

Milestone English

Textbook Level A

by Kathy Gonzalez



Milestone English Textbook Level A
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Introduction

Welcome to Level A of Milestone English. Milestone English is a no-nonsense fully integrated English program designed to teach all aspects of spoken and written communication.

In Level A we focus on foundational concepts: handwriting, letter recognition and early decoding skills. By the end of this level, your child should be able to read and write simple words. Their listening and speaking skills will also improve.

Course Components

There are two essential components for this course:

- This textbook: provides the reading lessons and acts as the “pacing guide” for the course.
- The student workbook: each child must have their own student workbook. The workbook provides additional reading practice, handwriting instruction, writing practice and spelling practice.

Lesson Format

After the first few introductory lessons, every lesson in this book follows the same basic format that will become familiar to both you and your child.

- **Parent notes:** Every lesson begins with specific instructions and notes for the lesson.
- **Lesson Practice:** Examples and text for you to use to teach the lesson to your child.
- **Review and Practice:** Spiral review of concepts previously taught.
- **Read Aloud:** A poem or passage from classical literature for you to read to your child. These are not just fun inclusions to increase the thickness of this book! Listening to classic poetry and well written prose helps to significantly improve language skills in young children. They will become better readers and much better writers because of this experience.

Lesson Pacing

A good average pace to aim for is at least one lesson per week, however, not all children will progress at the “average” rate. Some will progress much faster and others much slower. Do not try to pace your child to the book. Rather pace the book to your child! “When to Move On” instructions are provided in the parent notes for every lesson. Follow them!

A good daily rhythm is to spend 10-15 mins on a lesson. Stop at the end of the time and pick up where you left off the next day.

If you find that your child's progress is particularly slow, or that they seem to need a lot of reinforcement, consider doing two short blocks of reading practice every day. The first can be direct from the text book. The second could be rereading the same portion of the textbook **or** you could play a game or use flashcards to reinforce the learning from earlier in the day.

A Note on Images

You will notice that the pages designed for your child to read have no illustrations. This is intentional. While most children find images engaging, they interfere with the task of learning to read because they distract from what should be the main focus of attention: the letters.

When a page that your child should read is opposite a read aloud page with an illustration, I recommend that you fold the book back so the child only sees the page that they should be reading. In general, you will find it easier to maintain your child's attention if you always fold the book back so that you only ever show them one page at a time.

The Method

The method in this book is based on the principles of the old “spelling book” method used throughout Europe for several centuries up to and including the nineteenth century. The author has found this method to succeed where most other methods fail with some of her most challenging tutoring clients. It also adapts to the learning pace of the child very easily so is suitable for a wide range of learners.

The main advantage of this method is that it stresses depth of knowledge over breadth. The child is given ample practice at the most basic and common sounds. They then use those sounds to decode some very sophisticated vocabulary before learning more uncommon and difficult spellings. The focus on spelling patterns helps learners of all abilities to acquire a richer understanding of the structure of English.

Notation

To distinguish between letter names and the sounds letters represent we use the following notation:

- "a" a letter (or letters) in quotation marks represents the letter name, "a" should be read "ay" and "th" should be read "tee haych"
- /a/ a letter (or letters) in slanted brackets represents a speech sound. /a/ should be read like the first sound in the words apple and ant. /th/ should be read like the first sound in thing and the last sound in path.

For a full explanation of the sound spellings used in this level, please see the **Reading and Spelling Reference Card** included with this textbook. It is also available as a download. The link appeared in your order confirmation email.

Text in angled brackets <like this> is for your reference and should not be read to the child. In some cases, the expected response to a question is given in angled brackets. You may need to help your child to give the correct response at times - you may even need to give the actual response. If you do so, ask your child to repeat after you. This will help develop their verbal communication skills.

Adaptations for Older Students

Level A can serve three types of student equally well:

- Very young (4-7 year old) children having their first reading lessons;
- Older children (7-8+) who have had very little or no reading instruction;
- Older remedial students (8+) who have had some reading instruction but are still reading very poorly.

For older students it is highly recommended that you also include spelling as part of their English lessons. Milestone Spelling Level A is included as an appendix to this book.

You may also wish to adapt some of the read-aloud material if you feel it will be too "babyish" for your child. We do recommend that you select titles from classical literature. Works such as Doctor Dolittle, Robinson Crusoe, Treasure Island or Heidi are all excellent read aloud material for older primary and lower high school children. An Internet search for "classic stories for" whatever age range your child fits in will turn up many more.

Credits and Acknowledgements

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Milestone 1

THE ALPHABET & 1ST SYLLABLES

In this milestone your child will learn the names of the 26 letters of the alphabet and how to read their first five syllables.

Note: For older students who already know the alphabet and some letter sounds, you may skip to the checkpoint of this Milestone (page 40) and administer it first. Follow the directions in the "Where to now" section when completed.

Lesson 1.1

The Alphabet

Lesson Practice

If you have an older child (8+) please read the note on the previous page.

We are teaching the names of the letters only at this stage.

The simplest way to do this is to recite the alphabet while pointing to each letter. However, children will quickly learn to “chant” or “sing” the alphabet in order, so you also need to point to random letters for your child to name.

Review and Practice

Repeat this lesson until your child is familiar with the majority of letters. Practice often away from the book. Use the flashcards from the Student Resource Pack. Play a memory game where players match the upper and lower case forms of the same letter. For young children you may include only 5-10 letters in the game at one time. Another fun activity is to go on letter “treasure hunts.” Find and circle all the “a’s” on a page from a catalogue, for example.

Important Notes

Do not teach your child the sounds of the letters at this stage. No, “a says /a/” language. This confuses some kids and delays their ability to read.

Do not associate the letters with picture cues. Flashcards and posters with images for each letter are common but they often cause delays for highly visual children because the bright images distract the child from the real substance of reading lessons: the letter forms themselves.

For the same reason, do not associate letters with words that evoke images. No “‘a’ for apple” language. This also causes confusion.

When to Move On

If your child is taking a very long time to learn the letter names, and you are impatient to move on, I suggest you concentrate on the vowels and the letters “m”, “n”, “s”, and “f”. Once they have those letters mastered, you may begin working on lesson 1.2.

Lesson Practice

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x

y z

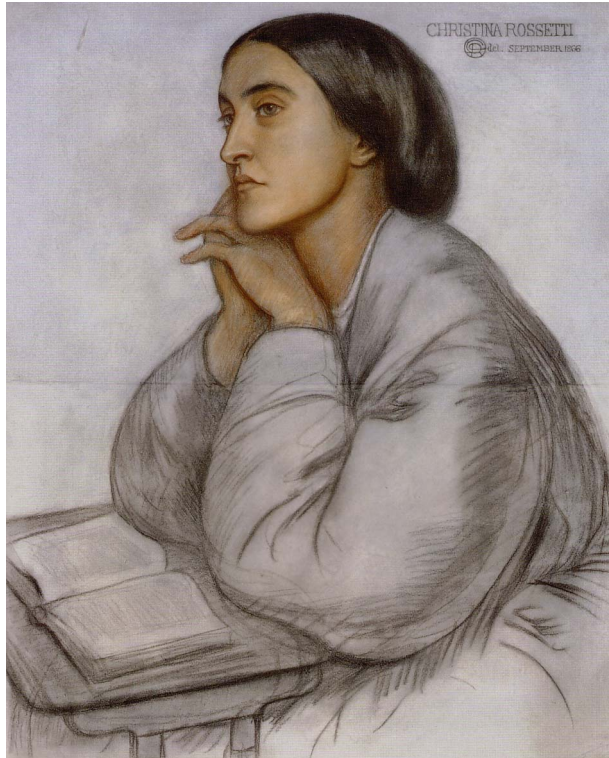
Review & Practice

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

Read Aloud Mix a Pancake

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake—
Catch it if you can.

Christina Rossetti



Important: Read aloud lessons are for you to read to your child. Please do not ask your child to read any portion of this lesson, even if they are an older remedial child and you believe they “should” be able to read some of it.

Lesson 1.2

The Letter A

Lesson Practice

Now it is time to begin introducing the sounds for the letters. We will also introduce their uppercase forms.

Point to the lower case “a” at the top of the page.

Ask: What is the name of this letter?

Child answers: “A”

Say: When we see the letter “a” we say the sound /a/ <pronounced /a/ as in “apple”>

Point to the upper case “A”

Say: This is a capital “A”. We use it to start a name like Adam. When we see upper case “A” we also say the sound /a/

Important Notes

The lessons may appear painfully slow at first. If your child is getting the ideas quickly, by all means do several lessons in one sitting. On the other hand, if your child does take more than one 15 minute session to work through these early lessons, please do not worry. You are teaching your child to read, once and for all: you are not running a race.

You should be particularly wary of “rushing through” these early lessons with a student who has had previous reading experience but is still struggling. Such a student will have much to “unlearn” and will need to rebuild their confidence. Slow and steady will win the race in this case.

When to Move On

Once your child can answer /a/ to the question, “What does this letter say?” and answer “a” to the question, “What is the name of this letter?” move on.

Lesson Practice

a

A

Review & Practice

s

r

i

f

k

j

m

z

y

d

o

l

p

x

w

n

v

t

u

h

b

a

e

g

a

A

The student should give the **name** of the letters in the first exercise and the **sound** of the letters in the second exercise.

Read Aloud

Time to Rise

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said:
'Ain't you shamed, you sleepy-head?'

From: A Child's Garden of Verses by Robert
Louis Stevenson



Lesson 1.3

The Letter M

Lesson Practice

Now we will teach the first syllable.

Teach the sound of "m" as in "mat" and "gum". Use the method from last lesson.

Review the sound of "a"

Point to "am" at the bottom of the page.

Say: Syllables are parts of words. We will learn to read lots of syllables because this will make us good readers. This is our first syllable. I will show you how I read it.

Point to each letter and, as you do, say the sound for the letter. Try not to make a gap between the sounds but rather "stretch them out" so the blend "just happens." This will avoid the stilted "sounding out" many struggling readers have difficulty with.

Say: Now I will read it fast.

Swipe your finger across the word as you read it at natural speed.

Say: Now it is your turn. Say the sounds as I point to each letter.

Point to each letter and wait for response.

Say: Now, read it fast.

When to Move On

Once your child can blend the two sounds together to form the syllable, move on.

Lesson Practice

m

M

a

am

Review & Practice

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

a	m	am
A	m	Am
A	M	AM

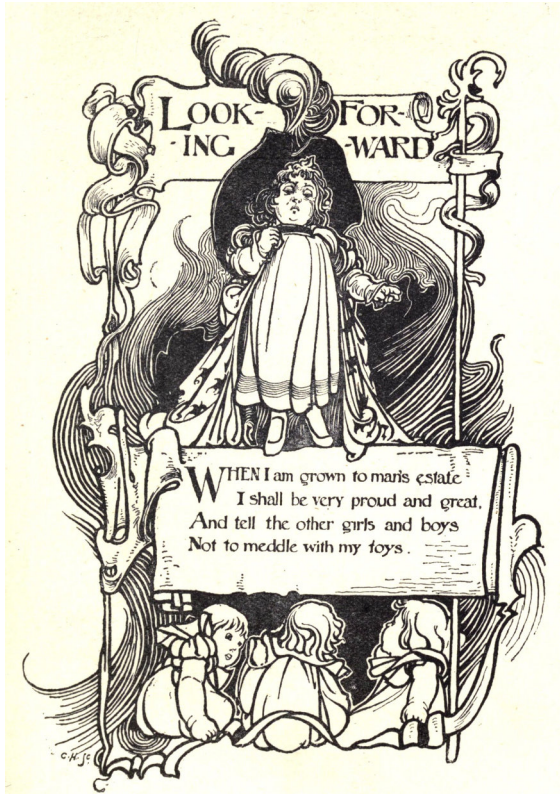
The student should give the **name** of the letters in the first exercise and the **sound** of the letters in the second exercise.

Read Aloud

Looking Forward

When I am grown to man's estate
I shall be very proud and great,
And tell the other girls and boys
Not to meddle with my toys.

From: A Child's Garden of Verses by Robert Louis Stevenson.



Lesson 1.4

The Letter E

Lesson Practice

Say: What is the name of this letter? <"E">

Say: When we see the letter "e" we say, /e/. <As in "elephant" or "hen">

Say What do we say when we see "e"?

Point to the upper case "E"

Say: This is capital "E". We use it at the front of some words, especially names like Ed.

Review "m" in the same manner as above.

Point to the top "em".

Say: I will help you read this syllable. Remember syllables are parts of words. Tell me the sound for each letter as I point to it.

Point to the "e" and wait for response. If your child hesitates, say /e/ and then ask them to repeat the sound after you.

Slide finger to the "m" and wait for response. Help the child as above if needed.

Say: Now read it fast.

Swipe your finger over the letters as your child says the blend. Help if needed.

When to Move On

When your child can read the Lesson and Review with only a little help, it is time to move on.

Lesson Practice

e

E

m

em

Review & Practice

f	n	k	d
l	v	t	m
u	b	i	h
s	j	y	e
p	z	g	o
c	a	w	x

a	e	Am
M	A	m
am	em	Em

The student should give the **name** of the letters in the first exercise and the **sound** of the letters in the second exercise.

Read Aloud

The Echidna

Echidnas are one of the strangest animals in the world and they live right here in Australia. They are very slow, quiet animals that seem to be happy going about their business without worrying too much about what's going on around them. My boys and I have often walked right up to an echidna in our yard to watch it dig around for ants. They never seem to mind.

An echidna looks like a spiky ball on stumpy legs with a long, skinny nose. The echidna's nostrils are right at the tip of its snout, probably so it can sniff out its dinner. Echidnas eat mostly ants and termites, so they are rather useful to have around.

Echidnas have brown fur but you don't really notice it so much when you look at one because they are covered all over by long, sharp spikes. Those spikes are probably why the echidna is happy to go about its business while you watch. If the echidna ever feels threatened at all, it just rolls itself up into a tight ball so that its soft belly is tucked safely inside a ball of sharp spikes.

Echidnas are one of only two mammals in the world that lay eggs instead of having live babies. The eggs are tough and leathery, a bit like a lizard egg. The echidna usually lays only one egg per year and she doesn't sit on her egg like a bird does. Instead, she grows a pouch like a kangaroo. But unlike a kangaroo's pouch the echidna's pouch is only there for as long as she needs it. It keeps the egg safe and warm until the baby echidna hatches. The baby also stays inside the pouch for several weeks after it has hatched. While inside the pouch, the baby echidna, or puggle, feeds on its mother's milk which just oozes out of her skin.

If you live in the city, you might be lucky enough to spot an echidna if you go to an area of bushland or you may have to go to a wildlife refuge to see one.

Original

Lesson 1.5

The Letter I

Lesson Practice

Point to the first “i”

Say: What is the name of this letter?

Child answers: “i”

Say: When we see the letter “i” we say, /i/. <As in “igloo” or “pig”>

Say What do we say when we see “i”?

Child answers: /i/ <help if needed>

Point to the upper case “I”

Say: This is capital “I”. We use it at the front of some words, especially names like Indy.

Point to “im”.

Say: I will help you read this syllable. Remember syllables are parts of words. Tell me the sound for each letter as I point to it.

Point to the “i” and wait for response. If your child hesitates, say /i/ and then ask them to repeat the sound after you.

Slide finger to the “m” and wait for response. Help the child as above if needed.

Say: Now read it fast.

Swipe your finger over the letters as your child says the blend. Help if needed.

When to Move On

When your child can blend the letters in the Lesson Practice and read the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

i

I

im

Review & Practice

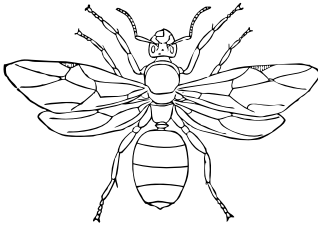
x	r	o	y
h	f	t	w
a	p	z	u
g	v	s	q
d	k	j	l
e	i	b	n

i	m	em	Em
Am	a	am	Im
e	im		

The student should give the **name** of the letters in the first exercise and the **sound** of the letters in the second exercise.

Read Aloud

Insects



Did you know that not everything that is small and "creepy crawly" is actually an insect? Spiders, for example, are not insects; they belong to a family of creatures called arachnids that also includes scorpions and ticks.

So what makes an insect, well, an insect? All insects have six legs and three main body parts. They also have a tough shell-like "skin" and most, but not all, insects have wings and a pair of antennae.

The bones inside your body form your skeleton. Your skeleton holds you up, protects your vital organs and gives you your basic shape. An insect doesn't have any bones, instead, its skeleton is the shell-like skin on the outside. This skeleton is called an exoskeleton because "exo" means outside.

An insect's body is divided into three main parts: the head, the thorax and the abdomen. The insect's head is itself made from segments that are so closely joined you can't really see them. The eyes, antennae and mouth parts are all on the insect's head. Insect eyes are very interesting because they are actually lots of little eyes in one. Scientists call this a compound eye because compound means something that is made up of lots of smaller parts.

The thorax is the middle part of an insect's body and it is made up of three tightly joined segments. One pair of legs is attached to each of these three segments which gives the total of six legs. When an insect takes a step, it usually moves the middle leg on one side of its body and the outer two legs on the other side so it is always supported like a three-legged stool.

The abdomen, at the back of an insect, is a bit like its belly. It contains organs for digesting food, reproducing and getting rid of waste. In some sugar ants the abdomen serves as a food storage container and gets swollen with a sugary liquid. Some people like to eat the sugar from a sugar ant's belly by biting it off. Would you like a taste?

Lesson 1.6

The Letter O

Lesson Practice

Point to the “o”

Say: What is the name of this letter?

Child answers: “o”

Say: When we see the letter “o” we say, /o/. “As in “orange” or “box”.

Say What do we say when we see “o”?

Child answers: /o/ <help if needed>

Point to the upper case “O”

Say: This is capital “O”. We use it at the front of some words, especially names like Ollie.

Point to “om”.

Say: I will help you read this syllable. Remember syllables are parts of words. Tell me the sound for each letter as I point to it.

Point to the “o” and wait for response. If your child hesitates, say /o/ and then ask them to repeat the sound after you.

Slide finger to the “m” and wait for response. Help the child as above if needed.

Say: Now read it fast.

Swipe your finger over the letters as your child says the blend. Help if needed.

When to Move On

When your child can blend the letters in the Lesson Practice and read the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

o

O

om

Review & Practice

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

om	im	am	Im
Em	Om	em	Am

The student should give the **name** of the letters in the first exercise and the **sound** of the letters in the second exercise.

Read Aloud

Orange

Did you know that there's a city in New South Wales called Orange where they don't grow any oranges? Orange is about 250km west of Sydney and has a population of over 40,000 people. The farms surrounding Orange grow pears, apples, grapes, cherries, plums and potatoes. Oranges can't grow there because it is too cold.

About 18km from the city, a mountain called Mount Canobolas rises 1,395m above sea level. The name comes from two words in the local Aboriginal language, Coona Booloo which mean "two heads" or "twin shoulders." As you might imagine from the name, the mountain has two main peaks. It is believed to be an extinct shield volcano.

On the northern slopes of Mount Canobolas, the rich volcanic soil and dry climate provide ideal conditions to grow grapes. The climate in the region is also ideal for wine making and, in recent years, Orange has become well known for its wineries and gourmet food production. Many tourists visit each year to sample the local cuisine.

For many years a lot of whitegoods (kitchen appliances like fridges) were made in a factory in Orange. The factory closed down in 2017. In the 1990s a large open cut gold and copper mine was established 20km south of Orange and it is expected that it will remain productive for several decades.

When people were trying to decide where the capital of Australia should be, Orange was one of the candidates. If it had won the selection, Canberra would be next to Orange and Orange would be inside the Australian Capital Territory. The politicians would certainly have had plenty of places to get a yummy meal and nice places to go bushwalking if that was the case!

Original

Lesson 1.7

The Letter U

Lesson Practice

Point to the “u”

Say: What is the name of this letter?

Child answers: “u”

Say: When we see the letter “u” we say, /u/. <As in “umbrella” or “yum”>

Say: What do we say when we see “u”?

Child answers: /u/ <help if needed>

Point to the upper case “U”

Say: This is capital “U”. We use it at the front of some words, especially names.

Point to the top “um”.

Say: I will help you read this syllable. Remember syllables are parts of words.

Tell me the sound for each letter as I point to it.

Point to the “u” and wait for response. If your child hesitates, say /u/ and then ask them to repeat the sound after you.

Slide finger to the “m” and wait for response. Help the child as above if needed.

Say: Now read it fast.

Swipe your finger over the letters as your child says the blend. Help if needed.

When to Move On

When your child can blend the letters in the Lesson Practice and read the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

u

U

um

Review & Practice

d	g	h	p
s	k	n	v
t	x	f	b
e	m	r	c
q	a	j	o
w	u	z	y

um	Im	im	Om
am	Em	Um	om
Am	em		

The student should give the **name** of the letters in the first exercise and the **sound** of the letters in the second exercise.

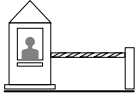
Read Aloud

What Shall I Give Him



What can I give Him, poor as I am?
If I were a shepherd, I would bring a lamb;
If I were a Wise Man, I would do my part;
Yet what I can I give Him: give my heart.

Christina Rossetti



Lesson 1.8

Checkpoint 1

Checkpoint lessons are mastery tests. You should ask your child to read the facing page only once.

They should give the sounds of the letters and read the syllables. It is OK if they still need to sound out the syllables and then blend them.

Where to now?

If your child could read the entire page with no help from you, they are ready to move on.

If your child only stumbles on one or two sounds or syllables, return to the relevant lesson/s and repeat it before testing again.

If you need to give your child lots of help to complete reading the page, return to the start of this Milestone and repeat all the lessons. Be sure to go slowly and advance only as fast as your child's mastery allows.

Checkpoint

Give the **sounds** of these letters.

a

o

A

M

m

u

O

E

i

e

U

I

Read these syllables.

am

Em

Om

Am

Im

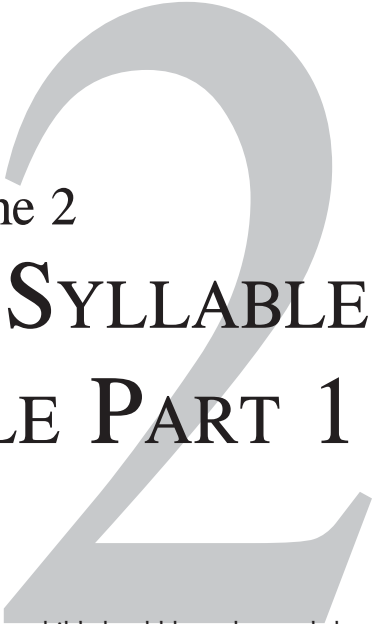
im

Um

em

um

om



Milestone 2

THE SYLLABLE TABLE PART 1

At this stage your child should have learned the short sound of all five vowels and the sound of the letter “m”. We will now begin to introduce the syllable table one line at a time.

Lesson 2.1

The Letter N

Lesson Practice

Teach your child the sound of "n" as in "net" or "pan"

Say: Now I will help you read these syllables. Remember syllables are parts of words.

Help your child read each syllable in the first line beginning with “an”. Use the same method as in the last milestone. Begin by pointing to each letter separately and then swipe past the letters so that you child can first sound and then blend the letters into a syllable.

Point To the table of syllables (am to um).

Say: Read these syllables.

Point to each syllable as your child reads them. Help as needed. Repeat the sounding and blending steps you used to teach each syllable if required.

Review and Practice

Your child should be able to read the syllables with little or no help. It is OK for them to sound each letter before blending them to make the syllable at this stage.

When to Move On

When your child can read the review and practice without your help, it is time to move on. It is OK if they still have to sound and then blend each syllable at this stage, but they should be starting to blend some of the syllables (particularly “am” and “em”) “at sight”.

Note: don't panic if your child can read a syllable one time "at sight" and then reverts to sounding out the next. Learning to read is a process of developing connections in the brain and it takes a while for those connections to become permanent. Think of it like forming a path through bushland. At first the plants keep growing over, but as more traffic goes through, the path becomes more and more defined and less likely to get overgrown.

Lesson Practice

n

N

an en in on un

an

en

in

on

un

am

em

im

om

um

Review & Practice

im	En	In	An	On
an	Un	en	un	Om
in	um	Em	am	om
on	Um	Im	em	

Your child should use the letter sounds only for this and all future reading exercises unless otherwise noted.

Read Aloud

The Dandelion Clock



The dandelion blossoms gay
From the fields have passed away,
And in their place left heads of grey.
Now, Minnie, won't it be good fun
For each of us to gather one,
Then sit and blow them in the sun?
Very hard we both must blow,
And scatter all the seeds like snow,
That will be "one o'clock," you know.

Anonymous, traditional children's verse

Lesson 2.2

The Letter S

Lesson Practice

Teach the sound of "s" as in "sun" or "gas". We will NOT be saying /z/ for "s" at this stage - see important notes.

Help your child read each syllable in the first line beginning with "as". Point to each letter and then swipe past each syllable for the child to sound then blend each syllable.

Have your child read through the table of syllables, helping where needed.

Review and Practice

Your child should read the syllables.

Important Notes:

Even though "as" and "is" are actual words where "s" would normally say /z/ we will not be pronouncing the syllables this way for now. We want your child to feel confident that English is consistent before we begin introducing variations in spellings and sounds.

When to Move On

When your child can read the Lesson Practice with some help and the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

S

S

as es is os us

as	es	is	os	us
an	en	in	on	un
am	em	im	om	um

Review & Practice

Is	On	um	An
As	as	an	In
Es	us	Us	os
in	Um	am	un
om	Am	em	Im
en	is	es	En
im	Om	Un	
Os	on	Em	

Read Aloud

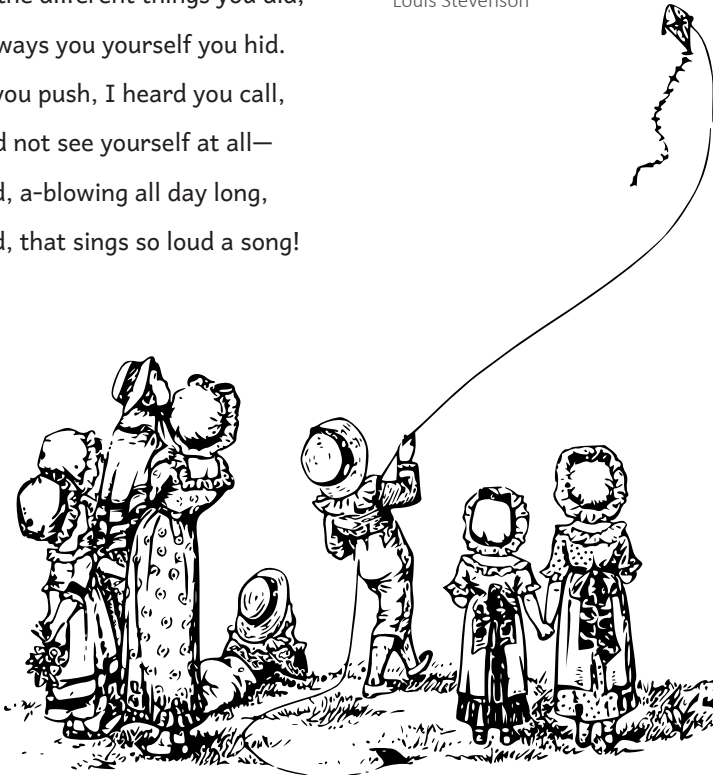
The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long!
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

From *A Child's Garden of Verses* by Robert
Louis Stevenson



Lesson 2.3

The Letter F

Lesson Practice

Teach the sound of "f" as in "fan" or "off"

Help your child to read the syllables ending in "f" as you have in previous lessons.

Ask your child to read the syllable table, giving help as needed.

Review and Practice

Your child should read the syllables.

When to Move On

When your child can read the Lesson Practice with some help and the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

f

F

af ef if of uf

af	ef	if	of	uf
as	es	is	os	us
an	en	in	on	un

Review & Practice

un	As	on	Af
os	es	uf	Ef
an	af	us	If
in	en	um	Us
om	is	Of	as
if	Is	im	em
ef	am	of	
Os	Es	Uf	

Read Aloud

David Fleay

When he was a little boy, David Fleay learned to love the Australian bush and native animals from his mother who was an artist specialising in Australian landscapes and scientifically accurate paintings of native animals and plants.

When he left school, David worked in his father's pharmacy for a little while until his father retired due to illness. David was invited to be a teacher at the Ballarat Church of England Grammar School. When he was just 20 years old, he moved to Melbourne so he could study at Melbourne University. To support himself, he continued to teach at various state and private schools in Melbourne.

In 1933 David travelled to Tasmania and took photographs and a video of the last known living thylacine (also known as Tasmanian tiger). He wanted to try to breed the animals but the Tasmanian government officials did not approve of his plan. While filming, David was bitten on the bottom by the thylacine and he proudly carried the scar as a trophy for the rest of his life.

David spent most of his working life caring for Australian wildlife and teaching people about it. He was the first man to breed a platypus in captivity as well as many other birds, animals and reptiles.

In 1951 David and his wife moved to Queensland where they purchased several properties in the Tallebudgera area to establish a wildlife refuge. David insisted that it was never to be called a zoo, and it did not look much like a zoo of the time. David was way ahead of his time, providing surroundings for the animals that were as close to their natural state as possible, and many of residents were free to come and go as they please. David and his wife eventually sold their property to the Queensland government so that it could remain a wildlife sanctuary for future generations.

If you're ever in the area, be sure to visit David Fleay Wildlife Sanctuary: it's a lovely place for a "nature walk."

Adapted from <https://parks.qld.gov.au/parks/david-fleay/about/culture>

Lesson 2.4

Checkpoint 2

This lesson is a mastery checkpoint. You should only read through it once with your child at this time. More details are in the “Where To Now?” section.

Checkpoint

Say: Today we’re doing a review.

Point to each syllable and have your child read them.

Where To Now?

If your child was able to read both tables with no assistance from you, they are ready to move onto the next Milestone. If they still need a lot of assistance or are still sounding the syllables out very slowly, I recommend that you repeat this entire Milestone with your child.

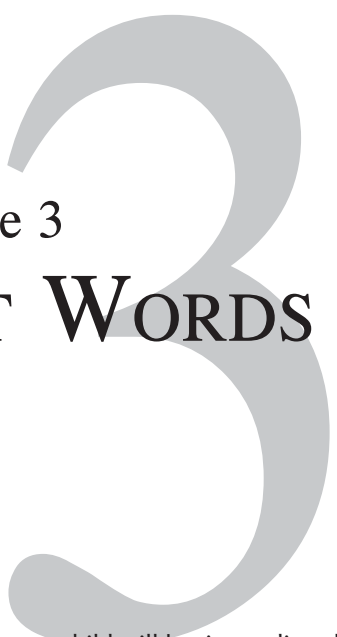
If your child is very young (6 or younger) and still having trouble at this stage, it would be a good idea to take a break for a few weeks or even a few months and concentrate on reading good literature to them as well as recognising letters in different contexts (catalogues, road signs, posters etc.) You may continue to practice the letter sounds they have learned so far as well.

Most children will show a readiness for reading by trying to read things on their own but you’ll often need to be very observant to notice because many children will do this very quietly.

Checkpoint

af	ef	if	of	uf
as	es	is	os	us
an	en	in	on	un
am	em	im	om	um

en	us	on	is	of
as	om	un	ef	am
in	an	af	im	if
os	um	uf	em	es



Milestone 3

FIRST WORDS

In this milestone your child will begin reading their first words and some simple sentences.

Lesson 3.1

Words You Already Know

Lesson Practice

Say: Today we're going to read some words you already know!

Point to each word and ask your child to read them.

Say: Now we are going to make up some sentences with these words. I'll show you how. Let's start with "am".

Say: I am hungry. <Be sure to slightly emphasise the "am".> Now it is your turn. Tell me a sentence that uses the word "am".

Wait for child to respond. If they do not have any idea, start them off with "I am ..." and ask them to complete the sentence for you. You may need to supply the full sentence at first: this is OK!

Repeat the above procedure for every word on the page.

Read the poem with your child. Have them read the larger words and you read the rest.

Important Notes:

You will notice that we left out, "as", "is", and "of". This was intentional because the consonants in these words are not "regular" at this stage. We are trying to convince the child that English is logical and predictable. Giving alternative sounds for a single letter so early in the process will undermine this aim. We will introduce these words once the code is more firmly established in your child's mind.

"Um" is strictly not a word but it is used often enough in speech that we will class it as a word for our current purpose.

When to Move On

When your child can read the Lesson Practice with some help and the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

if	an	on	Em
us	in	am	um

Read this poem together

Three of **us** afloat **in** the meadow by the swing.

Three of **us** aboard **in** the basket **on** the lea.

Winds are **in** the air, they are blowing **in** the spring,

And waves are **on** the meadow like the waves there are at sea.

Note: Do not ask the child to read any words other than those that have been highlighted for them. If your child is a fast learner (or a remedial student) they may recognise other words and read them themselves. This is fine and you may allow them to do so, **as long as they are not guessing and are reading accurately.**

Review & Practice

as	Of	uf	am
es	if	un	us
Is	en	ef	em
an	of	Es	Ef
af	om	on	in
um	is	Os	As
im	os	Uf	If

Read Aloud

Pirate Story

Three of us afloat in the meadow by the swing.
Three of us aboard in the basket on the lea.
Winds are in the air, they are blowing in the spring.
And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat,
Wary of the weather and steering by a star?
Shall it be to Africa, a-steering of the boat,
To Providence, or Babylon, or off to Malabar?

Hi! but here's a squadron a-rowing on the sea—
Cattle on the meadow a-charging with a roar!
Quick, and we'll escape them, they're as mad as they can be.
The wicket is the harbour and the garden is the shore.

From A Child's Garden of Verses by Robert Louis Stevenson



Lesson 3.2

Words ending with N

Lesson Practice

Say: Today we're going to read some new words! These words have three letters so they are a little different to the syllables and words we already know.

Point to the word man.

Say: I will show you how I read this word. /m/ /an/ "man"

If your child has trouble blending the "m" onto the syllable "an," sound out each letter but stretch them out so the blend happens almost automatically.

Say: Now it's your turn.

Wait for child to respond. If they get stuck - prompt them gently.

Repeat the above procedure for every word in the first group.

Point to "Nan" in the middle of the page.

Say: See this word. Do you notice anything special?

Wait for response. If your child does not notice, tell them that the first letter is a capital N.

Say: Nan is a name. All names begin with a capital letter. Remember that when you write a name, you must start with a capital letter.

Have your child read the second group of words for extra practice.

When to Move On

When your child can read the Lesson Practice with some help and the Review and Practice with no (or very little) help, it is time to move on.

Blending three sounds is a milestone that is particularly difficult for some children to reach. If your child is having a hard time with these words, but is reading the two letter syllables they know really well, consider introducing more two letter syllables (following the sequence in this book) and practising just those for a while. I have found that a few weeks of such practice is usually enough to get a child started on their reading journey.

Lesson Practice

an		in	on	
man	men	sin		nun
Nan		fin		fun
fan				sun

Nan

in	on	sin	man
Nan	men	sun	fan
nun	fin	an	fun

Review & Practice

as

im

is

on

es

if

os

am

an

en

uf

us

af

of

un

em

um

om

ef

in

fun

man

on

in

fan

nun

Nan

men

fin

sun

an

sin

Read Aloud

The Wind and the Sun

The North Wind and the Sun had a quarrel about which of them was the stronger. While they were disputing with much heat and bluster, a Traveller passed along the road wrapped in a cloak.

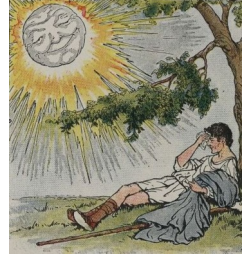
"Let us agree," said the Sun, "that he is the stronger who can strip that Traveller of his cloak."

"Very well," growled the North Wind, and at once sent a cold, howling blast against the Traveller.



With the first gust of wind the ends of the cloak whipped about the Traveller's body. But he immediately wrapped it closely around him, and the harder the Wind blew, the tighter he held it to him. The North Wind tore angrily at the cloak, but all his efforts were in vain.

Then the Sun began to shine. At first his beams were gentle, and in the pleasant warmth after the bitter cold of the North Wind, the Traveller unfastened his cloak and let it hang loosely from his shoulders. The Sun's rays grew warmer and warmer. The man took off his cap and mopped his brow. At last he became so heated that he pulled off his cloak, and, to escape the blazing sunshine, threw himself down in the welcome shade of a tree by the roadside.



Gentleness and kind persuasion win where force and bluster fail.

From The Aesop for Children Illustrated by Milo Winter

Lesson 3.3

Special Word: I

Lesson Practice

Say: Today you're going to read your first sentence! But first we will read some words and learn something new.

Have your child read "am", "Sam" and "Mum"

Say: Good. Now, what is the name of this letter? <Point to "I".>

Say: Yes, and guess what? "I" is a word! I'll use it in a sentence, "I am Mummy <or whoever. emphasise the "I">" Now, you use the word, "I" in a sentence.

Say: Notice that "I" is a capital letter. We always write the word "I" with a capital letter.

Say: Now you are ready to read your first sentence. You just need to read one word at a time as I point to it.

Point to each word in the sentence and wait for your child to read it.

Point to the full stop.

Say: This little dot is called a full stop. It tells us where the end of the sentence is. It also tells us to stop and take a breath. That's important when you have a lot of sentence to read. It stops you going blue in the face!

When to Move On

When your child can read the Lesson Practice with some help and the Review and Practice with no (or very little) help, it is time to move on.

Lesson Practice

am

Sam

Mum

I

I am Sam.

Review & Practice

as	im	is	on
es	if	os	am
an	en	uf	us
af	of	un	em
um	om	ef	in

man	sun	Nan	I
am	men	fan	fin
Sam	in	fun	an
nun	on	sin	

I am Sam.

Read Aloud

Simple Simon



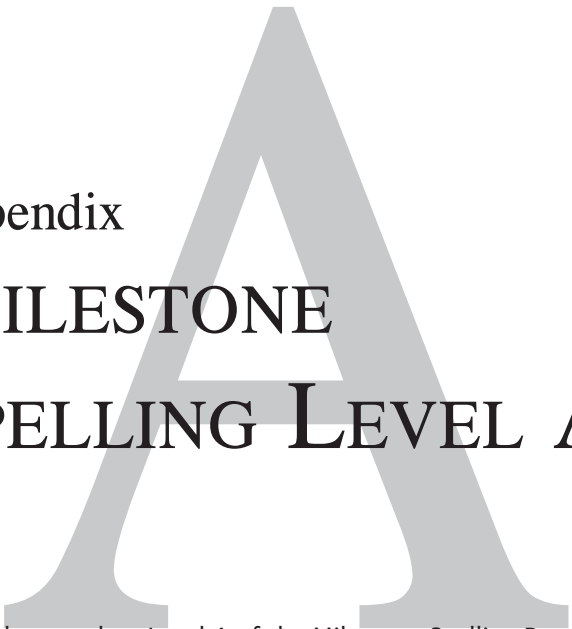
Simple Simon met a pieman,
Going to the fair;
Says Simple Simon to the pieman,
Let me taste your ware.

Said the pieman to Simple Simon,
Show me first your penny;
Says Simple Simon to the pieman,
Sir I haven't any.

Simple Simon went a-fishing,
For to catch a whale;
All the water he had got,
Was in his mother's pail.

Simple Simon went to look
If plums grew on a thistle;
He pricked his fingers very much,
Which made poor Simon whistle.

Traditional nursery rhyme.



Appendix

MILESTONE SPELLING LEVEL A

This is the complete Level A of the Milestone Spelling Program for use with children 8+ years of age.

Introduction

This list is intended for older children (8+) studying Level A of Milestone English. This may include remedial students and those children that have been deliberately allowed to mature before beginning formal reading and spelling instruction.

The list is not recommended for very young beginners. Those children will benefit most from practising word building with letter tiles or flashcards using words from the Textbook and Workbook lessons.

I recommend that you do a spelling lesson with your child every day. The spelling lesson should take only 5-10 mins per day. If your child is getting tired, stop and continue the next day. If you've only covered 4 words and your time is up. Stop. There's no need to race through the list.

There is space for one spelling test in the student workbook. On other days, you may use a whiteboard or scrap paper for the test. I do not recommend using an electronic device for the testing as the tactile experience of using a physical writing surface will help to reinforce learning. This is especially important for remedial students.

A spelling lesson should consist of a daily "test". Each test should contain between 5-15 words (depending on the age and patience of your student). Begin at the start of the list. Read the word, use it in a sentence then repeat the word and ask your child to write it.

After your child has written it, spell out the word for them to self-check. It would be ideal if you can also show them the correct spelling using a whiteboard or similar. Your child can give themselves a tick for a correct word. If the word was spelled incorrectly, they should rewrite the word correctly (or erase and fix). Then they may give themselves a tick. Keep a record of words that your child needed to correct.

On the next day, you should begin testing with the words that the child needed to correct the day before and then continue with as many words as you need

to make up their "quota" or until your time is up.

Every 5th day, do a revision test that only tests words that the child had to correct in the past. You may draw these from as far back in the list as you deem fit.

To make this procedure even more effective you can insist that the child spells a word correctly on two consecutive days before considering it mastered and moving on.

If your child ever has more than 5 "revision" words in one day, you should stop introducing new words and work on having your child learn the current words. You may share any spelling rules or help your child to identify "tricky" parts of the words (perhaps patterns that are unusual or where there is no clear rule to prefer one spelling over another.) You can consider doing "fun" spelling activities such as painting the word list or making the words from pasta shapes or writing the words on concrete with chalk.

A Note on Spelling "Rules"

The following pages contain some notes and generalisations about the spelling patterns encountered in the Level A spelling list. While some people believe that children can become better spellers by memorising these "rules", the author has not found this to be the case.

The notes are provided primarily for your benefit as a teacher. You may let your child know the reason for a particular spelling if they ask. Also, if your child persistently misspells a word it may be helpful to explain any generalisations that might help the child remember the correct spelling. There is no other need to burden the child with myriad "rules" at this stage.

Spelling Notes for Level A

Note: these notes are for your information. Only share them with your child if you feel they will be helpful to them.

Milestone 3

1. The word "I" is always written as a capital letter.
2. A single syllable word that ends with /f/ or /s/ is often spelled with double "f" or double "s". Several short words are exceptions.

Milestone Spelling Level A Word List

MS 3

in

on

an

if

us

am

man

off

Sam

men

miss

fun

sun

sum

fan

fin

mess

fuss

Nan

I