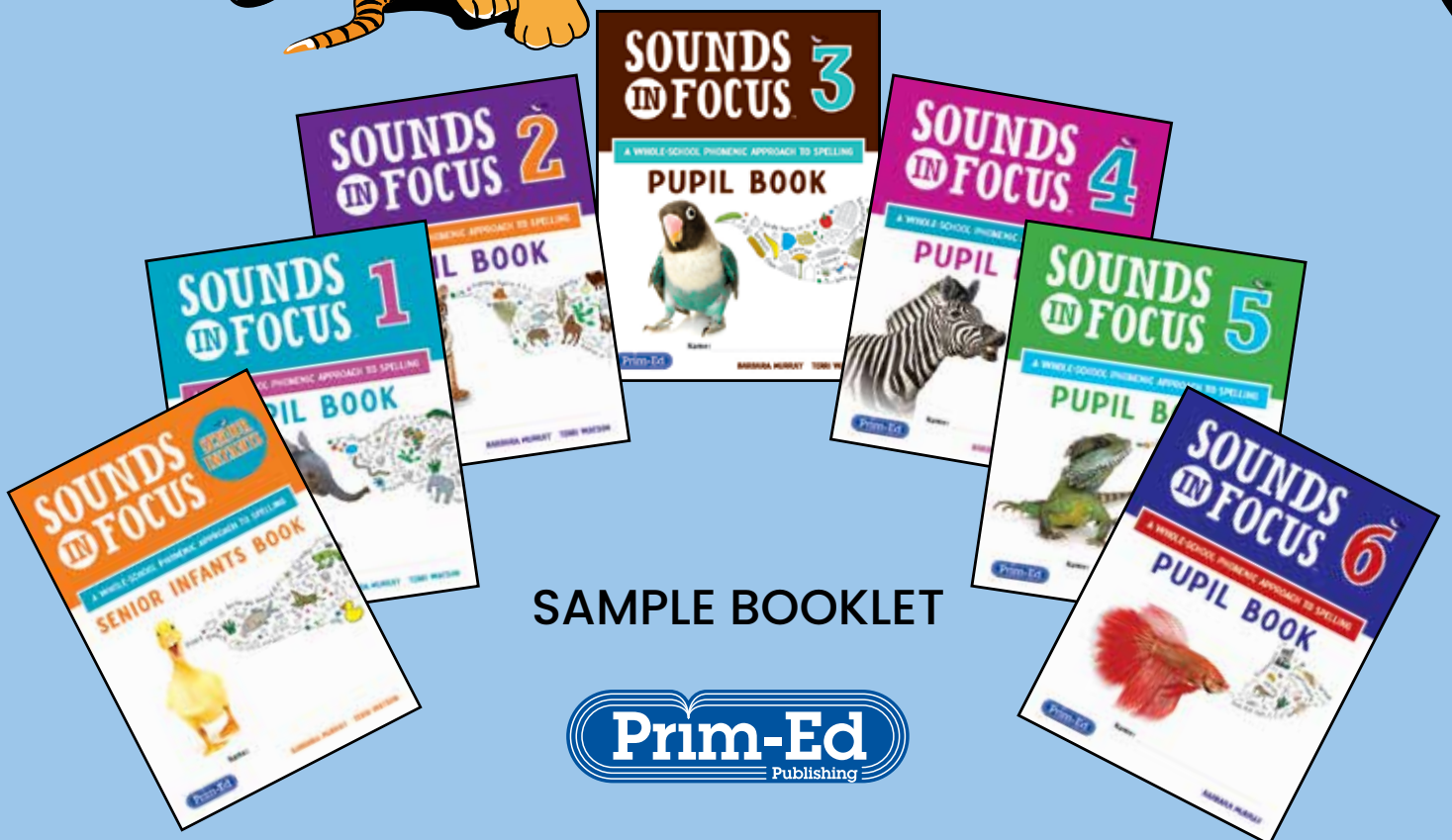
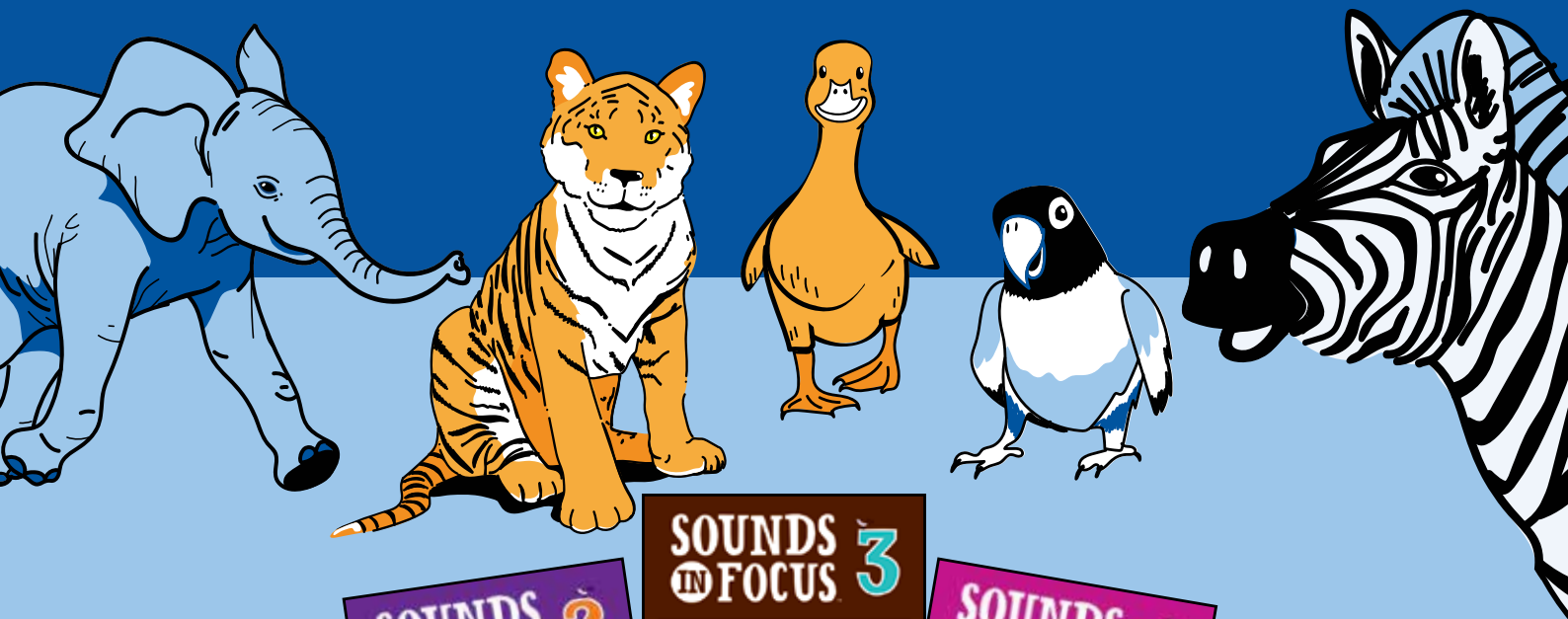


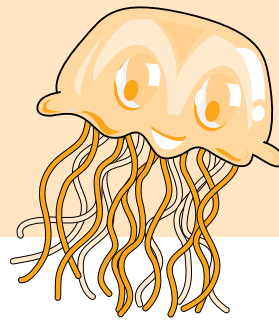
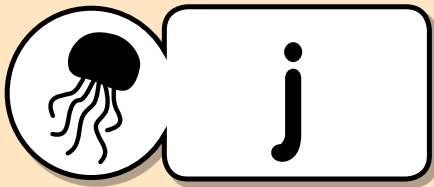
# SOUNDS IN FOCUS™

A Whole-School Phonemic Approach to Spelling



SAMPLE BOOKLET





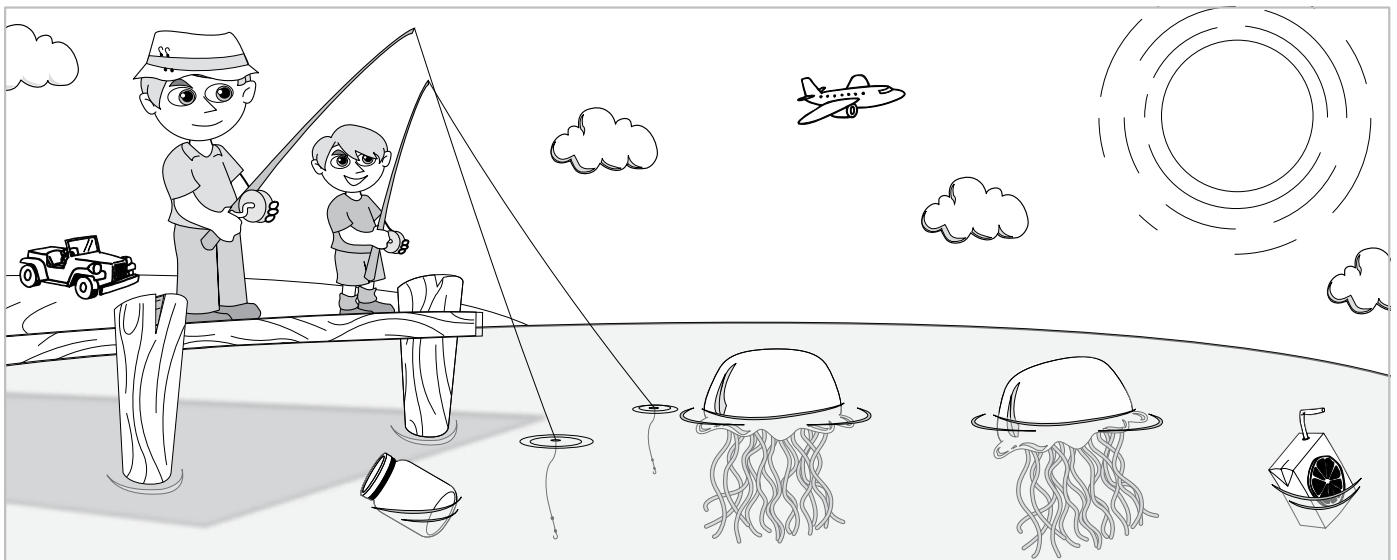


### List Words

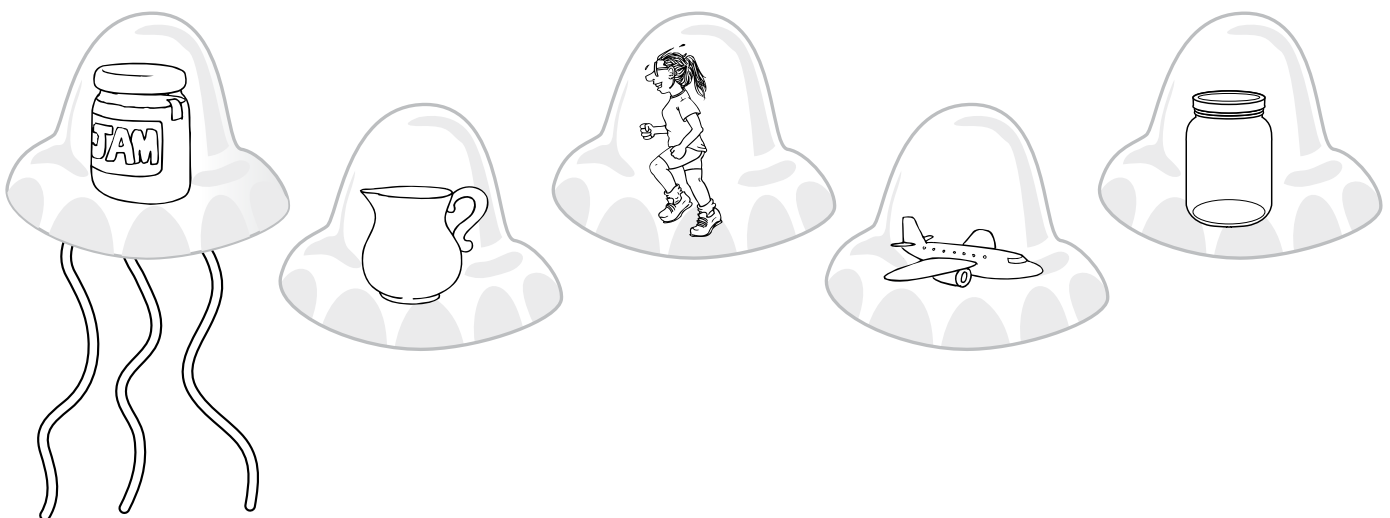
jet  
jog  
jug

1 Colour the letter for  **j** in each List Word.

2 Say the names of the things in the picture. Listen for  **j**.  
Colour the things **orange** if you hear  **j** at the **start** of the names.  
Use different colours for everything else.



3 Draw a tentacle on the jellyfish for each sound you hear in the picture name. The first one is done for you.





**List Words**  
 see bee  
 we she  
 eat seat

1 Colour the letters for ee e ea in each List Word.

2 Colour the shape if you hear ee e ea in the picture name.



3 Write **ee** in the first group and **ea** in the second group, to finish the words. Read the words. Join each word to its picture.



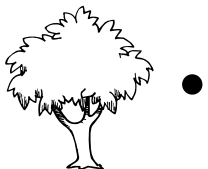
• b \_\_\_\_

\_\_\_\_ t •



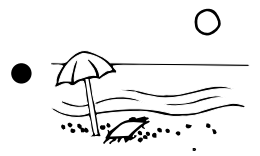
• tr \_\_\_\_

s \_\_\_\_ t •



• s \_\_\_\_

b \_\_\_\_ ch •



## Unit 14



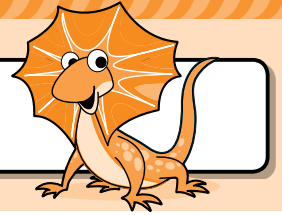
l ll



lizard



bell



### List Words

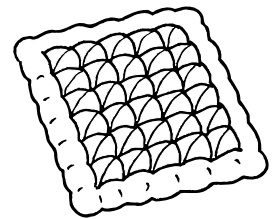
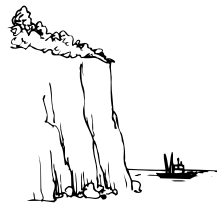
fell	help	glad	leaf
well	milk	flat	look
will	belt	blend	live
ball	cold	cliff	quilt

### Letters

### Words


1 **Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the picture if you hear in the picture name. Colour one for each sound you hear in the picture name.



3 Write **bl** or **gl** to finish the words. Write one of the words for each picture.

bl  
gl

\_\_\_\_\_ad

\_\_\_\_\_end

\_\_\_\_\_ack

\_\_\_\_\_ock



\_\_\_\_\_



\_\_\_\_\_

4 Write **cl** or **fl** to finish the words. Write one of the words for each picture.

cl  
fl

\_\_\_\_\_ap

\_\_\_\_\_at

\_\_\_\_\_iff

\_\_\_\_\_ake



\_\_\_\_\_



\_\_\_\_\_

5 Write **l**, **ll** or **L** to finish the words. **Draw** the picture.

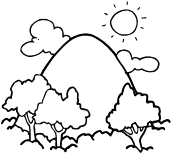
★ We usually write **l** for  **ll**. Sometimes we write **ll** in the middle of a word or at the end. **L** starts sentences and the names of people and places.

\_\_\_izards    \_\_\_ike    \_\_\_o\_\_\_ipops.



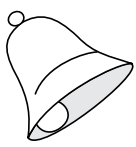
6 Read the words in the leaves. **Cross** out the ones that don't make sense. **Write** a word from each leaf for the picture beside it.

hill  
rill  
will



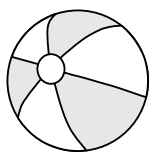
\_\_\_\_\_

fell  
bell  
vell




\_\_\_\_\_

tall  
dall  
ball



\_\_\_\_\_

cold  
sold  
vold



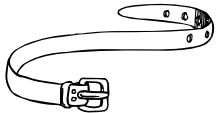
\_\_\_\_\_

milk  
dilk  
silk



\_\_\_\_\_

gelt  
belt  
melt



\_\_\_\_\_

yelp  
help  
telp



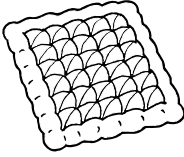
\_\_\_\_\_

elf  
self  
nelf



\_\_\_\_\_

tilt  
dilt  
quilt



\_\_\_\_\_

7 Arrange the letters in the leaves to make List Words.

i l m  
k

\_\_\_\_\_

k o l  
o

\_\_\_\_\_

a f e  
l

\_\_\_\_\_

i v l  
e

\_\_\_\_\_



## Unit 18



**n nn kn**

net winner knife



### List Words

run line night knew knee  
running lining new know knife

### Letters

### Words


1 **Underline** the letter or letters for **n nn kn** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Count** the sounds you hear in each word. **Write** the number in the net. **Colour** the letters for **n nn kn** in each word.

running		line		knife		know	
knee		lining		snack		snake	

3 **Write** **n**, **nn** or **kn** to finish the words. **Draw** a picture for each word.

trai_____		di_____er		_____ife	
gri_____ing		s_____ail		_____ight	
_____itting		_____ee		_____ight	

4 **Finish** each sentence with a word from the brackets.

The children were \_\_\_\_\_ up at the door.

Nathan \_\_\_\_\_ how to put up the tent.

We are buying a \_\_\_\_\_ car.

Long ago, some soldiers were called \_\_\_\_\_.

Do you \_\_\_\_\_ where the knife is?

- [ lining ]
- [ line ]
- [ know ]
- [ knew ]
- [ knew ]
- [ new ]
- [ nights ]
- [ knights ]
- [ no ]
- [ know ]



ng n

ring


wink




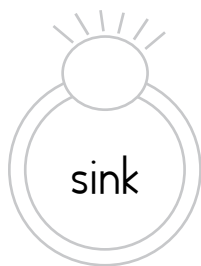
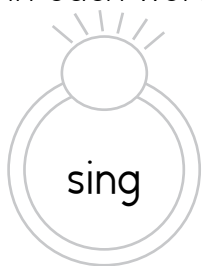
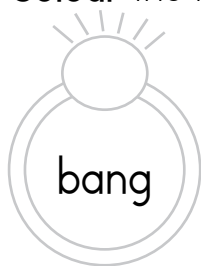
## List Words

sing    bang    thing    drink    long  
sink    bank    think    thank    along

## Letters    Words


1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Count** the sounds you hear in each word. **Write** the number in the circle. **Colour** the letters for  in each word.



3 **Unjumble** these List Words. The first letter is there to help you.

nlgo	l _____	nakth	t _____	nikth	t _____
githn	t _____	krdin	d _____	nlgoa	a _____
kisn	s _____	nakb	b _____	ngba	b _____

4 **Write** the List Words that rhyme with the underlined words to finish the sentences.

There was a plank near the river \_\_\_\_\_.

Mum wanted pink for the \_\_\_\_\_.

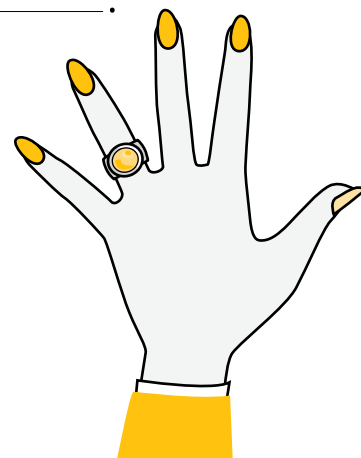
I couldn't sing a \_\_\_\_\_.

Have a drink while I \_\_\_\_\_.

That song is very \_\_\_\_\_.

I want to \_\_\_\_\_ my friend, Frank.

When we sang there was a loud \_\_\_\_\_.



## Unit 6



**d dd** duck paddle

### List Words

send ●●●●●  
 drip \_\_\_\_\_  
 down \_\_\_\_\_  
 food \_\_\_\_\_  
 done \_\_\_\_\_  
 lady \_\_\_\_\_  
 sold \_\_\_\_\_  
 door \_\_\_\_\_  
 grade \_\_\_\_\_  
 sound \_\_\_\_\_  
 dark \_\_\_\_\_  
 beside \_\_\_\_\_  
 die \_\_\_\_\_  
 dead \_\_\_\_\_  
 hundred \_\_\_\_\_  
 drive \_\_\_\_\_  
 dream \_\_\_\_\_  
 dear \_\_\_\_\_  
 weekend \_\_\_\_\_  
 paddle \_\_\_\_\_  
 middle \_\_\_\_\_  
 thousand \_\_\_\_\_  
 decide \_\_\_\_\_  
 during \_\_\_\_\_  
 double \_\_\_\_\_

### Grapheme Chart

letters	words

1 Circle the letter(s) that represent in each List Word.

2 Write any other letter(s) that can represent on the Grapheme Chart.

Write one word example for each.

3 Draw one dot for every sound in each List Word with a line beside it; for example, *bend* ●●●●●; *door* ●●.

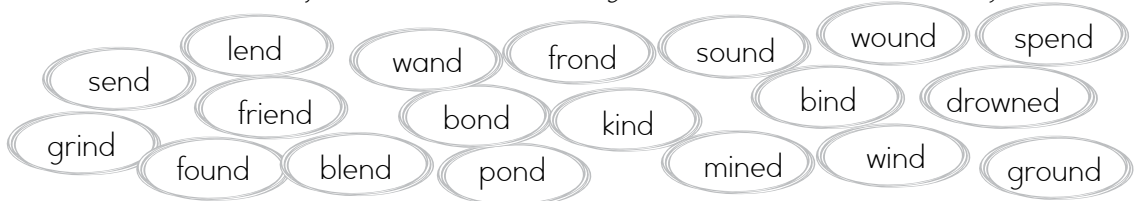
4 Read the clues. Finish the words. Some are List Words.

dr \_\_\_\_\_ light rain  
 dr \_\_\_\_\_ make a car go  
 dr \_\_\_\_\_ a tap does this  
 dr \_\_\_\_\_ we do this asleep  
 \_\_\_\_\_ nd finish  
 \_\_\_\_\_ nd mix  
 \_\_\_\_\_ nd can't see  
 \_\_\_\_\_ nd part of an arm

5 Write the letters **dr**, **br** or **cr** to finish these words.

\_\_\_\_\_aw    \_\_\_\_\_eak    \_\_\_\_\_eak    \_\_\_\_\_ow    \_\_\_\_\_ow  
 \_\_\_\_\_aft    \_\_\_\_\_aft    \_\_\_\_\_ibble    \_\_\_\_\_um    \_\_\_\_\_umb  
 \_\_\_\_\_ain    \_\_\_\_\_ain    \_\_\_\_\_ane    \_\_\_\_\_eam    \_\_\_\_\_eam

6 Colour words that rhyme with **end** blue, **find** green, **round** brown and **fond** yellow.



7 Write the List Words that are antonyms for the words in the brackets.

➤ Turn to **10** on page 79.

We went to the post office to \_\_\_\_\_ the parcel. (receive)

There was a \_\_\_\_\_ duck floating in our pool. (live)

The farmer \_\_\_\_\_ a thousand cows. (bought)

Inside, the cave was very \_\_\_\_\_. (light)

I like going \_\_\_\_\_ hills in my go-cart. (up)



# SOUNDS IN FOCUS™

8 Add **ing** to these words. Join each word to its clue.

✚ We often double the last letter if it comes straight after the letters **a, e, i, o, u** if they represent , , , ,  before we add **ing**.

pad _____ •	• getting married	prod _____ •	• offer a price
nod _____ •	• soft material	bid _____ •	• poking
wed _____ •	• moving head	bud _____ •	• start of a flower

9 Use one word from each box to make compound words. Use each word once only.

✚ Compound words are made by joining two words; for example, **in + side** becomes **inside**.

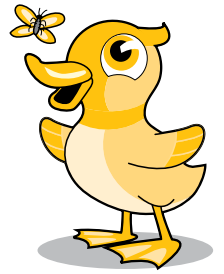
play  
be  
week  
lady  
drive  
door

end  
bell  
ground  
bird  
side  
way

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

























































10 Rewrite these words, adding **s** or **es** to each one.

➤ Turn to **5a** on page 78.

dream \_\_\_\_\_ dress \_\_\_\_\_ fizz \_\_\_\_\_

ditch \_\_\_\_\_ paddle \_\_\_\_\_ beside \_\_\_\_\_

11 Colour the correct letter choices in the sound boxes for each picture name. Write the words on the lines. The sound boxes on pages 80 and 81 will help you.

	            	_____
100	            	_____
1,000	            	_____
	            	_____

## Challenge

Unjumble the letters to make pairs of rhyming words. The first word in each pair is a List Word.

edlimd      enod      nsuod      rodo      cedeid      nudgri

\_\_\_\_\_

diefdl      ntus      udofn      enros      isdeeb      gciunr

\_\_\_\_\_

## Unit 10



**g gg** girl egg



### List Words

again \_\_\_\_\_  
 green \_\_\_\_\_  
 grams \_\_\_\_\_  
 begin \_\_\_\_\_  
 gulp \_\_\_\_\_  
 games \_\_\_\_\_  
 great \_\_\_\_\_  
 grown \_\_\_\_\_  
 grey \_\_\_\_\_  
 forget \_\_\_\_\_  
 grass \_\_\_\_\_  
 agree \_\_\_\_\_  
 guess \_\_\_\_\_  
 ugly \_\_\_\_\_  
 garage \_\_\_\_\_  
 together \_\_\_\_\_  
 beginning \_\_\_\_\_  
 grate \_\_\_\_\_  
 guide \_\_\_\_\_  
 guest \_\_\_\_\_  
 guessed \_\_\_\_\_  
 wriggle \_\_\_\_\_  
 octagon \_\_\_\_\_  
 hexagon \_\_\_\_\_  
 pentagon \_\_\_\_\_

### Grapheme Chart

letters	words

1 Circle the letter(s) that represent in each List Word.

2 Write any other letter(s) that can represent on the Grapheme Chart. Write one word example for each.

3 Draw one dot for every sound in each List Word with a line beside it; for example, *greet* ●●●●●; *glass* ●●●●●.

4 Colour the letters **g** or **gg** if they represent in the word.

green together rough age though garage pentagon  
 again wriggle fight gem during agreed beginning

5 Write words containing **gl** or **gr** to match the clues. Some are List Words.

plant \_\_\_\_\_ say yes \_\_\_\_\_  
 a colour \_\_\_\_\_ measurement \_\_\_\_\_  
 pleased \_\_\_\_\_ used in windows \_\_\_\_\_  
 a colour \_\_\_\_\_ worn on hands \_\_\_\_\_

6 Write the List Words that fit to show where you hear in the word.

first	second	third	fifth	sixth
_____	_____	_____	_____	_____

7 Unjumble the letters to make pairs of homophones. All but one are List Words. Finish the sentences with your words.

✚ Homophones are words that sound the same but have different spelling; for example, *be* – *bee*.

aegrt \_\_\_\_\_ wgnro \_\_\_\_\_ utseg \_\_\_\_\_  
 trgea \_\_\_\_\_ agnor \_\_\_\_\_ eessdug \_\_\_\_\_  
 Mum \_\_\_\_\_ which friend I had invited as my \_\_\_\_\_.  
 The chef gave me a \_\_\_\_\_, big chunk of cheese to \_\_\_\_\_.  
 The little bear gave a \_\_\_\_\_. A \_\_\_\_\_-up bear appeared.

8 Rewrite these words, adding **ed** and **ing**.

✚ If a word ends in **e**, we usually take off the **e** before we add **ing**; for example, *take* – *taking*.  
When adding **ed** to a word that ends in **e**, we usually just add **d**.

grate \_\_\_\_\_ wiggle \_\_\_\_\_  
guide \_\_\_\_\_ drag \_\_\_\_\_

9 Rewrite the words in brackets, adding **s**, **es**, **ed** or **ing** to complete the sentences.

There were many kinds of \_\_\_\_\_ in the field. (grass, grow)

Grace \_\_\_\_\_ and \_\_\_\_\_ if she doesn't know the answers. (grin, guess)

The goldfish \_\_\_\_\_ in air as it \_\_\_\_\_ on the floor. (gulp, wriggle)

Gran keeps \_\_\_\_\_ the \_\_\_\_\_ of the song. (forget, begin)

10 **Make** List Words by blending the sounds represented by the sound boxes. **Colour** the correct letter choices in the sound boxes for the words. **Write** the words on the lines.

g gg u o l ll p pp

er ar or a e i o u g gg r rr wr ee e ea y ey

g gg ai ay a\_e a m mm mb z zz s se

f ff ph er ar or a e i o u g gg e ea t tt

t tt er ar or a e i o u g gg e ea th er ar or a e i o u

p pp e ea n nn kn t tt er ar or a e i o u g gg o a n nn kn

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Challenge

Complete the following tasks.

1. **Join** the words in alphabetical order.
2. **Write** the number of sides and corners in the centre of each shape.
3. **Unjumble** the letters of the List Words below to find the name of each shape.
4. **Circle** the prefix that starts each unjumbled word.
5. **Find** the meaning of the prefix in your dictionary.



together

again

guess

begin

grey

a e g n n o p t

wriggle

garage

ugly

hexagon

pentagon

octagon

x a o e n h g

guessed

guess

guest

green

guide

great

grams

grate

o a o c g n t

## Unit 30



**z zz s se** zebra puzzle bears cheese

### List Words

lose  
enclose  
desert  
grease  
freeze  
dazzling  
excuse  
cause  
adviser  
disease  
position  
anxiety  
scissors  
desirable  
organise  
apologise  
exercise  
sausages  
applause

### Grapheme Chart

grapheme	word

1 Colour the grapheme that represents in each List Word.

2 Turn to page 84 or use **SLW29**. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letter(s) that can represent on the Grapheme Chart. Write one word example for each.

4 Write the List Words that include the following graphemes to fit on the lines.



\_\_\_\_\_ se      \_\_\_\_\_ g \_\_\_\_\_ s \_\_\_\_\_  
 \_\_\_\_\_ s \_\_\_\_\_      \_\_\_\_\_ s \_\_\_\_\_ se  
 \_\_\_\_\_ se      \_\_\_\_\_ s \_\_\_\_\_      \_\_\_\_\_ | \_\_\_\_\_ se      \_\_\_\_\_ s \_\_\_\_\_  
 \_\_\_\_\_ s \_\_\_\_\_      \_\_\_\_\_ x \_\_\_\_\_ s \_\_\_\_\_      \_\_\_\_\_ s \_\_\_\_\_      \_\_\_\_\_ zz \_\_\_\_\_  
 \_\_\_\_\_ ze      \_\_\_\_\_ ss \_\_\_\_\_ s      \_\_\_\_\_ x \_\_\_\_\_      \_\_\_\_\_ s \_\_\_\_\_

5 Write the base words from which these words have been built.

loser _____	because _____	enclosure _____
greasy _____	dazzling _____	apologetic _____
advisory _____	desirable _____	inexcusable _____
freezing _____	anxieties _____	disorganised _____

6 Fill the empty sound boxes to represent the sounds in each homograph.

Mechanics use oil to **grease** car parts.

**Grease** is very difficult to remove from clothing.

A **desert** is a harsh, hot, dry environment.

You wouldn't want anyone to **desert** you there.

7 Unjumble each List Word part.

Colour-code one word part from each column.

Write the List Word on the line.

pap	tiey	_____
xe	selua	_____
nax	glni	_____
zazd	suec	_____

ne	seea	_____
ed	rosss	_____
sid	ecosl	_____
isc	tres	_____

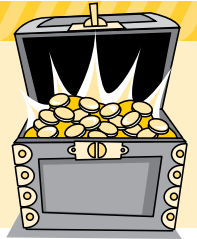
8 Unjumble each List Word part. Form a List Word with each set of word parts.

xe seci re \_\_\_\_\_ a lop o seig \_\_\_\_\_ noit i sop \_\_\_\_\_

se ga ussa \_\_\_\_\_ da res iv \_\_\_\_\_ nag sei ro \_\_\_\_\_



**s si** treasure television



## List Words

usually  
pleasure  
leisure  
collision  
massage  
decision

- Colour** the grapheme that represents in each List Word.
- Turn** to page 84 or use **SLW29**. Count the sounds and identify all the graphemes in each List Word.
- Write** any other letter(s) that can represent on the Grapheme Chart. **Write** one word example for each.
- Cross out** the words where you hear . **Answer** the question that is left.

Which measure country treasure lies leisure to  
pleasure the revision north division of indecision  
Australia and massage has camouflage in its name? \_\_\_\_\_

- Circle** the word in each pair that would come first in the dictionary.  
usually pleasure decision leisure provision collision measure division  
unusually pleasant decisive lesion providing collection measles divisor

## Grapheme Chart

grapheme	word

- Write** the word from the brackets that could be on a dictionary page with the pair of guide words.

(collar, collision)

(decision, declare)

(leisure, legal)

collect \_\_\_\_\_ collude deceive \_\_\_\_\_ deck legend \_\_\_\_\_ lemon

(plenty, pleasure)

(prowl, provision)

(utter, usually)

play \_\_\_\_\_ pledge provide \_\_\_\_\_ provoke useful \_\_\_\_\_ utensil

## Challenge

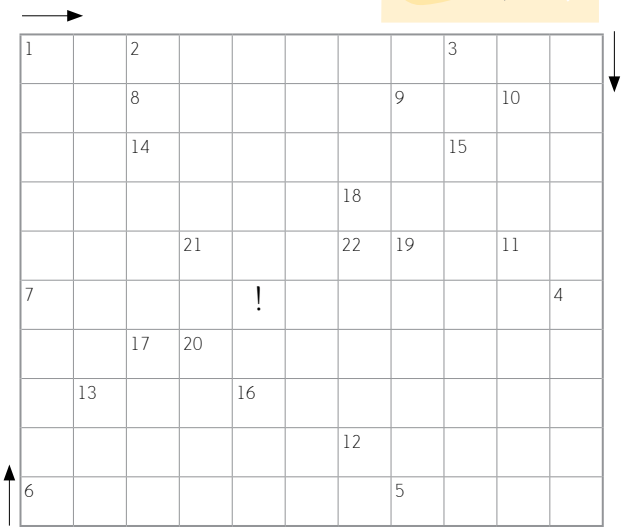
**Write** answers to the clues starting from 1, and work around the outside and into the middle of the grid. The numbers indicate the start of each word. Each word overlaps the one before so that they share some letters. Some answers are List Words from both pages of this unit.

★ **Write the answers out on paper first.**



### Overlapping crossword

- Snow White ate this fruit.
- rhymes with *measure*
- noun from *revise*
- adjective from *nation*
- adverb from *leisure*
- not telling the truth
- adjective from *grace*
- adverb from *usual*
- stretchy material
- rhymes with, and means *smash*
- part of body between top of the arm and the neck
- verb from *reflection*
- gold coins, precious gems
- to create again
- noun from *televise*
- rhymes with *reed*
- noun from *decide*
- head movement
- noun for *divide*
- zero, \_\_\_\_\_, two
- \_\_\_\_\_ , easier, easiest
- opposite of *no*



## Unit 21



ar a star glass

### List Words

paragraph  
balm  
plaster  
fastened  
masterful  
parlour  
parsley  
heartily  
monarch  
millibar  
guardian  
departure  
partial  
sarcastic  
sarcasm  
articulate  
artificial  
memoirs  
sergeant  
Antarctic  
participated  
parliament  
parliamentary  
disheartened  
argumentative  
Antarctica

- 1 Colour the grapheme that represents ar a in each List Word.
- 2 Turn to page 82 or use SLW20. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letter(s) that can represent ar a on the Grapheme Chart. Write one word example for each.
- 4 Circle the words where you hear ar a in each column. Use your dictionary to help with the pronunciation of unfamiliar words.

### Grapheme Chart

grapheme	word

parsnip	fastener	camera	alphabet	tearful	memoirs
marry	tomatoes	paragraph	almond	heard	coir
arrange	cabbage	sergeant	balmy	hearty	choir
impartial	eliminate	material	balcony	dishearten	reservoir

- 5 Write the graphemes to represent ar a to finish these List Words.  

pl__ster	p__lour	Ant__ctic
memo__s	h__tily	
gu__dian	s__casm	
dep__ture	dish__tened	
- 6 Write the digraphs to finish these List Words.  

mi__ib__	__ticult__t__
s__ant	__tifi__al
p__sl__	p__l__ment
mon__	p__l__mentary

- 7 Underline the word **are** and another word that can form a contraction in each sentence. Write the contraction on the line at the end of the sentence.

👉 Turn to **9** on page 86.

Paragraphs are common in writing but they are not found in poems. \_\_\_\_\_

Generally, they are called a stanza or verse. \_\_\_\_\_

We are going on a tour of the courts with our teacher this week. \_\_\_\_\_

Your class is going next week and you are going to the same place. \_\_\_\_\_

- 8 Complete the sentences containing comparisons, using the words in the brackets.

👉 Turn to **10** on page 86.

This week's weather is \_\_\_\_\_ than last week's weather. (balmy)

The plasterer fastened the \_\_\_\_\_ artwork ever seen, on the wall. (wonderful)

Mark was the \_\_\_\_\_ of all the participating debaters. (articulate)

My mother makes the \_\_\_\_\_ soup in town. (hearty)

That person is the \_\_\_\_\_ of all the people I know. (sarcastic)

That flower decoration is \_\_\_\_\_ in appearance than mine. (artificial)





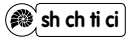
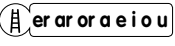

9 Read the dictionary entry for the word **partial**. Answer the questions below.

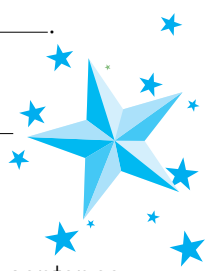
**partial** (say par-shuhl) adjective

- not complete; forming only a part (*partial success, partial deafness*)
- biased, showing unfair support or favouritism (*The umpire was partial to one team.*)
- (followed by *to*) having a liking for (*She's partial to hot chocolate drinks.*)

**Word building:** *partiality* (par-shee-al-uh-tee) (noun) *partially* (adverb) *partialness* (noun)

**Word history:** from Latin root *pars part*

- Circle the letters that are stressed when you pronounce the headword. **par-tial**
- Write the letters that this dictionary uses to show you how to pronounce  \_\_\_\_\_  
 \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_.
- What part of speech is the word **partial**? \_\_\_\_\_
- Write the words that can be built from the word **partial**. noun \_\_\_\_\_  
adverb \_\_\_\_\_ noun \_\_\_\_\_
- From which language did this word originate? \_\_\_\_\_
- Write a number from 1 to 3 to show which meaning for **partial** has been used in this sentence.
  - My dog, Sophie, is very partial to dog biscuits. \_\_\_\_
- Write words built from the headword to complete these sentences.
  - The operation to restore movement to my injured leg was only \_\_\_\_\_ successful.
  - The little boy's \_\_\_\_\_ for scary films worried his mother.



10 Colour-code one word part from each column to form List Words. Write the words on the lines.

guar	par	ful	_____
de	cas	ment	_____
sar	ti	an	_____
par	ter	ly	_____
hear	lia	ture	_____
mas	di	tic	_____

dis	tic	fici	ed	_____
ar	lia	u	pated	_____
ar	men	ten	late	_____
par	ti	i	tary	_____
par	hear	ta	al	_____
argu	tic	men	tive	_____

## Challenge

Write the List Words, horizontally, to match the clues. Find the List Word hidden diagonally.

### Clues

- leaving
- not natural
- bitter comments
- ruling king or queen
- quarrelsome
- army rank
- recorded memories
- South Pole region
- speak clearly
- caretaker
- country's law making group
- took part

Hidden List Word: \_\_\_\_\_

# SOUNDS IN FOCUS™



## KEY INFO:

- ★ Whole-school programme
- ★ Seven-level series
- ★ Online portal



The *Sounds in Focus* programme is most effective when used in conjunction with the *Sounds in Focus* online portal, which has a wide range of support materials.

***Sounds in Focus* is a whole-school spelling and language programme that supports language proficiency by continually developing skills in spelling, vocabulary, grammar and writing.**

With the pupil book for each class, pupils engage in stimulating activities, helping them to:

- explore phonemes
- identify and discover graphemes
- develop strategies for spelling
- further explore and extend vocabulary.

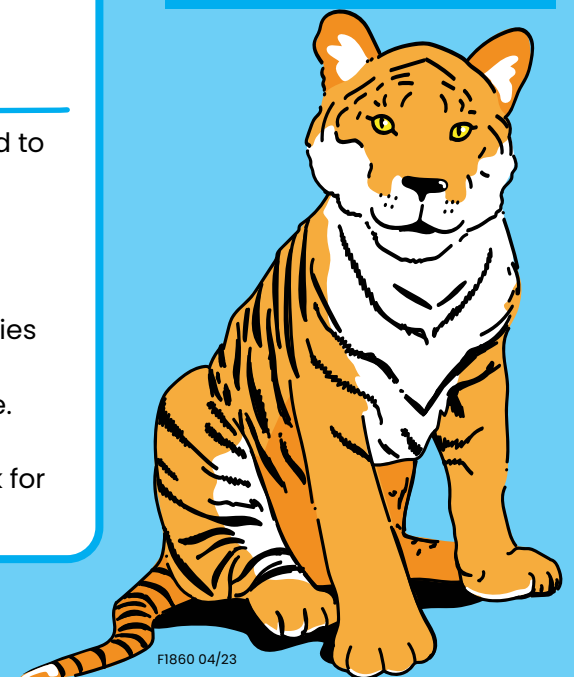
Each teacher guide provides teachers with everything they need to implement *Sounds in Focus*, including:

- a comprehensive weekly programme
- explicit teaching directions
- pupil book answers
- ideas for consolidation, and differentiation games and activities
- chants and actions
- hints, tips and explanations for implementing the programme.

Extension word lists are included at the back of every pupil book for stimulation and differentiation.

## Pupil Books

	Code	Price (with portal access)
SI	2460	€11.99
1	2461	€11.99
2	2462	€11.99
3	2463	€11.99
4	2464	€11.99
5	2465	€11.99
6	2466	€11.99



The samples included may vary from the final edited versions in the books or eBooks.

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