



Pupil Workbook  
Level 3 Week 5  
igh oa

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

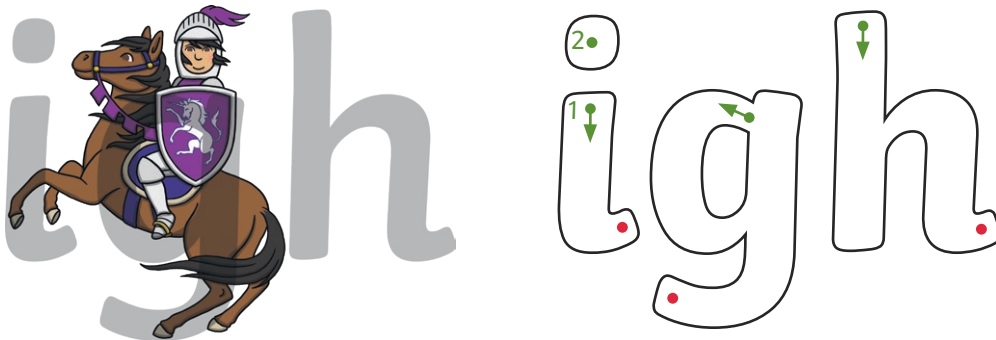
Focus: igh



# igh

Hold one arm across your body as if holding a shield and pat it with your other hand.

1. Form the trigraph.



igh \_\_\_\_\_

igh \_\_\_\_\_

igh \_\_\_\_\_

igh \_\_\_\_\_

Focus: igh

## 2. Read the tricky word.

Colour the parts of the word you find tricky.

my

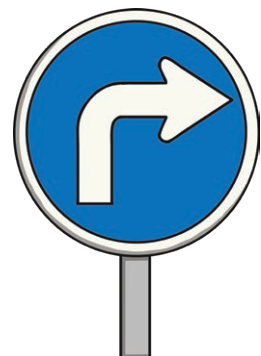
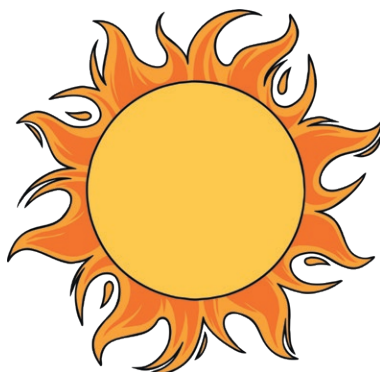
## 3. Read and match.

Read these words and draw lines to match them to the correct pictures.  
Add in sound buttons to help you.

right

sunlight

high



Focus: igh

4. Read the sentences.

Tick the sentence that matches the picture.

- Mum hugs Kit tight at night.**
- Mum hugs Kit tight in the sunlight.**
- Mum is with a night light.**



5. Complete the silly sentences.

Choose from the words below.

She will not \_\_\_\_\_ at the \_\_\_\_\_.

We \_\_\_\_\_ go to bed if it is \_\_\_\_\_.

Word Bank  
**sigh, night, might, light**

6. Write the sentence.

Listen to the sentence and write it down.

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How confident do you feel?



Focus: igh

1. Form the letters and write the words.



light \_\_\_\_\_



sigh \_\_\_\_\_



night \_\_\_\_\_



fight \_\_\_\_\_



Focus: **igh**

## 2. Read the tricky word.

Colour the parts of the word you find tricky.

my

## 3. Alphabet match.

Draw a line to match the capital letters to their lower-case partners.

**A**

**F**

**L**

**R**

**J**

**f**

**j**

**l**

**a**

**r**

## 4. Read the sentences.

Sound out and blend the sounds to read the words.  
Underline **igh** every time you see it.

**She has to pull the tights up to her thighs.**

**It might rain tonight.**

**I hop with delight at the sight of my mum.**

Focus: igh

## 5. Spell the words.

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 6. Write the sentence.

Listen to the sentence and write it down.

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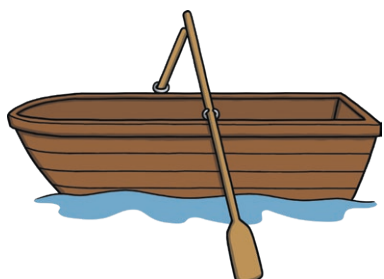
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How confident do you feel?



Focus: **oa**

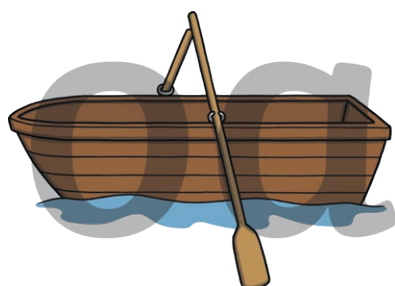


oa



Pretend to row  
your boat.

1. Form the digraph.



oa

oa

oa

oa

oa



Focus: **oa**

## 2. Spell the tricky words.

Which is the tricky part of the word? Why is it tricky? Colour the tricky part in a different colour. Cover the words and write each one twice.

no

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

go

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

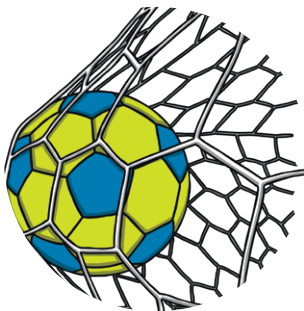
I

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

## 3. Read and match.

Read these words and draw lines to match them to the correct pictures. Add in sound buttons to help you.

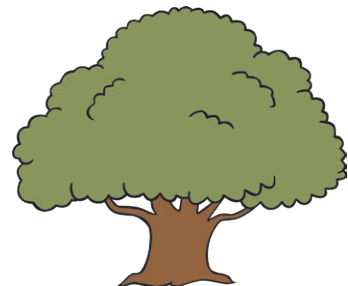
**o a k**



**g o a l**



**t o a d**



Focus: **oa**

#### 4. Read the sentences.

Tick the sentence that matches the picture.

**A load of kids got on the tugboat.**

**A foal is on the coach.**

**A load of kids got on the coach.**



#### 5. Complete the silly sentences.

Choose from the words below.

My \_\_\_\_\_ fell into the \_\_\_\_\_.

We might put a \_\_\_\_\_ in the big \_\_\_\_\_.

Word Bank  
**oak, coat, moat, toad**

#### 6. Write the sentence.

Listen to the sentence and write it down.

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How confident do you feel?



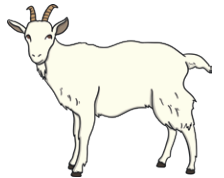
Focus: oa

1. Form the letters and write the words.

goat

goat

\_\_\_\_\_



road

road

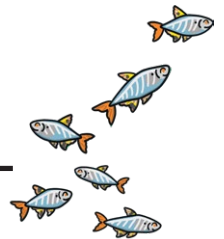
\_\_\_\_\_



shoal

shoal

\_\_\_\_\_



soak

soak

\_\_\_\_\_



Focus: **oa**

## 2. Spell the tricky words.

Which is the tricky part of the word? Why is it tricky? Colour the tricky part in a different colour. Cover the words and write each one twice.

no

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

go

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

I

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

## 3. Alphabet match.

Draw a line to match the capital letters to their lower-case partners.

**D**

**a**

**P**

**g**

**I**

**i**

**G**

**p**

**A**

**d**

## 4. Read the sentences.

Sound out and blend the sounds to read the words.  
Underline **oa** every time you see it.

**I moan at the cockroach in my coat.**

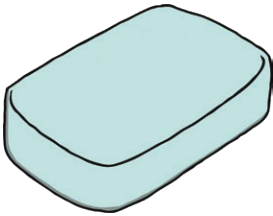
**My toad is going to be in goal.**

**He has to load the coal onto the boat.**

Focus: **oa**

## 5. Spell the words.

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 6. Write the sentence.

Listen to the sentence and write it down.

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How confident do you feel?



Focus: igh oa

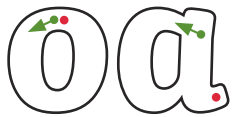
# igh oa

## 1. Form the digraph/trigraph.



igh

\_\_\_\_\_



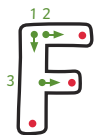
oa

\_\_\_\_\_

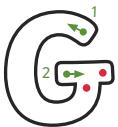
## 2. Form the capital letters.



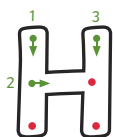
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



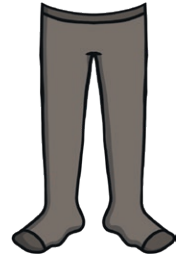
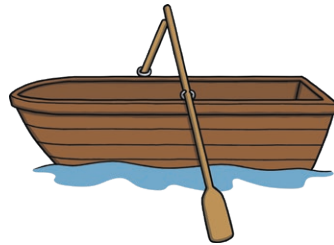
\_\_\_\_\_

Focus: **igh** **oa**

### 3. Read and match.

Draw lines to match the words to the correct pictures. Add in sound buttons to help you.

**tights**      **oak**      **thigh**      **boat**



### 4. Read the sentences.

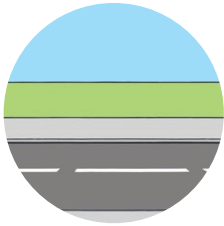
Sound out and blend the sounds to read the words. Remember, you can add sound buttons to help you.

**Kit and Sam sit in a boat on a moat. Kit gets a toad and puts it right onto Sam's thigh. The toad is wet and soaks her tights. Sam is keen on the toad and yells with delight. Mum sighs at the sight of the toad and the tights. Tonight, Sam has to put the toad back in the moat with a shoal of fish.**

Focus: igh oa

## 5. Spell the words.

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 6. Write the sentences.

Listen to the sentences and write them down.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How confident do you feel?

