

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

Date: \_\_\_\_\_

Draw a circle round each letter **b**.

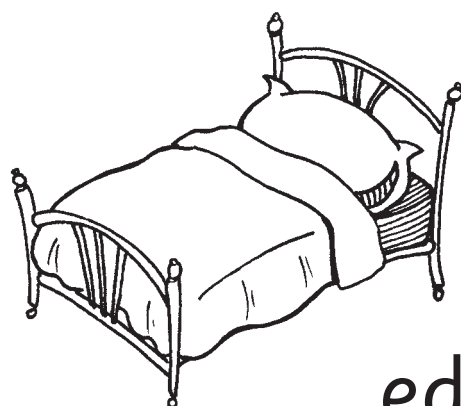
r e **b** a b c e b i m n b o u b b r s b z u  
b a j r a b e g i b r m b o y q b s b g c r  
a b c k e f g b h i y b l m b z o p q b u w

Write the **b** at the beginning of each word.  
Then write the word on the line below.



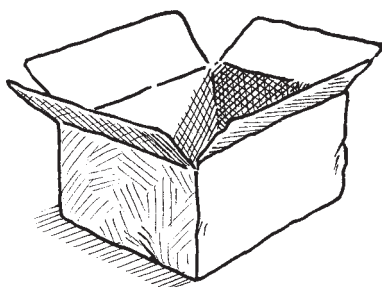
\_\_\_oy

\_\_\_\_\_



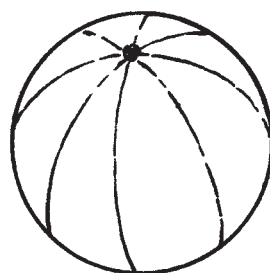
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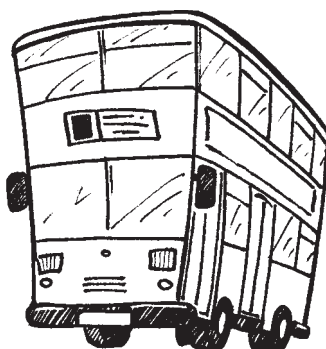
\_\_\_ox

\_\_\_\_\_



\_\_\_all

\_\_\_\_\_



\_\_\_us

\_\_\_\_\_

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

Date: \_\_\_\_\_

Draw a circle round each letter **d**.

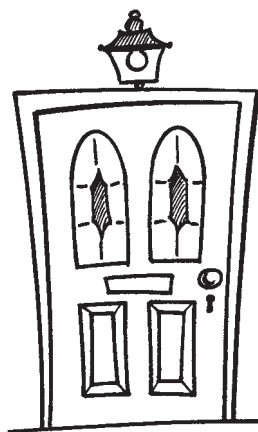
(d) c e i m n d o r s d u v d a e d r s u a  
k x d z a d c d e i h k o l d h i d o z d k  
m g t d r j s l d f y z k s t d r g d y r d

Write the **d** at the beginning of each word.  
Then write the word on the line below.



\_\_\_og

\_\_\_\_\_



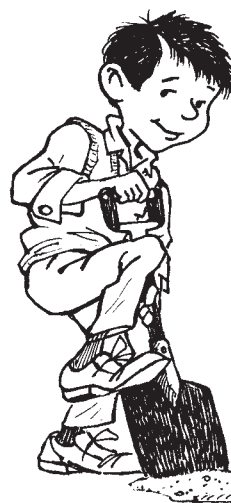
\_\_\_oor

\_\_\_\_\_



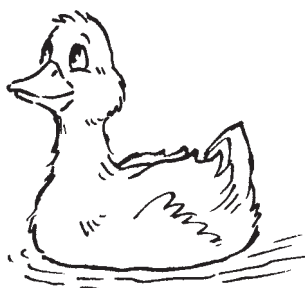
\_\_\_ad

\_\_\_\_\_



\_\_\_ig

\_\_\_\_\_



\_\_\_uck

\_\_\_\_\_

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

Date: \_\_\_\_\_

Colour the words with **b** in **blue**.

Colour the words with **d** in **yellow**.



Write 4 words  
beginning with **b**.

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Write 4 words  
beginning with **d**.

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# TEACHER'S NOTES

This series of books focuses on letters which pupils often find confusing, and aims to help them to feel confident in recognising and writing the letters both in isolation and in text. The vocabulary used in the series has been taken from the word lists as laid down in the National Literacy Strategy for Year R to Year 2 inclusive. Where no suitable illustratable words are available in the lists, simple and familiar words have been used.

Book 1 - **b** and **d**

**This book is in three sections.**

The first focuses on words beginning with or containing **b**.

The second focuses on the letter **d**.

The third section presents work involving both **b** and **d**, encouraging pupils to differentiate between the two letters.

Teachers may not feel it appropriate to use the pages in exactly the same order as they are presented in the book and should use whichever worksheet is relevant to a pupil's needs. The final section where both **b** and **d** are used in the exercises should not be attempted until the teacher feels that the pupil is confident in recognising and writing the letters **b** and **d**.

**Instructions** given on the pages are for the teacher's information or for teachers to read to the pupils. It is not intended that they should be read by the children.

**The Pupil Assessment Sheet** on page 23 is in three parts. The first part should be completed when the pupil has finished the **b** worksheets and the second part when the **d** worksheets have been completed. If the assessment shows that a pupil is not confident with a letter, then more work is needed. The final part of the assessment is only given when the final worksheets on both **b** and **d** have been done.

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