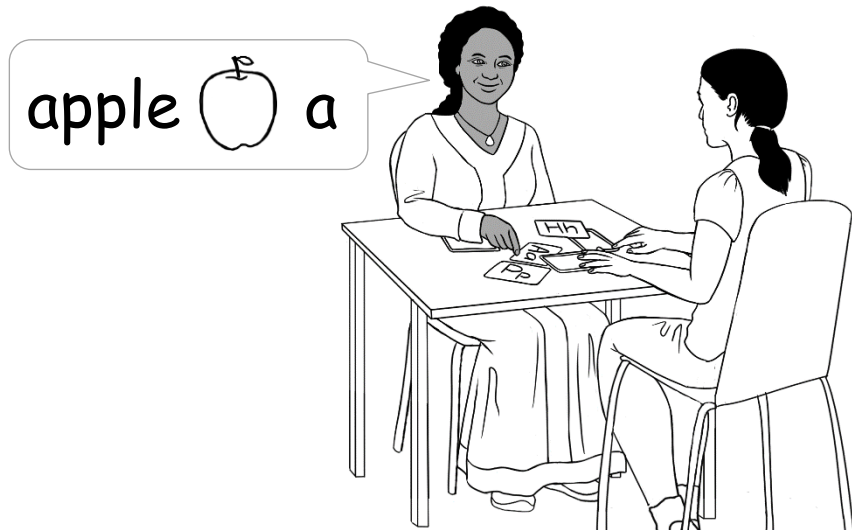


# English Ready

22636VIC Course in Initial EAL

VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words

## Letter sounds



Name \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

This book is supported by additional work on sounds  
in the **Letter Sounds** book.

*This workbook is designed to be used with the support of a teacher.*

**Design team:** Vicki Hambling, Sue Paull, Frida Dean, Glenise Kleehammer and Mary Wallace

**Illustrations:** Madelena Scott

**Acknowledgements:** The design team would like to thank the AMEP service providers and practitioners who participated in the trial and gave valuable feedback. The team would also like to acknowledge the use of the EAL Framework which underpins the design of this book.

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7	Consonant blends.....	47
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# 1 Instructions



The arrow is a reminder to read from left to right.



1.



listen

2.



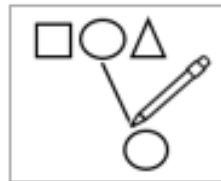
say

3.



copy

4.



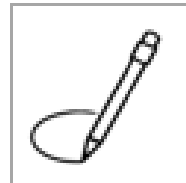
match

5.



colour

6.



circle

7.



trace

8.



tick

9.



point

10.



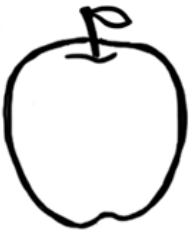
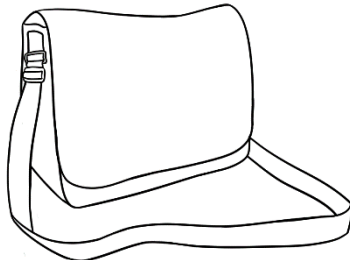
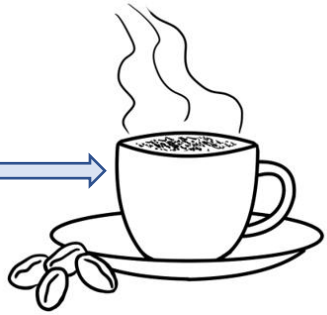
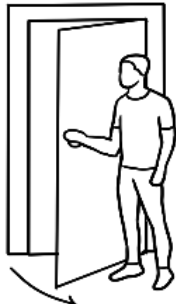
clap

## 2 The first sounds






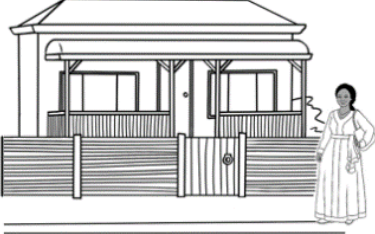
**Audio** - A female voice and then a male voice reads the sounds of all the letters in the pattern below. A time gap after each sound allows time for students to repeat. Encourage students to record the sounds on their phones.






The vowels are gold, consonants blue.

a	apple 	a
b	bag 	b
c	cup 	c
d	door 	d


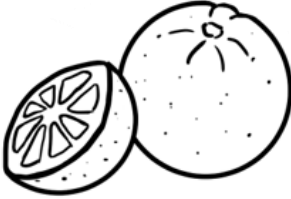




Introduce the sounds gradually and contextualise them as much as possible.

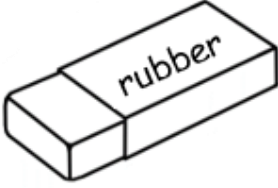

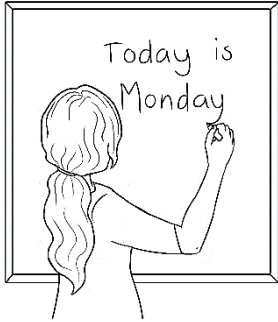


e	egg 	e
f	family 	f
g	glasses 	g
h	home 	h

i	ink 	i
j	jacket 	j
k	kids 	k
l	lemon 	l
m	man 	m


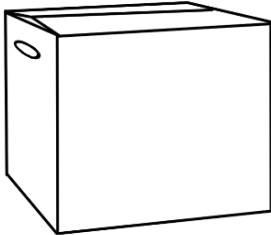



n	no 	n
o	orange 	o
p	pencil 	p
q	queen 	q






r	rubber 	r
s	student 	s
t	teacher 	t
u	umbrella 	u
v	van 	v



<p><b>w</b></p>	<p><b>w</b>oman</p> 	<p><b>w</b></p>
<p><b>x</b></p>	<p><b>x</b>ox</p> 	<p><b>x</b></p>
<p><b>y</b></p>	<p><b>y</b>es</p> 	<p><b>y</b></p>
<p><b>z</b></p>	<p><b>z</b>ero</p> <p><b>0</b></p>	<p><b>z</b></p>


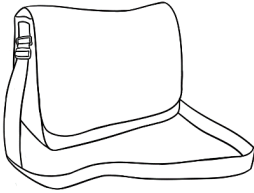
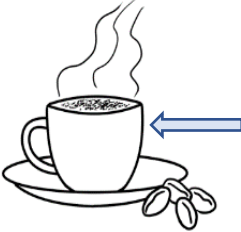
### 3 Practise the first sounds.

1.   

Pages 9 - 19

Say and repeat each sound, word and sound 3 times.

In the box, copy the first sound.


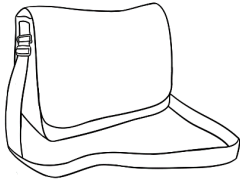

a		apple <input type="text"/>	a
b		bag <input type="text"/>	b
c		cup <input type="text"/>	c

2.  

Pages 9 - 19

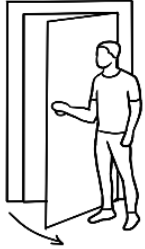



Say a sound and then the word.

Students circle the sound.

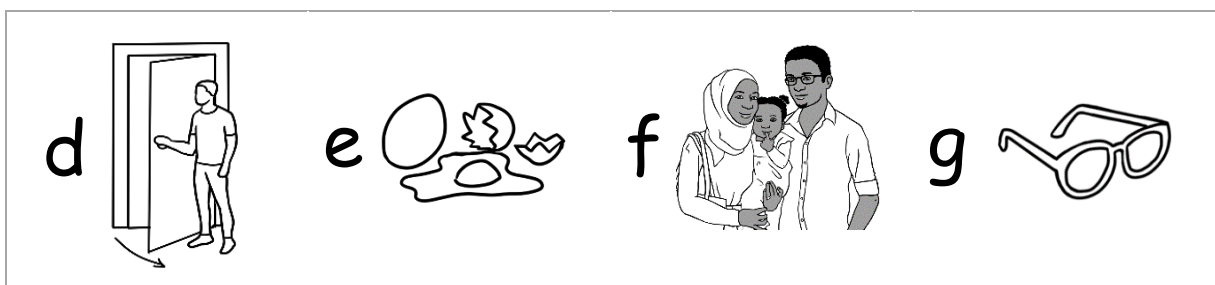
a 	b 	c 
---	---	---

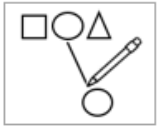
1.



d		door <input type="checkbox"/>	d
e		egg <input type="checkbox"/>	e
f		family <input type="checkbox"/>	f
g		glasses <input type="checkbox"/>	g

2.





a

b

c

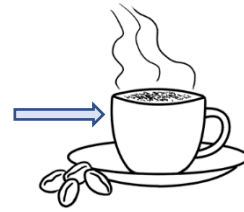
d

e

f

g

cup



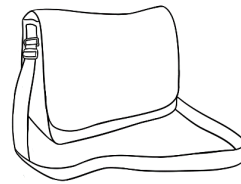
door



apple



bag



family



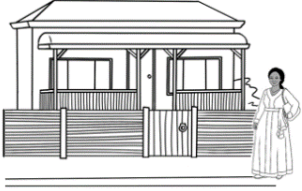



glasses



egg

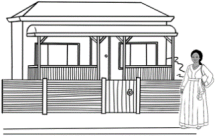


1.   


h		home <input type="text"/>	h
i		ink <input type="text"/>	i
j		jacket <input type="text"/>	j
k		kids <input type="text"/>	k

2.  


h




i



j






k



1.




l		lemon <input type="checkbox"/>	l
m		man <input type="checkbox"/>	m
n		no <input type="checkbox"/>	n


2.




l

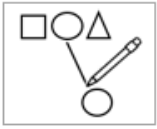


m



n





h

i

j

k

l

m

n

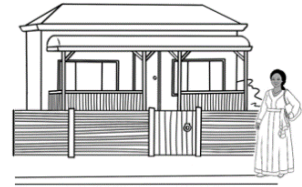
jacket



lemon



home



man



ink



no



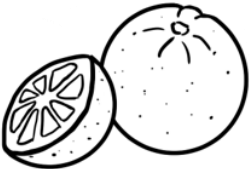


kids



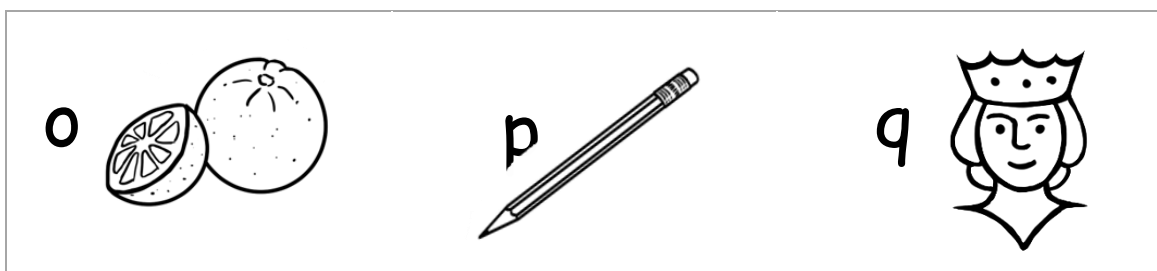


1.

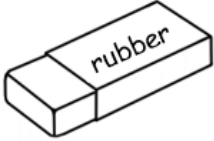




o		orange <input type="checkbox"/>	o
p		pencil <input type="checkbox"/>	p
q		queen <input type="checkbox"/>	q

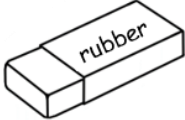


2.

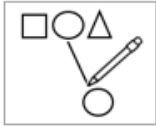


1.   

r		rubber <input data-bbox="842 539 935 636" type="checkbox"/>	r
s		student <input data-bbox="842 882 935 978" type="checkbox"/>	s
t		teacher <input data-bbox="858 1196 951 1292" type="checkbox"/>	t

2.  

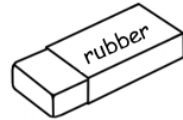
r 
     
 s 
     
 t 



pencil



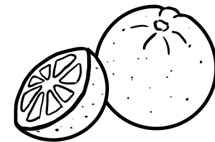
rubber



teacher



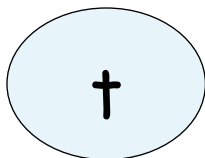
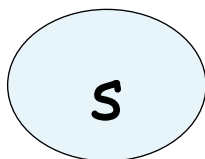
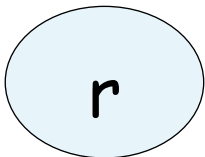
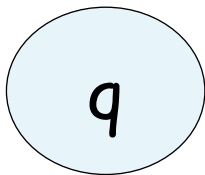
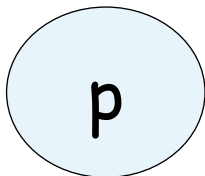
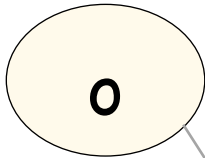
orange






queen






student



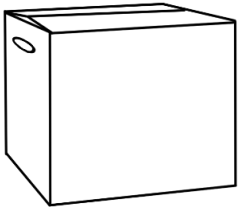


1.   

u		umbrella	u
v		van	v
w		woman	w

2.  

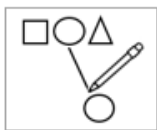
u  v  w 

1.   

x		box <input data-bbox="948 528 1038 624" type="checkbox"/>	x
y		yes <input data-bbox="844 871 935 967" type="checkbox"/>	y
z		zero <input data-bbox="844 1211 935 1308" type="checkbox"/>	z

2.  

x 	y 	z 
---	---	---



woman



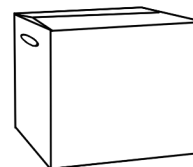
u

umbrella



v

box



w

zero



x

van



y

yes



z

Start

A game for 2 - 4 students, counters and dice for each group. Students take turns to throw the dice and say the word and the sound where they land.

 <b>a</b>	 <b>m</b>	 <b>n</b>	 <b>o</b>	<b>Finish</b>
 <b>b</b>	 <b>l</b>		 <b>p</b>	
 <b>c</b>	 <b>k</b>		 <b>q</b>	 <b>y</b>
 <b>d</b>	 <b>j</b>		 <b>r</b>	 <b>x</b>
 <b>e</b>	 <b>i</b>		 <b>s</b>	 <b>w</b>
 <b>f</b>	 <b>g</b>	 <b>h</b>	 <b>t</b>	 <b>u</b>
				 <b>v</b>

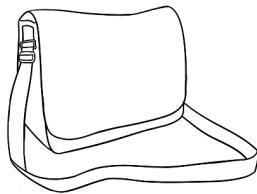
# 4 Consonant sounds



Pages 22, 24, 26, 28, 30, 32 & 34: Say the sound, each word and the sound again. Students repeat. On the board, compile a list of words students already know that begin with the same consonant sound. Copy the sound in the box.

Vowels are introduced in the next section.

1.



bag

b



bed

2.



cup

c



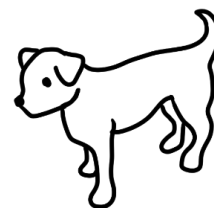
cat

3.



door

d



dog


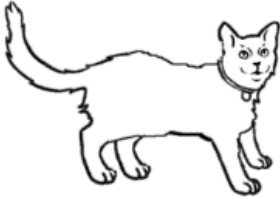
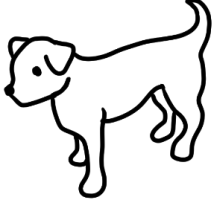


4.



Pages 23, 25, 27, 29, 31, 33 & 35:

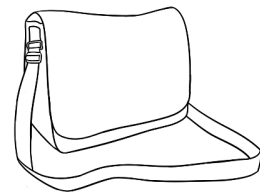
Students listen, repeat and copy the initial sound in the boxes, saying the sound and word as they copy.

 <p>bed</p> <p>__ed</p> <p>__ed</p> <p>__ed</p>	 <p>cat</p> <p>__at</p> <p>__at</p> <p>__at</p>	 <p>dog</p> <p>__og</p> <p>__og</p> <p>__og</p>
--	--	--

5.



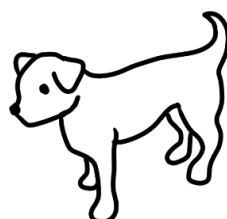
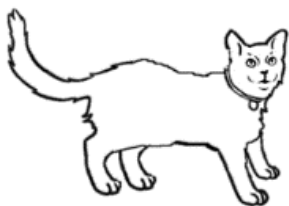
Say a word and the sound; students repeat, and point to the picture and sound. Then match pictures and sounds.



b

c

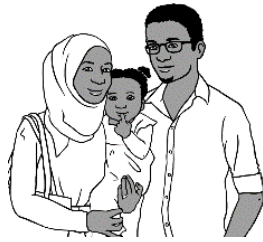
d



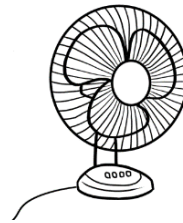


1.

**f**



family



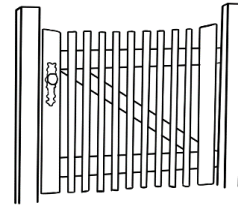
fan

2.

**g**



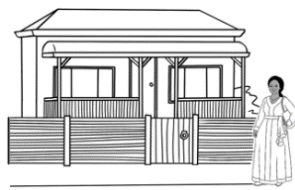
glasses



gate

3.

**h**



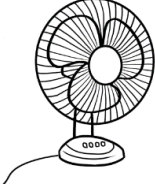
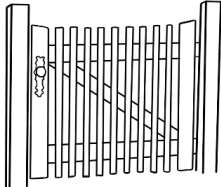

home



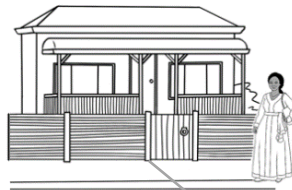
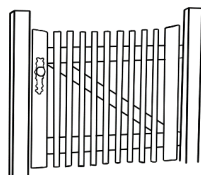
hat

4.



 <p>fan</p> <p>__an</p> <p>__an</p> <p>__an</p>	 <p>gate</p> <p>__ate</p> <p>__ate</p> <p>__ate</p>	 <p>hat</p> <p>__at</p> <p>__at</p> <p>__at</p>
--	--	--

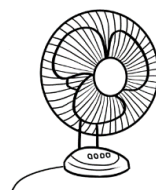
5.



f

g

h



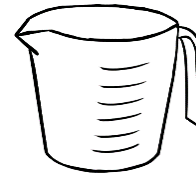


1.

j



jacket



jug



2.

k



kids



key

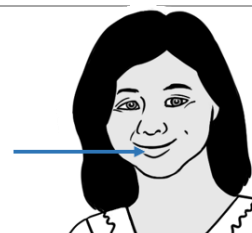


3.

l



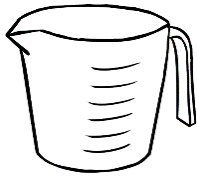
lemon



lips



4.

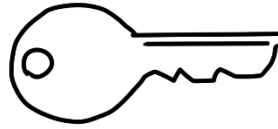


jug

\_\_ug

\_\_ug

\_\_ug

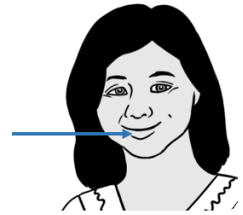


key

\_\_ey

\_\_ey

\_\_ey



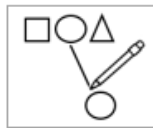
lips

\_\_ips

\_\_ips

\_\_ips

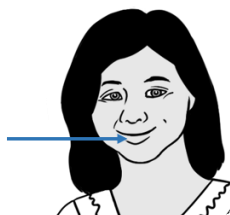
5.



j

k

l



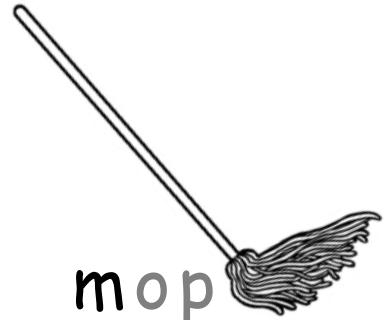


1.

m



man



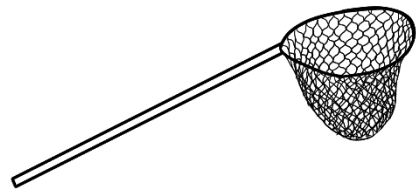
mop

2.

n



no



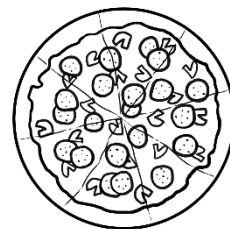
net

3.

p


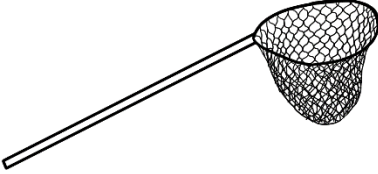





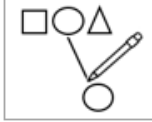
pencil






pizza

4.  

 <p>mop</p> <p>__op</p> <p>__op</p> <p>__op</p>	 <p>net</p> <p>__et</p> <p>__et</p> <p>__et</p>	 <p>pizza</p> <p>__izza</p> <p>__izza</p> <p>__izza</p>
--	---	--

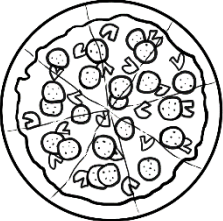

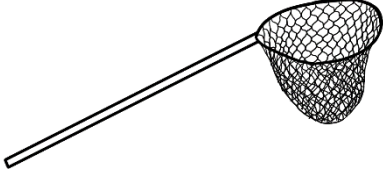
5.   

m

n

p

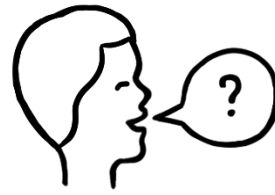


1.

q



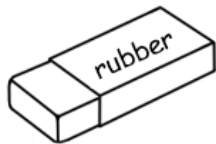
queen



question

2.

r



rubber



run

3.

s



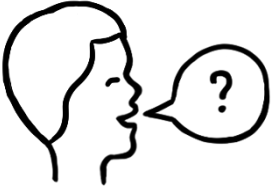


student



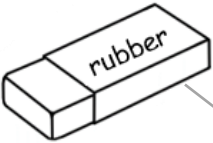
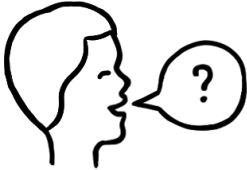

sun



4.  

 <p>question</p> <p>__ uestion</p> <p>__ uestion</p> <p>__ uestion</p>	 <p>run</p> <p>__ un</p> <p>__ un</p> <p>__ un</p>	 <p>sun</p> <p>__ un</p> <p>__ un</p> <p>__ un</p>
---	---	---

5.   

**q**      **r**      **s**

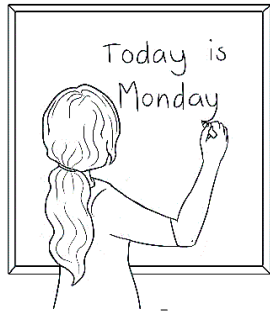






1.

**t**



teacher



time

2.

**v**



van

a e i o u

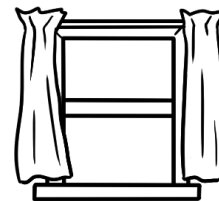
vowels

3.

**w**



woman



window

4.



time

\_\_ime

\_\_ime

\_\_ime

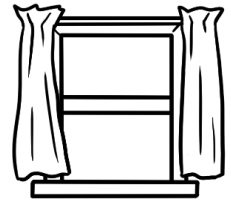


van

\_\_an

\_\_an

\_\_an



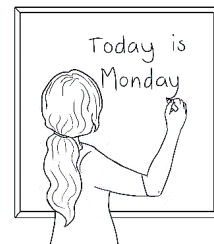
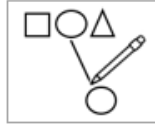
window

\_\_indow

\_\_indow

\_\_indow

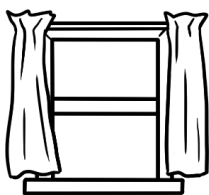
5.



t

v

w

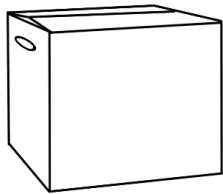


a e i o u



1.

x



box



fox

2.

y



yes



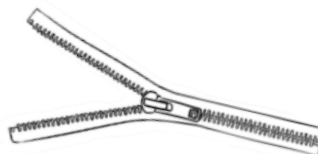
yam

3.

z

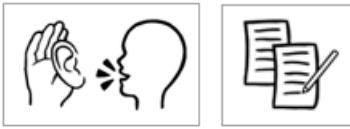
0



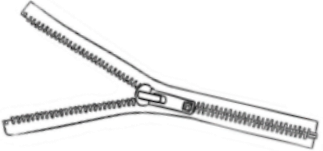
zero



zip

4.

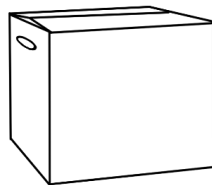


 <p>fox</p> <p>fo __</p> <p>fo __</p> <p>fo __</p>	 <p>yam</p> <p>__am</p> <p>__am</p> <p>__am</p>	 <p>zip</p> <p>__ip</p> <p>__ip</p> <p>__ip</p>
---	---	--

5.



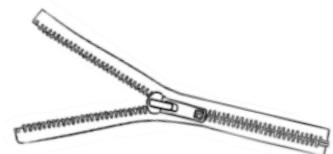
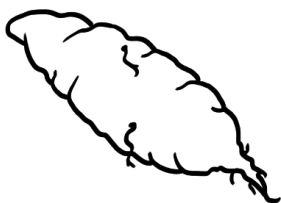
**O**



**x**

**y**


**z**



# 5 Vowel sounds

1.



apple  a

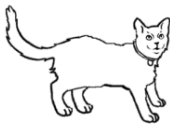
Pages 36, 38, 40, 42 & 44:  
Say the word, sound the letters,  
say the word.



hat

h	a	t
---	---	---

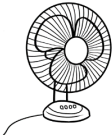
hat



cat

c	a	t
---	---	---

cat



fan

f	a	n
---	---	---

fan



man

m	a	n
---	---	---

man

2.

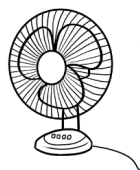


hat

h \_ t

cat

c \_ t



fan

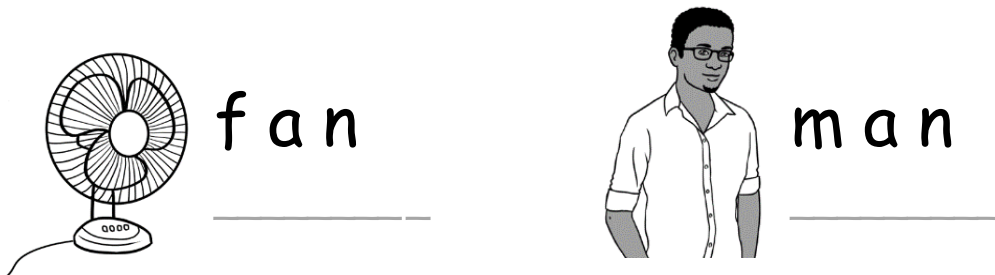
f \_ n



man

m \_ n



1.  



2.   →





egg  e

Colour the shapes red.



bed

b	e	d
---	---	---

bed



red

r	e	d
---	---	---

red



pen

p	e	n
---	---	---

pen

10

ten

t	e	n
---	---	---

ten

2.



bed

b \_ d

red

r \_ d



pen

p \_ n

ten

t \_ n

10



1.  



bed  
\_\_\_\_\_





red  
\_\_\_\_\_



pen  
\_\_\_\_\_

10 ten  
\_\_\_\_\_

2.   →



bed

l b e r d



red

r e a d b



pen

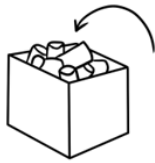
l p o e n

10

ten

m t e a n

1.



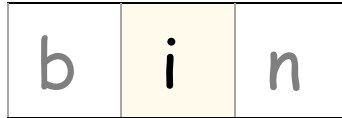
in



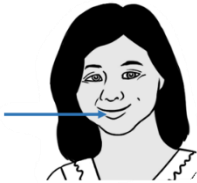
in



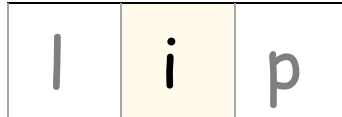
bin



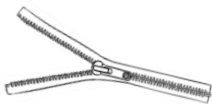
bin



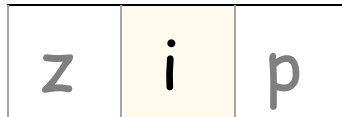
lip



lip

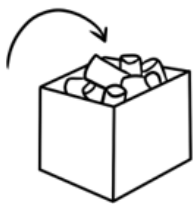


zip



zip

2.

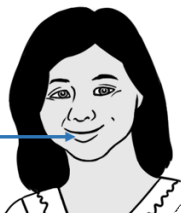


in

\_n

bin

b\_n

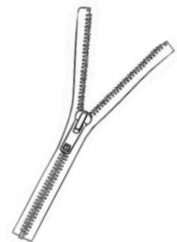


lip

l\_p

zip

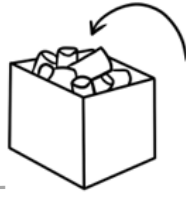
z\_p



1.

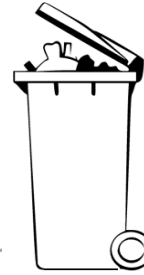


in



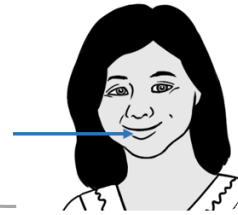
\_\_\_\_\_

bin



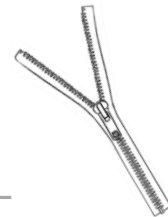
\_\_\_\_\_

lip



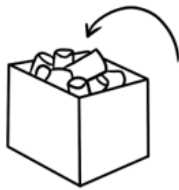
\_\_\_\_\_

zip



\_\_\_\_\_

2.



in

l



a

k



bin

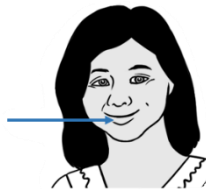
b

c

i

n

d



lip

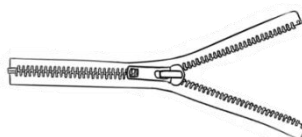
p

f

l

i

p



zip

z

i

w

p

n

1.



orange  o

Colour all stop signs red.



old

o	l	d
---	---	---

old



cold

c	o	l	d
---	---	---	---

cold



mop

m	o	p
---	---	---

mop



stop

s	t	o	p
---	---	---	---

stop

1.



old

\_ld

cold

c\_ld



mop

m\_p

stop

st\_p



1.



o l d

\_\_\_\_\_



c o l d

\_\_\_\_\_



m o p

\_\_\_\_\_



s t o p

\_\_\_\_\_

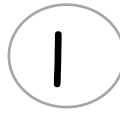
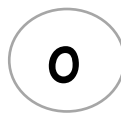


2.



o l d

a



p



c o l d

c

m

o

l

d



m o p

l

m

o

a

p



s t o p

s

t

w

o

p

1.



umbrella



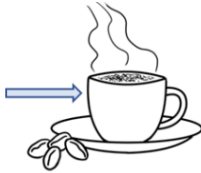
u



up

u	p
---	---

up



cup

c	u	p
---	---	---

cup



run

r	u	n
---	---	---

run



sun

s	u	n
---	---	---

sun

2.



up

\_p

cup

c\_p



run

r\_n

sun

s\_n



1.



up



cup



run



sun



2.



up

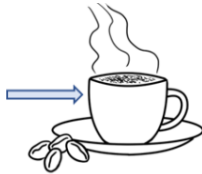
a

u

v

p

c



cup

c

i

u

d

p



run

s

r

b

u

n



sun

s

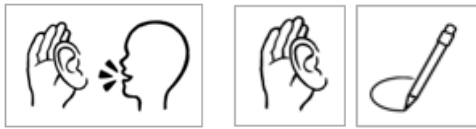
u

m

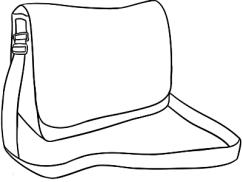

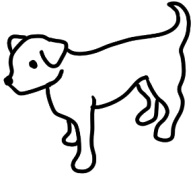

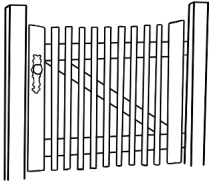


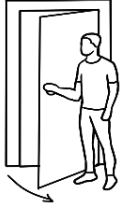

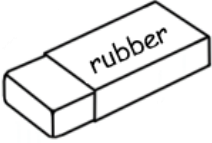


o

n

# 6 Listen to the sounds.



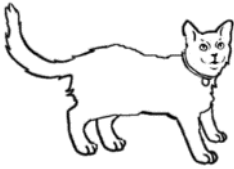


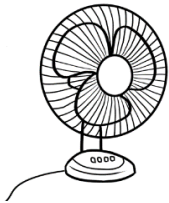



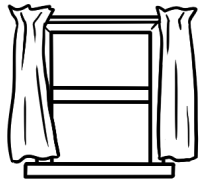
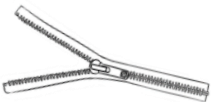


1. Listen, point to and repeat every word and sound about 3 times.  
e.g. #1 bag b, bag b, bag b / cup c, cup c, cup c
2. Students listen and circle the sound you read.

<p>1.</p>  <p><b>bag</b> <b>b</b></p>	<p><b>cup</b> <b>c</b></p> 
<p>2.</p>  <p><b>dog</b> <b>d</b></p>	<p><b>family</b> <b>f</b></p> 
<p>3.</p>  <p><b>gate</b> <b>g</b></p>	<p><b>lemon</b> <b>l</b></p> 
<p>4.</p>  <p><b>mop</b> <b>m</b></p>	<p><b>door</b> <b>d</b></p> 
<p>5.</p>  <p><b>bin</b> <b>b</b></p>	<p><b>rubber</b> <b>r</b></p> 
<p>6.</p>  <p><b>van</b> <b>v</b></p>	<p><b>cold</b> <b>c</b></p> 





<p>7.</p>  <p><b>bed</b> <b>b</b></p>	<p><b>hat</b> <b>h</b></p> 
<p>8.</p>  <p><b>cat</b> <b>c</b></p>	<p><b>red</b> <b>r</b></p> 
<p>9.</p>  <p><b>run</b> <b>r</b></p>	<p><b>fan</b> <b>f</b></p> 
<p>10.</p>  <p><b>no</b> <b>n</b></p>	<p><b>sun</b> <b>s</b></p> 
<p>11.</p>  <p><b>yam</b> <b>y</b></p>	<p><b>window</b> <b>w</b></p> 
<p>12.</p>  <p><b>zip</b> <b>z</b></p>	<p><b>man</b> <b>m</b></p> 

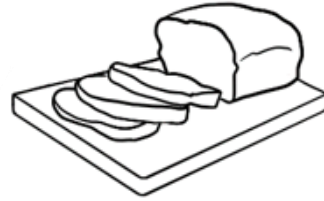
# 7 Consonant blends

1.



Sound the consonants separately, then together. Finally say the word. Pages 48, 49, 51, 52, 53 - Fill in the initial consonants with colour to aid memory. Copy the consonants.

b r → br

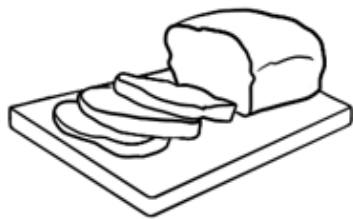


br	br	br	br	br
br				

2



Listen and repeat the words. Say the sounds while copying.



bread

brush

broom

\_\_ ead

\_\_ ush

\_\_ oom

\_\_ ead

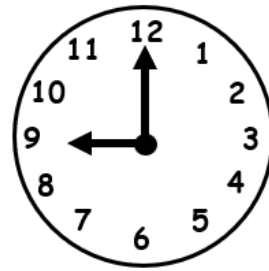
\_\_ ush

\_\_ oom

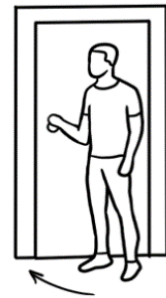
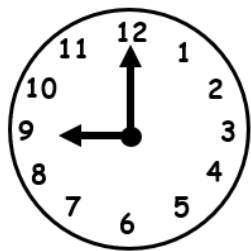
\_\_ ead

\_\_ ush

\_\_ oom



cl	cl	cl	cl	cl
cl				



clock

clap

close

\_\_ ock

\_\_ ap

\_\_ ose

\_\_ ock

\_\_ ap

\_\_ ose

\_\_ ock

\_\_ ap

\_\_ ose



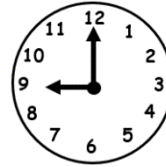
The teacher says one word on each line. e.g. clock  
The students circle the word.



1. brush



clock



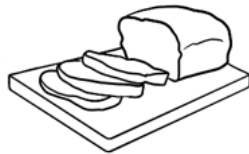
2. broom



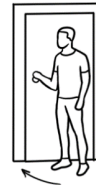
clap



3. bread



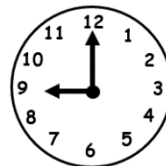
close



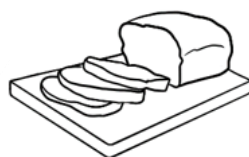
4. broom



clock



5. bread



clap



1.



f

r

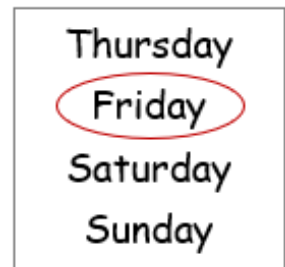


fr



fr	fr	fr	fr	fr
fr				

2.



fruit

friend

Friday

\_\_ uit

\_\_ iend

\_\_ iday

\_\_ uit

\_\_ iend

\_\_ iday

\_\_ uit

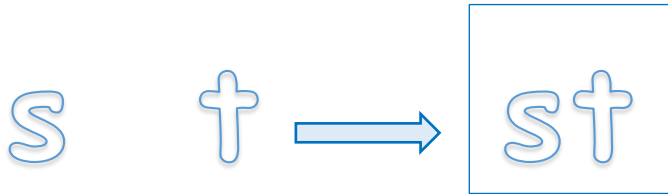
\_\_ iend

\_\_ iday

1.

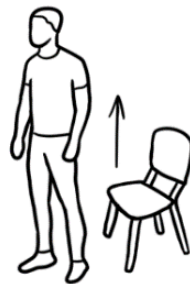


Colour the stop signs red.



st	st	st	st	st
st				

2.



stop  
 \_\_\_op  
 \_\_\_op  
 \_\_\_op

stand  
 \_\_\_and  
 \_\_\_and  
 \_\_\_and

study  
 \_\_\_udy  
 \_\_\_udy  
 \_\_\_udy

1.

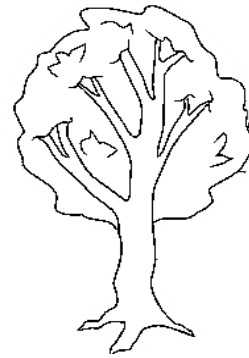


t

r



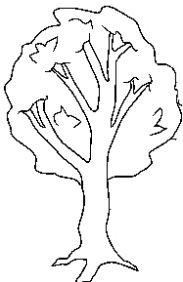

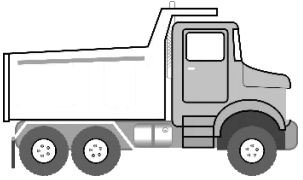
tr



tr	tr	tr	tr	tr
tr				

2.



		
tree	train	truck
__ ee	__ ain	__ uck
__ ee	__ ain	__ uck
__ ee	__ ain	__ uck



The teacher says one word on each line. e.g. friend  
The students circle the word.



1. friend



stand



2. train



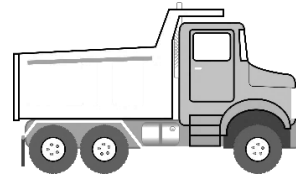
fruit



3. stop



truck



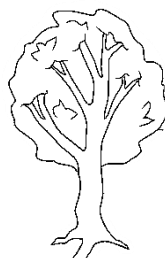
4. friend



study



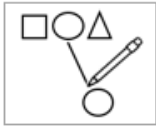
5. tree



Friday







br

cl

fr

st

tr

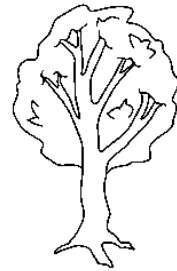
clock

-- ock



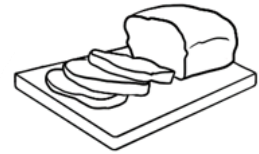
tree

-- ee



bread

-- ead



fruit

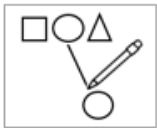
-- uit



stand

-- and





br

cl

fr

st

tr

stop

--op



brush

--ush



train

--ain



friend

--iend



clap

--ap



# 8 Two consonants make one sound.

Pages 57, 58, 59, 61 & 62:

Make the double consonant sound three times. Finally say the word. Fill in the two consonants with colour to aid memory. Copy the consonants.

1.   

ch

ch

ch



ch	ch	ch	ch	ch
ch				

2.  

Listen and repeat the words.  
Say the sounds while copying.

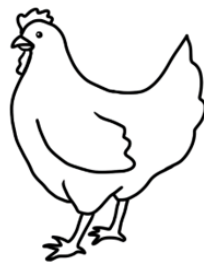


chips

\_\_ips

\_\_ips

\_\_ips



chicken

\_\_icken

\_\_icken

\_\_icken



chair

\_\_air

\_\_air



\_\_air

1.   

sh sh sh



sh	sh	sh	sh	sh
sh				

2.  



shop

shoe

fish

\_\_op

\_\_oe

fi\_\_

\_\_op

\_\_oe

fi\_\_

\_\_op

\_\_oe

fi\_\_

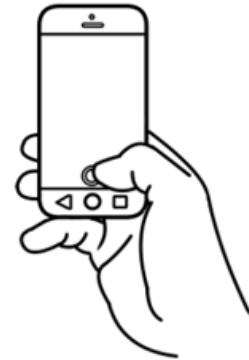
1.



ph

ph

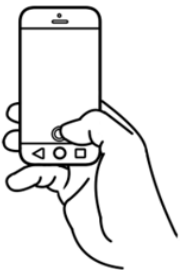

ph



ph	ph	ph	ph	ph
ph				

2.



	
phone	photo
__one	__oto
__one	__oto
__one	__oto



The teacher says one word on each line. e.g. chicken  
The students circle the initial consonants in that word.



1. shop



chicken



2. chips



phone



3. fish



chair



4. shoe



chicken



5. photo



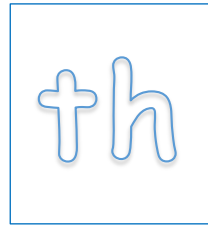
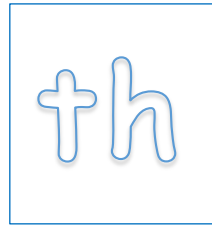
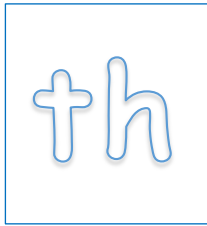
shop



1.



See the Teacher Resources for notes about the pronunciation of the voiced and unvoiced *th*. The *th* in *thirty* and *Thursday* is unvoiced. Additional words are *thirteen*, *thirty* and *thanks*.



3

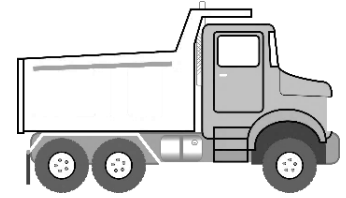
th	th	th	th	th
th				

2.



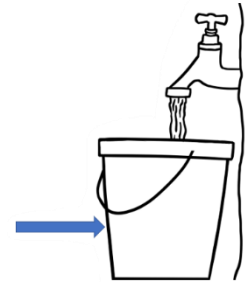
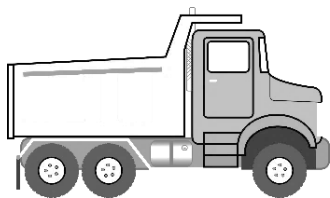
	<p>3</p>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: fit-content;"> <p>Monday Tuesday Wednesday <b>Thursday</b> Friday</p> </div>
<p>th</p>	<p>three</p> <p>__ree</p> <p>__ree</p> <p>__ree</p>	<p>Thursday</p> <p>__ursday</p> <p>__ursday</p> <p>__ursday</p>

1.



ck	ck	ck	ck	ck
ck				

2.



truck

clock

bucket

tru \_\_

clo \_\_

bu \_\_ et

tru \_\_

clo \_\_

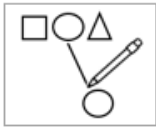
bu \_\_ et

tru \_\_

clo \_\_

bu \_\_ et





sh

ch

ph

th

ck

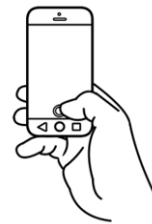
chips

--ips



phone

--one



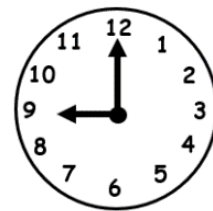
shop

--op



clock

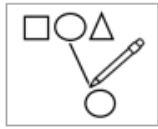
clo--



three

--ree

3



sh

ch

ph

th

ck

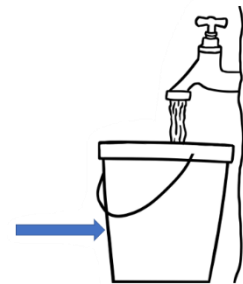
photo

\_\_oto



bucket

bu\_\_et



Thursday

\_\_ursday



shoe

\_\_oe



chair

\_\_air

