

Digraphs and consonant blends workbook

Next-step phonics practice for Grade 1

Read. Think. Write. Explain.

READ	THINK	WRITE
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This book belongs to:

12 paired practice units | 24 activity pages | Answer keys included

English | Class 1 | Suggested ages 6-7 | Adult support when needed

Before you begin

Begin after the child can blend simple short-vowel words such as cat and sit. An adult should read directions and definitions when needed.

A consonant digraph uses two letters for one sound. In ship, sh represents one sound. In a blend, adjacent consonants retain separate sounds: clap begins with /k/ then /l/.

Units 1-5 practice sh, ch, th, ck and ng. Unit 6 reviews them. The th words here use the sound in thin; the different sound in this is not taught in this book.

Units 7-11 practice initial consonant blends. A word can contain both a blend and a digraph: black starts with the blend bl and ends with ck. Unit 12 compares the two patterns.

Say the sounds without adding an extra uh. Read each word, discuss its meaning and then use it in a sentence. Some words such as wing and king may vary slightly with accent; use natural pronunciation.

The word bank supplies every fixed-answer word. Answers begin on page 27. Children can answer orally before writing. The drawing and original-sentence task has no single correct answer.

Practice date: DD.MM.YYYY. Short sessions are fine; stop before the child becomes tired.

Unit 1: sh

Say the words, listen to the sounds and talk about the meanings.

Word bank: ship | shop | fish | dish

Underline the digraph in each word.

ship _____

shop _____

fish _____

dish _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 1: Use the words

Read each clue. Write the matching word from the bank.

Word bank: ship | shop | fish | dish

An animal that swims _____

A plate for food _____

A place to buy things _____

A large boat _____

Complete the sentence.

A ____ can swim.

Draw one word from the bank. Write a new sentence using that word.

Unit 2: ch

Say the words, listen to the sounds and talk about the meanings.

Word bank: chip | chin | chop | chat

Underline the digraph in each word.

chip _____

chin _____

chop _____

chat _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 2: Use the words

Read each clue. Write the matching word from the bank.

Word bank: chip | chin | chop | chat

The part below your mouth _____

To talk together _____

To cut into pieces _____

A small broken piece _____

Complete the sentence.

My ____ is below my mouth.

Draw one word from the bank. Write a new sentence using that word.

Unit 3: th

Say the words, listen to the sounds and talk about the meanings.

Word bank: thin | thud | moth | bath

Underline the digraph in each word.

thin _____

thud _____

moth _____

bath _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 3: Use the words

Read each clue. Write the matching word from the bank.

Word bank: thin | thud | moth | bath

An insect with wings _____

Washing your body in a tub _____

Not thick _____

A dull sound made by a falling object _____

Complete the sentence.

A ____ has wings.

Draw one word from the bank. Write a new sentence using that word.

Unit 4: ck

Say the words, listen to the sounds and talk about the meanings.

Word bank: duck | sock | neck | pack

Underline the digraph in each word.

duck _____

sock _____

neck _____

pack _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 4: Use the words

Read each clue. Write the matching word from the bank.

Word bank: duck | sock | neck | pack

Something worn on a foot _____

A bird that can swim _____

The part between head and body _____

To put things in a bag _____

Complete the sentence.

Put a ____ on your foot.

Draw one word from the bank. Write a new sentence using that word.

Unit 5: ng

Say the words, listen to the sounds and talk about the meanings.

Word bank: ring | king | wing | sing

Underline the digraph in each word.

ring _____

king _____

wing _____

sing _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 5: Use the words

Read each clue. Write the matching word from the bank.

Word bank: ring | king | wing | sing

A bird uses this to fly _____

A band worn on a finger _____

To make music with your voice _____

A male ruler _____

Complete the sentence.

A bird has a ____.

Draw one word from the bank. Write a new sentence using that word.

Unit 6: sh, ch, th, ck and ng

Say the words, listen to the sounds and talk about the meanings.

Word bank: fish | chin | thin | duck | ring

Underline the digraph in each word.

fish _____

chin _____

thin _____

duck _____

ring _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 6: Use the words

Read each clue. Write the matching word from the bank.

Word bank: fish | chin | thin | duck | ring

Swims and has fins _____

Below the mouth _____

A swimming bird _____

Worn on a finger _____

Complete the sentence.

A ____ has fins.

Draw one word from the bank. Write a new sentence using that word.

Unit 7: bl, cl and fl

Say the words, listen to the sounds and talk about the meanings.

Word bank: black | clap | flag | flat

Underline the starting consonant blend in each word.

black _____

clap _____

flag _____

flat _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 7: Use the words

Read each clue. Write the matching word from the bank.

Word bank: black | clap | flag | flat

To hit your hands together _____

Cloth that can fly on a pole _____

Level, with no bumps _____

A very dark color _____

Complete the sentence.

We ____ our hands.

Draw one word from the bank. Write a new sentence using that word.

Unit 8: br, cr and dr

Say the words, listen to the sounds and talk about the meanings.

Word bank: brick | crab | drum | drop

Underline the starting consonant blend in each word.

brick _____

crab _____

drum _____

drop _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 8: Use the words

Read each clue. Write the matching word from the bank.

Word bank: brick | crab | drum | drop

An animal with claws _____

An instrument you hit _____

To let something fall _____

A block used to build a wall _____

Complete the sentence.

Tap the ____ to make a beat.

Draw one word from the bank. Write a new sentence using that word.

Unit 9: fr, gr and tr

Say the words, listen to the sounds and talk about the meanings.

Word bank: frog | grin | trip | trap

Underline the starting consonant blend in each word.

frog _____

grin _____

trip _____

trap _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 9: Use the words

Read each clue. Write the matching word from the bank.

Word bank: frog | grin | trip | trap

An animal that hops _____

A big smile _____

To stumble _____

Something used to catch an animal _____

Complete the sentence.

A big smile is a ____.

Draw one word from the bank. Write a new sentence using that word.

Unit 10: sk, sm and sn

Say the words, listen to the sounds and talk about the meanings.

Word bank: skip | smell | snip | snug

Underline the starting consonant blend in each word.

skip _____

smell _____

snip _____

snug _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 10: Use the words

Read each clue. Write the matching word from the bank.

Word bank: skip | smell | snip | snug

A small cut with scissors _____

To move with little hops _____

To sense with your nose _____

Warm and comfortable _____

Complete the sentence.

Use your nose to ____.

Draw one word from the bank. Write a new sentence using that word.

Unit 11: sp, st and sw

Say the words, listen to the sounds and talk about the meanings.

Word bank: spin | stop | swim | step

Underline the starting consonant blend in each word.

spin _____

stop _____

swim _____

step _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 11: Use the words

Read each clue. Write the matching word from the bank.

Word bank: spin | stop | swim | step

To move through water _____

To turn around _____

To cease moving _____

One movement of a foot _____

Complete the sentence.

A fish can ____.

Draw one word from the bank. Write a new sentence using that word.

Unit 12: Digraph or blend?

Say the words, listen to the sounds and talk about the meanings.

Word bank: ship | clap | fish | frog

Label each word digraph or initial blend. Underline the letter pair you used.

ship _____

clap _____

fish _____

frog _____

Choose one word. Say it slowly, then blend the sounds together.

Write that word and use it in a spoken sentence.

Unit 12: Use the words

Read each clue. Write the matching word from the bank.

Word bank: ship | clap | fish | frog

A large boat _____

To hit your hands together _____

An animal with fins _____

An animal that hops _____

Complete the sentence.

A ____ can hop.

Draw one word from the bank. Write a new sentence using that word.

Answer key

Read the pattern labels with the child; accept sensible original sentences.

Unit 1: sh

Patterns, in word-bank order: sh, sh, sh, sh.

Clues, in order: fish, dish, shop, ship. Sentence: fish.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 2: ch

Patterns, in word-bank order: ch, ch, ch, ch.

Clues, in order: chin, chat, chop, chip. Sentence: chin.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 3: th

Patterns, in word-bank order: th, th, th, th.

Clues, in order: moth, bath, thin, thud. Sentence: moth.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Answer key

Read the pattern labels with the child; accept sensible original sentences.

Unit 4: ck

Patterns, in word-bank order: ck, ck, ck, ck.

Clues, in order: sock, duck, neck, pack. Sentence: sock.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 5: ng

Patterns, in word-bank order: ng, ng, ng, ng.

Clues, in order: wing, ring, sing, king. Sentence: wing.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 6: sh, ch, th, ck and ng

Patterns, in word-bank order: sh, ch, th, ck, ng.

Clues, in order: fish, chin, duck, ring. Sentence: fish.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Answer key

Read the pattern labels with the child; accept sensible original sentences.

Unit 7: bl, cl and fl

Patterns, in word-bank order: bl, cl, fl, fl.

Clues, in order: clap, flag, flat, black. Sentence: clap.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 8: br, cr and dr

Patterns, in word-bank order: br, cr, dr, dr.

Clues, in order: crab, drum, drop, brick. Sentence: drum.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 9: fr, gr and tr

Patterns, in word-bank order: fr, gr, tr, tr.

Clues, in order: frog, grin, trip, trap. Sentence: grin.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Answer key

Read the pattern labels with the child; accept sensible original sentences.

Unit 10: sk, sm and sn

Patterns, in word-bank order: sk, sm, sn, sn.

Clues, in order: snip, skip, smell, snug. Sentence: smell.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 11: sp, st and sw

Patterns, in word-bank order: sp, st, sw, st.

Clues, in order: swim, spin, stop, step. Sentence: swim.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

Unit 12: Digraph or blend?

Patterns, in word-bank order: digraph (sh), blend (cl), digraph (sh), blend (fr).

Clues, in order: ship, clap, fish, frog. Sentence: frog.

Drawing and sentence: Check that the chosen word is used with its correct meaning.

My practice record

Tick a box after each session. This is a record, not a test score.

- | | |
|--|-------------|
| ☐ sh | Date: _____ |
| ☐ ch | Date: _____ |
| ☐ th | Date: _____ |
| ☐ ck | Date: _____ |
| ☐ ng | Date: _____ |
| ☐ sh, ch, th, ck and ng | Date: _____ |
| ☐ bl, cl and fl | Date: _____ |
| ☐ br, cr and dr | Date: _____ |
| ☐ fr, gr and tr | Date: _____ |
| ☐ sk, sm and sn | Date: _____ |
| ☐ sp, st and sw | Date: _____ |
| ☐ Digraph or blend? | Date: _____ |

A skill I want to practice again:

Keep reading

Choose a favorite page and read it again. Explain one answer using words from the page.

Notice progress in reading and understanding, not just speed. Revisit a sound or word that still needs support.

DrawBuds | drawbuds.in

Original practice content. First review edition: 08.09.2026.