

# PHONICS



Name: .....

Section: .....

Roll No.: .....

School: .....



# Preface

This Phonics Book (UKG Book – A) is part of the IMAX series of books for kindergarten (Nursery, LKG and UKG). The books are student-friendly, contextual and prepare learners for all the skills which are essential to make them ready for school. All the books are based on the internationally recommended pedagogy of MULTIPLE LEARNING PATHWAYS.

Phonics is a method for teaching the reading and writing of the English language by developing the learners' phonemic awareness — the ability to hear, identify and manipulate letter sounds — in order to teach the correspondence between these sounds and the spelling patterns that represent them. Learning phonics helps learners understand the relationship between letters and their sounds. Research shows that learners who are taught by the phonics method display marked improvement with respect to measure of phonemic awareness, spelling and reading as compared to learners who are taught by the traditional methods.

This Phonics Book introduces learners to vowels, consonants, sight words and blends. The unique feature of this book is the introduction of teaching strategies for all concepts as well as the introduction of strategies for improving phonemic awareness and decoding.

The book is designed to give learners ample opportunities to practise the letter sounds, phonemic awareness and decoding with the teachers as well as on their own. This is the final of the three books on phonics. The progression across the books is from the easier activities, which are based on listening to the more rigorous activities, which involve the application of knowledge of phonics as well as practice of writing.

# Strategies

The chart given below lists a few important strategies which the teachers can use to provide ample practice to learners and to make instructions regarding phonics more effective. The chart also provides information on the meaning of the strategies, their uses and some examples.

When the teachers use any teaching strategy, they should do the following.

- (1) Help learners to understand why a strategy is useful
- (2) Describe in detail how the strategy can be used

Teacher demonstration and follow-up conducted through independent practice is paramount in case of learner outcomes.

## Strategies for Sound Awareness

| Targeted Skill       | Strategy   | Example  |
|----------------------|--|--|
| Sound Isolation      | Ask learners to isolate the individual sounds in a word.   | Sammy snake says '_____'. (/s/)  |
| Sound Identification | Ask learners to practise identifying the same sound.   | Which is the same sound in 'fix', 'fall' and 'fun'?  |
| Sound Categorisation | Ask learners to practise grouping words that do not have the same beginning sound like the others in that set.   | Which sound is common to this set – weed, bead, seed?  |
| Sound Blending       | Ask learners to combine sounds to form words, that is, by using dictation where the teacher says a word and learners write the sounds either on their own or as a group. | How do we read /b/ /i/ /g/?<br>/b/ /i/ /g/ is 'big'.<br>Let us write the sounds in 'big' – /b/ is 'b', /i/ is 'i' and /g/ is 'g'.<br>Thus, we read the word 'big'. |

|                    |  |   |
|--------------------|--|---|
| Sound Segmentation | Ask learners to break a word into parts and say each sound which they hear.    | Which sounds do we hear in the word 'rug'?<br>Say /r/-/u/-/g/.  |
| Sound Deletion     | Ask learners to practise recognising a word when a sound is removed.           | Say 'stop' without the /s/. Which sound do we hear in 'meat' that is in 'eat'? Which word would be left if we remove the /n/ from 'moon'? |
| Sound Addition     | Ask learners to add a sound to an existing word.                               | Which word do we get if we add a /s/ to 'park'?   |
| Sound Substitution | Ask learners to practise substituting one sound for another to make new words. | The word is 'bug'. Change the /g/ to a /n/. Which new word do we get?   |

## Decoding Strategies

| Targeted Skill              | Strategy   |
|-----------------------------|--|
| Sound the Word Out          | Start with the first letter and say each individual letter-sound aloud as if you are stretching the word. Blend all the sounds together and try to say the word. Does that word make sense in the sentence?  |
| Look for Chunks in the Word | Look for familiar letter chunks. They may be sounds, symbols, prefixes, suffixes, endings, whole words or base words. Read each chunk by itself. Then blend the chunks together and sound the word out. Does that word make sense in the sentence? |
| Use Picture Clues           | Look at the picture. Are there people, objects or actions in the picture that might make sense in the sentence?  |
| Re-read the Sentence        | Read the sentence more than once. Think about which word might make sense in the sentence. Try that word and see if the sentence makes sense.  |
| Keep Reading                | Read past the unfamiliar word and look for clues. If that word is repeated in another sentence, compare the second sentence to the first one. Which word might make sense in both the sentences?   |

# Contents

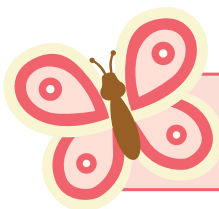
|  |    |
|--|----|
| 1) 'ap', 'ad', 'at', 'an' and 'ar' Sounds .....  | 6  |
| 2) Sight Words Pre-Primer List: 1 .....          | 13 |
| 3) 'et', 'ed' and 'en' Sounds .....              | 14 |
| 4) Sight Words Pre-Primer List: 2 .....          | 19 |
| 5) 'ip', 'it', 'ib', 'id' and 'in' Sounds .....  | 20 |
| 6) 'og', 'op' and 'od' Sounds .....              | 27 |
| 7) Sight Words Pre-Primer List: 3 .....          | 32 |
| 8) 'ut', 'un' and 'ug' Sounds .....              | 33 |
| 9) Sight Words Pre-Primer List: 4 .....          | 38 |
| 10) 'sh', 'ch', 'ck', 'll' and 'ng' Sounds ..... | 39 |
| 11) Sight Words Pre-Primer List: 5 .....         | 46 |
| 12) 'ee', 'ai', 'oa', 'oo' and 'oi' Sounds ..... | 47 |
| 13) Revision of Sight Words .....                | 54 |

# 1) 'ap', 'ad', 'at', 'an' and 'ar' Sounds



## Words with /ap/ Sound

When you read the sounds of /a/ and /p/ together, you get the sound /ap/. With the help of your teacher, repeat the /ap/ sound words aloud.



**Read Aloud:** cap, tap, map, nap, gap, lap



The **cap** is on the **map**.



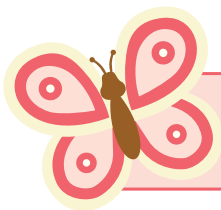
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ad/ Sound

When you read the sounds of /a/ and /d/ together, you get the sound /ad/. With the help of your teacher, repeat the /ad/ sound words aloud.



**Read Aloud:** bad, had, dad, pad, sad, lad



The **lad** is **sad**.



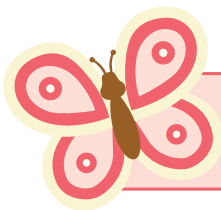
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /at/ Sound

When you read the sounds of /a/ and /t/ together, you get the sound /at/. With the help of your teacher, repeat the /at/ sound words aloud.



**Read Aloud:** rat, cat, mat, hat, fat, sat



The **cat** is on the **mat**.



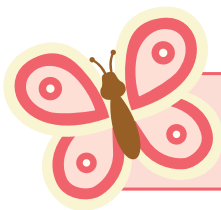
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /an/ Sound

When you read the sounds of /a/ and /n/ together, you get the sound /an/. With the help of your teacher, repeat the /an/ sound words aloud.



**Read Aloud:** man, pan, fan, van, can, ran



The **man** is near the **van**.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out

Mm

Vv

Nn

Zz

Bb

Cc

Oo

Yy

Ll

Qq

Hh

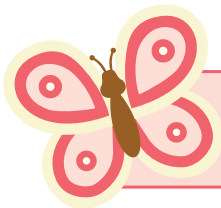
Ii





## Words with /ar/ Sound

When you read the sounds of /a/ and /r/ together, you get the sound /ar/. With the help of your teacher, repeat the /ar/ sound words aloud.



**Read Aloud:** car, jar, far, art, star, start



She has a **car**.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

Ww

Xx





## I Can Read

Read the sentences with the help of your teacher.



A man ran.

A rat sat.

Max is a cat.

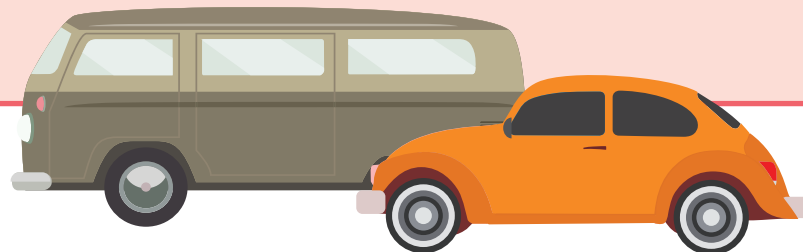
Dad had a nap.

Sam has a bat.

A man has a van.

A cat is on the mat.

The car is near the van.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading





## Colour and Write

- Colour and write the /ap/ word.

gap

fat

---

---

---

- Colour and write the /ad/ word.

hat

sad

---

---

---

- Colour and write the /at/ word.

art

mat

---

---

---

- Colour and write the /an/ word.

pan

lad

---

---

---

- Colour and write the /ar/ word.

ran

car

---

---

---



## 2) Sight Words Pre-Primer List: 1



Point at the given words. Repeat them aloud with the help of your teacher.



**Teaching Strategies:** Sight words are commonly used words that young learners are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print without having to use any strategies to decode

Mm

Vv

Nn

Zz

Bb

Cc

Oo

Yy

Qq

Hh

Ii



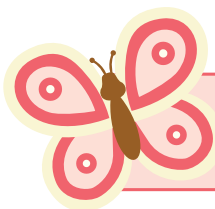
13

### 3) 'et', 'ed' and 'en' Sounds



#### Words with /et/ Sound

When you read the sounds of /e/ and /t/ together, you get the sound /et/. With the help of your teacher, repeat the /et/ sound words aloud.



**Read Aloud:** net, pet, jet, met, set, vet



The **pet** is with the **vet**.



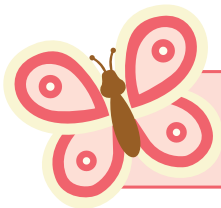
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ed/ Sound

When you read the sounds of /e/ and /d/ together, you get the sound /ed/. With the help of your teacher, repeat the /ed/ sound words aloud.



**Read Aloud:** bed, shed, red, led, fed, wed



The **bed** is **red**.



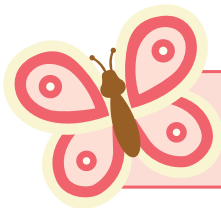
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /en/ Sound

When you read the sounds of /e/ and /n/ together, you get the sound /en/. With the help of your teacher, repeat the /en/ sound words aloud.



**Read Aloud:** hen, pen, den, zen, ten, men



Ten men are outside a den.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## I Can Read

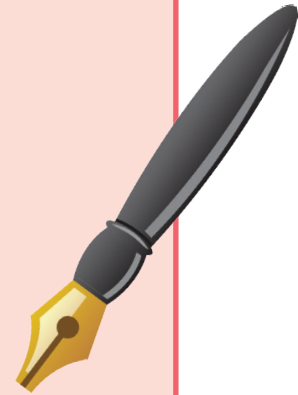
Read the sentences with the help of your teacher.



It is **red**.

Ted is **fed**.

**Ken** is in **bed**.



Meg is a **red** hen.

**Ted** is on a **jet**.

A web is on the **bed**.

**Ken** will not **get** wet.

The **pen** is **red**.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading

Mm

Vv

Nn

Zz

Bb

Cc

Oo

Yy

Qq

Hh

Ii



17



## Colour and Write

- Colour and write the /et/ word.

net

bed

- Colour and write the /ed/ word.

red

ten

- Colour and write the /en/ word.

jet

pen

- Colour and write the /ed/ word.

led

zen

- Colour and write the /et/ word.

fed

set


## 4) Sight Words Pre-Primer List: 2



Point at the given words. Repeat them aloud with the help of your teacher.



**Teaching Strategies:** Sight words are commonly used words that young learners are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print without having to use any strategies to decode

Mm

Vv

Nn

Zz

Bb

Cc

Oo

Yy

Ll

Qq

Hh

Ii



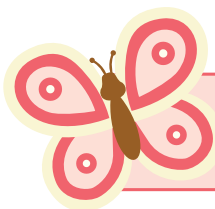
19

## 5) 'ip', 'it', 'ib', 'id' and 'in' Sounds



### Words with /ip/ Sound

When you read the sounds of /i/ and /p/ together, you get the sound /ip/. With the help of your teacher, repeat the /ip/ sound words aloud.



**Read Aloud:** sip, dip, hip, tip, zip, lip



I took a **sip** of my juice.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

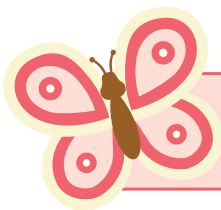
Ww

Xx



## Words with /it/ Sound

When you read the sounds of /i/ and /t/ together, you get the sound /it/. With the help of your teacher, repeat the /it/ sound words aloud.



**Read Aloud:** kit, pit, lit, sit, bit, fit



The **kit** has a zip.



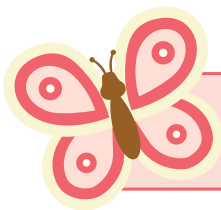
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ib/ Sound

When you read the sounds of /i/ and /b/ together, you get the sound /ib/. With the help of your teacher, repeat the /ib/ sound words aloud.



**Read Aloud:** crib, nib, rib, bib



The kid has a **bib**.



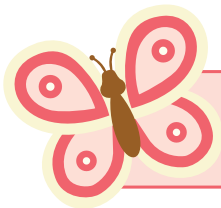
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /id/ Sound

When you read the sounds of /i/ and /d/ together, you get the sound /id/. With the help of your teacher, repeat the /id/ sound words aloud.



**Read Aloud:** did, bid, kid, lid, hid



The **kid** **did** her homework.



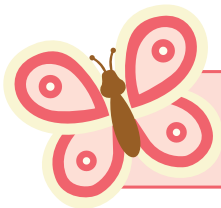
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /in/ Sound

When you read the sounds of /i/ and /n/ together, you get the sound /in/. With the help of your teacher, repeat the /in/ sound words aloud.



**Read Aloud:** bin, kin, pin, win, fin



The **tin** is in a **bin**.



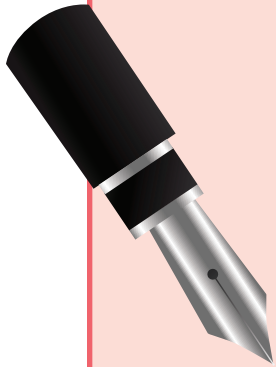
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## I Can Read

Read the sentences with the help of your teacher.



I win.

Dan is fit.

I hid the kit.

I am a kid.

I bit my lip.

I hit my rib.

The tin is in the bin.

I will sit and sip.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading

Mm

Vv

Nn

Zz

Bb

Cc

Oo

Yy

Qq

Hh

Ii



25



## Colour and Write

- Colour and write the */ip/* word.

bin

zip

- Colour and write the */it/* word.

did

sit

- Colour and write the */ib/* word.

rib

fit

- Colour and write the */id/* word.

kid

bib

- Colour and write the */in/* word.

tip

bin

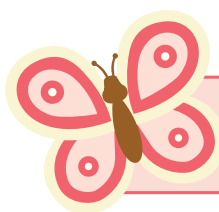
  
  


## 6) 'og', 'op' and 'od' Sounds



### Words with /og/ Sound

When you read the sounds of /o/ and /g/ together, you get the sound /og/. With the help of your teacher, repeat the /og/ sound words aloud.



**Read Aloud:** jog, hog, log, bog, fog, dog



The **dog** is on the **log**.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out

Mm Vv Nn Zz Bb Cc Oo Yy Qq Hh Ii

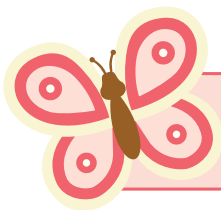


27



## Words with /op/ Sound

When you read the sounds of /o/ and /p/ together, you get the sound /op/. With the help of your teacher, repeat the /op/ sound words aloud.



**Read Aloud:** mop, top, hop, cop, lop, pop



The **mop** is on the **top** of the shelf.



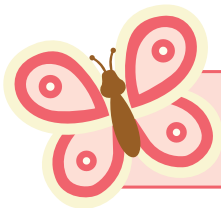
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /od/ Sound

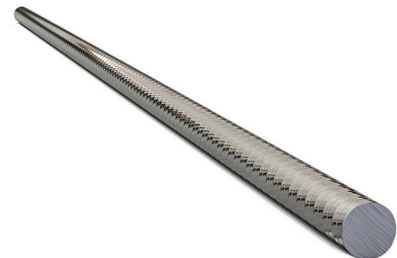
When you read the sounds of /o/ and /d/ together, you get the sound /od/. With the help of your teacher, repeat the /od/ sound words aloud.



**Read Aloud:** cod, rod, nod, tod, god, pod



The **rod** is long.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## I Can Read

Read the sentences with the help of your teacher.



Tom had a mop.

The boy can hop.

Bob has a top.

The frog sat on a log.

The boy has a top.

A dog is on a log.

The man is a cop.

I sat on a rod.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading



Aa

Jj

Ff

Tt

Kk

Pp

Gg

f

Rr

Ss

Uu

Dd

Ww

x

x





## Colour and Write

- Colour and write the /og/ word.

lop

dog

---

---

---

- Colour and write the /op/ word.

pop

pod

---

---

---

- Colour and write the /od/ word.

cop

rod

---

---

---

- Colour and write the /og/ word.

log

god

---

---

---

- Colour and write the /op/ word.

bog

top

---

---

---



## 7) Sight Words Pre-Primer List: 3



Point at the given words. Repeat them aloud with the help of your teacher.



**Teaching Strategies:** Sight words are commonly used words that young learners are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print without having to use any strategies to decode



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

Ww

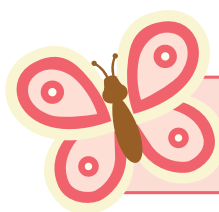
Xx

## 8) 'ut', 'un' and 'ug' Sounds



### Words with /ut/ Sound

When you read the sounds of /u/ and /t/ together, you get the sound /ut/. With the help of your teacher, repeat the /ut/ sound words aloud.



**Read Aloud:** hut, cut, nut, gut, but, rut



There is a **nut** near the **hut**.



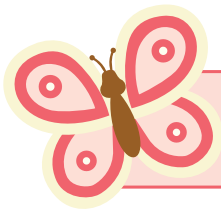
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /un/ Sound

When you read the sounds of /u/ and /n/ together, you get the sound /un/. With the help of your teacher, repeat the /un/ sound words aloud.



**Read Aloud:** gun, bun, run, pun, Sun, fun



I had fun in the Sun.



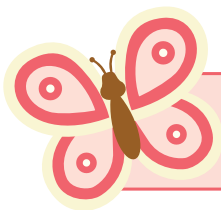
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ug/ Sound

When you read the sounds of /u/ and /g/ together, you get the sound /ug/. With the help of your teacher, repeat the /ug/ sound words aloud.



**Read Aloud:** hug, rug, mug, bug, dug, jug



A **bug** is on the **rug**.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## I Can Read

Read the sentences with the help of your teacher.



I can **run**.

The cop had a **gun**.

I ate a **bun**.

The **jug** is near the **jug**.

**Bug** is on the **jug**.

The pup sat on the **rug**.

I **run** in the **Sun** for **fun**.

There is a **nut** near  
the **hut**.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

Ww

Xx





## Colour and Write

- Colour and write the /ut/ word.

dug

hut

- Colour and write the /un/ word.

rut

Sun

- Colour and write the /ug/ word.

mug

run

- Colour and write the /ut/ word.

jug

but

- Colour and write the /un/ word.

bug

fun


## 9) Sight Words Pre-Primer List: 4



Point at the given words. Repeat them aloud with the help of your teacher.



**Teaching Strategy:** Sight words are commonly used words that young learners are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print without having to use any strategies to decode

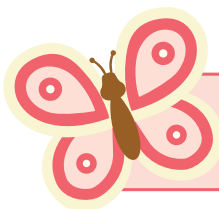


## 10) 'sh', 'ch', 'ck', 'll' and 'ng' Sounds



### Words with /sh/ Sound

When you read the sounds of /s/ and /h/ together, you get the sound /sh/. With the help of your teacher, repeat the /sh/ sound words aloud.



**Read Aloud:** shoe, ship, shell, shop, fish, dish



The **shoe** is in the **shop**.



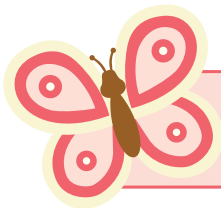
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ch/ Sound

When you read the sounds of /c/ and /h/ together, you get the sound /ch/. With the help of your teacher, repeat the /ch/ sound words aloud.



**Read Aloud:** chips, bench, torch, watch, chart



The **chips** are on the **chair**.



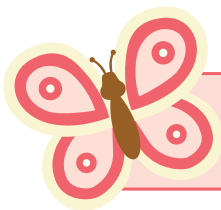
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ck/ Sound

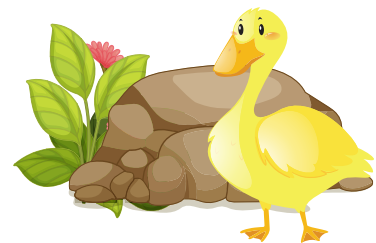
When you read the sounds of /c/ and /k/ together, you get the sound /ck/. With the help of your teacher, repeat the /ck/ sound words aloud.



**Read Aloud:** pack, back, pick, duck, track, rock



The **duck** is near the **rock**.



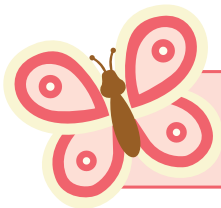
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ll/ Sound

When you read the sounds of /l/ and /l/ together, you get the sound /ll/. With the help of your teacher, repeat the /ll/ sound words aloud.



**Read Aloud:** roll, mall, pull, ball, tall, doll



I have a tall doll.



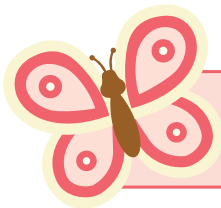
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ng/ Sound

When you read the sounds of /n/ and /g/ together, you get the sound /ng/. With the help of your teacher, repeat the /ng/ sound words aloud.



**Read Aloud:** ring, king, sing, wing, song, long



The king can sing.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## I Can Read

Read the sentences with the help of your teacher.



The **shoe** is in the **shop**.

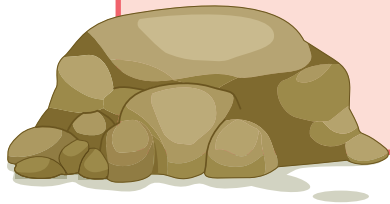
**Catch** the ball.

**Pack** your bag.

My **song** is **long**.

The **king** is **tall**.

Do not **pull** my **doll**.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

Ww

Xx

Yy



## Colour and Write

- Colour and write the /sh/ word.

ship

ring

- Colour and write the /ch/ word.

pack

chart

- Colour and write the /ck/ word.

back

doll

- Colour and write the /ll/ word.

torch

pull

- Colour and write the /ng/ word.

song

fish


## 11) Sight Words Pre-Primer List: 5



Point at the given words. Repeat them aloud with the help of your teacher.



**Teaching Strategy:** Sight words are commonly used words that young learners are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print without having to use any strategies to decode



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

Ww

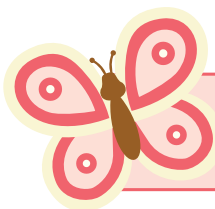
Xx

## 12) 'ee', 'ai', 'oa', 'oo' and 'oi' Sounds



### Words with /ee/ Sound

When you read the sounds of /e/ and /e/ together, you get the sound /ee/. With the help of your teacher, repeat the /ee/ sound words aloud.



**Read Aloud:** bee, tree, feet, knee, seed, jeep



My **feet** are big.



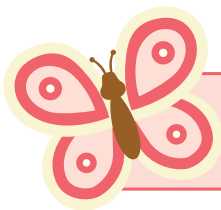
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /ai/ Sound

When you read the sounds of /a/ and /i/ together, you get the sound /ai/. With the help of your teacher, repeat the /ai/ sound words aloud.



**Read Aloud:** tail, train, wait, nail, rain, snail



The **snail** has a **tail**.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out



Aa

Jj

Ff

Tt

Kk

Pp

Gg

Rr

Ss

Uu

Dd

Ww

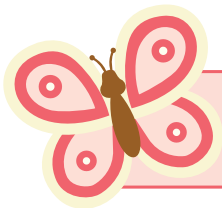
Xx





## Words with /oa/ Sound

When you read the sounds of /o/ and /a/ together, you get the sound /oa/. With the help of your teacher, repeat the /oa/ sound words aloud.



**Read Aloud:** soap, toad, boat, coat, goal, toast



My **coat** is red.



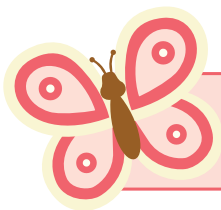
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /oo/ Sound

When you read the sounds of /o/ and /o/ together, you get the sound /oo/. With the help of your teacher, repeat the /oo/ sound words aloud.



**Read Aloud:** tool, root, Moon, pool, boot



Where is the **pool**?



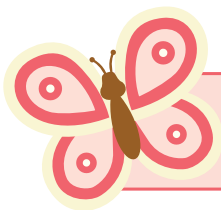
**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





## Words with /oi/ Sound

When you read the sounds of /o/ and /i/ together, you get the sound /oi/. With the help of your teacher, repeat the /oi/ sound words aloud.



**Read Aloud:** soil, coil, join, boil, oil, coin



I have many **coins**.



**Teaching Strategies:** Sound Blending, Segmenting, Sound the Word Out





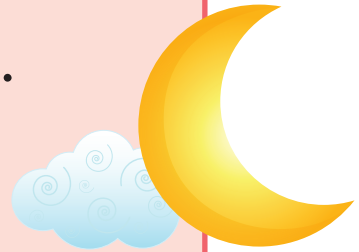
## I Can Read

Read the sentences with the help of your teacher.



The tree is green.

My nail pains.



The toad is on the road.

The food is good.

I have many coins.

The Moon is in the sky.

I play in the soil.

The car is on the road.



**Teaching Strategies:** Sound the Word out, Look for Chunks in the Word, Use Picture Clues, Re-read the Sentence, Keep Reading





## Colour and Write

- Colour and write the /ee/ word.

coin

bee

- Colour and write the /ai/ word.

moon

nail

- Colour and write the /oa/ word.

meet

soap

- Colour and write the /oo/ word.

cool

pain

- Colour and write the /oi/ word.

tool

oil


# 13) Revision of Sight Words



## Pre-Primer List Part: 1





## Pre-Primer List Part: 2





## Pre-Primer List Part: 3

up

we

two

at

where

brown

yellow

you

came

are

am

black

all

be

but

ate

