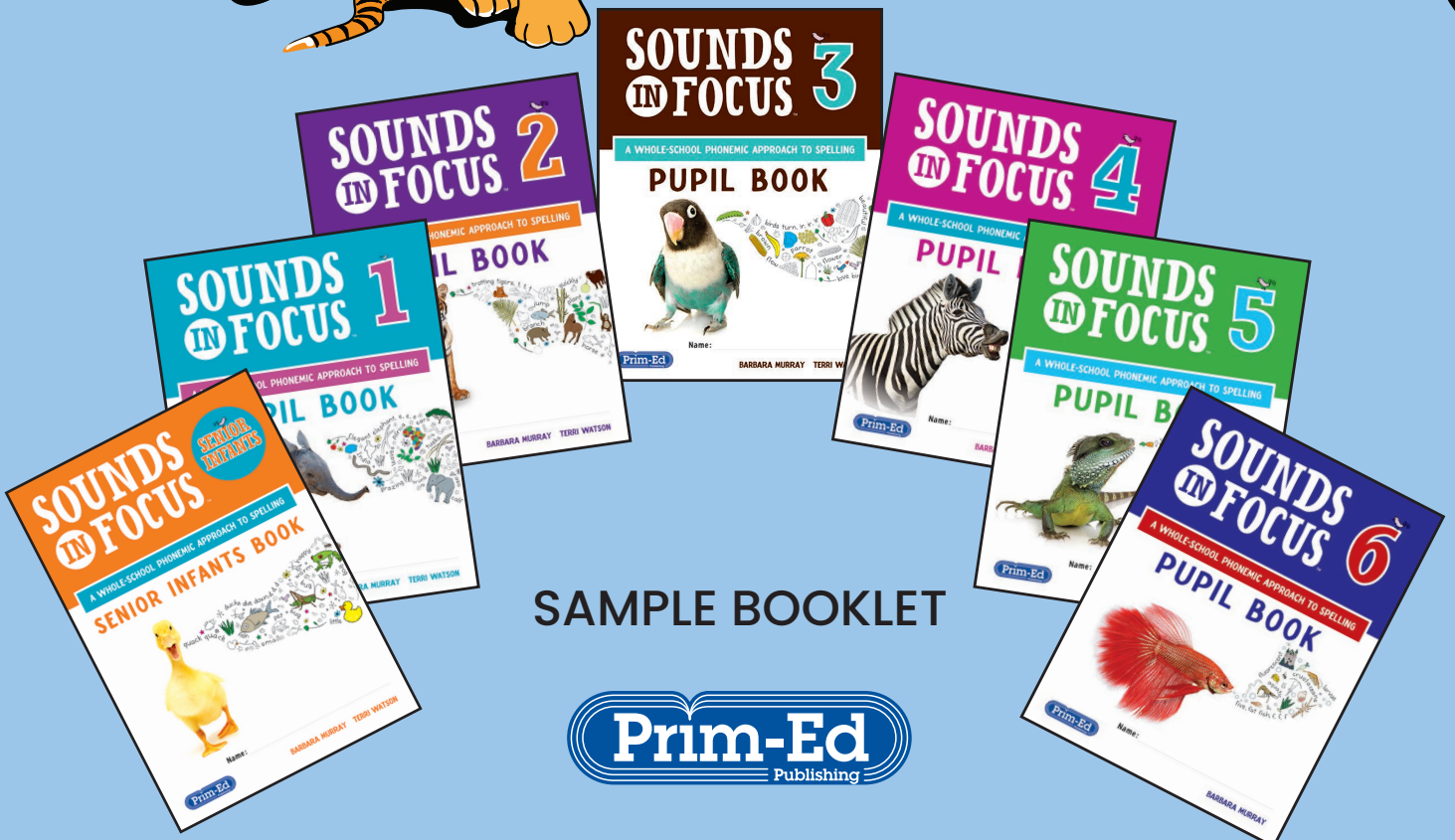
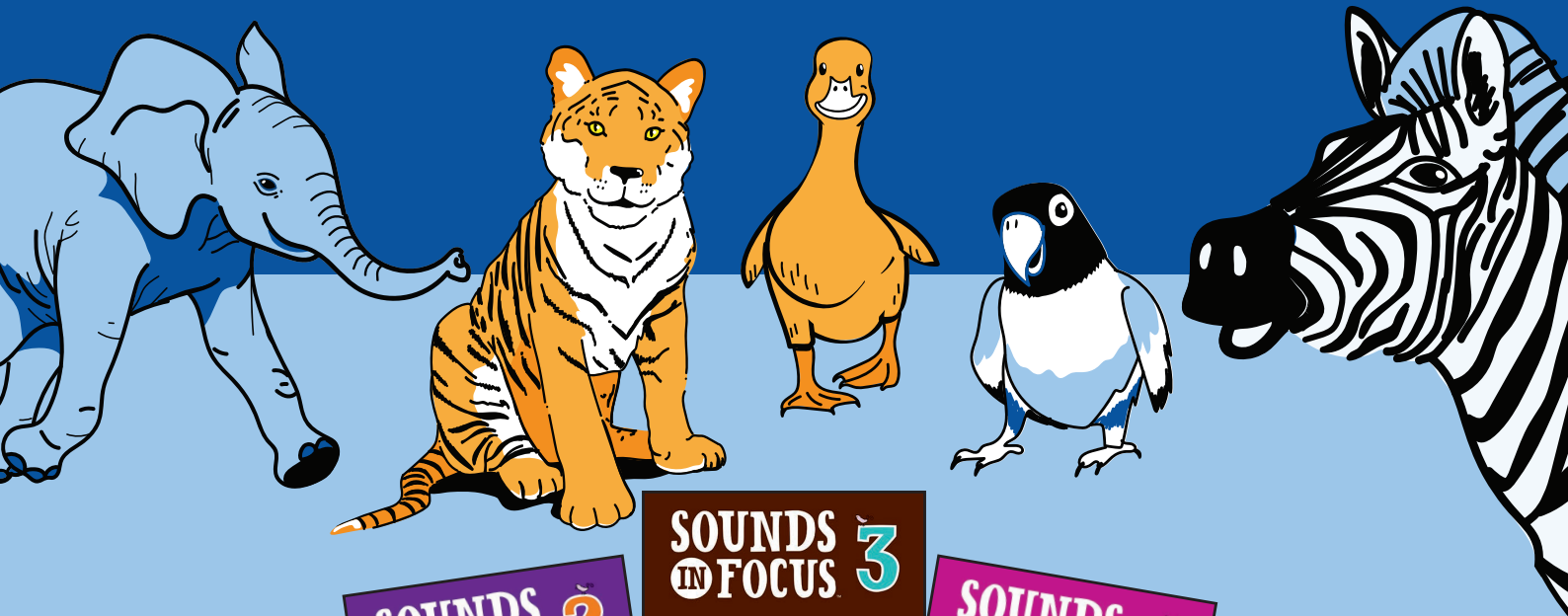


SOUNDS IN FOCUS™

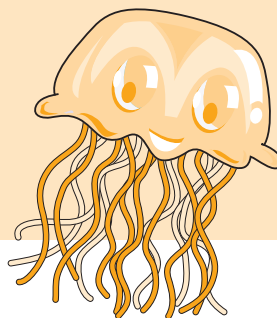
A Whole-School Phonemic Approach to Spelling



SAMPLE BOOKLET





SOUNDS IN FOCUS™

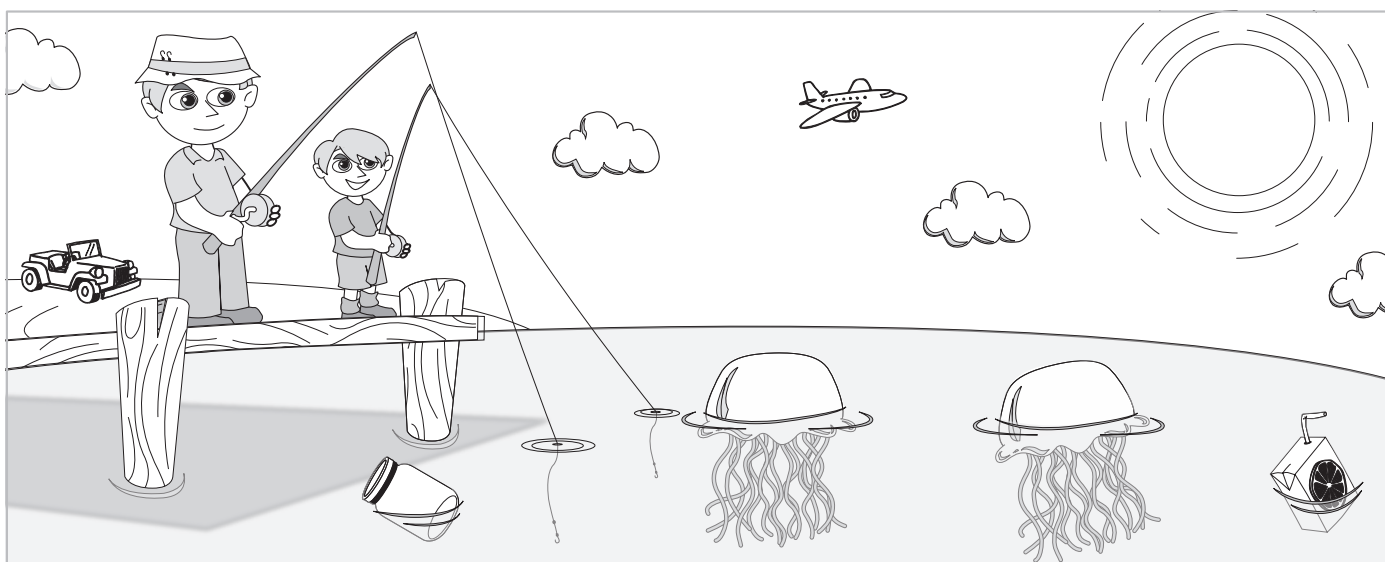


List Words

jet
jog
jug

1 Colour the letter for  **j** in each List Word.

2 Say the names of the things in the picture. Listen for  **j**.
Colour the things **orange** if you hear  **j** at the **start** of the names.
Use different colours for everything else.



3 Draw a tentacle on the jellyfish for each sound you hear in the picture name. The first one is done for you.



SOUNDS IN FOCUS™



ee e ea



List Words

see bee
we she
eat seat

1 Colour the letters for  ee e ea in each List Word.

2 Colour the shape if you hear  ee e ea in the picture name.



3 Write **ee** in the first group and **ea** in the second group, to finish the words. Read the words. Join each word to its picture.



•

• b ____

____ t •

•

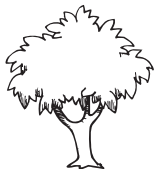


•

• tr ____

s ____ t •

•



•

• s ____

b ____ ch •

•



SOUNDS IN FOCUS™

Unit
14



l ll



lizard



bell



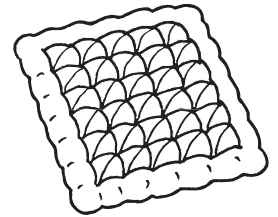
List Words

fell	help	glad	leaf
well	milk	flat	look
will	belt	blend	live
ball	cold	cliff	quilt

Letters

Words

- Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- Colour** the picture if you hear in the picture name.
Colour one for each sound you hear in the picture name.



- Write bl** or **gl** to finish the words. **Write** one of the words for each picture.

bl
gl

_____ad

_____end

_____ack

_____ock





- Write cl** or **fl** to finish the words. **Write** one of the words for each picture.

cl
fl

_____ap

_____at

_____iff

_____ake





5 Write **l**, **ll** or **L** to finish the words. **Draw** the picture.

★ We usually write **l** for  . Sometimes we write **ll** in the middle of a word or at the end. **L** starts sentences and the names of people and places.

___izards ___ike ___o___ipops.

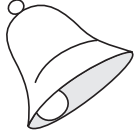


6 Read the words in the leaves. **Cross** out the ones that don't make sense. **Write** a word from each leaf for the picture beside it.

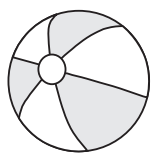
hill
rill
will




fell
bell
vell



tall
dall
ball



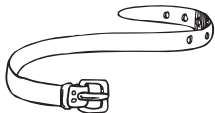
cold
sold
vold



milk
dilk
silk



gelt
belt
melt



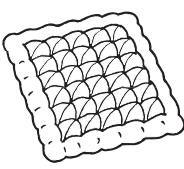
yelp
help
telp



elf
self
nelf



tilt
dilt
quilt



7 Arrange the letters in the leaves to make List Words.

i l m
k

k o l
o

a f e
l

i v l
e



Unit 18



n nn kn

net winner knife



List Words

run line night knew knee
running lining new know knife

Letters

Words

1 **Underline** the letter or letters for **n nn kn** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Count** the sounds you hear in each word. **Write** the number in the net. **Colour** the letters for **n nn kn** in each word.

running		line		knife		know	
knee		lining		snack		snake	

3 **Write** **n**, **nn** or **kn** to finish the words. **Draw** a picture for each word.

trai_____		di_____er		_____ife	
gri_____ing		s_____ail		_____ight	
_____itting		_____ee		_____ight	

4 **Finish** each sentence with a word from the brackets.

The children were _____ up at the door.

Nathan _____ how to put up the tent.

We are buying a _____ car.

Long ago, some soldiers were called _____.

Do you _____ where the knife is?

- [lining]
- [line]
- [know]
- [knew]
- [knew]
- [new]
- [nights]
- [knights]
- [no]
- [know]



ng n

ring


wink




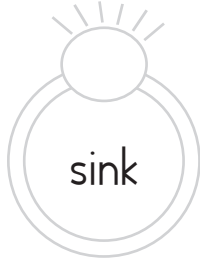
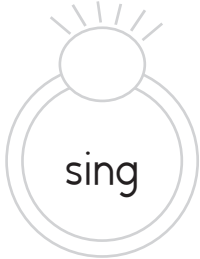
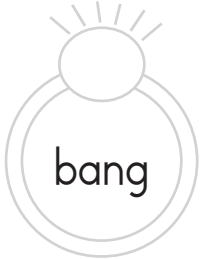
List Words

sing bang thing drink long
sink bank think thank along

Letters Words

1 **Underline** the letter or letters for  ng n in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Count** the sounds you hear in each word. **Write** the number in the circle. **Colour** the letters for  ng n in each word.



3 **Unjumble** these List Words. The first letter is there to help you.

nlgo l _____

nakth t _____

nikth t _____

githn t _____

krdin d _____

nlgoa a _____

kisn s _____

nakb b _____

ngba b _____

4 **Write** the List Words that rhyme with the underlined words to finish the sentences.

There was a plank near the river _____.

Mum wanted pink for the _____.

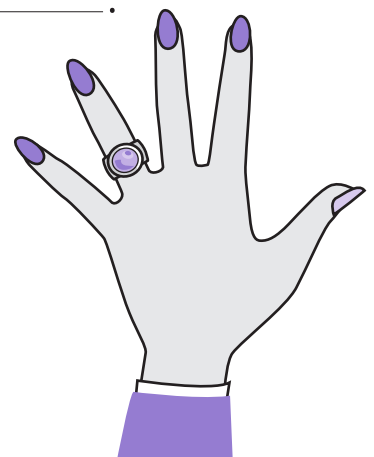
I couldn't sing a _____.

Have a drink while I _____.

That song is very _____.

I want to _____ my friend, Frank.

When we sang there was a loud _____.



SOUNDS IN FOCUS™

8 Add **ing** to these words. Join each word to its clue.

✚ We often double the last letter if it comes straight after the letters **a, e, i, o, u** if they represent a, eea, i, oa, uo before we add **ing**.

- | | | | | | |
|-----------|---|-------------------|------------|---|---------------------|
| pad _____ | • | • getting married | prod _____ | • | • offer a price |
| nod _____ | • | • soft material | bid _____ | • | • poking |
| wed _____ | • | • moving head | bud _____ | • | • start of a flower |

9 Use one word from each box to make compound words. Use each word once only.

✚ Compound words are made by joining two words; for example, *in* + *side* becomes *inside*.

play
be
week
lady
drive
door

end
bell
ground
bird
side
way



10 Rewrite these words, adding **s** or **es** to each one.

➤ Turn to **5a** on page 78.

- dream _____ dress _____ fizz _____
- ditch _____ paddle _____ beside _____

11 Colour the correct letter choices in the sound boxes for each picture name. Write the words on the lines. The sound boxes on pages 80 and 81 will help you.

100		_____
1,000		_____

Challenge

Unjumble the letters to make pairs of rhyming words. The first word in each pair is a List Word.

- | | | | | | |
|--------|-------|-------|-------|--------|--------|
| edlimd | enod | nsuod | rodo | cedeid | nudgri |
| _____ | _____ | _____ | _____ | _____ | _____ |
| diefdl | ntus | udofn | enros | isdeeb | gciunr |
| _____ | _____ | _____ | _____ | _____ | _____ |

Unit 10



g gg girl egg



List Words

again _____
 green _____
 grams _____
 begin _____
 gulp _____
 games _____
 great _____
 grown _____
 grey _____
 forget _____
 grass _____
 agree _____
 guess _____
 ugly _____
 garage _____
 together _____
 beginning _____
 grate _____
 guide _____
 guest _____
 guessed _____
 wriggle _____
 octagon _____
 hexagon _____
 pentagon _____

1 Circle the letter(s) that represent in each List Word.

2 Write any other letter(s) that can represent on the Grapheme Chart. Write one word example for each.

3 Draw one dot for every sound in each List Word with a line beside it; for example, *greet* ●●●●●; *glass* ●●●●●.

4 Colour the letters **g** or **gg** if they represent in the word.

green together rough age though garage pentagon
 again wriggle fight gem during agreed beginning

5 Write words containing **gl** or **gr** to match the clues. Some are List Words.

plant _____	say yes _____
a colour _____	measurement _____
pleased _____	used in windows _____
a colour _____	worn on hands _____

6 Write the List Words that fit to show where you hear in the word.

first	second	third	fifth	sixth
_____	_____	_____	_____	_____

7 Unjumble the letters to make pairs of homophones. All but one are List Words. Finish the sentences with your words.

✚ Homophones are words that sound the same but have different spelling; for example, *be* – *bee*.

aegrt _____ wgnro _____ utseg _____
 trgea _____ agnor _____ eessdug _____
 Mum _____ which friend I had invited as my _____.
 The chef gave me a _____, big chunk of cheese to _____.
 The little bear gave a _____. A _____-up bear appeared.

Grapheme Chart

letters	words

SOUNDS IN FOCUS™

8 Rewrite these words, adding **ed** and **ing**.

✚ If a word ends in **e**, we usually take off the **e** before we add **ing**; for example, *take – taking*.
When adding **ed** to a word that ends in **e**, we usually just add **d**.

grate _____ wiggle _____
guide _____ drag _____

9 Rewrite the words in brackets, adding **s**, **es**, **ed** or **ing** to complete the sentences.

There were many kinds of _____ in the field. (grass, grow)
Grace _____ and _____ if she doesn't know the answers. (grin, guess)
The goldfish _____ in air as it _____ on the floor. (gulp, wriggle)
Gran keeps _____ the _____ of the song. (forget, begin)

10 Make List Words by blending the sounds represented by the sound boxes. Colour the correct letter choices in the sound boxes for the words. Write the words on the lines.

Challenge

Complete the following tasks.

1. **Join** the words in alphabetical order.
2. **Write** the number of sides and corners in the centre of each shape.
3. **Unjumble** the letters of the List Words below to find the name of each shape.
4. **Circle** the prefix that starts each unjumbled word.
5. **Find** the meaning of the prefix in your dictionary.



together •
again • guess •
begin • grey •

a e g n n o p t

wriggle • garage •
ugly • hexagon •
pentagon • octagon •

x a o e n h g

guessed • guess •
guest • green •
guide • great •
grams • grate •

o a o c g n t

Unit 30



z zz s se zebra puzzle bears cheese

List Words

lose
enclose
desert
grease
freeze
dazzling
excuse
cause
adviser
disease
position
anxiety
scissors
desirable
organise
apologise
exercise
sausages
applause

Grapheme Chart

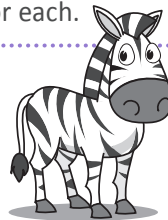
grapheme	word

1 Colour the graphemes that represent **z zz s se** in the List Words.

2 Turn to page 84 or use **SLW29**. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent **z zz s se** on the Grapheme Chart. Write one word example for each.

4 Write the List Words that include the following graphemes to fit on the lines.



_____ se _____ g _____ s _____
 _____ s _____ _____ s _____ se
 _____ se _____ s _____ | _____ se _____ s _____
 _____ s _____ _____ x _____ s _____ _____ s _____ _____ zz _____
 _____ ze _____ ss _____ s _____ _____ x _____ _____ s _____

5 Write the base words from which these words have been built.

loser _____	because _____	enclosure _____
greasy _____	dazzling _____	apologetic _____
advisory _____	desirable _____	inexcusable _____
freezing _____	anxieties _____	disorganised _____

6 Fill the empty sound boxes to represent the sounds in each homograph.

Mechanics use oil to **grease** car parts. g g g r r r w r ee e ea y ey

Grease is very difficult to remove from clothing. g g g r r r w r ee e ea y ey

A **desert** is a harsh, hot, dry environment. d d d z z z s se t t t

You wouldn't want anyone to **desert** you there. d d d z z z s se t t t

7 Unjumble each List Word part.

Colour-code one word part from each column.

Write the List Word on the line.

pap	tiey	_____
xe	selua	_____
nax	glni	_____
zazd	suec	_____

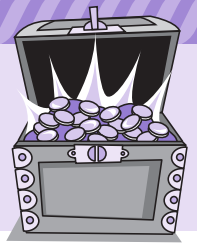
ne	seea	_____
ed	rosss	_____
sid	ecosl	_____
isc	tres	_____

8 Unjumble each List Word part. Form a List Word with each set of word parts.

xe seci re _____ a lop o seig _____ noit i sop _____
 se ga ussa _____ da res iv _____ nag sei ro _____



s si treasure television



List Words

usually
pleasure
leisure
collision
massage
decision

- Colour** the grapheme that represents in each List Word.
- Turn** to page 84 or use **SLW29**. Count the sounds and identify all the graphemes in each List Word.
- Write** any other letter(s) that can represent on the Grapheme Chart. **Write** one word example for each.
- Cross out** the words where you hear . **Answer** the question that is left.

Which measure country treasure lies leisure to
pleasure the revision north division of indecision
Australia and massage has camouflage in its name? _____

- Circle** the word in each pair that would come first in the dictionary.
usually pleasure decision leisure provision collision measure division
unusually pleasant decisive lesion providing collection measles divisor

Grapheme Chart

grapheme	word

- Write** the word from the brackets that could be on a dictionary page with the pair of guide words.

(collar, collision)

(decision, declare)

(leisure, legal)

collect _____ collude deceive _____ deck legend _____ lemon

(plenty, pleasure)

(prowl, provision)

(utter, usually)

play _____ pledge provide _____ provoke useful _____ utensil

Challenge

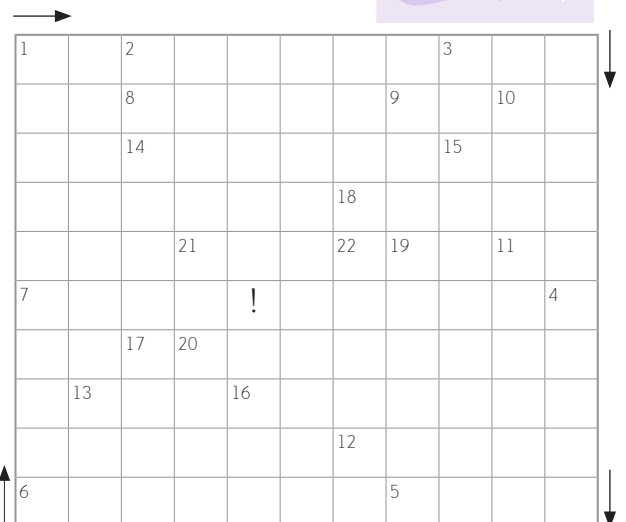
Write answers to the clues starting from 1, and work around the outside and into the middle of the grid. The numbers indicate the start of each word. Each word overlaps the one before so that they share some letters. Some answers are List Words from both pages of this unit.

★ Write the answers out on paper first.



Overlapping crossword

- Snow White ate this fruit.
- rhymes with *measure*
- noun from *revise*
- adjective from *nation*
- adverb from *leisure*
- not telling the truth
- adjective from *grace*
- adverb from *usual*
- stretchy material
- rhymes with, and means *smash*
- part of body between top of the arm and the neck
- verb from *reflection*
- gold coins, precious gems
- to create again
- noun from *televise*
- rhymes with *reed*
- noun from *decide*
- head movement
- noun for *divide*
- zero, _____, two
- _____, easier, easiest
- opposite of *no*



9 Read the dictionary entry for the word **partial**. Answer the questions below.

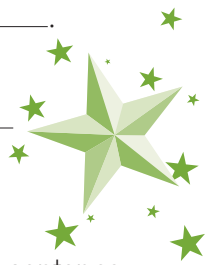
partial (say par-shuhl) adjective

- not complete; forming only a part (*partial success, partial deafness*)
- biased, showing unfair support or favouritism (*The umpire was partial to one team.*)
- (followed by *to*) having a liking for (*She's partial to hot chocolate drinks.*)

Word building: *partiality* (pah-shee-al-uh-tee) (noun) *partially* (adverb) *partialness* (noun)

Word history: from Latin root *pars part*

- Circle the letters that are stressed when you pronounce the headword. **par-tial**
- Write the letters that this dictionary uses to show you how to pronounce **p pp** _____
ar a _____ **sh ch ti ci** _____ **er ar or a e i o u** _____ **ll** _____
- What part of speech is the word **partial**? _____
- Write the words that can be built from the word **partial**. noun _____
adverb _____ noun _____
- From which language did this word originate? _____
- Write a number from 1 to 3 to show which meaning for **partial** has been used in this sentence.
 - My dog, Sophie, is very partial to dog biscuits. _____
- Write words built from the headword to complete these sentences.
 - The operation to restore movement to my injured leg was only _____ successful.
 - The little boy's _____ for scary films worried his mother.



10 Colour-code one word part from each column to form List Words. Write the words on the lines.

guar	par	ful	_____
de	cas	ment	_____
sar	ti	an	_____
par	ter	ly	_____
hear	lia	ture	_____
mas	di	tic	_____

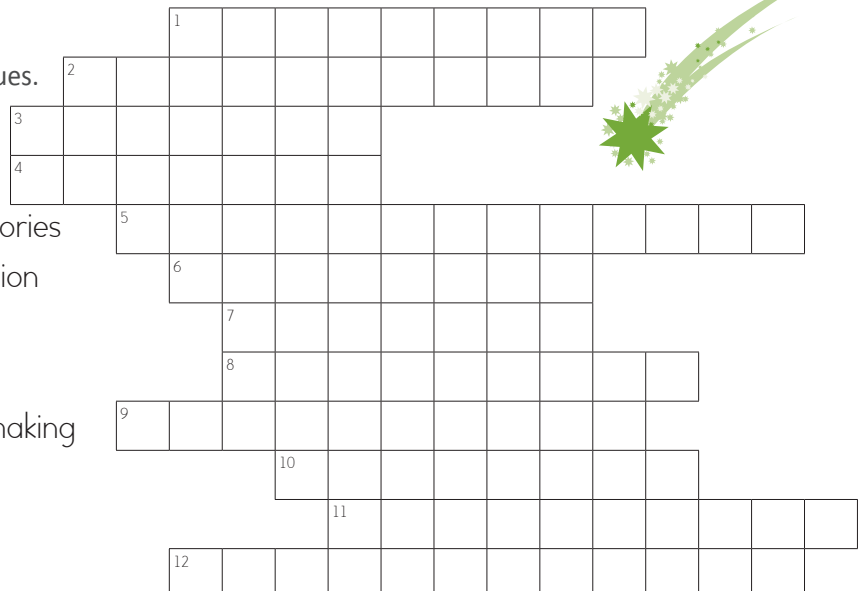
dis	tic	fici	ed	_____
ar	lia	u	pated	_____
ar	men	ten	late	_____
par	ti	i	tary	_____
par	hear	ta	al	_____
argu	tic	men	tive	_____

Challenge

Write the List Words, horizontally, to match the clues. Find the List Word hidden diagonally.

Clues

- leaving
- not natural
- bitter comments
- ruling king or queen
- quarrelsome
- army rank
- recorded memories
- South Pole region
- speak clearly
- caretaker
- country's law making group
- took part



Hidden List Word: _____

SOUNDS IN FOCUS™



KEY INFO:

- ★ Whole-school programme
- ★ Seven-level series
- ★ Online portal



The *Sounds in Focus* programme is most effective when used in conjunction with the *Sounds in Focus* online portal, which has a wide range of support materials.

***Sounds in Focus* is a whole-school spelling and language programme that supports language proficiency by continually developing skills in spelling, vocabulary, grammar and writing.**

With the pupil book for each class, pupils engage in stimulating activities, helping them to:

- explore phonemes
- identify and discover graphemes
- develop strategies for spelling
- further explore and extend vocabulary.

Each teacher guide provides teachers with everything they need to implement *Sounds in Focus*, including:

- a comprehensive weekly programme
- explicit teaching directions
- pupil book answers
- ideas for consolidation, and differentiation games and activities
- chants and actions
- hints, tips and explanations for implementing the programme.

Extension word lists are included at the back of every pupil book for stimulation and differentiation.

Pupil Books

	Code	Price (with portal access)
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1	2461	€11.99
2	2462	€11.99
3	2463	€11.99
4	2464	€11.99
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