Dyslexia

Name _____

LetterSchool worksheet pack · free to print and share

Your child finds it much harder than others to link letters and sounds, read words and spell, despite good teaching. Dyslexia is a difference in how the brain processes the sounds of language. It is not about intelligence, and structured teaching helps.

How to use this pack

1. **Hear the sounds: Rhyme and sound boxes.**
2. **Link sounds and letters: Letter sounds in a clear order.**
3. **Decode: Read every letter; decodable stories.**
4. **Tricky words and spelling: Heart words and dictation.**

In this pack

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Print the whole pack or only the pages you need. Every sheet is also on letterschool.com with tips and other handwriting styles.

Rhyme time

Name _____

Phonics · Rhyming · Sheet 1

1 Say the name of each picture. Draw a line to the picture that rhymes.














Sound boxes

Name _____

Phonics · Short a

1 **Say the word slowly. Tap a dot for each sound. Write one sound in each box, then write the whole word.**













Sound boxes

Name _____

Phonics · Short i

1 **Say the word slowly. Tap a dot for each sound. Write one sound in each box, then write the whole word.**













Beginning sound Ss

Name _____

Phonics · Pre-K – Kindergarten

1 Trace the letter Ss. Start at the black dot.

S s

S S S S

S S S S S

2 Say the name of each picture. Circle the pictures that start with the /s/ sound.



3 Trace the words.

sun

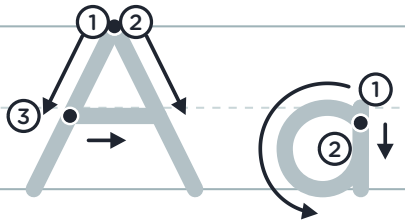
sock

Beginning sound Aa

Name _____

Phonics · Pre-K – Kindergarten

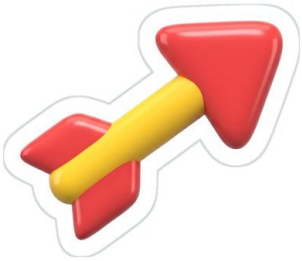
1 Trace the letter Aa. Start at the black dot.



A A A A

a a a a a

2 Say the name of each picture. Circle the pictures that start with the short a sound.





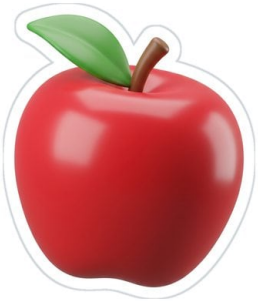














3 Trace the words.

apple

ant

Letter sounds: fluency check

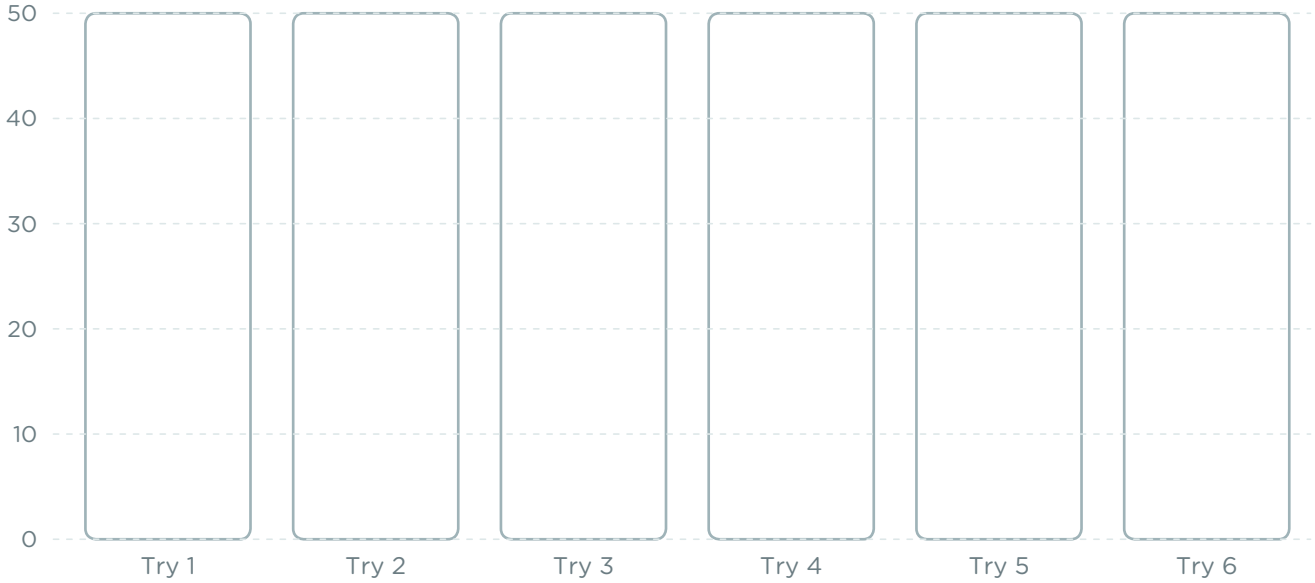
Name _____

Fluency · Progress

1 **Your child reads the letter sounds from left to right for one minute. Mark the last one read and count. Color that many in the graph for this try. Try again on another day.**

s	a	t	p	i	n	m	d	g	o	10
c	k	l	e	h	r	f	b	u	j	20
v	w	x	y	z	q	q	z	x	y	30
w	v	j	u	f	r	b	e	h	l	40
k	c	g	o	i	d	n	p	a	s	50

My progress



Read every letter

Name _____

Phonics · short vowels

1 **Read each word all the way through. Circle the word that matches the picture.**



cot

cut

cat



peg

pig

pug



bid

bad

bed



sun

sit

sat



mop

mep

map



hot

hat

hit

Read and answer

Name _____

Phonics · Decodable story · short a

1 **Read the story three times. Color a star each time you read it.** ☆ ☆ ☆

The Cat and the Hat

Pat has a cat. The cat is fat. The cat sat on a mat. Pat had a hat. The cat sat in the hat! Pat is mad. The cat ran. Pat has the hat.



2 **Who has a cat?**

- ◯ Pat
- ◯ Dad
- ◯ Sam

3 **Where did the cat sit?**

- ◯ in a hat
- ◯ in a van
- ◯ on a bed

4 **Write a short a word from the story.**

_____

Nonsense words: fluency check

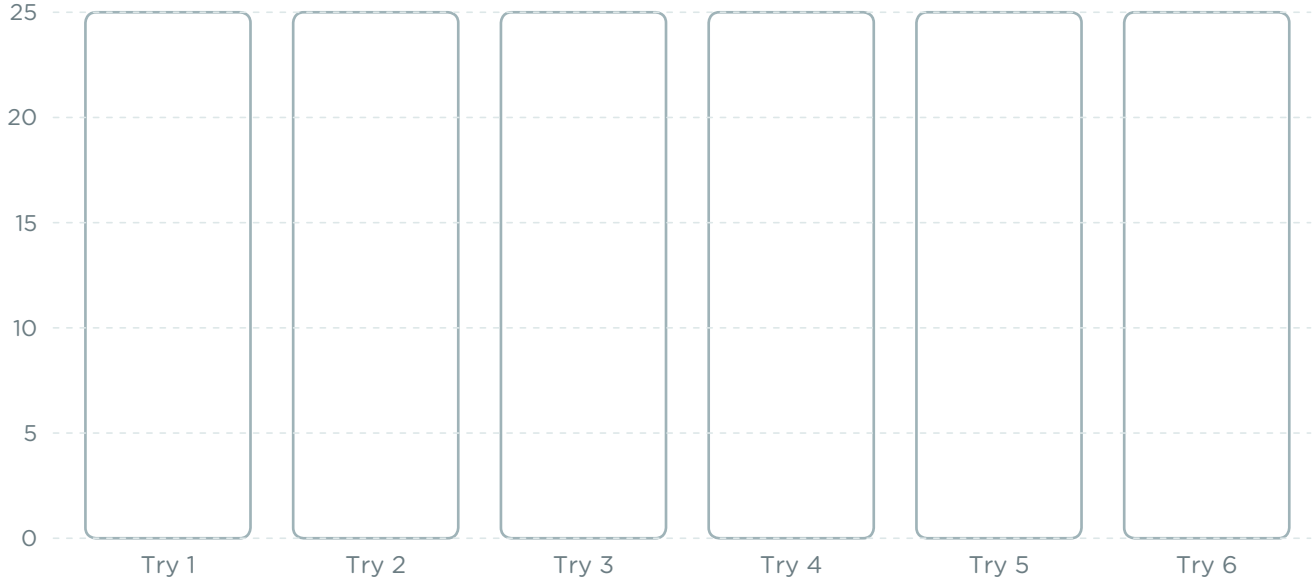
Name _____

Fluency · Progress

1 **Your child reads the made-up words from left to right for one minute. Mark the last one read and count. Color that many in the graph for this try. Try again on another day.**

mip	tav	fep	lub	raf	5
pim	vot	jeb	sut	nim	10
dif	lom	tib	rak	fom	15
hez	gup	wob	kef	yat	20
bim	zot	nud	pes		24

My progress

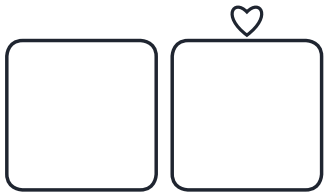


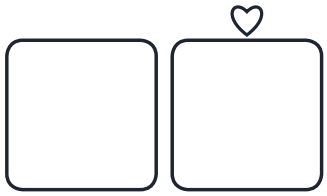
Heart words

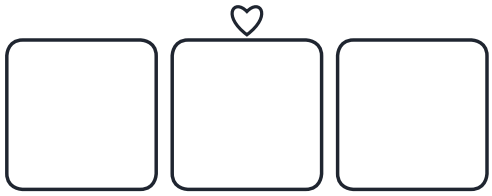
Name _____

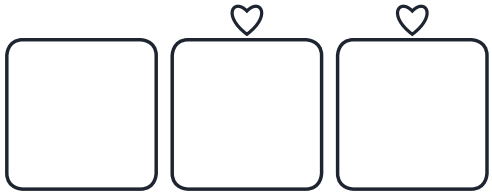
Sight words · Heart word mapping

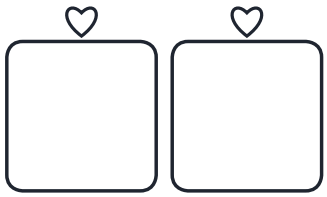
1 **Read the word. Say each sound and write its letters in a box. The heart shows the tricky part. Then write the whole word.**

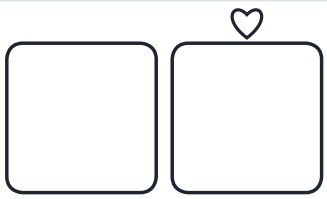
the 

to 

said 

was 

of 

you 

Listen and write

Name _____

Spelling · Dictation

1 **Grown-up: fold the bottom strip back first. Read each word, then say it in a short sentence. Child: say it, tap the sounds, write it. Then unfold the strip and tick each one you got right.**

1. _____ ☐

2. _____ ☐

3. _____ ☐

4. _____ ☐

5. _____ ☐

6. _____ ☐

7. _____ ☐

Fold back · for the grown-up to read (if a sound can be spelled two ways, say which pattern to use):

1. cat 2. map 3. sad 4. jam 5. ran 6. bag 7. The cat ran.