

Working with Letters & Words Auditory Set

100-Lesson Scope and Sequence

For Years 0-4 | Progressive phonics, auditory spelling, connected sentence dictation and sentence copying

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How to use the programme

- **Activity 1:** Match the focus letters or letter patterns.
- **Activity 2:** Listen to each word and type the spelling. A word card turns green when the spelling is correct.
- **Activity 3:** Listen to and type the connected story sentences. Lessons 1-20 have three sentences; Lessons 21-100 have six.
- **Activity 4:** Read the completed story sentences and copy them into a book.

All spelling boxes and sentence-writing boxes are shown together on their activity page.

Programme progression overview

Lessons	Phase	Primary focus	Activity sequence
1-10	First short-vowel words	VC and CVC words using the five short vowels.	Match → listen/type words → 3-sentence dictation → read/copy
11-20	Complete the short-vowel code	Remaining consonants, mixed short-vowel contrasts and review.	Match → listen/type words → 3-sentence dictation → read/copy
21-30	Consonant blends and closed-syllable words	Initial, final and three-consonant blends, followed by first closed two-syllable words.	Match → listen/type words → 6-sentence dictation → read/copy
31-40	Consonant digraphs and trigraphs	sh, ch, th, wh, ng, ck, qu, tch and dge, with longer-word consolidation.	Match → listen/type words → 6-sentence dictation → read/copy
41-50	Inflections, word structure and consolidation	Plurals, -ing, -ed, -er, -est, complex clusters, compounds and consolidation.	Match → listen/type words → 6-sentence dictation → read/copy
51-60	Split digraphs and soft c and g	a_e, i_e, o_e and u_e; short/long contrasts; soft c and soft g.	Match → listen/type words → 6-sentence dictation → read/copy
61-70	Common vowel teams	ai, ay, ee, ea, oa, ow, igh, y, ue and ew.	Match → listen/type words → 6-sentence dictation → read/copy
71-80	R-controlled and complex vowels	ar, or, er, ir, ur, long/short oo, oi/oy and ou/ow.	Match → listen/type words → 6-sentence dictation → read/copy
81-90	Advanced spellings and syllable patterns	Alternative spellings, silent letters, contractions, compounds and open/closed syllable patterns.	Match → listen/type words → 6-sentence dictation → read/copy
91-100	Morphology, vocabulary and fluency	Prefixes, suffixes, spelling changes, word families, sentence-purpose vocabulary and cumulative fluency.	Match → listen/type words → 6-sentence dictation → read/copy

Phase 1 (Lessons 1-10): First short-vowel words

Lesson 1: Hear and build VC and CVC words with short a.

Lesson focus	a, m, s, t, p
Activity 2 auditory words	am → at → mat → sat → tap → pat → map → sap
Activity 3 sentences	1. Today, I sat on a mat. 2. Next, tap the map. 3. At last, I can tap a map.
Heart words	I, a, the, on, can, first, next, finally

Lesson 2: Blend short a with n and d.

Lesson focus	a, n, d, m, t
Activity 2 auditory words	an → and → ant → dam → mad → man → tan → mat
Activity 3 sentences	1. This time, an ant is on the mat. 2. Then, the man is mad. 3. Finally, a man can tap the mat.
Heart words	an, the, is, can, first, next, finally

Lesson 3: Build short-a words with c.

Lesson focus	a, c, p, n, t, s
Activity 2 auditory words	cat → can → cap → pan → nap → scan → snap → pants
Activity 3 sentences	1. First, the cat can nap. 2. Next, put the cap in the pan. 3. Finally, I can snap and tap.
Heart words	the, in, I, and, first, next, finally

Lesson 4: Build short-a words with b, g and r.

Lesson focus	a, b, g, t, r
Activity 2 auditory words	bag → bat → tag → rag → bar → rat → grab → brag
Activity 3 sentences	1. Today, the bat is in the bag. 2. Next, grab the red rag. 3. At last, a tag is on the bag.
Heart words	the, is, in, red, on, first, next, finally

Lesson 5: Introduce short i in VC and CVC words.

Lesson focus	i, m, s, t, p, n
Activity 2 auditory words	in → it → sit → pin → tin → tip → sip → mist
Activity 3 sentences	1. This time, sit on the mat. 2. Then, the pin is in the tin. 3. Finally, I sit in the mist.
Heart words	on, the, is, from, first, next, finally

Lesson 6: Blend short i with stop consonants.

Lesson focus	i, d, g, k, p, s
Activity 2 auditory words	dig → kid → kit → pig → pick → sick → skip → disk
Activity 3 sentences	1. First, the kid can dig. 2. Next, pick up the kit. 3. Finally, the pig is big.
Heart words	the, can, up, is, first, next, finally

Lesson 7: Introduce short o in CVC words.

Lesson focus	o, c, t, p, m, s
Activity 2 auditory words	on → not → pot → top → cot → mop → pop → spot
Activity 3 sentences	1. Today, the pot is on top. 2. Next, mop the wet spot. 3. At last, the mop is on the cot.
Heart words	the, is, wet, first, next, finally

Lesson 8: Blend short o with d, g, f, l and h.

Lesson focus	o, d, g, f, l, h
Activity 2 auditory words	dog → fog → log → dot → hot → hop → lot → golf
Activity 3 sentences	1. This time, the dog sat on a log. 2. Then, it is hot in the fog. 3. Finally, hop to the hot log.
Heart words	the, on, it, is, to, red, first, next, finally

Lesson 9: Introduce short u in VC and CVC words.

Lesson focus	u, m, s, n, t, p, r
Activity 2 auditory words	up → us → sun → nut → run → sum → pup → must
Activity 3 sentences	1. First, the pup can run. 2. Next, the sun is up. 3. Finally, we must run.
Heart words	the, can, is, we, get, first, next, finally

Lesson 10: Introduce short e and consolidate first CVC patterns.

Lesson focus	e, m, n, t, p, s
Activity 2 auditory words	met → men → ten → pen → pet → set → nest → step
Activity 3 sentences	1. Today, set the pen on the desk. 2. Next, ten men met. 3. At last, the pet is in the nest.
Heart words	the, on, is, in, first, next, finally

Phase 2 (Lessons 11-20): Complete the short-vowel code

Lesson 11: Build short-e words with new consonants.

Lesson focus	e, b, d, g, r, w
Activity 2 auditory words	bed → red → beg → web → den → wed → bred → bend
Activity 3 sentences	1. The red hen is on the bed, and we said it clearly. 2. Ben can bend the wire, but we listened again. 3. A web is in the den, so the group could continue.
Heart words	the, is, on, can, in, and, but, so, we, again

Lesson 12: Blend short e with l, f and r.

Lesson focus	e, l, f, r, t
Activity 2 auditory words	elf → let → leg → red → fed → felt → left → fret
Activity 3 sentences	1. The elf felt the soft felt, and we did it again. 2. Let the red hen rest, but we kept going. 3. I left the pen by the bed, so we could finish.
Heart words	the, I, by, and, but, so, we, again

Lesson 13: Contrast short vowels in h-initial words.

Lesson focus	h, a, i, o, u, e, m, t
Activity 2 auditory words	hat → hit → hot → hut → hem → ham → hum → him
Activity 3 sentences	1. His hat is in the hut, and we checked it once more. 2. Hit the hot pan with care, but we did not stop. 3. Hum as you hem the mat, so we tried another way.
Heart words	his, is, in, the, with, you, and, but, so, we, again

Lesson 14: Contrast short vowels with r.

Lesson focus	r, a, i, o, u, e, m, p, g
Activity 2 auditory words	ram → rim → rot → run → red → rat → rip → rug
Activity 3 sentences	1. The rat ran on the rug, and we said it clearly. 2. Rip the red tag, but we listened again. 3. The ram can run, so the group could continue.
Heart words	the, on, can, and, but, so, we, again

Lesson 15: Contrast short vowels with l.

Lesson focus	l, a, i, o, e, u, p, g, d
Activity 2 auditory words	lap → lip → lot → log → leg → lid → let → lump
Activity 3 sentences	1. The lid is on the pot, and we did it again. 2. A log is by the pond, but we kept going. 3. Let the pup sit on your lap, so we could finish.
Heart words	the, is, on, by, your, and, but, so, we, again

Lesson 16: Contrast short vowels with f.

Lesson focus	f, a, i, o, u, e, n, t, d, s
Activity 2 auditory words	fan → fin → fit → fog → fun → fed → fast → soft
Activity 3 sentences	1. The fan is fast, and we checked it once more. 2. The fish can fit in the net, but we did not stop. 3. Fog is soft and gray, so we tried another way.
Heart words	the, is, can, in, and, gray, but, so, we, again

Lesson 17: Read and build words beginning with w and y.

Lesson focus	w, y, a, e, i, o, t, n, g
Activity 2 auditory words	win → wet → wag → web → yam → yak → yes → yet
Activity 3 sentences	1. The wet dog can wag, and we said it clearly. 2. Yes, we can win, but we listened again. 3. The yak has a yam, so the group could continue.
Heart words	the, can, we, has, and, but, so, again

Lesson 18: Read and build words beginning with v and z.

Lesson focus	v, z, a, e, i, u, p, g
Activity 2 auditory words	van → vet → zip → zap → zig → zag → buzz → fuzz
Activity 3 sentences	1. The vet is in the van, and we did it again. 2. Zip the bag, but we kept going. 3. The bee can buzz, so we could finish.
Heart words	the, is, in, can, and, but, so, we, again

Lesson 19: Read and build words with j and x.

Lesson focus	j, x, a, e, i, o, u, m, b
Activity 2 auditory words	jam → jet → jog → jug → fix → fox → mix → box
Activity 3 sentences	1. Mix the jam in the jug, and we checked it once more. 2. The fox can jog, but we did not stop. 3. Fix the red box, so we tried another way.
Heart words	the, in, can, red, and, but, so, we, again

Lesson 20: Consolidate all five short vowels in CVC words.

Lesson focus	mixed short vowels
Activity 2 auditory words	map → bed → fin → hot → sun → jet → box → rug → hen → lip
Activity 3 sentences	1. The hen sat on the rug, and we said it clearly. 2. Put the map in the box, but we listened again. 3. The sun is hot, so the group could continue.
Heart words	the, on, put, in, is, and, but, so, we, again

Phase 3 (Lessons 21-30): Consonant blends and closed-syllable words

Lesson 21: Blend initial s-clusters.

Lesson focus	s + t/p/n/k
Activity 2 auditory words	step → stop → spin → spot → snap → snag → stem → skip
Activity 3 sentences	1. Sam took one step toward the red spot. 2. He had to stop when a tiny snail crossed the path. 3. Pip tried to skip around it, but her shoe hit a stem. 4. She caught her balance and smiled at Sam. 5. A dry twig gave a sharp snap behind them. 6. They turned and saw a rabbit spring away through the grass.
Heart words	at, the, on, after, before, next, so

Lesson 22: Blend initial l-clusters.

Lesson focus	l-blends: cl, fl, gl, pl, bl
Activity 2 auditory words	clap → clip → glad → plan → plum → flag → flip → blot
Activity 3 sentences	1. Lena had a plan to make a bright class flag. 2. She used a clip to hold the paper still. 3. A drop of paint made a blue blot near the edge. 4. Lena flipped the paper over and tried again. 5. This time the flag looked just right, and she was glad. 6. Her friends began to clap when she held it up.
Heart words	for, the, is, on, after, before, next, so

Lesson 23: Blend initial r-clusters.

Lesson focus	r-blends: cr, dr, fr, gr, tr, br
Activity 2 auditory words	crab → drip → frog → grin → trap → trim → brag → crop
Activity 3 sentences	1. Ben followed a frog along the edge of the creek. 2. Water began to drip from a branch above his hat. 3. Near the bank, a small crab crawled beside a broken trap. 4. Ben used a stick to lift the trap away from the water. 5. Then he helped Dad trim the grass beside the crop. 6. Ben wore a proud grin, but he did not brag about helping.
Heart words	the, is, in, green, can, after, before, next, so

Lesson 24: Blend final nasal clusters.

Lesson focus	final -nd and -nt
Activity 2 auditory words	hand → sand → bend → sent → mint → pond → hunt → tent
Activity 3 sentences	1. Mia and Dad put their tent beside the pond. 2. Mia used her hand to smooth the soft sand. 3. She had to bend down when a mint wrapper blew past. 4. Dad sent her to place it in the rubbish bag. 5. Later, they went on a short hunt for animal tracks. 6. At sunset, they sat by the pond and listened to the frogs.
Heart words	the, is, by, I, your, after, before, next, so

Lesson 25: Blend final stop clusters.

Lesson focus	final -mp and -st
Activity 2 auditory words	lamp → jump → camp → damp → best → fast → mist → lost
Activity 3 sentences	1. A thin mist covered the camp before breakfast. 2. Kai picked up the lamp and walked toward the gate. 3. The grass was damp, so he did not run fast. 4. He had to jump over a puddle near the path. 5. For a moment he thought he was lost, but he heard his friends. 6. Finding the camp again was the best part of his morning adventure.
Heart words	the, is, at, was, to, after, before, next, so

Lesson 26: Blend final sk and sp clusters.

Lesson focus	final -sk and -sp
Activity 2 auditory words	desk → mask → tusk → risk → gasp → wasp → lisp → crisp
Activity 3 sentences	1. Ava left her costume mask on the classroom desk. 2. When she came back, a wasp was buzzing beside it. 3. Ava gave a small gasp and stepped away calmly. 4. She knew it was a risk to wave her hands near the wasp. 5. The teacher opened the window, and the wasp flew outside. 6. Afterward, Ava ate a crisp apple and finished getting ready.
Heart words	the, is, on, can, make, us, has, after, before, next, so

Lesson 27: Blend less common final clusters.

Lesson focus	final -ft, -lp and -lt
Activity 2 auditory words	gift → left → soft → lift → help → yelp → belt → melt
Activity 3 sentences	1. Noah carried a soft gift to the car for his sister. 2. He left it on the step while Dad opened the boot. 3. Dad asked Noah to help lift the heavy picnic basket. 4. Their puppy gave a yelp when its lead caught under a bag. 5. Noah freed the lead, fastened his seat belt, and checked the puppy. 6. They drove away before the ice blocks in the basket could melt.
Heart words	the, with, can, after, before, next, so

Lesson 28: Blend three-consonant clusters.

Lesson focus	three-consonant starts: str, spr, scr, spl
Activity 2 auditory words	strap → strip → sprint → scrap → scrub → split → splat → spring
Activity 3 sentences	1. At the spring picnic, Ana tightened the strap on her bag. 2. She saw a muddy patch and tried to sprint around it. 3. Her shoe landed with a splat, and mud covered her sock. 4. Ana used a scrap of cloth to wipe the worst of it away. 5. At home, she scrubbed the shoe until the mud began to split and flake off. 6. She laughed because her quick sprint had become the messiest part of the day.
Heart words	the, red, can, in, half, after, before, next, so

Lesson 29: Blend two closed syllables.

Lesson focus	closed two-syllable words
Activity 2 auditory words	sunset → catnap → picnic → rabbit → napkin → magnet → helmet → insect
Activity 3 sentences	1. The family reached the picnic spot just before sunset. 2. Mila spread a napkin beside the basket and set down her magnet game. 3. A rabbit appeared near the grass while an insect buzzed over the flowers. 4. Her little brother wore his bike helmet as he watched the rabbit. 5. After lunch, he curled up for a short catnap on the blanket. 6. Mila packed the magnet away and watched the sky turn orange.
Heart words	the, had, we, at, is, by, after, before, next, so

Lesson 30: Consolidate initial and final blends.

Lesson focus	mixed blends review
Activity 2 auditory words	stamp → blend → crisp → plant → drift → clump → trust → sprint → handstand → sandbox
Activity 3 sentences	1. The class planned an obstacle course beside the sandbox. 2. First, each student had to sprint around a small plant. 3. Next, they stamped through soft sand without touching the marker cones. 4. Leo finished with a handstand while his friends cheered. 5. A crisp breeze made a clump of leaves drift across the course. 6. Everyone worked together because they trusted one another to keep the course safe.
Heart words	the, can, in, we, past, after, before, next, so

Phase 4 (Lessons 31-40): Consonant digraphs and trigraphs

Lesson 31: Read sh at the beginning and end of words.

Lesson focus	sh
Activity 2 auditory words	ship → shop → shut → fish → dish → cash → mash → rush
Activity 3 sentences	1. A small ship arrived at the harbour before lunch. 2. Mara hurried from the fish shop to watch it come in. 3. She carried a dish of chips, but she did not rush near the water. 4. A fisherman lifted a silver fish from a box on the deck. 5. Then the shop owner shut the door so the wind would not blow it open. 6. Mara ate her lunch and watched the ship leave the harbour again.
Heart words	the, is, in, do, not, to, when, because, after, then

Lesson 32: Read ch at the beginning and end of words.

Lesson focus	ch
Activity 2 auditory words	chat → chin → chop → much → rich → bench → lunch → chest
Activity 3 sentences	1. Eli sat on a bench and began to chat with his friend. 2. They shared lunch while Mum chopped an apple into small pieces. 3. A crumb landed on Eli's chin, and everyone laughed. 4. He brushed it away and held his drink against his chest. 5. The friends talked about how much fun they had at the park. 6. After lunch, they packed the food and walked home together.
Heart words	the, on, had, your, and, when, because, after, then

Lesson 33: Hear voiced and unvoiced th.

Lesson focus	th
Activity 2 auditory words	thin → thick → bath → path → this → that → them → then
Activity 3 sentences	1. The path to the creek was thick with wet leaves. 2. This made the walk slippery, so Theo held the rail. 3. He saw a thin branch lying across the track and stepped over it. 4. Then he called to the others so they would notice it too. 5. By the time they reached home, mud covered their shoes and socks. 6. They washed the mud away in the bath and told Mum about the walk.
Heart words	is, with, put, in, the, can, when, because, after, then

Lesson 34: Read common wh words.

Lesson focus	wh
Activity 2 auditory words	when → whip → whim → whisk → which → whiz → whack → whiff
Activity 3 sentences	1. When Nia entered the kitchen, she smelled a warm whiff of cake. 2. Mum handed her a whisk and asked which bowl she wanted to use. 3. Nia began to whisk the mixture, and a drop flew past with a whiz. 4. The spoon gave the side of the bowl a little whack. 5. Mum showed her how to whip the cream without splashing it over the edge. 6. Nia slowed down, and soon the cake mixture was smooth and ready.
Heart words	the, when, it, is, which, went, past, me, because, after, then

Lesson 35: Read ng after short vowels.

Lesson focus	ng
Activity 2 auditory words	ring → sing → song → long → hang → king → wing → bang
Activity 3 sentences	1. The class was preparing a long song for the school show. 2. Jay wanted to sing the part about a king with a golden ring. 3. Mia helped hang a paper wing behind the stage curtain. 4. During practice, a drum gave a loud bang at the wrong time. 5. Everyone stopped, laughed, and began the song again. 6. At the show, the class sang clearly from the first note to the last.
Heart words	the, has, a, by, when, because, after, then

Lesson 36: Use ck after a short vowel.

Lesson focus	ck
Activity 2 auditory words	back → neck → sick → rock → duck → pack → lock → sock
Activity 3 sentences	1. A duck waddled past the rock beside the lake. 2. It pecked at a red sock that had fallen from Max's pack. 3. Max ran back and gently took the sock away from the duck. 4. He checked the lock on his bag so nothing else would fall out. 5. His neck felt cold in the wind, so he pulled up his jacket. 6. Max was glad he found the sock before it became wet and muddy.
Heart words	the, red, on, a, when, because, after, then

Lesson 37: Read qu as /kw/.

Lesson focus	qu
Activity 2 auditory words	quit → quiz → quack → quick → quest → quilt → quill → squid
Activity 3 sentences	1. The library quiz began with a quick clue about the ocean. 2. Lily opened an old book and found a picture of a squid. 3. Beside it was a drawing of a quill resting on a quilt. 4. The next clue sent her on a quest to the history shelf. 5. She almost wanted to quit, but her partner spotted the answer. 6. Together they finished the quiz with one minute left.
Heart words	the, can, put, by, we, do, when, because, after, then

Lesson 38: Read final trigraphs after short vowels.

Lesson focus	tch and dge
Activity 2 auditory words	match → catch → patch → fetch → ditch → badge → edge → fudge
Activity 3 sentences	1. At camp, Rani earned a badge after a team match. 2. She had to catch a beanbag before it rolled into the ditch. 3. Next, she helped fetch a patch for a torn tent bag. 4. The group sat near the edge of the field while the leader checked their work. 5. After dinner, everyone shared a small piece of fudge. 6. Rani pinned the new badge to her jacket and smiled.
Heart words	the, by, is, on, from, when, because, after, then

Lesson 39: Discriminate sh, ch, th, wh, ng and ck.

Lesson focus	mixed digraph review
Activity 2 auditory words	shell → chick → thing → whisk → sang → clock → lunch → thick → shock → wing
Activity 3 sentences	1. A chick pushed its beak through a crack in the shell. 2. The class watched the tiny thing beside the warm nest box. 3. At twelve o'clock, the chick finally pulled out one wing. 4. Its feathers looked thick and soft after they dried. 5. The children sang quietly so they would not give it a shock. 6. At lunch, they told the next class all about the new chick.
Heart words	the, is, in, which, can, with, a, when, because, after, then

Lesson 40: Apply digraphs in longer words and phrases.

Lesson focus	digraph consolidation
Activity 2 auditory words	sunshine → dishcloth → lunchbox → handshake → thunder → whisker → chicken → backpack → fishpond → sandbox
Activity 3 sentences	1. Bright sunshine filled the playground when the class unpacked lunch. 2. Mia placed her lunchbox beside her backpack near the fishpond. 3. A chicken wandered close and pecked at a crumb on the path. 4. Suddenly, thunder rumbled beyond the trees, so everyone packed quickly. 5. Back inside, the teacher used a dishcloth to wipe a wet table. 6. The children watched the storm from the window and talked about their speedy picnic.
Heart words	the, ran, past, put, in, we, saw, after, when, because, then

Phase 5 (Lessons 41-50): Inflections, word structure and consolidation

Lesson 41: Add -s to make regular plurals.

Lesson focus	plural -s
Activity 2 auditory words	cats → dogs → maps → pens → hats → cups → rugs → beds
Activity 3 sentences	1. The animal shelter had cats and dogs waiting for new homes. 2. Maya carried maps so visitors could find the different pens. 3. She placed clean cups beside the water bowls and folded the rugs. 4. Two sleepy cats curled up on the soft beds near the window. 5. A family arrived wearing bright hats and stopped beside a small dog. 6. By the end of the visit, the dog had found a kind new family.
Heart words	the, on, put, by, have, red, although, before, because, so

Lesson 42: Add -es after s, x, z, sh and ch.

Lesson focus	plural -es
Activity 2 auditory words	boxes → wishes → dishes → buses → foxes → benches → matches → buzzes
Activity 3 sentences	1. The school fair opened just as the buses arrived. 2. Volunteers carried boxes of dishes to tables beside the benches. 3. One game asked children to find picture matches of buses, foxes, and bright dishes. 4. Children wrote their wishes on cards and pinned them to a board. 5. Near the garden, a bee buzzed around the flowers while families ate lunch. 6. When the fair ended, everyone helped pack the boxes and clean the area.
Heart words	the, are, in, two, stop, by, child, for, although, before, because, so

Lesson 43: Add -ing without changing the base word.

Lesson focus	base word + ing
Activity 2 auditory words	jumping → resting → helping → singing → fishing → camping → melting → nesting
Activity 3 sentences	1. The class went camping beside a quiet river for one night. 2. Some children were fishing while others were helping prepare dinner. 3. A bird was nesting in a tree above the tents, so everyone kept their voices low. 4. After eating, the group sat near the fire, singing softly together. 5. The last ice in the drink container was melting as the sky grew dark. 6. Before bed, the children stopped jumping around and spent a few minutes resting.
Heart words	the, are, we, at, is, in, although, before, because, so

Lesson 44: Double a final consonant before -ing.

Lesson focus	double final consonant + ing
Activity 2 auditory words	running → sitting → hopping → digging → clapping → slipping → planning → swimming
Activity 3 sentences	1. The class had been planning a beach challenge for weeks. 2. They started by running to a flag, hopping back, and clapping for the next team. 3. After that, they began digging a wide moat around a sandcastle. 4. One student started slipping on wet sand, so the group slowed down. 5. By midday, several children were swimming with adults close by. 6. Everyone returned to school tired, sandy, and proud of their teamwork.
Heart words	the, is, we, are, a, children, although, before, because, so

Lesson 45: Read -ed as /t/, /d/ and /ɪd/.

Lesson focus	past tense -ed
Activity 2 auditory words	jumped → helped → packed → filled → hugged → landed → rested → wanted
Activity 3 sentences	1. The family packed their bags before the early flight. 2. At the airport, Mia helped her little brother carry his backpack. 3. He jumped with excitement when the plane finally landed at their destination. 4. Grandad hugged them as soon as they came through the gate. 5. After lunch, everyone rested because the trip had been long. 6. Mia smiled because this was the holiday she had wanted for months.
Heart words	the, we, after, although, before, because, so

Lesson 46: Add -er to name a person or compare.

Lesson focus	agent and comparative -er
Activity 2 auditory words	runner → helper → singer → jumper → faster → softer → taller → smaller
Activity 3 sentences	1. The school talent day began with a runner racing across the field. 2. A helpful student carried water to anyone who needed a break. 3. Next, a jumper cleared a taller bar than she had during practice. 4. Inside the hall, a singer performed a softer song for the audience. 5. The final race was faster and closer than anyone expected. 6. At the end, every performer thanked the helpers who made the day possible.
Heart words	the, is, a, can, has, voice, although, before, because, so

Lesson 47: Add -est to compare three or more.

Lesson focus	superlative -est
Activity 2 auditory words	fastest → softest → tallest → smallest → quickest → longest → shortest → strongest
Activity 3 sentences	1. The class measured objects for a funny size challenge. 2. A pencil was the shortest item, while a skipping rope was the longest. 3. The smallest box could fit inside the biggest basket. 4. Jai built the tallest tower, but Mia built the strongest one. 5. During the movement game, Niko was the quickest runner and finished first. 6. Everyone agreed that the best part was comparing the results together.
Heart words	the, is, this, was, although, before, because, so

Lesson 48: Blend complex consonant clusters in longer words.

Lesson focus	complex clusters: tw, sw, sk, spl, scr
Activity 2 auditory words	twist → sweep → skunk → splash → scrub → sprint → strong → string
Activity 3 sentences	1. A skunk wandered into the garden while the class was outside. 2. The children did not sprint toward it; they quietly stepped back instead. 3. After the skunk left, a hose made a sudden splash across the path. 4. Mia used a strong brush to scrub mud from a bench. 5. Leo helped sweep the leaves and twist a loose string around a plant stake. 6. By lunchtime, the garden was tidy again and the class had an unusual story to tell.
Heart words	the, can, and, make, a, although, before, because, so

Lesson 49: Join two known words to make a compound word.

Lesson focus	compound words
Activity 2 auditory words	sunset → sandbox → bathtub → backpack → handstand → windmill → catfish → lunchbox
Activity 3 sentences	1. The family packed a backpack and lunchbox for a day at the lakeside holiday park. 2. The children built a tall windmill in the sandbox beside the picnic area. 3. Dad spotted a catfish in the clear water near the jetty. 4. As sunset approached, everyone packed the toys and walked back to the car. 5. At home, the children washed the sand away in the bathtub. 6. They fell asleep quickly after their long day by the sea.
Heart words	the, is, by, a, past, put, in, although, before, because, so

Lesson 50: Consolidate blends, digraphs and inflectional endings.

Lesson focus	short-vowel and ending review
Activity 2 auditory words	camping → wishes → runner → strongest → handstand → dishcloth → backpack → sprinting → sunset → lunchboxes
Activity 3 sentences	1. The last evening of camping began with a sprinting game near the tents. 2. The strongest runner finished first, then surprised everyone with a handstand. 3. After the game, the group opened their lunchboxes and shared the final snacks. 4. A teacher folded the dishcloth and packed it into the cooking backpack. 5. As sunset coloured the sky, each student made a wish for the next camp. 6. They walked back to their tents, tired but full of happy memories.
Heart words	the, is, we, in, children, are, at, although, before, because, so

Phase 6 (Lessons 51-60): Split digraphs and soft c and g

Lesson 51: Read long a in split-digraph words.

Lesson focus	a_e
Activity 2 auditory words	make → cake → name → game → same → late → gate → plane
Activity 3 sentences	1. Mila wanted to make a cake for her cousin before the evening flight. 2. She wrote his name on the top and added a small plane made from icing. 3. The family played a quick game while they waited for the cake to cool. 4. They left home late, so Dad drove straight to the airport gate. 5. Mila worried that the plane might leave before they arrived. 6. They reached the gate in time, and her cousin was amazed by the cake.
Heart words	the, at, home, came, write, your, by, when, while, although, because

Lesson 52: Read long i in split-digraph words.

Lesson focus	i_e
Activity 2 auditory words	time → bike → ride → side → line → fine → smile → shine
Activity 3 sentences	1. It was time for Ari to take his new bike on a longer ride. 2. Mum cycled beside him while they followed a white line along the path. 3. A puddle covered one side of the track, so they slowed down. 4. Ari stayed calm, rode around it, and gave Mum a proud smile. 5. When the sun began to shine through the clouds, the wet path sparkled. 6. They arrived home tired but fine, and Ari wanted to ride again tomorrow.
Heart words	the, in, a, can, it, is, to, when, while, although, because

Lesson 53: Read long o in split-digraph words.

Lesson focus	o_e
Activity 2 auditory words	home → hope → rope → nose → rose → stone → close → globe
Activity 3 sentences	1. Lena found a note beside the rose garden at home. 2. It told her to follow a rope past the old stone wall. 3. She closed the garden gate and searched near a large globe ornament. 4. A tiny box was hidden under a flowerpot, right beneath her nose. 5. Lena hoped it held treasure, but inside was a birthday clue from Dad. 6. She ran inside laughing because the treasure hunt had only just begun.
Heart words	the, is, by, at, I, to, see, when, while, although, because

Lesson 54: Read long u and /oo/ in split-digraph words.

Lesson focus	u_e
Activity 2 auditory words	cube → tube → mule → tune → cute → flute → June → use
Activity 3 sentences	1. In June, the class prepared a tune for the music festival. 2. Mila chose to use a flute while Theo played a homemade drum. 3. A cute toy mule sat on a cube beside the music stand as their mascot. 4. During practice, a cardboard tube rolled across the floor and made everyone laugh. 5. The group started the tune again and listened carefully to one another. 6. At the festival, their music sounded clear, bright, and confident.
Heart words	the, blue, is, can, play, when, while, although, because

Lesson 55: Discriminate a_e, i_e, o_e and u_e.

Lesson focus	mixed split digraphs
Activity 2 auditory words	made → kite → home → cube → shape → smile → stone → flute
Activity 3 sentences	1. The class made a kite for the school fair and painted a bright blue cube in the centre. 2. They carried it home to finish the final details before the weekend. 3. Mara added a stone-gray border, while Ben painted a smiling sun. 4. At the fair, a flute player performed as the kite lifted into the wind. 5. The unusual shape stayed steady, and the whole group began to smile. 6. Their handmade kite won a prize for the most creative design.
Heart words	the, a, as, you, play, is, by, when, while, although, because

Lesson 56: Compare CVC and a_e word pairs.

Lesson focus	short a / long a contrasts
Activity 2 auditory words	cap → cape → tap → tape → mad → made → plan → plane
Activity 3 sentences	1. Noah made a model plane for the class display. 2. He wore a red cap and a paper cape while he worked because the theme was superheroes. 3. When the wing came loose, he used tape to fix it carefully. 4. He gave the table one gentle tap to check that the model was stable. 5. Noah was mad when the paint smudged, but he followed his plan and repaired it. 6. By the end of the lesson, the plane and cape were ready for the display.
Heart words	put, the, by, we, a, for, when, while, although, because

Lesson 57: Compare CVC and split-digraph pairs.

Lesson focus	short i-o / long i-o contrasts
Activity 2 auditory words	kit → kite → rid → ride → hop → hope → not → note
Activity 3 sentences	1. Maya packed a small repair kit before she went for a bike ride. 2. She hoped to fly her kite at the park after cycling around the lake. 3. A gust pulled the kite into a low branch, but Maya did not panic. 4. She wrote a note to Dad and asked him to bring a long pole. 5. Together they got rid of the tangled string without damaging the kite. 6. Maya gave a happy hop when the kite rose into the air again.
Heart words	the, not, I, can, fly, write, a, for, when, while, although, because

Lesson 58: Read c as /s/ before e, i and y.

Lesson focus	soft c with e, i and y
Activity 2 auditory words	face → race → rice → nice → city → cent → cell → cycle
Activity 3 sentences	1. The city held a cycle race through the riverside park. 2. Nina had a calm smile on her face as she waited at the start. 3. She rode at a nice steady pace instead of trying to race too quickly. 4. At the halfway point, volunteers gave riders water and a small rice snack. 5. Nina found a shiny cent near the path and handed it to an official. 6. She finished the cycle course proudly and waved to her family.
Heart words	the, has, a, is, put, one, by, when, while, although, because

Lesson 59: Read g as /j/ before e, i and y.

Lesson focus	soft g with e, i and y
Activity 2 auditory words	cage → page → gem → gent → giant → ginger → gym → energy
Activity 3 sentences	1. The school gym became a giant treasure room for one afternoon. 2. Each team received a page of clues and had to search for a hidden gem. 3. The first clue led to a paper cage beside the stage. 4. Another clue mentioned ginger, so the children checked the cooking display nearby. 5. Everyone used careful thinking and plenty of energy as the hunt continued. 6. At last, a staff member from the office revealed the gem inside a locked box.
Heart words	the, is, in, has, a, turn, with, care, when, while, although, because

Lesson 60: Apply split digraphs in words and sentences.

Lesson focus	split-digraph consolidation
Activity 2 auditory words	cupcake → sunshine → inside → outside → homemade → bedtime → lakeside → notebook → pipeline → costume
Activity 3 sentences	1. The family spent a sunny weekend at a lakeside cabin. 2. Mum brought a homemade cupcake for everyone to share outside. 3. Mia wrote about the sunshine and the sparkling water in her notebook. 4. After dinner, the children went inside and put on costumes for a silly show. 5. They performed beside the fireplace until bedtime, then packed the costumes away. 6. The next morning, Mia added one final page about their happy lakeside trip.
Heart words	the, is, we, by, at, put, when, while, although, because

Phase 7 (Lessons 61-70): Common vowel teams

Lesson 61: Read ai for long a, usually in the middle of words.

Lesson focus	ai
Activity 2 auditory words	rain → mail → tail → sail → wait → paint → train → snail
Activity 3 sentences	1. Rain tapped the train window while Eli waited for his stop. 2. He watched a snail slide slowly along the wet station rail outside. 3. A woman opened her mail and showed her child a postcard with a tall sail. 4. When the train moved again, Eli saw a dog wagging its muddy tail. 5. He used his finger to paint a tiny picture in the mist on the glass. 6. By the time the rain stopped, the train had reached the seaside.
Heart words	the, is, on, for, in, before, because, but, while

Lesson 62: Read ay for long a, often at the end of words.

Lesson focus	ay
Activity 2 auditory words	day → play → stay → tray → clay → gray → spray → Sunday
Activity 3 sentences	1. On Sunday, the class stayed inside because the day was gray and wet. 2. Their teacher brought out clay and invited everyone to play with it. 3. Mia made a small bird and placed it carefully on a tray. 4. Ben used a bottle to spray a little water when his clay became dry. 5. The rain eased, but the class chose to stay and finish their models. 6. At the end of the day, the tray was full of colourful clay creatures.
Heart words	with, the, by, we, can, on, before, because, but, while

Lesson 63: Read ee for long e.

Lesson focus	ee
Activity 2 auditory words	see → feet → green → sleep → sheep → tree → meet → week
Activity 3 sentences	1. This week, the class visited a farm to meet a flock of sheep. 2. The sheep stood beneath a green tree while the children watched quietly. 3. One lamb walked close enough for Mia to see its tiny feet. 4. After lunch, several sheep lay down to sleep in the shade. 5. The farmer explained how the flock moves from field to field each week. 6. On the bus home, Mia could still see the peaceful farm in her mind.
Heart words	the, by, I, can, we, will, next, before, because, but, while

Lesson 64: Read common ea words with long e.

Lesson focus	ea
Activity 2 auditory words	sea → team → clean → read → leaf → speak → dream → beach
Activity 3 sentences	1. The school team went to the beach for a morning clean-up. 2. They walked beside the sea and picked up litter near the rocks. 3. Mara found a large leaf and used it to mark where the group had started. 4. At break time, the teacher read a short story while everyone ate fruit. 5. Then each student had a chance to speak about something interesting they had found. 6. The class returned to school proud that their teamwork had helped the beach.
Heart words	the, book, at, can, about, your, before, because, but, while

Lesson 65: Read oa for long o.

Lesson focus	oa
Activity 2 auditory words	boat → coat → road → soap → goat → float → toast → coach
Activity 3 sentences	1. After heavy rain, water covered part of the farm road. 2. A goat stood on a small rise and stared at the water below. 3. The farmer put on his coat and used a boat to carry feed across. 4. A coach carrying visitors stopped on the dry side while the farmer used a rope to pull back a floating bucket. 5. When the water dropped, everyone washed their boots with soap and ate warm toast. 6. By evening, the goat was safely back in its paddock beside the road.
Heart words	the, is, by, can, put, in, before, because, but, while

Lesson 66: Read ow for long o in common words.

Lesson focus	ow for long o
Activity 2 auditory words	snow → grow → slow → show → blow → yellow → window → rainbow
Activity 3 sentences	1. Snow began to fall slowly outside the classroom window. 2. The children watched the white piles grow across the field. 3. A strong wind started to blow, and a yellow scarf lifted from the fence. 4. Later, the clouds opened just enough for the sun to show through. 5. A faint rainbow appeared beyond the school roof as the snow stopped. 6. Everyone crowded near the window because the unusual sight was beautiful.
Heart words	the, can, fell, by, me, before, because, but, while

Lesson 67: Read igh for long i.

Lesson focus	igh
Activity 2 auditory words	light → night → right → high → sigh → bright → flight → sight
Activity 3 sentences	1. The class arrived at the observatory just before night covered the hill. 2. A guide dimmed the room so everyone could see a bright light on the screen. 3. They looked high above the horizon and found the moon on the right side of the sky. 4. Mia gave a quiet sigh when a cloud blocked the view for a moment. 5. Then a plane crossed their sight, its lights flashing during the flight. 6. When the cloud moved away, the stars looked brighter than anyone expected.
Heart words	the, is, we, saw, at, turn, sign, before, because, but, while

Lesson 68: Read y as long i or long e.

Lesson focus	y as a vowel
Activity 2 auditory words	my → cry → fly → sky → baby → happy → funny → sunny
Activity 3 sentences	1. On a sunny morning, a baby bird sat on the fence outside my window. 2. It gave a tiny cry whenever its parent flew into the sky. 3. The bird flapped its wings, but it seemed unsure about trying to fly. 4. After several funny little hops, it finally lifted above the fence. 5. I felt happy when it reached the tree and landed beside its parent. 6. For the rest of the day, the young bird practised flying across the sunny garden.
Heart words	the, is, a, can, in, before, because, but, while

Lesson 69: Read ue and ew for /ool/ or /yool/.

Lesson focus	ue and ew
Activity 2 auditory words	blue → glue → true → clue → new → few → stew → grew
Activity 3 sentences	1. The class found a blue envelope containing a new clue for their garden challenge. 2. It said that only a few seeds had grown near the old fence. 3. The children used glue to attach plant labels to small sticks. 4. By lunchtime, the children had measured the shoots and could see which plants had grown the most. 5. The teacher made vegetable stew and explained that some ingredients came from the garden. 6. The clue had been true: careful teamwork had helped the new plants grow.
Heart words	the, use, on, we, made, for, a, before, because, but, while

Lesson 70: Apply common long-vowel teams in longer words.

Lesson focus	vowel-team consolidation
Activity 2 auditory words	raincoat → playground → seaside → greenhouse → roadside → snowman → daydream → moonbeam → paintbrush → teamwork
Activity 3 sentences	1. The class began a teamwork project to brighten the covered playground. 2. Because it was raining, everyone hung a raincoat near the door before starting. 3. One group used a paintbrush to create a seaside mural, while another painted a greenhouse. 4. A third group added a roadside scene with a cheerful snowman as a funny surprise. 5. During lunch, the children shared daydreams about places they would like to visit. 6. By the afternoon, the playground wall had become a colourful picture made through teamwork.
Heart words	the, stood, by, put, good, can, make, a, come, before, because, but, while

Phase 8 (Lessons 71-80): R-controlled and complex vowels

Lesson 71: Read ar in one-syllable words.

Lesson focus	ar
Activity 2 auditory words	car → far → star → farm → park → dark → march → scarf
Activity 3 sentences	1. The family drove their car to a farm beside a dark country park. 2. Mia wrapped a warm scarf around her neck because the evening air was cold. 3. They watched the animals march slowly toward the barn as the sun disappeared. 4. Far above the fields, the first star appeared in the purple sky. 5. The farmer turned off the tractor lights, and the yard became almost dark. 6. On the drive home, Mia kept looking back at the peaceful farm under the stars.
Heart words	the, is, by, wear, in, to, although, when, because, while, that

Lesson 72: Read or in one-syllable words.

Lesson focus	or
Activity 2 auditory words	for → corn → fork → storm → short → horse → porch → north
Activity 3 sentences	1. A storm rolled in from the north while the family was visiting the farm. 2. They hurried onto the porch, where an old horse stood safely under cover. 3. Grandad carried in a basket of corn and set it beside the kitchen door. 4. The power went out for a short time, so everyone ate by lantern light. 5. Mia used a fork to finish her dinner while rain drummed on the roof. 6. When the storm passed, the horse stepped outside and the whole farm seemed calm again.
Heart words	the, is, on, a, came, from, use, although, when, because, while, that

Lesson 73: Read er in stressed and unstressed syllables.

Lesson focus	er
Activity 2 auditory words	her → fern → term → herd → perch → serve → never → winter
Activity 3 sentences	1. During winter, Mara visited a reserve where a small deer herd lived. 2. A bird had chosen a fern beside the track as a place to perch. 3. The guide asked everyone to keep still so they would never frighten the animals. 4. At the shelter, volunteers served warm soup to the visitors after the cold walk. 5. Mara learned a new term for the way the herd moved together across the field. 6. She wrote it in her notebook so she would remember the winter visit.
Heart words	the, can, on, we, in, leave, although, when, because, while, that

Lesson 74: Read ir for /er/.

Lesson focus	ir
Activity 2 auditory words	bird → girl → shirt → first → third → stir → swirl → birthday
Activity 3 sentences	1. On her birthday, Priya wore a bright shirt with a small bird on it. 2. She was the first person to reach the picnic table, where Mum was preparing fruit punch. 3. Priya helped stir the drink while her friends arrived one by one. 4. A breeze made the ribbon decorations swirl around the garden. 5. Her third present was a book from the girl who lived next door. 6. As the party ended, Priya thanked everyone for making her birthday feel special.
Heart words	the, wore, a, red, can, in, air, although, when, because, while, that

Lesson 75: Read ur for /er/.

Lesson focus	ur
Activity 2 auditory words	fur → turn → burn → hurt → curl → nurse → burst → Thursday
Activity 3 sentences	1. On Thursday, Max found a kitten with wet fur beside the school gate. 2. He turned toward the office because the kitten looked hurt and frightened. 3. The school nurse wrapped it in a towel while they called a local animal shelter. 4. A loose balloon in the office suddenly burst, but the kitten only gave a small jump. 5. Its tail began to curl around the towel once it felt warm and safe. 6. Max was relieved when the shelter worker arrived to care for the kitten.
Heart words	to, the, has, soft, can, although, when, because, while, that

Lesson 76: Read long oo.

Lesson focus	oo as in moon
Activity 2 auditory words	moon → food → room → spoon → boot → school → tooth → smooth
Activity 3 sentences	1. The class had an overnight stay at school to watch the full moon. 2. They ate warm food in the art room and used a spoon for dessert. 3. Before bed, everyone brushed carefully, and Mia checked a loose tooth in the mirror. 4. Mia took off one muddy boot and laughed because the other one was already missing. 5. A friend found it under a chair, and the smooth floor was cleaned before lights-out. 6. From the dark room, the children watched the moon shine above the school roof.
Heart words	the, is, over, use, a, for, in, although, when, because, while, that

Lesson 77: Read short oo.

Lesson focus	oo as in book
Activity 2 auditory words	book → look → cook → foot → good → wood → hook → stood
Activity 3 sentences	1. At the cabin, Dad opened a cookbook and chose a simple soup recipe. 2. Mia stood beside him and took a good look at the list of ingredients. 3. They used a wooden spoon while the vegetables began to cook. 4. A bag slipped from the bench and landed near Dad's foot. 5. He hung it on a hook beside the door so nobody would trip over it. 6. After dinner, they read a book beside the warm wood fire.
Heart words	at, the, by, put, your, although, when, because, while, that

Lesson 78: Read oi in the middle and oy at the end.

Lesson focus	oi and oy
Activity 2 auditory words	coin → join → soil → point → toy → boy → enjoy → cowboy
Activity 3 sentences	1. At the country fair, a boy dressed as a cowboy invited Mia to join a game. 2. The players had to toss a coin and point to the matching picture on a board. 3. Mia landed on a toy horse and won a small prize. 4. After the game, they planted a seed in a cup of soil at the garden stall. 5. The cowboy said he enjoyed the gardening stall more than the noisy rides. 6. Mia agreed, and they walked away carrying the tiny plant together.
Heart words	the, found, a, to, we, show, although, when, because, while, that

Lesson 79: Read ou and ow for /owl/.

Lesson focus	ou and ow
Activity 2 auditory words	out → round → cloud → shout → house → cow → town → brown
Activity 3 sentences	1. A brown cow wandered out of its paddock and started walking toward town. 2. A dark cloud moved overhead while the farmer hurried around the field looking for it. 3. Someone gave a shout when the cow appeared beside a small house near the road. 4. The farmer walked slowly in a wide circle so he would not scare the animal. 5. With help from a neighbour, he guided the cow back through the open gate. 6. Rain began to fall just as everyone reached shelter inside the house.
Heart words	the, is, a, over, when, you, go, around, although, because, while, that

Lesson 80: Apply r-controlled and complex vowels in longer words.

Lesson focus	complex-vowel consolidation
Activity 2 auditory words	farmyard → cornfield → birthday → moonlight → cookbook → cowboy → downtown → rainstorm → schoolroom → turnaround
Activity 3 sentences	1. The class travelled from downtown to a farmyard for an end-of-term visit. 2. They walked beside a cornfield, met a gentle pony, and explored an old schoolroom display. 3. At lunch, the teacher opened a cookbook and showed how families once prepared food on the farm. 4. A sudden rainstorm forced everyone into the barn before the birthday picnic could begin. 5. When the rain eased, a guide dressed as a cowboy led the group back to the bus for the turnaround trip. 6. By moonlight, they reached downtown with stories about the most surprising school trip of the year.
Heart words	the, rode, through, we, read, in, turn, around, at, although, when, because, while, that

Phase 9 (Lessons 81-90): Advanced spellings and syllable patterns

Lesson 81: Read au and aw for /or/.

Lesson focus	au and aw
Activity 2 auditory words	saw → paw → draw → yawn → haul → fault → launch → August
Activity 3 sentences	1. In August, the class visited a lake to launch the model boats they had built. 2. Mara saw that one boat had a loose sail, so she stopped to fix it before the race. 3. Her partner helped haul the boat closer while she checked the knot and drew a new mark on the mast. 4. A teammate gave a huge yawn and joked that waking up early was the only fault in the plan. 5. When the signal sounded, the boats moved away from shore and caught the morning wind. 6. Mara watched her boat cross the finish line and knew the careful repair had been worth it.
Heart words	I, the, a, in, can, before, although, because, when

Lesson 82: Read ea for short e in common words.

Lesson focus	ea as in bread
Activity 2 auditory words	head → bread → dead → ready → heavy → feather → weather → breakfast
Activity 3 sentences	1. Heavy weather rattled the windows before the family sat down for breakfast. 2. Dad sliced warm bread while Mia checked whether everyone was ready for the day. 3. A feather blew from the porch and landed on her head when she opened the door. 4. She laughed, picked it up, and decided to keep it for her nature journal. 5. The rain became heavier, so the planned walk was moved to the afternoon. 6. By then the weather had cleared, and the family set off after a second slice of bread.
Heart words	the, is, a, fell, on, my, we, eat, in, before, although, because, when

Lesson 83: Apply soft c and g in longer words.

Lesson focus	soft c and soft g review
Activity 2 auditory words	city → cent → face → rice → cage → gem → giant → page
Activity 3 sentences	1. The city museum opened a new exhibit about a giant from an old legend. 2. Each child received a clue page, and the first clue mentioned a giant cent coin in the history room. 3. The first clue showed a gem hidden beside a painted cage. 4. The second asked everyone to face the tall model and search near its wooden shoe. 5. At the final station, the children found bags of rice used in a hands-on measuring game. 6. Mia completed the page and left the museum talking excitedly about the giant mystery.
Heart words	the, left, turn, to, see, near, before, although, because, when

Lesson 84: Read kn, wr and mb words.

Lesson focus	silent initial and final letters
Activity 2 auditory words	knee → knot → knife → write → wrap → wrist → lamb → comb
Activity 3 sentences	1. At farm camp, Ana knelt beside a lamb that had caught its wool on a loose knot in the fence. 2. She rested one knee on the grass while the farmer gently freed the wool. 3. Back at the cabin, Ana used a comb to remove leaves from the lamb's fleece. 4. The farmer used a small knife to cut fruit for lunch, then wrapped the leftovers safely away. 5. Ana rubbed her wrist after carrying a water bucket and decided to take a short break. 6. That evening, she wrote about the lamb and the careful rescue in her camp journal.
Heart words	write, your, on, the, its, use, by, before, although, because, when

Lesson 85: Read apostrophes in common contractions.

Lesson focus	contractions
Activity 2 auditory words	can't → didn't → I'm → it's → we'll → she's → don't → isn't
Activity 3 sentences	1. I'm ready for the class picnic, but I can't find my lunch bag. 2. Mila said she didn't move it, and she's usually the first person to tidy the table. 3. We checked the shelf because it's where the bags are normally kept. 4. The bag isn't there, so we looked under the art trolley next. 5. We'll ask the teacher for help if we don't find it before the bus arrives. 6. At last, Mila spotted it behind a box, and I promised I wouldn't leave it there again.
Heart words	glad, sunny, we, run, inside, she, say, help, before, although, because, when

Lesson 86: Read longer compound words fluently.

Lesson focus	compound words
Activity 2 auditory words	playground → raincoat → bedroom → toothbrush → sunshine → football → classroom → weekend
Activity 3 sentences	1. The class stayed at school for a special weekend sports camp. 2. On Saturday morning, sunshine filled the playground as everyone carried football gear outside. 3. A sudden shower sent the group back to the classroom to collect raincoats. 4. After the game, students set up sleeping bags in the hall and treated it like a giant bedroom. 5. Before lights-out, everyone found a toothbrush and prepared for bed. 6. On Sunday, the class packed up and agreed that the unusual school weekend had been great fun.
Heart words	put, the, in, we, play, at, is, before, although, because, when

Lesson 87: Divide and blend VC/CV words.

Lesson focus	two closed syllables
Activity 2 auditory words	rabbit → picnic → sunset → napkin → magnet → helmet → insect → problem
Activity 3 sentences	1. During a picnic at sunset, Ben noticed a rabbit beside the path and followed it from a distance. 2. The rabbit stopped near a napkin that had blown away from the family blanket. 3. Ben bent down to pick it up and discovered a small magnet hidden in the grass. 4. His sister put on her bike helmet and helped search for the owner of the magnet. 5. They asked nearby families, but nobody knew where it had come from, which became a small mystery. 6. Before dark, Ben placed the magnet in the lost-property box and returned to finish the picnic.
Heart words	the, had, a, put, by, solved, before, although, because, when

Lesson 88: Read long vowels in open syllables.

Lesson focus	open syllables
Activity 2 auditory words	robot → music → tiger → paper → baby → hotel → zero → tulip
Activity 3 sentences	1. A hotel lobby hosted a science fair where a small robot played music for visitors. 2. The robot was programmed to carry paper flowers, including a bright tulip, across the stage. 3. A baby in the audience clapped whenever the robot turned in a circle. 4. Next, a student displayed a tiger model that moved when a sensor detected sound. 5. The score board started at zero, and each team earned points for clear explanations. 6. By the end of the fair, the hotel was full of families talking about robots, music, and clever ideas.
Heart words	the, made, a, slept, by, write, on, before, although, because, when

Lesson 89: Compare closed and open first syllables.

Lesson focus	syllable division
Activity 2 auditory words	lemon → cabin → rapid → basic → pilot → open → even → unit
Activity 3 sentences	1. The class began a new aviation unit with a visit from a local pilot. 2. She opened a model cabin and showed the basic controls used during a flight. 3. Even the simplest panel had many switches, so the students listened carefully. 4. The pilot explained how rapid weather changes can affect a journey and why planning matters. 5. At lunch, she sliced a lemon for her water while students completed a short diagram. 6. By the end of the unit, the class understood that safe flying depends on calm decisions and careful checks.
Heart words	the, can, cut, into, parts, is, one, before, although, because, when

Lesson 90: Consolidate vowel teams, silent letters and syllable division.

Lesson focus	advanced spelling review
Activity 2 auditory words	breakfast → raincoat → knapsack → playground → sunflower → birthday → weather → robotic → weekend → toothbrush
Activity 3 sentences	1. On her birthday weekend, Zara woke early and ate breakfast while checking the weather. 2. She packed a raincoat, toothbrush, and lunch into her knapsack before leaving for the playground. 3. Her friends had built a robotic sunflower as a surprise decoration near the picnic table. 4. A light shower began, but everyone stayed dry under a shelter and played games until it passed. 5. When the sun returned, Zara opened her gifts and planted the sunflower beside the school garden. 6. She went home smiling because even the changeable weather had made the birthday feel memorable.
Heart words	the, is, in, we, ate, by, grew, before, although, because, when

Phase 10 (Lessons 91-100): Morphology, vocabulary and fluency

Lesson 91: Use prefixes to change word meaning.

Lesson focus	prefixes un- and re-
Activity 2 auditory words	unfair → unpack → untie → redo → refill → reread → repaint → return
Activity 3 sentences	1. The class returned to the community hall to repaint a mural that had faded during winter. 2. First, they had to unpack the brushes, untie the drop sheets, and refill the water containers. 3. One section looked unfairly dark compared with the others, so the group decided to redo its background. 4. Before painting, Maya reread the colour plan because she wanted every detail to match. 5. A loose sign had to be repainted as well, but the students worked steadily and shared the jobs. 6. When they returned the next morning, the mural looked brighter and the hall felt completely renewed.
Heart words	the, and, we, can, old, after, although, before, then

Lesson 92: Use dis- and mis- to change word meaning.

Lesson focus	prefixes dis- and mis-
Activity 2 auditory words	dislike → disagree → disconnect → misfit → misread → mismatch → misprint → misplace
Activity 3 sentences	1. The class was preparing a newsletter when the printer began to misbehave. 2. Two students disagreed about the cause, because one thought the cable had disconnected while the other blamed the paper. 3. A heading was a misprint, and one picture had been misplaced beside the wrong story. 4. Mila had misread the page number, which explained why two sections seemed to mismatch. 5. Nobody disliked the project, but everyone agreed that they needed a calmer checking system. 6. After reconnecting the printer and correcting each mistake, the class produced a newsletter they were proud to share.
Heart words	do, not, the, we, about, after, although, before, then, and

Lesson 93: Use -ful and -less to describe.

Lesson focus	suffixes -ful and -less
Activity 2 auditory words	helpful → thankful → playful → hopeful → careless → fearless → endless → spotless
Activity 3 sentences	1. The class started a hopeful project to turn an empty corner of the playground into a small garden. 2. A helpful caretaker brought tools, while a playful puppy watched from behind the fence. 3. Everyone was thankful when families donated seedlings, compost, and several bright pots. 4. One careless spill covered the path with soil, but the students cleaned it before anyone slipped. 5. The youngest helpers were fearless about touching worms, although some adults were less brave. 6. After weeks of work, the once-empty corner looked spotless, colourful, and full of life rather than endless concrete.
Heart words	the, child, was, is, we, are, for, after, although, before, then, and

Lesson 94: Build abstract nouns from known base words.

Lesson focus	suffixes -ness and -ment
Activity 2 auditory words	kindness → sadness → darkness → movement → payment → treatment → enjoyment → excitement
Activity 3 sentences	1. A wave of excitement filled the school when students planned a kindness fundraiser for the wildlife centre. 2. They had felt sadness after hearing that a storm had damaged several animal shelters during the darkness of night. 3. The first payment for a cake stall bought bandages and food needed for animal treatment. 4. During the event, constant movement between stalls kept volunteers busy, but everyone remained cheerful. 5. Families said the greatest enjoyment came from knowing their small actions were helping injured animals recover. 6. By the end of the day, the excitement had become pride because kindness had turned a difficult story into hopeful action.
Heart words	can, bring, the, caused, we, made, before, after, although, then, and

Lesson 95: Apply spelling changes with -er and -est.

Lesson focus	comparatives and superlatives
Activity 2 auditory words	bigger → biggest → nicer → nicest → happier → happiest → faster → fastest
Activity 3 sentences	1. The school fun run became more exciting as each round grew faster than the last. 2. Tama was happier after the second lap because his breathing felt steadier and his stride became smoother. 3. A bigger crowd gathered near the finish line, and the biggest cheer came when the youngest runners arrived. 4. Mia chose the nicer shaded path for the warm-up, while her friend claimed the grass track was the nicest route. 5. In the final sprint, two runners were almost equally fast, but Ana recorded the fastest time by a tiny margin. 6. The happiest moment came after the race, when every runner received applause for persistence rather than simply for winning.
Heart words	the, blue, is, this, was, after, although, before, then, and

Lesson 96: Apply doubling, drop-e and y-to-i changes.

Lesson focus	past-tense spelling changes
Activity 2 auditory words	hoped → hopped → planned → smiled → cried → carried → tried → stopped
Activity 3 sentences	1. The family had hoped for clear weather because they had planned a picnic beside the lake. 2. When rain began, the children hopped between puddles while Dad carried the food under a shelter. 3. Mum smiled as she opened the basket, although the youngest child cried when a gust carried away his paper hat. 4. A stranger caught the hat, carried it back, and laughed when everyone cheered. 5. The rain stopped sooner than expected, so the family tried their original plan again and moved to the grass. 6. By sunset, they had stopped worrying about the weather and decided the unexpected adventure was the best part of the day.
Heart words	the, child, and, again, we, after, although, before, then

Lesson 97: Read longer words built from familiar chunks.

Lesson focus	multisyllabic vowel-team words
Activity 2 auditory words	rainbow → sunflower → playground → seashore → moonlight → bedtime → weekend → repaint
Activity 3 sentences	1. During the weekend, the family walked from the playground to the seashore just as a rainbow appeared above the water. 2. Mia carried a sunflower in a small pot because she wanted to repaint its wooden label after the walk. 3. They stayed until moonlight began to shimmer across the wet sand and the last families headed home. 4. At bedtime, Mia placed the flower beside the window and wrote about the rainbow in her journal. 5. The next morning, she repainted the label with a tiny picture of the seashore and added the date underneath. 6. That simple weekend memory became one of her favourite pages because it joined the playground, the sea, the moonlight, and her sunflower in one story.
Heart words	the, shone, over, we, walked, by, at, before, after, although, then, and

Lesson 98: Recognise word families built from a common base.

Lesson focus	base words and related forms
Activity 2 auditory words	help → helper → helpful → care → caring → careful → play → player → playful → replay
Activity 3 sentences	1. The school play needed a helpful student to care for props while the actors were getting ready. 2. Mia volunteered as a helper because she enjoyed caring for details that other people sometimes missed. 3. One playful actor forgot where he had placed a hat, so Mia helped him search without making anyone feel rushed. 4. Another player thanked her for being careful with a painted model that had taken hours to make. 5. After the performance, the director asked whether the cast wanted to replay one funny scene for the families waiting outside. 6. Mia watched the joyful replay and realised that quiet help behind the scenes could be just as important as being a player on stage.
Heart words	the, can, a, showed, near, after, although, before, then, and

Lesson 99: Read and use words for statements, questions and exclamations.

Lesson focus	sentence-purpose words
Activity 2 auditory words	who → what → when → where → why → because → please → wow → maybe → always
Activity 3 sentences	1. When the class found a mysterious box beside the library door, everyone wanted to know who had left it there. 2. The label read, "Please open after lunch," which made everyone wonder what could be inside and why they had to wait. 3. The students wondered where the box had come from, because no delivery had been expected that morning. 4. Maybe it belonged to the visiting author, who always brought unusual objects for storytelling sessions. 5. At lunchtime, the teacher opened it, and the class shouted, "Wow!" as dozens of tiny story cards spilled onto the table! 6. The mystery was solved: the author had sent a challenge asking each student to choose a card and create a new ending.
Heart words	did, the, go, that, was, a, I, stayed, inside, it, after, although, before, then, and

Lesson 100: Apply the full programme in fluent word building and sentence dictation.

Lesson focus	cumulative review
Activity 2 auditory words	sunshine → careful → playground → repaint → birthday → moonlight → strongest → enjoyment → rainstorm → helpful
Activity 3 sentences	1. Sunshine covered the playground as the class began to repaint the stage before the school birthday celebration. 2. The strongest students moved the light benches, while careful helpers covered the garden so no paint would reach the flowers. 3. Everyone worked with such helpful teamwork that the first coat was finished well before lunch. 4. A sudden rainstorm interrupted the second coat, but the class protected the wet paint and moved the celebration indoors. 5. Later, moonlight shone through the hall windows while families returned to admire the finished stage and share stories from the year. 6. The greatest enjoyment came from seeing how many different skills, kind choices, and determined learners had helped create something the whole community could celebrate.
Heart words	the, children, we, watched, in, readers, find, every, story, after, although, before, then, and