

Milestone English

Level A Workbook

by Kathy Gonzalez



Milestone English Textbook Level A
First Edition (2026)
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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.

This workbook is designed for use with the Milestone English Level A textbook. It is not a stand alone resource and cannot be used without the textbook.

Course Components

There are two essential components for this course:

- **The textbook:** provides the reading lessons and acts as the “pacing guide” for the course.
- **This 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

Every lesson in this book follows the same basic format that will become familiar to both you and your child. There are up to three sections in every lesson with several variations:

Writing Well: is handwriting instruction and practice. Finger trace activities will help your child develop the proper motions required for legible handwriting. Copying words letters, syllables and words will allow your child to develop neat writing and fluency. We strongly discourage the practice of tracing letters (or anything else) with a pencil as tracing has a tendency to delay the development of fluent, legible handwriting. It can also result in incorrect letter formation which has been shown to contribute to letter confusions and reversals.

Word Builder: where your child practices writing sounds, syllables and words. The initial lessons also teach the correct way to write the letters. Correct letter formation is vital for success in reading and spelling, especially for neurodiverse children.

Making Sentences / Sentence Builder: using words to write sentences. Activities in this section will include copy work and simple sentence level composition exercises. Often the questions will also test comprehension of the reading lesson from the textbook.

Story Builder: A gradual, gently guided introduction to story and report writing for older children.

Let's Explore / Building On: a range of enrichment activities designed to stimulate thinking and give extra challenge. These help with both motivation and learning.

Teaching the Lessons

The text written in this typeface and size is designed for you to read to your student. [Text inside square brackets contains instructions for you to read quietly and follow.] Read each instruction and then give your child time to complete it before moving onto the next instruction.

Beginner and Intermediate Levels

This workbook has been designed to fit the needs of both beginner - "Foundation" - students (from the age of 5) and remedial - "Advanced" - students (ages 8 and above). Read and follow the instructions suitable for the age and ability of your student.

If your child is a "Foundation" student you may find that some of the enrichment activities in the Advanced section are appropriate and engaging for them. By all means allow them to complete these activities. Similarly, some "Advanced" students will benefit from or enjoy doing some of the enrichment activities in the Foundation section.

Lesson Pacing

Your child should complete each workbook lesson at the same time that they complete a textbook lesson. Since textbook lessons are designed to take several days to complete, you may split the workbook lessons between those days or choose to do the workbook lesson on one day and do other activities (like a spelling test or handwriting practice) on the other days.

For Foundation students, we recommend that you practice handwriting skills every day. Extra handwriting may be done in a blank notebook or on a reusable surface such as a blackboard.

Advanced students should do a spelling test/lesson every day. Please read and follow the instructions at the start of the spelling Appendix in the textbook.

Credits and Acknowledgments

We believe that all texts and images used are in the public domain, except for those created specifically for this project. Most images have been sourced from one of the following repositories:

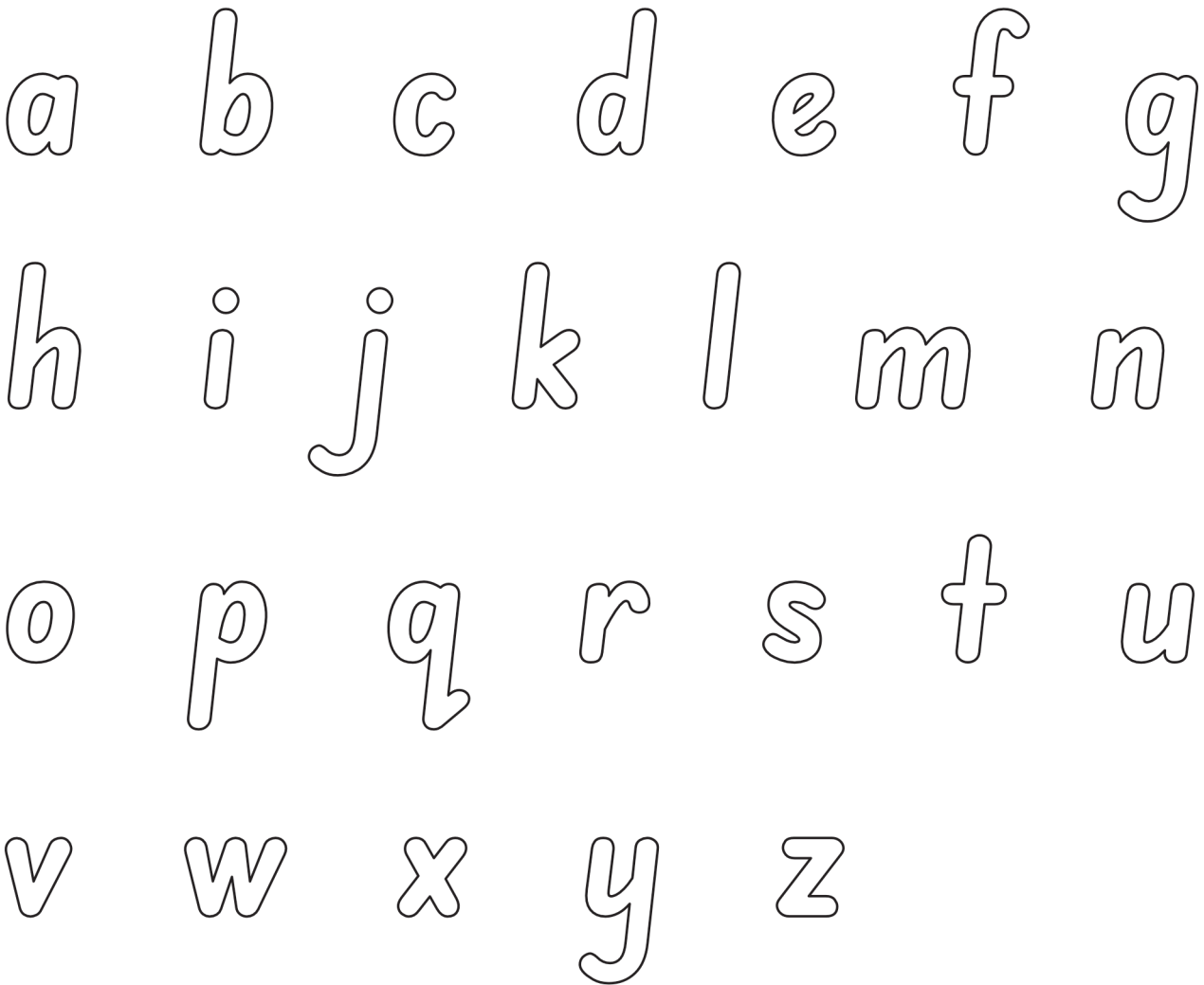
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Lesson 1.1 Foundation

Learning Letters

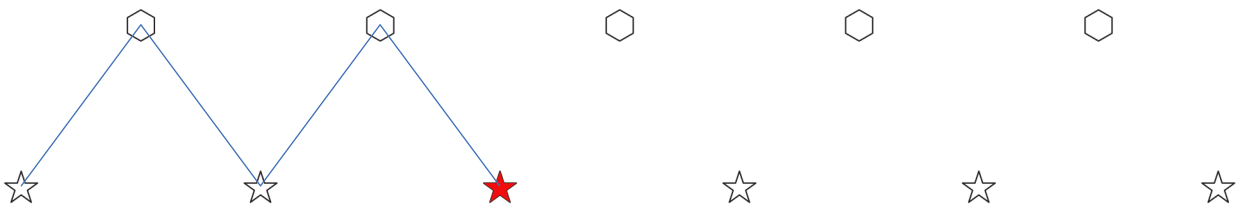
The letters on the top line are called vowels. Find them in the alphabet below and colour them blue. You may colour the rest of the letters grey.

a e i o u



Writing Well

Continue the pattern. Start on the red star.



Lesson 1.1 Advanced

Letter Find

Read all the letters by name on each line to someone. This is to make sure you don't get any of the letter shapes confused. Practice any that you find difficult.

b d d b b d d b b d d b d b d d d d b b d b d b b b
d d b b b d d b d b d b b b d d b d d b b b d b d b

m n m n n m m n n m m n m n m m m m n n m n m
n m m n n m m n m n m n n n m m n m m n n n m n

n u n u u n n u u n n u n u n n n n u u n u n n u u n
u n n u u n n u n u n u u u n n u n n u u u n u n n u

p q p q q p p q q p p q p q p p p p q q p q p p q q
q p p q q p p q p q p q q q p p q p p q q q p q p p

Building On

Practising alphabetic order. Write the letter that comes next in the alphabet in the following sequences.

a b c d _

k l m n _

h i j k _

f g h i _

m n o p _

r s t u _

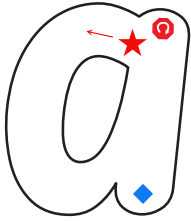
c d e f _

u v w x _

Lesson 1.2 Foundation

Writing Well

finger trace. Start at the star and don't lift your pencil until you get to the diamond.



write 3 a's

a

write 3 a's on writing lines

a

continue the wave pattern.



Let's Explore

Find and circle all the "a"s in the poem.

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

Handwriting legend:

★ start here P stop and change direction ◆ lift pencil

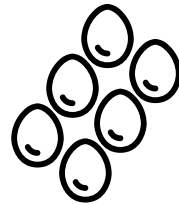
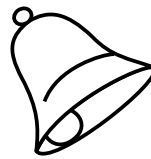
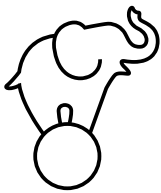
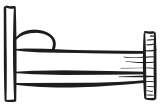
Note: When teaching handwriting, avoid activities that involve tracing with a pencil. Tracing activities tend to delay the development of the hand-eye coordination required to produce legible handwriting. The large hollow letters in these lessons are for your child to trace with their index finger only.

Lesson 1.2 Advanced

Sentence Builder

The letter "a" makes a word all by itself. We usually pronounce this as /uh/ when we talk as in "a dog." Now, when we speak or write properly, we use "a" in front of many words but if the word starts with a vowel sound, we use "an" as in "an apple." There are many vowel sounds but for now we will only worry about /a/, /e/, /i/, /o/ and /u/ and the names of the vowel letters "a", "e", "i", "o", "u".

Place a tick under the picture if you would use "a" before it and a cross if you would use "an" before it in a sentence. The first two are done for you. [If this activity is challenging, give the phrase to the child and ask them to listen for "a" or "an".]



Building On

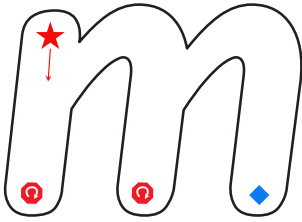
Explain the process of making pancakes. [If your child doesn't know it, explain it to them.] Draw step-by-step instructions for the process using pictures.

Lesson 1.3 Foundation

Writing Well

finger trace

write 3 m's



m

copy

a

m

am

Making Sentences

Each character in the pictures below is telling you their name using a code. I will explain the code. After, you will read the coded message under each picture to me. [Explain the code in the box.]

code



"I"



"cat"



"dog"

etc...



am



am



Lesson 1.3 Advanced

Word Builder

I will read the syllable from today's lesson. I want you to write it here. [Check for proper letter formation and do a brief hand writing lesson if your child is not forming the letters properly.]

Let's Explore

I am going to read the poem from the lesson again and then we will talk about some of the interesting words in it.

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.

Do you know what the word "estate" means? [Wait for reply.] We normally use the word "estate" to mean houses and land. For example, "real estate agent" is a person who sells houses and land.

Sometimes we use the word "estate" to mean everything someone owned after they die. They usually have a will that tells the people who are left who their things should be given to.

But in this poem "estate" is being used in a very fancy way that we only ever see in poems or really old books. It means a time of life. So, the first line is saying, "When I am a grown up man."

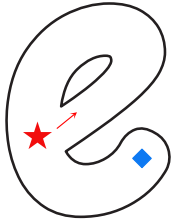
There's another old-fashioned word in the poem: meddle. To meddle means to "mess with" or "interfere with."

Now that you know the meaning of those words, tell me what the whole poem means.

Lesson 1.4 Foundation

Writing Well

finger trace



write 3 e's

e

copy

e

a

em

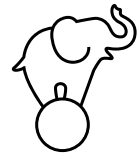
am

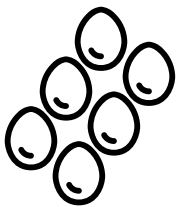
Word Builder

Write the letter for the sound you hear at the start of each of these words.













Lesson 1.4 Advanced

Word Builder

[Do a "spelling test" for the two syllables your child knows at this stage. It would be a good idea to fold the book back so they don't see them on the "Foundation" side. Check letter formation and correct if necessary.]

Building On

This is a picture of an echidna drawn in 1848 by Philip Henry Gosse in a "scientific" book. It looks cute but is not considered very accurate these days. Find a photo of a real echidna and compare it to this picture. What details do you notice are different between the two?



Lesson 1.5 Foundation

Writing Well

finger trace



write 3 i's

i

copy

i

e

im

em

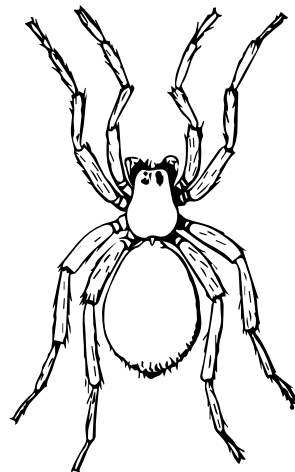
Let's Explore

Find and circle all the "i"s in this poem.

Incy Wincy spider climbed up the water spout,
Down came the rain and washed the spider out.
Out came the sunshine and dried up all the rain,
And Incy Wincy spider climbed up the spout again.

Let's Think

Why is a spider **not** an insect?



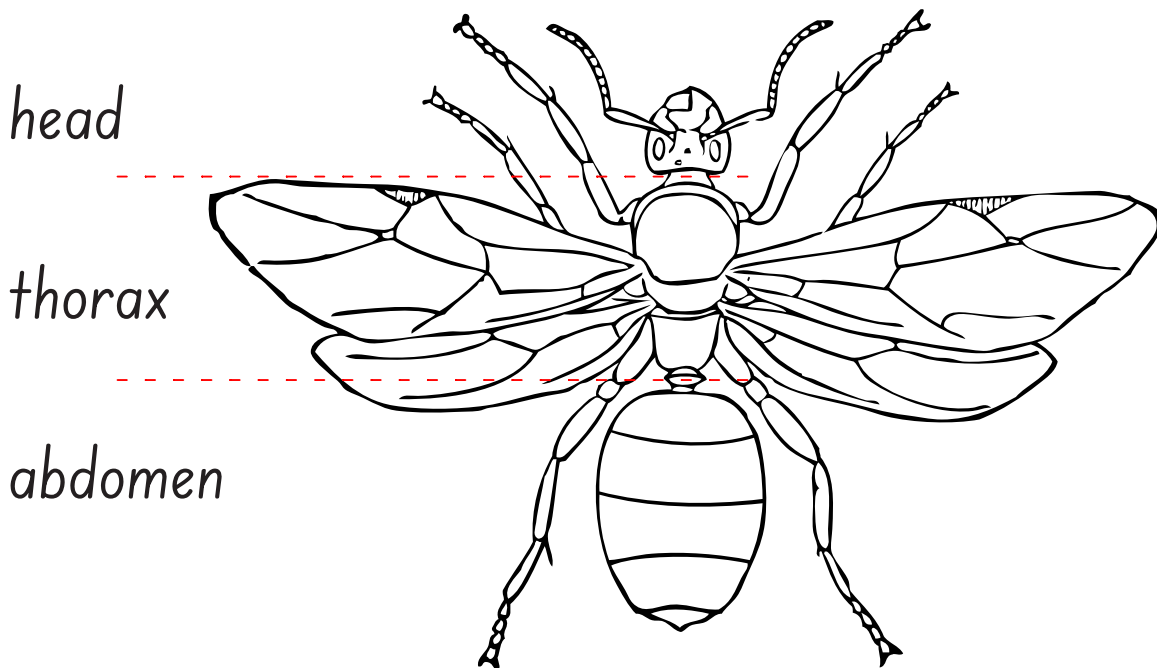
Lesson 1.5 Advanced

Word Builder

[Do a "spelling test" for the three syllables your child knows at this stage. It would be a good idea to fold the book back so they don't see them on the "Foundation" side. Check letter formation and correct if necessary.]

Building On

This is a diagram of an insect. We've marked the head, thorax and abdomen regions. Can you find the antennae, legs and eyes? How many wings does this insect have? How many legs?

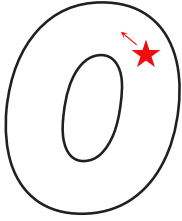


Lesson 1.6 Foundation

Writing Well

finger trace

write 3 o's



o

The letter "O" is round like an orange so it really has no beginning or end. Start at the star and go around until you get back to the star, then just stop!

copy

o

i

om

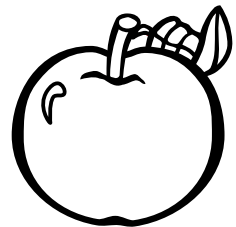
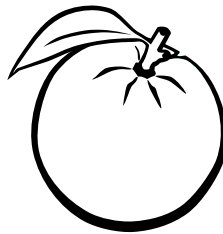
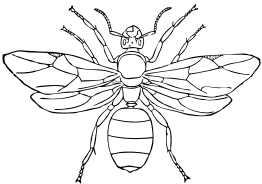
im

em

am

Word Builder

Write the letter for the sound you hear at the start of each of these words. [Insect, Orange, Apple]



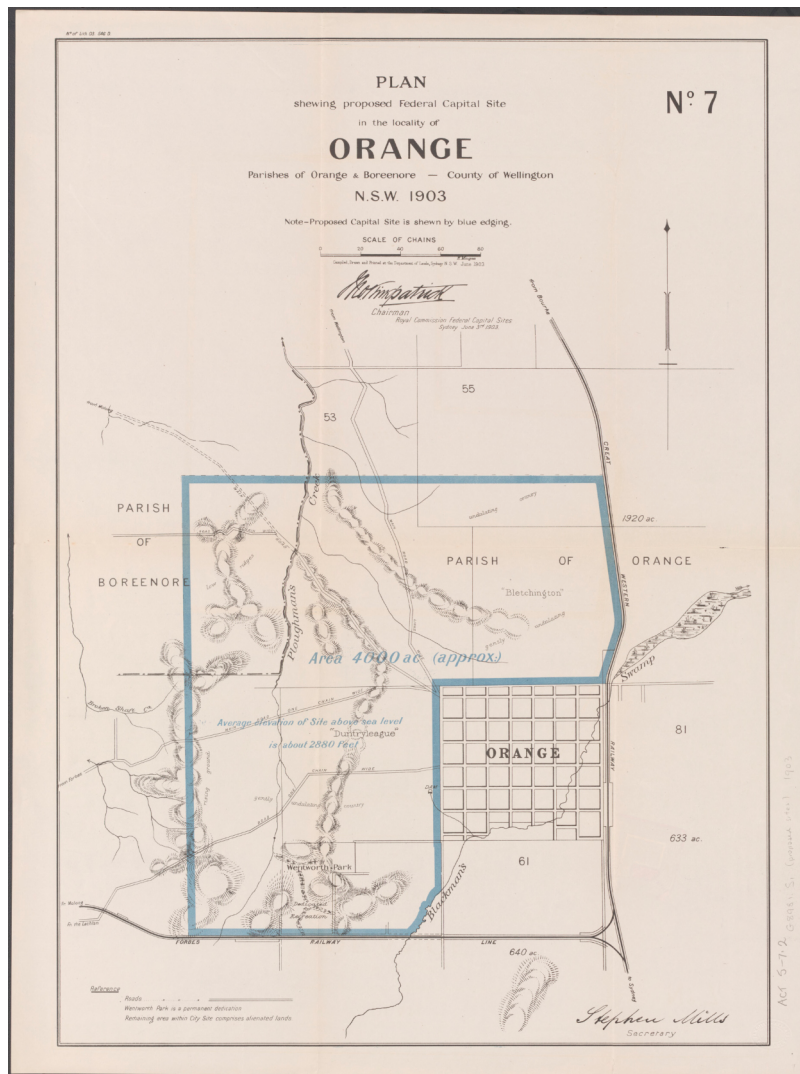
Lesson 1.6 Advanced

Word Builder

[Do a "spelling test" for the syllables your child knows at this stage. It would be a good idea to fold the book back so they don't see them on the "Foundation" side. Check letter formation and correct if necessary.]

Building On

This is a map that was made to show the possible site of the Australian capital if it they had decided to make it near Orange. It's over 120 years old! Look at the map carefully and see what you can find, notice the roads railways and natural features like mountains and rivers. Let's compare this map to a modern one. [Show your child a map of the region on your phone or in a road atlas if you have one.]

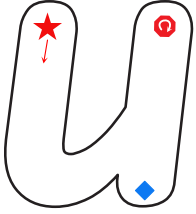


Lesson 1.7 Foundation

Writing Well

finger trace

write 3 o's



u

copy

u

o

um

om

im

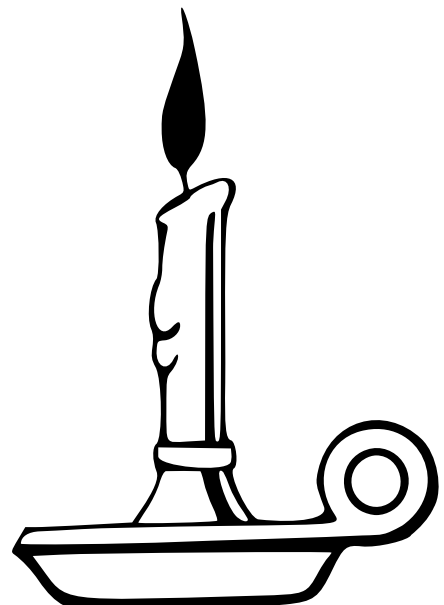
em

am

Word Builder

Find and circle all the "u's" on this poem.

Rub-a-dub-dub,
Three men in a tub,
And who do you think they be?
The butcher, the baker,
The candlestick maker,
They all sailed out to sea.



Lesson 1.7 Advanced

Word Builder

[Do a "spelling test" for the syllables your child knows at this stage. It would be a good idea to fold the book back so they don't see them on the "Foundation" side. Check letter formation and correct if necessary.]

Building On

The last word on each line in a poem often rhymes with the last word on some other line. Often it's the next line, but not always. The poem below has rhymes in different places. Listen to the poem and then tell which lines rhyme with each other. Every single line rhymes with only one other line.

If you like, you could get three different coloured highlighters and highlight each pair of rhyming lines using the same colour.

[Your child is not expected to read any of these words at this stage, so you will have to read the poem slowly - and perhaps only the last word in each line. Point to each word as you read so your child can find the rhymes.]

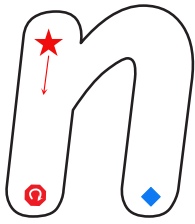
*Rub-a-dub-dub,
Three men in a tub,
And who do you think they be?
The butcher, the baker,
The candlestick maker,
They all sailed out to sea.*

Lesson 2.1 Foundation

Writing Well

finger trace

write 3 n's



n

copy

an

en

in

on

un

um

Let's Explore

See how many of the letter patterns from the copy work above you can find in the poem below. [Your child should circle or highlight all occurrences of "an" "en" "in" "on" and "um"]

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.

Lesson 2.1 Advanced

Word Builder

[Do a "spelling test" of the syllables introduced in this lesson (each of the vowels followed by "n").]

Building On

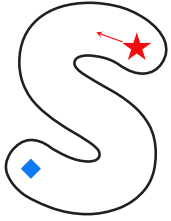
Point to these things on the picture of a dandelion below: stem, leaf, flower, seed head.



Lesson 2.2 Foundation

Writing Well

finger trace



write 3 s's

S

copy

as

es

is

os

us

un

Let's Explore

Find and circle all the "s's" in the poem below.

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.

When the pie was opened
The birds began to sing—
Wasn't that a dainty dish
To set before the king?

Lesson 2.2 Advanced

Word Builder

[Do a "spelling test" of the syllables introduced in this lesson (each of the vowels followed by "s").]

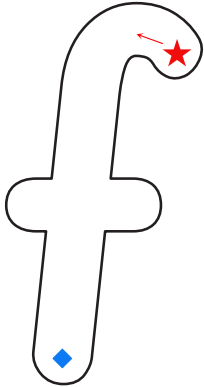
Building On

The poem in the lesson is about the wind. The wind is very interesting because we can't see it or hold onto it but we can hear it, feel it and see what effect it has on other things. The picture in the textbook shows children flying a kite. People use the wind for both play and work. Draw at least one way people use the wind.

Lesson 2.3 Foundation

Writing Well

finger trace



write 3 f's

f

copy

af

ef

if

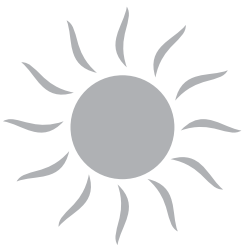
of

uf

us

Let's Explore

Write the letter for the sound you hear at the start of each of these words. [sun, nap, umbrella]







Lesson 2.3 Advanced

Word Builder

[Do a "spelling test" of the syllables introduced in this lesson (each of the vowels followed by "f").]

Building On

David Fleay was the first to breed wedge-tailed eagles in captivity. The picture below was painted by Elizabeth Gould. Describe what you see. [Ask the child questions to draw out more details like, What colour is it? What shape is it? Notice the flying one; what does it's tail look like?]

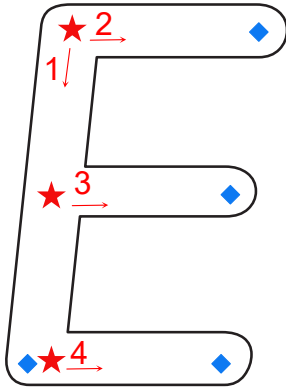


Lesson 3.1 Foundation

Writing Well

finger trace

Copy 3 times each:



E

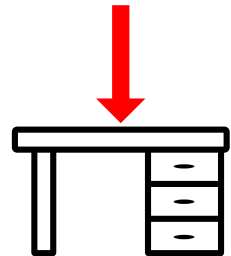
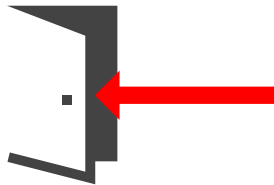
E e

Sentence Builder

Em is a name: it's usually short for Emma. All names of people, places and pets start with capital letters. Write your own name here: [Help your child with spelling their name. You may use the opportunity to "preview" any letter sounds they have not yet learned - or simply say they will learn those later.]

Let's Explore

Write a word from the lesson that matches each picture. [us, in, on]



Lesson 3.1 Advanced

Word Builder

[You may start the spelling program in the appendix at this stage, or wait until the start of the next Milestone. If you elect to wait, use the words from the lesson for spelling.]

Sentence Builder

Em is a name: it's usually short for Emma. All names of people, places and pets start with capital letters. Write the names of your family members (and pets if you have them) here. [Help as needed.]

Building On

Listen as I reread the poem from the story. [Read the poem.] Is it about a real boat? Draw a picture of the scene.

Lesson 3.2 Foundation

Writing Well

copy the words

man

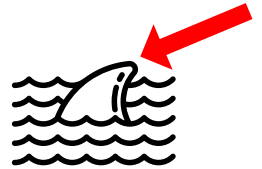
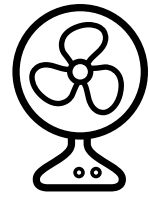
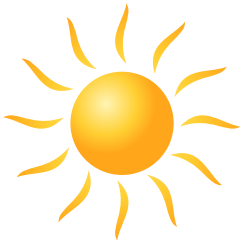
fun

fan

sun

Let's Explore

Write a word from the lesson that matches each picture.



Lesson 3.2 Advanced

Word Builder

Do a spelling test here.

Building On

Find the words in the grid. Words are across, down and diagonal. No words are backwards.

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

in
Nan
nun

on
men
fin

sin
sun
an

man
fan
fun

Lesson 3.3 Foundation

Writing Well

copy the words

am Sam

Mum I

Sentence Builder

Copy the sentence.

I am Mum.

Let's Explore

Circle the picture that matches the sentence you wrote.



Lesson 3.3 Advanced

Word Builder

Do a spelling test here.

Sentence Builder

A sentence always begins with a capital letter and a full stop. Rewrite the sentence below correctly. Don't forget that names of people always begin with capital letters also.

i am sam

Building On

Write two or three sentences beginning with "I am". The first one should end with your name. You can get help to spell words you do not know yet.
