



Reading Made Simple

Phonic Word Lists For Level 3

Level 3



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Daily Phonic Lesson

Moving on With Phonics

Every Day:

1. Practice the phoneme flashcards from previous lessons . Can your pupil give you some words for each sound. This is more complex at this stage as some phonemes represent more than one sound. The aim at this stage is more to have the pupil familiar with the letter groupings so that they can spot them easily in words. They also need to know which words belong with each phoneme.
2. Briefly practice some words from previously taught families. This is important for revision, but keep it brief as it is not the main part of the lesson. This could be as simple as reading a word list already learnt and asking the child which family the words belong to. It could be used as an opportunity to reinforce a sound that is weak with a quick bit of practice, either writing or reading.

Then:

On Monday introduce the new sound flashcard (that you have prepared ready) and tell the pupil the sound/s the letters make when they are together in a word. Teach the words in the groupings per each sound as shown. Listen for the different sounds they make, or the different spelling pattern as you write them and point these out to your pupil. The words are less phonetically straight forward now. Point out any tricky parts of words (see notes for each lesson).

Say the first word and then as you sound it out, either write each letter down, on a board or paper, or make them yourself with the alphabet cards, if possible making the new sound stand out in a different colour.

E.g. station

This will help to train your pupil's eye to see each sound as a unit rather than individual letters.

Do explain the meaning of unfamiliar words.

Rub them out and then read them one by one to your pupil, giving them time to either write each word down, or make them with alphabet /magnetic letters.

Let the child read their words back to you. Are they correct?

Prompt the child to correct their work as necessary, emphasising the hearing and feeling of the sounds. Finish by asking them to read their list of words back to you.

Display the words somewhere for the week, where they will be seen easily - by the kitchen table, or in the bathroom, or on your child's bedroom door. Refer to them often throughout the week outside of lesson time as opportunities present themselves.

On **Tuesday, Wednesday and Thursday** repeat the above and then spend time reviewing the new sound and the words that belong in that family. You can do this by repeating *Monday*, or by completing the given worksheet (where applicable). Only if your student is confident, may you practice reading some of the other words listed for each family (where applicable). This will help them to see that they can apply their knowledge to words other than those in the main list. Keep the spelling just to the main list.

If you have more time one day:

- 1) Choose some games from the games page, or do a worksheet.
- 2) Use this time to introduce the 'odd' words given for each lesson. They should be practiced both in writing and reading. They are best learnt in context, so make up sentences using words already learnt or use some of those given, that contain the new odd word.

On Friday

After the alphabet rhyme and phoneme flashcards, do a dictation. Ideally you want to dictate the passage/sentences from the previous week's sound family. So for the 'ck' week, you will do the dictation for the cvcc words. Get your student a new exercise book in which to write their dictations. They should work with an HB pencil and have a rubber so that mistakes can be neatly erased. Neat work should be encouraged at all times.

First make sure they are familiar with all the words in the passage, including any 'odd' words.

Read the passage to the student. Then say you will read it again, a word at a time, giving space for the student to write each word as you say it.

Once the dictation is over, ask the student to read their work through to check for errors. This is very important. Then prompt them to correct any they have missed. They can draw a picture to go with the dictation if they wish, to finish.

tion

action

junction

fraction

question

nation

addition

station

relation

invitation

inventions

conversation

information

direction

junction

au

Paul

haul

launch

August

laundry

haunt

fault

cause

pause

caution

sauce

exhaust

because

Austria

Australia

cauliflower

air

air

hair

hair

pair

fair

fairy

chair

stairs

upstairs

downstairs

repair

ear/are

bear

pear

tear

wear

heard

earn

leart

earth

search

learn

early

heart

care

fare

hare

dare

bare

share

scare

stared

compare

prepare

parent

ou(u)

touch

young

country

double

trouble

couple

cousin

wound

More 'W' Rules

war

warm

warming

warn

warning

quarter

swarm

reward

forward

backward

towards

awkward

wor (wer)

word

world

worm

work

working

worth

worse

worst

worship

worthy

Soft 'c'

ice

rice

slice

twice

nice

office

voice

sentence

December

fence

dance

('a' saying 'ar')

entrance

race

face

place

replace

France

city

circle

circus

recipe

medicine

Pencil

decide

decided

excited

disciple

bicycle

icy

fancy

Soft 'g'

age

cage

rage

large

huge

danger

strange

stranger

suggest

gentle gently

badge

edge

hedge

sledge

fudge

lodge

judge

hedge

orange

cottage

bandage

postage

message

package

damage

courage

manage managed

wr/kn

write

knee

wrote

kneel knelt

wrap

knit

wrist

know

wrong

knew

wreck

knot

wren

knock

wriggle

knife

knuckle

knob

knight

igh/n after a vowel

weigh

weight

neigh

sleigh

eight

eighty

eighteen

straight

reign

foreign

height

ph/ch

phone

dolphin

elephant

Philip

alphabet

telephone

nephew

photo

photograph

school

Chris

Christ

Christmas

chemist

chord

anchor

ache

mechanic

More silent letters

lamb
comb
thumb
crumb
numb

sign
design

hour
honest

friend
view

autumn

guard

guess

tongue

whistle

castle

listen

thistle

listen

often

soften

scissors

scent

answer

ui

suit

suitcase

fruit

juice

bruise

build

guilt

penguin

build

builder

building

guilt

guilty

guitar

biscuit

build

built

penguin

ie

field
shield
chief
thief
piece
pier

ceiling
receive
deceive
Sheila
Keith

vein
veil

their

ough

cough

through

rough

though

tough

although

enough

dough

plough

thorough

bough

thoroughly

ought/aught

ought

bought

fought

brought

thought

nought

caught

taught

daughter

drought

laugh laughing laughter

our (er)

flavour
harbour
colour
journey
armour
favour
favourite
neighbour

your
four
course
court
source

i(y)

onion
radio
alien
billion
brilliant
India

sympathy
mystery
crystal
syrup
system
symptom
Egypt

saviour
behaviour

obedient
immediate
senior
convenient
conveniently
audience

fashion

OUS

famous

enormous

dangerous

adventurous

disastrous

jealous

precious

gracious

glorious

serious

victorious

mysterious

ure

picture

furniture

scripture

creature

puncture

mixture

adventure

future

nature

capture

sure

ar(er)

beggar

collar

vicar

cellar

altar

polar

solar

vinegar

similar

regular

familiar

caterpillar

sugar

sion/ssion

television

revision

conclusion

decision

explosion

invasion

vision

division

permission

expression

possession

admission

discussion

final or (er)

edit editor

act actor

visit visitor

calculate calculator

radiate radiator

conduct conductor

tractor

doctor

sailor

author

minor

major

Foreign Words

machine

machinery

marine

margarine

trampoline

vaccine

catalogue

league

antique

unique

cheque

chef

parachute