

FREE PRINTABLE · GRADE 1

# Reading Starter Pack

Set 1 · The first six sounds — s a t p i n

A complete, ready-to-print week of systematic phonics: sound cards, blending ladders, a fully decodable story, comprehension, handwriting and a one-minute fluency check.

**12**  
pages

**6**  
sounds taught

**1**  
decodable story

Written by **Daisy Jane Escaro**  
Licensed Professional Teacher · Reading Intervention Specialist  
[daisyjanees@gmail.com](mailto:daisyjanees@gmail.com)

## How to use this pack

One set takes about five short sessions — 15 to 20 minutes each. Go at the child's pace, not the calendar's.

### The five-day rhythm

1. **Day 1 — Sounds.** Page 3. Say each sound, not the letter name. s is "sss", not "ess".
2. **Day 2 — Blending.** Page 4. Slide the sounds together slowly, then say the word fast.
3. **Day 3 — Words & sight words.** Pages 5–6. Read across, then down. Repeat until smooth.
4. **Day 4 — Story.** Pages 7–8. First read for accuracy, second read for expression, then answer the questions.
5. **Day 5 — Write & check.** Pages 9–11. Handwriting, then the one-minute fluency check.

### Why this order

Every word in this pack is **decodable** — the child can sound out each one using only the six letters taught here, plus a small set of high-frequency words listed on page 6. Nothing has to be guessed from a picture. That is what makes a struggling reader feel capable instead of caught out.

### If the child stumbles

- Don't say "sound it out" again. Model it yourself, then have them copy you.
- Three errors in a row means the step is too hard — go back one page, not forward.
- Short and daily beats long and weekly. Ten good minutes is a real lesson.
- Finish on something they can do well. Confidence is part of the curriculum.

### What you need

Printer

Pencil

Timer or phone

Quiet 15 minutes

## Six sounds to start

Point to each letter. Say the **sound** it makes. Then say the key word. Cut these out as cards if you like.

**s**

"sss"  
like a snake

**a**

"aaa"  
like *apple*

**t**

"t"  
like *tap*

**p**

"p"  
like *pan*

**i**

"iii"  
like *igloo*

**n**

"nnn"  
like *net*

### Teacher note

Keep the sound clean and short. Say "t", not "tuh" — the extra *uh* is the single most common reason blending falls apart later. Stretchable sounds (s, a, i, n) can be held; stop sounds (t, p) cannot.

### Quick game — Sound hunt

Say a sound. The child finds something in the room that starts with it. Two minutes, no writing. This builds the ear before the eye.

## Blending ladder

Only one sound changes each time. Slide your finger under the word as you say it — slowly first, then fast.

1 a t

2 s a t

3 p a t

4 p a n

5 t a n

6 t i n

7 p i n

8 p i t

9 s i t

10 s i p

11 n i p

12 n a p

### How to model it

**You:** "sss — aaa — t. sat." **Child:** repeats. Then the child does it alone. If they say the sounds but not the word, hold the first two sounds together — "sssaaa ... t" — and let the word fall out.

## Word bank

Read across each row. Time the last row if the child enjoys a challenge — never if it makes them tense.

sat

pat

tap

nap

pan

tan

tin

pin

pit

sit

sip

nip

tip

at

it

in

an

as

spin

snap

## Build a word

Write the word your grown-up says. Say each sound as you write it.

---

---

---

---

---

---

---

---

### Words to dictate

sat · pin · nap · tip — say the word, use it in a sentence, then say it again.

## Words we learn by heart

The first four words appear in the story but cannot yet be sounded out. The rest *can* be sounded out — read them both ways. Learn them by sight — look, say, cover, write, check.

the

a

I

said

and

is

at

in

it

an

### Look · Say · Cover · Write · Check

| WORD | WRITE IT | WRITE IT AGAIN | ✓ |
|------|----------|----------------|---|
| the  |          |                |   |
| said |          |                |   |
| and  |          |                |   |
| I    |          |                |   |
| a    |          |                |   |

#### Teacher note

Keep this list short. A child who knows ten sight words securely reads better than one who half-knows fifty. Add the next set only when all five are automatic — recognised in under a second, without sounding out.

## Pip and Nan

Pip sat in a pit.

“I sit in a pit!” said Pip.

Nan is at the pit.

Nan taps a tin pan.

Tap, tap, tip, tap!

Pip taps a tin.

Pip and Nan spin.

Nan sits. Pip sits.

“Sit and nap,” said Nan.

Pip and Nan nap.

— The end —

### Read it twice

**First read:** accuracy. Sound out anything tricky, no rushing. **Second read:** expression. Make the taps loud and the last line sleepy.

## Let's talk about the story

Ask these out loud first. Write the answers only if the child is ready — talking counts as comprehension.

**1. Where did Pip sit?**

---

**2. Who came to the pit?**

---

**3. What did Nan tap?**

---

**4. What did Pip and Nan do at the end?**

---

**5. Do you think Pip liked the pit? Why?**

---

### Going deeper

Question 5 has no single right answer — that is the point. A child who can explain *why* they think something is building the reasoning that carries them into Grade 3 and beyond.

### Draw it

Ask the child to draw their favourite part on the back of this page, then tell you about it in one full sentence.

## Trace, then write

Trace the grey letters. Then write them on your own on the next line.

s s s s s s    a a a a a a

t t t t t t    p p p p p p

i i i i i i    n n n n n n

### Write the words

sat    pin    nap

### Write your own sentence about Pip

#### Teacher note

Watch the pencil grip more than the letters. A relaxed tripod grip and a start-at-the-top habit are worth more this year than perfectly even letters.

## One-minute word read

Set a timer for 60 seconds. The child reads across the rows. Mark any word they miss with a small dot. Stop at one minute.

|     |     |      |     |      |
|-----|-----|------|-----|------|
| sat | pin | tap  | nap | tin  |
| pan | sit | spin | tip | at   |
| nip | tan | pat  | sip | pit  |
| it  | in  | an   | as  | snap |

| DATE | WORDS READ | WORDS MISSED | CORRECT PER MINUTE |
|------|------------|--------------|--------------------|
|      |            |              |                    |
|      |            |              |                    |
|      |            |              |                    |
|      |            |              |                    |

### Reading the result

The number matters far less than the **direction**. A child moving from 12 to 18 correct words in three weeks is making excellent progress, whatever a chart says. Repeat the same page each week so the comparison is fair.

## Progress record

Tick when the child can do it confidently and without help, on two different days.

| SKILL                                            | DATE FIRST TRIED | SECURE ✓ |
|--------------------------------------------------|------------------|----------|
| Says all six sounds correctly (s a t p i n)      |                  |          |
| Blends three sounds into a word                  |                  |          |
| Reads 10 words from the word bank                |                  |          |
| Reads the four sight words on sight              |                  |          |
| Reads the story with fewer than 3 errors         |                  |          |
| Answers all five comprehension questions         |                  |          |
| Writes the six letters unaided                   |                  |          |
| Writes a sentence with a capital and a full stop |                  |          |

### Notes for next week

---

---

---

---

---

---

---

---

### Ready for Set 2?

Move on when six of the eight rows above are ticked. Set 2 adds **m, d, g, o, c, k** and opens up short o words. Rushing ahead with gaps is the most common cause of a stall at Grade 3.

# Reader of the Week

This certificate is proudly awarded to

---

for finishing **Set 1 — s a t p i n**  
and for working hard, sound by sound.

---

Teacher

---

Date

## Grade 1 Reading Starter Pack · Set 1

Written by Daisy Jane Escaro · Licensed Professional Teacher  
Reading Intervention Specialist · Cebu, Philippines & Thailand

Free to print and photocopy for classroom, centre and family use. Please do not resell.  
daisyjanees@gmail.com