

TEACHING NOTES: - Cut out these letter groups and make words with the initial blend;  
- Say each new word several times;  
- Find the correct word shape on page 2 and write the letters in the boxes.

\_\_\_y

\_\_\_ich

\_\_\_at

\_\_\_eel

wh

\_\_\_en

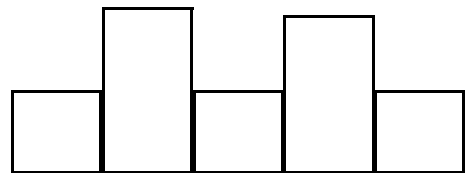
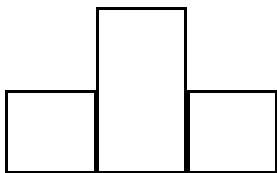
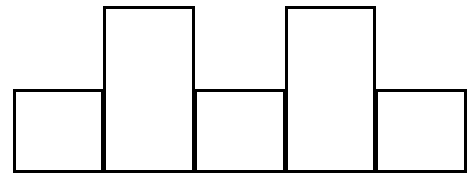
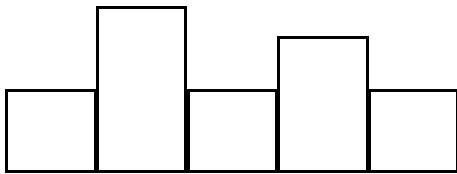
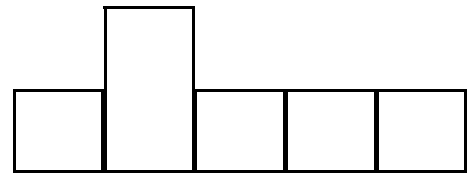
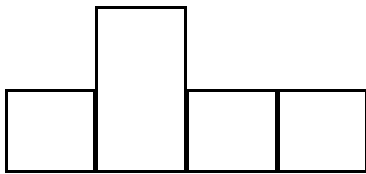
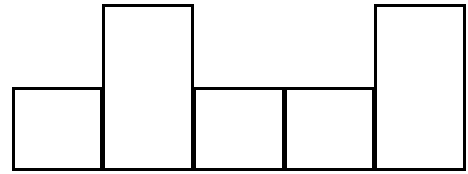
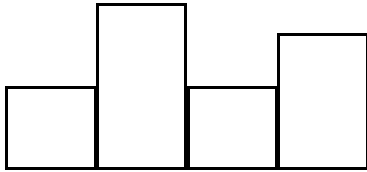
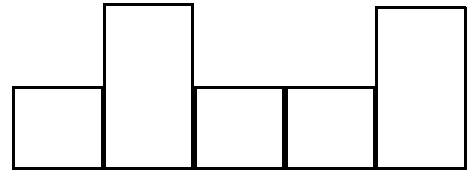
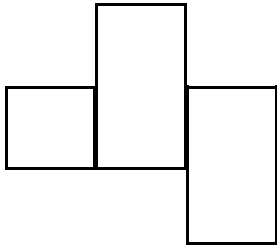
\_\_\_ere

\_\_\_ite

\_\_\_ile

\_\_\_o

\_\_\_ole



TEACHING NOTES: - On pages 3 and 4 are the new words for this blend;  
- Trace over each new word before copying it out, saying the word each time it is written.

why

\_\_\_\_\_

\_\_\_\_\_

which

\_\_\_\_\_

\_\_\_\_\_

what

\_\_\_\_\_

\_\_\_\_\_

wheel

\_\_\_\_\_

\_\_\_\_\_

when

\_\_\_\_\_

\_\_\_\_\_

where

\_\_\_\_\_

\_\_\_\_\_

white

\_\_\_\_\_

\_\_\_\_\_

while

\_\_\_\_\_

\_\_\_\_\_

who

\_\_\_\_\_

\_\_\_\_\_

whole

\_\_\_\_\_

\_\_\_\_\_

TEACHING NOTES: - Adult read each sentence, pause at the new word for the child to read;  
- Ask the child to read the sentence, the adult say any word they don't know;  
- Repeat enough times so that the child can read each sentence accurately, probably from memory but they will gain in confidence from 'reading'.  
- As an extension activity you could cut out the sentences and ask the child to put the words back into the correct order, and then write the sentence out.

1. I don't know **why** we can't go out today.
2. Show me **which** one you want to buy.
3. **What** a fuss you are making, grow up !!
4. His car will no go because the **wheel** is broken.
5. **When** are we going to get there?
6. I don't know **where** I put my book.
7. We have to wear a **white** shirt for school.
8. It will be a **while** before we finish the test.
9. "**Who** broke Eva's pencil?" asked the teacher.
10. The **whole** class had to stay in at playtime.