



## Phonic Word Lists For 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:

Choose some games from <u>Sound-it-out -Phonics</u>, or do a <u>worksheet</u>.
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

00 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



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



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



# barn farm yard start scarf

### a-e

name came game cake make case take made late wave snake



pie like time ride side

wife five bike nine shine

toe note hope home rode nose woke bone smoke broke

### u-e

blue true June rude Luke use tune



rain pain wait sail tail nail train snail paint

**80** eat sea tea meat peas read each beach cream please



boat goat coat moan soak

float groan roast toast coach

high light night might sight right tight

# fright bright tonight

iqh

## ir

bird dirt girl skirt shirt first third

day say way away May stay today play Sunday Tuesday holiday

out shout round found pound sound count cloud house mouse



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



ball call fall hall tall wall small talk walk

her sister winter summer letter supper dinner bigger September yesterday

(ee)Mummy Daddy happy sunny windy plenty crusty party rainy story very



simply badly gladly crossly family hardly daily safely foolishly



read head bread ready steady heavy spread instead



COW how now brown town down crown flower

a (ar) ask class grass **b**ath path fast last past after father



# come some love son other

mother brother Monday another London qrandmother

### Vowels saying their name

kind find child Friday post most April only



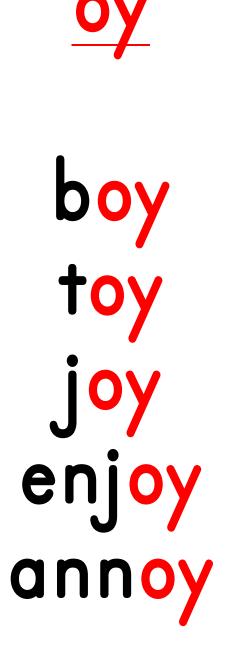


low blow slow snow

grow throw window yellow know

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WOS want wasp SWON swap wash watch swallow what

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