



Reading Made Simple

Phonic Word Lists For Level 1

Level 1



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Level 1

Daily Phonic Lesson

Every Day:

1. At the beginning of every lesson say the alphabet rhyme (ay says 'a' etc...) and practice any weak letters.
2. Then practice the sound flashcards from previous lessons - we are starting to learn those in this stage so they will gradually increase. You won't have any for the 'ck' lesson. If you learnt actions to go with the alphabet sounds, you may like to continue that practice with the sounds learnt in this section. Hold each sound card up in turn and together say: 'SEE KAY (ck) says ack, eck, ick, ock, uck' or, 'EYE, JEE, AITCH (igh) says 'eye', for example.
3. 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 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 group of letters which make each sound as a unit rather than individual letters (see below).

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 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 the child to read his/her 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 starting with the alphabet rhyme and sound practice, then spending time reviewing the new sound and the words that belong in that family. You can do this by repeating *Monday*, or by completing a worksheet. Only if your student is confident, may you practice reading some of the Level 2 words listed for each family (where applicable). This will help the child to see that they can apply his/her 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 [Sound-it-out -Phonics](#), 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 dictations. The child 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 the child 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. The child can draw a picture to go with the dictation if they wish, to finish.

ck

back

sack

lick

duck

rock

pack

black

truck

stuck

oo

look

book

foot

cook

good

moon

room

food

soon

spoon

ee

see

feed

week

been

feet

meet

tree

sleep

green

sweet

sh

shop

ship

shut

shed

rush

fish

dish

cash

brush

sheep

ch

chop

chip

chat

such

much

lunch

munch

chick

chest

bench

nd/nt

and

hand

sand

mend

wind

pond

sent

went

tent

th

this

that

then

them

with

thin

thick

three

nk

bank

sank

tank

sink

pink

drink

think

sunk

bunk

ng

ring
hang
long
song
sing
fling
bring
thing
swing

ing

going
jumping
looking
cooking
sleeping
meeting
kicking

or

for

fork

storm

sport

thorn

torch

short

horse

morning

ar

car

far

arm

star

park

dark

barn

farm

yard

start

scarf

a-e

name

take

came

made

game

late

cake

wave

make

snake

case

i-e

pie

like

time

wife

ride

five

side

bike

nine

shine

o-e

toe

note

hope

home

rode

nose

woke

bone

smoke

broke

u-e

blue

true

June

rude

Luke

use

tune

ai

rain

pain

wait

sail

tail

nail

train

snail

paint

ea

eat

sea

tea

meat

peas

read

each

beach

cream

please

oa

boat

goat

coat

moan

soak

float

groan

roast

toast

coach

igh

high
light
night
might
sight
right
tight

fright
bright
tonight

ir

bird

dirt

girl

skirt

shirt

first

third

ay

day

say

way

away

May

stay

play

today

Sunday

Tuesday

holiday

ou

out

shout

round

found

pound

sound

count

cloud

house

mouse

aw

saw

paw

jaw

claw

lawn

yawn

draw

crawl

oi

oil

boil

soil

coin

join

spoil

point

ur

fur

burn

burnt

turn

hurt

church

Saturday

Thursday

al

ball

call

fall

hall

tall

wall

small

talk

walk

er

her

sister

winter

summer

letter

supper

dinner

bigger

September

yesterday

y (ee)

Mummy

Daddy

happy

sunny

windy

plenty

crusty

party

rainy

story

very

ly

For reading only

simply

badly

gladly

crossly

family

hardly

daily

safely

foolishly

ea

read

head

bread

ready

steady

heavy

spread

instead

ow

cow

how

now

brown

town

down

crown

flower

a (ar)

ask

class

grass

bath

path

fast

last

past

after

father

o(u)

come

some

love

son

other

mother

brother

Monday

another

London

grandmother

Vowels saying their name

kind
find
child
Friday
post
most
April
only

Y (eye)

my

by

try

sky

cry

fly

dry

myself

why

ow (o-e)

low

blow

slow

snow

show

grow

throw

window

yellow

know

ew

new

few

grew

drew

flew

threw

chew

screw

stew

knew

oy

boy

toy

joy

enjoy

annoy

W rules

was

want

wasp

swan

swap

wash

watch

swallow

what