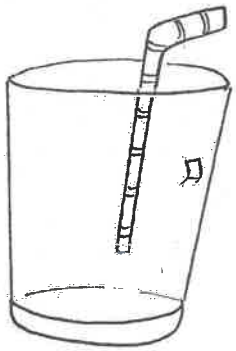
chips with the fish



chilli with rice



chicken nuggets and fries



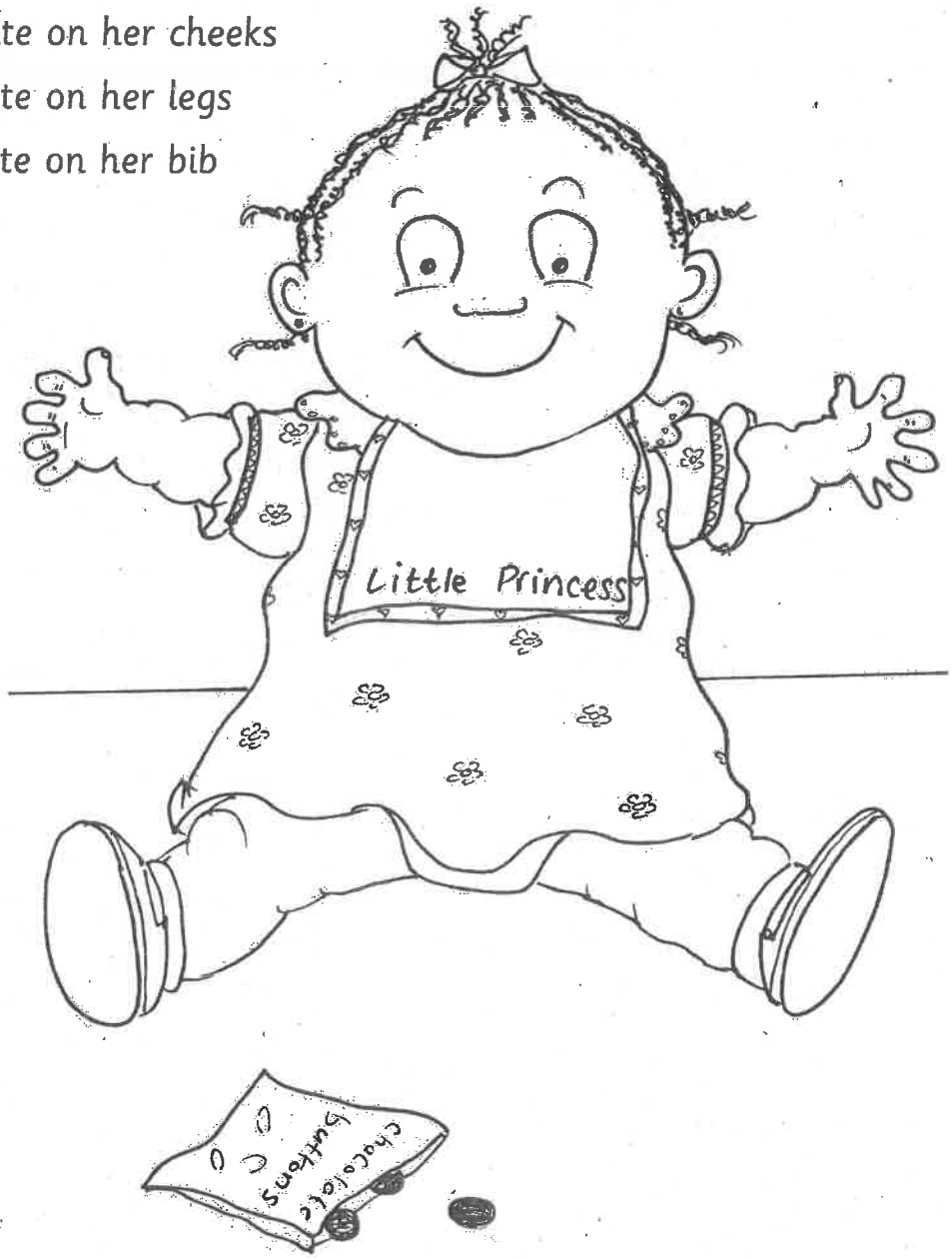
cherryade in the glass

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Nanna gave Chynna some chocolate buttons...
and now she's covered in chocolate!
Find a brown crayon and draw chocolate all over her.

Say: chocolate on her hands
chocolate on her dress
chocolate on her hair
chocolate on her chin
chocolate on her cheeks
chocolate on her legs
chocolate on her bib



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Charlie likes checked patterns on his clothes.
Draw the checks on his clothes.
Say the words.

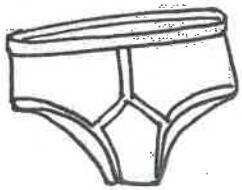




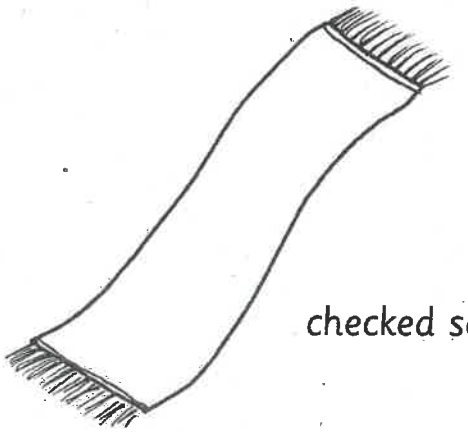
check shirt



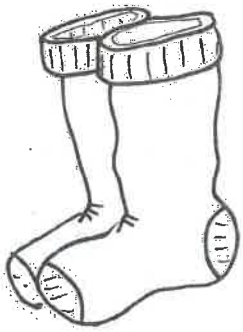
checked shorts



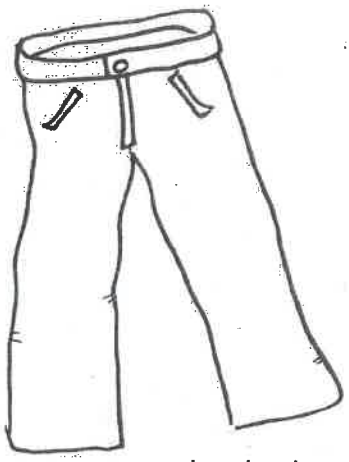
checked pants



checked scarf



checked socks

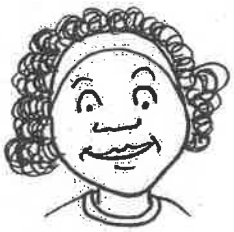


checked jeans

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Answer these questions.



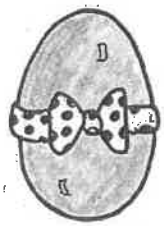
Is this lady sad, or cheerful?



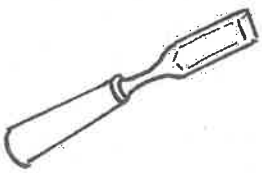
Is this a checked T shirt,
or a striped T shirt?



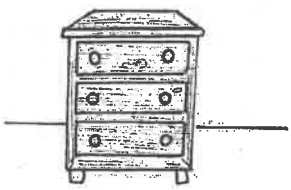
Are these oranges cheap,
or expensive?



Are Easter Eggs made of cheese,
or chocolate?



Is this a hammer,
or a chisel?



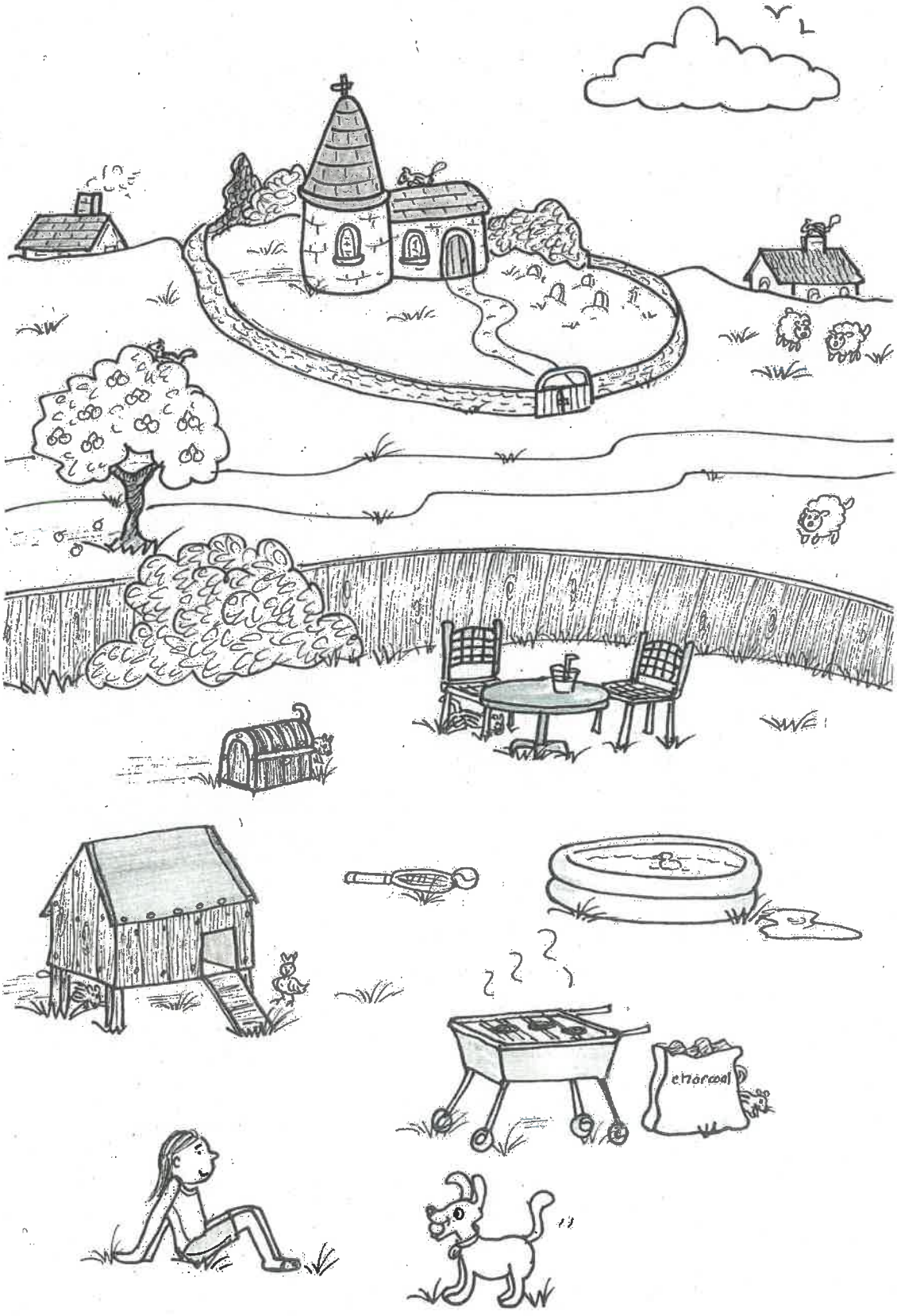
Is this a wardrobe,
or a chest of drawers?

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Find seven chipmunks hiding in this picture.

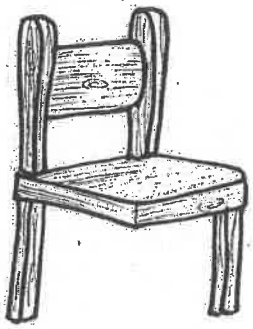
Say where they are.



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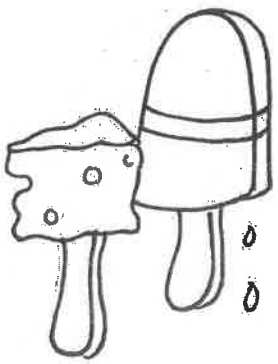
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What's *funny about each of these pictures?*













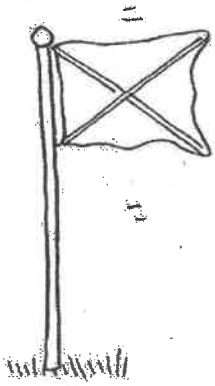
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Say these words... they all begin with fl



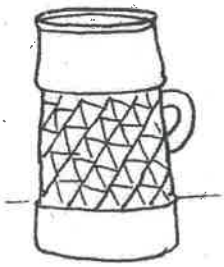
flower



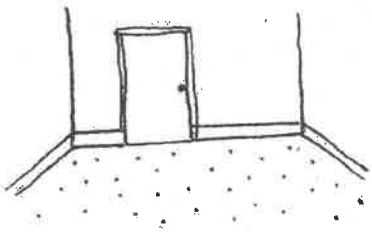
flag



fly



flask



floor



flippers

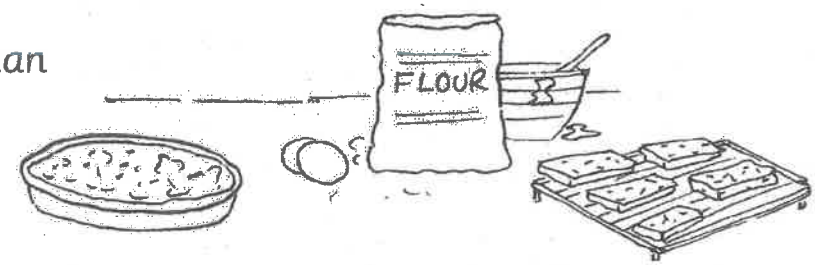


flute



flush

flan



flapjacks

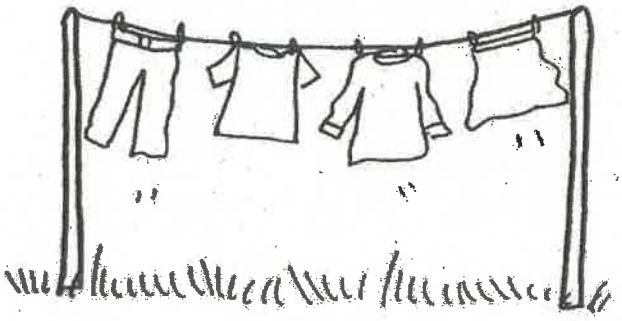
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Say these words... they all begin with cl



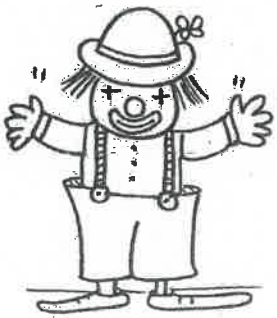
cloud



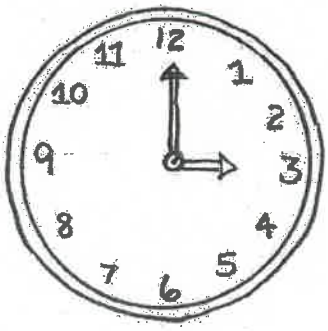
clothes



cloth



clown



clock



cloak



class

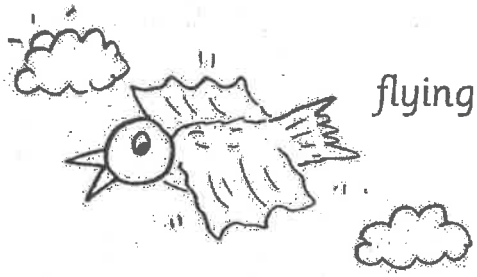
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Here are some more words for you say.



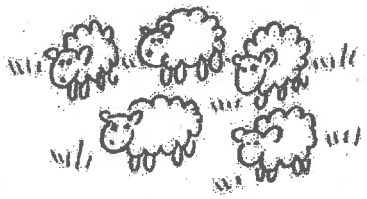
floppy



flying

flapping

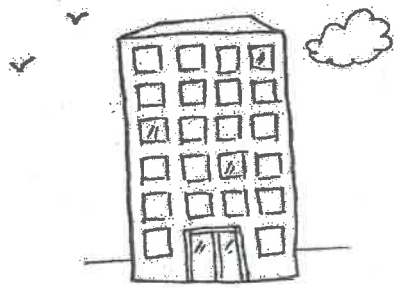
fleecy



flock



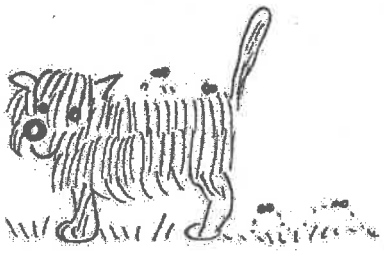
flames



flats



flavour



fleas!

flood

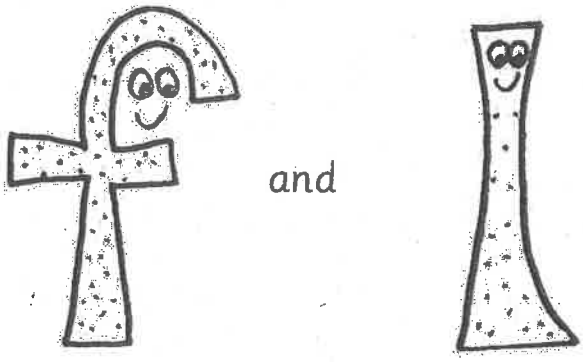


floating

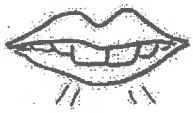
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Let's put these two sounds together..



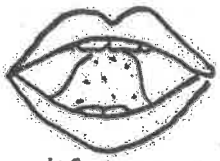
Watch what your mouth has to do... then you try it!



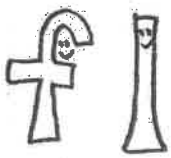
Show your teeth and blow...

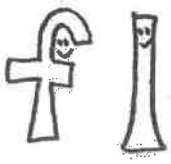


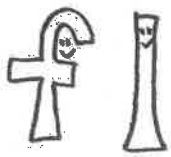
blow your mouth open...



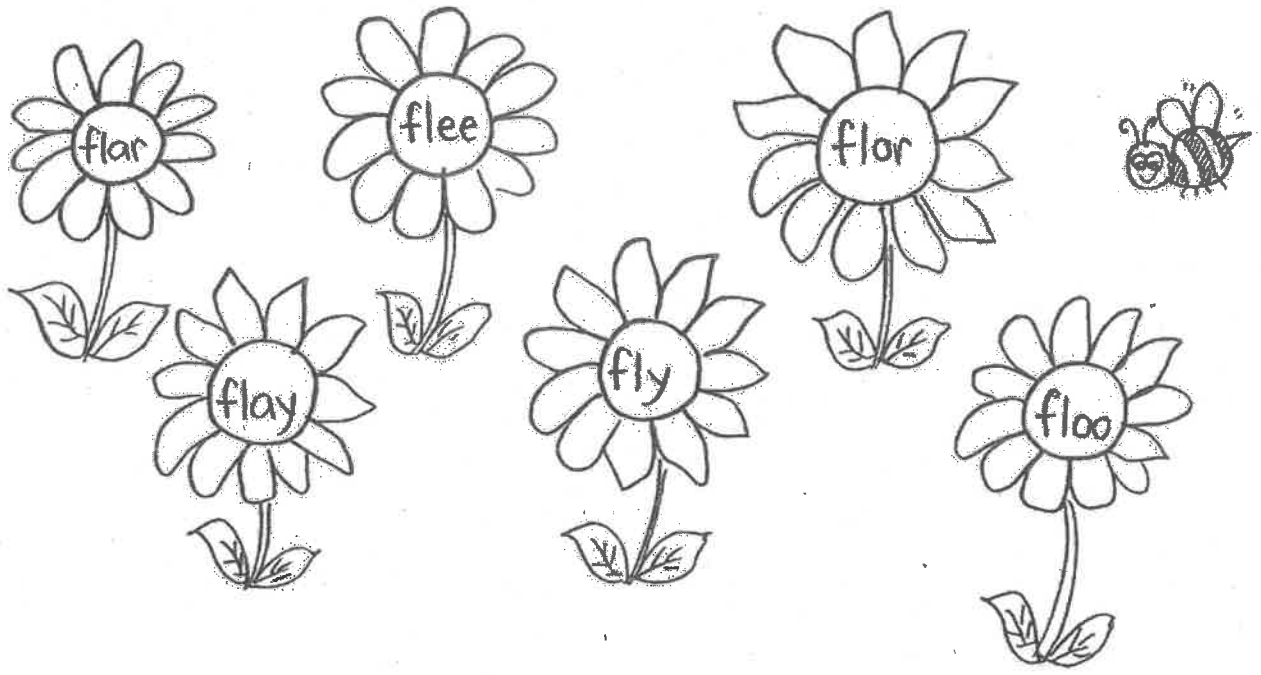
lift your tongue







Say the 'silly' words on these flowers... then colour them in.



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Here are some more words that begin with... cl



clever





clean





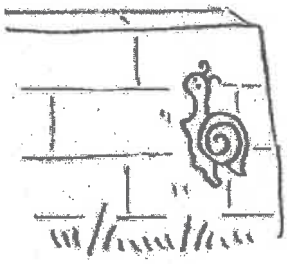
closed



climb



clap



cling



Claire



Clive

Draw their faces

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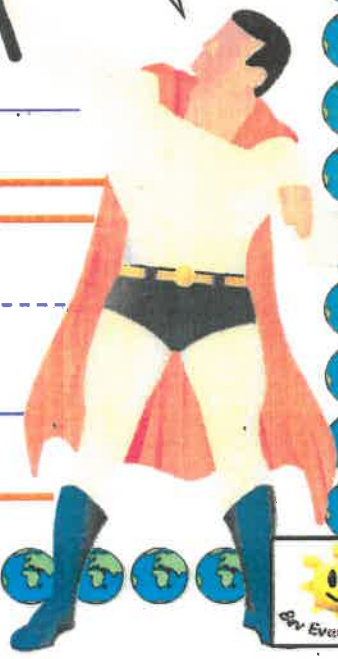
a b c d e f

g h i j k l

m n o p q r s

t u v w x y z

Let's practise our letters!



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Vocabulary Map

Location

(where would you find it)



Person
Who uses it?

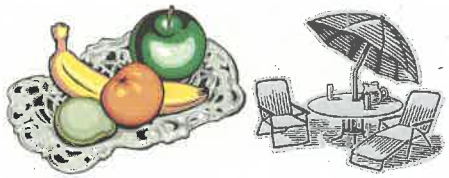


Function
(what does it do or what would you do with it)



Category

(what family or
category does it belong to)



word _____

Phonology

(first sound, rhyme, number of syllables)



Sensory
what it looks like, feels like, smells like, sounds like





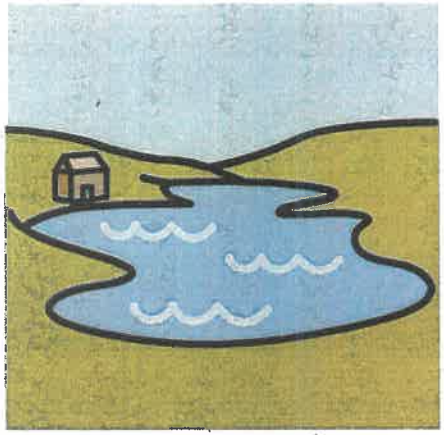
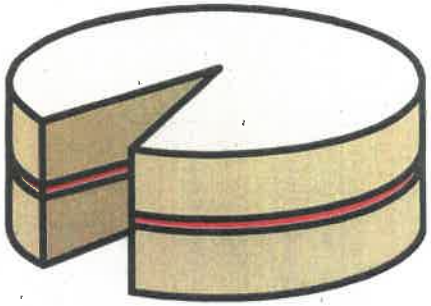
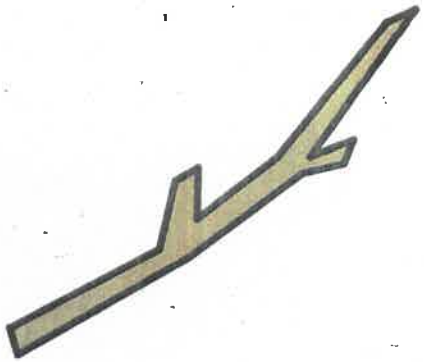
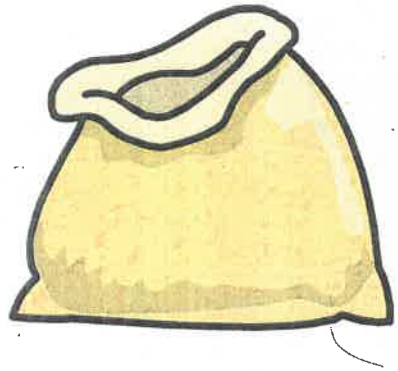
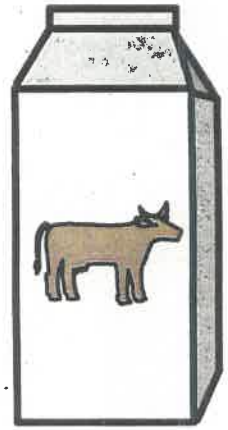
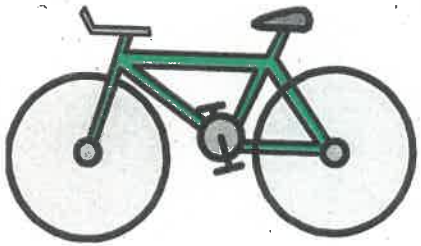
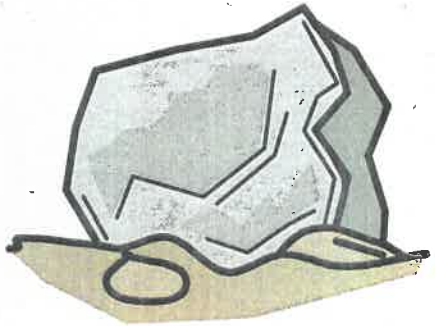
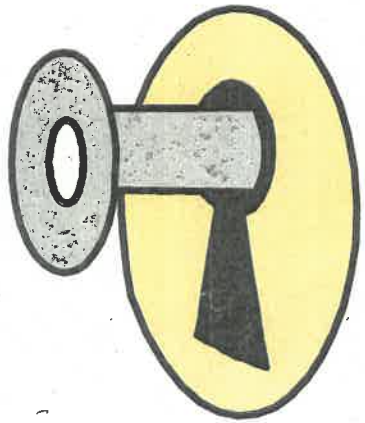
Personal Story
Have you seen it, do you like it?



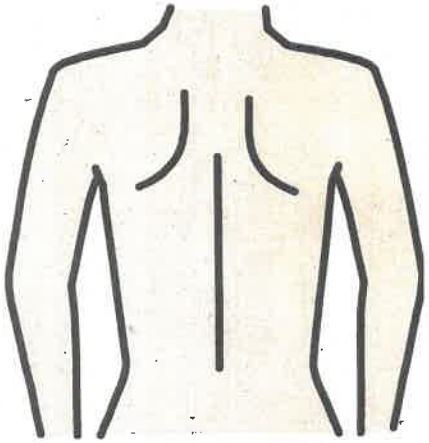
Parts what parts is it made of



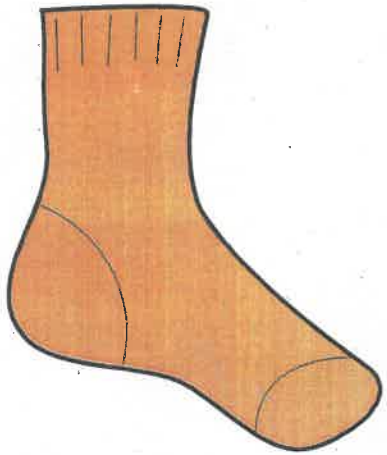
Initial sounds

 lake	 cake	 stick	 sack
 milk	 bike	 rock	 lock

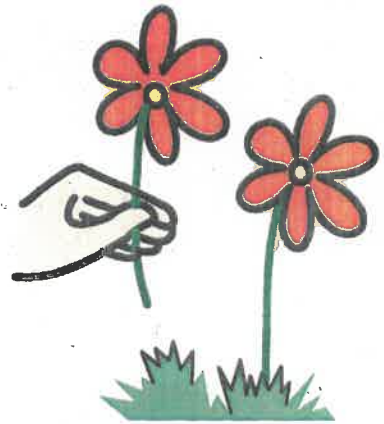
Initial sounds



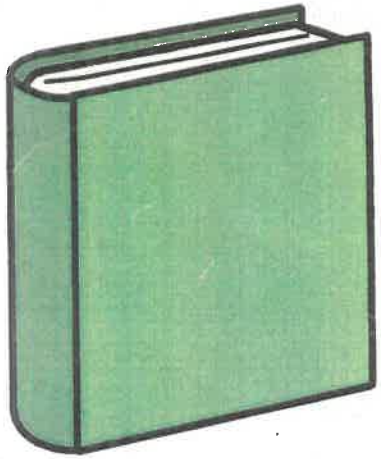
back



sock



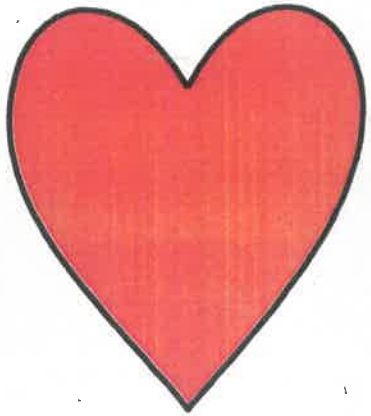
pick



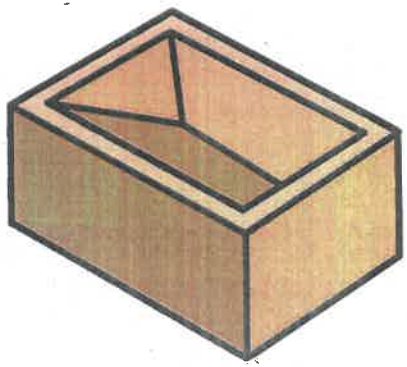
book



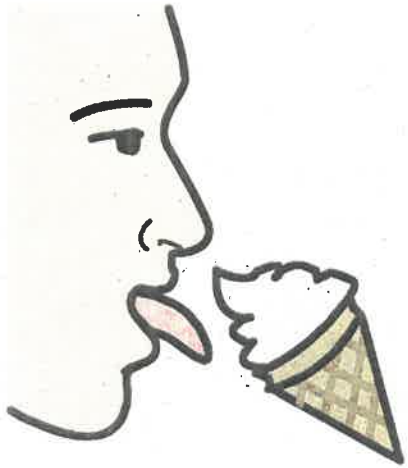
park



like



brick



lick

Initial sounds

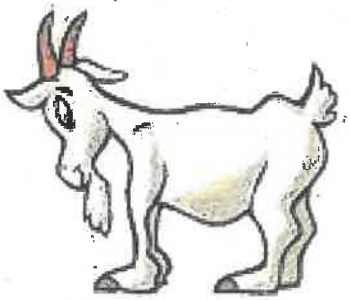
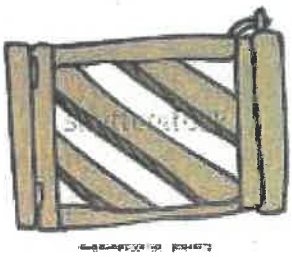
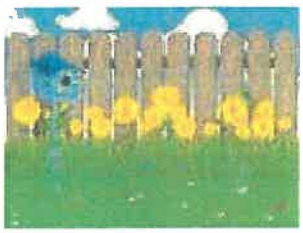
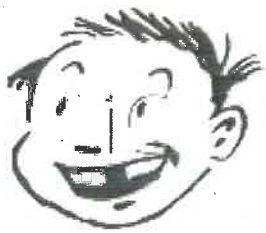


Gold

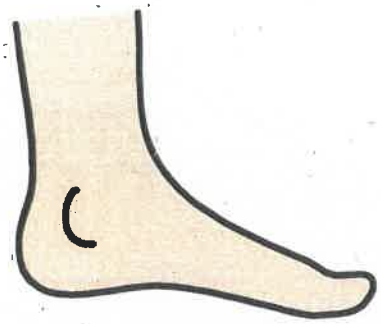


Goal

Initial sounds

 Go	 Game
 Good	 Goat
 Gate	 Garden
 Gap	 Girl

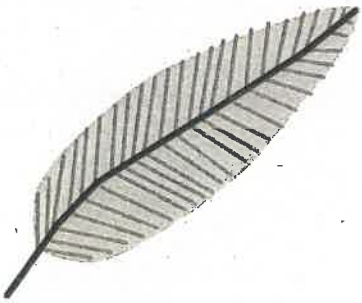
Initial sounds



foot



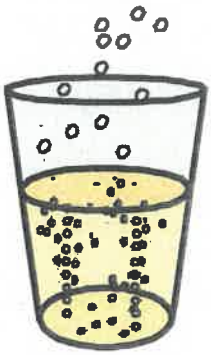
fork



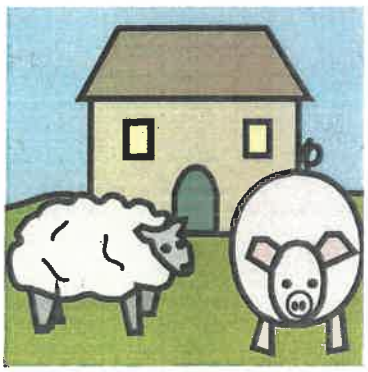
feather



finger



fizzy



farm



fall



fox

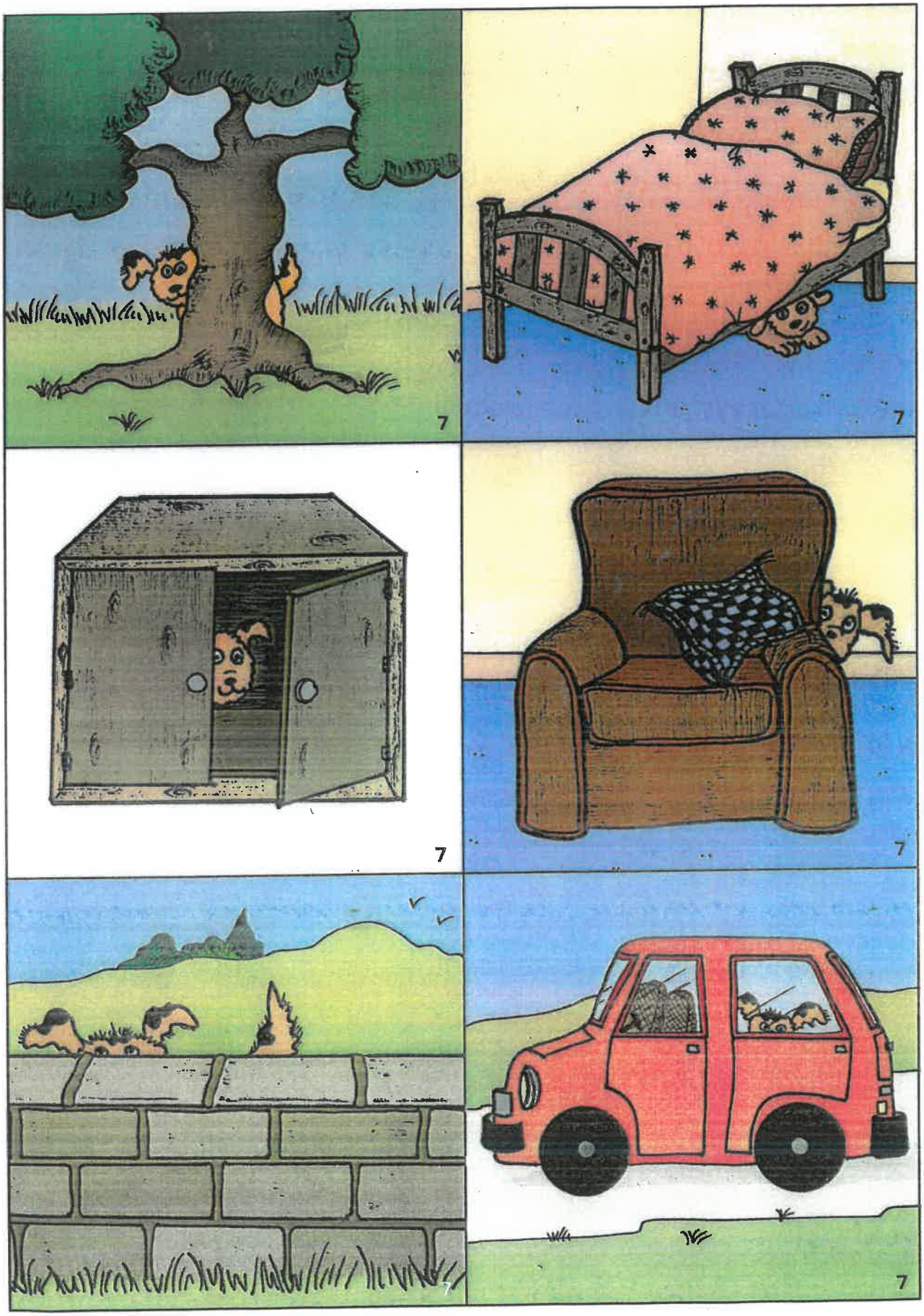
Pronouns he / she / they

Game with dice and counters

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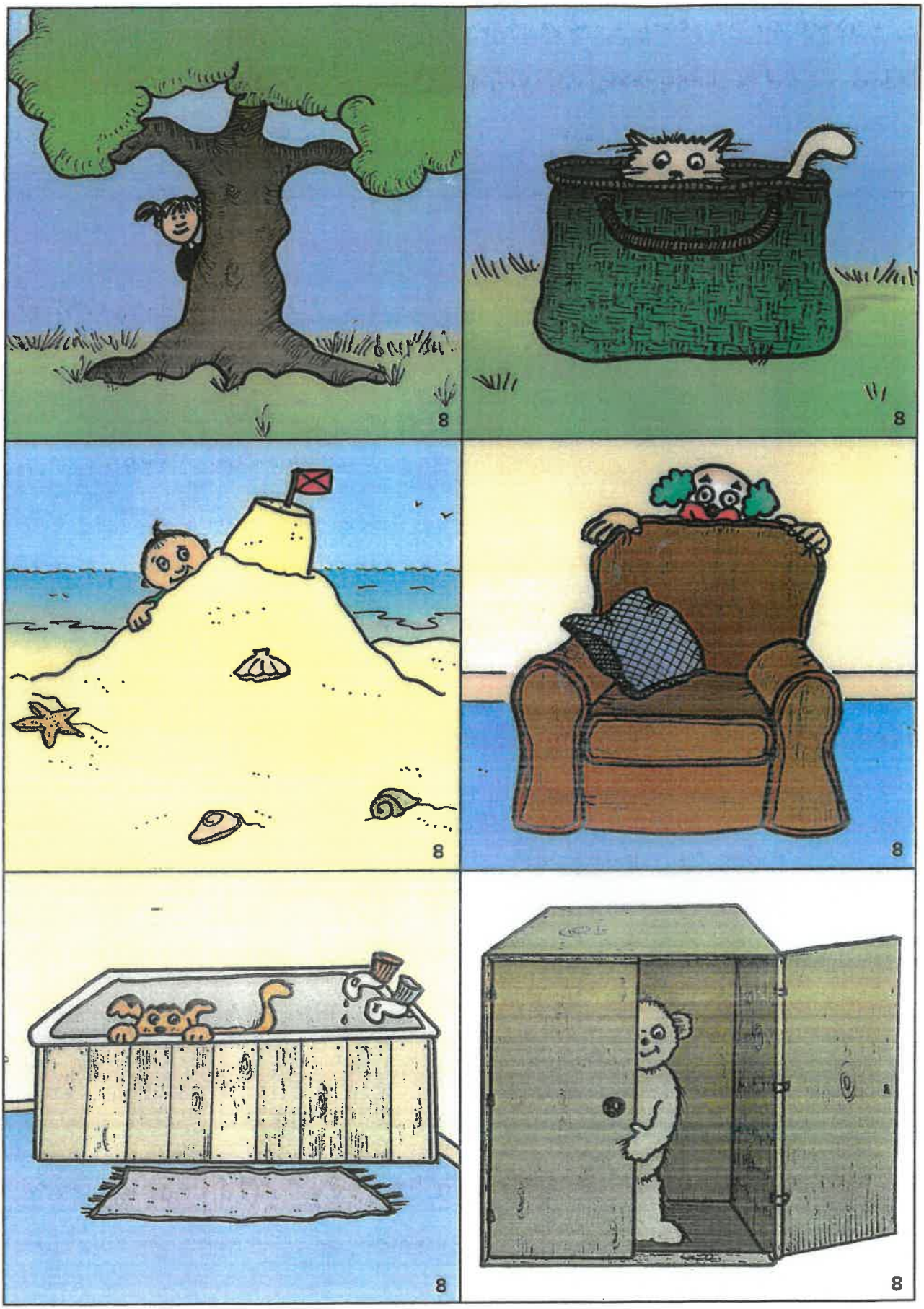
Prepositions 'under' 'behind' 'in'



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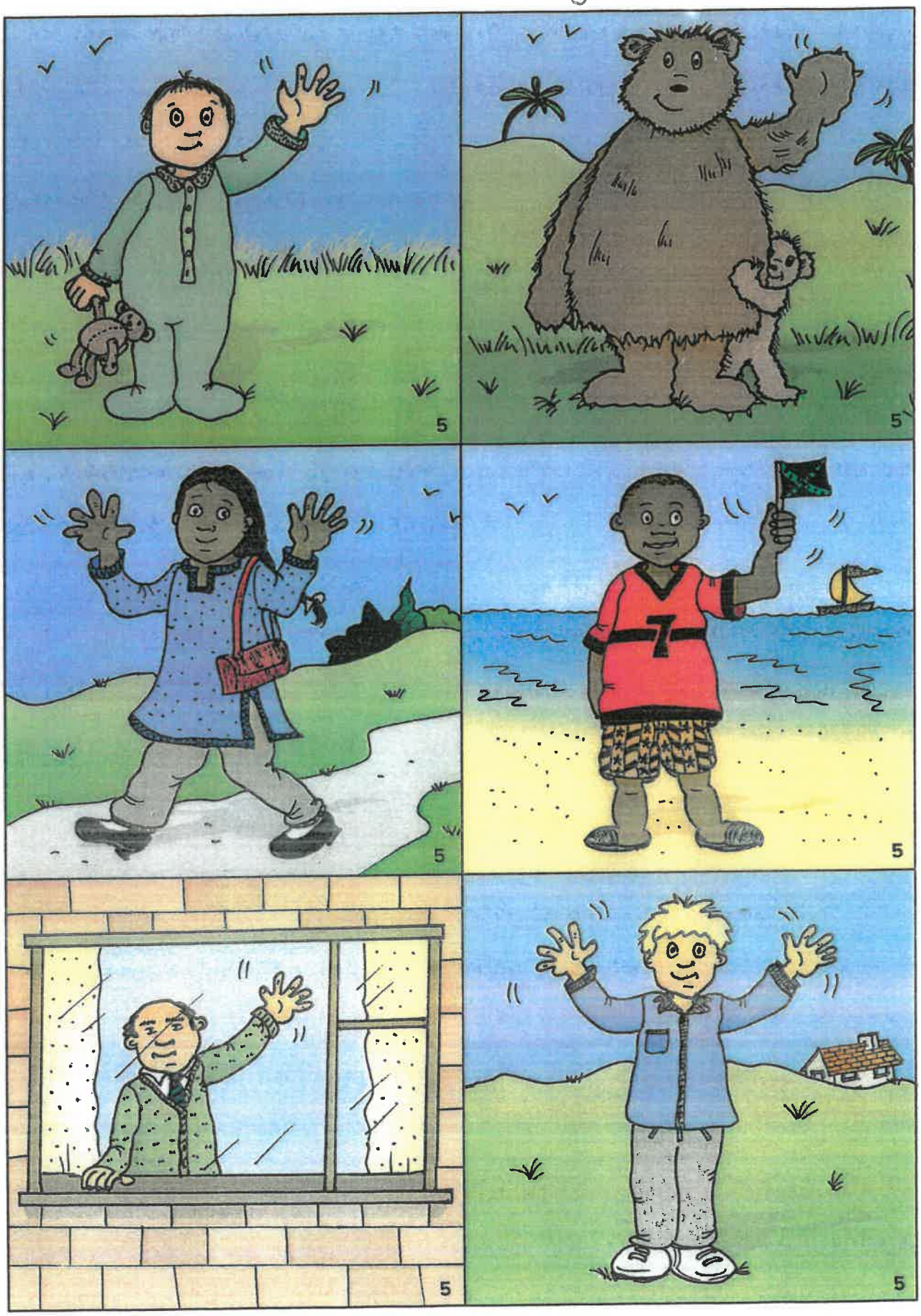
Prepositions - 'In' 'Behind'



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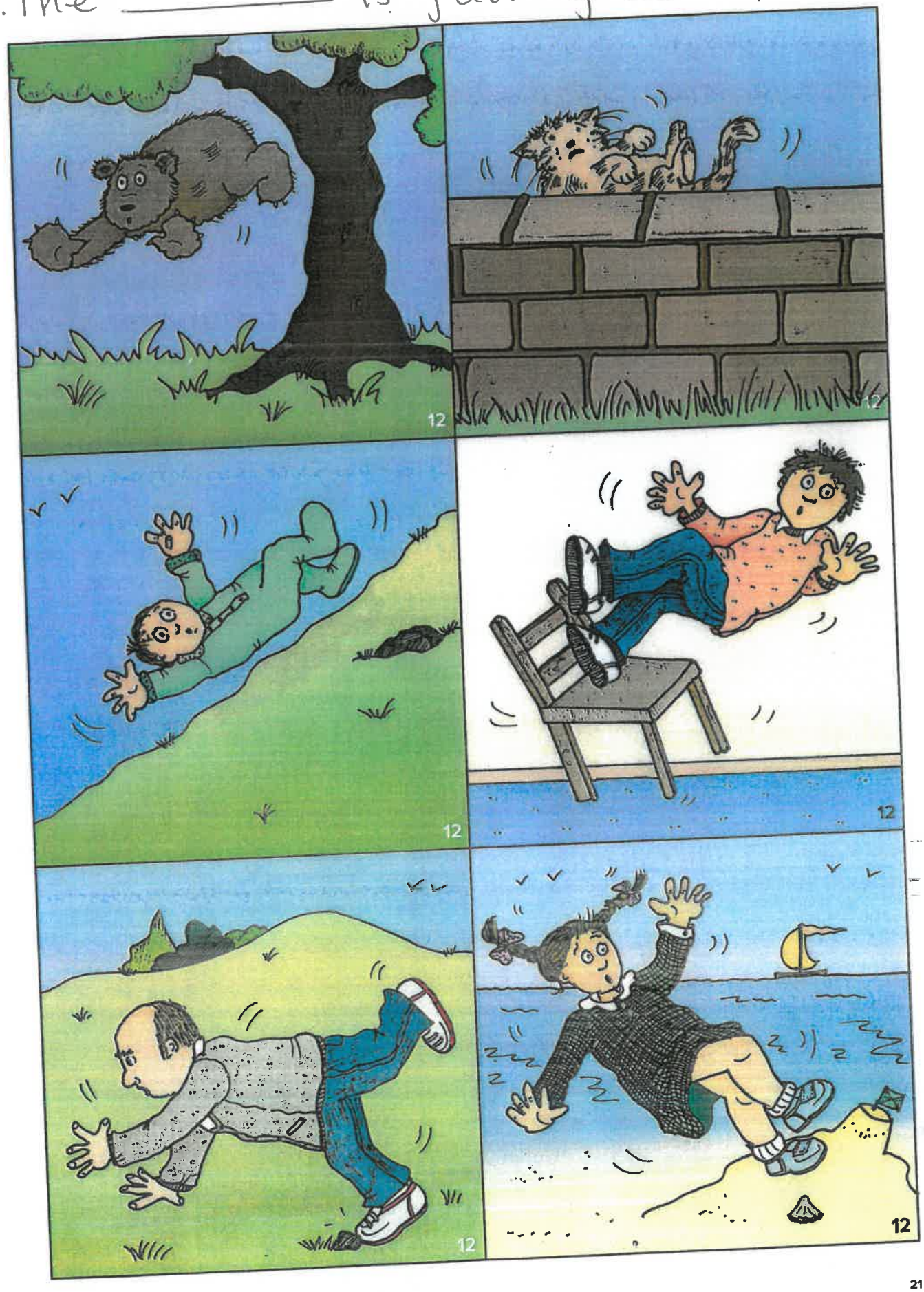
The _____ is waving _____.



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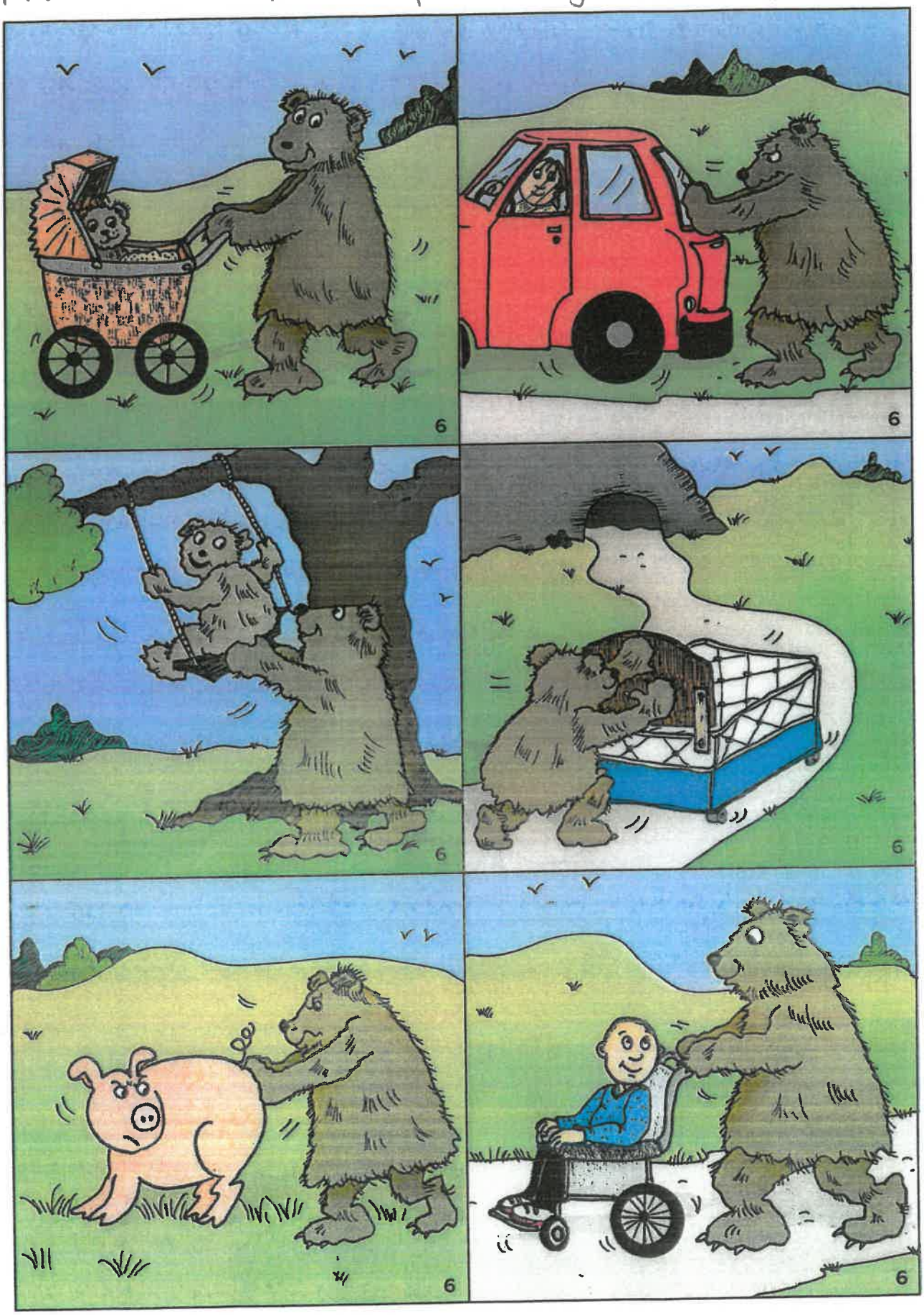
The _____ is falling _____.



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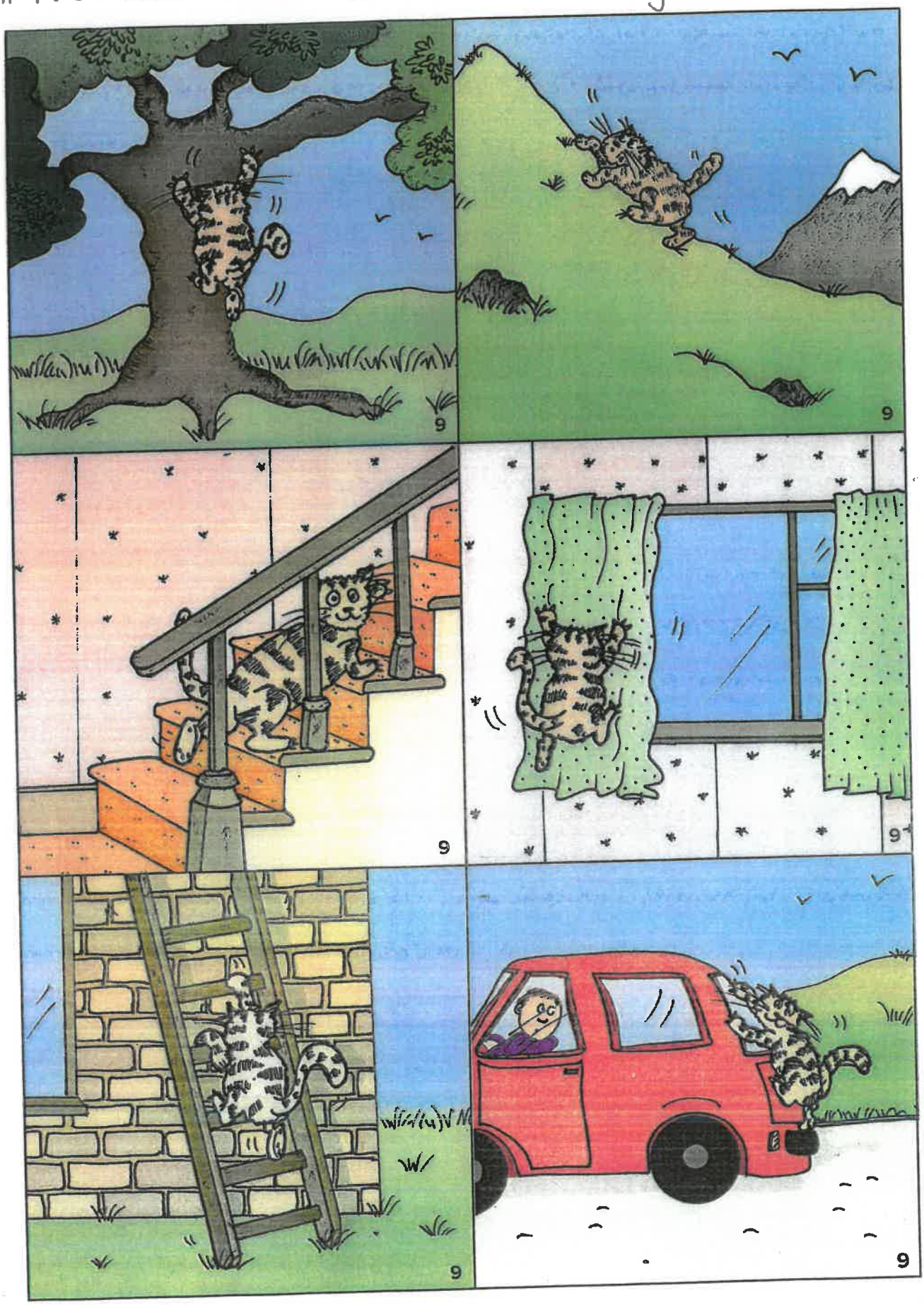
The _____ is pushing _____.



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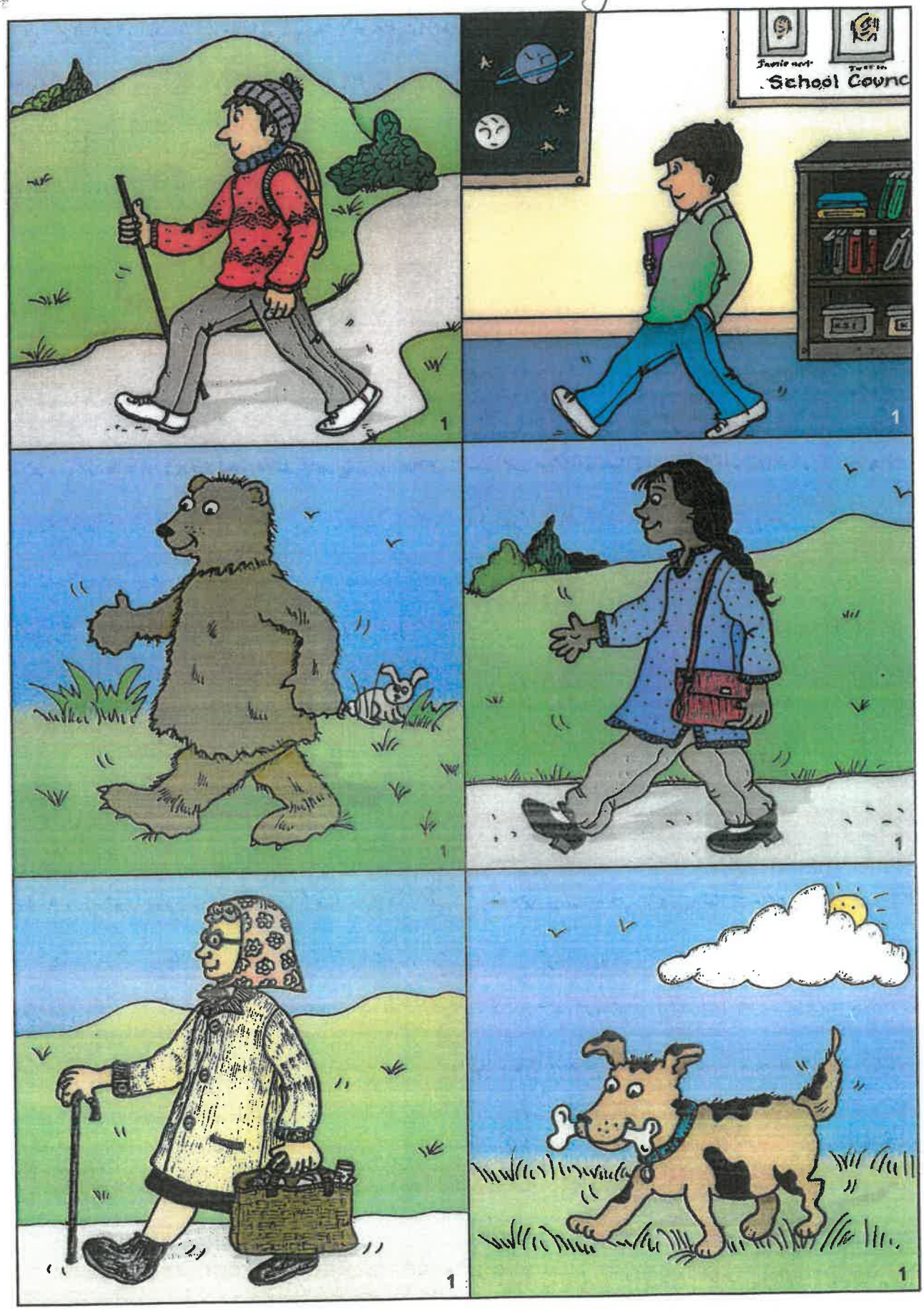
The _____ is climbing _____.



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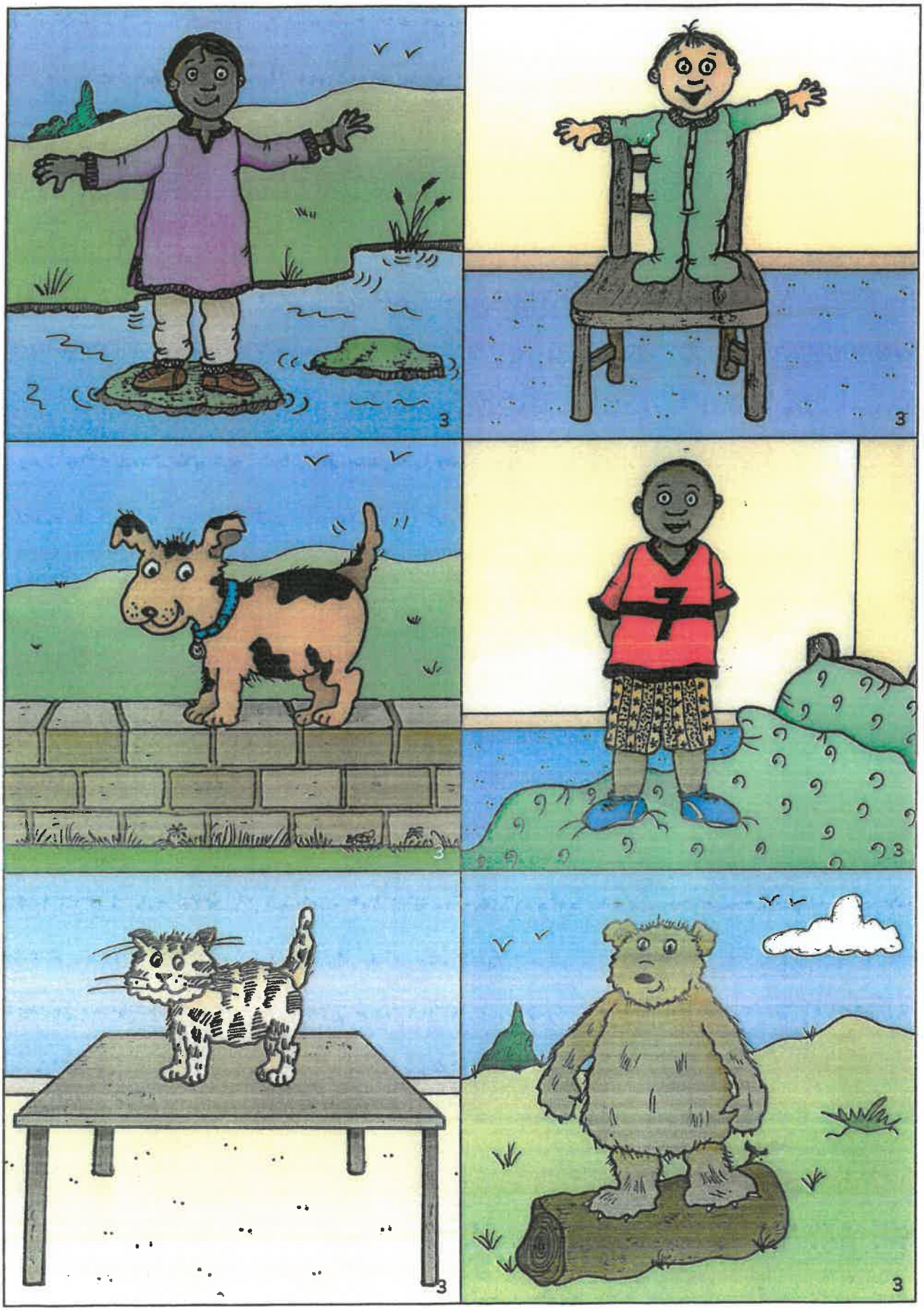
The _____ is walking _____.



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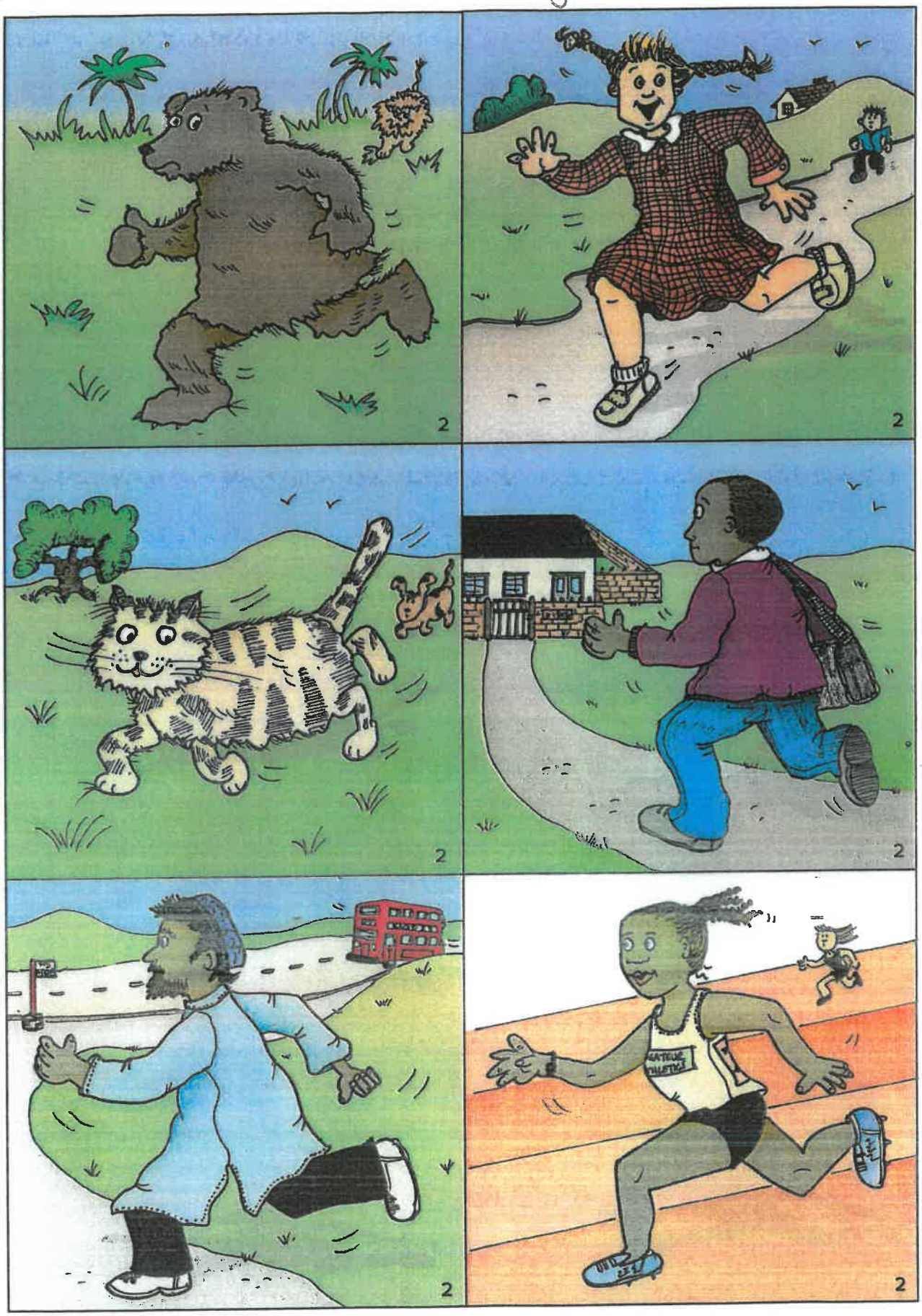
The _____ is standing _____.



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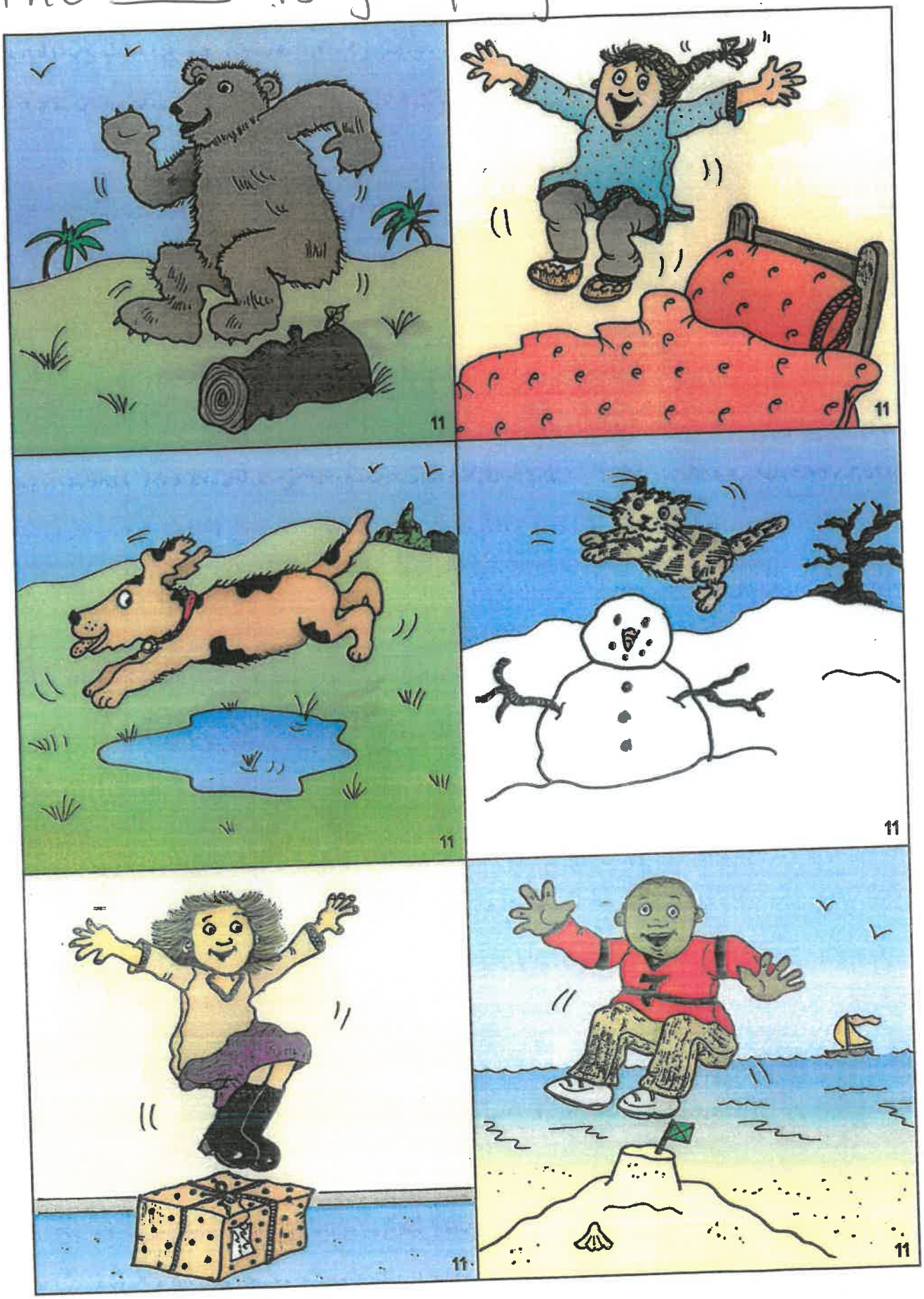
The _____ is running _____.



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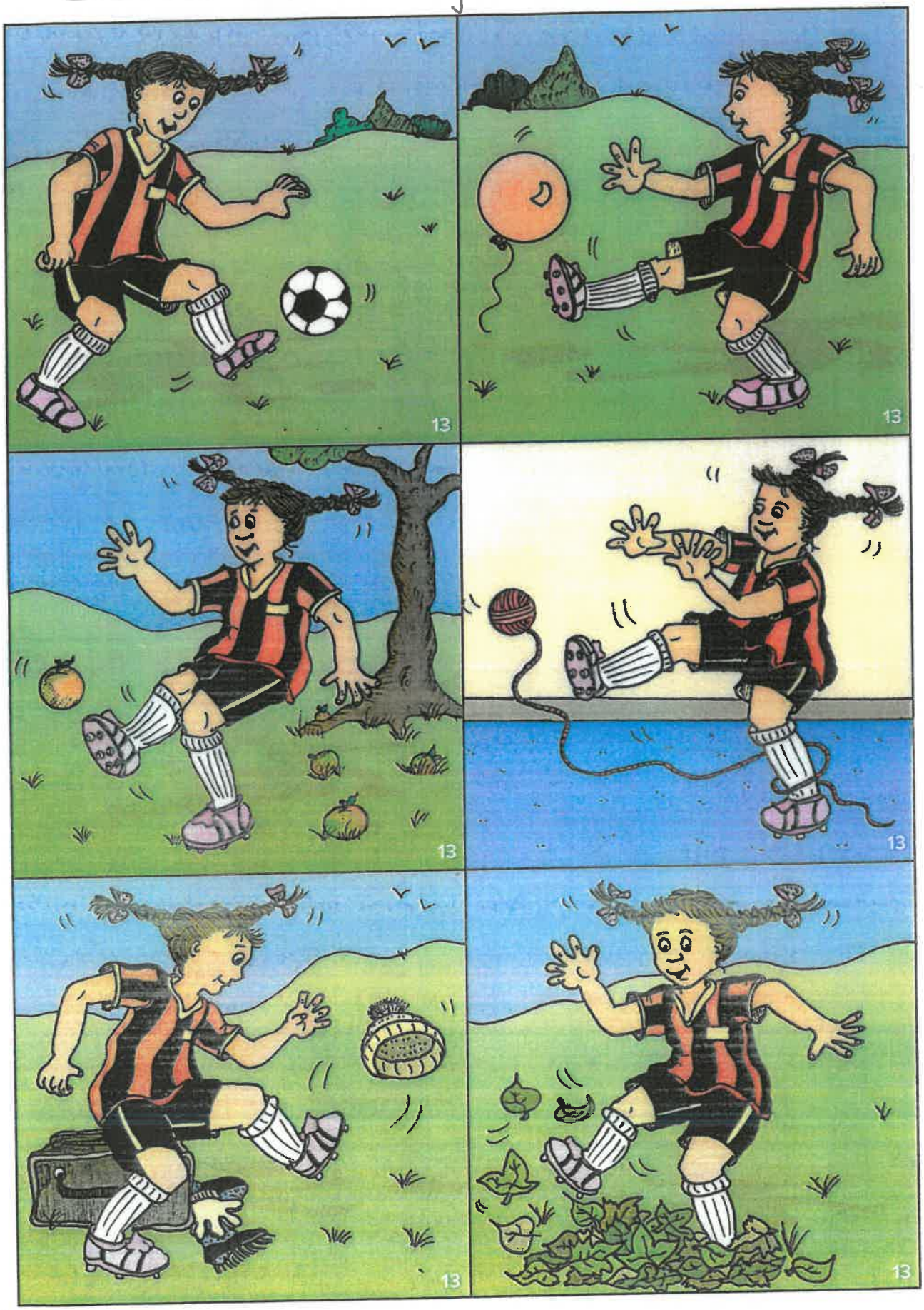
The ___ is jumping ___.



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The _____ is kicking _____.



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The boy

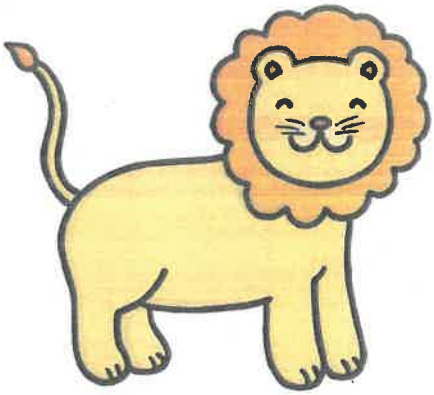
Who?



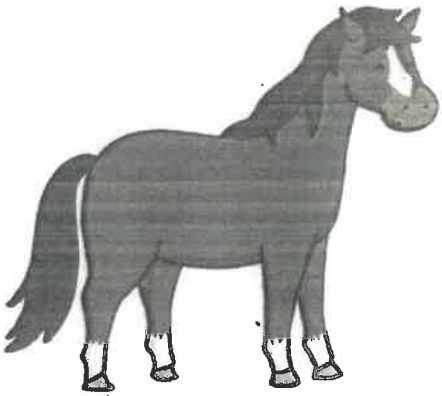
The cat



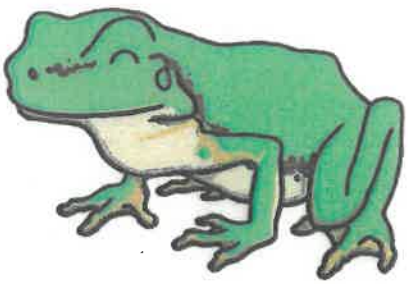
The giraffe



The lion



The horse



The frog



The teacher



The tiger



Grandpa



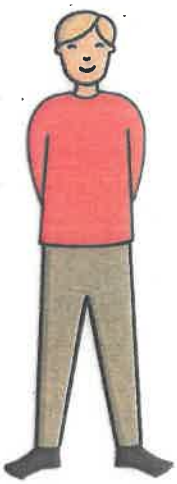
The girl



The dog



Granny



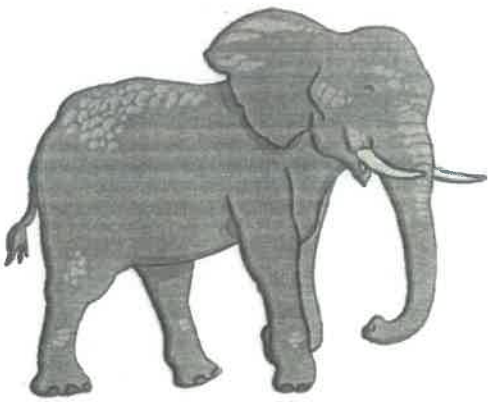
Dad



Mum



The bear

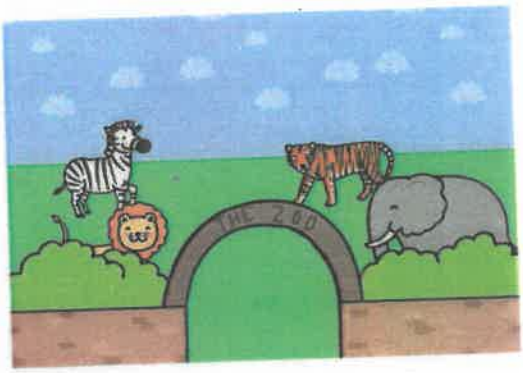


The elephant



The doctor

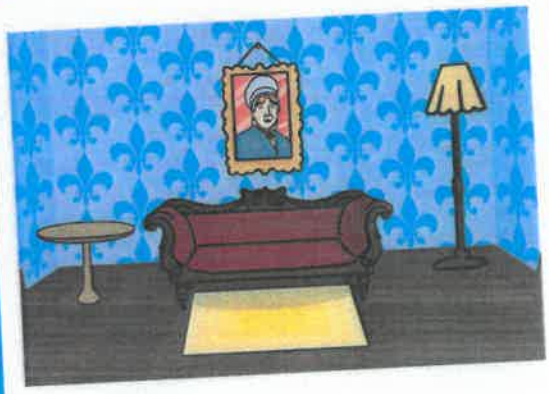
Where?



in the zoo



in the restaurant



in the living room



in the dining room



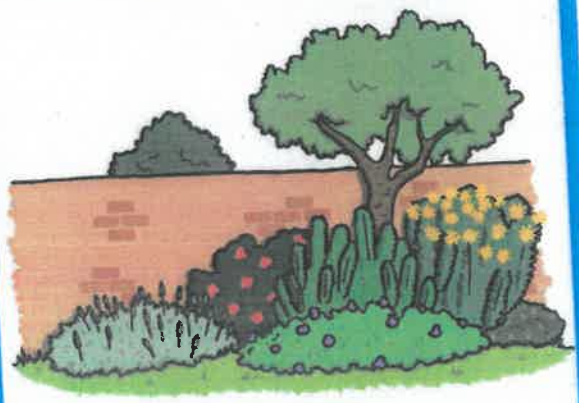
in the kitchen



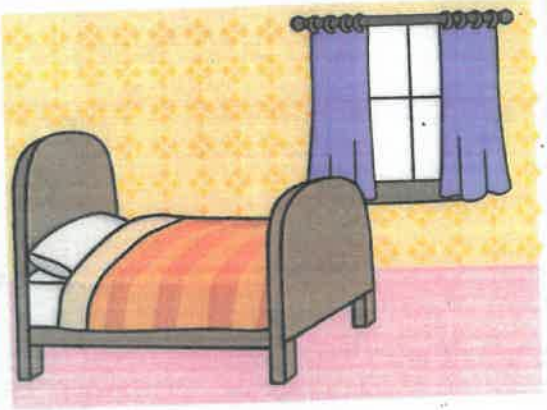
in the park



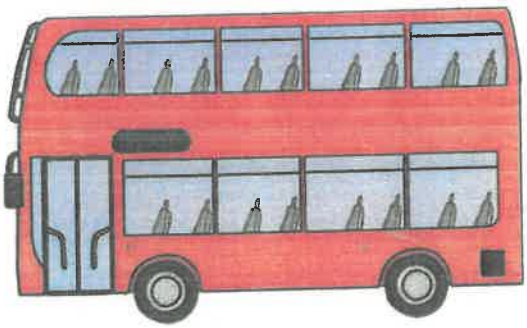
in the supermarket



in the garden



in the bedroom



on the bus



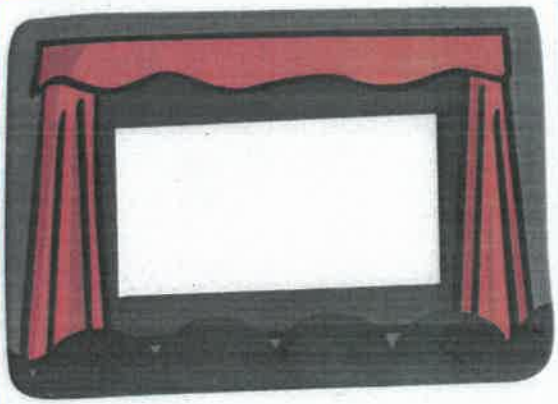
in the library



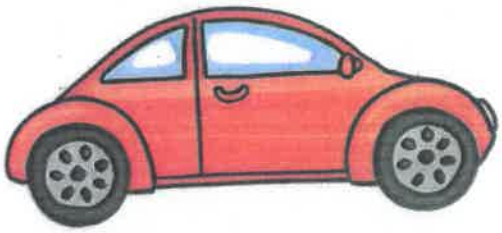
in the bathroom



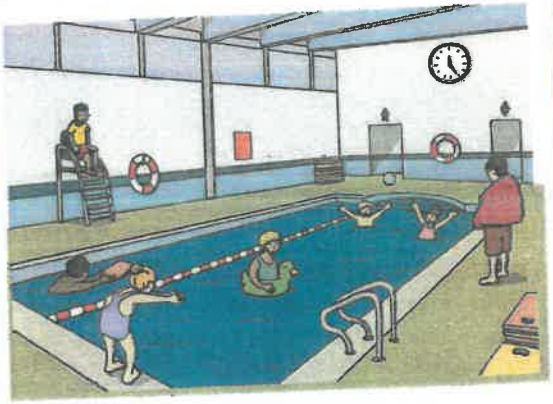
in the classroom



in the cinema



in the car



in the swimming pool



on the beach

What doing?



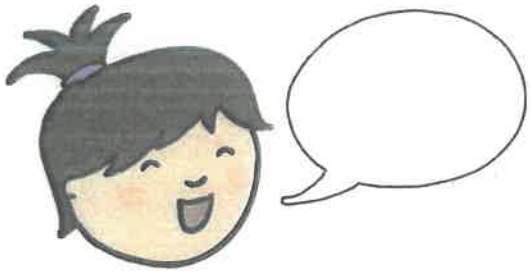
is brushing



is running



is sitting



is talking



is walking



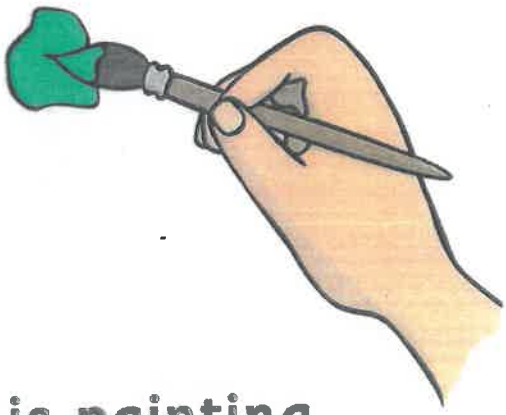
is hopping



is writing



is swimming



is painting



is reading



is sleeping



is eating



is playing



is drawing



is dancing

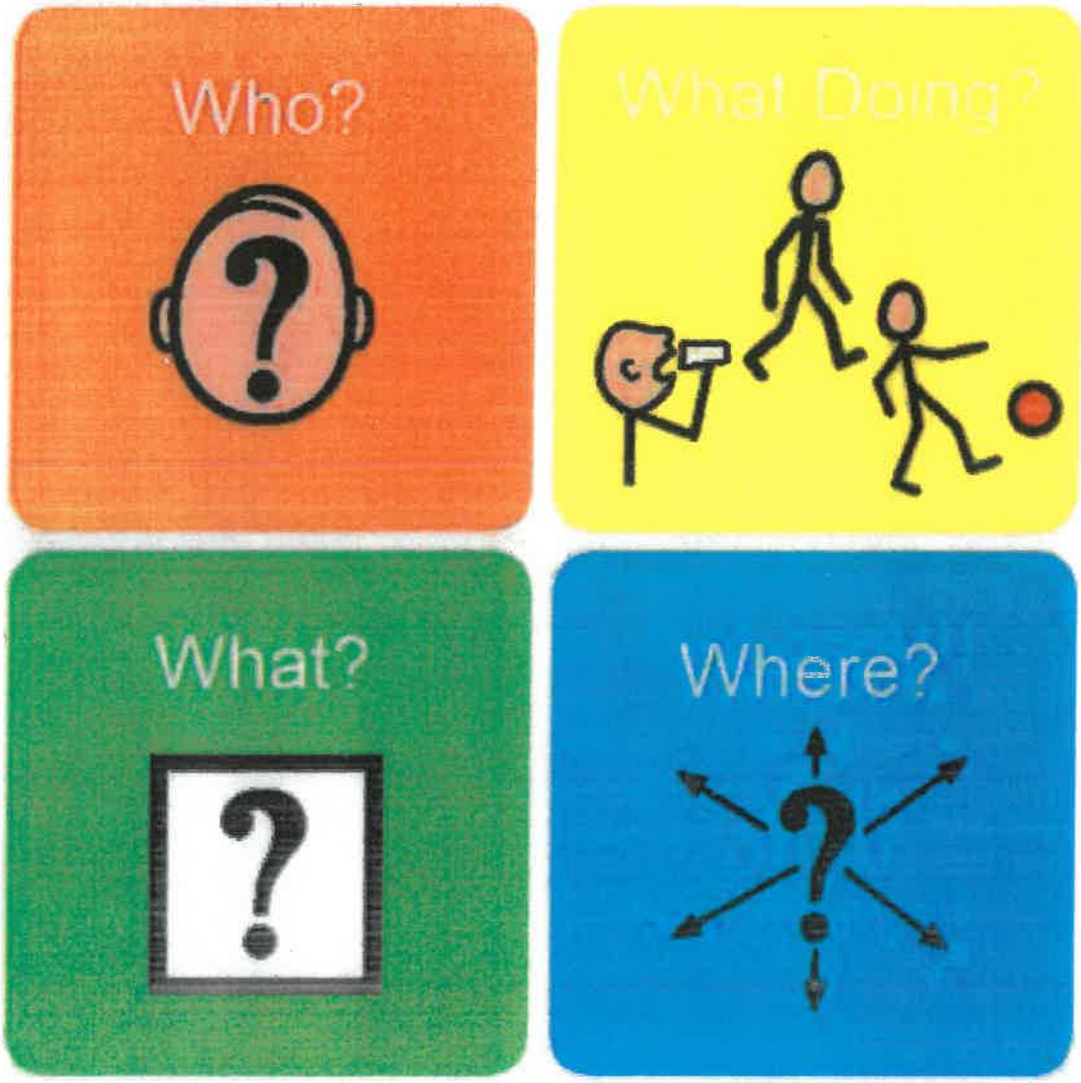


is baking



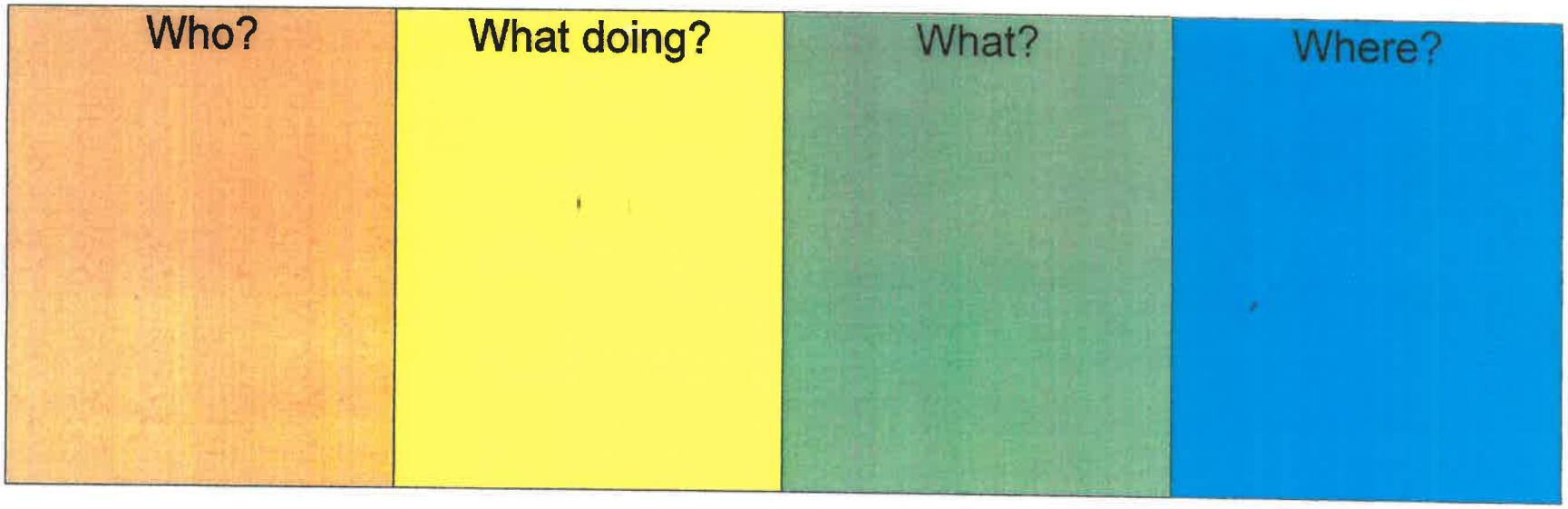
is jumping

Small - Symbol + Text



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Symbols from Boardmaker ®


Who?
What doing?
What?
Where?



The dog



The boy



The cat



The girl



The man



The bear



The lady



The baby



The Monkey



is pushing



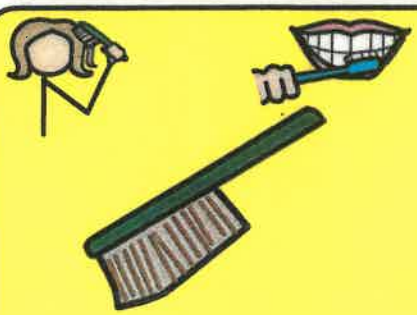
is throwing



is washing



is falling



is brushing



is carrying



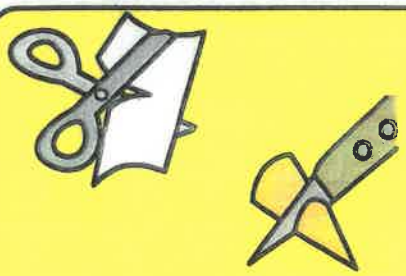
is standing



is climbing



is jumping



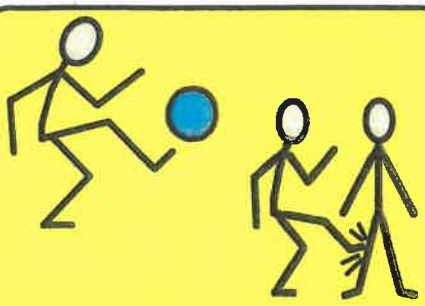
is cutting



is reading



is sitting



is kicking



is crying



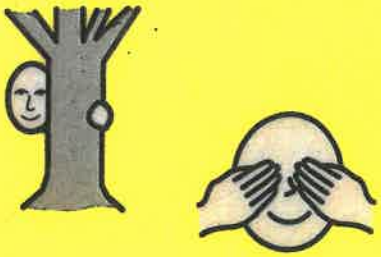
is smelling



is waving



is hugging



is hiding



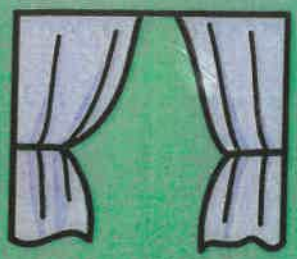
is sitting



is dropping



is building



the curtains



the hill



the balloon



the string



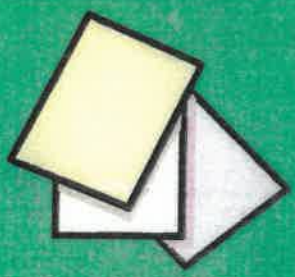
the apple



leaves



the cake



the paper

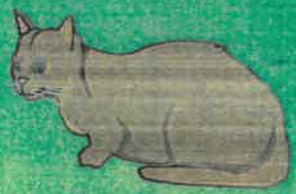


nails





the bag



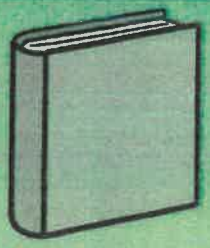
the cat



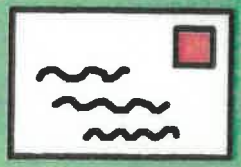
the washing



the coat



the book



the letter



the bone



the car



the ball



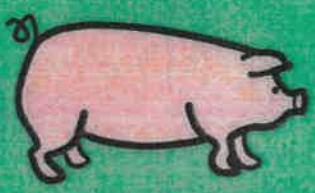
the pram



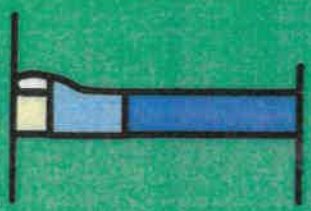
the wheelchair



the swing



the pig



the bed



the stick



the stone



the sandcastle



the wall



face



the window



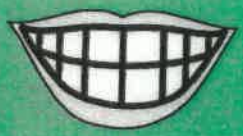
hair



the dog



present



teeth



baby



teddy



snowball



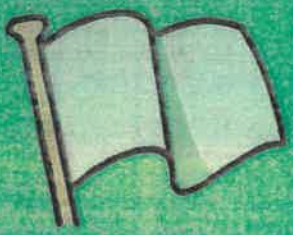
the chair



the log



the table



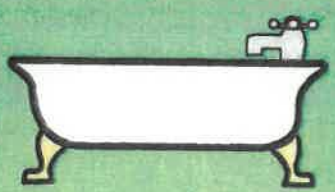
the flag



hand



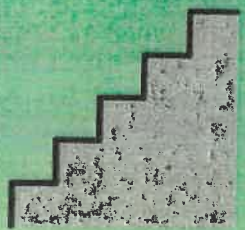
the tree



the bath



the ladder



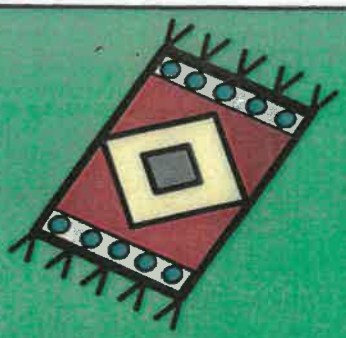
the stairs



the newspaper



the magazine



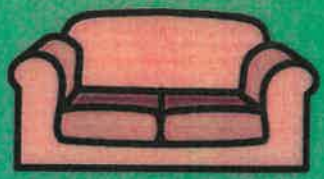
the mat



the bench



the doll



the sofa



dog kennel



the cushion



the pond



lolly



the snowman



Inside



Outside



At the beach



At school



At home



In the sitting room



In the bathroom



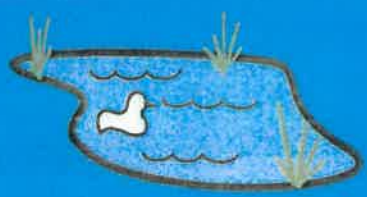
in the shower



on the path



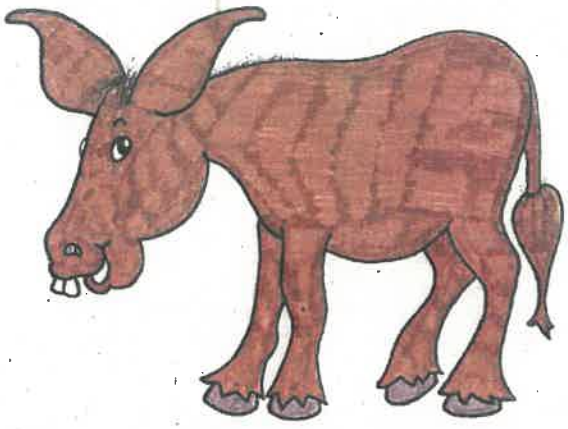
on the bench



in the pond



in the kitchen



ee

or

ee



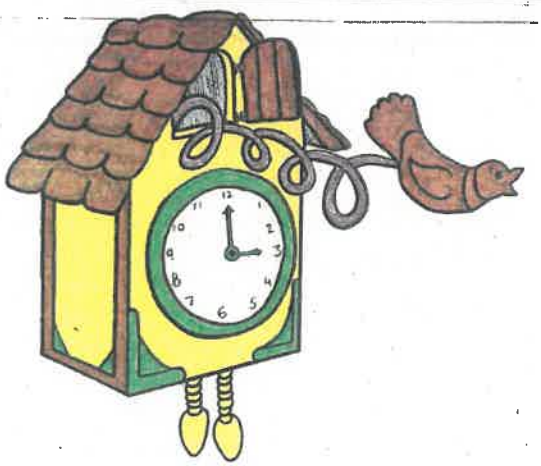
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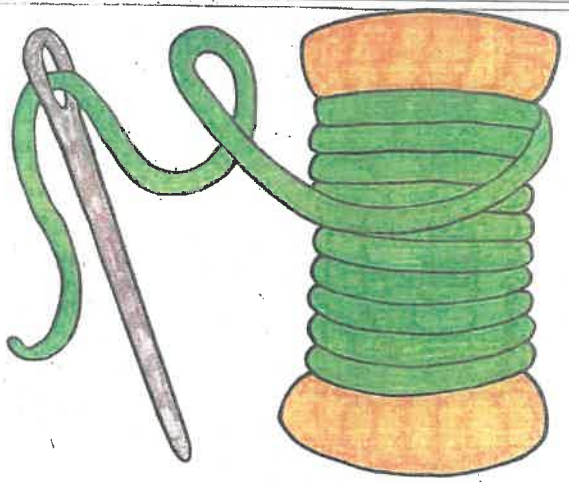
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aye



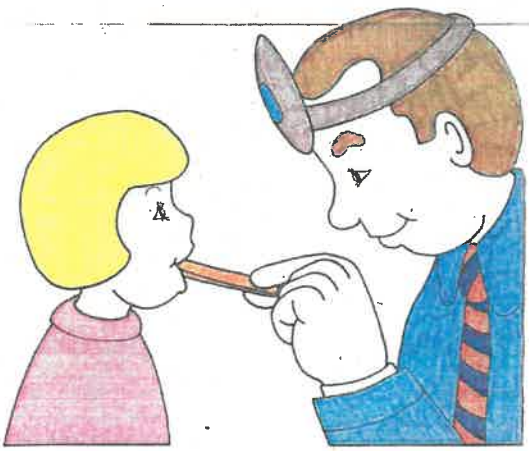
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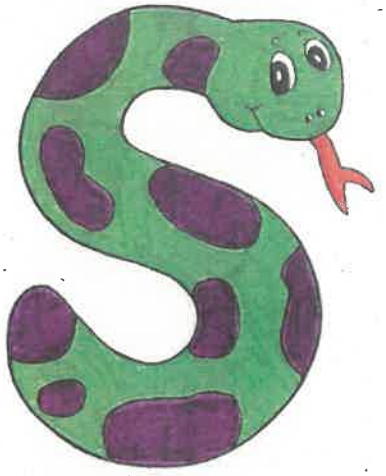
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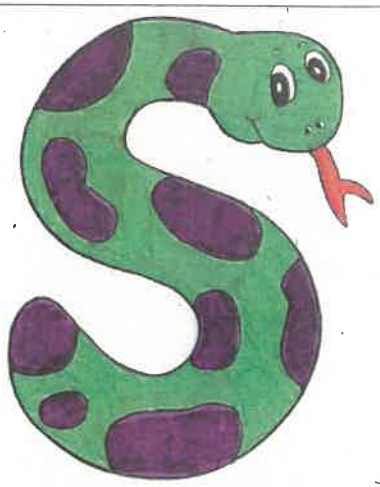
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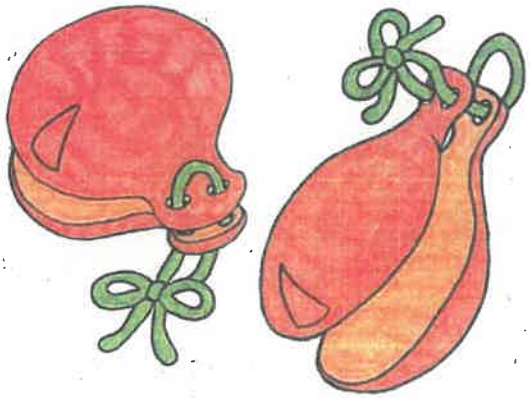
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S

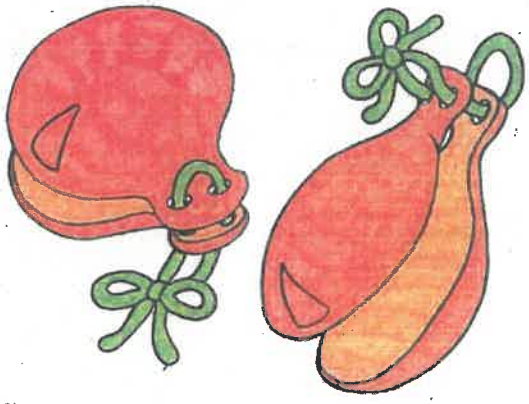
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C

k

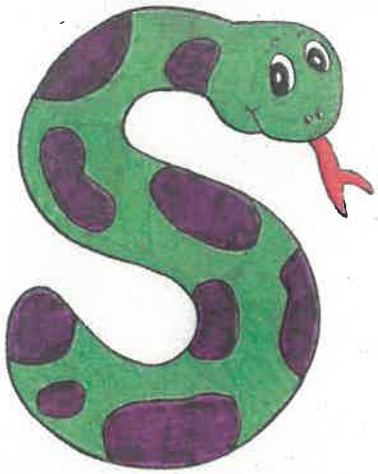
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C

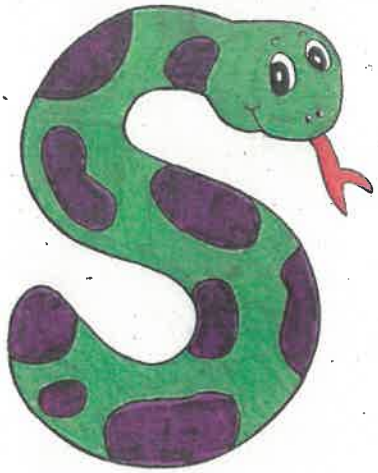
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k



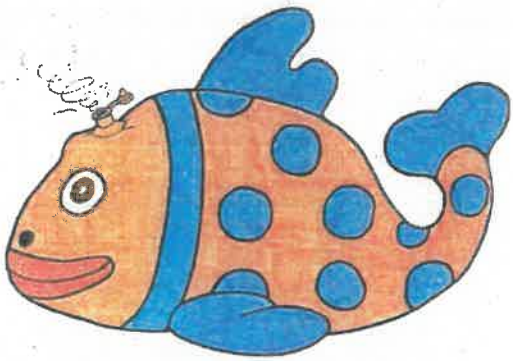
S

s



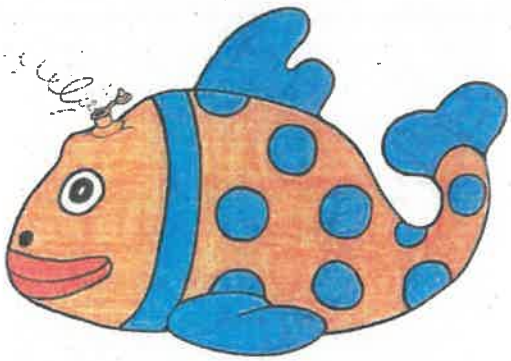
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f

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f

f



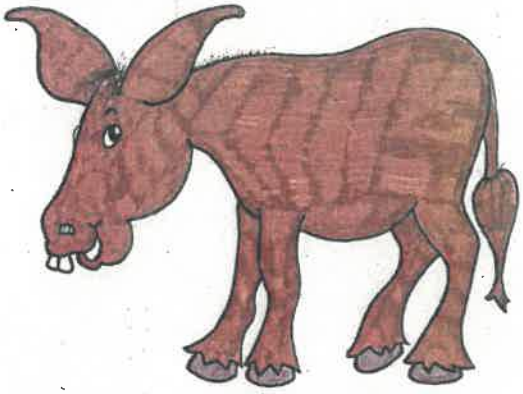
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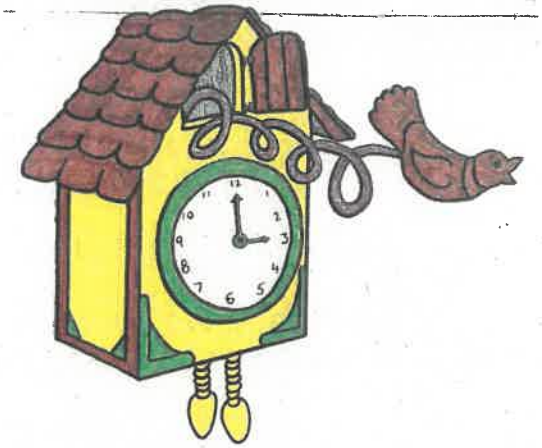
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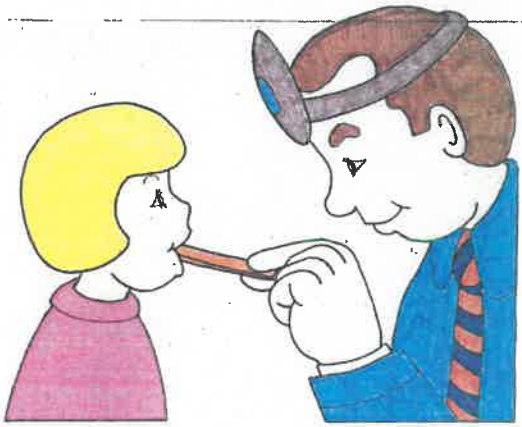
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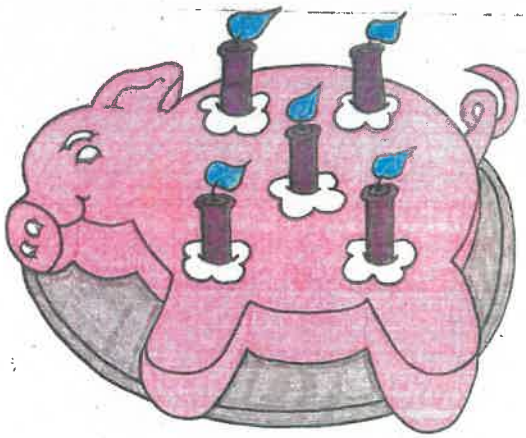
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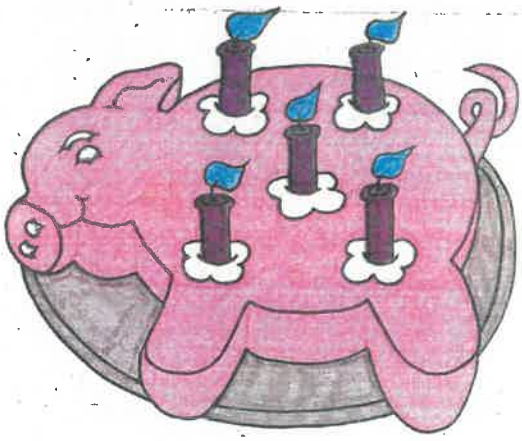
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p

p



p

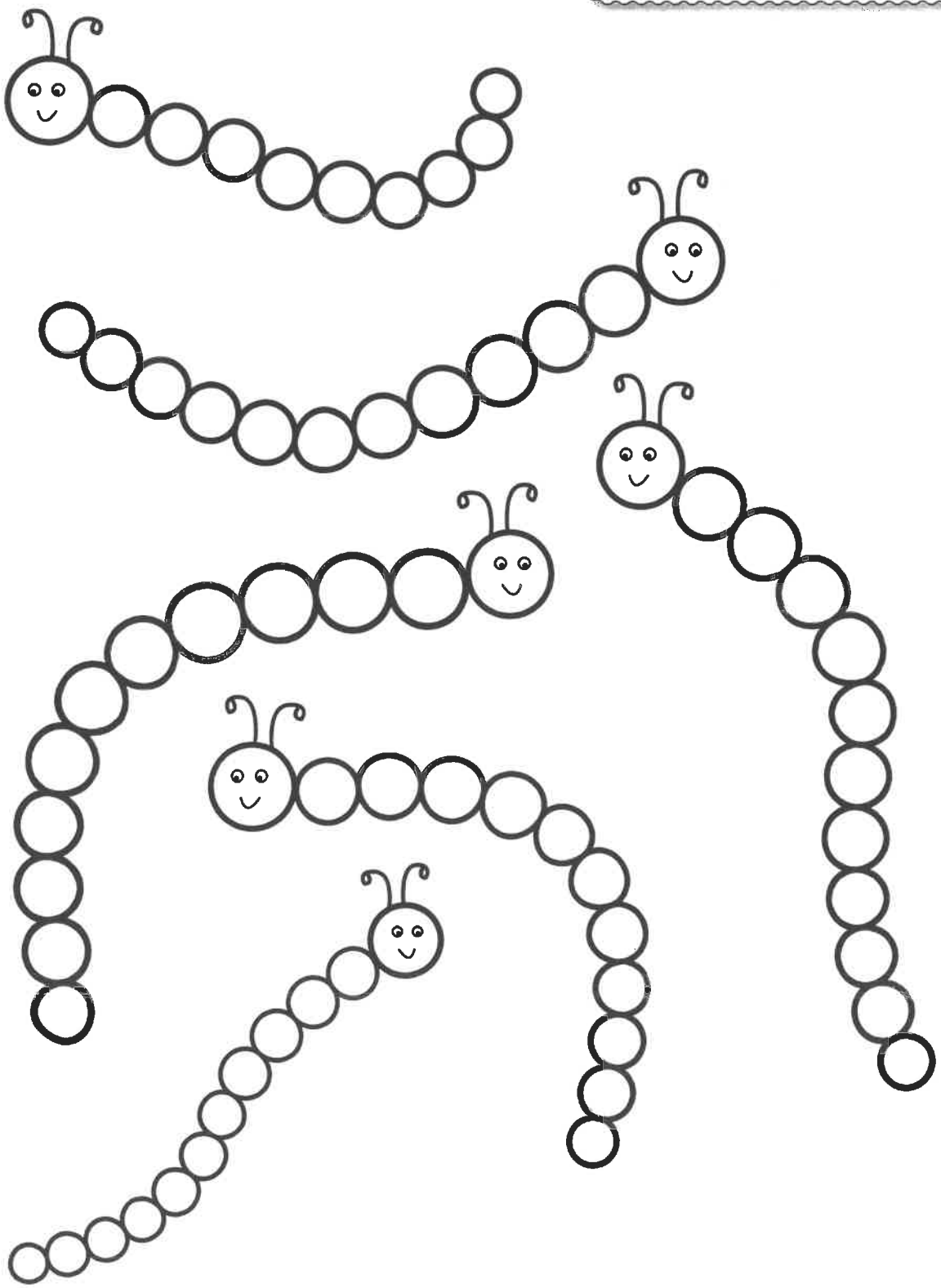
p

Accuracy
Crazy Caterpillars

Teacher's Tip!

If a child struggles with accuracy repeat with a different coloured pen. Alternatively use a thicker felt tip pen or bingo stamper.

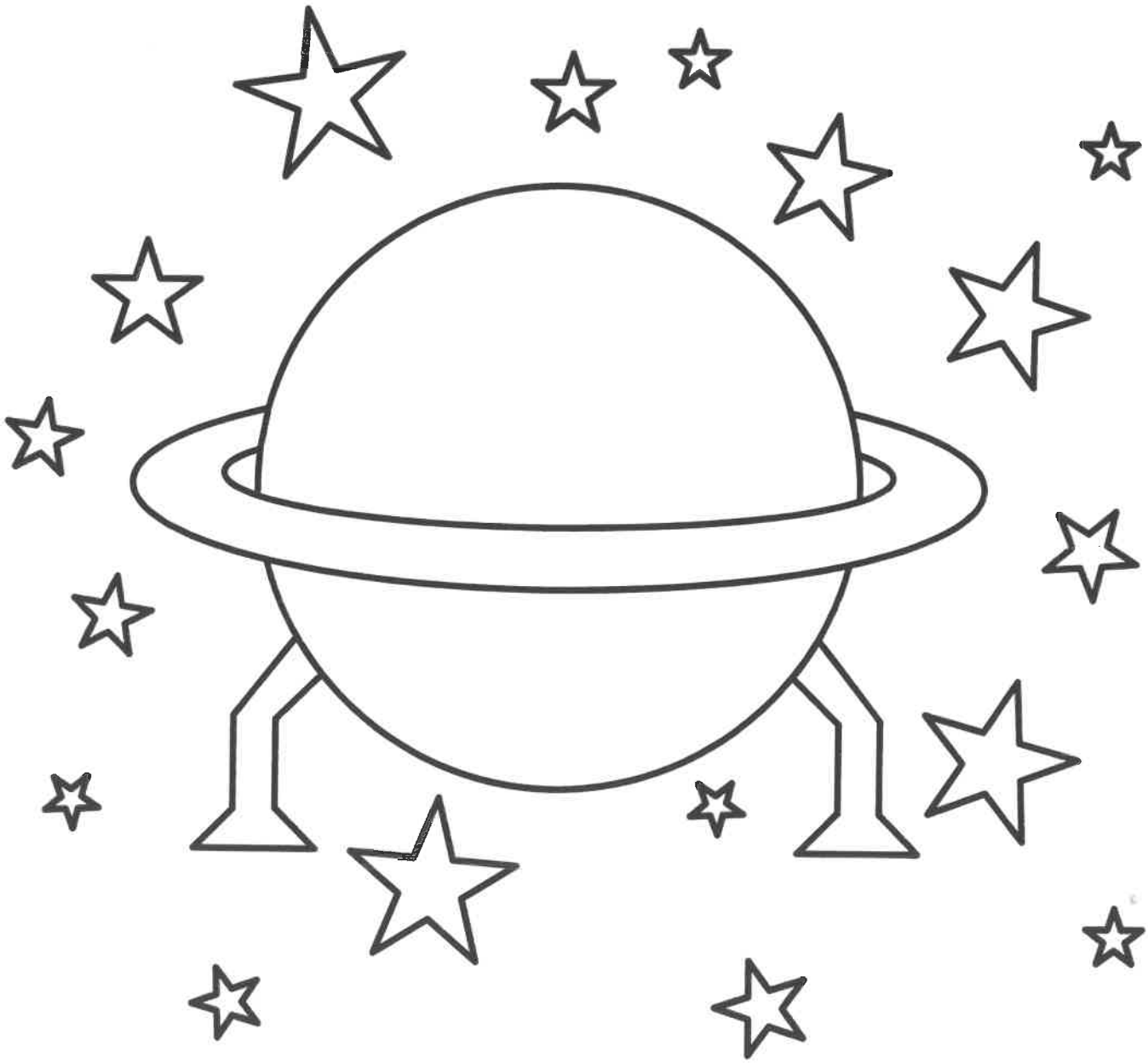
Put a dot in each segment of the caterpillar's body.



Accuracy
Alien Aircraft

Use glitter pens or brightly coloured gel pens to put a dot in the centre of each star.

> ***Teacher's Tip!***
>
> *Time the child's first attempt, then repeat and re-time to check progress with accuracy and speed.*

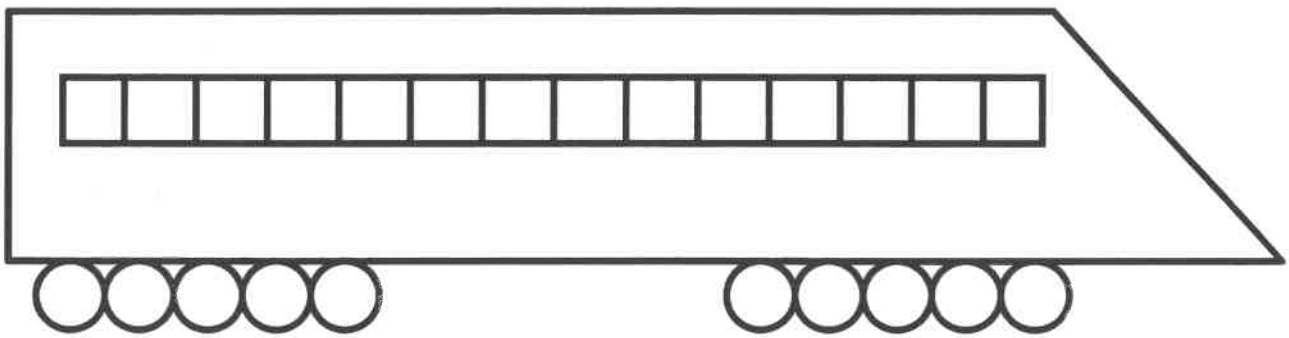


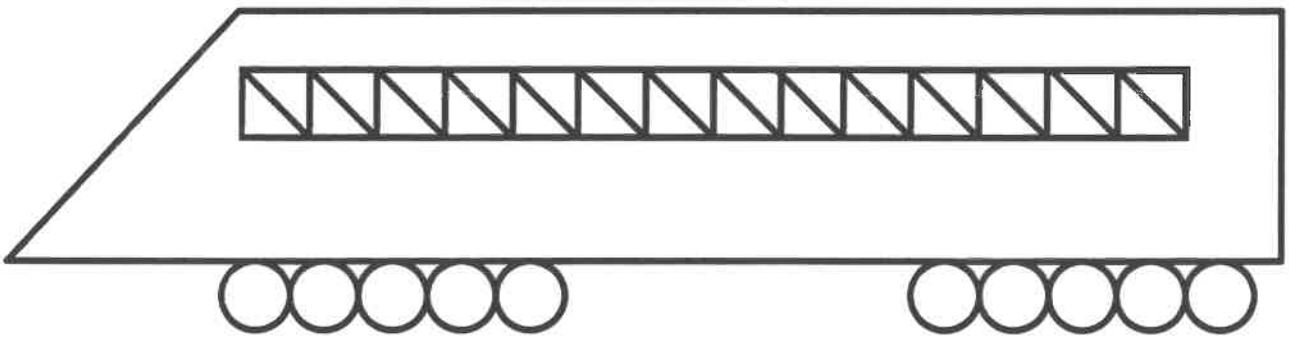
Accuracy
High Speed Trains

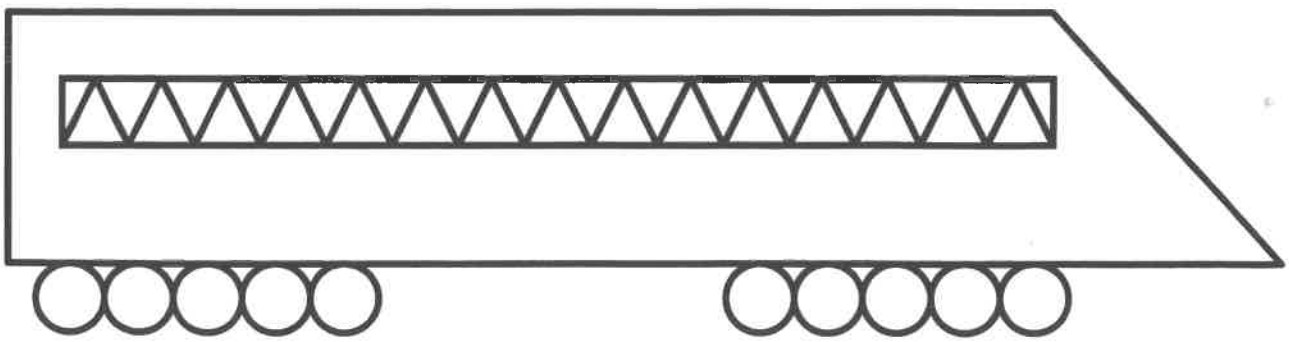
Teacher's Tip!

Show the child how to 'hover' their pen over the shape before placing a dot to improve placement and accuracy.

Put a colourful dot in the windows of the trains to send them on their way.







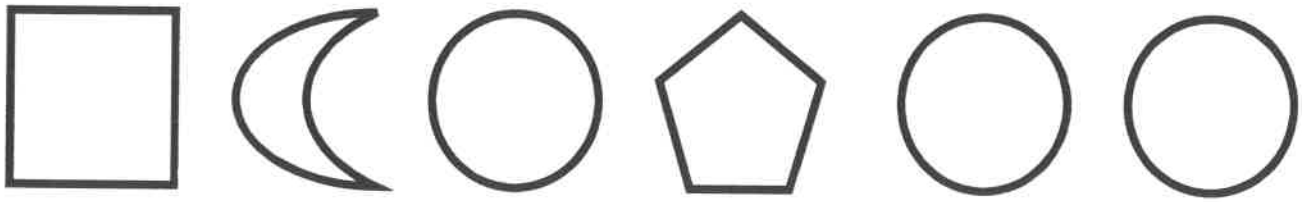
Accuracy
Finger Print Shapes

Using finger paints, put a finger print in just the circles!

Teacher's Tip!

Ask the child to say out loud the name of each shape before doing the task to ensure they know which shape they are going to colour.



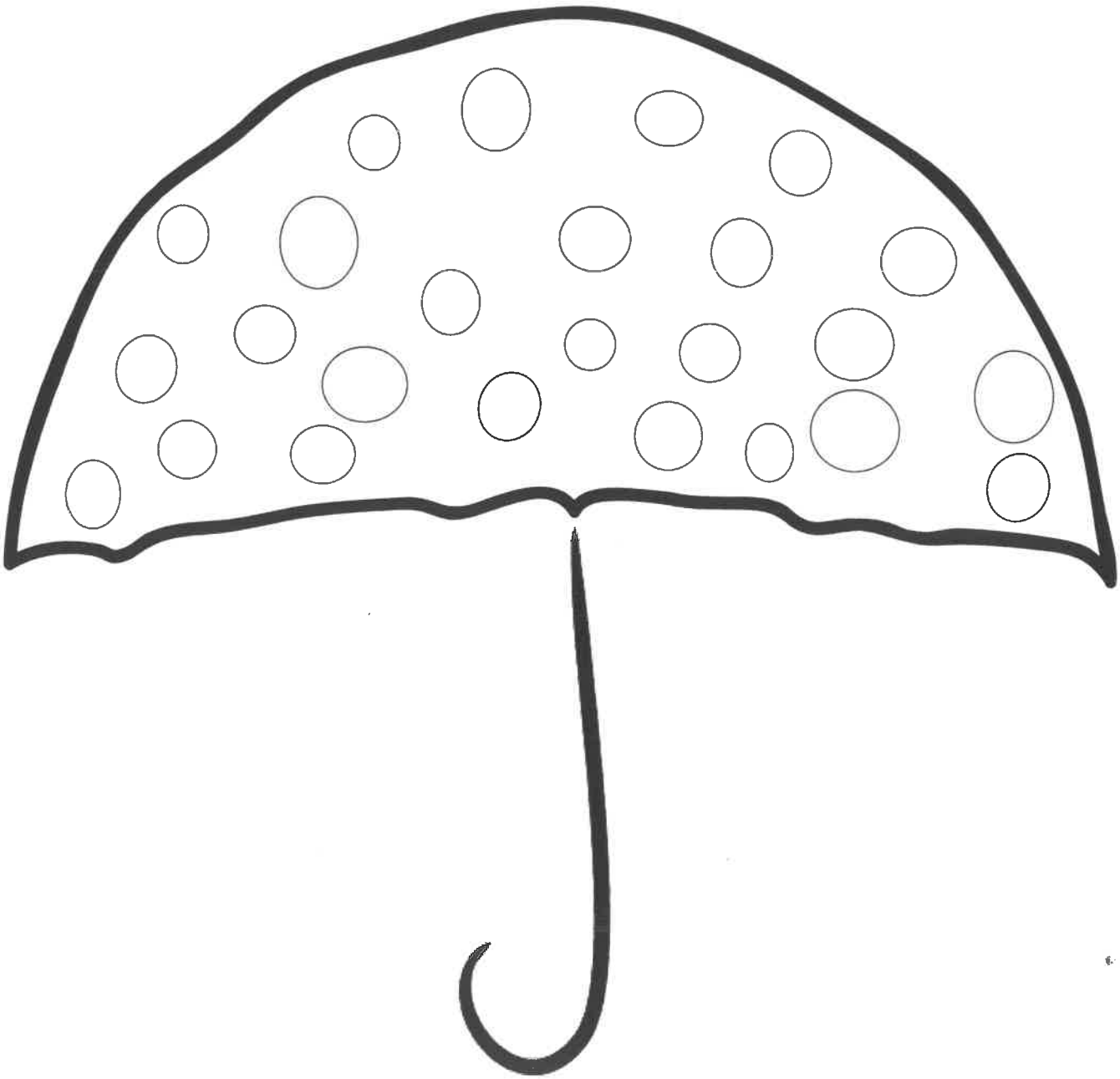




Accuracy
Umbrella

> ***Teacher's Tip!***
>
> *For children with reduced accuracy, use small stickers to stick carefully on the dots.*

Colour in the dots using felt tips, glitter pens, pencils or crayons.

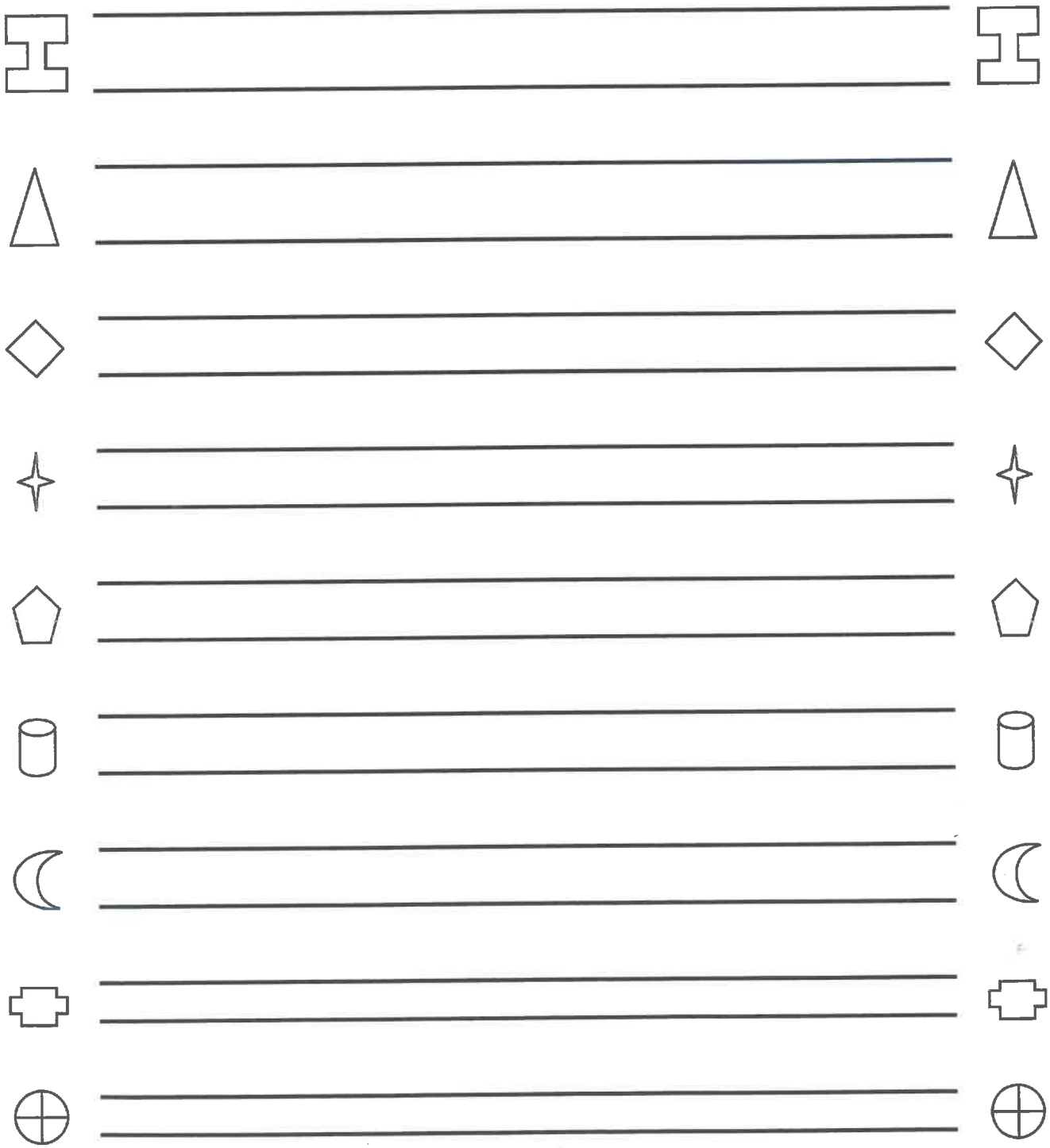


Tracking
Straight Lines

Join the shapes keeping in the paths.

Teacher's Tip!

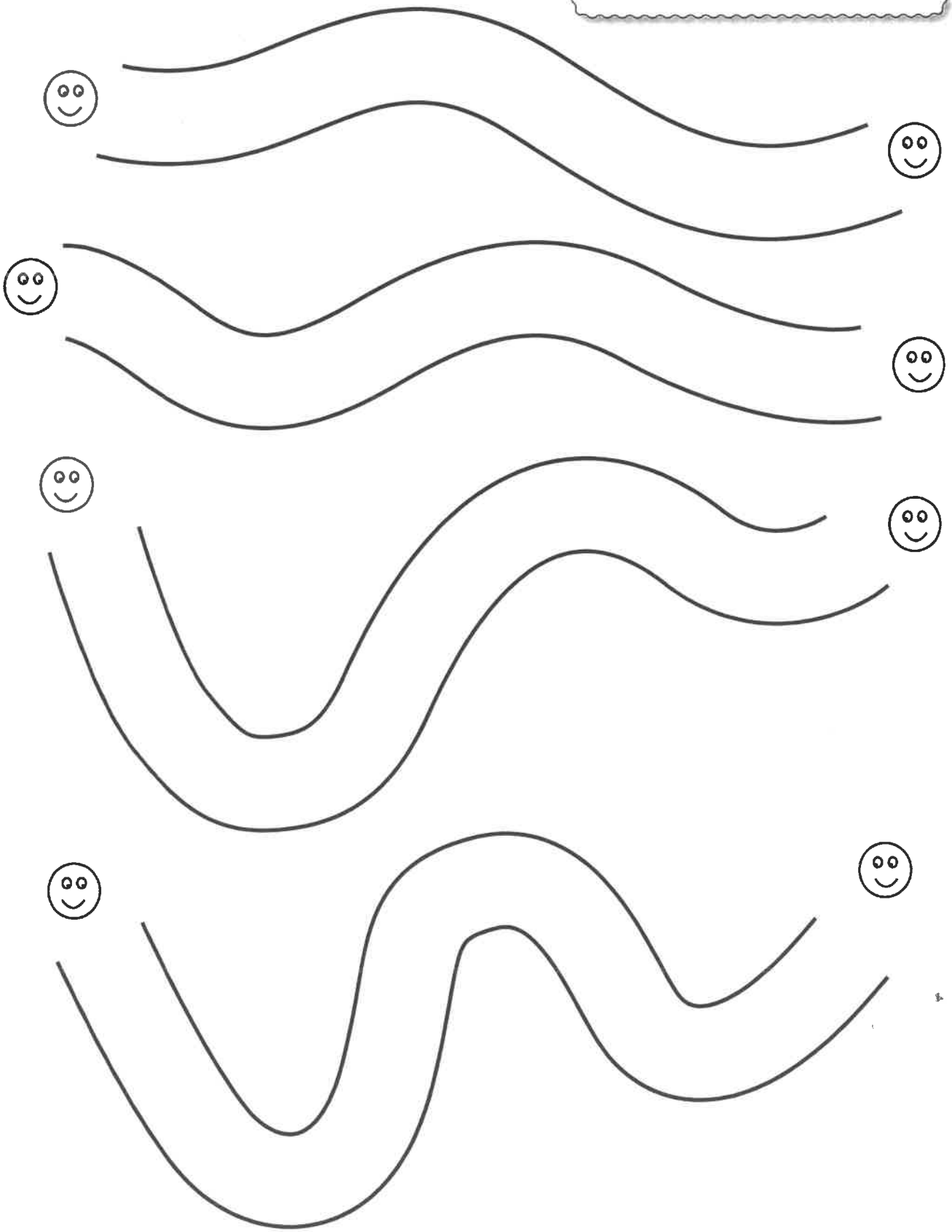
Try photocopying onto coloured or sugar paper and use chalk. The increased friction gives better control and great sensory feedback!



Tracking
Wavy Lines

> ***Teacher's Tip!***
>
> *Don't forget to practise with a finger first to develop movement memory.*

Join the smiley faces keeping in the paths.

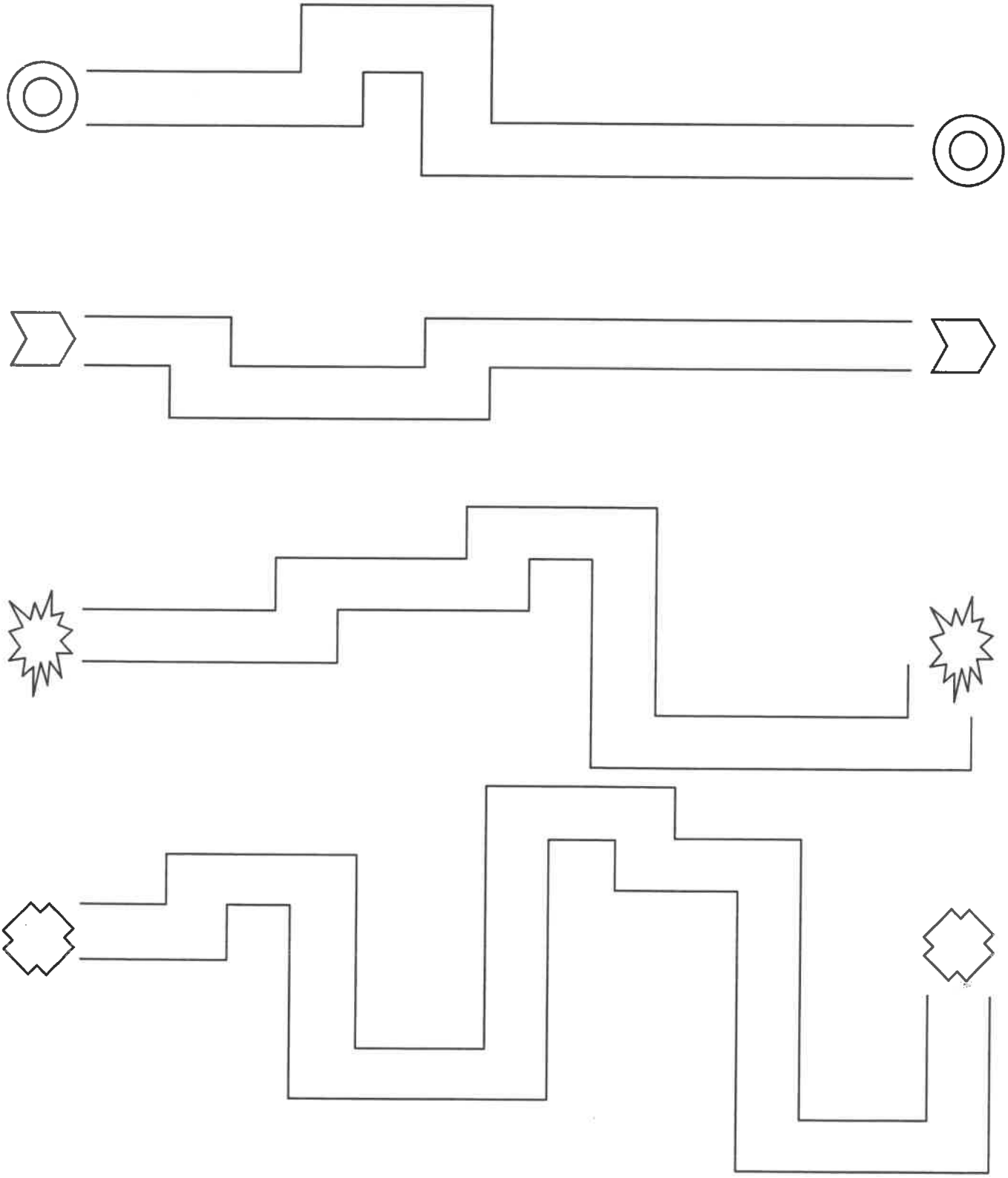


Tracking
Up, Down and Across

Teacher's Tip!

Track along the line with a finger first. Repeat with another colour pen, to prompt movement memory and control

Use a favourite coloured gel pen or felt tip to follow the trail to match the shapes.



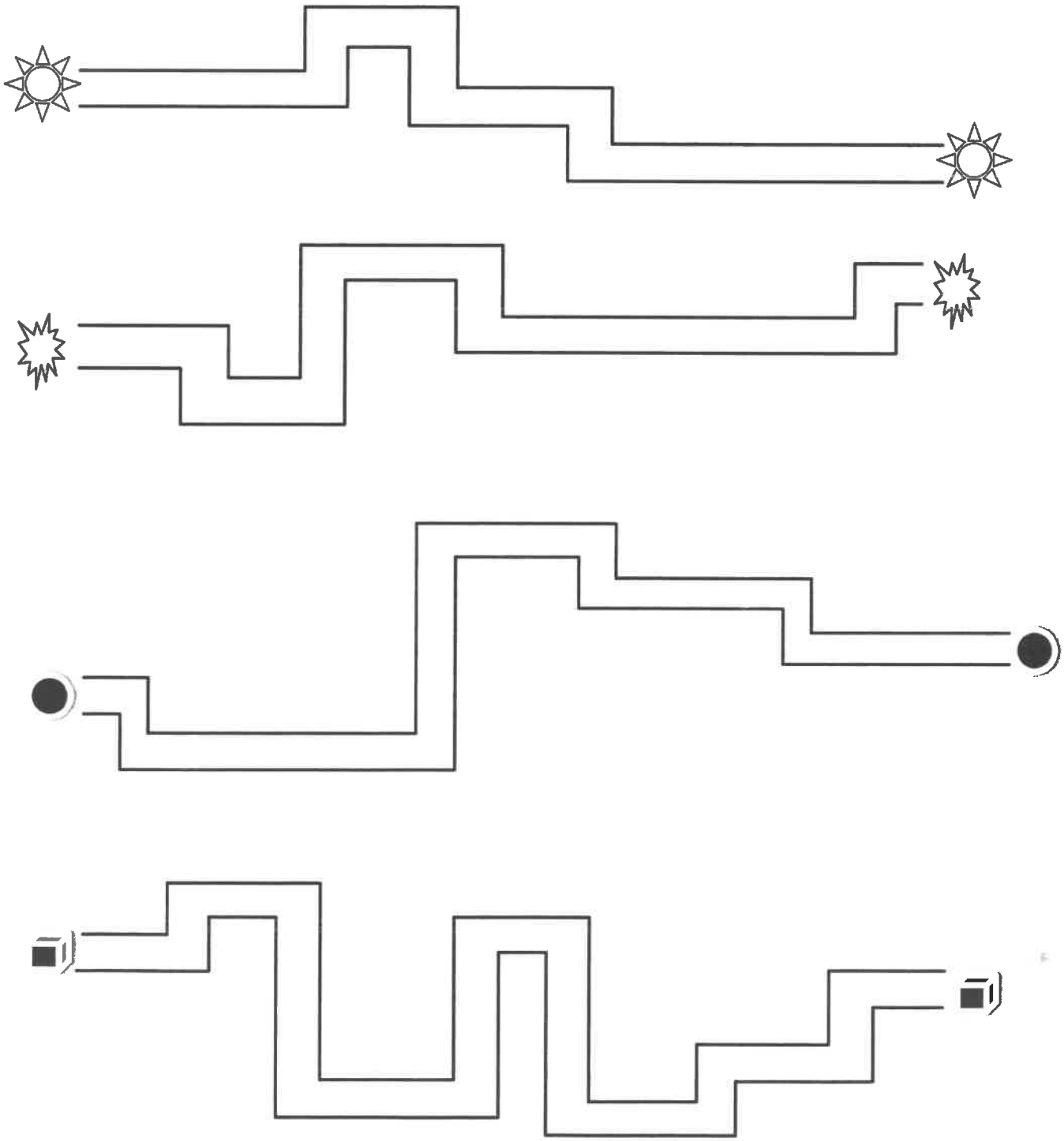
Tracking

Up, Down and Across – Medium Lines

Teacher's Tip!

If the child needs extra help, add marking points as a prompt to stop and change direction.

Follow the paths to join the shapes using suitable or favourite pens.

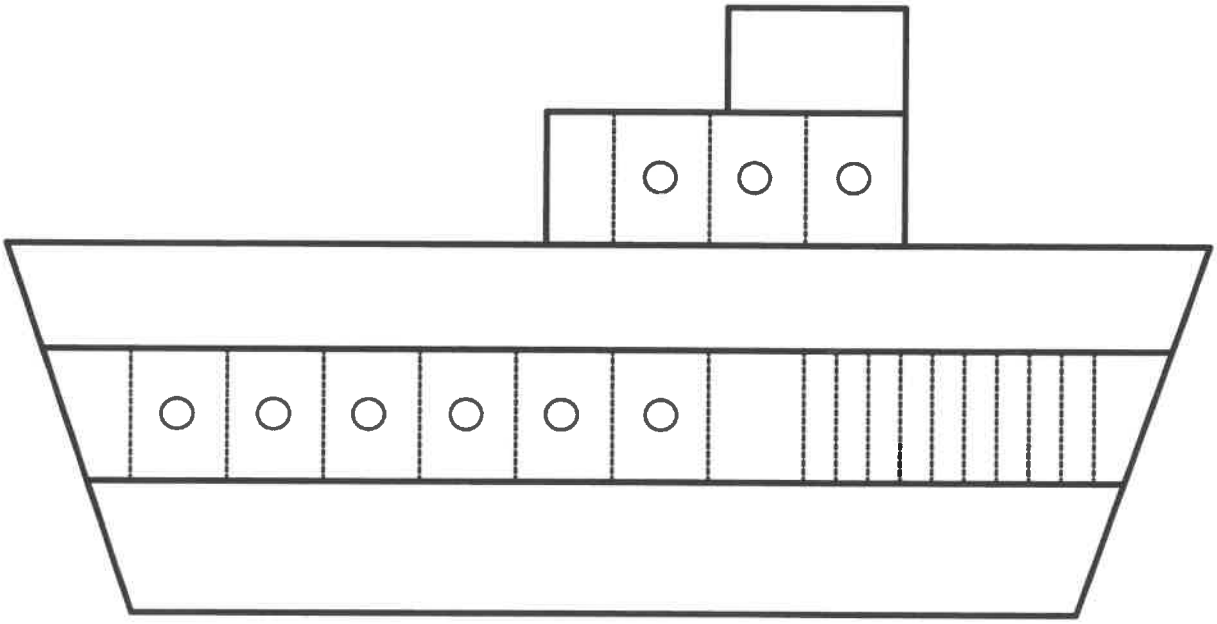


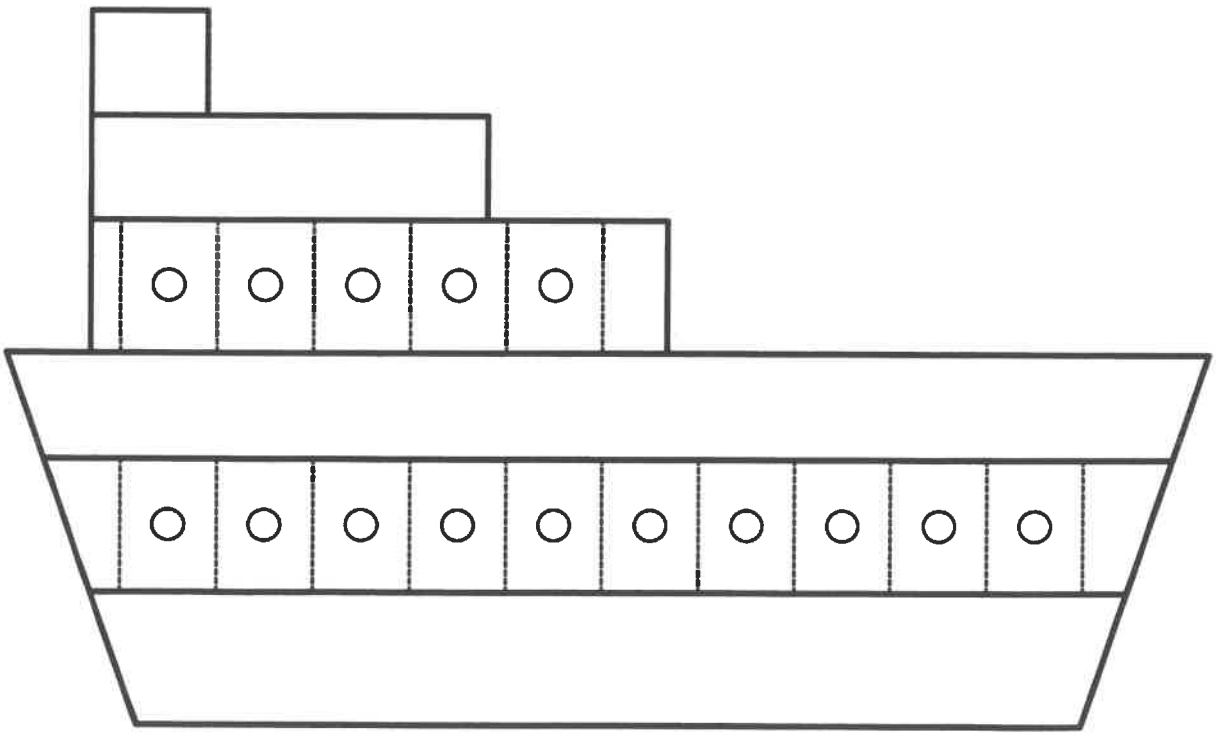
Ladder Steps

Fine Control

> ***Teacher's Tip!***
>
> *Watch the child doing this task. Are they moving their whole arm or just their fingers? They should be using just their fingers.*

Draw on the dotted lines to finish the port holes. Don't over shoot! Try each line in a different colour. Which one did you do best?





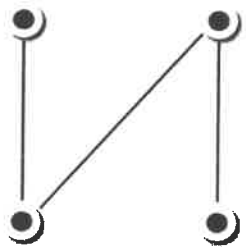
Grid Patterns

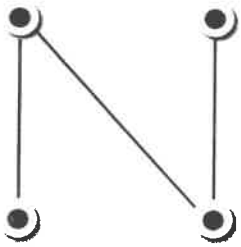
Organising and Planning

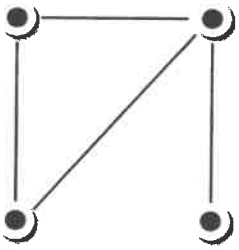
Copy the patterns from the grids on the left onto the empty grids on the right.

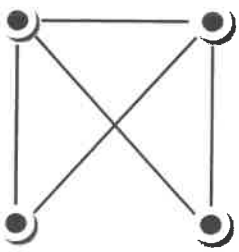
Teacher's Tip!

Use your finger first to trace where you are going to draw. This helps you check that you start at the right place.







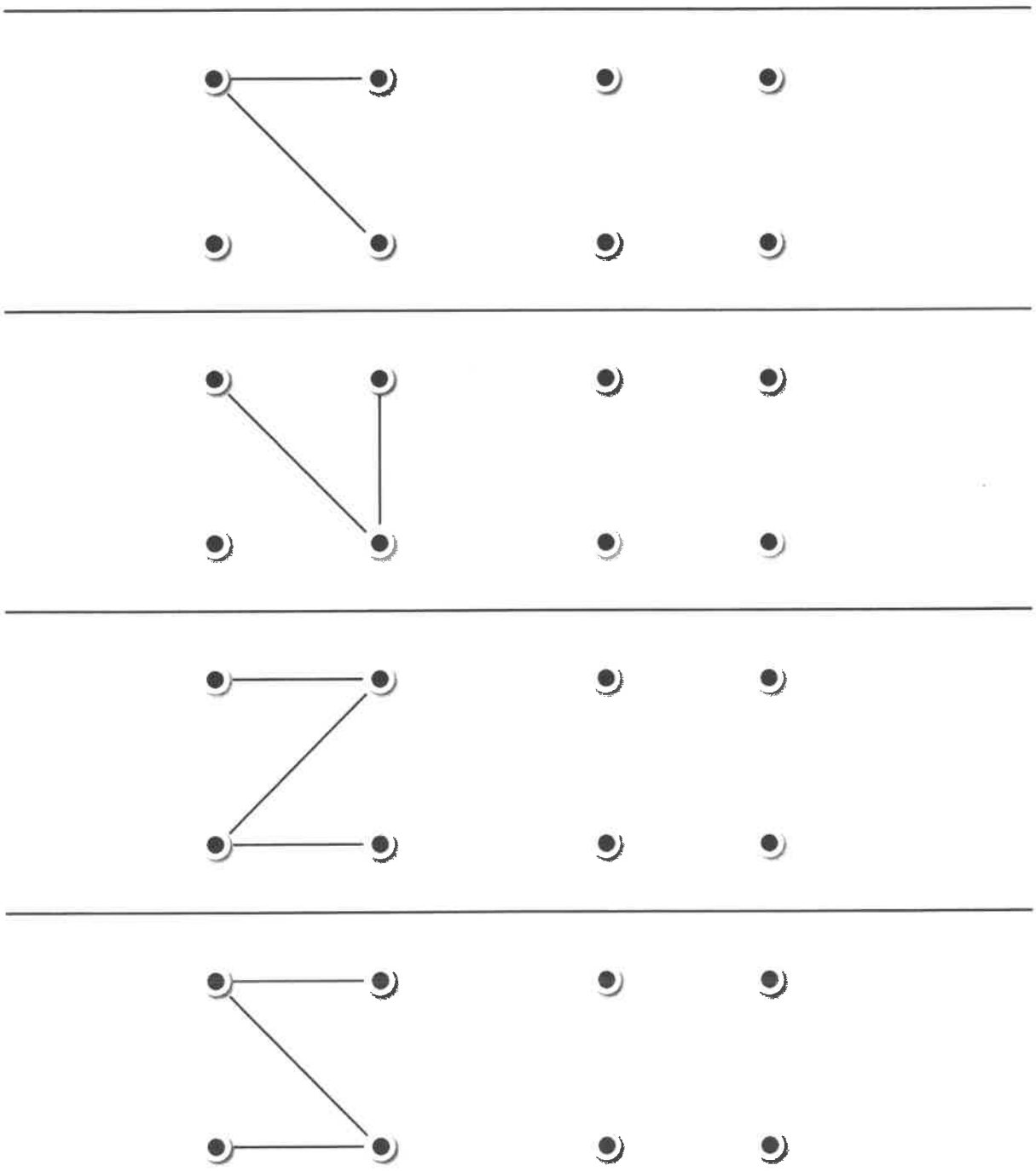


Grid Patterns

Organising and Planning

> ***Teacher's Tip!***
>
> *Ask the child to look carefully before starting to draw. This encourages planning ahead.*

Copy the patterns from the grids on the left onto the empty grids on the right.

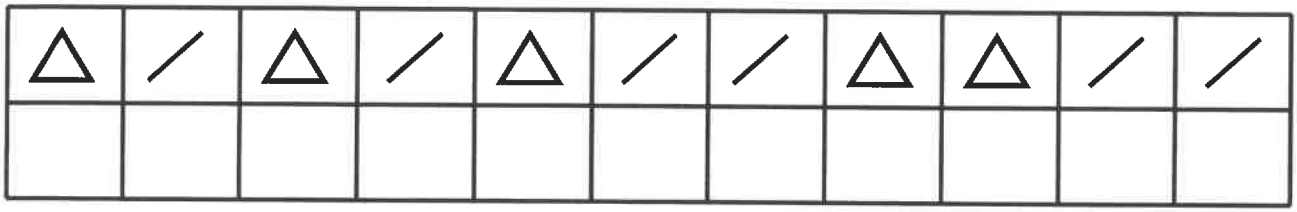


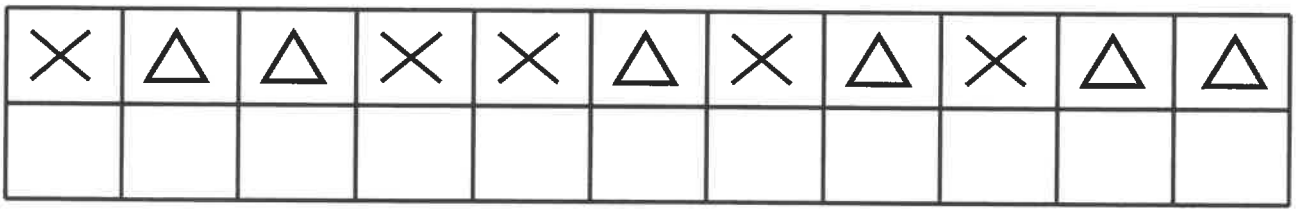
Copying Shapes

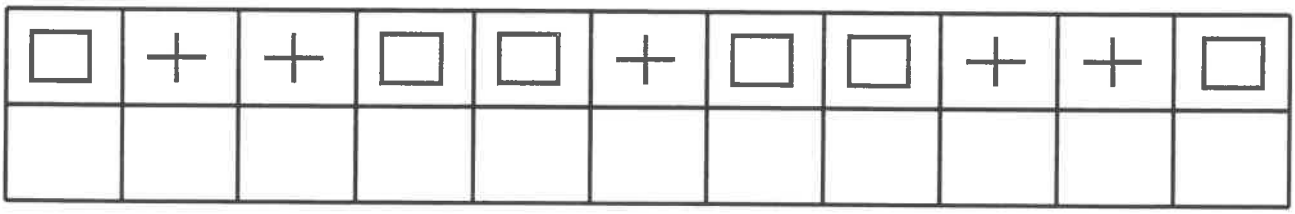
Teacher's Tip!

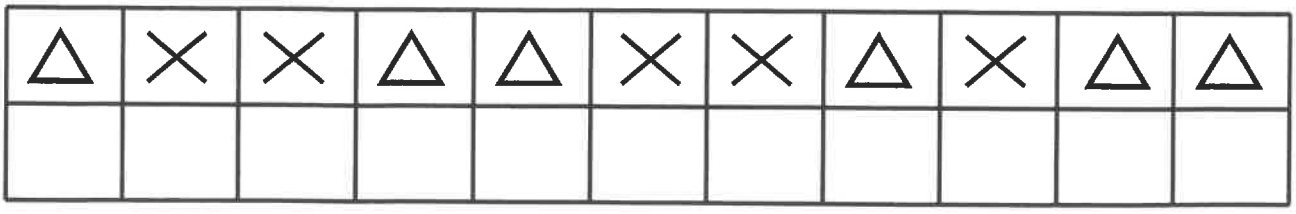
For younger pupils, you may want to enlarge this sheet to A3 size in order to work larger at first, and then reduce the size again.

Carefully copy the shapes into the squares below. Make sure you make them the same size and put them in the middle of the square.





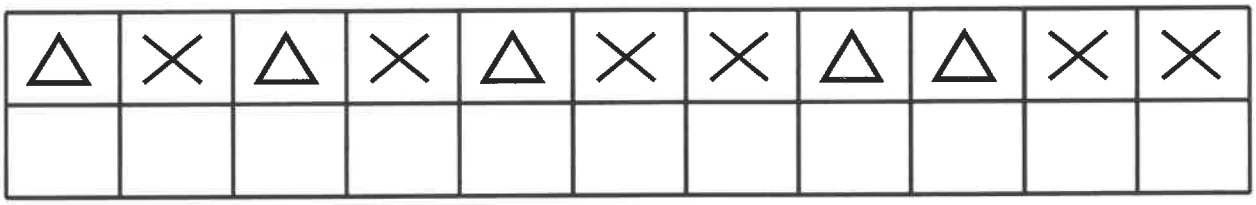


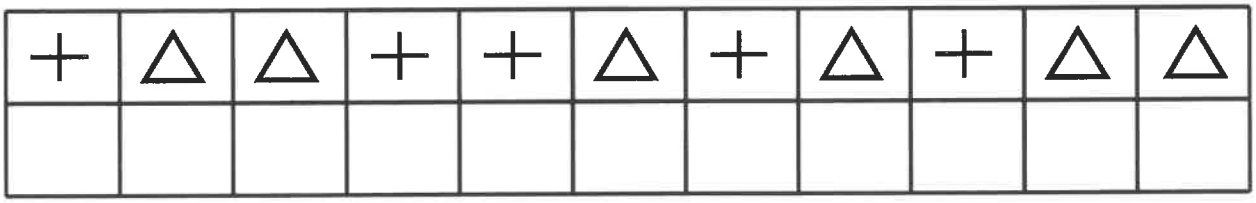


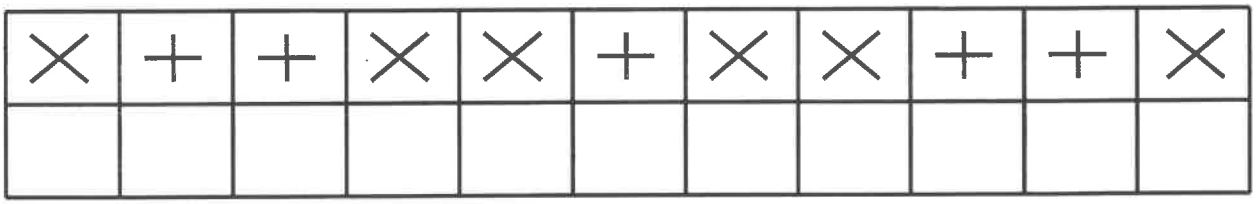
Copying Shapes

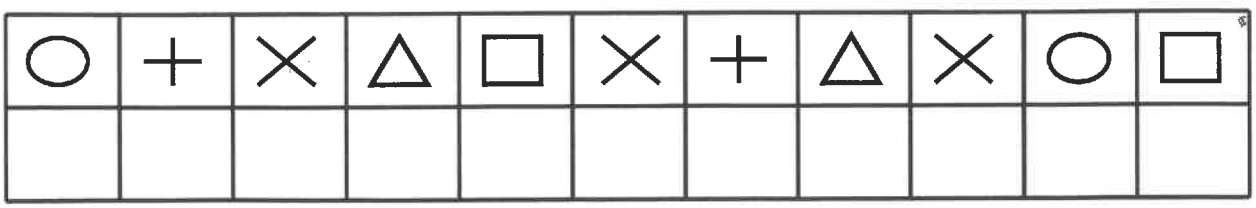
> ***Teacher's Tip!***
>
> *Provide the child with maths paper and draw a sequence of shapes on the whiteboard to copy onto their squared paper.*

Carefully copy the shapes into the squares below. Make sure you make them the same size and put them in the middle of the square.









Reversals

Can you find the word 'bin'?

Teacher's Tip!

Revise the formation of the letter 'b' before starting this sheet. What should the child look out for? The 'b' is the bat and ball shape!

Circle or underline the word bin.

bin pin din tin bin din bin tin pin nib din din bin pin sin din bin bin pin din

Reversals

Can you find the word 'dig'?

Circle or underline the word dig.

Teacher's Tip!

Revise the formation of the letter 'd' before starting this sheet. What should the child look out for? Remember the letter 'd' because c comes before 'd' and you can look out for the curly 'c' shape at the beginning of every 'd'!

fig tig dig

dig fig jig

dig big

pig fig

dig dig

big fig big

fig dig dig

big pig dig

Reversals

Can you find the word 'bark'?

Teacher's Tip!

Get the most out of the worksheet by asking the student to look for dark after finding all the words bark.

Circle or underline the word bark.

dark lark bark park bark lark dark lark bark dark dark bark park park dark lark bark lark dark dark park bark

Reversals

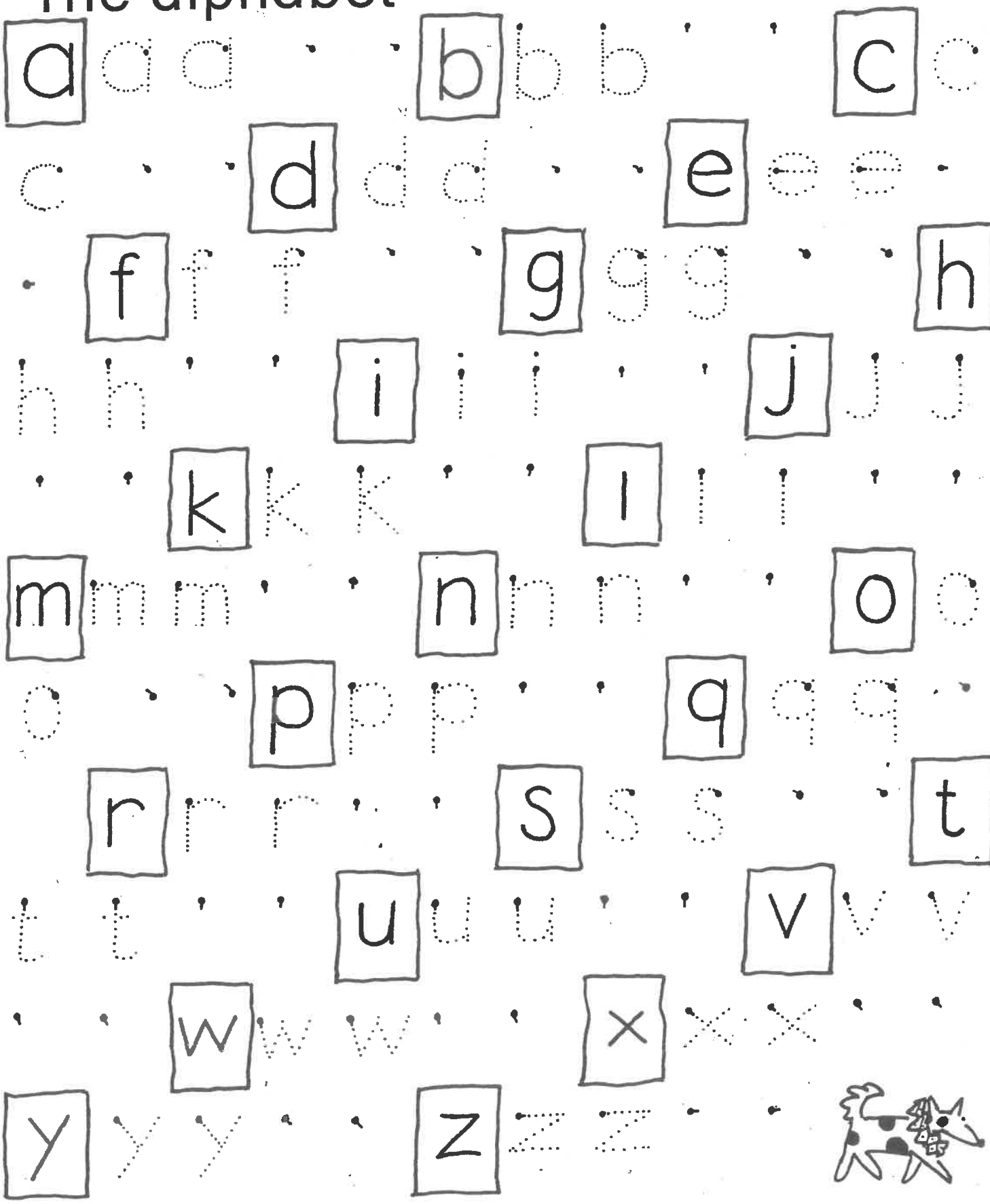
Can you find the word 'pot'?

> ***Teacher's Tip!***
>
> *Can the child write some letters blindfolded before they start the worksheet? Try p d b h! Can they FEEL how the letters are formed?*

Circle or underline the word pot.

dog pot not dog
pot got hot
hot got
spot
pot hot
dog not
hot spot
hot dog
pot not
not got pot
pot
pot
hot dog spot got
dot got
pot
dog spot not

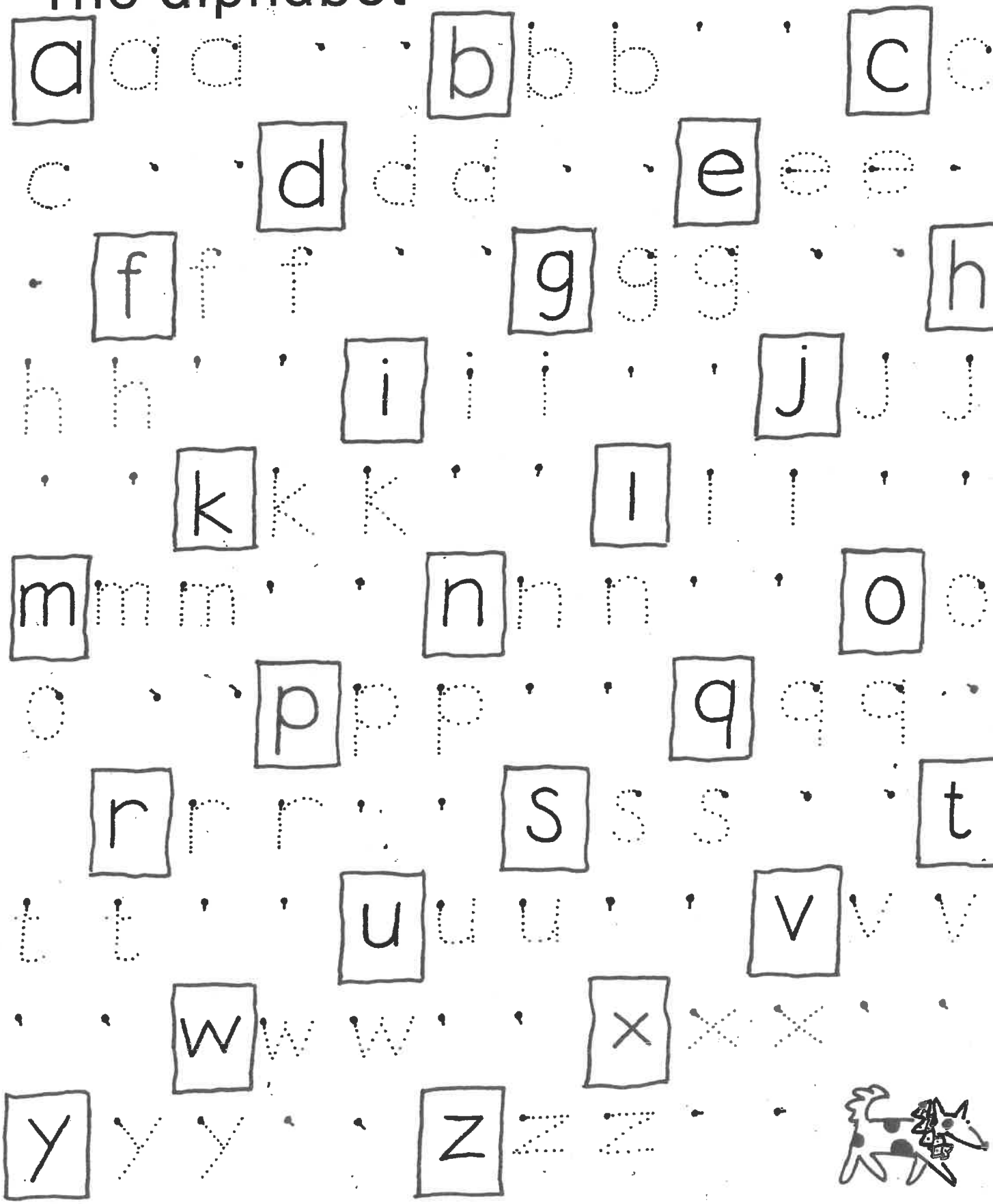
The alphabet



A page to practise all the letters of the alphabet.

1 Can the child write all these letters on his/her own? Remind them of where to start the letters.

The alphabet



A page to practise all the letters of the alphabet.

1 Can the child write all these letters on his/her own? Remind them of where to start the letters.

Trace over each letter below, following the arrows. Then write each letter again on the lines beneath the letters.

