

# SEQUENTIAL STEPS IN READING AND WRITING

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## [1] Initial Consonant Sounds

t	m	j
p	d	k
h	f	y
b	c	v
n	l	z
s	g	x
r	w	q

## [2] Short Vowel Sounds

[1] a	[3] e	[5] u
[2] o	[4] i	

## [3] Short Vowel "Reminder Chart"

**an egg is on us**



#### **[4] Word List Using Initial Consonant Sounds and Short Vowel Sounds**

[Highlighted words are found in NZCER 1967 300 Basic Sight Word List.]

an	hat	set	yes	him	not	sob	tug
can	cat	bed	fit	dim	lot	mob	rug
man	pat	red	bit	rim	got	cob	mug
fan	sat	fed	sit	tin	hot	rob	hug
ran	mat	led	lit	fin	dog	box	bug
ban	had	ten	hit	bin	log	run	mud
tan	dad	hen	pit	in	hog	gun	bud
and	bad	pen	fit	if	bog	bun	bus
am	sad	men	did	it	top	fun	up
as	get	leg	hid	is	hop	rub	us
has	pet	beg	rid	his	pop	tub	mum
at	bet	peg	lid	on	mop	pub	cup

#### **Additional words of use in constructing simple sentences.**

the a is are in on to

into I I'm will go no so

he be me we my by big

#### **Names for use in simple sentences containing simple consonant sounds and short vowel sounds.**

Ben	Jan	Pam	Sid
Dan	Jim	Rod	Tim
Gus	Ned	Sam	Tom

## **[5] Sentences Using Initial Consonant Sounds and Short**

### **Vowel Sounds**

[With basic sight words 'is', 'the', 'on', 'in' and 'and', and knowledge of consonant sounds.]

#### **With Short Vowels 'a' and 'o'**

- [1] The cat ran.
- [2] The top is on the pot.
- [3] The hat is on the man.
- [4] The jam is in the tin.
- [5] Sam hit the cat.
- [6] The pin is on the mat.
- [7] The fat is in the pan.
- [8] The mop is in the bin.
- [9] Tom and Jan hid the pin in the pot.
- [10] The fan is on.

#### **With Short Vowels 'i' and 'e'**

- [1] The man is in the bed.
- [2] The men rip the map.
- [3] The pen is in the tin.
- [4] Jan hit the hen.
- [5] The bed is wet.
- [6] The rat is in the pit.
- [7] The man fed his pet.
- [8] Jim had the hat on.
- [9] Tim hid the pen.
- [10] The wet rat bit Ben and the dog.

#### **With Short Vowel 'u'**

- [1] The man has a cup.
- [2] The dog is in the tub.
- [3] Rub the dog.
- [4] The cut is on the leg.
- [5] The man is on the bus.
- [6] The jam is in the jug.
- [7] The men dug.
- [8] Jam on the bed is not fun.
- [9] The men cut the map.
- [10] The rat ran up the cot and bit Gus.

**[6] First Fifty Basic Sight Words, by Phonetic Arrangement**

<u>WEEK 1</u>	<u>WEEK 2</u>	<u>WEEK 3</u>	<u>WEEK 4</u>	<u>WEEK 5</u>
an	cat	a*	up	he
can	sat	in	run	be
man	has	if	bus	me
ran	not	is	get	we
and	lot	it	pet	go
dad	got	him	yes	no
had	on	his	bed	so
at	box	did	red	but
am	dog	sit	leg	mum
as	top	the*	men	us

\* Irregular words, but needed in early stages to construct sentences.

**[7] Word List Using Initial Consonant Blends and Short Vowel Sounds**

[Highlighted words are found in 300 basic sight word list.]

bled	drip	grub	slip	sprat	trod
blob	drop	plan	slog	stab	twin
blot	drug	pled	slug	step	
brag	flag	plot	slum	stop	
brat	flap	prod	smog	strap	
brim	flip	prop	snap	strip	
clap	flop	scab	snip	stun	
clip	frog	scan	snob	swam	
clot	from	scram	snug	swim	
crab	glad	scrum	spat	swum	
crag	glum	scum	spit	trap	
crop	grab	skin	split	tred	
drag	grin	slap	spot	trim	

**[8] Sentences Using Initial Consonant Blends and Short Vowel Sounds**

[With basic sight words 'a', 'has', and 'into'.]

- [1] The brim of the cup is wet.      [14] The smog is bad.
- [2] A crab bit the man on his leg.      [15] Drag the hen into the pen.
- [3] A blob of jam is on the bed.      [16] The man has a twin.
- [4] The men on the bus did brag.      [17] The men snip and cut a strip  
from the map.
- [5] The men dug up a map from  
the pit.      [18] The peg did flip onto the mat.
- [6] The man has a scab on his  
leg.      [19] We did slip on the log.
- [7] The crab bit the dog and the  
dog bled.      [20] On the trip the man was glad.
- [8] The glad man did clap.      [21] The dog got the scraps.
- [9] Stop and spin the top.      [22] The man did split the log.
- [10] The men had a plan.      [23] The crab bit the sprat on the  
fin.
- [11] The frog and the cat are in  
the trap.      [24] Strip the log and strap it on  
the top.
- [12] The frog can swim.      [25] Snap the twig on the log.
- [13] The man spat into a tin.

**[9] Word List Using Initial Consonant Digraphs and Short**

**Vowel Sounds**

[A digraph is where two letters represent one sound]

ship	shag	chat	chop	then	when
shut	shop	chip	chug	thud	whip
shed	shot	chin	than	thin	

**[10] Sentences Using Beginning Consonant Digraphs and Short**

**Vowel Sounds**

[With basic sight words 'my', 'why', 'where', 'what', and 'be'.]

- [1] The man on the ship has a map.
- [2] Why is the map in the box?
- [3] Shut the box and the can.
- [4] Why is the man glum?
- [5] The men sit and chat.
- [6] The man did chop the log.
- [7] The man shot the frog and then the shag.
- [8] We had a dog, and then we had a cat.
- [9] Where are my hat and my whip?
- [10] My shin is this thin bit on my leg.
- [11] What is this in his bag?
- [12] This shed is shut but that shed is not.
- [13] Where are the cat, and the dog, and why is the frog in that box?
- [14] Where are the man and his cat?
- [15] The dog, the cat, and the hen are in the shed.
- [16] My chin is wet from the cup.
- [17] What was that thud in the shed?
- [18] This thin chap is not glad but sad.
- [19] Why is he not glad to be on the ship?
- [20] This bed is big but that bed is not.
- [21] Why is this crab red but not that frog?
- [22] Why is the chip shop shut?
- [23] What is that drug in this tin?
- [24] Why was the thin shag shot?

**[11] Word List Using End Consonant Blends and Short**

**Vowel Sounds**

ant	fact	hulk	lisp	silk
belt	felt	hump	milk	silt
bend	fist	hunk	mist	soft
best	fold	kelp	opt	tact
bulk	gasp	kept	pant	tank
bunk	golf	kilt	sank	test
camp	grasp	lamp	sank	weld
clasp	gulf	land	self	went
cold	hand	lept	send	
elf	held	lift	sent	
fact	help	limp	sift	

**[12] Sentences Using End Consonant Blends and Short**

**Vowel Sounds**

- [1] We felt the soft, cold sand.
- [2] I held a hunk of kelp in my hand.
- [3] He sank into his bunk.
- [4] The mist was damp.
- [5] The man had a limp but he went on.
- [6] His kilt was soft and had a belt.
- [7] The lift went up.
- [8] Next to the bend was a milk tank.
- [9] In the gulf was an old tank that had sunk.
- [10] My bunk was cold and I had no lamp.
- [11] The frog has no hump on it.
- [12] Help me sit this test.
- [13] I kept my grasp on the golf club.
- [14] It was dank and cold in the mist.
- [15] My fist has a lump on it.
- [16] That man has a bad lisp.
- [17] My kilt has a clasp on the belt.

[18] This fact was a help to  
the men in the camp.

[19] If we sift the sand we do  
not get a lump in it.

[20] The silt sank the old hulk.

[21] My soft belt is silk, but my  
hat is felt.

[22] The men we sent ran and  
now sit and pant.

[23] She went and lept at the  
man.

[24] The men ran in the cold and did  
gasp.

[25] This fact did test us.

[26] It is best to go to camp.

[27] Tact is best when we win at golf.

[28] The milk is spilt but we do not  
sulk.

[29] Bulk sand was in the tank.

[30] We sent the men to weld the  
old hulk.

[13] **Word List Using End Consonant Digraphs and Short  
Vowel Sounds**

bash  
cash  
mash

dash  
rash  
mesh

wish  
dish  
fish

gush  
hush  
rich

such  
with  
moth

[14] **Sentences Using End Consonant Digraphs and Short  
Vowel Sounds**

[1] The men bash the car  
with a club.

[2] The rich man has cash  
in his hand.

[3] The hen has mash in the  
pen.

[4] This is such a bad nest for the hen.

[5] I am with my mum and dad at the  
pub.

[6] The moth did not rest on my bed.

[7] Dash to the tram and go to the shop.

[8] My mum has a rash on the leg.

[9] I wish mesh was on the hen pen.

[10] The fish was in the pan.

[11] I wish the lamp was on.

[12] The dog did dash from the shed.

[13] Do not pinch my bunch of cash.

[14] What a posh shop this is, with silk rugs.

[15] There was a hush in the camp.

**[15] Word List Using Beginning and End Consonant Blends and Digraphs With Short Vowel Sounds**

brunch  
crunch  
French  
stench  
flinch  
trench

splash  
crash  
smash  
stash  
fresh  
flash

slash  
trash  
plush  
clash  
shunt  
shift

shelf  
chunk  
champ  
flush  
blush  
crush

**[16] Sentences Using Mixed Beginning and End Consonant Blends and Digraphs With Short Vowel Sounds**

[Using basic sight words 'of', 'was', 'your', and 'there']

[1] It is such a cold cup of milk.

[2] Tramp to the top and camp on it.

[3] This fact is not from the top man.

[4] Did you grab the frog with your hands?

[5] You left my best hat in the sand, you chump!

[6] Can we go to the hulk of the ship that sank?

- [7] My chin has got a cut and a lump on it.
- [8] That man did clench his fist at me.
- [9] There was a grunt from the man in the scrum and then he went limp.
- [10] Test this spot of red gum that is on the crop.
- [11] Can you bend this and weld it on to the tin?
- [12] The ship hit the sandbank in the mist and sank.
- [13] Do not grump at me if your cup has a chip in it..
- [14] The lad with drugs brags but he must stop.
- [15] Tom and Sid went to the shops for a strip of cloth.

**[17] Simple Compound Words Using Beginning and End Blends & Digraphs, with Short Vowel Sounds**

capgun	pegbox	sunset	drugshop	myself
cannot	bedbug	pegleg	bobsled	himself
ratbag	mantrap	backstab	petshop	herself
suntan	shotgun	humpback	sundown	truckstop

**[18] Sentences Using Simple Compound Words With Short Vowel Sounds**

[Using basic sight word 'see'.]

- [1] A humpack is a big fish.      [3] The ratbag did backstab the boss.
- [2] Bed was at sunset.      [4] A bedbug in the bed is not fun.

[5] Is a bobsled fun or is it a mantrap?

[8] The man with a suntan has a petshop.

[6] A capgun cannot stop a mad dog.

[9] Is a pegleg kept in a pegbox?

[7] We get no suntan at sunset.

[10] The sunset was red but we slept and did not see it.

### **[19] Introduction to Long Vowel Sounds**

[a] Short vowels say the **SOUNDS** of the letters:

bat      bet      bit      got      but

[b] Long vowels say the **NAMES** of the letters:

hate      Pete      bite      vote      cute

### **[20] Long Vowel Sounds Can be Made in Four Main Ways**

[i] Adding an 'e' to the end of words [e.g. hat => hate]

[ii] Two vowels together [e.g. train, boat]

[iii] A vowel plus 'y' or 'w' [e.g. baby, snow]

[iv] Add 'y' at the end of a word [e.g. baby, lady]

### **[21] Adding 'e' to the End of Words With Short Vowel Sounds** **[makes the vowel "say its name"]**

hat [+ e]...	bit	not	tub
can	sit	hop	mut
man	hid	pop	jut
mat	rid	mop	dud
fat	rip	rob	cut
rat	fin	rod	cub

**[22] Sentences Using 'e' added to the End of Words with Short Vowel Sounds**

- |                               |  |
|-------------------------------|--|
| [1] What is the time?         | [11] What will be its fate?                    |
| [2] I hate that game.         | [12] The pope has a red robe.                  |
| [3] The man has a cane.       | [13] Is the pumpkin ripe?                      |
| [4] That man is mute.         | [14] What is the rate for a tube of the stuff? |
| [5] This mat is made of jute. | [15] I hope you like it.                       |
| [6] My mate is a fat dude.    | [16] That is a fine fishing rod.               |
| [7] The rat did bite the dog. | [17] Did you note that down?                   |
| [8] That is a fine site.      | [18] In spite of the rain we went.             |
| [9] You cannot ride a dog.    | [19] Hide the stuff or get rid of it.          |
| [10] This is a cute cat.      | [20] Is that box a cube?                       |

**[23] Other Ways of Making a Long 'a'**

<b>[a] -ay</b>	bay	lay	ray
	day	may	say
	hay	pay	way

Combined with blends and/or digraphs and/or simple suffixes.

fray [-ing, -ed, -s]	stay [-ing, -ed, -s]	clay
sway [-ing, -ed, -s]	tray [-s]	pray [-ing, -ed, -s]
flay [-ing, -ed, -s]	gray	stray [-ing, -ed, -s]
slay [-ing, -ed, -s]	play [-ing, -ed, -s, -er]	say [-ing, -s]

### More sophisticated applications

crayfish	relay	sunray	daytime
display	replay	stingray	underpay
dismay	repay	haybale	overstay

[may be used with '-s', '-ed', '-r', '-er', '-ing' as appropriate]

### Sentences using '-ay' and structures already learnt.

- |  |  |
|--|--|
| [1] Is this day a bit hot?                     | [6] The clay is gray and wet.                |
| [2] We can swim in the bay.                    | [7] I pray for help.                         |
| [3] Let me pay this bill.                      | [8] The cat is a stray.                      |
| [4] The smell of hay up my nose is bad.        | [9] The dog must stay in the shed.           |
| [5] This is a stingray and that is a crayfish. | [10] The kids like to play in the fresh hay. |

[b] -ai-	bait	pain	strain	plain
	wait	rain	grain	drain
	main	train	slain	trait

[may be used with '-s', '-ed', '-er', '-or', '-ing' as appropriate]

### Sentences using '-ai-' and structures already learnt.

- |                               |  |
|-------------------------------|--|
| [1] The bait is for the fish. | [4] The men were all slain.              |
| [2] That is the main man.     | [5] The drain is full of rain.           |
| [3] Is it rain again?         | [6] The grain is in the box in the shed. |

[7] The pain in my leg is a strain.

[9] Spain is a fine land.

[8] The train is on the tracks.

[10] Do not complain to men.

**[24] Other Ways of Making a Long 'e'**

**[a] -ee-**

been	freed	peel	speed
beer	heel	reed	fleet
beep	heed	seed	sleet
deed	jeep	seem	steep
feel	jeer	seek	tree
feet	keen	seen	breed
feed	keep	weed	bleed
eel	need	wheel	street
keen	free	steel	sweet

[may be used with '-s', '-ed', '-er', '-ing' as appropriate]

**Sentences using '-ee-' and structures already learnt.**

[1] Let us keep the best sheep.

[6] The peel is sweet.

[2] I feel pain in my feet.

[7] This hill is steep for the jeep.

[3] We feed the eels with dry fish.

[8] Is the land free from weeds yet?

[4] The rims of the wheels are made of steel.

[9] The men in jail are keen to be freed.

[5] The cats and dogs breed with speed!

[10] We are seeking for a free feed!

<b>[b] -ea-</b>	bead	cheat	meat	tear
	bean	gleam	plead	fear
	beat	heap	tea	beast
	beam	heat	steal	least
	beach	hear	team	steam
	teach	lean	scream	stream
	each	leap	wean	clean
	deal	mean	year	speak

[may be used with '-s', '-ed', '-er', '-ing', '-est' as appropriate]

**Sentences using '-ea-' and structures already learnt.**

- |  |  |
|--|--|
| <b>[1]</b> Is this the best deal for each of us? | <b>[6]</b> Is this a leap year?              |
| <b>[2]</b> Teach the team how to play well.      | <b>[7]</b> Let us go and hear the man speak. |
| <b>[3]</b> The sand on each beach is so fine.    | <b>[8]</b> Lean meat is nice to eat!         |
| <b>[4]</b> Do not be mean and cheat.             | <b>[9]</b> We will steam the beans for tea.  |
| <b>[5]</b> The beast made us scream with fear.   | <b>[10]</b> My team will beat the red team.  |

**[25] Other Ways of Making a Long 'i'**

<b>[a] -igh</b>	high	light	slight
	sigh	fight	flight
	night	right	blight
	sight	plight	tight

[may be used with '-s', '-ed', '-er', '-ing', '-est', '-ly' as appropriate]

**Sentences using '-igh-' and structures already learnt.**

- [1] At night the moon is bright.      [5] Is it right to fight men?  
[2] My pants are light, but tight.      [6] He was just a slight man.  
[3] He gave a sigh at my plight.      [7] The stars seem high up at night.  
[4] This tree has a bad case of      [8] Is the moon higher than the stars?  
    blight.

**[b] -y**

my	try	cry	sty
by	fly	why	ply
fry	spy	sly	sky
dry			

**Sentences using '-y' and structures already learnt.**

- [1] Try my nice cake.      [6] Why do you cry like that?  
[2] I am standing by the lake.      [7] Can you fly in a plane?  
[3] I spy a pig in a sty.      [8] I will fry the fresh meat.  
[4] That man is a bit sly.      [9] Is this shed made of ply?  
[5] Keep as dry as you can.      [10] Why is a spy so sly?

**[c] -ie**      die      lie      pie      tie

**Sentences using '-ie-' and structures already learnt.**

- [1] Do not lie to me.      [3] I like to eat pie.  
[2] It was sad to see the men die.      [4] Do you own a tie?

## **[26] Other Ways of Making a Long 'o'**

<b>[a] -oa-</b>	oats	goad	moat	toad
	boat	load	poach	float
	coat	loan	road	gloat
	float	loaf	soak	stoat
	goat	moan	soap	bloat

[may be used with '-s', '-ed', '-er', '-ing' ' as appropriate]

### **Sentences using '-oa-' and structures already learnt.**

- |                                       |   |
|---------------------------------------|---|
| <b>[1]</b> He gave me a cash loan.    | <b>[6]</b> I like to eat roast meat on toast!   |
| <b>[2]</b> Do not moan to me.         | <b>[7]</b> Clean your hands with soap boy!      |
| <b>[3]</b> I am coated with mud.      | <b>[8]</b> I am floating in the lake.           |
| <b>[4]</b> The poacher had some game. | <b>[9]</b> There is no road on this map.        |
| <b>[5]</b> He goaded me to fight.     | <b>[10]</b> Can you see the stoat and the toad? |

## **[27] Other Ways of Making a Long 'u'**

<b>[a] -oo-</b>	boot	groom	moon	troop
	boom	loom	noon	sloop
	doom	loop	root	groom
	gloom	loot	soon	spoon

[may be used with '-s', '-ed', '-er', '-ing' ' as appropriate]

### **Sentences using '-oo-' and structures already learnt.**

- |                                    |   |
|------------------------------------|---|
| <b>[1]</b> My boots are not clean. | <b>[2]</b> The bad men are looting the shops. |
|------------------------------------|---|

**[3]** The bride and groom are here!

**[7]** Here is a troop to stop them.

**[4]** All is not doom and gloom!

**[8]** The man booted that black  
dog.

**[5]** Eat this with a spoon.

**[9]** A sloop is a nice boat.

**[6]** Even at noon you can see  
the moon.

**[10]** They uprooted the old tree.

From this point on, the use of a more thorough text such  
'Reading & Spelling Made Simple' by Mary Andrew, [Gamlan  
Press, ISBN 0-437-00367-8] is recommended.