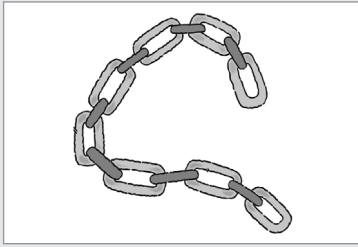


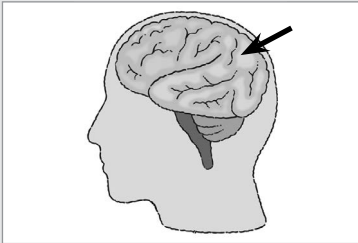
Sound Out and Spell Single Words with Pictorial Support



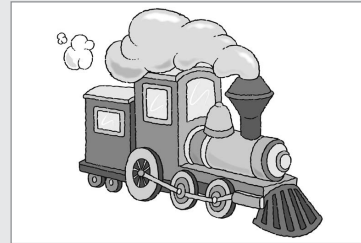
.....



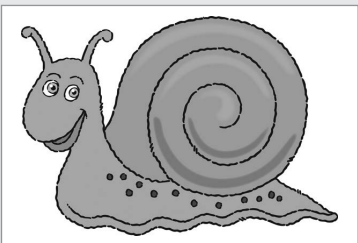
.....



.....



.....



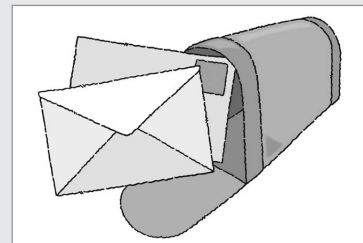
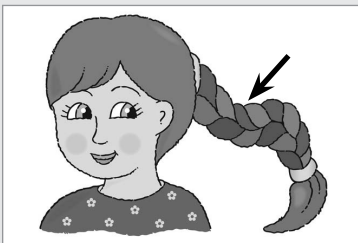
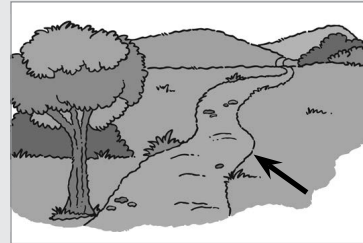
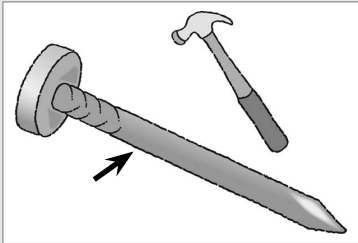
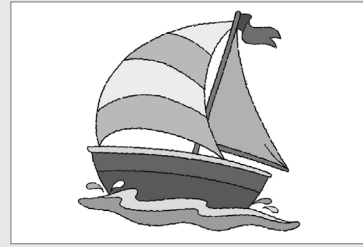
.....



.....

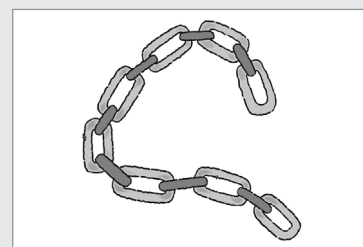
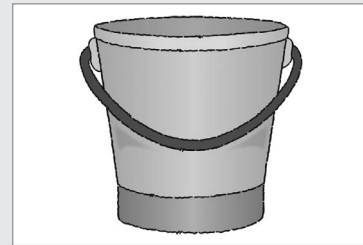
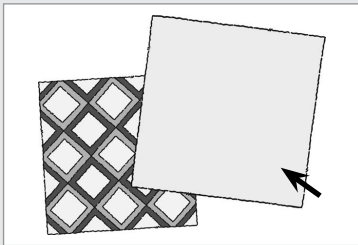
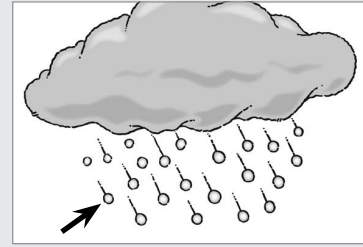
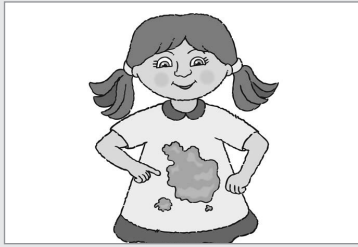
'ai' Sound Out and Spell Single Words with Pictorial Support - Sheet 1: Students sound out and spell 'ai' words (chain, tail, brain, train, snail, paint) while focusing upon letter formation, sizing of letters and placement of letters.

Sound Out and Spell Single Words with Pictorial Support

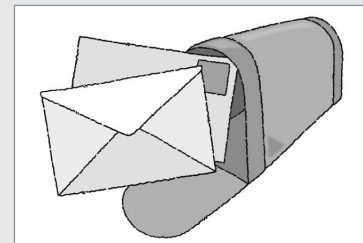
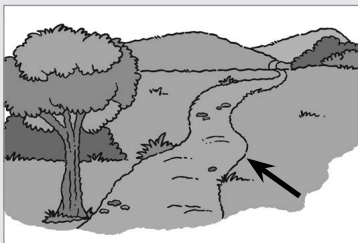
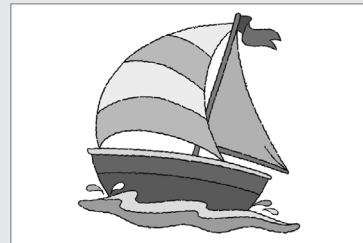
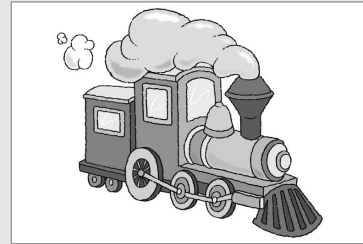


'ai' Sound Out and Spell Single Words with Pictorial Support - Sheet 2: Students sound out and spell 'ai' words (rain, sail, nail, trail, braid, mail) while focusing upon letter formation, sizing of letters and placement of letters.

Sound Out and Spell Single Words with Pictorial Support

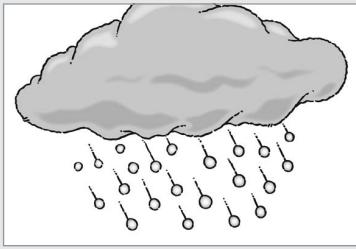


Sound Out and Spell Single Words with Pictorial Support

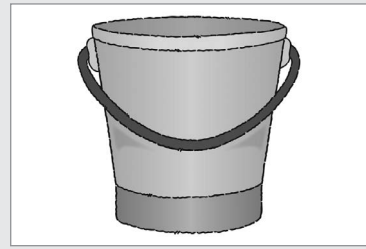


'ai' Sound Out and Spell Single Words with Pictorial Support - Sheet 4: Students sound out and spell 'ai' words (tail, train, paint, sail, trail, mail) while focusing upon letter formation, sizing of letters and placement of letters.

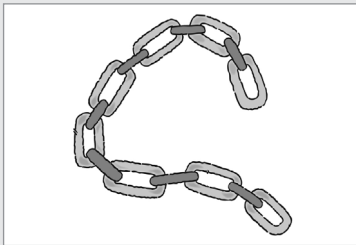
Sound Out and Spell Single Words with Pictorial Support



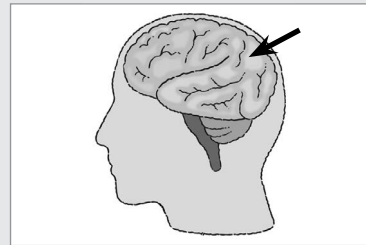
Handwriting practice lines for the word 'rain'.



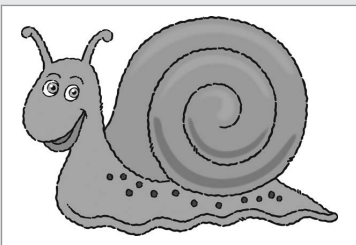
Handwriting practice lines for the word 'pail'.



Handwriting practice lines for the word 'chain'.



Handwriting practice lines for the word 'brain'.



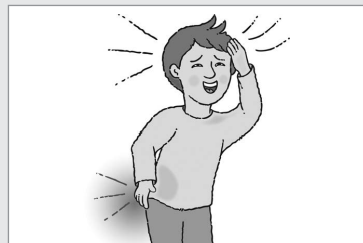
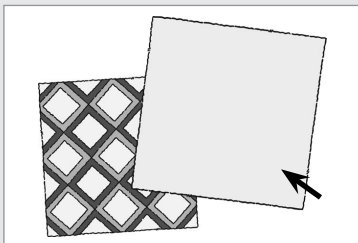
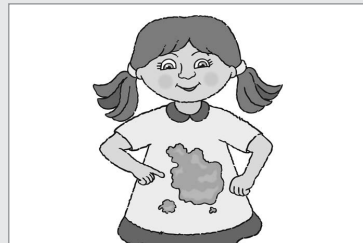
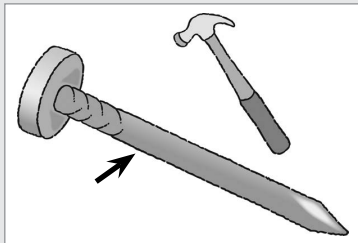
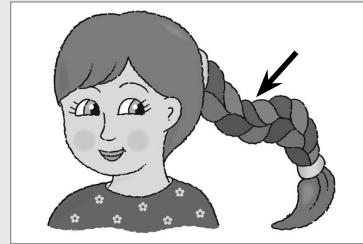
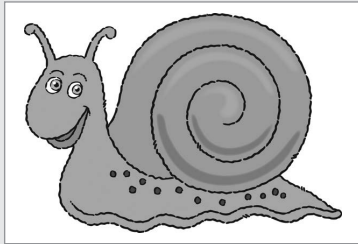
Handwriting practice lines for the word 'snail'.



Handwriting practice lines for the word 'rain'.

'ai' Sound Out and Spell Single Words with Pictorial Support - Sheet 5: Students sound out and spell 'ai' words (hail, pail, chain, brain, snail, rain) while focusing upon letter formation, sizing of letters and placement of letters.

Sound Out and Spell Single Words with Pictorial Support



'ai' Sound Out and Spell Single Words with Pictorial Support - Sheet 6: Students sound out and spell 'ai' words (snail, braid, nail, stain, plain, pain) while focusing upon letter formation, sizing of letters and placement of letters.

Fill

the

pail

with

rain.

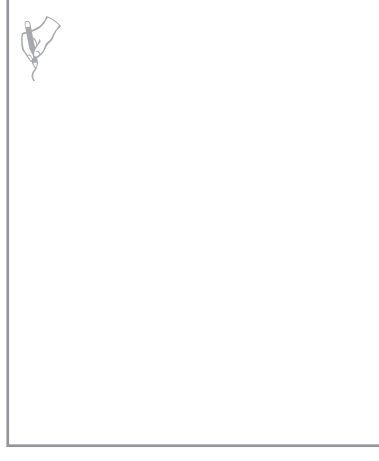
.....
.....

.....
.....

.....
.....

.....
.....

.....
.....



Drain

the

rain

from

the

pail.

.....
.....

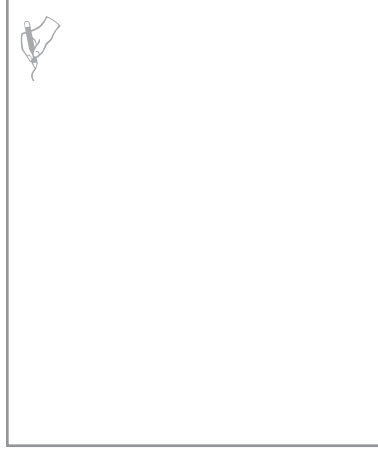
.....
.....

.....
.....

.....
.....

.....
.....

.....
.....



Fill

the

pail

with

rain

again.

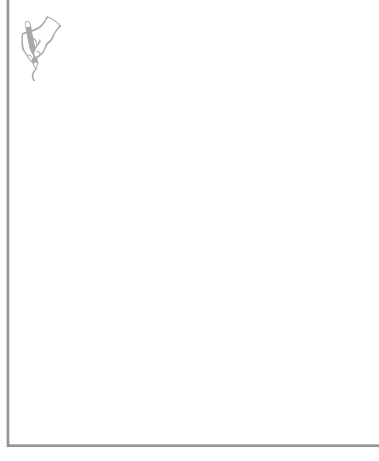
.....
.....

.....
.....

.....
.....

.....
.....

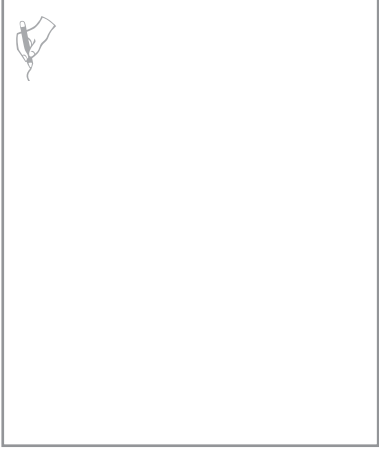
.....
.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 1: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

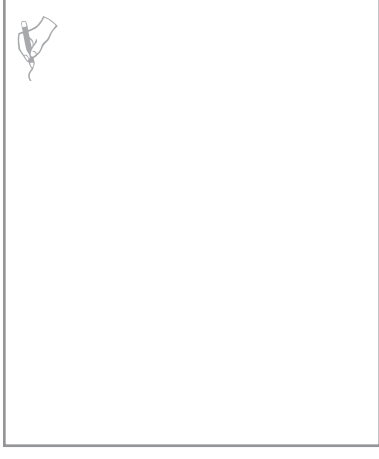
A snail got wet in the rain.

.....



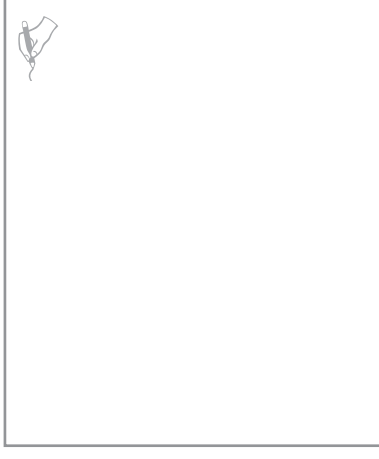
Then the snail was in hail.

.....



So it went up a drain.

.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 2: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

A

quail

laid

an

egg.

.....
.....
.....



It

was

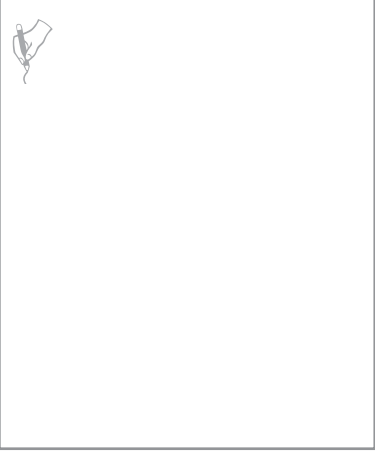
left

in

the

rain.

.....
.....
.....



It

was

left

in

the

hail.

.....
.....
.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 3: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

Wait

for

the

rain

to

stop.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'Wait'.

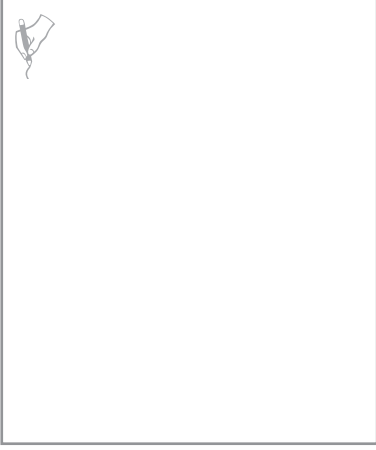
Handwriting practice lines (solid top and bottom, dotted middle) for the word 'for'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'the'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'rain'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'to'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'stop.'.



Wait

for

the

hail

to

stop.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'Wait'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'for'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'the'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'hail'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'to'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'stop.'.



It

is

such

a

pain

to

wait.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'It'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'is'.

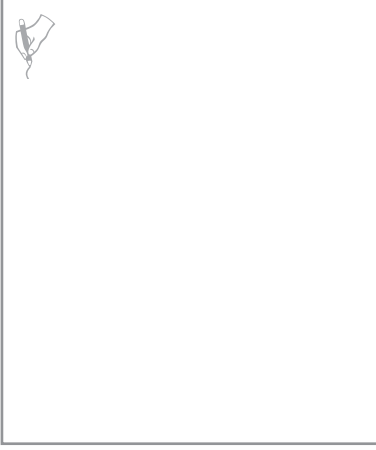
Handwriting practice lines (solid top and bottom, dotted middle) for the word 'such'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'a'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'pain'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'to'.

Handwriting practice lines (solid top and bottom, dotted middle) for the word 'wait.'.



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 4: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

I

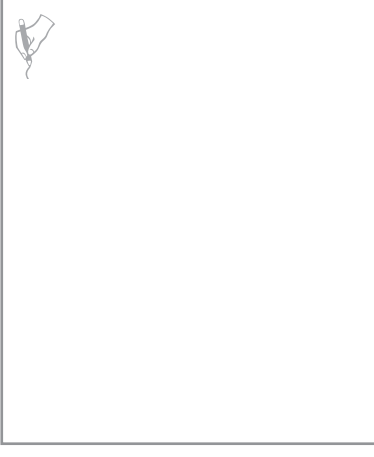
paid

for

a

train.

.....
.....
.....
.....



I

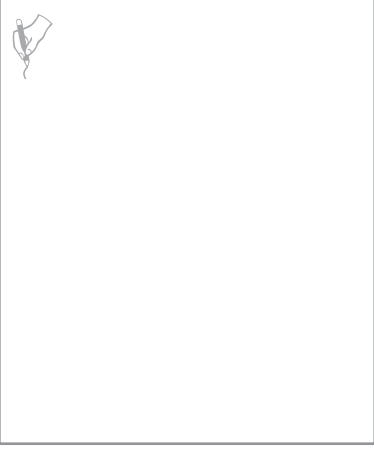
paid

for

the

nails.

.....
.....
.....
.....



I

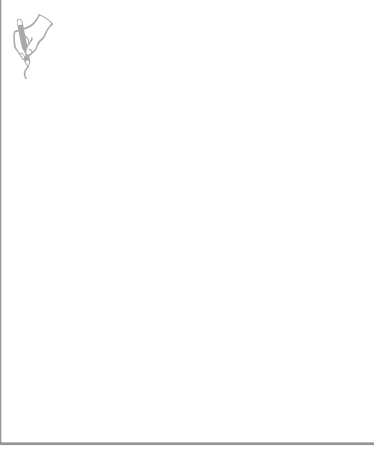
paid

for

rails

too.

.....
.....
.....
.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 5: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

I

sailed

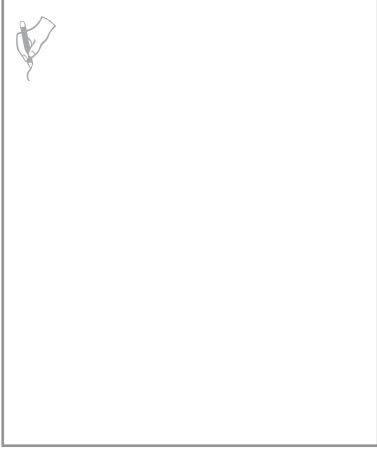
in

the

rain.

.....

.....



I

sailed

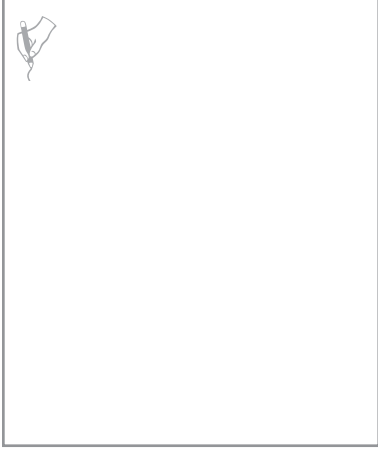
in

the

hail.

.....

.....



I

am

I

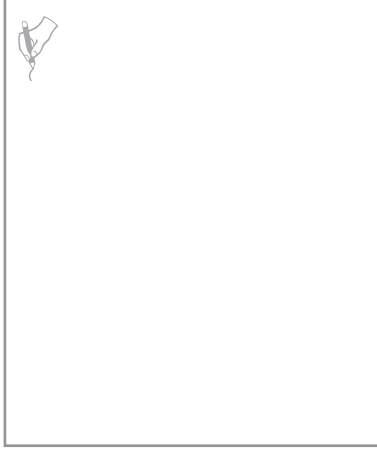
will

get

wet.

.....

.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 6: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

I

Painted

a

train.

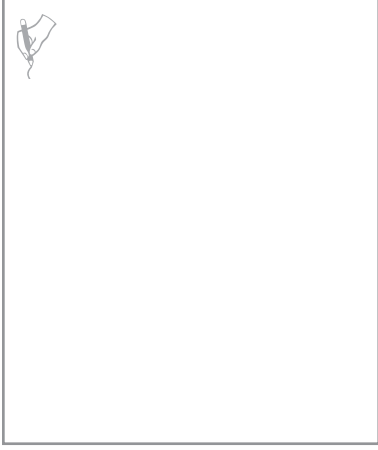


I

Painted

a

chain.

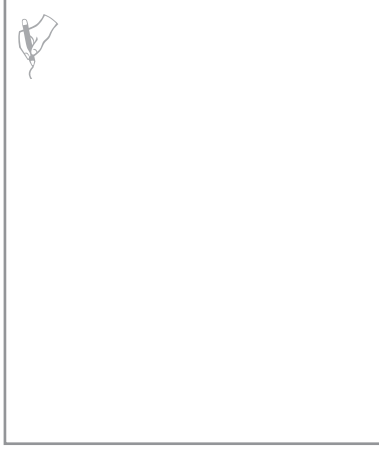


I

Painted

and

Painted.



Instructions: 'a' Mini Story/ Sentence Reading and Writing - Sheet 7: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

I am

afraid

it

will

rain.

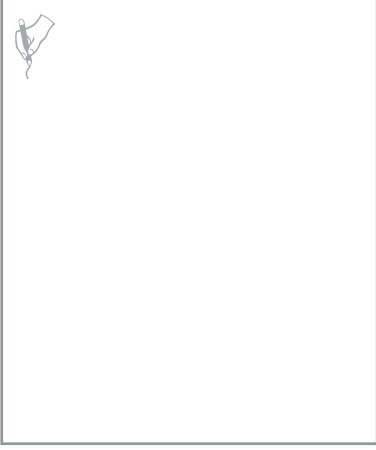
.....

.....

.....

.....

.....



I am

afraid

it

will

hail.

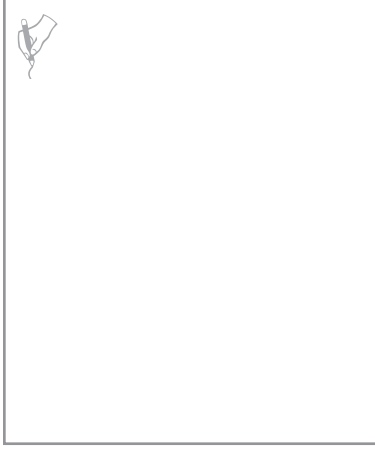
.....

.....

.....

.....

.....



I am

afraid

it

will

get wet.

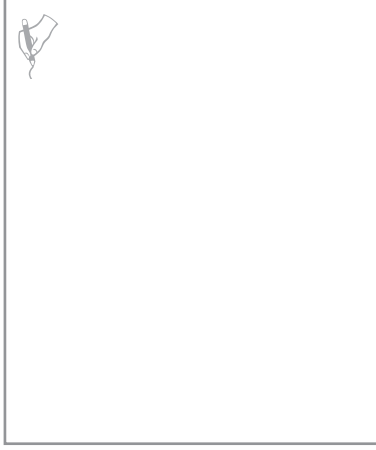
.....

.....

.....

.....

.....



Instructions: 'a' Mini Story/ Sentence Reading and Writing - Sheet 8: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

A

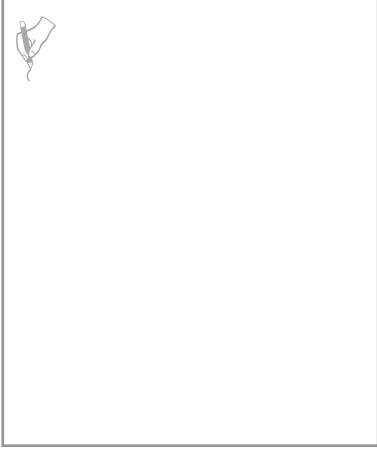
quail

raided

a

shop.

.....
.....
.....



The

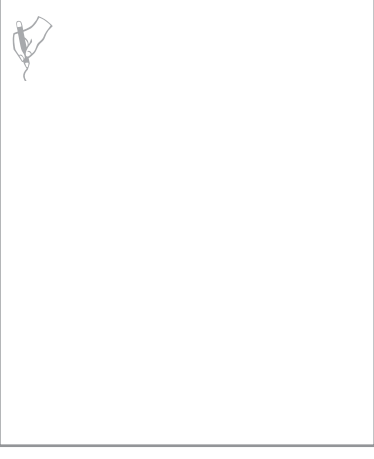
quail

went

to

jail.

.....
.....
.....



The

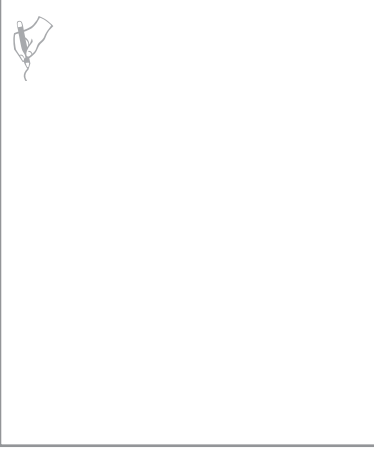
quail

must

get

bail.

.....
.....
.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 9: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

A

train

was

painted

red.

.....

.....



It

went

along

in

the

rain.

.....

.....



It

went

along

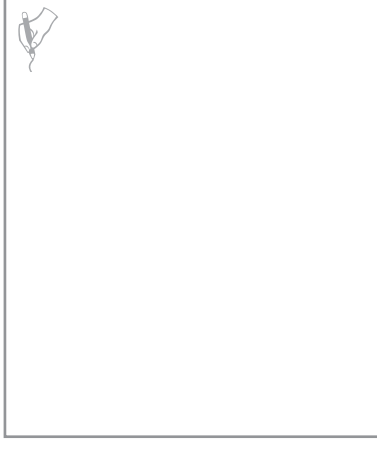
in

the

hail.

.....

.....



Instructions: a) Mini Story/ Sentence Reading and Writing - Sheet 10: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.