

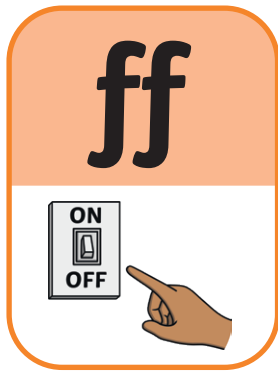


Pupil Workbook
Level 2 Week 6

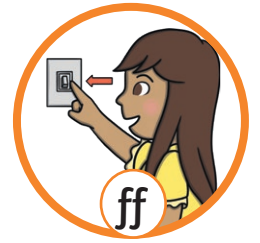
ff ll ss
s saying /z/

Name: _____

Focus: ff

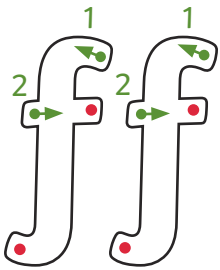


ff



Pretend to switch off the light.

1. Form the letters.



ff _____

ff _____

ff _____

2. Find the letters.

Read and circle each **ff** you can see. How many letters do you recognise? Read them out loud to a partner.

ck ff i f g u a ff c r e p d ff b n t m h f s k o ff

3. Write the letters.

Complete the words by writing the **ff**. Can you read the word?

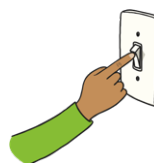
hu___



cu___



o___



pu___



Focus: **ff**

4. Read the sentences.

Remember, you can add sound buttons to help you.

Kit and Sam huff and puff in fog.

Mum can get the dot off the top.

Get off a bus and run.

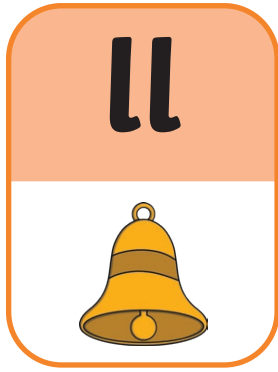
5. Write the words.

Listen to the words carefully.

6. Write the caption.

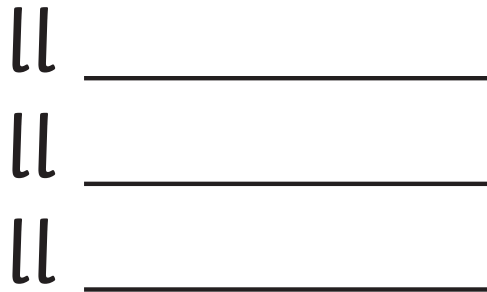
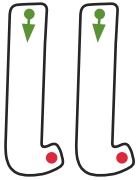
Listen to the whole caption.

Focus: ll



Pretend to ring a bell.

1. Form the letters.



2. Find the letters.

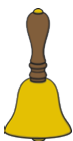
Read and circle each ll you can see. How many letters do you recognise? Read them out loud to a partner.

ll u s d b ck a n k ll i o p ll m r ll t f g e ll h c l

3. Write the letters.

Complete the words by writing the ll. Can you read the word?

be__



i__



do__



mi__



Focus: ll

4. Read the sentences.

Remember, you can add sound buttons to help you.

Sam had a pot full of mud.

Kit fell off a big log.

Can Bill fit a bus in the bag?

5. Write the words.

Listen to the words carefully.

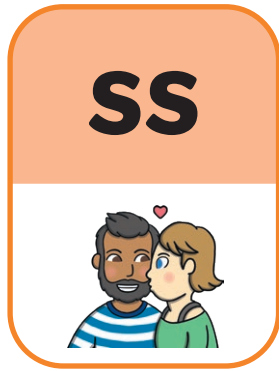
Blank writing area for step 5.

6. Write the sentence.

Listen to the whole sentence.

Blank writing area for step 6.

Focus: ss

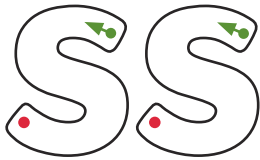


SS



Blow a kiss.

1. Form the letters.



SS _____

SS _____

SS _____

2. Find the letters.

Read and circle each **ss** you can see. How many letters do you recognise?
Read them out loud to a partner.

ss b s o l ck n a k ss i d p ll m r ss g e f ss t c u h ss

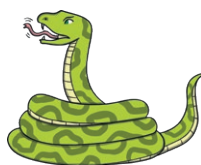
3. Write the letters.

Complete the words by writing the **ss**. Can you read the word?

ki_____



hi_____



mo_____



me_____



Focus: **ss**

4. Read the sentences.

Remember, you can add sound buttons to help you.

I toss moss on a big log.

Kit got in a big mess in the mud.

I fuss the dog if I am sad.

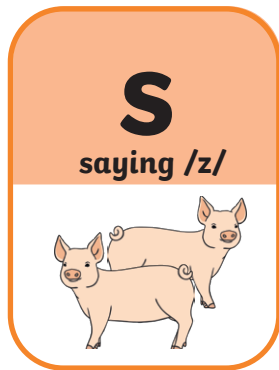
Pass Dad the red cup off the rug.

5. Write the words.

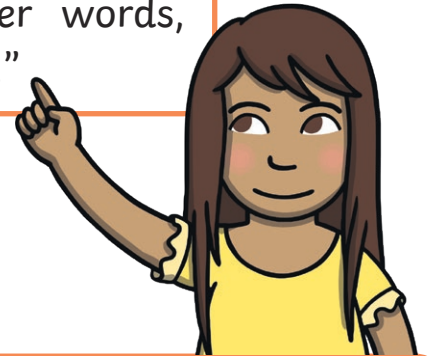
Listen to the words carefully.

6. Write the sentence.

Listen to the whole sentence.



“When the letter s is after a voiced consonant, it is pronounced as a /z/ sound, e.g. pigs, bugs, bags. It can also be found at the end of some other words, e.g. his, has, is, as.”



1. Form the letters.

has

is

has _____

is _____

pigs

pigs _____

as

as _____

his

his _____

2. Write the letters.

Complete the words by writing the s. Can you read the word?

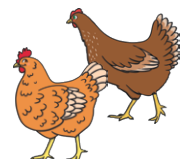
bug _____

hill _____

dog _____

pin _____

hen _____



Focus: s saying /z/

3. Read the sentences.

Remember, you can add sound buttons to help you.

The dogs run in the mud.

A bug is on the buns.

Dad has pens in his pot.

Mum has mugs in the bag.

4. Write the words.

Listen to the words carefully.

5. Write the sentence.

Listen to the whole sentence.

Focus: **ff, ll, ss, s** saying /z/
no, go, I, to, the

1. Read the tricky words.

Colour the parts of the words you find tricky.

go to I
no the

2. Circle and underline.

Find and circle **ff, ll, ss** and **s** saying /z/. Underline the tricky words **I, no, go, to** and **the**.

I huff and puff as I run to the hills.



Sam and Kit go to get a pot to fill.



No, the pigs did not go in the mess.

