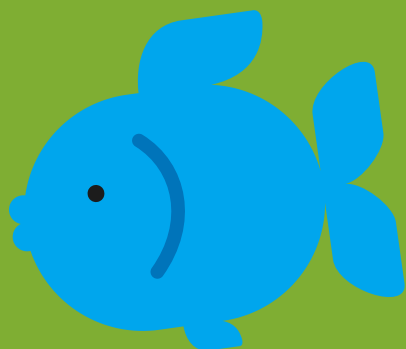


GRADE 1 • WORKBOOK

Grade 1 Reading & Phonics

Blends, digraphs, long vowels and short stories.



100% FREE PDF

22 pages • syllabus • answer key included



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Grade 1 Reading & Phonics



A complete first-grade phonics course with blends, digraphs and silent-e words, followed by short stories and comprehension questions.

How to use this workbook

Work through the chapters in order, or jump to the skill your child needs most.
Each skill has three different sheets (A, B and C) so you can practise, review and test.
Do one or two sheets a day. Short, regular practice works better than long sessions.
Check answers using the answer key at the back of the book, then talk about any mistakes.
Print the pages you need on A4 or Letter paper; scale to fit if your printer asks.

What your child will learn

Consonant Blends	Level 3: A Walk in the Rain
Digraphs sh, ch, th and wh	The Little Red Kite
Long Vowels and Silent E	The Rainy Day Boat
Sight Words Set 2	Planting a Seed
Sight Word Unscramble	The Broken Umbrella

This workbook is free to print for home and classroom use. It may not be sold or republished. More free books and worksheets: printableworksheetsforkids.pages.dev

Syllabus: what is inside

	Welcome and how to use this book	p. 1
	How the workbook works and what your child will learn	
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2	Long vowels	p. 9–11
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4	Stories	p. 18–20
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	Answer key	p. 23
	Answers for every sheet in the book	

 Consonant Blends

Name: _____

Date: _____

Score: _____

Unscramble the letters to make a word with a blend.

1 n g i r → 2 p i k s → 3 b n g r i → 4 a l g f → 5 l i p s → 6 d u r m → 7 c a b r → 8 p s t o → 9 s t p o → 10 s m i w → 11 a p l c → 12 g r o f →

 Consonant Blends

Name: _____

Date: _____

Score: _____

Unscramble the letters to make a word with a blend.

1 c l p a → 2 i t r p → 3 d m r u → 4 a l f g → 5 p s k i → 6 n i r g b → 7 a p s n → 8 m w i s → 9 f g o r → 10 t p s o → 11 p l n a → 12 l i s p →

 Consonant Blends

Name: _____

Date: _____

Score: _____

Unscramble the letters to make a word with a blend.

1 o p t s → 2 b a r c → 3 g a f l → 4 c l p a → 5 i r p t → 6 r u d m → 7 s p k i → 8 a l n p → 9 s t p e → 10 g b n i r → 11 o g r f → 12 i s w m →

 Digraphs sh, ch, th and wh

Name: _____

Date: _____

Score: _____

Unscramble the letters to spell a digraph word.

1 i h n c → 2 a t b h → 3 t h t a → 4 p w h i → 5 o s h p → 6 p c i h → 7 h i s t → 8 s i h f → 9 s p h i → 10 h d s i → 11 c h u m → 12 h r c i →

 Digraphs sh, ch, th and wh

Name: _____

Date: _____

Score: _____

Unscramble the letters to spell a digraph word.

1 i s f h → 2 t h a p → 3 t s h i → 4 h t t a → 5 w h t i → 6 h e n w → 7 h n t i → 8 p i h s → 9 p i c h → 10 d h s i → 11 c n i h → 12 p i h w →

 Digraphs sh, ch, th and wh

Name: _____

Date: _____

Score: _____

Unscramble the letters to spell a digraph word.

1 n c i h → 2 h c i r → 3 n h i t → 4 b h a t → 5 t h p a → 6 h w i t → 7 u m c h → 8 h d i s → 9 t t a h → 10 h f s i → 11 h e w n → 12 w i p h →

★ Long Vowels and Silent E

Name: _____

Date: _____

Score: _____

Write the missing letter to finish each long-vowel word.

1 _ope

2 b_at

3 ki_e

4 bon_

5 lak_

6 nos_

7 n_me

8 b_ke

9 ca_e

10 hi_e

11 cu_e

12 tub_

★ Long Vowels and Silent E

Name: _____

Date: _____

Score: _____

Write the missing letter to finish each long-vowel word.

1 bik_

2 ra_n

3 nam_

4 kit_

5 tim_

6 h_me

7 _ame

8 _ake

9 nos_

10 _ike

11 ro_e

12 bo_e

★ Long Vowels and Silent E

Name: _____

Date: _____

Score: _____

Write the missing letter to finish each long-vowel word.

1 r_pe

2 t_be

3 _ame

4 boa_

5 rai_

6 _ime

7 cu_e

8 hi_e

9 kit_

10 bi_e

11 h_me

12 _one

★ Sight Words Set 2

Name: _____

Date: _____

Score: _____

Trace each word, then write it on the line.

1 here _____

2 went _____

3 little _____

4 was _____

5 them _____

6 make _____

7 there _____

8 good _____

9 look _____

10 one _____

11 play _____

12 said _____

★ Sight Words Set 2

Name: _____

Date: _____

Score: _____

Trace each word, then write it on the line.

1 here _____

2 was _____

3 who _____

4 one _____

5 play _____

6 then _____

7 said _____

8 when _____

9 see _____

10 went _____

11 little _____

12 big _____

★ Sight Words Set 2

Name: _____

Date: _____

Score: _____

Trace each word, then write it on the line.

1 play _____

2 here _____

3 there _____

4 make _____

5 your _____

6 into _____

7 them _____

8 good _____

9 said _____

10 are _____

11 want _____

12 big _____



Sight Word Unscramble

Name: _____

Date: _____

Score: _____

Unscramble the letters to make a sight word.

1 a s w →

2 p u →

3 g i b →

4 h e w n →

5 e m c o →

6 h s i →

7 a h w t →

8 e h l p →

9 n o →

10 e h r e →

11 r e a →

12 t o u →



Sight Word Unscramble

Name: _____

Date: _____

Score: _____

Unscramble the letters to make a sight word.

1 c e m o →

2 u p →

3 a d h →

4 n a w t →

5 i d s a →

6 e h →

7 i s d a →

8 e w →

9 i b g →

10 r h e →

11 p l e h →

12 a →



Sight Word Unscramble

Name: _____

Date: _____

Score: _____

Unscramble the letters to make a sight word.

1 i n →

2 h t e y →

3 t i →

4 t w n e →

5 u t b →

6 e l h p →

7 o u y r →

8 e t n h →

9 y u o →

10 t n o i →

11 a e r →

12 l a l →

 Level 3: A Walk in the Rain

Name: _____

Date: _____

Score: _____

Read the story, then answer the questions.

Level 3: A Walk in the Rain*Level 3*

Maya pulled on her yellow raincoat and green boots. Outside, big drops tapped on the pavement.

She jumped in every puddle she could find. Splash, splash, splash! Water sprayed in all directions.

A snail crawled slowly along the wall. Maya crouched down to look. "You must love the rain," she whispered.

At home, Mum made hot chocolate. Maya's cheeks were pink and her socks were soaked, but she was smiling.

¹ What colour were Maya's boots? ☐ A yellow ☐ B green ☐ C blue

² What did Maya do in the puddles?

³ What animal did she see? ☐ A a snail ☐ B a duck ☐ C a frog

⁴ How did Maya feel at the end? ☐ A sad ☐ B cross ☐ C happy

⁵ Why were her socks soaked?



The Little Red Kite

Name: _____

Date: _____

Score: _____

Read the story, then answer the questions.

The Little Red Kite

An original story

Ali had a new red kite. He ran along the beach, but the kite flopped onto the sand.

“Try again,” said his sister Dina. Ali ran faster. The kite hopped, then fell.

Dina licked her finger and held it up. “The wind is coming from the sea. Face it, and let the string go slowly.”

Ali turned around. This time he stood still and let out the string a little at a time. The red kite wobbled, rose, and soared high above the waves.

“I did it!” he laughed. “No,” said Dina, “we did it.”

1 What colour was Ali's kite? ☐ A blue ☐ B red ☐ C green

2 Why did the kite fall at first?

☐ A Ali ran with the wind behind him and held the string tight ☐ B It was too heavy

☐ C There was no wind

3 How did Dina know where the wind came from? ☐ A She asked a friend

☐ B She held up a wet finger ☐ C She read a book

4 What did Ali do differently the last time?

5 Which word best describes Ali? ☐ A lazy ☐ B determined ☐ C angry



The Rainy Day Boat

Name: _____

Date: _____

Score: _____

Read the story, then answer the questions.

The Rainy Day Boat

An original story

It rained all day. Ben and Lucy sat by the window and sighed.

“I know!” said Lucy. She found a sheet of newspaper and folded it into a boat.

First, they folded it in half. Next, they folded the corners down. Then they turned up the edges. At last, the boat was ready.

They put on their boots and ran outside. The boat sailed across the biggest puddle in the garden.

“It's a ship!” cried Ben. “It's a pirate ship!” They sailed it until tea time.

- 1 What was the weather like? ☐ A sunny ☐ B rainy ☐ C snowy
- 2 What did Lucy make the boat from? ☐ A paper ☐ B wood ☐ C plastic
- 3 What did they do first when folding? ☐ A turned up the edges
☐ B folded the paper in half ☐ C folded the corners
- 4 Where did the boat sail?

- 5 Why did Ben and Lucy sigh at the start?



Planting a Seed

Name: _____

Date: _____

Score: _____

Read the passage, then answer the questions.

Planting a Seed

First, fill a small pot with soil. Next, make a hole with your finger. Then, drop in a seed and cover it gently. After that, water the soil. Last, put the pot on a sunny windowsill and wait.

- 1 What do you do first? ☐ A Water the soil ☐ B Fill a pot with soil
☐ C Drop in the seed
- 2 What comes after making a hole? ☐ A Putting the pot on the windowsill
☐ B Dropping in a seed ☐ C Watering
- 3 What is the last step? ☐ A Put the pot on a sunny windowsill ☐ B Fill the pot
☐ C Make a hole
- 4 What do you do after covering the seed?

- 5 Why do you put the pot on a sunny windowsill?

The Broken Umbrella

Name: _____

Date: _____

Score: _____

Read the passage, then answer the questions.

The Broken Umbrella

It was a windy morning. Tara opened her umbrella, but a strong gust turned it inside out. One of the spokes snapped.

Because her umbrella was broken, Tara got wet on the way to school. Her coat dripped on the floor, so the teacher gave her a towel.

At home that evening, her dad fixed the umbrella with a little glue and a new spoke.

1 Why did the umbrella break? ☐ A A strong gust turned it inside out

☐ B Tara dropped it ☐ C It was old

2 What happened because the umbrella was broken? ☐ A Tara got wet

☐ B School closed ☐ C It stopped raining

3 Why did the teacher give Tara a towel?

4 How was the problem fixed?

5 What word signals a cause? ☐ A because ☐ B evening ☐ C morning

Ch. 1 · Consonant Blends – Sheet A

- | | | | |
|----------|---------|---------|----------|
| 1. grin | 4. flag | 7. crab | 10. swim |
| 2. skip | 5. slip | 8. stop | 11. clap |
| 3. bring | 6. drum | 9. spot | 12. frog |

Ch. 1 · Consonant Blends – Sheet B

- | | | | |
|---------|----------|---------|----------|
| 1. clap | 4. flag | 7. snap | 10. spot |
| 2. trip | 5. skip | 8. swim | 11. plan |
| 3. drum | 6. bring | 9. frog | 12. slip |

Ch. 1 · Consonant Blends – Sheet C

- | | | | |
|---------|---------|---------|-----------|
| 1. spot | 4. clap | 7. skip | 10. bring |
| 2. crab | 5. trip | 8. plan | 11. frog |
| 3. flag | 6. drum | 9. step | 12. swim |

Ch. 1 · Digraphs sh, ch, th and wh – Sheet A

- | | | | |
|---------|---------|---------|----------|
| 1. chin | 4. whip | 7. this | 10. dish |
| 2. bath | 5. shop | 8. fish | 11. much |
| 3. that | 6. chip | 9. ship | 12. rich |

Ch. 1 · Digraphs sh, ch, th and wh – Sheet B

- | | | | |
|---------|---------|---------|----------|
| 1. fish | 4. that | 7. thin | 10. dish |
| 2. path | 5. with | 8. ship | 11. chin |
| 3. this | 6. when | 9. chip | 12. whip |

Ch. 1 · Digraphs sh, ch, th and wh – Sheet C

- | | | | |
|---------|---------|---------|----------|
| 1. chin | 4. bath | 7. much | 10. fish |
| 2. rich | 5. path | 8. dish | 11. when |
| 3. thin | 6. with | 9. that | 12. whip |

Ch. 2 · Long Vowels and Silent E – Sheet A

- | | | | |
|------|------|------|-------|
| 1. r | 4. e | 7. a | 10. k |
| 2. o | 5. e | 8. i | 11. b |
| 3. t | 6. e | 9. k | 12. e |

Ch. 2 · Long Vowels and Silent E – Sheet B

- | | | | |
|------|------|------|-------|
| 1. e | 4. e | 7. g | 10. h |
| 2. i | 5. e | 8. c | 11. p |
| 3. e | 6. o | 9. e | 12. n |

Ch. 2 · Long Vowels and Silent E – Sheet C

- | | | | |
|------|------|------|-------|
| 1. o | 4. t | 7. b | 10. k |
| 2. u | 5. n | 8. k | 11. o |
| 3. g | 6. t | 9. e | 12. b |

Ch. 3 · Sight Words Set 2 – Sheet A

- | | | | |
|-----------|---------|----------|----------|
| 1. here | 4. was | 7. there | 10. one |
| 2. went | 5. them | 8. good | 11. play |
| 3. little | 6. make | 9. look | 12. said |

Ch. 3 · Sight Words Set 2 – Sheet B

- | | | | |
|---------|---------|---------|------------|
| 1. here | 4. one | 7. said | 10. went |
| 2. was | 5. play | 8. when | 11. little |
| 3. who | 6. then | 9. see | 12. big |

Ch. 3 · Sight Words Set 2 – Sheet C

- | | | | |
|----------|---------|---------|----------|
| 1. play | 4. make | 7. them | 10. are |
| 2. here | 5. your | 8. good | 11. want |
| 3. there | 6. into | 9. said | 12. big |

Ch. 3 · Sight Word Unscramble – Sheet A

- | | | | |
|--------|---------|---------|----------|
| 1. was | 4. when | 7. what | 10. here |
| 2. up | 5. come | 8. help | 11. are |
| 3. big | 6. his | 9. on | 12. out |

Ch. 3 · Sight Word Unscramble – Sheet B

- | | | | |
|---------|---------|---------|----------|
| 1. come | 4. want | 7. said | 10. her |
| 2. up | 5. said | 8. we | 11. help |
| 3. had | 6. he | 9. big | 12. a |

Ch. 3 · Sight Word Unscramble – Sheet C

- | | | | |
|---------|---------|---------|----------|
| 1. in | 4. went | 7. your | 10. into |
| 2. they | 5. but | 8. then | 11. are |
| 3. it | 6. help | 9. you | 12. all |

Ch. 4 · Level 3: A Walk in the Rain

- | | | |
|------------------------|----------------|-------------------------------|
| 1. B – green | 3. A – a snail | 5. She had jumped in puddles. |
| 2. She jumped in them. | 4. C – happy | |

Ch. 4 · The Little Red Kite

- | | | | |
|------------|---|---|-------------------|
| 1. B – red | 2. A – Ali ran with the wind behind him and held the string tight | 3. B – She held up a wet finger | 5. B – determined |
| | | 4. He faced the wind and let the string out slowly. | |

Ch. 4 · The Rainy Day Boat

- | | | | |
|--------------|---------------------------------|---|--|
| 1. B – rainy | 3. B – folded the paper in half | 4. Across the biggest puddle in the garden. | 5. They were bored because it was raining. |
| 2. A – paper | | | |

Ch. 5 · Planting a Seed

- | | | | |
|-----------------------------|--|--------------------|----------------------------------|
| 1. B – Fill a pot with soil | 3. A – Put the pot on a sunny windowsill | 4. Water the soil. | 5. The seed needs light to grow. |
| 2. B – Dropping in a seed | | | |

Ch. 5 · The Broken Umbrella

1. A – A strong gust turned it inside out
2. A – Tara got wet
3. Her coat was dripping on the floor.
4. Her dad used glue and a new spoke.
5. A – because