

2

SAXON
Phonics
and
Spelling

PART
1

STUDENT WORKBOOK



Saxon Phonics and Spelling 2

An Incremental Development

Student Workbook (Part One)

Lorna Simmons

Houghton Mifflin Harcourt Publishing Company

Child's Name _____

Assessment 1
(for use with Lesson 5)

Date _____

I	II	III	IV	V	VI	VII	
Knows how many letters are in the alphabet	Knows what a breve is	Recognizes vowels	Recognizes consonants	Codes correctly	Spells isolated sounds correctly	Reads coded words	

Assessment 2
(for use with Lesson 10)

Date _____

I	II	III	IV	V			
Spells correctly	Codes correctly	Knows the vowels	Knows the letters for spelling with k	Reads coded words			

Assessment 3
(for use with Lesson 15)

Date _____

I	II	III	IV				
Spells correctly	Codes correctly	Reads coded words	Reads and comprehends paragraphs				

Assessment 4
(for use with Lesson 20)

Date _____

I	II	III	IV				
Spells correctly	Codes correctly	Reads coded words	Reads and comprehends paragraphs				

Assessment 5
(for use with Lesson 25)

Date _____

I	II	III	IV				
Spells correctly	Codes correctly	Reads coded words	Reads and comprehends paragraphs				

Assessment 6
(for use with Lesson 30)

Date _____

I	II	III	IV				
Spells correctly	Knows the combinations	Reads coded words	Reads and comprehends paragraphs				

Assessment 7
(for use with Lesson 35)

Date _____

I	II	III	IV				
Spells correctly	Codes correctly	Reads coded words	Reads and comprehends paragraphs				

Children's Names

1.		Assessment 1
2.		Assessment 2
3.		Assessment 3
4.		Assessment 4
5.		Assessment 5
6.		Assessment 6
7.		Assessment 7
8.		Assessment 8
9.		Assessment 9
10.		Assessment 10
11.		Assessment 11
12.		Assessment 12
13.		Assessment 13
14.		Assessment 14
15.		Assessment 15
16.		Assessment 16
17.		Assessment 17
18.		Assessment 18
19.		Assessment 19
20.		Assessment 20
21.		Assessment 21
22.		Assessment 22
23.		Assessment 23
24.		Assessment 24
25.		Assessment 25
26.		Assessment 26
27.		Assessment 27
28.		Assessment 28
29.		
30.		
31.		
32.		

Name _____

Long and Short Vowels

1. _____

2. _____

3. _____

4. _____

5. _____

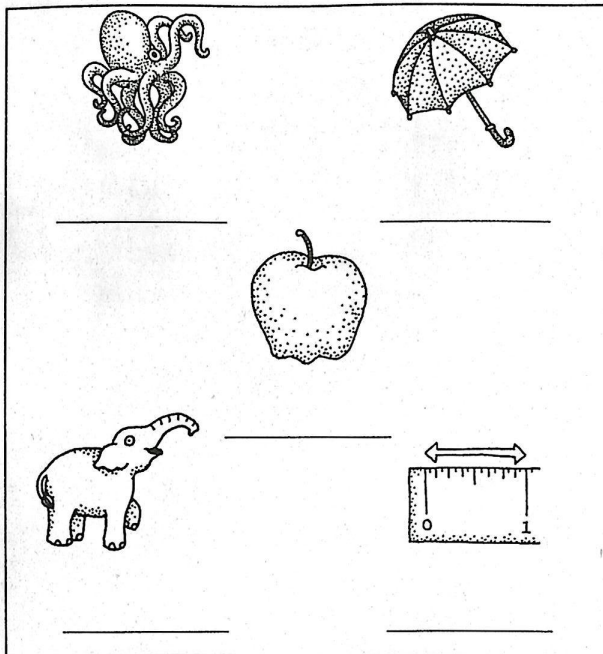
6. _____

7. _____

8. _____

9. _____

10. _____



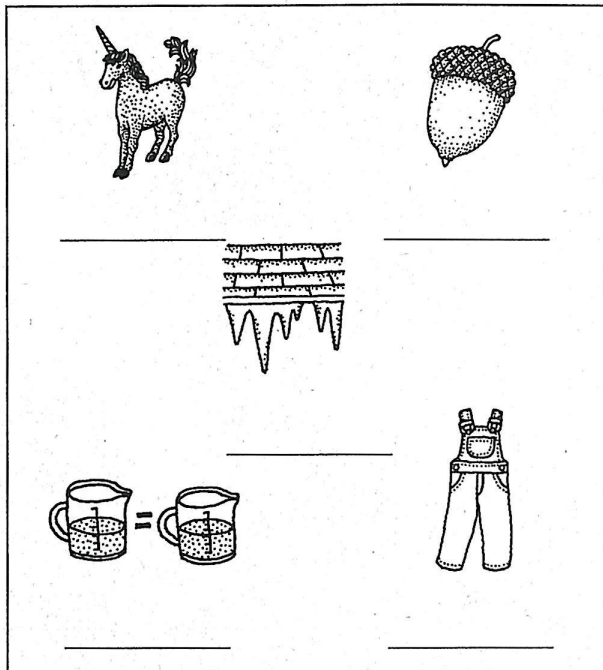
11. _____

12. _____

13. _____

14. _____

15. _____



16. _____

17. _____

18. _____

19. _____

20. _____

High Frequency Word Box

do

Read Spell

☐
☐

are

☐
☐

one

☐
☐

four

☐
☐

love

Read Spell

☐
☐

they

☐
☐

today

☐
☐

tomorrow

☐
☐

Dear Parent/Guardian:

Your child has been taught how to write the **vowels** and the long and short sounds of each; that a short sound is coded with a breve (ă); and that a long sound is coded with a macron (ā).

The box above contains high-frequency words your child should have mastered. (High-frequency words are words encountered most often in print.) To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Practice the high-frequency words until your child can easily read and spell each one.

Name _____

Review of Vowels

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

A	i
E	o
I	a
O	e

O	a
E	u
U	o
A	e

A	l	J	U	a
e	i	s	o	q
f	I	O	p	u

High Frequency Word Box

was

Read Spell

☐ ☐

you

☐ ☐

some

☐ ☐

come

☐ ☐

from

Read Spell

☐ ☐

have

☐ ☐

eight

☐ ☐

together

☐ ☐

Dear Parent/Guardian:

Your child has practiced spelling the long and short vowel sounds. The box above contains high-frequency words he/she should have already mastered. To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the high-frequency words until he/she can easily read and spell each one.

2

SAXON
Phonics
and
Spelling

PART
2

STUDENT WORKBOOK

Saxon Phonics and Spelling 2

An Incremental Development

Student Workbook (Part Two)

Lorna Simmons

with

Linda Calvert

Houghton Mifflin Harcourt Publishing Company

PS2-SSS-071a

© Houghton Mifflin Harcourt Publishing Company

[illegible]

New Sounds and Words

1. _____

2. _____

3. _____

High Frequency Word Box

	Read	Spell		Read	Spell
done	☐	☐	light	☐	☐
none	☐	☐	right	☐	☐
fail	☐	☐	every	☐	☐
many	☐	☐	ocean	☐	☐

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Then have him/her use the high-frequency words to write complete sentences on the lines provided, using as many words as possible. Please return the paper to school.

Name _____

Trigraph igh

1. t i g h t

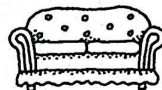
2. c o u c h

3. c o i n

4. r a i n

5. c u r l

6. b l o o m



Kim is my sister. We like to do things together. Kim works for our dad. Our dad says that I should not play near Kim while she is working. He thinks I might get hurt. Since Kim works in the day, I might get to play with her at night.

7. When will I get to play with Kim?

☐ at night

☐ in the morning

☐ at school

8. Why will I play with Kim at night?

9. My sister is a girl.

☐ yes

☐ no

Trigraph igh

1. l i g h t
2. s i g h
3. s o u n d
4. b r a i d
5. j o i n
6. f r i g h t



It would be hard to drive at night if your lights did not work. You could not see things, and you might run off the street.

7. When would it be hard to drive if your lights did not work?

☐ in the morning ☐ at night ☐ in the daytime

8. Why do you need lights to drive? _____

9. It is good to drive without lights.

☐ yes ☐ no

Dear Parent/Guardian:

Your child has been taught that a **trigraph** is three letters that come together to make one sound; that trigraphs are coded by underlining; and **trigraph igh** is coded as follows: igh. Please have him/her read the words and match them to the pictures, read the sentences, and read and answer the questions.

Please return the paper to school.

Name _____

Spelling Words

1. spoon
2. whale
3. sixty
4. brake
5. stove
6. smoke
7. globe
8. smile
9. book
10. candy
11. fifty
12. my
13. why
14. bundle
15. sample
16. who*
17. put*
18. some*
19. come*
20. one*
21. The red book is the best of the three.
22. What time do we go to camp?