



Pupil Workbook  
Level 5 Week 5

Name: \_\_\_\_\_



a\_e

a\_e

a\_e \_\_\_\_\_

1. Read the common exception words.

Colour the parts of the words you find tricky.

love your

2. Write the common exception words.

Which is the tricky part of the word? Why is it tricky? Colour the tricky part in a different colour. Write the word two more times.

little

one

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### 3. Read and match.

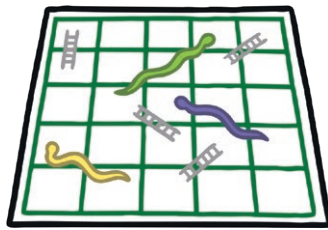
Read these words and draw a line to match them to the correct picture. Add in sound buttons to help you.

**snake**

**game**

**bake**

**milkshake**



One of the words does not match the picture. Can you draw a picture to match the word?

How confident do you feel?



### 1. Read the sentences.

Tick the sentence that matches the picture.

**Make a milkshake and take it to the garden.**

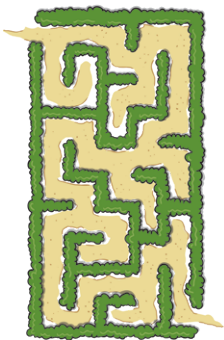
**I went to a maze and my mum made me take a map.**

**I made a pink milkshake for me and one for my dad.**

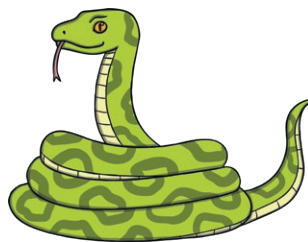


### 2. Spell the words.

Look at the picture, say the word and write each word down.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### 3. Spell the common exception words.

Read each common exception word. Cover them and write them three more times underneath.

little

one

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How confident do you feel?



**1. Read the story.**

Highlight all of the words that contain the /ai/ phoneme.

**Kate was good at cooking. She could bake cakes, mix milkshakes and go on skates. She could take a milkshake on a tray when she was on her skates!**

**Kate had a job in the Snack Shack. She was paid to take the food to the customers but her main job was to make the food. One day, she fell on the cat's tail and the food fell off the tray!**

**"Ow! Go away!" said Kate, thinking the cat was to blame. Kate had a pain in her foot but she got up and made the same food again. When she could see that it was safe, she took the food out. The customer was glad and paid for his food to take away.**

**2. Sort the words.**

ai	ay	a_e

How confident do you feel?





**1. Write the sentence your teacher says.**

Think carefully about which graphemes to use to spell the words.

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How confident do you feel?





Focus: **a\_e** saying /ai/

ai

ay

a\_e

1. Write your own silly sentence.

Write your own silly sentence. Use words containing the **a\_e** grapheme.

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<b>ay</b>  pray	<b>oy</b>  boy	<b>ie</b>  tie	<b>ea</b>  leaf	<b>a_e</b>  cake	<b>i_e</b>  slide	<b>o_e</b>  bone	<b>u_e</b>  cube
<b>u_e</b>  flute	<b>e_e</b>  trapeze	<b>ou</b>  mouth	<b>a</b>  acorn	<b>e</b>  equal	<b>i</b>  lion	<b>o</b>  hotel	<b>u</b>  unicorn
<b>ch</b>  chef	<b>ch</b>  Christmas	<b>ir</b>  girl	<b>ue</b>  statue	<b>ue</b>  glue	<b>y</b>  sunny	<b>aw</b>  saw	<b>au</b>  autumn
<b>ow</b>  window	<b>oe</b>  toe	<b>wh</b>  wheel	<b>c</b>  city	<b>g</b>  gem	<b>ph</b>  dolphin	<b>ea</b>  bread	<b>ie</b>  shield
<b>tch</b>  witch	<b>are</b>  bare	<b>ear</b>  pear	<b>ore</b>  core	<b>ew</b>  screw	<b>ew</b>  stew		

**2. Practise spelling the focus words.**

Look and Say	Look, Say and Write	Cover and Write	Check
snake			
game			
cake			
name			
ate			
make			
same			
came			
little			
one			