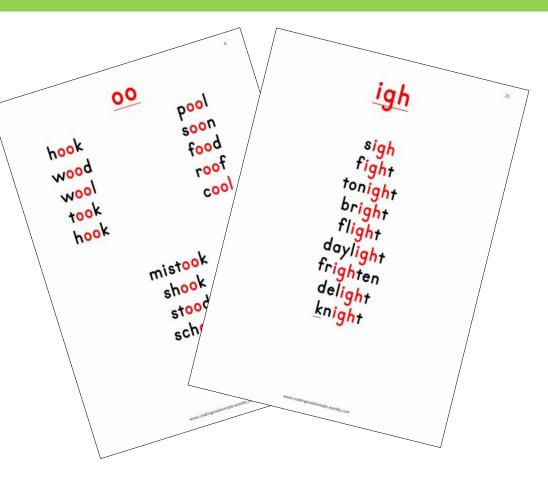


Reading Made Simple

Phonic Word Lists For Level 2



Li ibelle's Resources

on with Phonics Moving

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Daily Phonic Lesson Level 2

On Monday introduce the new sound flashcard (that you have prepared ready) and tell the pupil the sound the letters make when they are together in a word. Start with the words listed on the related page in this book and introduce all of them on Monday. Say: 'These words all have the sound '.....' in them. Listen as I sound them out.'

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. duck might, or if using letter cards, placing them down with a slight gap before the new sound: du ck, m igh t.

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

- 2. Rub them out and then read them one by one to your pupil, giving him/her time to write each word down.
- 3. Let the child read his/her words back to you. Are they correct? Prompt the child to correct his/her work as necessary, emphasising the hearing and feeling of the sounds. Finish by asking him/her to read his/her list of words back to you.
- 4. 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** 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 worksheets or completing our little English workbooks given for each sound.

On Friday

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 not have a dictation. Get your student a new exercise book in which to write his/her dictations. The pupil 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 that the pupil is 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 his/her work through to check for errors. This is very important. Then prompt him/her to correct any s/he has missed. The child can then draw a picture to go with the dictation to finish.

ck

Jack
track
snack
truck
struck

kick trick brick quick

lock dock clock jacket pocket packet ticket

00

hook wood wool took hook pool soon food roof cool

mistook shook stood school

ee

keep beef week heel green bleed queen street between

settee coffee

wheel geese knee

sh wish mash cash rash crash flash shall shock shook sheet splash brush foolish

ch

munch
lunch
bench
chick
chicken
children
sandwich

match catch kitchen

chees<u>e</u> which



moth
thank
thing
think thinking
thank thanked

tooth teeth three cloth thump thorn

<u>ing</u>

shopping running getting letting skipping chatting winning missing filling

sort
short
sport
porch
north

or

tractor morning forget

story forty door poor floor

more stor<u>e</u> before

ar

hard card harm part yard mark smart sharp start garden market carpet darkness

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a-e

made take gave gate wave

lake bake wake

awake became taste
shape
frame
brave
brave

face race place

lie tie pipe hide smile arrive alive glide fire ice nice slice

white while write

wife wives knife knives

toe close stones slope hose froze chose smoke clothes drove hole open broke broken froze frozen

u-e

use uses used using

glue gluing clue statue continue queue

tube rule cute cube

e-e

even evening Peter Steve theme athlete compete complete extreme delete

paid pain main nail rail wait paint chain again afraid explain raise prais<u>e</u> waist

ea

heat seat each reach teach peach beach cream treat speak steal please

ear near dear year

leaf leaves

oak road soap soak float goal toad coach toast roast

loaf loaves



sigh fight tonight bright flight daylight frighten delight <u>k</u>night



stir first skirt birth shirt third dirty thirty thirsty thirteen circle circus

<u>ay</u>

pay today away stay play holiday birthday hooray Tuesday Wednesday

ou

about shout loud aloud sound pound around south our hour

thousand fountain mountain blouse



law shawl crawl straw yawn dawn drawn awful seesaw

<u>oi</u>

foil coin point spoil toilet avoid joints poison hoist noise choice voice

ur

burn turn turnip bursting burglar surprise nurse purse injur<u>e</u> furniture al

fall call wall stall

salt
hospital
chalk
stalk
talk
walk

er

ever never under river number harder hanger finger together kerb swerve

later
over
paper
computer
driver

better letter robber

<u>y (ee)</u>

every sorry happy plenty hungry angry baby

lady shady pony tidy study twenty
thirty
forty
fifty
sixty
seventy
ninety

ea

breath ready spread feather weather heaven instead healthy wealthy breakfast pleasant

little apple bottle middle uncle simple handle candle able table stable Bible title

now owl brown crown crowd frown drown vowel towel power tower shower powder a (ar)

ask last path glass class after rather father nasty basket flask banana grandpa grandma

o (u)

won front done none glove above other worry money

discover amongst monkey London another

Vowels saying their name

child
wild
find
lion
behind
quiet

April

old gold sold told cold post most only pony oh October

Y (eye)

fry fly sky why reply July bye goodbye

ow (oe)

row mow blow grow elbow window yellow pillow follow borrow tomorrow below know known

knew new blew drew flew stew grew chew screw threw jewels view

<u>0</u>

boy toy joy enjoy annoy destroy royal

W rules

was what wash wasp swan watch swallow swamp squabble squash wallet