

PRACTICE WORKBOOK

SOUND BY SOUND

Phonics

A 24-step adult-led route through initial sounds, short vowels, digraphs, adjacent consonants and common vowel spellings. Each step includes reading, spelling and a short controlled text. Starting sequence, not the whole English curriculum.



24 units · 144 tasks with answer guidance
Learn, practise, draw and explain

Name / नाम: _____

Original supplementary practice. Use the contents to match the learner's needs. This is not a complete textbook, exam guide or chapter-by-chapter NCERT course.

UNIT 01 / 24 • LEARN & TRY

Start with s, a, t, p

Name: _____ Date: _____

Learn

Adult-led sound practice. s /s/; a /a/ as in sat; t /t/; p /p/

Say the sounds clearly, blend to read, and segment to spell. Use oral rehearsal and letter tiles before writing if needed. Capital letters represent the same sounds as their lowercase forms. Final s can be /s/ or /z/; model the word before independent practice if needed.

Words to practise: sat, tap, pat, at.

Worked example

Adult model: read sat, point to the letter or letter group for each sound, then blend without long gaps. For spelling, say the whole word, identify its sounds, choose letters, then read it back.

1. Read each practice word aloud. Point to the letters as you blend.

2. Build and write these two words: sat; tap.

3. Look at sat. Mark the letter or letter group for each sound and say the sounds.

UNIT 01 • APPLY & EXPLAIN

Start with s, a, t, p

4. Read this text, first accurately and then with natural phrasing:

Pat sat. Pat taps.

5. Who sat?

6. Cover the practice words. Ask an adult to dictate at. Write it, uncover it and check.

SAY • BUILD • READ

Choose one practice word. Draw a box for each sound. Write the letter or letter group in its box. Blend the word, then cover it and spell it again.

**Pause and reflect**

What can I explain now? What do I want to practise again?

☐ I tried ☐ I explained ☐ I checked

ADULT PAGES

Answers and teaching notes

01 • Start with s, a, t, p

1. Read: sat, tap, pat, at. Accept the learner's usual accent. Record a word as independent only if it is decoded without the adult supplying it.
2. Spell sat and tap. Use letter tiles first if handwriting is not the target.
3. Adult checks sound-to-spelling matches in sat. Keep taught digraphs together; x and qu can represent two sounds.
4. Read the printed text accurately. Help with a missing sound correspondence, then ask the learner to blend again. Do not infer ability from reading speed alone.
5. Pat.
6. Target spelling: at. Compare each sound and its spelling; correct the specific part, then retry after a short pause.

Teaching note: Spend several brief sessions on this unit if needed. Check the earlier sound-spelling correspondences before advancing. If several words need prompting, reteach those correspondences, not the entire page. Revisit two earlier words after two days.

Drawing: accept a labelled representation that fits the lesson. Ask the learner to explain the connection.

02 • Add i, n, m, d

1. Read: sit, pin, man, dim. Accept the learner's usual accent. Record a word as independent only if it is decoded without the adult supplying it.
2. Spell sit and pin. Use letter tiles first if handwriting is not the target.
3. Adult checks sound-to-spelling matches in sit. Keep taught digraphs together; x and qu can represent two sounds.
4. Read the printed text accurately. Help with a missing sound correspondence, then ask the learner to blend again. Do not infer ability from reading speed alone.
5. A tin.
6. Target spelling: dim. Compare each sound and its spelling; correct the specific part, then retry after a short pause.

Teaching note: Spend several brief sessions on this unit if needed. Check the earlier sound-spelling correspondences before advancing. If several words need prompting, reteach those correspondences, not the entire page. Revisit two earlier words after two days.

Drawing: accept a labelled representation that fits the lesson. Ask the learner to explain the connection.