These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education’s range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government’s Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

Mrs Angie Motshekga,
Minister of Basic Education

Mr Enver Surty,
Deputy Minister of Basic Education
This Workbook should be used together with your other resources.

Use this book and other resources to continuously develop your learners’ concepts of:

- Book handling: The correct way in which to hold and page through a book.
- Book concept: The front page, back page, title and table of contents.
- Directionality: Reading from front to back, from left to right and from top to bottom.

**TEACHING TIPS**

**Listening and speaking**
Consult your Curriculum and Assessment Policy Statement (English Home Language p. 10).
Ensure that your learners are exposed to stories, short rhymes, poems and songs every week. We have included a range of these in this Workbook.

**Picture discussions**
- Guide the learners in:
  - identifying and discussing objects in the pictures (size, shape, colour and quantity)
  - interpreting the pictures by asking questions: who, what, where, when, why, what happened before, what happened later?
  - composing a class story (length being determined by learners’ levels of development)
- Allow each learner to tell the class story to a friend.
- Model the writing of the class story (CAPS Home Language, p. 12, shared writing). Highlight the correct use of word spacing and punctuation.
- Allow the learners to join you in reading the class story.
- Ask learners to underline or circle the sounds and/or vocabulary of the week in the class story.

**Reading**
Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 12 – 18, regarding the five main components of teaching reading. (Poetry: See the All-In-One teachers’ guide.)

**Writing**
Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 18 – 19, concerning handwriting and the writing process.

Attend to the following each day:
- the correct handling of crayons and pencils
- directionality: writing from left to right and from top to bottom
- the use of writing strips to demonstrate correct letter formation and direction

Keep the following in mind:
- Learners’ learning preferences differ. It is important that learners should be stimulated visually, auditivevially and kinesthetically (experientially) for them to learn effectively.
- Learning takes place through repetition.
- Learners should experience learning, therefore activities should be practised before being completed in writing, e.g.:
  - **Sounds:** Allow learners to form letters in clay before completing them in writing.
  - **Vocabulary:** Give learners the opportunity to build words using letter cards.
  - **Sentence construction:** Learners should cut out each week’s word cards at the back of the book and use them to build sentences.
  - **Comprehension:** Learners should complete the answers orally in their groups before completing them in writing. Let the group leader ask the questions while the group members find the answers and answer the questions. Selecting words to complete sentences: Provide the groups with incomplete writing strips and word cards. Learners complete the sentences by placing the word cards correctly.

**Note:** During group activities, provide the group leader with a set of answers set to enable him/her to guide group members correctly.
This book belongs to:
Theme 1: School

1. Do what they are doing 2
   Copy the poses of children in pictures
   Motor coordination

2. The body 4
   Parts of the body
   Listen and point to the correct part of the body.
   Cut out activity of body parts pasting them correctly on picture.

3. Left and Right 6
   Laterality
   Trace left and right hand and count the fingers.

4. Left and Right 8
   Laterality
   Show left and right hand
   Writing: Tracing

5. Practise your name 10
   Writing: Visual discrimination
   Identify and circle the letters of your name
   Practise writing your name
   Downward lines: draw sticks for the flags and stems for the flowers

6. Where are they? 12
   Position in space
   Speaking: concepts on, under, behind
   Say where these children are

7. What noise does it make? 14
   Auditory perception: What sounds does it make?
   Does it make loud or soft sounds?
   Visual discrimination: Circle the odd one in each row

8. Home safety 16
   Speaking: Identify what is dangerous in the picture.
   Explain why it is dangerous.

9. Matching 18
   Visual discrimination, fine motor coordination
   Draw a line to match each baby animal to its mother.
   Auditory perception: What sound does each animal make?

10. My classroom 20
    Visual literacy, speaking: Name items in a classroom.
    Which do you have in your classroom?

11. Summer and winter 22
    Colours and seasons: Circle the clothes we wear in summer in red and in winter in blue.

12. Cleanliness 24
    Circle the things we use for cleanliness.
    Writing: Eye tracking following a maze.

Term 1: weeks 1–5

13. Playing together 26
    Speaking about a picture
    Reading a sentence
    Phonetic: s
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Fun activity (trace and find) eye tracking

14. The letter s 28
    Writing: Trace and practise the letter s
    Circle the pictures that start with the s-sound.
    Fill in the letter s in the spaces so that the words match the pictures.

15. At school 30
    Speaking about a picture
    Reading a sentence
    Phonetic: a
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Fun activity.

16. The letter a 32
    Practise writing the letter.
    Onset sound: Circle the pictures that start with the a-sound.
    Visual discrimination: Find and circle the picture, the shape or letter that is the same as the first one.
    Matching colours and shapes.

Theme 2: Playing together

17. Neatness 34
    Speaking about a picture
    Reading a sentence
    Phonetic: t
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Visual discrimination: Spot the difference

18. The letter t 36
    Writing: Trace and practise the letter t
    Circle the pictures that start with the t-sound.
    Fill in the letter t in the spaces so that the words match the pictures.
    Reading: Colour in the correct word that matches the picture.

19. Friendship 38
    Speaking about a picture
    Reading a sentence
    Phonetic: p
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Visual literacy: use the pictures to tell the story.

20. The letter p 40
    Writing: Trace and practise the letter p
    Circle the pictures that start with the p-sound.
    Fill in the letter p in the spaces so that the words match the pictures.

21. We play 42
    Speaking about a picture
    Reading a sentence
    Phonetic: c
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Fun activity: Complete the patterns.

22. The letter c 44
    Writing: Trace and practise the letter c
    Circle the pictures that start with the c-sound.
    Fill in the letter c in the spaces so that the words match the pictures.

23. Singing 46
    Speaking about a picture
    Reading a sentence
    Phonetic: n
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Draw yourself and then write your name.

24. The letter n 48
    Writing: Trace and practise the letter n
    Circle the pictures that start with the n-sound.
    Fill in the letter n in the spaces so that the words match the pictures.
    Reading: Build words by combining the letters.

25. My mother 50
    Speaking about a picture
    Reading a sentence
    Phonetic: n and m
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Visual literacy: use the pictures to tell the story.

26. The letter m 52
    Writing: Trace and practise the letter m
    Circle the pictures that start with the m- and n-sound.
    Fill in the letter m & n in the spaces so that the words match the pictures.
    Draw pictures of things that start with the m- and n-sound.

27. Doing homework 54
    Speaking about a picture
    Reading a sentence
    Phonetic: d
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Phonetic: Fill in the letter d to make the word match the picture. Then trace the vowel.

Term 1: weeks 6–10

28. The letter d 56
    Writing: Trace and practise the letter d
    Circle the pictures that start with the d-sound.
    Fill in the letter d in the spaces so that the words match the pictures.

29. Safely home 58
    Speaking about a picture
    Reading a sentence
    Phonetic: g
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Fun activity: Draw a picture to show how you get to school each day.

30. The letter g 60
    Writing: Trace and practise the letter g
    Circle the pictures that start with the g-sound.
    Fill in the letter g in the spaces so that the words match the pictures.

31. My teacher 58
    Speaking about a picture
    Reading a sentence
    Phonetic: o
    Say the sound and colour it in, then find and circle it.
    Word work: Read the words and listen to the sounds.
    Reading: Match the word cards with these words.
    Fun activity: Complete the patterns.

32. The letter o 60
    Writing: Trace and practise the letter O
    Circle the pictures that start with the O-sound.
    Fill in the letter O in the spaces so that the words match the pictures.
### Theme 3: After school

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>We play</td>
<td>66</td>
</tr>
<tr>
<td>The letter e</td>
<td>76</td>
</tr>
<tr>
<td>The letter c</td>
<td>68</td>
</tr>
<tr>
<td>The letter k</td>
<td>72</td>
</tr>
<tr>
<td>Pets</td>
<td>74</td>
</tr>
<tr>
<td>The letter r</td>
<td>84</td>
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<tr>
<td>Going home</td>
<td>86</td>
</tr>
</tbody>
</table>

### Theme 4: My family

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating properly</td>
<td>98</td>
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<tr>
<td>The letter h</td>
<td>100</td>
</tr>
<tr>
<td>The letter j</td>
<td>102</td>
</tr>
<tr>
<td>Eating</td>
<td>104</td>
</tr>
<tr>
<td>Uncle and aunt</td>
<td>106</td>
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<tr>
<td>The letter v</td>
<td>108</td>
</tr>
<tr>
<td>The letter w</td>
<td>112</td>
</tr>
<tr>
<td>My brother</td>
<td>114</td>
</tr>
<tr>
<td>The letter y</td>
<td>116</td>
</tr>
<tr>
<td>Zebra</td>
<td>118</td>
</tr>
</tbody>
</table>

### Term 2: weeks 1–5

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word work: Read the words and listen to the sounds. Reading: Match the word cards with these words. Fun activity: Complete the patterns.</td>
<td>88</td>
</tr>
<tr>
<td>The letter b</td>
<td>88</td>
</tr>
<tr>
<td>My father</td>
<td>90</td>
</tr>
<tr>
<td>My grandparents</td>
<td>94</td>
</tr>
<tr>
<td>My downstairs</td>
<td>96</td>
</tr>
</tbody>
</table>

### Term 2: weeks 6–10

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading a sentence</td>
<td>66</td>
</tr>
<tr>
<td>The letter z</td>
<td>120</td>
</tr>
<tr>
<td>Helping at home</td>
<td>122</td>
</tr>
<tr>
<td>The letter q</td>
<td>124</td>
</tr>
<tr>
<td>Birthdays</td>
<td>126</td>
</tr>
<tr>
<td>The letter x</td>
<td>128</td>
</tr>
</tbody>
</table>
Do what they are doing

Let's do Copy these children.

Touch your head

Touch your shoulders

Touch your stomach

Touch your nose

Touch your knees

Stick out your tongue

Close your eyes
Touch your toes

Open your fingers wide

Stretch your arm out

Touch the sky

Stretch out wide

Touch your head
Let’s do

Listen to your teacher and point to the correct part of the body.

- eye
- nose
- mouth
- shoulder
- chest
- arm
- stomach
- finger
- hand
- thumb
- hair
- head
- ear
- teeth
- tongue
- neck
- elbow
- knee
- leg
- foot
- toe
Cut out the arms and legs and paste them correctly on this picture. Colour the picture and remember to draw the face.
Trace your left hand.

Left
Trace your right hand then count your fingers.
Let’s do

Stand like the boy in the picture.
Show your right hand.
Show your left hand.
Show which hand you like to write with.
Show which foot you like to kick with.
Let's write

**Draw strings for these balloons.**

**Draw sticks for these sweets.**

**Help the bee to find the flower.**

**Help the butterfly to find the flower.**
Let's write

Circle the first letter of your name.

Practise it.

Circle the other letters of your name.

Practise writing your name.

Name:

Surname:
Draw sticks for these flags.

Draw stems for these flowers.

Help the kangaroo hop to her baby.

Help the boy fly his kite.
Where are they?

Let’s do: Say where these children are.

- outside the box
- under the box
- inside the box
- next to each other
- pushing from behind
- sitting in the middle
- pulling in front
Date:

in front of the chair

standing on the chair

behind the chair

sitting on the chair

next to the chair

under the chair
Let's do

Say what noise it makes and then circle those that make a loud noise in red. Circle those that make a soft sound in blue.
Odd one out

Let's write: Circle the odd one out in each row.
Safety at home

Let’s do What is dangerous in this picture? Why is this dangerous?
Let's do

Draw a line to match each baby to its mother. What sound does each animal make?

Hen
Kid
Horse
Calf
Sheep
Pig
Duckling
Look at the picture and talk about what you see. Which of these do you have in your classroom?

- school bag
- lunchbox
- sandwich
- juice
- apple
- skipping rope
- ball
- books
computer
poster
radio
paintbrush
puzzle

crayons
crystal
art
paint

pen and paper
ruler
eraser
scissors

pencil
glue stick
Circle the clothes we wear in summer in red.
Circle the clothes we wear in winter in blue.

Let’s write
Winter
Let's write. Circle the things that we use for cleanliness. Say what we use the other things for.
Help the girls to find their toothbrushes.
Let’s speak

Look at the picture and talk about what you see.

Let’s read

Ann and Sam sit.

ABC Sounds

Say the sound and colour it in, then find and circle it.

snake
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>Sam</th>
<th>sits</th>
<th>sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>sit</td>
<td>sun</td>
</tr>
</tbody>
</table>

Match the word cards from the back of the book with these words.

Ann and Sam sit.

Help the bird to find its nest.

Help the boy to score a goal.

Help the bee to find the flower.
Let’s write
Trace the dotted lines.

Let’s write
Practise writing this letter.

S S S S S S S

S S S S S
Let’s write Circle the pictures in which you hear the S. sound.

Let’s write Fill in the letter S in the spaces so that the words match the picture.

sun socks stars snake
Let’s speak
Look at the picture and talk about what you see.

Let’s read
Ann and Sam.

ABC Sounds
Say the sound and colour it in, then find and circle it.

apple
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>an</th>
<th>ant</th>
<th>Ann</th>
</tr>
</thead>
<tbody>
<tr>
<td>as</td>
<td>Sam</td>
<td>apple</td>
</tr>
</tbody>
</table>

Match the word cards from the back of the book with these words.

Ann and Sam.

Draw yourself.
Let’s write

Practise writing this letter.

a a a a a a a a

A A A A A

Let’s do

Circle the pictures that start with the a sound.
Let’s do

Find and circle the picture that is the same as the first one.

Let’s do

Find and circle the letter that is the same as the first one.

Let’s do

Find the shape that is the same as the one in the first box. Colour it in the same colour.
Let’s speak
Look at the picture and talk about what you see.

Let’s read
Sam is hot and wet.

Sounds
Say the sound and colour it in, then find and circle it.

t
1

t
2

d

j

f

a

j

f

Tent
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>ten</th>
<th>top</th>
<th>tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>tent</td>
<td>tap</td>
<td>tin</td>
</tr>
</tbody>
</table>

Let's write
Match the word cards from the back of the book with these words.

Sam is hot and wet.

Fun
Tell your friend how Sam looked before and after school.
The letter t

**Let's write** Trace the dotted lines and colour in the picture.

Let's write Practise writing this letter.

- Tea Tt tractor
- Tortoise
**Let’s write**

Fill in the letters in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.

<table>
<thead>
<tr>
<th>tin</th>
<th>ea</th>
<th>en</th>
<th>rac</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>tap</td>
<td>en</td>
<td>ennis</td>
<td>or</td>
<td>oise</td>
</tr>
</tbody>
</table>

**Let’s write**

Colour in the correct word to fit with the picture.

- ten
- pen
- tomato
- potato
- tap
- top
- tooth
- booth
- tent
- rent
- twigs
- wigs
Let’s speak
Look at the picture and talk about what you see.

Pam helps Sam up.

Let’s read
Say the sound and colour it in, then find and circle it.

Sounds
Date: 

**Word work** Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>pig</th>
<th>pet</th>
<th>pot</th>
</tr>
</thead>
<tbody>
<tr>
<td>pup</td>
<td>pen</td>
<td>pan</td>
</tr>
</tbody>
</table>

**Let’s write** Match the word cards from the back of the book with these words.

Get up Sam.

**Fun** Tell your friend about the story you see in these pictures.

1. Dog and cat playing in a field.
2. Cat in a tree.
## The letter P

### Let’s do
Find and circle the letter that is the same as the first one.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>d</th>
<th>s</th>
<th>p</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>d</td>
<td>p</td>
<td>s</td>
<td>d</td>
<td>a</td>
</tr>
<tr>
<td>b</td>
<td>b</td>
<td>d</td>
<td>q</td>
<td>p</td>
<td>a</td>
</tr>
</tbody>
</table>

### Let’s write
Practise writing this letter.

p p

P P
Let’s write Fill in the sounds that these pictures start with.

Let’s write Fill in the letter **p** in the spaces so that it makes a word to match the picture.

**pot**

---

---

---

---
We play

Let’s speak
Look at the picture and talk about what you see.

Let’s read
It is fun in the sun.

ABC Sounds
Say the sound and colour it in, then find and circle it.
Word work: Read the words and listen to the sounds.

- it
- in
- is
- sit
- tin
- his

Let's write: Match the word cards from the back of the book with these words.

- It
- is
- fun
- in
- the
- sun.

Fun: Complete these patterns.
The letter \( \text{I} \)

Let's write

- Draw a stem for each flower.

Let's write

- Practise writing this letter.

Terms:
- insect
- ink
- igloo
Let's write
Circle the pictures that have the i sound in them.

Let's write
Fill in the letter i in the spaces so that it makes a word to match the picture.

_ink
f__sh
z__p
m__lk
Singing

Let’s speak
Look at the picture and talk about what you see.

Let’s read
A nn has fun.

Sounds
Say the sound and colour it in, then find and circle it.
Word work

Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>no</th>
<th>net</th>
<th>Ann</th>
</tr>
</thead>
<tbody>
<tr>
<td>not</td>
<td>nap</td>
<td>nut</td>
</tr>
</tbody>
</table>

Let’s write

Match the word cards from the back of the book with these words.

Ann has fun.

Fun

Draw yourself and then write your name.

My picture:

My ID document

Name: __________________________

Surname: __________________________

Date of birth: __________ / __________ / 20________
Let's write Trace the dotted lines.

Let's write Practise writing this letter.

nest newspaper

nn

N N
Let’s write

Fill in the sounds that these pictures start with.

Let’s write

Build words by combining the letters.

- **c** → **at**
- **cat**
- **rat**
- **hat**

- **b** → **ug**
- **h** → **m**

- **p** → **ot**
- **hot**

- **b** → **un**
- **r** → **f**
- **un**
This is my mom.

Let’s speak
Look at the picture and talk about what you see.

Let’s read
Say the sound and colour it in, then find and circle it.
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>mom</th>
<th>mum</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>mud</td>
<td>my</td>
<td>Sam</td>
</tr>
</tbody>
</table>

Let’s write
Match the word cards from the back of the book with these words.

This is my mom.

Fun
Tell your friend about the story you see in these pictures.

1

2

3
Let’s write Trace the dotted lines.

Let’s write Practise writing this letter.

The letter m

m m

M M
Let’s write

Draw a picture of a word that starts with the \textit{m}. and \textit{n}. sound.

\begin{itemize}
  \item \textbf{m} \hfill \textbf{n}
\end{itemize}

Let’s write

Fill in the letters in the spaces so that the words match the picture.

\begin{itemize}
  \item ___et
  \item ___ilk
  \item ___ouse
  \item ___oo___
  \item ___ose
  \item ___est
\end{itemize}
Let’s speak
Look at the picture and talk about what you see.

Let’s read
Dad helps him.

Sounds
Say the sound and colour it in, then find and circle it.

Duck
Word work: Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>dog</th>
<th>dug</th>
<th>duck</th>
</tr>
</thead>
<tbody>
<tr>
<td>did</td>
<td>dad</td>
<td>dud</td>
</tr>
</tbody>
</table>

Let's write: Match the word cards from the back of the book with these words.

Dad helps him.

Fun: Fill in the letter d to make the word match the picture. Then trace the vowel in red.

- dog
- dug
- duck
- did
- dad
- dud

- desk
- og
- ig
- uck
- ad

- a
- e
- o
- i
- u
### The letter d

**Let’s do** Find and circle the letter that is the same as the first one.

<table>
<thead>
<tr>
<th>b</th>
<th>a</th>
<th>d</th>
<th>s</th>
<th>p</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>b</td>
<td>d</td>
<td>s</td>
<td>p</td>
<td>a</td>
</tr>
<tr>
<td>d</td>
<td>d</td>
<td>a</td>
<td>p</td>
<td>s</td>
<td>b</td>
</tr>
</tbody>
</table>

**Let’s write** Practise writing this letter.

```
D d
D d
d d
d d
D D
```

Words: duck, dog, doll
Let’s do Circle the pictures that start with the d. sound.

Let’s write b d Fill in the letters in the spaces so that the words match the picture.

____all  ____og  ____ugs

____oll  ____ell  ____uck
My teacher

Let’s speak
Look at the picture and talk about what you see.

It is hot.

Let’s read

Say the sound and colour it in, then find and circle it.

orange
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>hot</th>
<th>not</th>
<th>lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>top</td>
<td>on</td>
</tr>
</tbody>
</table>

Let's write
Match the word cards from the back of the book with these words.

It is hot.

Fun
Complete these patterns.
Let’s write
Trace the dotted lines.

Practise writing this letter.

0 0

0 0
Let’s write Fill in the sounds that these pictures start with.

Let’s write Fill in the letter O in the spaces so that it makes a word to match the picture.

sock
dog
fox
doll
box
dots
Safely home

Let’s speak
Look at the picture and talk about what you see.

Let’s read
I go home.

Sounds
Say the sound and colour it in, then find and circle it.

g a p q
a g a n
q o a g
g p q u
goat
Word work: Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>get</th>
<th>got</th>
<th>gum</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>mug</td>
<td>jug</td>
<td>bug</td>
<td>rug</td>
</tr>
</tbody>
</table>

Let's write: Match the word cards from the back of the book with these words.

I go home.

Fun: Draw a picture to show how you get to school each day.

Write a sentence about your picture.
Let’s write Trace the dotted lines.

Let’s write Practise writing this letter.

The letter

Gg

g g

G G
Let's write

Fill in the sounds that these pictures start with.

Let's write

Fill in the letter **g** in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.
Let’s speak
Look at the picture and talk about what you see.

Let’s read
The cat runs.

Sounds
Say the sound and colour it in, then find and circle it.

- c
- d
- c
- a
- e
- c
- e
- a
- a
- o
- a
- a
- s
- o
- a
- c
- cat

The cat runs.
Word work: Read the words and listen to the sounds.

- cat
- cup
- can
- cap
- cut
- cats

Let's write: Match the word cards from the back of the book with these words.

- The
- cat
- runs.

Fun: Trace the dotted lines to find out what kind of animal these pets are.
Let’s write
Trace the dotted lines.

Let’s write
Practise writing this letter.

cats crown cabbage

C C C

C C
Let’s write Circle the pictures that start with the C sound.

Let’s write Fill in the letter C in the spaces so that the words match the picture.

can cat

ar ap
Games

Term 2 – Week 1

Let’s speak
Look at the picture and talk about what you see.

Let’s read
He runs and kicks.

Sounds
Say the sound and colour it in, then find and circle it.

k h n k
h r k h
d k d h
h r p a

kite
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>kid</th>
<th>kick</th>
<th>kite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken</td>
<td>king</td>
<td>kit</td>
</tr>
</tbody>
</table>

Let's write
Match the word cards with these words.

He runs and kicks.

Let's write
Write a sentence about the picture on the opposite page.

Fun
Draw a line from the bottom picture to the correct ball.
The letter **k**

**Let's write**

Trace the dotted lines.

**Let's write**

Practise writing this letter.

**k**

**K**

**key**

**kite**

**kettle**
Let's write Fill in the sounds that these pictures start with.

Let's write Build words by combining the letters.

- Kick
- Lick
- Sick
- Back
- Jock
- Link
Let’s speak
Look at the picture and talk about what you see.

Let’s read
Ben is my pet.

Sounds
Say the sound and colour it in, then find and circle it.

Ben is my pet.
Word work: Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>ten</th>
<th>end</th>
<th>Ben</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>men</td>
<td>egg</td>
</tr>
</tbody>
</table>

Let's write: Match the word cards with these words.

Ben is my pet.

Let's write: Write a sentence about the picture on the opposite page.

Fun: Trace the road to help the driver finish the race.
Let's write Trace the dotted lines.

Let's write Practise writing this letter.

The letter e

elephant hen egg

e e

E E
Let's write Circle the pictures that start with the e-sound.

Let's write Fill in the letter e in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.

ten
hen
pe_n
n__t
Let’s speak
Look at the picture and talk about what you see.

Let’s read
We have fun in the sun.

Sounds
Say the sound and colour it in, then find and circle it.

Umbrella
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>run</th>
<th>fun</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td>bun</td>
<td>bug</td>
<td>rug</td>
</tr>
</tbody>
</table>

Match the word cards with these words.

It is fun in the sun

Tell your friend the story you see in these pictures and write the sentence.

He is stuck up the tree.
Let’s write
Trace the dotted lines to help the fish to swim away from the shark.

Let’s write
Practise writing this letter.

The letter U

u u

u u

U U
Let’s write

Circle the pictures that have a **u** sound in them.

Let’s write

Fill in the letter **U** in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.

- sun
- nut
- run
- jug
- cup
- hut
Let’s speak
Look at the picture and talk about what you see.

Let’s read
I run in red socks.

Sounds
Say the sound and colour it in, then find and circle it.
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>run</th>
<th>rat</th>
<th>red</th>
</tr>
</thead>
<tbody>
<tr>
<td>rug</td>
<td>rag</td>
<td>rob</td>
</tr>
</tbody>
</table>

Let’s write
Match the word cards with these words.

I can run.

Let’s write
Write a sentence about the picture on the opposite page.

Fun
Link the faces with the correct word. Draw how you feel today.

happy
sad
angry
scared
The letter \( \mathbf{r} \)

Let’s write Trace the dotted lines.

Let’s write Practise writing this letter.

Let’s write Rose \( \mathbf{R} \) rabbit \( \mathbf{R} \) rainbow

\( \mathbf{R} \) \( \mathbf{R} \)

\( \mathbf{r} \) \( \mathbf{r} \)
Let's write

Fill in the sounds that these pictures start with.

Radio

Abbit

Hat

Take

Azor

Ug

Robot

Run

Let's write

Fill in the letter r in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.
Let’s speak
Look at the picture and talk about what you see.

Let’s read
Say the sound and colour it in, then find and circle it.

I am on the big bus.

Sounds

<table>
<thead>
<tr>
<th>b</th>
<th>d</th>
<th>p</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>a</td>
<td>p</td>
</tr>
<tr>
<td>d</td>
<td>b</td>
<td>d</td>
<td>b</td>
</tr>
</tbody>
</table>

bus
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>bus</th>
<th>bun</th>
<th>bug</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>bed</td>
<td>bag</td>
</tr>
</tbody>
</table>

Match the word cards with these words.

I am on the bus.

Fill in the letter b in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.
### Let's do
Find and circle the letter that is the same as the first one.

<table>
<thead>
<tr>
<th>b</th>
<th>a</th>
<th>d</th>
<th>d</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>b</td>
<td>d</td>
<td>d</td>
<td>p</td>
</tr>
<tr>
<td>d</td>
<td>d</td>
<td>a</td>
<td>p</td>
<td>b</td>
</tr>
</tbody>
</table>

### Let's write
Practise writing this letter.

- **Bb**
- **b**
- **B**
- **bees**
- **balls**
- **banana**
Let's write Fill in the sounds that these pictures start with.

Let's write Fill in the letter b in the spaces so that the words match the picture.

baby

ike

bird

pee
My father

Term 2 – Week 4

Let’s speak
Look at the picture and talk about what you see.

Let’s read
This is my father.

Sounds
Say the sound and colour it in, then find and circle it.

```
f  v  t  f  f
  t  f  t  p
  d  t  d  b
  v  d  f  v
frog
```
**Word work**
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>fat</th>
<th>fix</th>
<th>fed</th>
</tr>
</thead>
<tbody>
<tr>
<td>fan</td>
<td>fun</td>
<td>father</td>
</tr>
</tbody>
</table>

**Let’s write**
Match the word cards with these words.

This is my father.

**Fun**
Cut out the words at the bottom of the page. Choose in which box they belong and paste them there.

- a
- e
- i win
- o
- u

- log
- hat
- pen
- sit
- run
- net
- sun
- hen
- dog
- cat
- fun
- pot
- mat
- fin
Let’s write Trace the dotted lines.

Let’s write Practise writing this letter.

flag flower fish
frog fire

f f

F F
Let's write

Fill in the letters so that it makes a word to match a picture. Draw a line from the word to the correct picture.

Let's write

Fill in the sounds that these pictures start with.

_ig  _ly  _rog  _lag  _rame  _ire
My grandparents

Let's speak
Look at the picture and talk about what you see.

We like gran a lot.

Let's read

Say the sound and colour it in, then find and circle it.

Sounds

p l p d
a b a p
d a d l
l d p d

lion
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>leg</th>
<th>log</th>
<th>lid</th>
<th>land</th>
</tr>
</thead>
</table>

| like | let | lot | lost |

Match the word cards with these words.

We like gran a lot.

Write a sentence about the picture on the opposite page.

Talk about these pictures.

- Fast
- Slow
- Old
- Young
- New
Let’s write Trace the dotted lines.

Let’s write Practise writing this letter.

The letter

lamp
lion
lizard

I I

L L

The letter
Let’s write Fill in the sounds that these pictures start with.

Let’s write Fill in the letter _ in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.

___eg
___ion
___eaf
___amp
___izard
___eopard
Let’s speak
Look at the picture and talk about what you see.

Let’s read
He has his hat on.

Sounds
Say the sound and colour it in, then find and circle it.
Read the words and listen to the sounds.

- hat
- hot
- hut
- has
- his
- hug

Match the word cards with these words.

He has his hat on.

Write a sentence about the picture on the opposite page.

Look at the pictures and draw a circle around all the fruit.
Let’s write
Practise writing this letter.

h  h  h
H  H
Let's write
Fill in the letter **h** in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.

<table>
<thead>
<tr>
<th>hut</th>
<th>and</th>
<th>ouse</th>
<th>elicopter</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>am</td>
<td>orse</td>
<td>amster</td>
</tr>
</tbody>
</table>

Let's draw
Draw these pictures that start with the letter **h**.

- hat
- hand
- house
- hut
Let’s speak: Look at the picture and talk about what you see.

Ben just jumps for the jug and the jam.

Let’s read: Say the sound and colour it in, then find and circle it.

ABC Sounds: j y p g
a g j p
g j g y
y d y j

jam
Read the words and listen to the sounds.

jug  job  jot  just
jam  jab  Jim  jump

Match the word cards with these words.

Ben  just  jumps  for  the
jug  and  the  jam.

Write a sentence about your family.

Draw a picture of your family.
Let’s do Find and circle the letter that is the same as the first one.

<table>
<thead>
<tr>
<th>j</th>
<th>t</th>
<th>f</th>
<th>j</th>
<th>g</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>j</td>
<td>t</td>
<td>ℱ</td>
<td>f</td>
<td>a</td>
</tr>
<tr>
<td>f</td>
<td>d</td>
<td>f</td>
<td>t</td>
<td>６</td>
<td>j</td>
</tr>
</tbody>
</table>

Let’s write Practise writing this letter.

j j j

j j

jug JJ jackal jacket
Let’s write Fill in the letters that these pictures start with.

Let’s write Colour in the correct word to fit with the picture.

jug   jump
mug   bump
jam   jacket
ram   racket
jog   jelly
dog   belly
Let’s speak
Look at the picture and talk about what you see.

Let’s read
They look at the TV.

Sounds
Say the sound and colour it in, then find and circle it.

Vase
Word work: Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>vat</th>
<th>van</th>
<th>vain</th>
<th>vase</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td>vest</td>
<td>vet</td>
<td>very</td>
</tr>
</tbody>
</table>

Let's write: Match the word cards with these words.

They look at the TV.

Let's write: Write a sentence about the picture on the opposite page.

Fun: Draw a picture on the TV to show what you like to watch.
The letter V

Let’s write Trace the dotted lines.

Let’s write Practise writing this letter.

V V

V V

V V
Let’s write: Fill in the letters that these pictures start with.

Let’s write: Fill in the letter V in the spaces so that it makes a word to match a picture. Draw a line from the word to the correct picture.

___ an
___ ase
___ est
___ et
Let's speak
Look at the picture and talk about what you see.

Let's read
We help to wash up.

Sounds
Say the sound and colour it in, then find and circle it.
Let’s write

Match the word cards with these words.

We help to wash up.

Let’s write

Write a sentence about the picture on the opposite page.

Fun

Draw a red circle around the meat.
Draw a blue circle around the soaps.
Draw a green circle around the fruit.

Word work

Read the words and listen to the sounds.

wet wax win won
we wash wish will
The letter \textbf{W}

Let’s write

Let’s write

Practise writing this letter.

\begin{itemize}
  \item \textit{Watch}
  \item \textit{Whale}
  \item \textit{Web}
\end{itemize}

\begin{itemize}
  \item \textit{W}
  \item \textit{W}
  \item \textit{W}
\end{itemize}
Let's write Fill in the letters that these pictures start with.

Let's write Fill in the letter W in the spaces so that it makes a word to match the picture.

- window
- ell
- all
- watch
- water
- eb
My brother

Let’s speak

Look at the picture and talk about what you see.

He has a yellow shirt.

Let’s read

Say the sound and colour it in, then find and circle it.

Sounds

y j g y
g y g p
y a y g
u p a j

yoghurt
Write a sentence about how you get to school.

Let's write

He has a yellow shirt.

Show Sam how to get to school, to the shop and to the taxi rank.
Let’s write  Trace the dotted lines to help the plane fly in the sky.

Let’s write  Practise writing this letter.

The letter  

y  
yoghurt  
yacht  

y  
y  
y  

Y  
Y  
Y  
Let’s write

Colour in the shapes with the letter **y** in yellow and the letter **g** with green.

Let’s write
Fill in the letters to make the correct words, then match the pictures with the words.

_ellow_ _oghurt_ _o_ _o_ _acht_
Look at the picture and talk about what you see.

We see the zebras in the zoo.

Say the sound and colour it in, then find and circle it.
We see the zebras in the zoo.

Read the words and listen to the sounds.

Word work:
- zip
- zap
- zoo
- zebra
- jazz
- buzz
- fizz
- frizz

Let's write:
Match the word cards with these words.

We see the zebras in the zoo.

Fun:
Draw a line from the animal to its home.
Let's write
Trace the dotted lines to decorate the first Zulu hut. Make your own pattern on the second hut and colour it in.

Let's write
Practise writing this letter.

Z z

Zip Z z

Z e b r a

Z a k u m i

Z Z

Z Z
Let’s write Fill in the letters that these pictures start with.

Let’s write Colour in the correct word to fit with the picture.

- zozo
- yo-yo
- zero
- nero
- sit
- cat
- zip
- sip
- zoo
- too
- sink
- zink
Helping at home

Let’s speak
Look at the picture and talk about what you see.

Let’s read
Quickly wash the pots.

Sounds
Say the sound and colour it in, then find and circle it.
Write a sentence about the picture on the opposite page.

Let's write Match the word cards with these words.

Quickly wash the pots.

Let's write Write a sentence about the picture on the opposite page.

Fun Finish the picture.
Let's write

Draw a line from the picture to the sense you would use.

Let's write

Practise writing this letter.

See
Touch
Smell
Taste
Hear

queen
quill
question mark

q q q
Q Q Q
Let's write

Colour in the picture according to the letters.

\[ p = \text{[Red]} \quad q = \text{[Orange]} \quad b = \text{[Blue]} \quad a = \text{[Green]} \quad d = \text{[Yellow]} \]

Let's write

Fill in the letters that these pictures start with.

- Banana
- Queen
- Compass
- Bicycle
- Bird
- Bucket
- Quilt
Look at the picture and talk about what you see.

Sam is six.

Let’s read
Say the sound and colour it in, then find and circle it.

Let’s speak
Write a sentence about the picture on the opposite page.

Fun
Draw candles on this cake to show how old you are.

Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>six</th>
<th>mix</th>
<th>fix</th>
<th>wax</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>fox</td>
<td>ox</td>
<td>tax</td>
</tr>
</tbody>
</table>
The letter **X**

**Let’s write** Fix the fence so that the cow can’t get out.

**Let’s write** Practise writing this letter.

- X-ray
- box
- fox

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## Let's write

### Build words with the letters.

<table>
<thead>
<tr>
<th>f</th>
<th>m</th>
<th>s</th>
<th>ix</th>
<th>fix</th>
<th>mix</th>
<th>six</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>f</td>
<td>p</td>
<td>ox</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>t</th>
<th>m</th>
<th>w</th>
<th>ax</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>l</td>
<td>m</td>
<td>ocks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Let's write

### Fill in the letters these words start with.

- **harp**
- **ylophone**
- **uitar**
- **iolin**
- **rum**
- **amborine**
- **iano**
- **rumpet**
<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>b</td>
<td>O</td>
<td>o</td>
</tr>
<tr>
<td>C</td>
<td>c</td>
<td>P</td>
<td>p</td>
</tr>
<tr>
<td>D</td>
<td>d</td>
<td>Q</td>
<td>q</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
<td>R</td>
<td>r</td>
</tr>
<tr>
<td>F</td>
<td>f</td>
<td>S</td>
<td>s</td>
</tr>
<tr>
<td>G</td>
<td>g</td>
<td>T</td>
<td>t</td>
</tr>
<tr>
<td>H</td>
<td>h</td>
<td>U</td>
<td>u</td>
</tr>
<tr>
<td>I</td>
<td>i</td>
<td>V</td>
<td>v</td>
</tr>
<tr>
<td>J</td>
<td>j</td>
<td>W</td>
<td>w</td>
</tr>
<tr>
<td>K</td>
<td>k</td>
<td>X</td>
<td>x</td>
</tr>
<tr>
<td>L</td>
<td>l</td>
<td>Y</td>
<td>y</td>
</tr>
<tr>
<td>M</td>
<td>m</td>
<td>Z</td>
<td>z</td>
</tr>
</tbody>
</table>
Cut on the dotted line and glue the back of this page to the back page of your book to form a pocket. Here you can keep your cutouts so that you can use them again.
Ann and Sam.
The cat runs.
Ben is my pet.
I am on the bus.
I go home.
He has his hat on.
I can run.
He runs and kicks.

Sam is hot and wet.

Sam sits. Ben sits.

Dad helps him.

This is my mom.

This is my father.

He has a yellow shirt.

We like gran a lot.

They look at the TV.

We help to wash up.

Sam is six.

Ben just jumps for the jug and the jam.

We see the zebras in the zoo.