











Digraphs - words and pictures





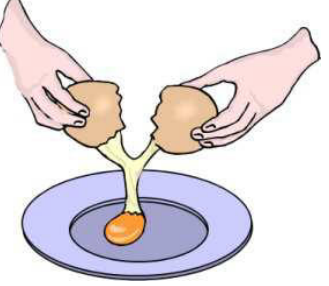


juice

Read the sounds and their words in this section out loud, being careful to say and hear the differences clearly. Exaggerate your mouth actions.

<p>ay as in day</p> <p>ai</p>	<p>ar</p>	<p>or</p> <p>ar</p>	<p>air</p> <p>ar</p>	<p>or</p> <p>au</p>
<p>aitch</p>	<p>armchair</p>	<p>dwarf</p>	<p>canary</p>	<p>August</p>
				

<p>o as in on</p> <p>au</p>	<p>ar</p> <p>au</p>	<p>or</p> <p>aw</p>	<p>ay</p> <p>ay</p>	<p>ch</p>
<p>sausage</p>	<p>aunt</p>	<p>paw</p>	<p>hay</p>	<p>chick</p>
				

<p>sh</p> <p>ch</p> <p>chef</p>	<p>k</p> <p>ch</p> <p>choir</p>	<p>k</p> <p>ck</p> <p>peacock</p>	<p>e as in red</p> <p>ea</p> <p>head</p>	<p>ay as in day</p> <p>ea</p> <p>break</p>
				

<p>ee as in tree</p> <p>ea</p> <p>beak</p>	<p>ay as in day</p> <p>ei</p> <p>sleigh</p>	<p>ee as in tree</p> <p>ei</p> <p>ceiling</p>	<p>i as in ice</p> <p>ei</p> <p>height</p>	<p>(trigraph) air</p> <p>eir</p> <p>their (team)</p>
				

Digraphs with sentences



Don't attempt to be able to all read the sentences at their first reading. Do a few at a time, and incorporate lots of talking and discussions about the words, sounds, letter shapes and meanings in each sentence. Repetition is also important, with recalling previous learnings and adding new ones to stretch the learner a little bit further each day.

Also look for other words which have the same sound - for example, on the first page, other *aysounding* words are *eighth*, *Amy* and *stay*.

The better the ears and eyes to notice detail, the better the reading! Exaggerate mouth movements, and use a mirror quite often.

ai

ayas in bay

tail

aitch

aim

train



quail tail



aitch



straight aim



train rails

'What a quaint little tail that quail has!' whispered Ailsa to Aiden.

Aitch is the eighth letter of the English alphabet. Can you spell aitch?

'Aim straight for the target, Amy!'

My mail train often fails to stay on the rails - and so it has a crash.

ar

ar as in art
 ə* as in collar
 air as in canary

*the schwa is a soft grunt vowel sound

armchair

arch

collar

canary



armchair



arch



collar (collə*)



canary (cən-air-ry)

'This **armchair** is **artistic** in design and rather comfortable,' observed **Arthur**.

'Just look at the way that man can **arch** his back!' remarked **Marlene**.

'**Archy**! Here boy! **Collar** on and then let's go walkies! Good dog, **Archy**.'

My **canary** sings to me every day.

ck

k as in king

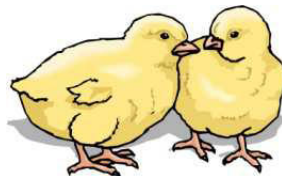
chicks

bricks

truck

peacock

paddock



chicks



blocks truck



peacock



paddock (pad-dak)

I'll **check** if our **chicks** have enough **chicken** feed to **peck** on as a **snack**.

My toy **truck** will **pick** up all the **blocks** to help **pack** them away.

'The **peacock** is displaying his fantail! **Quick!** Come and watch!' yelled **Jack** and **Vicky** to Lachlan.

Our **back** **paddock** has lots of good grass after the recent summer rain.

ui

*i as in igloo
ee as in sweet*

Note: The *ui* letters are often linked to the letter *q* to create the sound *kwi*, and are included here as a discussion topic. Also note the *ui* letters in *suite* (pron. *sweet*) meaning a group.

quiz

liquid

squirrel

build

squid

penguin
(schwa)

suite



quiz



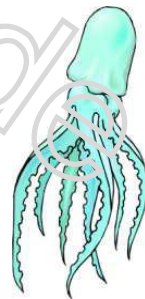
liquid (lick-əd)



squirrel



build



squid



penguin (pen-gwən)



suite (sweet)

'Let's do a **quick quiz** on all the ways to measure **liquids**,' suggested the visiting physics professor.

Squirrels eat nuts, seeds, fungi, flower buds and insects.

A **builder** always needs the right tools and **equipment** to do a good job.

Do **penguins** eat **squid**?

I'm not sure that I like this dining **suite** ...