



Simplified Systematic Synthetic Phonics

Phonics Instruction for Students with
Significant Disabilities

Book 1: Phases 1 to 6

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The approach used in the lessons is based on Systematic Sequential Phonics They Use by Patricia M Cunningham.

The sequence of letters, sounds and words in this document is based on the Literacy Hub's Phonics Progression and Decodable Words and Sentences.

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Using Simplified Systematic Synthetic Phonics

Book 1: Phases 1 to 6

Guidelines for Implementing

Simplified Systematic Synthetic Phonics uses the Phonics Progression from the Literacy Hub. The progression consists of 24 Phases, that are intended to be covered from Foundation to Year 2 in Australian Curriculum.

Foundational Skills

To participate in this program, each student needs the foundational skills of letter knowledge and phonemic awareness. They need to know most of the letters, most of the time, using letter names. They will learn letter sounds throughout the program. Additionally, in the area of phonemic awareness, they need to be able to hear initial sounds in words. Please complete the modified Literacy Hub lessons from Phases 1 to 5 before beginning this book, to ensure these Foundational skills are in place.

This book

Book 1 of Simplified Systematic Synthetic Phonics covers Phases 1 to 6. Phases 1 to 5 introduce all 26 letters of the alphabet and the most common sound for each letter. The aim is for students to be able to build VC and CVC words using the letters and sounds that have been introduced. In Phase 6 students are also introduced to open and closed one syllable words and the use of -s as a plural suffix. Every lesson also includes 2 or more vowel sounds.

Progressing through the Program

Most students, will progress through the program lesson by lesson, completing each lesson between 1 to 3 times. The number of times each lesson is completed depends on how challenging they find it. If it doesn't offer the student any challenges, please progress to the next lesson straight away. At the end of each Phase spend a week reviewing the content of the final lesson and reviewing the concepts introduced through the Phase. Then progress to the next Phase.

If, after three repetitions, a student is finding the first lesson in Phase 1 very difficult, please move onto Lesson 2 to provide more practice with similar concepts. Continue through the other lessons in Phase 1. If a student continues to find Phase 1 very difficult, please review the Foundational Skills and if these are in place, repeat Phase 1 before moving onto Phase 2. When reviewing the Foundational skills you may wish to return to doing onset rime tasks with the student for a period as phonemic awareness difficulties could be contributing.

If a student is finding the lessons in any phase very easy, please check the student's understanding of the concepts in the phase by completing three different lessons, once each, and then completing the review lesson at the end of the Phase. If the student is able to complete each of these without being challenged by the content, they can then progress onto the next Phase. Do not completely skip a phase without determining if the student understands the concepts introduced in that phase.

Synthetic Phonics and Students with Significant Disabilities

The research around using synthetic phonics with students with significant disabilities is sparse, at this stage. The small number of studies that we have show poor outcomes, with many researchers suggesting that the amount of metalinguistics in many synthetic phonics programs is a barrier for literacy learners with intellectual disabilities. Additionally, many synthetic phonics approaches have an emphasis on students speaking throughout the program, which is not appropriate for students who cannot rely on speech alone to be heard and understood.

We can use Cognitive Load Theory to place this research into context. This theory plays a critical part in understanding how the working memory learns and retains information after it has been explicitly taught. Its impact on phonics instruction is to reduce inessential (extraneous load) while focusing on the relevant information (intrinsic load). Identifying an approach to teaching phonics that is focused on letter-sound correlation while reading with comprehension, as intrinsic cognitive load, while removing parts of instruction that serve only to add extraneous cognitive load (Lovell, 2020) is our goal.

Additionally, when working with students with significant disabilities we have a history of using Systematic Sequential Phonics They Use (Cunningham, 2000) to support many students with significant disabilities to learn to decode and recode. This is an approach that is very much a "learn by doing" approach, which is often suggested as a good model for students with intellectual disability to learn. It has minimal metalinguistics and doesn't require any speech from the participants. It covers many of the considerations from Cognitive Load Theory.

This document combines the structure of the program by Cunningham (2000) with the Literacy Hub phonics progression (2023). It follows many guidelines for a synthetic phonics program, such as using 2 vowels in every lesson, but has a comparatively low level of metalinguistics - and focuses on the students learning by doing. There is no speech requirement for participating in the program. Additionally, in each lesson, students are only provided with the letters they need for the lesson - once again keeping the focus on the intrinsic cognitive load.

Foundational Skills for Participating in Phonics Instruction

To participate in a phonics program, students need to know the alphabet (most of the letters, most of the time) and also need to be able to hear sounds in words (phonemic awareness). Generally, we would start including them in a phonics program once they can hear at least initial sounds in words.

Byrne and colleagues (Byrne & Fielding-Barnsley, 1989, 1990; Byrne, 1992) conducted a series of studies to investigate the role of alphabet knowledge in learning that letters represent sounds (alphabetic principle). Children with no alphabet knowledge were unable to progress in their understanding of this skill. Only when children knew the letters involved in the tasks, plus were able to segment phonemes explicitly in spoken words, were they able to generalise the skills they had been taught in the study.

These findings are supported by a large number of studies, establishing that “foundational skills such as phonemic awareness and letter knowledge are key precursors” to cracking the alphabet code (Castles et al, 2018).

Current State of Phonics Instruction and Students with Significant Disabilities

One meta-analysis of phonics instruction in teaching decoding skills to students with intellectual disability, found that synthetic phonics and analytic phonics have similar outcomes for literacy learners with ID as long as they are taught explicitly and systematically. (Dessementet, 2019). This is similar to the overall picture for all literacy learners (see Castles et al, 2018 for a discussion of this). With neurotypical literacy learners, there is evidence that synthetic phonics gets outcomes faster, which is why it is the preferred instructional option for most students. However, we do not have this same information regarding students with intellectual disability and/or students who need AAC. Additionally, there is a growing belief that analytic phonics instruction is more appropriate for many autistic literacy learners.

I wanted to acknowledge this at the beginning of this program, as it is important to be aware that in the long term synthetic phonics may not be the best program for all the diverse literacy learners we work with.

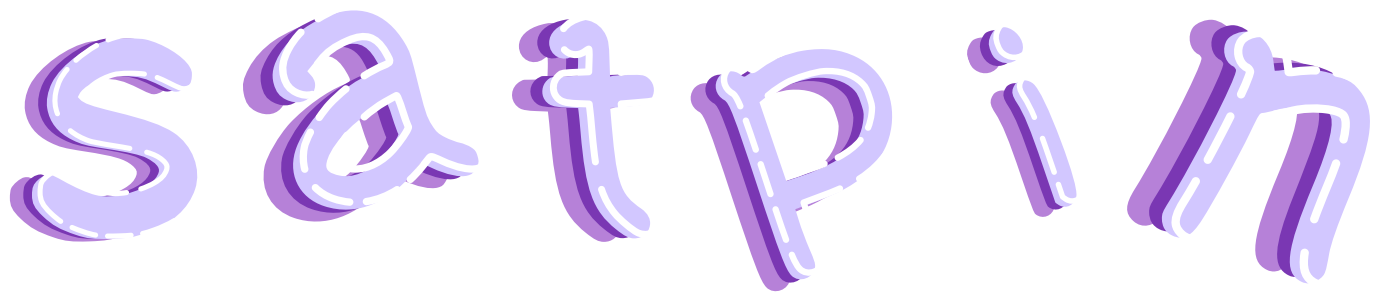
Jane Farrall, November, 2024

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Thanks

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Phase 1

Lessons 1 to 10

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **s**, **a**, **t**, **p**, **i** and **n**. Some words require capital letters or more than one of these letters.

Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 1 to 10, that you also focus on the irregular words: **is**, **a**, **I** and **the**. These should be used in your word wall words over this period if they aren't already.

Lesson 1

Letters: s a t p i n

Words: an at pat tap tan ant in it pin spin spit

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **an**. I ate **an** apple.
2. Take the **n** away and add a different letter to make **at**. We are **at** school.
3. Now add a letter to make **pat**. I can **pat** the dog.
4. Now we are going to do a trick with **pat**. Move the letters in and around so that they spell **tap**. Stretch out **tap** and listen for where you hear the **t** and the **a** and the **p**. I turned on the **tap**.
5. Take the **p** away and add a letter to spell **tan**. People used to get a **tan** at the beach.
6. Now let's do the "move the letters around" trick with **tan** to spell **ant**. Stretch out **ant** with me, out loud or in your head, and listen for where you hear the sounds. The **ant** is tiny.
7. Let's start over and make another two-letter word, **it**. I like **it**.
8. Take the **t** away, then add a different letter to spell **in**. We are **in** the building.
9. Now add a letter to make **pin**. I put a **pin** on the map.
10. Now we are going to spell a four-letter word. Add one letter to **pin** and you can spell **spin**. Let's all say **spin**, either in your head or say it out loud, and listen for the letter we need to add. I can **spin** round and round.
11. Take the **n** away and add one letter to make **spit**. Camels can **spit**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

an	it	tan	spin
at	pat	ant	spit
in	tap	pin	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

park top sun add apple teacher igloo
sister

Lesson 1

Cards for Word Sorts

Words: an at pat tap tan ant in it pin spin spit

Print and cut up one set of cards for each student to use in the sorts.

an	at
pat	tap
tan	ant
in	it
pin	spin
spit	

Lesson 2

Letters: s a t p i n N

Words: as an tan Nan pan nap snap is it nit tin sip snip

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **as**. She is **as** awesome **as** me.
2. Take the **s** away and add a different letter to make **an**. I ate **an** orange.
3. Add a letter to **an** and you can spell **tan**. I don't want a **tan**.
4. Take the **t** away and add a letter to spell **Nan**. I have a friend named **Nan**. (Check to see who has spelled **Nan** with a capital letter.)
5. Take the capital **N** away and add a different letter to spell **pan**. I cooked dinner in a **pan**.
6. Now let's do the "move the letters around" trick with **pan** to spell **nap**. I had a **nap** yesterday.
7. Add a letter to **nap** to spell **snap**. I can **snap** my fingers.
8. Let's start over and make another two-letter word, **is**. She **is** awesome.
9. Take the **s** away and add a different letter to make **it**. I can make **it**.
10. Add a letter to make **nit**. I hope I don't have a **nit** in my hair.
11. Now let's do the "move the letters around" trick with **nit** to spell **tin**. I put the money in the **tin**.
12. Let's start again and take three letters and spell another word, **sip**. I took a **sip** of my drink.
13. Now we are going to spell a four-letter word. Add one letter to **sip** and you can spell **snip**. I cut the paper - **snip**! Let's all say **snip** out loud or in our heads and listen for the letter we need to add.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-an** spelling pattern.

as	tan	Nan	snip	an
pan	nap	snap	is	
it	nip	tin	sip	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

ant time spat night sister tank sick Nick

Lesson 2

Cards for Word Sorts

Words: as an tan Nan pan nap snap is it nit tin sip snip

Print and cut up one set of cards for each student to use in the sorts.

as	an
tan	Nan
pan	nap
snap	is
it	nit
tin	sip
snip	

Lesson 3

Letters: s a t p i n s

Words: in is it sit sits tip pit pits at sat spat pats

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **in**. We went **in** the room.
2. Take the **n** away and add a different letter to make **is**. She **is** funny.
3. Take the **s** away and add another letter to spell **it**. It is a nice **day**.
4. Add a letter to **it** and you can spell **sit**. We **sit** together on the bus.
5. Add a letter to **sit** and spell **sits**. He **sits** on the floor.
6. Start again with a new three-letter word and make **tip**. We took the rubbish to the **tip**.
7. Now let's do the "move the letters around" trick with **tip** to spell **pit**. They dug a **pit** for the fire.
8. Add a letter to **pit** to spell **pits**. I hope you put deodorant on your **pits**!
9. Start again, with a two-letter word **at**. I like being **at** the beach.
10. Now, add a letter and you can spell **sat**. He **sat** on the chair.
11. Now we are going to spell a four-letter word, **spat**. The camel **spat** at me. Let's all stretch out **spat**, out loud or in our heads, and listen for the letter we need to add.
12. Move the letters in **spat** around and you will have **pats**. Let's all say **pats**, in our head or out loud, and listen for where we hear the sounds. My dog loves **pats**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

in	is	it	sit
sits	tip	pit	pits
at	sat	spat	pats

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

tab sub spin add soap pay tape pipe

Lesson 3

Cards for Word Sorts

Words: in is it sit sits tip pit pits at sat spat pats

Print and cut up one set of cards for each student to use in the sorts.

in	is
it	sit
sits	tip
pit	pits
at	sat
spat	pats

Lesson 4

Letters: s a t p i n N

Words: an as sat pat pan Nan in pin nip nips tips

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **an**. I need **an** umbrella.
2. Take the **n** away and add a different letter to make **as**. That huge dog was **as** big **as** a horse.
3. Now take three letters and spell **sat**. I **sat** on the bus.
4. Take the **s** away and add a letter to spell **pat**. My dog likes a **pat**.
5. Take the **t** away and add a letter to spell **pan**. I cooked the brownies in a **pan**.
6. Now let's spell the name, **Nan**. I call my grandmother **Nan**. Who remembers what kind of letter we need for a name?
7. Start again and spell the word **in**. We live **in** Australia.
8. Add a letter and spell the word **pin**. We played **pin** the tail on the donkey.
9. Move the letters in **pin** around to spell **nip**. The cat gave the kitten a **nip**.
10. Add a letter at the end of **nip** to spell nips. The kitten **nips** the cat.
11. Take the **n** away and add a different first letter to spell **tips**. I keep giving you important **tips**!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-as** spelling pattern.

an	as	sat	pat
pan	Nan	in	pin
nip	nips	tips	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

pot soup axe pig summer nice tonight ice

Lesson 4

Cards for Word Sorts

Words: an as sat pat pan Nan in pin nip nips tips

Print and cut up one set of cards for each student to use in the sorts.

an	as
sat	pat
pan	Nan
in	pin
nip	nips
tips	

Lesson 5

Letters: s a t p i n

Words: : it sit sip tip pip pips at an pan pant

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **it**. It is hot today.
2. Add a letter to make **sit**. I can sit on the couch.
3. Take the **t** away and add a different letter to make **sip**. I will sip my drink.
4. Take the **s** away and add a different letter to spell **tip**. I will give him a tip.
5. Take the **t** away and add a letter to make **pip**. My grape has a pip.
6. Add a letter to make a four-letter word, **pips**. My orange has lots of pips.
7. Take two letters and spell **at**. I was at the park on the weekend.
8. Now take the **t** away and add a letter to spell **an**. I ate an orange without pips!
9. Add a letter to spell **pan**. I cooked sausages in the pan.
10. Now add one more letter to make a four-letter word. Add one letter to **pan** and you can spell **pant**.
Let's all say **pant**, out loud or in your head, and listen for the letter we need to add. My dog has to pant when he is hot.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ip** spelling pattern.

it	sit	sip	tip
pip	pips	at	an
pan	pant		

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

India piñata tint patio into nits spinner

Lesson 5

Cards for Word Sorts

Words: it sit sip tip pip pips at an pan pant

Print and cut up one set of cards for each student to use in the sorts.

it	sit
sip	tip
pip	pips
at	an
pan	pant

Lesson 6

Letters: s a t p i n

Words: an ant ants in pin nip snip tan tap taps naps

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **an**. He ate **an** apple.
2. Add a letter and make **ant**. The **ant** is tiny.
3. Now add a letter to spell **ants**. The **ants** are building a home.
4. Now start again and make **in**. There are people **in** here.
5. Add a letter to spell **pin**. I used a hair **pin**.
6. Move the letters in **pin** around to spell **nip**. There's a **nip** in the air.
7. Add a letter to spell **snip**. Can you **snip** some herbs for me?
8. Now go back and make **an** again. **An** elephant is a mammal.
9. Add a letter to make **tan**. **Tan** is my favourite colour.
10. Take the n away and add another letter to spell **tap**. Let's stretch out **tap** to see what letter we will need. I filled my bottle from the **tap**.
11. Now, we'll make a four-letter word. Add a letter to spell **taps**. Please turn the **taps** off.
12. For our last word, take the **t** away and add a letter to make **naps**. I like having **naps** on the weekend.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all of the words that end with the **-an** spelling pattern.
3. Finally, find all of the words that end with the **-ip** spelling pattern.

an	ant	ants	in
pin	nip	snip	an
tan	taps	naps	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

anti national pants tantrum nipping angry tab

Lesson 6

Cards for Word Sorts

Words: an ant ants in pin nip snip tan tap taps naps

Print and cut up one set of cards for each student to use in the sorts.

an	ant
ants	in
pin	nip
snip	tan
tap	taps
naps	

Lesson 7

Letters: s a t p i n

Words: in pin tin tip pit spit an pan span spat

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **in**. There are seven days **in** a week.
2. Add a letter and make **pin**. I put a **pin** in the balloon!
3. Take the **p** away and add a letter to make **tin**. We used to make cans out of **tin**.
4. Take the **n** away and make **tip**. Let's all say **tip**, out loud or in your head, and listen for the letter we need to add. Don't **tip** your chair over.
5. Now let's move around the letters in **tip** to make **pit**. Some mines have a big **pit**.
6. Add a letter and make a four-letter word, **spit**. We'll roast a pig on the **spit**.
7. Start again and make **in** again. Every week has a Sunday **in** it.
8. Now take the **i** away and make **an**. I wish I had **an** ice-cream.
9. Now let's make a three-letter word. Add a letter to **an** to spell **pan**. You should **pan** the camera over the crowd.
10. Now let's add a letter and make **span**. Show me your hand **span**.
11. Finally, take the **n** away and make **spat**. Brian and Mike had a **spat**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

in	pin	tin	tip
pit	spit	an	pan
span	spat		

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

action pack tree sip stop tops peace attack

Lesson 7

Cards for Word Sorts

Words: in pin tin tip pit spit an pan span spat

Print and cut up one set of cards for each student to use in the sorts.

in	pin
tin	tip
pit	spit
an	pan
span	spat

Lesson 8

Letters: s a t p i n N

Words: is as an Nan tan tin tip tap pat pit pits

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **is**. My brother is older than me.
2. Now take away the **i** and add a new letter to spell **as**. I want to be as cool as you.
3. Next, if you take away the **s** and add a different letter you can make **an**. An ocean has salt water.
4. Add a new letter to **an** to spell **Nan**. Nan baked my birthday cake. (Check to see who has used a capital letter for Nan.)
5. Take away the **N** and add a new letter to spell **tan**. Mix brown and white paint to make tan.
6. Now take away the **a** in **tan** and add a letter to make **tin**. Let's stretch out **tin** to see what letter we will need. We used a tin of tomatoes for the sauce.
7. Now let's take the **n** away and make **tip**. Show me the tip of your finger.
8. Now take away the **i** in **tip** and add a letter to make **tap**. Let's stretch out **tap** to see what letter we will need. Wash the salad under the tap.
9. Move the letters in **tap** around to make **pat**. I don't want to pat a snake.
10. Now take away the **a** in **pat** and add a letter to make **pit**. Let's stretch out **pit** to see what letter we will need. He had to make a pit stop during the race.
11. For our last word, add a letter to **pit** to make **pits**. The miners dug some deep pits in the ground.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

is	as	an	Nan
tan	tin	tip	tap
pat	pit	pits	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

attack no point north ant port toll nature

Lesson 8

Cards for Word Sorts

Words: is as an Nan tan tin tip tap pat pit pits

Print and cut up one set of cards for each student to use in the sorts.

is	as
an	Nan
tan	tin
tip	tap
pat	pit
pits	

Lesson 9

Letters: s a t p i n

Words: as an pan nap nip tip tap pat pant

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **as**. As I pick a letter I can say the sound.
2. Take away the **s** and add a different letter to make **an**. An insect has 6 legs.
3. Now add a **p** to spell **pan**. We need a pan to cook eggs.
4. Next, we'll do a trick with **pan**. Rearrange the letters to make **nap**. My little brother takes a nap every day.
5. Take away the **a** and add a different letter to spell **nip**. She felt a nip on her arm.
6. Take the **n** away and add a new letter to spell **tip**. He climbed to the tip of the mountain.
7. Take away the **i** and add a different letter to spell **tap**. Let's stretch out **tap** to see what letter we will need. I gave him a tap on the shoulder.
8. Rearrange the letters in **tap** to make **pat**. Can you get me a pat of butter?
9. Let's make a four-letter word to finish. Add a letter to **pat** to spell **pant**. Let's stretch out **pant** to see what letter we will need and where it needs to go. Dogs pant when they are hot.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ap** spelling pattern.

as	an	pan	nap
nip	tip	tap	pat
pant			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

asp people nest summer actor stop need

Lesson 9

Cards for Word Sorts

Words: as an pan nap nip tip tap pat pant

Print and cut up one set of cards for each student to use in the sorts.

as	an
pan	nap
nip	tip
tap	pat
pant	

Lesson 10

2 letter words: an, as, at, in, is, it

3 letter words: ant, Nan, nap, nip, nit, pan, pat, pin, pip, pit, sat, sip, sit, tan, tap, tin, tip

4 letter words: ants, naps, nips, pant, pats, pips, pits, sits, snap, snip, span, spat, spin, spit, taps, tips

Letters and Sounds for Review: s a t p i n

Irregular words (covered in word wall): is, a, I, the

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

Review

1. Ask the students to make any two-letter words they can. If no one makes any words you can remind them that some of the two-letter words start with **a** to see what words they can make. Then remind them that some of the two-letter words start with **i**, if needed.
2. Ask the students to make any three-letter words they can. If needed, remind them to start words with different letters or use a different vowel in the middle.
3. Ask the students to make any four-letter words they can. Again, if needed remind them to make words starting with different letters.
4. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week. Making any word(s) more than once is great.

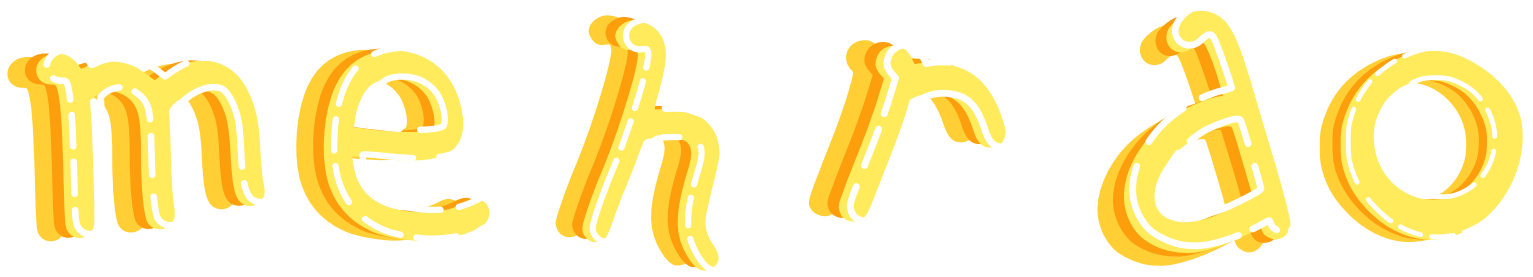
Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

The sentences focus on the decodable words that students have been generating through the previous nine lessons. They also include the four irregular words that should be on the word wall – **is, a, I, the**.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The ant is tan.	Pat is in the sap.	Pat is at the tap.
The ant sat in a pit.	I sat in the pit.	A pip is in the pit.
An ant sat in the pan.	An ant is in the tin.	The ant is Pip.
Tip it in the pit.	Pip is an ant.	An ant is in the pan.
The pin is in the pan.	Pat the ant is in the tin.	The ant is in the pit.



Phase 2

Lessons 11 to 20

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **m, e, h, r, d** and **o**. Not all of these are used in every lesson. All lessons also use some of the letters from the previous phase: **s, a, t, p, i** and **n**. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 11 to 20, that you also focus on the irregular words: **my, has, to** and **do**. These should be used in your word wall words over this period if they aren't already.

Lesson 11

Letters: m e h r d s a t p n

Words: am, ham, dam, mad, tad, man, men, mend, send, sent, damp, ramp

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **am**. I **am** a person.
2. Now add a letter to **am** to make **ham**. I ate a **ham** sandwich.
3. Now take the **h** away and add a letter to make **dam**. The water is in the **dam**.
4. Now we are going to do a trick with **dam**. Move the letters in and around so that they spell **mad**.
Stretch out **mad** and listen for where you hear the **m** and the **a** and the **d**. People who litter make me **mad**.
5. Take the **m** away and add a letter to spell **tad**. My shoes are a **tad** dirty. I need to clean them!
6. Let's start over and make another three-letter word, **man**. My father is a **man**.
7. Now let's take the **a** away and add a letter to make **men**. They are **men**.
8. Now we are going to spell a four-letter word. Add a letter to **men** to spell **mend**. You can say the word out loud or in your head and listen for the letter you need to add to make **mend**. There is a hole in my socks that I need to **mend**.
9. Take the **m** away and add another letter to spell **send**. I have an email to **send**.
10. Take the **d** away, then add another letter to spell **sent**. My friend **sent** me a text.
11. Now let's make one of the earlier words again. Let's make **dam**. I went swimming in the **dam**.
12. Next we are going to spell a four-letter word. Add one letter to **dam** and you can spell **damp**. Let's all say **damp**, either in your head or say it out loud, and listen for the letter we need to add. My clothes are still **damp** from the rain.
13. Take the **d** away and add a letter to make ramp. "Let's walk down the ramp."

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-am** spelling pattern.

am	ham	dam	mad
tad	man	men	mend
send	sent	damp	ramp

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

park top sun add apple teacher igloo sister

Lesson 11

Cards for Word Sorts

Words: am, ham, dam, mad, tad, man, men, mend, send, sent, damp, ramp

Print and cut up one set of cards for each student to use in the sorts.

am	ham
dam	mad
tad	man
men	mend
send	sent
damp	ramp

Lesson 12

Letters: m r d o n p a s

Words: on, no, nod, rod, prod, pod, pad, am, ram, rams, and, sand

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **on**. I am sitting **on** a chair.
2. Now let's do the move the letters around trick with **on** and spell **no**. I won't take **no** for an answer.
3. Add a letter to **no** and you can spell **nod**. I **nod** my head for yes.
4. Take the **n** away and add a letter to spell **rod**. I have a fishing **rod**.
5. Now we are going to spell a four-letter word. Add one letter to **rod** and you can spell **prod**. I used a **cattle prod**! Let's all say **prod** out loud or in our heads and listen for the letter we need to add.
6. Take the **p** away and you are back to **rod**. The curtain is hanging on a **rod**.
7. Now let's take the **r** away and add a letter to spell **pod**. I shelled peas from a **pod**.
8. Now, take the **o** away and add a letter to spell **pad**. My dog got a cut on the **pad** on his paw.
9. Let's start over and make another two-letter word, **am**. I **am** awesome.
10. Add a letter to make **ram**. A male sheep is called a **ram**.
11. Add a letter to make **rams**. There are two **rams** in the paddock.
12. Now let's start over with a three-letter word, **and**. I like dogs **and** cats.
13. Now we are going to spell a four-letter word. Add one letter to **and** and you can spell **sand**. I went for a walk on the **sand**. Let's all say **sand** out loud or in our heads and listen for the letter we need to add.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-od** spelling pattern.

on	no	nod	rod
prod	pod	pad	am
ram	rams	and	sand

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

roof pea Monday app door night sad

Lesson 12

Cards for Word Sorts

Words: on, no, nod, rod, prod, pod, pad, am, ram, rams, and, sand

Print and cut up one set of cards for each student to use in the sorts.

on	no
nod	rod
prod	pod
pad	am
ram	rams
and	sand

Lesson 13

Letters: m e h d o a S s n t

Words: am Sam sad sand hand den end tend dent dot dots

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **am**. I **am** a person.
2. Add a letter and make **Sam**. My friend's name is **Sam**. (Check to see who has used a capital letter for Sam.)
3. Swap the capital letter **S** for a lower-case **s**. (if students have used a capital)
4. Take away the **m** and add a letter to make **sad**. I feel **sad** when it rains.
5. Now we are going to make a four-letter word. Add a letter to **sad** and spell **sand**. The beach is made of **sand**. Let's all stretch out **sand**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
6. Take the letter **s** away and add a letter to spell **hand**. My fingers are part of my **hand**.
7. Start again with a new three-letter word and make **den**. A fox lives in a **den**.
8. Now let's do the "move the letters around" trick with **den** to spell **end**. The movie came to an **end**.
9. Add a letter to **end** to spell **tend**. I **tend** to the plants in the garden.
10. Start again, with the three-letter word **den**. Don't go in the lion's **den**.
11. Now, add a letter and you can spell **dent**. I hit a pole and put a **dent** in my car.
12. Now we are going to start again with a three-letter word. Take three letters and spell **dot**. The letter i has a **dot** above it.
13. Now add a letter to make a four-letter word, **dots**. **Dots** are circles of colour.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-and** spelling pattern.

am	Sam	sad	sand
hand	den	end	tend
dent	dot	dots	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

mud egg dart harp oxen tape night

Lesson 13

Cards for Word Sorts

Words: am Sam sad sand hand den end tend dent dot dots

Print and cut up one set of cards for each student to use in the sorts.

am	Sam
sad	sand
hand	den
end	tend
dent	dot
dots	

Lesson 14

Letters: m e h r d d a i s t n i

Words: dad, had, hid, his, hat, rat, rant, rent, din, dim, rim

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **dad**. My **dad** is awesome.
2. Take the first **d** away and add a different letter to make **had**. I **had** a drink.
3. Now take the **a** away and add a different letter to spell **hid**. I **hid** under the bed. Let's all stretch out **hid**, out loud or in our heads, and listen for the letter we need to add.
4. Take the **d** away and add a letter to spell **his**. The dog is **his**.
5. Now let's start again with a three-letter word **hat**. We wear a **hat** outside.
6. Now let's take the **h** away and add a letter to spell **rat**. A **rat** ran across the floor.
7. Add a letter to **rat** to make **rant**. I **rant** about things that make me angry. Let's all stretch out **rant**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
8. Take the **a** away and add a different letter to spell **rent**. I will **rent** a bike to ride. Stretch rent out in your heads or out loud and listen for the letter we need to add.
9. Let's start again with three letters and make **din**. That barking dog is making a **din**!
10. Take the **n** away and add a letter to make **dim**. The light is getting **dim**.
11. Now take the **d** away and add a letter to make **rim**. My wheel **rim** is bent.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-at** spelling pattern.

dad	had	hid	his
hat	rat	rant	rent
din	dim	rim	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

met dance hop anti summer nice tonight ice

Lesson 14

Cards for Word Sorts

Words: dad, had, hid, his, hat, rat, rant, rent, din, dim, rim

Print and cut up one set of cards for each student to use in the sorts.

dad	had
hid	his
hat	rat
rant	rent
din	dim
rim	

Lesson 15

Letters: e h o p t s n

Words: hop top stop spot pots pen ten net nets nest pest

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **hop**. I **hop** on one foot.
2. Take a letter away and make **top**. My head is leaning on the **top** of the couch.
3. Add a letter to make a four-letter word, **stop**. I need to **stop** eating chocolate! Let's all stretch out **stop**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
4. Now we are going to move the letters in **stop** around to spell **spot**. Put your bag in the right **spot**. Once again, stretch out **spot**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
5. Now we are going to move the letters in **spot** around to spell **pots**. I want **pots** of money! Once again, stretch out **pots**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
6. Let's start again with three letters and spell **pen**. She wrote with a **pen**.
7. Let's take away one letter and add a different letter to spell **ten**. I have **ten** fingers.
8. Now we are going to move the letters in **ten** around to spell **net**. I have a butterfly **net**.
9. Add a letter to make a four-letter word, **nets**. My Dad has fishing **nets**.
10. Now we are going to move the letters in **nets** around to spell **nest**. The eggs were in the **nest**. Once again, stretch out **nest**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
11. Now take a letter away and add a different letter to spell **pest**. My brother is a **pest**!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-op** spelling pattern.

hop	top	stop	spot
pots	pen	ten	net
nets	nest	pest	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

heat time sow patio nits play soup

Lesson 15

Cards for Word Sorts

Words: hop top stop spot pots pen ten net nets nest pest

Print and cut up one set of cards for each student to use in the sorts.

hop	top
stop	spot
pots	pen
ten	net
nets	nest
pest	

Lesson 16

Letters: m e h i r p a t n

Words: hem him rim prim pram tram trap hip rip trip hit hint ten temp

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **hem**. I stood on the **hem** of my dress.
2. Take the **e** away and add a letter to make **him**. I like **him**.
3. Now take away a letter and add a different letter to spell **rim**. The wheel **rim** is bent.
4. Now add a letter to make **prim**. She is very **prim** and proper.
5. Now take the **i** away and add a different letter to spell **pram**. I put the baby in the **pram**.
6. Take away a letter and add a new letter to spell **tram**. I went for a ride on a **tram**.
7. Now take the last letter away, then add a new letter to spell **trap**. I caught the mouse in a **trap**.
8. Let's start again with a new three-letter word, **hip**. I have a sore **hip**.
9. Take the **h** away and then add a letter to spell **rip**. She has a **rip** in her jeans.
10. Now we are going to make a four-letter word. You are going to add a letter to **rip** to make **trip**. We went on a car **trip**. Stretch out **trip**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
11. Start again and make **hit**. This song is a **hit**.
12. Now add a letter and make **hint**. I tried to give you a **hint**. Stretch out **hint**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
13. Now let's start again with a three-letter word, **ten**. I have **ten** toes.
14. Take away the **n**. Now we are going to add two more letters to spell **temp**. She is working as a **temp** in an office. Stretch out **temp**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all of the words that end with the **-im** spelling pattern.
3. Finally, find all of the words that end with the **-ip** spelling pattern.

hem	him	rim	prim	ten
pram	tram	trap	hip	temp
rip	trip	hit	hint	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

mantra exit hop input rip pattern antler tent night

Lesson 16

Cards for Word Sorts

Words: hem him rim prim pram tram trap hip rip trip hit hint ten temp

Print and cut up one set of cards for each student to use in the sorts.

hem	him
rim	prim
pram	tram
trap	hip
rip	trip
hit	hint
ten	temp

Lesson 17

Letters: d i p r o t h s e

Words: dip rip rid rod rot hot pot spot his hid rid red sped

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **dip**. They had a **dip** in the pool.
2. Take the **d** away and add a letter to make **rip**. There is a **rip** in my shirt.
3. Now take away a letter and add a different letter to spell **rid**. Please get **rid** of that mosquito!
4. Now take away the **i** and add a letter to make **rod**. Put the **rod** away, please. Stretch out **rod**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
5. Now take the **d** away and add a different letter to spell **rot**. Old vegetables often start to **rot**.
6. Take away a letter and add a new letter to spell **hot**. Today is very **hot**.
7. Now take away a letter, then add a new letter to spell **pot**. I cooked the pasta in the **pot**.
8. Let's make a four-letter word and by adding one letter, to spell **spot**. She has a **spot** on her nose.
9. Let's start again and make a three letter word, **his**. The blue bike is **his**.
10. Take away a letter and add a new one to make **hid**. I **hid** in the cupboard.
11. Let's make **rid** again. Let's get **rid** of this word!
12. Take away the **i** and add another letter to make **red**. Her bike is **red**.
13. Take away the **r**. Now we are going to add two letters to make **sped**. They **sped** along on their bikes. Stretch out **sped**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ot** spelling pattern.

dip	rip	rid	rod
rot	hot	pot	spot
his	hid	red	sped

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

dot is pip rot opposite tip hid septic exit

Lesson 17

Cards for Word Sorts

Words: dip rip rid rod rot hot pot spot his hid rid red sped

Print and cut up one set of cards for each student to use in the sorts.

dip	rip
rid	rod
rot	hot
pot	spot
his	hid
rid	red
sped	

Lesson 18

Letters: r a n p m o d i t s h e

Words: ran rap map mop drop drip trip trim din dint mint mist hem stem stamp

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **ran**. They **ran** round the track.
2. Take away a letter and add a different letter to make **rap**. She is a **rap** singer.
3. Now take away a letter and add a different letter to spell **map**. The sign up ahead has a **map** on it.
4. Now take away the **a** and add a letter to make **mop**. We need to **mop** the floors. Stretch out **mop**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
5. Now take the **m** away and add two letters at the beginning to spell **drop**. Don't **drop** the letters.
6. Take away the **o** and add a different letter to spell **drip**. Don't **drip** on the floor!
7. Now let's take a letter away and add a letter to make **trip**. Let's go on a **trip** to Sydney.
8. Take away the **p** and then add a letter to spell **trim**. His hair needs a **trim**.
9. Let's start again and make a three-letter word, **din**. The dog is barking and making a **din**.
10. Let's turn it into a four-letter word, **dint**. I accidentally put a **dint** in the saucepan.
11. Let's take away a letter and add a letter to make **mint**. I picked some **mint** from the garden.
12. Take away the **n** and add different letter to make **mist**. There is a **mist** in the air.
13. Now start again with a three-letter word, **hem**. My jeans need a new **hem**.
14. Take away the **h** and add two new letters at the beginning to make **stem**. Pick the flower by the **stem**.
15. Now we are going to make a 5 letter word. Take away the e and add a new letter in the same place, and add a letter onto the end to make **stamp**. Do a good job and I'll give you a **stamp**. Stretch out **stamp**, out loud or in our heads, and listen for the letters we need to add and where we need to add them.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ot** spelling pattern.

ran	rap	map	mop	drop
drip	trip	trim	din	dint
mint	mist	hem	stem	stamp

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

ramp apple nut pipe merit off dip ripe time icecream sight high egg

Lesson 18

Cards for Word Sorts

Words: ran rap map mop drop drip trip trim din dint mint mist hem stem stamp

Print and cut up one set of cards for each student to use in the sorts.

ran	rap
map	mop
drop	drip
trip	trim
din	dint
mint	mist
hem	stem
stamp	

Lesson 19

Letters: m a t e p s r i d o n

Words: mat met pet pest rest mid dim prim prom romp not nod trod set step

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **mat**. Wipe your feet on the **mat**.
2. Now take away the **a** and add a different letter to make **met**. We **met** at school.
3. Now take away a letter and add a different letter to spell **pet**. I have a **pet** fish.
4. Now let's make a four-letter word and add a letter to make **pest**. My sister is a **pest**. Stretch out **pest**, out loud or in our heads, and listen for the letter we need to add and where we need to add it.
5. Now take a letter away and add a different letter to spell **rest**. Have a **rest** before we do more!
6. Let's start again and make a three-letter word, **mid**. He plays in the **mid** field.
7. Now let's swap the letters around and make **dim**. The lighting is very **dim** in here.
8. Take away the **d** and then add two letters to make a four-letter word, **prim**. I am very **prim** and proper.
9. Take away the **i** and add a different letter to spell **prom**. Let's go for a walk on the **prom**.
10. Now let's swap the letters around and make **romp**. My dog loves a good **romp** at the beach.
11. Now start again with a three-letter word, **not**. I do **not** like chocolate.
12. Take away a letter and add a different one to make **nod**. Give me a **nod** for yes.
13. Take the **n** away and add two letters to make **trod**. I **trod** on a rock.
14. Now start again with a three-letter word, **set**. The jelly is **set**.
15. Now we're going to move the letters around, as well as adding an extra one, to spell **step**. Take a **step** backwards please. Stretch out **step**, out loud or in our heads, and listen for the letter we need to add and where we need move the letters

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-et** spelling pattern.

mat	met	pet	pest	rest
mid	dim	prim	prom	romp
not	nod	trod	set	step

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

magazine ape tin extra present salad rip indigo delight octopus night

Lesson 19

Cards for Word Sorts

Words: mat met pet pest rest mid dim prim prom romp not nod trod set step

Print and cut up one set of cards for each student to use in the sorts.

mat	met
pet	pest
rest	mid
dim	prim
prom	romp
not	nod
trod	set
step	

Lesson 20

2 letter words: am, on

3 letter words: and dad dam den dim din dip dot end had ham has hat hem hen hid him hip his hit hop hot mad man map mat men met mid mop net nod not pad pen pet pod pot ram ran rap rat red rid rim rip rod rot sad set tad ten top

4 or more letter words: damp dent dint dots drip drop hand hint mend mint mist nest pest pond pots pram prim prod ramp rams rant rent rest romp sand send sent sped spot stamp stem step stop temp tend tram trap trim trip trod

Letters and Sounds for Review: s a t p i n m e h r d o

Irregular words (covered in word wall): my, has, to, do

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any two-letter words they can. If no one makes any words you can remind them that some of the two-letter words might start with **a** or **o**. If they make two-letter words from the previous phase, that is fine.
2. Ask the students to make any three-letter words they can. If needed, remind them to start words with different letters or use a different vowel in the middle.
3. Ask the students to make any four-letter or five-letter words they can. Again, if needed remind them to make words starting with different letters.
4. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 20

2 letter words: am, on

3 letter words: and dad dam den dim din dip dot end had ham has hat hem hen hid him hip his hit hop hot mad man map mat men met mid mop net nod not pad pen pet pod pot ram ran rap rat red rid rim rip rod rot sad set tad ten top

4 or more letter words: damp dent dint dots drip drop hand hint mend mint mist nest pest pond pots pram prim prod ramp rams rant rent rest romp sand send sent sped spot stamp stem step stop temp tend tram trap trim trip trod

Letters and Sounds for Review: s a t p i n m e h r d o

Irregular words (covered in word wall): my, has, to, do

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the four irregular words that should be on the word wall – **my, has, to, do**

The ant is in my pan.	The man sat at my tap.	The map is in the pit.
My mat is at the tap.	My pet ant is in a pit.	My pet rat has a red dot.
Pat has ham in his hat.	Dim has to sit in the pan.	The hen hit my hat.
The net has a rip.	My rat ran to the pit.	My pet rat met a ram.
The rat hid in my red hat.	Nan has a ram and a hen.	Dad has to mop.
The pot is hot.	Tam has met an ant.	My nan has a hot pot.



Phase 3

Lessons 21 to 40

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **f, c, b, g, l** and **u**. Not all of these are used in every lesson. All lessons also use some of the letters from the previous phases: **s, a, t, p, i** and **n** and **m, e, h, r, d** and **o**. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 21 to 40, that you also focus on the irregular words: **he, me, was** and **said**. These should be used in your word wall words over this period if they aren't already.

Lesson 21

Letters: i f t b u s r g e d o

Words: if it bit but bus bust rust gust bed bid dib dob dog bog

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **if**. I need to wear a hat **if** it is sunny.
2. Now change a letter to make **it**. I'm looking for my **bag**. Have you seen **it**?
3. Now add a letter to make **bit**. I have a **bit** of food in my teeth.
4. Take away the **i** and then add a letter to make **but**. I like cookies, **but** cake is better.
5. Now take away a letter and add a new one to make **bus**. I like travelling on the **bus**.
6. Next we are going to spell a four-letter word. Add one letter to **bus** and you can spell **bust**. Let's all say **bust**, either in your head or say it out loud, and listen for the letter we need to add. If you **bust** something, you break it so badly that it cannot be used.
7. Now take away a letter and add a new one to make **rust**. My car is full of **rust**.
8. Let's take the **r** away and then add a different letter to spell **gust**. That was a strong **gust** of wind.
9. Let's start over and make another three-letter word, **bed**. I love sleeping in my **bed**.
10. Now let's take the **e** away and add a letter to make **bid**. I placed a **bid** at the auction.
11. Now we are going to do a trick with **bid**. Move the letters in and around so that they spell **dib**. Stretch out **dib** and listen for where you hear the **d** and the **i** and the **b**. Scouts sometimes say "**dib, dib, dib, dob, dob, dob.**"
12. Take the **i** away and add a different letter to make **dob**. Don't **dob** on me if I do something wrong!
13. Now let's take away a letter and make the word **dog**. Let's all say **dog**, either in your head or say it out loud, and listen for the letter we need to add. I wish I had a pet **dog**.
14. Now take away a letter and add a new one to make **bog**. My car got stuck in the **bog**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ust** spelling pattern.

if	it	bit	but	bus
bust	rust	gust	bed	bid
dib	dob	dog	bog	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

ice funny take baste umpire sick right go end dice oxen

Lesson 21

Cards for Word Sorts

Words: if it bit but bus bust rust gust bed bid dib dob dog bog

Print and cut up one set of cards for each student to use in the sorts.

if	it
bit	but
bus	bust
rust	gust
bed	bid
dib	dob
dog	bog

Lesson 22

Letters: u p c b o g l s n a t m f

Words: up cup cub cob gob glob slob snob bat cat fat flat slat slab

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **up**. The sun is **up** in the sky.
2. Now add a letter to make **cup**. Would you like a **cup** of tea?
3. Now take away a letter and add a new one to make **cub**. A baby bear is called a **cub**.
4. Let's take the **u** away and then add a different letter to spell **cob**. I like eating corn on the **cob**.
5. Now take away a letter and add a different one to spell **gob**. A mouth is sometimes called a **gob**!
6. Next we are going to spell a four-letter word. Add one letter to **gob** and you can spell **glob**. Let's all say **glob**, either in your head or say it out loud, and listen for the letter we need to add. I dropped a **glob** of paint on my shirt.
7. Now take away a letter and add a new one to make **slob**. The paint made me look like a **slob**.
8. Let's take away the **l** and add a different letter to spell **snob**. Let's all say **snob**, either in your head or say it out loud, and listen for the letter we need to add. Don't be such a **snob**.
9. Let's start over and make another three-letter word, **bat**. You need a **bat** to play cricket.
10. Take away a letter and add a different one to make **cat**. My **cat** loves to purr.
11. We're going to change a different letter and make **fat**. My cat is very **fat**.
12. Now we are going to make a four-letter word by adding a letter to spell **flat**. Stretch out **flat** and listen for where you need to add the letter. The land around here is very **flat**.
13. Take a letter away and add a different letter to make **slat**. Our fence has a broken **slat**.
14. Now take the **t** away and add a different letter to make **slab**. New houses are built on a concrete **slab**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-up** spelling pattern.

up	cup	cub	cob	gob
glob	slob	snob	bat	cat
fat	flat	slat	slab	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

upset pet cup bag ox grab lamp stab nappy act time mate fight

Lesson 22

Cards for Word Sorts

Words: up cup cub cob gob glob slob snob bat cat fat flat slat slab

Print and cut up one set of cards for each student to use in the sorts.

up	cup
cub	cob
gob	glob
slob	snob
bat	cat
fat	flat
slat	slab

Lesson 23

Letters: b a g d o c t l e f m p i u

Words: bag bad dab dob doc cod cot colt elf elm pig pug plug plum

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **bag**. I need to put my **bag** away.
2. Take away the **g** and add a different letter to make **bad**. My apple tasted **bad**.
3. Now we are going to move the letters around to spell **dab**. I put a **dab** of cream on my cut.
4. Let's take away the **a** and add a different letter to spell **dob**. Don't **dob** on me again!
5. Now take away a letter and add a different one to spell **doc**. Sometimes a doctor gets called **doc**.
6. Now we are going to move the letters around again to spell **cod**. A **cod** is a type of fish.
7. Let's take away a letter and add a different one to spell **cot**. A baby sleeps in a **cot**.
8. Next we are going to spell a four-letter word. Add one letter to **cot** and you can spell **colt**. Let's all say **colt**, either in your head or say it out loud, and listen for the letter we need to add. A **colt** is a young, male horse.
9. Let's start over and make another three-letter word, **elf**. Stretch out the word **elf** and listen for where you need to use the **e**, the **l** and the **f**. Santa always has an **elf** to help him.
10. Take away the **f** and add a different letter to make **elm**. The **elm** is a tall tree.
11. Let's make a new three-letter word, **pig**. Stretch out the word **pig** and think about the three letters you need to use. A **pig** lives in a sty.
12. Take away the **i** and add a different letter to make **pug**. Stretch out **pug** and listen for where you need to add the letter. A **pug** is a type of dog.
13. Now let's add a letter to make a 4-letter word, **plug**. Put a **plug** in it!
14. Our last word is **plum**. Take away a letter and add a different one to spell **plum**. I like **plum** pudding.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ug** spelling pattern.

bag	bad	dab	dob	doc
cod	cot	colt	elf	elm
pig	pug	plug	plum	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

bed axle gum diet otter cost took like extra fame mint pike ice up

Lesson 23

Cards for Word Sorts

Words: bag bad dab dob doc cod cot colt elf elm pig pug plug plum

Print and cut up one set of cards for each student to use in the sorts.

bag	bad
dab	dob
doc	cod
cot	colt
elf	elm
pig	pug
plug	plum

Lesson 24

Letters: c a n p b l f g n i

Words: can cap cab lab fab flab flag flan clan gag gap lap clap clip

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **can**. I ate a **can** of corn.
2. Take away a letter and add a different letter to make **cap**. Put that **cap** on your head.
3. Now we are going to change a letter to make **cab**. Stretch **cab** out and listen for where the new letter goes. Can you call me a **cab**, please?
4. Let's take away a letter and add a different letter to spell **lab**. He is in the science **lab**.
5. Let's change a letter again to spell **fab**. You look **fab** today!
6. Next we are going to spell a four-letter word. Add one letter to **fab** and you can spell **flab**. Let's all say **flab**, either in your head or say it out loud, and listen for the letter we need to add. Extra fat is sometimes called **flab**.
7. Now we are going to change a letter to spell **flag**. Run the **flag** up the pole.
8. Let's take away a letter and add a different one to spell **flan**. Would you like a slice of **flan**?
9. Now we're going to take the **f** away and add a different letter to spell **clan**. Are you a member of my **clan**?
10. Let's start over and make another three-letter word, **gag**. Some smells make me **gag**.
11. Take away one of the **g**'s and add a different letter to make **gap**. Mind the **gap**.
12. Let's take away a letter and add a different one to spell **lap**. Can you swim a **lap** with me?
13. We're going to add a letter to lap to make the 4-letter word **clap**. Stretch out **clap**, out loud or in your head, and listen for where you need to add the letter. That was a loud **clap** of thunder.
14. Our last word is **clip**. Take away the **a** and add a different one to spell **clip**. I lost my hair **clip**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ug** spelling pattern.

can	cap	cab	lab	fab
flab	flag	flan	clan	gag
gap	lap	clap	clip	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

carpet anti no pig butter laugh fair goat night ice

Lesson 24

Cards for Word Sorts

Words: can cap cab lab fab flab flag flan clan gag gap lap clap clip

Print and cut up one set of cards for each student to use in the sorts.

can	cap
cab	lab
fab	flab
flag	flan
clan	gag
gap	lap
clap	clip

Lesson 25

Letters: b a n d o p c g l s i h u m t

Words: ban band bond bop cop cog clog slog slop slip hug hum hut hunt punt

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **ban**. There is a **ban** on chewing gum at school.
2. Add a letter, to spell a 4-letter word, **band**. I play the guitar in a **band**.
3. Take away the **a** and add a different letter to spell **bond**. Let's all say **bond**, either in your head or say it out loud, and listen for the letter we need to add. I have a special **bond** with my mum.
4. Now we are going to take away the **n** and the **d**, and add a different letter to spell **bop**. I like to **bop** around to music as I clean.
5. Let's change a letter again to spell **cop**. A police officer is sometimes called a **cop**.
6. Now, take away the **p** and add a different letter to spell **cog**. I am a small **cog** in the machine.
7. Next we are going to spell a four-letter word. Add one letter to **cog** and you can spell **clog**. Let's all say **clog**, either in your head or say it out loud, and listen for the letter we need to add. A type of wooden shoe is called a **clog**.
8. Now we are going to change a letter to spell **slog**. A long distance race is a hard **slog**.
9. Now we're going to change a letter to spell **slop**. We feed our pigs **slop** every day.
10. Now we're going to take the **o** away and add a different letter to spell **slip**. Don't **slip** on the wet tiles.
11. Let's start over and make another three-letter word, **hug**. Give your grandma a **hug**.
12. Now let's change a letter to make **hum**. She likes to **hum** as she works.
13. Let's take away the **m** and add a different letter to spell **hut**. There's a **hut** in the yard they often play in.
14. Now add a letter to hut to make a 4-letter word, **hunt**. I am on the **hunt** for my keys.
15. Now our last word is **punt**. Take away one letter and add a different one to spell **punt**. A **punt** is a small boat.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-op** spelling pattern.

ban	band	bond	bop	cop
cog	clog	slog	slop	slip
hug	hum	hut	hunt	punt

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

bay ant no dog off park cat gap like sat ice happy up map type

Lesson 25

Cards for Word Sorts

Words: ban band bond bop cop cog clog slog slop slip hug hum hut hunt punt

Print and cut up one set of cards for each student to use in the sorts.

ban	band
bond	bop
cop	cog
clog	slog
slop	slip
hug	hum
hut	hunt
punt	

Lesson 26

Letters: u s b t g d c b e n l

Words: us bus but tub tug stub stud dust duct bet best bent bend lend

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **us**. Come with **us** to the beach.
2. Add a letter to make **bus**. We can catch the **bus** to the beach.
3. Take away the **s** and add a different letter to spell **but**. I'd like to go to the beach **but** I can't go now.
4. Now we are going to move the letters around to spell **tub**. I took a bath in the old bath **tub**.
5. Let's change a letter again to spell **tug**. The big boat was pulled by a **tug** boat.
6. Now, change it back to spell **tub** again. Go and wash in the **tub**.
7. Next we are going to spell a four-letter word. Add one letter to **tub** and you can spell **stub**. Let's all say **stub**, either in your head or say it out loud, and listen for the letter we need to add. I threw out the ticket **stub**.
8. Now we are going to change a letter to spell **stud**. She wears a **stud** in each ear.
9. Now we're going to move the letters around again and spell **dust**. I gave the house a **dust** on Saturday.
10. Now we're going to take the **s** away and add a different letter to spell **duct**. I don't like sitting near a heating **duct**.
11. Let's start over and make another three-letter word, **bet**. I **bet** you can make this faster than me.
12. Now let's add a letter to make **best**. Stretch out **best**, out loud or in your head, and listen for where you need to add the letter. You are the **best** group ever!
13. Let's take away the **s** and add a different letter to spell **bent**. I **bent** over to pick up my bag.
14. Take away the **t** and add a different letter to spell **bend**. That was sharp **bend** in the road.
15. Now our last word is **lend**. Take away one letter and add a different one to spell **lend**. Can you **lend** me a dollar?

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with letter **-t**.

us	bus	but	tub	tug
stub	stud	dust	duct	bet
best	bent	bend	lend	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

up sun bent toe get dent carpet emu nail lion

Lesson 26

Cards for Word Sorts

Words: us bus but tub tug stub stud dust duct bet best bent bend lend

Print and cut up one set of cards for each student to use in the sorts.

us	bus
but	tub
tug	stub
stud	dust
duct	bet
best	bent
bend	lend

Lesson 27

Letters: a c t f p o l p u n r s d

Words: act fact pact fog flog flop cut nut rut runt run sun stun stud

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **act**. I am going to **act** in a play.
2. Add a letter, to spell a 4-letter word, **fact**. You are awesome, that's a **fact**.
3. Now change a letter to spell **pact**. I made a **pact** with my friend.
4. Let's start again with a different 3-letter word, **fog**. I can't see clearly through **fog**.
5. Next we are going to spell a four-letter word. Add one letter to **fog** and you can spell **flog**. Let's all say **flog**, either in your head or say it out loud, and listen for the letter we need to add. He tried to **flog** his old car but no-one would buy it.
6. Now, take away the **g** and add a different letter to spell **flop**. The play was a **flop**.
7. Let's start again with a different 3-letter word, **cut**. I **cut** the bread with a knife.
8. Now we are going to change a letter to spell **nut**. A peanut is a ground **nut**.
9. Now we're going to change a letter to spell **rut**. He came off his bike when he got stuck in a **rut**.
10. Now we're going to add a letter to spell a 4-letter word, **runt**. A **runt** is the name for the smallest in a litter.
11. Take away a letter to make **run**. I can **run** faster than you.
12. Now let's change a letter to make **sun**. Wear a hat when you go in the **sun**.
13. Next we are going to spell another four-letter word. Add one letter to **sun** and you can spell **stun**. Let's all say **stun**, either in your head or say it out loud, and listen for the letter we need to add. Electric rays **stun** their prey with electrical discharges
14. Now for our last word, take away one letter and add a different one to spell **stud**. She wears a **stud** in her ear.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-op** spelling pattern.

act	fact	pact	fog	flog
flop	cut	nut	rut	runt
run	sun	stun	stud	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

bay ant no dog off park cat gap like sat ice happy up map type

Lesson 27

Cards for Word Sorts

Words: act fact pact fog flog flop cut nut rut runt run sun stun stud

Print and cut up one set of cards for each student to use in the sorts.

act	fact
pact	fog
flog	flop
cut	nut
rut	runt
run	sun
stun	stud

Lesson 28

Letters: h o g b R r u m p f a d e l s i

Words: hog hob Rob rub rug rum rump hump fad fed fled bled sled slid lids

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **hog**. A pig can also be called a **hog**.
2. Take away a letter and add a different one to spell **hob**. A stove top is sometimes called a **hob**.
3. Change a letter again to spell **Rob**. My father's name is **Rob**. (Check to see if anyone has used a capital letter for a name.)
4. Now take away the **o** and add a different letter to spell **rub**. Don't **rub** the lantern in case a genie comes. (Check to see if anyone has changed to a lower case r.)
5. Take away the **b** and add a different letter to spell **rug**. Please stand on the **rug**.
6. Take away the **g** and add a different letter to spell **rum**. It was a **rum** sort of story with no ending.
7. Now we're going to add a letter to spell a 4-letter word, **rump**. I like eating **rump** steak.
8. Now let's change a letter and spell **hump**. A camel has a **hump**.
9. Let's start again with a different 3-letter word, **fad**. I hope mullet haircuts are just a **fad**.
10. Now take away the **a** and add a different letter to spell **fed**. Have you **fed** the dog?
11. Now we're going to add a letter to spell a 4-letter word, **fled**. Let's all say **fled**, either in your head or say it out loud, and listen for the letter we need to add. A rhino was charging at me, and I **fled** for my life.
12. Now let's change a letter to make **bled**. I cut my ear and it **bled** a lot.
13. Now change a letter again to make **sled**. In some parts of the world, people travel by dog **sled**.
14. Now take away the **e** and add a different letter to spell **slid**. It was so cold that I **slid** on some ice on the path.
15. For our last word, let's do the moving the letters around trick, and using the same four letters, make the word **lids**. I put **lids** on all the bottles.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ed** spelling pattern.

hog	hob	Rob	rub	rug
rum	rump	hump	fad	fed
fled	bled	sled	slid	lids

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

hay open got bun rot under may pill fail act deli egg lid sip into

Lesson 28

Cards for Word Sorts

Words: hog hob Rob rub rug rum rump hump fad fed fled bled sled slid lid

Print and cut up one set of cards for each student to use in the sorts.

hog	hob
Rob	rub
rug	rum
rump	hump
fad	fed
fled	bled
sled	slid
lid	

Lesson 29

Letters: n a g s t r b d m i p

Words: nag snag sag tag rag brag grab grad gran gram grim grid grin grit grip

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **nag**. Sometimes my Mum had to **nag** me to do my jobs.
2. Add a letter to make the 4-letter word **snag**. Some people call a sausage a **snag**.
3. Now take a letter away to make **sag**. Our tent roof started to **sag** from the rain. Let's all say **sag**, either in your head or say it out loud, and listen for the letter we need to take away.
4. Now change a letter to spell **tag**. "**Tag**, you're it!"
5. Change a letter again to spell **rag**. I need a **rag** to clean this mess up!
6. Now we're going to add a letter to spell a 4-letter word, **brag**. I **brag** about how clever you are all the time.
7. Now let's do the move the letters around trick, and use the same four letters to spell **grab**. I am going to **grab** a sandwich for lunch.
8. Take the **b** away and add a different letter to make, **grad**. I went to **grad** school in Melbourne.
9. Now change a letter to spell **gran**. I call my grandmother my **gran**.
10. Again, we'll change a letter to spell **gram**. The **gram** is a unit of weight.
11. Now we're going to change a letter to spell **grim**. Let's all say **grim**, either in your head or say it out loud, and listen for the letter we need to add. She had set lips and a **grim** face.
12. Now let's change a letter to make **grid**. We get our electricity from the **grid**.
13. Now change a letter again to make **grin**. He gave me a cheeky **grin**.
14. Again we'll change a letter and spell **grit**. It takes a lot of **grit** to climb a tall mountain.
15. For our last word, let's change one letter again and make **grip**. His handshake had a strong **grip**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ag** spelling pattern.

nag	snag	sag	tag	rag
brag	grab	grad	gran	gram
grim	grid	grin	grit	grip

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

not act goat sick trip risk build damp man into dog page

Lesson 29

Cards for Word Sorts

Words: nag snag sag tag rag brag grab grad gran gram grim grid grin grit grip

Print and cut up one set of cards for each student to use in the sorts.

nag	snag
sag	tag
rag	brag
grab	grad
gran	gram
grim	grid
grin	grit
grip	

Lesson 30

Letters: d i g b n u s p d b e l t f m

Words: dig big bin bun spun spud beg belt felt melt let lets lent lens leg

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **dig**. I gave him a **dig** in the ribs.
2. Change a letter to make the word **big**. I have a **big** dog.
3. Take away the **g** and add a different letter to make **bin**. Put your rubbish in the **bin**.
4. Now take away the **i** and use a different vowel to spell **bun**. I'd like a **bun** for my morning tea.
5. Now we're going to take away the **b** and add two letters to spell a 4-letter word **spun**. Let's all say **spun**, either in your head or say it out loud, and listen for the letters we need to add. **spun** round and round in my chair.
6. Next, we'll take away the **n** and add a different letter to spell **spud**. A potato is often called a **spud**.
7. Now let's start again with three letters and spell **beg**. I taught my dog to sit up and **beg**.
8. Take the **g** away and add two letters to make the 4-letter word **belt**. Let's all say **belt**, either in your head or say it out loud, and listen for the letters we need to add. I wear a **belt** so my jeans don't fall down!
9. Now change a letter to spell **felt**. I **felt** like I was coming down with a cold.
10. Again, we'll change a letter to spell **melt**. The ice cubes in my drink started to **melt**.
11. We're going to start again now with three letters and make **let**. I'll **let** you all finish soon.
12. Now we'll add a letter to make the four-letter word **lets**. My dad **lets** me play games when I've done my jobs.
13. Now take away the **s** and add a different letter in a different place to spell **lent**. She **lent** me her laptop.
14. Once again, we'll change a letter and spell **lens**. I looked through the **lens** on the microscope.
15. For our last word we are going to take away two letters and add one to make the word **leg**. I have a sore **leg**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have an **s** in them, anywhere in the word.

dig	big	bin	bun	spun
spud	beg	belt	felt	melt
let	lets	lent	lens	leg

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

danger icicle go band new up site pick diet bang egg left tired fire might

Lesson 30

Cards for Word Sorts

Words: dig big bin bun spun spud beg belt felt melt let lets lent lens leg

Print and cut up one set of cards for each student to use in the sorts.

dig	big
bin	bun
spun	spud
beg	belt
felt	melt
let	lets
lent	lens
leg	

Lesson 31

Letters: b u d g m l o t a c s

Words: bud bug mug lug log lob lot blot blog bam clam glam slam scam scab

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **bud**. The roses are in **bud**.
2. Change a letter to make **bug**. I like to **bug** my brother!
3. Change a letter to make **mug**. I prefer to drink tea in a **mug**.
4. Change a letter again to make **lug**. I **lug** a lot of things in my school bag each day.
5. Now change a letter to spell **log**. Put another **log** on the fire.
6. Change a letter again to spell **lob**. Just **lob** the keys over to me, please!
7. Again, change a letter to spell **lot**. We are making a **lot** of words today.
8. Now we are going to make a four-letter word by adding a letter to spell **blot**. That building is a **blot** on the landscape.
9. Take the **t** away and add a different letter to make **blog**. I like to write on a **blog** post every week.
10. Start again and make a three-letter word **bam**. On New Year's Eve the fireworks go **bam**, pop, wham!
11. Take away the **b** and then add two letters to spell **clam**. Let's all say **clam**, either in your head or say it out loud, and listen for the letters we need to add. I love eating **clam** chowder.
12. Now we're going to change a letter to spell **glam**. **Glam** rock was popular in the 1970s.
13. Now let's change a letter to make **slam**. Don't **slam** the door on your way out.
14. Now change a letter to make **scam**. Let's all say **scam**, either in your head or say it out loud, and listen for the letter we need to add. Three people were arrested for their involvement in the **scam**.
15. For the last word, let's change one letter to make **scab**. Don't pick the **scab** on your knee!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-am** spelling pattern.

bud	bug	mug	lug	log
lob	lot	blot	blog	bam
clam	glam	slam	scam	scab

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

bed up dog goat medicine lake over tentacle axle cowardice soup

Lesson 31

Cards for Word Sorts

Words: bud bug mug lug log lob blot blog bam clam glam slam scam scab

Print and cut up one set of cards for each student to use in the sorts.

bud	bug
mug	lug
log	lob
lot	blot
blog	bam
clam	glam
slam	scam
scab	

Lesson 32

Letters: s o b f g t u m d a n l p i

Words: sob fob gob got gut gum mug mud fan flan flap flip flit slit slot

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **sob**. I was so sad that I cried, and gave a small **sob**.
2. Change a letter to make **fob**. Don't **fob** me off with an excuse!
3. Change a letter to make **gob**. I have a big **gob**.
4. Take away the **b** and add a different letter to make **got**. I **got** a lovely present today.
5. Take away the **o** and add a different letter to spell **gut**. I have a pain in my **gut**.
6. Change a letter again to spell **gum**. My mouth is sore, but I'm not sure if my teeth or my **gum** hurts.
7. Now, let's do the changing around the letters trick and turn gum into **mug**. Let's take a **mug** shot for the newsletter.
8. Let's change a letter again and change **mug** into **mud**. Let's make some **mud** cakes.
9. We're going to start again and make the 3-letter word **fan**. Please turn on the **fan**.
10. Let's add a letter and make the four-letter word **flan**. Let's all say **flan**, either in your head or say it out loud, and listen for the letter we need to add. Would you like a slice of fruit **flan**?
11. Now let's change a letter and make **flap**. I know you're upset, but don't get in a **flap**!
12. Now take away the **a** and add a different letter to spell **flip**. I can **flip** a pancake to cook it better.
13. Now let's change a letter to make **flit**. He did a midnight **flit** when he ran away.
14. Now change a letter to make **slit**. I looked outside through a **slit** in the blinds.
15. For the last word, let's take away the **i** and then add a different letter to make **slot**. I put a coin in the **slot** to play the game.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

sob	fob	gob	got	gut
gum	mug	mud	fan	flan
flap	flip	flit	slit	slot

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

supper over bite fake gate take up map dam apple night lake pig ice

Lesson 32

Cards for Word Sorts

Words: sob fob gob got gut gum mug mud fan flan flap flip flit slit slot

Print and cut up one set of cards for each student to use in the sorts.

sob	fob
gob	got
gut	gum
mug	mud
fan	flan
flap	flip
flit	slit
slot	

Lesson 33

Letters: Letters: c o n g f i t b u d l p a m

Words: con cog fog fig fit fib fin fun fund lid lit lip blip cap camp comp

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **con**. He is a **con** artist who tricks people.
2. Change a letter to make **cog**. I am a little **cog** in a huge machine and the machine is changing.
3. Change a letter to make **fog**. Don't drive fast in the **fog**.
4. Take away the **o** and add a different letter to make **fig**. The **fig** is one of my favourite fruits.
5. Change a letter to spell **fit**. Do those jeans still **fit** you?
6. Change a letter again to spell fib. I hope you didn't tell me a **fib**.
7. Now let's change a letter again to spell **fin**. No-one wants to see a shark fin when they are swimming.
8. Take away the i and add a different letter to spell **fun**. Are you having **fun**?
9. Let's add a letter to make the four-letter word **fund**. Can you **fund** my trip to Sydney please?
10. We're going to start again and make the 3-letter word **lid**. Put the **lid** on the bottle.
11. Take away the d and add a different letter to make **lit**. He **lit** a candle so he could see where he was.
12. Now let's change a letter and make **lip**. She has a ring in her **lip**.
13. Now add a letter to make the four-letter word **blip**. Let's hope it's a temporary **blip** in production.
14. Let's start again with a three-letter word **cap**. Take off your **cap** when you are inside.
15. Now add a letter to make the four-letter word **camp**. Let's all say **camp**, either in your head or say it out loud, and listen for the letter we need to add. I hope you have fun at **camp**.
16. For the last word, let's take away the **a** and then add a different letter to make **comp**. I entered the writing **comp** to try and win the prize.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

con	cog	fog	fig	fit	
fib	fin	fun	fund	lid	comp
lit	lip	blip	cap	camp	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

carpet octopus none gone fear ice take bird up damp lake pond apple might

Lesson 33

Cards for Word Sorts

Words: con cog fog fig fit fib fin fun fund lid lit lip blip cap camp comp

Print and cut up one set of cards for each student to use in the sorts.

con	cog
fog	fig
fit	fib
fin	fun
fund	lid
lit	lip
blip	cap
camp	comp

Lesson 34

Letters: h u t b p s l b i g r m d a p

Words: hut hub pub pus plus big brig brim hum hump dump bump lad lap lamp

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **hut**. I'll meet you at the **hut** on the beach.
2. Change a letter to make **hub**. The **hub** of the wheel was damaged.
3. Change a letter to make **pub**. We had dinner at the local **pub**.
4. Take away the **b** and add a different letter to make **pus**. Never squeeze the **pus** out of a pimple.
5. Add a letter to make the four-letter word **plus**. Let's all say **plus**, either in your head or say it out loud, and listen for the letter we need to add. One **plus** one equals two.
6. Let's start again and spell **big**. I made a **big** mistake.
7. Now let's add a letter to make the four-letter word **brig**. Let's all say **brig**, either in your head or say it out loud, and listen for the letter we need to add. Many convicts sailed from England to Australia on a **brig**.
8. Now change a letter and make **brim**. I filled the cup to the **brim**.
9. Let's start again with the three letter word **hum**. Can you **hum** me a tune?
10. Let's add a letter and make the four-letter word **hump**. Slow down for the speed **hump**.
11. Now, change a letter to make **dump**. The rubbish gets taken to the **dump**.
12. Change a letter again to make **bump**. I have a **bump** on my head.
13. Let's start again with the three-letter word **lad**. A boy is sometimes called a **lad**.
14. Change a letter to make **lap**. Put your hands in your **lap**.
15. Now add a letter to make the four-letter word **lamp**. Let's all say **lamp**, either in your head or say it out loud, and listen for the letter we need to add. It's getting dark so turn on the **lamp**, please.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ump** spelling pattern.

hut	hub	pub	pus	plus
big	brig	brim	hum	hump
dump	bump	lad	lap	lamp

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

huge umpire type bird pump sand lace bird if guard rump mist day ape pie

Lesson 34

Cards for Word Sorts

Words: hut hub pub pus plus big brig brim hum hump dump bump lad lap lamp

Print and cut up one set of cards for each student to use in the sorts.

hut	hub
pub	pus
plus	big
brig	brim
hum	hump
dump	bump
lad	lap
lamp	

Lesson 35

Letters: r u b n s m h a g l d c p t

Words: rub nub sub sum hag lag mag lad clad glad gas gasp lap slap stab

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **u**, the sound is **u** as in **up**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **rub**. He gave her a back rub.
2. Change a letter to make **nub**. The nub of the problem is elsewhere.
3. Change a letter again to make **sub**. A sub travels under the water.
4. Now we'll change a different letter to make **sum**. Can you do a sum in your head?
5. Start again with a different three-letter word and make **hag**. In fairy stories a witch is often called a hag.
6. Change a letter to spell **lag**. I always lag behind when we go running.
7. Change a letter again to spell **mag**. I like to read my favourite mag to relax.
8. Now we'll start again with the three-letter word **lad**. The lad rode his bike home.
9. Add a letter to make the four-letter word **clad**. They were clad in t-shirts and shorts.
10. Let's change a letter to spell **glad**. I'm always glad to see you.
11. We'll start again with a new three letters and spell **gas**. I need a new gas bottle for the barbecue.
12. Now add a letter to make the four-letter word **gasp**. Let's all say **gasp**, either in your head or say it out loud, and listen for the letter we need to add. She gave a gasp when she saw me in my costume.
13. We're going to make a new three-letter word **lap**. I used to sit on my grandmother's lap.
14. Add a letter to **lap** to make the four-letter word **slap**. I didn't mean to slap it.
15. Now for our last word, we're going to do something different. Take away the **l** and the **p** and leave the gaps to add two more letters to make **stab**. I often feel a stab of pride at how clever you are.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ump** spelling pattern.

rub	nub	sub	sum	hag
lag	mag	lad	clad	glad
gas	gasp	lap	slap	stab

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

rabbit under best night sun more help add gate light deep cold poet tin

Lesson 35

Cards for Word Sorts

Words: rub nub sub sum hag lag mag lad clad glad gas gasp lap slap stab

Print and cut up one set of cards for each student to use in the sorts.

rub	nub
sub	sum
hag	lag
mag	lad
clad	glad
gas	gasp
lap	slap
stab	

Lesson 36

Letters: g e t l i n f m o b r s h

Words: get let lit lint lent left mob nib rib rig rift sift fist hilt

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **get**. Can you please **get** me some chocolate?
2. Change a letter to make **let**. If you knock on the door, he will **let** you in.
3. Take away the **e** and add a different letter to make **lit**. Her face **lit** up when she saw me.
4. Add a letter to make the four-letter word **lint**. Empty the **lint** filter before using the dryer.
5. Take away the **i** and add a different letter to spell **lent**. She **lent** him her jumper.
6. Change a letter to spell **left**. Let's all say **left**, either in your head or say it out loud, and listen for the letter we need to add. I can't tell my right from my **left**.
7. Start again and make the three-letter word **mob**. A group of kangaroos is called a **mob**.
8. Now take away the first two letters and add two new letters to spell **nib**. I like pens that you have to twist to get the **nib** out.
9. Now change a letter to make **rib**. I broke a **rib** when I fell off my bike.
10. Let's change a letter to spell **rig**. My dad works on an oil **rig**.
11. Take away the g and add two letters to make the four-letter word **rift**. Let's all say **rift**, either in your head or say it out loud, and listen for the letter we need to add. The wind had torn open a **rift** in the clouds.
12. Now change a letter to make **sift**. Don't forget to **sift** the flour before adding it to the bowl.
13. Now we are going to do the moving letters around trick to spell **fist**. Let's all say first, either in your head or say it out loud, and listen for the letter we need to add. Make your hand into a **fist**.
14. Now for our last word, we're going change two letters. Take away the **f** and the **s** and leave the gaps to add two more letters to make **hilt**. Hold the knife by the **hilt**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ib** spelling pattern.

get	let	lit	lint	lent
left	mob	nib	rib	rig
rift	sift	fist	hilt	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

gallop egg tire like into no fish monster opera bush run safe home

Lesson 36

Cards for Word Sorts

Words: get let lit lint lent left mob nib rib rig rift sift fist hilt

Print and cut up one set of cards for each student to use in the sorts.

get	let
lit	lint
lent	left
mob	nib
rib	rig
rift	sift
fist	hilt

Lesson 37

Letters: s a t c n p l o d f g r m

Words: sat scat scan pal pan plan pot plot plod lad land fog frog from

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **sat**. I sat down on the chair.
2. Add a letter to make the four-letter word **scat**. I told my brother to scat.
3. Change a letter to make **scan**. Scan the letters to see which one to change.
4. Start again with the three letter word **pal**. My dog is my best pal.
5. Change a letter to make **pan**. He cooked the sausages in a pan.
6. Add a letter to spell **plan**. Let's all say **plan**, either in your head or say it out loud, and listen for the letter we need to add. We have to plan which letter to add.
7. Start again and make the three-letter word **pot**. Put the pasta in the pot please.
8. Add a letter to spell **plot**. Let's all say **plot**, either in your head or say it out loud, and listen for the letter we need to add. The movie has a really good plot.
9. Now change a letter to make **plod**. I will plod along until I get to the end.
10. Start again and make the three-letter word **lad**. He is a good lad.
11. Add a letter to make the four-letter word **land**. Let's all say **land**, either in your head or say it out loud, and listen for the letter we need to add. I bought some land in the country.
12. Now we'll start again with another three-letter word **fog**. The fog is finally clearing.
13. Add a letter to make the four-letter word **frog**. Let's all say **frog**, either in your head or say it out loud, and listen for the letter we need to add. The witch turned the prince into a frog.
14. Now for our last word, we're going change a letter to make **from**. Please walk from the classroom to the hall.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-og** spelling pattern.

sat	scat	scan	pal	pan
plan	pot	plot	plod	lad
land	fog	frog	from	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

saddle ask title couple not pike lope open dog field get rope most

Lesson 37

Cards for Word Sorts

Words: sat scat scan pal pan plan pot plot plod lad land fog frog from

Print and cut up one set of cards for each student to use in the sorts.

sat

scat

scan

pal

pan

plan

pot

plot

plod

lad

land

fog

frog

from

Lesson 38

Letters: p e g c o t s l f i m r h u d a

Words: peg cot cost lost loft lip lisp limp cop crop hum drum tag drag

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **peg**. I fixed the sock to the line with a **peg**.
2. Take a different three letters and spell **cot**. The baby went to sleep in the **cot**.
3. Add a letter to make the four letter word **cost**. Let's all say **cost**, either in your head or say it out loud, and listen for the letter we need to add. How much does that **cost**?
4. Change a letter to make **lost**. She **lost** her keys again.
5. Take away the **s** and add a different letter to spell **loft**. My bedroom is up the ladder, in the **loft**.
6. Start again and make the three-letter word **lip**. He was very nervous and bit his **lip**.
7. Add a letter to spell **lisp**. Let's all say **plot**, either in your head or say it out loud, and listen for the letter we need to add. Small children often speak with a **lisp**.
8. Now change a letter to make **limp**. My dog hurt his paw and is walking with a **limp**.
9. Start again and make the three-letter word **cop**. "It's a fair **cop**!", said the burglar.
10. Add a letter to make the four-letter word **crop**. Let's all say **crop**, either in your head or say it out loud, and listen for the letter we need to add. The yellow flowers are from the canola **crop**.
11. Now we'll start again with another three-letter word **hum**. Can you **hum** the national anthem?
12. Take away the **h** and add two letters to make drum. Let's all say **drum**, either in your head or say it out loud, and listen for the letters we need to add. The **drum** will keep the beat.
13. Start again with another three letter word and spell **tag**. Let's play a game of **tag**.
14. For the last word, take away the **t** and add two letters to make **drag**. Let's all say **drag**, either in your head or say it out loud, and listen for the letters we need to add. Cleaning up is a **drag**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-op** spelling pattern.

peg	cot	cost	lost	loft
lip	lisp	limp	cop	crop
hum	drum	tag	drag	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

pie egg got cow over tip sift lice fun imp mud rug hula up day act

Lesson 38

Cards for Word Sorts

Words: peg cot cost lost loft lip lisp limp cop crop hum drum tag drag

Print and cut up one set of cards for each student to use in the sorts.

peg	cot
cost	lost
loft	lip
lisp	limp
cop	crop
hum	drum
tag	drag

Lesson 39

Letters: r e f o n t p i c l m a g s l h u

Words: ref font epic film cram gift glen slim help gulp golf

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that this lesson is going to be a little different – and that after making each word, they will need to put all the letters away and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **ref**. The player had an argument with the **ref**.
2. Take four letters and make **font**. I changed the writing to a different **font**.
3. Take four letters and make **epic**. Let's go on an **epic** adventure.
4. Take four letters and make **film**. Every year we watch an old **film** on Christmas Day.
5. Take four letters and make **cram**. I have to **cram** a lot of things into my bag.
6. Take four letters and make **gift**. I don't know what to buy for a **gift**.
7. Take four letters and make **glen**. There are ferns growing in the **glen**.
8. Take four letters and make **slim**. She is wearing **slim** cut jeans.
9. Take four letters and make **help**. He is asking for **help**.
10. Take four letters and make **gulp**. She gave an audible **gulp** of terror.
11. Take four letters and make **golf**. Some people love playing **golf**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the letter **f**.

ref	font	epic	film	cram
gift	glen	slim	help	gulp
golf				

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

rip eggs fit off no top pie ice cot loud mike age go sill lie hoop up

Lesson 39

Cards for Word Sorts

Words: ref font epic film cram gift glen slim help gulp golf

Print and cut up one set of cards for each student to use in the sorts.

ref	font
epic	film
cram	gift
glen	slim
help	gulp
golf	

Lesson 40

2 letter words: if up us

3 letter words: act bad bag bam ban bat bed beg bet bid big bin bit bog bop bud bug bun bus but cab can cap cat cob cod cog con cop cot cub cup cut dab dib dig dob doc dog elf elm fab fad fan fat fed fib fig fin fit fob fog fun gag gap gas get gob got gum gut hag hob hog hub hug hum hut lab lad lag lap led leg let lid lip lit lob log lot lug mag mob mud mug nag nib nil nub nut pal peg pig pub pug pus rag ref rib rig rob rub rug rum run rut sag sob sub sum sun tag tub tug

4 or more letter words: band belt bend bent best bled blip blog blot bond brag brig brim bump bust camp clad clam clan clap clip clog colt comp cost cram crop drag drum duct dump dust epic fact felt film fist flab flag flan flap flat fled flip flit flog flop font frog from fund gasp gift glad glam glen glob golf grab grad gram gran grid grim grin grip grit gulp gust help hilt hump hunt lamp land left lend lens lent lets lids limp lint lisp loft melt pact plan plod plot plug plum plus punt rift rump runt rust scab scam scan scat sift slab slam slap slat sled slid slim slip slit slob slog slop slot snag snob spud spun stab stub stud stun

Letters and Sounds for Review: s a t p i n m e h r d o f c b g l u

Irregular words (covered in word wall): he me was said

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any two-letter words they can. If no one makes any words you can remind them that some of the two-letter words might start with **a** or **o**. If they make two-letter words from the previous phases, that is fine.
2. Ask the students to make any three-letter words they can. If needed, remind them to start words with different letters or use a different vowel in the middle.
3. Ask the students to make any four-letter words they can. Again, if needed remind them to make words starting with different letters.
4. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 40

2 letter words: if up us

3 letter words: act bad bag bam ban bat bed beg bet bid big bin bit bog bop bud bug bun bus but cab can cap cat cob cod cog con cop cot cub cup cut dab dib dig dob doc dog elf elm fab fad fan fat fed fib fig fin fit fob fog fun gag gap gas get gob got gum gut hag hob hog hub hug hum hut lab lad lag lap led leg let lid lip lit lob log lot lug mag mob mud mug nag nib nil nub nut pal peg pig pub pug pus rag ref rib rig rob rub rug rum run rut sag sob sub sum sun tag tub tug

4 or more letter words: band belt bend bent best bleed blip blog blot bond brag brig brim bump bust camp clad clam clan clap clip clog colt comp cost cram crop drag drum duct dump dust epic fact felt film fist flab flag flan flap flat fled flip flit flog flop font frog from fund gasp gift glad glam glen glob golf grab grad gram gran grid grim grin grip grit gulp gust help hilt hump hunt lamp land left lend lens lent lets lids limp lint lisp loft melt pact plan plod plot plug plum plus punt rift rump runt rust scab scam scan scat sift slab slam slap slat sled slid slim slip slit slob slog slop slot snag snob spud spun stab stub stud stun

Letters and Sounds for Review: s a t p i n m e h r d o f c b g l u

Irregular words (covered in word wall): he me was said

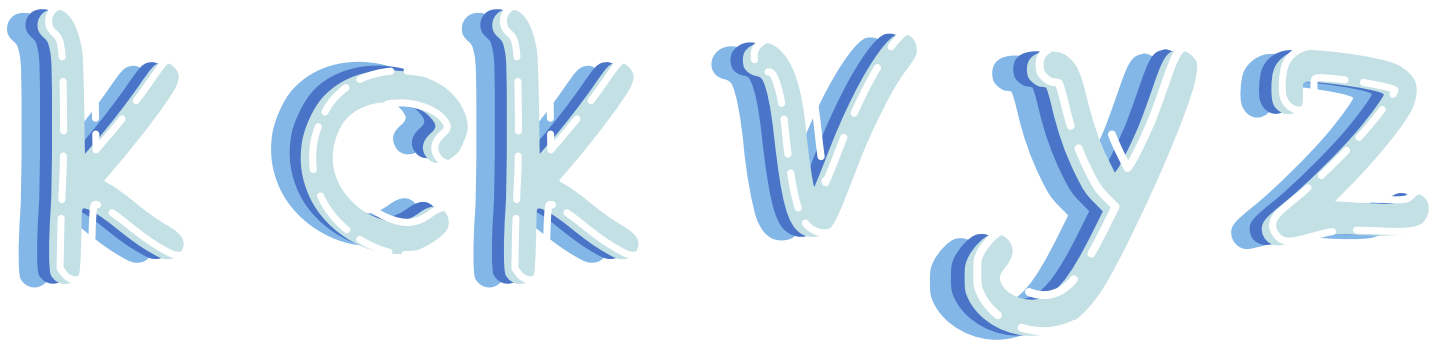
Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the four irregular words that should be on the word wall – **he, me, was, said**

The fit man said the bat was on the mat.	Sim fed me in the den.	The bus was in the hut.
Meg fed me cod.	Ana said I can do it.	Tam said Tem was mad at me.
Can he get me a bag?	Bug said, "I can run on the rug."	"Get the map!" said my pug.
Bud said he got the bus to the hub.	The bug bit me.	Nat has to fit in the cot.
The pig is in the fog.	The dog can dig in the mud.	The elf is on the top bed.



Phase 4

Lessons 41 to 50

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **k**, **ck**, **v**, **y**, and **z**. Not all of these are used in every lesson. All lessons also use some of the letters from the previous phases: **s**, **a**, **t**, **p**, **i** and **n**; **m**, **e**, **h**, **r**, **d** and **o**; **f**, **c**, **b**, **g**, **l** and **u**. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

In this phase, we are going to stop giving as many instructions about saying the word (out loud or in your head) in the script, but you can add this in as needed for your students. There are quite a few consonant clusters introduced in this phase, so you may need to remind them to really listen for the sounds to add.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 41 to 50, that you also focus on the irregular words: **of**, **love** and **like**. These should be used in your word wall words over this period if they aren't already.

Lesson 41

Letters: e l k s b a c o c u v t n i d

Words: elk elks back black block lock clock cluck vet vest vent kid kit kin kiln

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. For the first time you will be introducing a single sound make by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **elk**. An **elk** is a type of deer.
2. Add one letter and make the four-letter word **elks**. **Elks** are the second largest type of deer.
3. Start again and use four letters to make **back**. It's lovely to see you all **back** here today.
4. Add a letter to **back** to make the 5-letter word **black**. (Remember to say the word out loud or in your head and listen for the letter you need to add). I don't like wearing **black** clothes.
5. Take away the **a** and add a different letter to spell **block**. We bought a **block** of land to build a house on.
6. Take away a letter to make the four-letter word **lock**. On your way out, please **lock** the door.
7. Add a letter to spell **clock**. The **clock** on the wall makes a loud ticking sound.
8. Now take away the **o** and add a different letter to make **cluck**. A chicken says **cluck, cluck, cluck**.
9. Start again and make the three-letter word **vet**. If your dog is sick, you should take it to the **vet**.
10. Add a letter to make the four-letter word **vest**. Let's all say **vest**, either in your head or say it out loud, and listen for the letter we need to add. A **vest** is like a jumper or a jacket without any sleeves.
11. Change a letter to make **vent** (remember you can say vent out loud or in your head to think about the sounds). You can sit near the heating **vent** in winter to get warm.
12. Start again with another three-letter word and spell **kid**. A baby goat is called a **kid**.
13. Change a letter to spell **kit**. She got a **kit** for doing an experiment for Christmas.
14. Change a letter again to spell **kin**. Your family are called your **kin**.
15. For the last word, add a letter to make **kiln**. Let's all say **kiln**, either in your head or say it out loud, and listen for the letter we need to add. You need a **kiln** to heat up clay and set it hard.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ock** spelling pattern.

elk	elks	back	black	block
lock	clock	cluck	vet	vest
vent	kid	kit	kin	kiln

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

egg list kick sill bag apple cot open up vie tinned night ice dip

Lesson 41

Cards for Word Sorts

Words: elk elks back black block lock clock cluck vet vest vent kid kit kin kiln

Print and cut up one set of cards for each student to use in the sorts.

elk	elks
back	black
block	lock
clock	cluck
vet	vest
vent	kid
kit	kin
kiln	

Lesson 42

Letters: k i t s p n b u c e f l o r k m

Words: kit kits skit skip skin kick lick flick flock frock link mink sink buck bucket

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For the first time you will be introducing a single sound make by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **kit**. Get your **kit** from your locker.
2. Add one letter and make the four-letter word **kits**. Don't worry, there are **kits** for all of you.
3. Now we're going to do the moving letters around trick and make **skit**. At camp you might get asked to do a **skit** for the concert.
4. Now change a letter to make **skip**. Don't **skip** making any of these words.
5. Change a letter again to make **skin**. The **skin** is the largest organ in the body.
6. Start again and make the four-letter word **kick**. Be careful or the horse might give you a **kick**.
7. Change a letter to make **lick**. My dog likes to greet me with a **lick**.
8. Now add a letter to make the five-letter word **flick**. If you see a mosquito, **flick** it away!
9. Take away the **i** and add a different letter to make **flock**. A group of sheep is called a **flock**.
10. Take away the **l** and add a different letter to make **frock**. She likes to wear a **frock** on Fridays.
11. Start again with the four-letter word **link**. There is a **link** between you and your friends.
12. Change a letter to spell **mink**. A **mink** is a small mammal, like a weasel.
13. Change a letter again to spell **sink**. Wash the dishes in the **sink**.
14. Now start again and make the four-letter word **buck**. A male deer is called a **buck**.
15. For the last word, we are going to add two letters to buck to make our first six-letter word, **bucket**.
(Remember you can say the word out loud or in your heads and listen for the letter sounds to add). I need a **bucket** to carry some water.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ick** spelling pattern.

kit	kits	skit	skip	skin
kick	lick	flick	flock	frock
link	mink	sink	buck	bucket

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

kind icicle tie sip pie nice bit up cute egg fight like open ripe master

Lesson 42

Cards for Word Sorts

Words: kit kits skit skip skin kick lick flick flock frock link mink sink buck bucket

Print and cut up one set of cards for each student to use in the sorts.

kit	kits
skit	skip
skin	kick
lick	flick
flock	frock
link	mink
sink	buck
bucket	

Lesson 43

Letters: v a t n s y u m c k r i d p z g

Words: vat van vans yum yuck suck stuck truck kid kids ink rink pink zig zip

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. For the first time you will be introducing a single sound make by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **vat**. I'm cooking up spaghetti in a **vat** as I have a lot of visitors coming.
2. Change one letter and make **van**. Do you ever drive a **van**?
3. Now add a letter to make **vans**. The school owns some **vans** that we use as buses.
4. Now start again and make the three-letter word yum. Those cookies are **yum**!
5. Take away the m and add two letters to make the four-letter word **yuck**. Brussel sprouts are **yuck**.
6. Change a letter and turn **yuck** into **suck**. He gave his lollipop a good **suck** and a lick.
7. Add a letter to make the five-letter word **stuck**. My dog got **stuck** trying to dig under the fence.
8. Now take away two letters, **s** and **t**, then add two letters to make **truck**. My dad is a **truck** driver.
9. Start again and make the three letter word **kid**. She is just a big **kid**.
10. Add a letter to make a four-letter word, **kids**. They are a bunch of crazy **kids**!
11. Start again with the three-letter word **ink**. My pen is running out of **ink**.
12. Add a letter to spell **rink**. We go skating at a skating **rink**.
13. Change a letter again to spell **pink**. My favourite colour is **pink**.
14. Now start again and make the three-letter word **zig**. He walked there in a **zig zag** pattern.
15. For the last word, just change one letter to make **zip**. My new dress has a **zip** at the back.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-uck** spelling pattern.

vat	van	vans	yum	yuck
suck	stuck	truck	kid	kids
ink	rink	pink	zig	zip

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

vice ape tied new sip yes up mix cake kite rise ice diet pig zoo grape

Lesson 43

Cards for Word Sorts

Words: vat van vans yum yuck suck stuck truck kid kids ink rink pink zig zip

Print and cut up one set of cards for each student to use in the sorts.

vat	van
vans	yum
yuck	suck
stuck	truck
kid	kids
ink	rink
pink	zig
zip	

Lesson 44

Letters: z a g p y k n t c s r c h l m o l e

Words: zag zap yak yank tank tack stack crack shack slack snack mock rock lock locket

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For the first time you will be introducing a single sound made by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **zag**. The letter **z** looks like a zig **zag**.
2. Change one letter and make **zap**. Sometimes the carpet gives me a **zap** when I rub my shoes on it.
3. Now start again and make the three-letter word **yak**. The **yak** is a very hairy animal.
4. Add a letter to make the four-letter word **yank**. To open the door give it a good **yank**.
5. Change a letter and turn **yank** into **tank**. The water **tank** is nearly full because it has been raining.
6. Change a letter to make **tack**. Remember to say the word, out loud or in your head, to focus on the sounds in the word and the letter you might need to add. Pin it up with a **tack**.
7. Now add a letter to make the five-letter word **stack**. Please **stack** the books on the desk.
8. Take away the **s** and **t** and add two different letters to make **crack**. Don't step on the **crack** in the path.
9. Now, change a letter to make **slack**. (Remember to think of the sounds in the word). Tighten the rope, there is too much **slack** in it.
10. Change a letter again to make **snack**. I like to eat a **snack** at morning tea.
11. Now start again and spell the four-letter word **mock**. She threw up her hands in **mock** horror.
12. Change a letter to spell **rock**. Do you like **rock** and roll?
13. Change a letter again to spell **lock**. Please **lock** the door when you leave.
14. For the last word, add two letters to lock to spell the six-letter word **locket**. She wears a **locket** on a chain around her neck.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ock** spelling pattern.

zag	zap	yak	yank	tank
tack	stack	crack	shack	slack
snack	mock	rock	lock	locket

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

zero avian gut paper yellow kick night tip case happy list mice opera lime exit

Lesson 44

Cards for Word Sorts

Words: zag zap yak yank tank tack stack crack shack slack snack mock rock lock locket

Print and cut up one set of cards for each student to use in the sorts.

zag	zap
yak	yank
tank	tack
stack	crack
shack	slack
snack	mock
rock	lock
locket	

Lesson 45

Letters: y e n s p l i c b r c t o u

Words: yen yes yep yelp kelp sick pick brick click slick crick cricket lock unlock

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. For the first time you will be introducing a single sound make by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **yen**. I have a **yen** to go shopping.
2. Change one letter and make **yes**. Please say **yes**.
3. Change a letter again and make **yep**. He asked if he could go and she said "**yep**".
4. Add a letter to make the four-letter word **yelp**. My poor dog gave a **yelp** when he hurt his paw.
5. Change a letter and make **kelp**. **Kelp** is a type of seaweed.
6. Start again and make the four-letter word **sick**. He coughed because he was **sick**.
7. Change a letter to turn **sick** into **pick**. Miners used to use a **pick** to break up the earth.
8. Take away the **p** and add two different letters to make **brick**. The house is made of **brick**.
9. Now, take away the **b** and **r** and add two different letters to make **click**. Move the cursor and then **click** the mouse to select the words.
10. Change a letter to make **slick**. The road is **slick** with rain.
11. Take away the **s** and **l** and add two different letters to make **crick**. Sitting in that position will give you a **crick** in your neck.
12. Now add two letters to **crick** to spell the seven-letter word **cricket**. Do you like watching the **cricket**?
13. Now start again with the four-letter word **lock**. Does your bike have a **lock**?
14. For the last word, add two letters to lock to make **unlock**. You'll need to **unlock** the door to go inside.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-elp** spelling pattern.

zag	zap	yak	yank	tank
tack	stack	crack	shack	slack
snack	mock	rock	lock	loket

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

zero avian gut paper yellow kick night tip case happy list mice opera lime exit

Lesson 45

Cards for Word Sorts

Words: yen yes yep yelp kelp sick pick brick click slick crick cricket lock unlock

Print and cut up one set of cards for each student to use in the sorts.

yen	yes
yep	yelp
kelp	sick
pick	brick
click	slick
crick	cricket
lock	unlock

Lesson 46

Letters: k e g y t z s b a n u l d i o c p r

Words: keg yet zest zinc bank bulk bunk dunk dusk disk dock docket pack packet track

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. For **a**, the sound is **a** as in **apple**. For the first time you will be introducing a single sound made by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **keg**. The new rule is a political powder **keg**.
2. Start again and make the three-letter word **yet**. Don't go just **yet**.
3. Start again and make the four-letter word **zest**. Lemon peel is often called **zest** in recipes.
4. Start again and make the four-letter word **zinc**. You can wear **zinc** on your nose to stop it getting burned.
5. Start again with the four-letter word **bank**. She went to the **bank** to sign a form.
6. Start again and make the four-letter word **bulk**. He works out at the gym to **bulk** up.
7. Change a letter to turn **bulk** into **bunk**. The two brothers sleep in **bunk** beds.
8. Change a letter to make **dunk**. She likes to **dunk** bread in her soup.
9. Change a letter again to make **dusk**. Kangaroos like to jump around in the **dusk**.
10. Change a letter to make **disk**. The app uses 2.5MB of **disk** space.
11. Start again and make the four-letter word **dock**. He likes watching the ships as they **dock**.
12. Now add two letters to **dock** to spell the six-letter word **docket**. Do you have the **docket**?
13. Now start again with the four-letter word **pack**. Please **pack** your bag.
14. Now add two letters to **pack** to spell the six-letter word **packet**. They opened the **packet** to see inside.
15. For the last word, start again with the five-letter word **track**. Follow the **track** to get back to the car.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ack** spelling pattern.

keg	yet	zest	zinc	bank
bulk	bunk	dunk	dusk	disk
dock	docket	pack	packet	track

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

kind egg girl yeti time zipper site baby ant no udder like dog ink open cat pie ripe

Lesson 46

Cards for Word Sorts

Words: keg yet zest zinc bank bulk bunk dunk dusk disk dock docket pack packet track

Print and cut up one set of cards for each student to use in the sorts.

keg	yet
zest	zinc
bank	bulk
bunk	dunk
dusk	disk
dock	docket
pack	packet
track	

Lesson 47

Letters: r e v f u n k g h s m l a c p t o u

Words: rev funk gunk hunk husk musk lack luck pluck stock stuck unstuck pack unpack

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. For **a**, the sound is **a** as in **apple**. For the first time you will be introducing a single sound made by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **rev**. He gave his engine a **rev**.
2. Start again and make the four-letter word **funk**. He plays **jazz**, soul and **funk**.
3. Change a letter to make **gunk**. Did you put **gunk** in your hair?
4. Change a letter again to make **hunk**. She ate a **hunk** of cheese with lunch.
5. Change a different letter to make **husk**. Brown rice has not had the **husk** removed.
6. Change a letter to make **musk**. I used to love eating **musk** sticks.
7. Start again and make the four-letter word **lack**. Is there anything you **lack**?
8. Change a letter to make **luck**. (Remember to say the word out loud or in your head to listen for the letter sound to change.) I wish you all the **luck** in the world.
9. Now add a letter to make the five-letter word **pluck**. Before you can eat a chicken, you have to **pluck** it.
10. Start again and make the five-letter word **stock**. We need chicken **stock** to make the soup.
11. Change a letter to turn **stock** into **stuck**. She **stuck** a new sticker on her folder.
12. Now add two letters to **stuck** to spell the seven-letter word **unstuck**. My plans all came **unstuck**.
13. Now start again with the four-letter word **pack**. He is wearing a **pack** on his back.
14. For the last word add two letters to **pack** to spell the six-letter word **unpack**. Please **unpack** the shopping and put it away.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-uck** spelling pattern.

rev	funk	gunk	hunk	husk
musk	lack	luck	pluck	stock
stuck	unstuck	pack	unpack	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

right exit very fair under never koala go hotel steep mix light axe cop pig type out

Lesson 47

Cards for Word Sorts

Words: rev funk gunk hunk husk musk lack luck pluck stock stuck unstuck pack unpack

Print and cut up one set of cards for each student to use in the sorts.

rev	funk
gunk	hunk
husk	musk
lack	luck
pluck	stock
stuck	unstuck
pack	unpack

Lesson 48

Letters: y a m p n e c k p s o t h i r

Words: yam yap neck peck speck sock smock socket shock tick thick stick trick

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For the first time you will be introducing a single sound make by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **yam**. A yam is very tasty baked and eaten with cheese.
2. Change a letter and make **yap**. Little dogs often yap instead of barking.
3. Start again and make the four-letter word **neck**. He has a sore neck.
4. Change a letter again to make **peck**. The bird tried to peck the seed.
5. Add a letter to make **speck**. There's an annoying speck of muck on my glasses.
6. Start again and make the four-letter **sock**. Put a sock in it!
7. Add a letter and make the five-letter word **smock**. You need to wear a smock when painting.
8. Take away a letter and make the word **sock** again. Put your sock on your foot.
9. Add two letters to sock to spell **socket**. There's a power socket over on the wall.
10. Go back to the four-letter word **sock**. I keep my treasures in my sock drawer.
11. Add a letter to **sock** to spell **shock**. I got a shock when I saw my new haircut.
12. Now start again and spell the four-letter word **tick**. My dog got bitten by a tick.
13. Add a letter to **tick** to spell **thick**. (Remember to say the word and listen for the sound). My tongue feels thick because I bit it.
14. Start again and make the five-letter word **stick**. His dog loves to chase a stick.
15. For the last word start again and make the five letter word **trick**. Can you do a trick?

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ock** spelling pattern.

yam	yap	neck	peck	speck
sock	smock	socket	shock	tick
thick	stick	trick		

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

yellow ants mine pie nice extra cute kind pink soap opposite tire hope igloo right

Lesson 48

Cards for Word Sorts

Words: yam yap neck peck speck sock smock socket shock tick thick stick trick

Print and cut up one set of cards for each student to use in the sorts.

yam	yap
neck	peck
speck	sock
smock	socket
shock	tick
thick	stick
trick	

Lesson 49

Letters: d a n k e p t m i l u c s r c

Words: dank kept milk kilt muck sack punk rank risk sank silk skid skim sunk cockpit

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For the first time you will be introducing a single sound make by two letters – **ck**. Make sure that you explain to the students that sometimes they will be asked to use four letters, but they will only hear three sounds – and this is why.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that this lesson is going to be a little different – and that after making each word, they will need to put all the letters away and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **dank**. The cellar was cold and **dank**.
2. Take four letters and make **milk**. There are lots of different types of **milk** now.
3. Take four letters and make **kilt**. A Scottish man might wear a **kilt**.
4. Take four letters and make **muck**. He crawled through the **muck** and mud.
5. Take four letters and make **sack**. Santa carries a **sack** filled with presents.
6. Take four letters and make **punk**. I want to get a **punk** haircut.
7. Take four letters and make **rank**. He is waiting at the taxi **rank**.
8. Take four letters and make **risk**. Climbing a ladder is always a **risk**.
9. Take four letters and make **sank**. The Titanic **sank** after it hit an iceberg.
10. Take four letters and make **silk**. We get **silk** from silkworms.
11. Take four letters and make **skid**. The car went into a **skid** on a tight corner.
12. Take four letters and make **skim**. **Skim** milk has less fat than full cream milk.
13. Take four letters and make **sunk**. The ship was **sunk** by a mine.
14. Take seven letters and make **cockpit**. The pilot sits in the **cockpit** to fly the plane.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that don't end with **k**.

dank	kept	milk	kilt	muck
sack	punk	rank	risk	sank
silk	skid	skim	sunk	cockpit

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

diet ask night kelp end pick tie mink ice like up cop sink ripe pipe

Lesson 49

Cards for Word Sorts

Words: dank kept milk kilt muck sack punk rank risk sank silk skid skim sunk cockpit

Print and cut up one set of cards for each student to use in the sorts.

dank	kept
milk	kilt
muck	sack
punk	rank
risk	sank
silk	skid
skim	sunk
cockpit	

Lesson 50

3 letter words: elk ink keg kid kin kit rev van vat vet yak yam yap yen yep yes yet
yum zag zap zig zip

4 or more letter words: back bank black block brick buck bucket bulk bunk click
clock cluck cockpit crack cricket dank disk docket dunk dusk elks flick flock frock
funk gunk husk kelp kept kick kids kiln kilt kits lack lick link lock locket luck milk mink
mock muck musk neck pack packet peck pick pink pluck punk rack rank rink risk
rock sack sank shack shock sick silk sink skid skim skin skip skit slack slick smock
snack sock socket speck stack stick stock stuck suck sunk tack tank thick tick track
trick truck unlock unpack unstuck vans vent vest yank yelp yuck zest zinc

Letters and Sounds for Review: s a t p i n m e h r d o f c b g l u k ck v y z

Irregular words (covered in word wall): of love like

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any three-letter words they can. If needed, remind them to start words with different letters or use a different vowel in the middle. If they make any word from the previous phases then that is fine.
2. Ask the students to make any four-letter, five-letter or six-letter words they can. Again, if needed remind them to make words starting with different letters.
3. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 50

3 letter words: elk ink keg kid kin kit rev van vat vet yak yam yap yen yep yes yet
yum zag zap zig zip

4 or more letter words: back bank black block brick buck bucket bulk bunk click
clock cluck cockpit crack cricket dank disk docket dunk dusk elks flick flock frock
funk gunk husk kelp kept kick kids kiln kilt kits lack lick link lock locket luck milk mink
mock muck musk neck pack packet peck pick pink pluck punk rack rank rink risk
rock sack sank shack shock sick silk sink skid skim skin skip skit slack slick smock
snack sock socket speck stack stick stock stuck suck sunk tack tank thick tick track
trick truck unlock unpack unstuck vans vent vest yank yelp yuck zest zinc

Letters and Sounds for Review: s a t p i n m e h r d o f c b g l u k ck v y z

Irregular words (covered in word wall): of love like

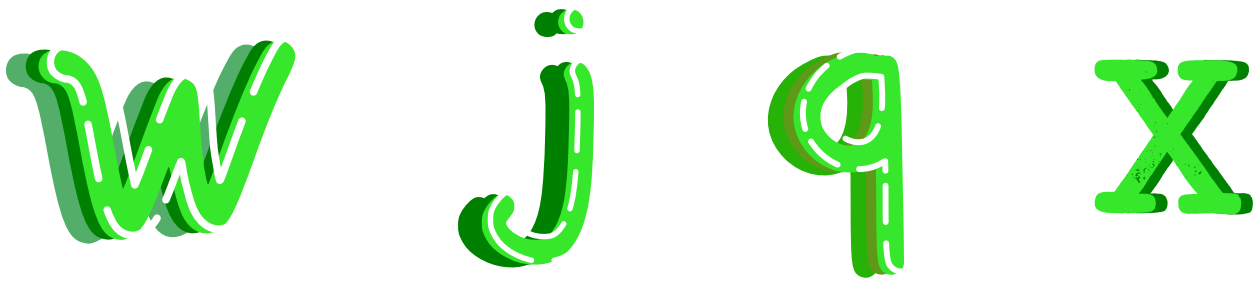
Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the three irregular words that should be on the word wall – **of, love, like**.

i love my cat.	I like my pet elk.	Min has a cup of mud.
He has a sock in his sack.	I like the black bus.	I said my rug was cut.
The kid has had a lot of sun.	I like my red rug.	The vet can rev the van.
Pat the dog said, "Yap, yap, yap!"	Mum said, "Yes, he can go in the van."	Sam and Tam like the yam.
The van did a zig zag.	The zip on my bag was up.	I love my dog Zac.



Phase 5

Lessons 51 to 60

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **w**, **j**, **q** and **x**. Not all of these are used in every lesson. All lessons also use some of the letters from the previous phases: **s**, **a**, **t**, **p**, **i** and **n**; **m**, **e**, **h**, **r**, **d** and **o**; **f**, **c**, **b**, **g**, **l** and **u**; **k**, **ck**, **v**, **y** and **z**. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

In this phase, we have stopped giving instructions about saying the word (out loud or in your head) in the script, but you can add this in as needed for your students.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 51 to 60, that you also focus on the irregular words: **they**, **are** and **you**. These should be used in your word wall words over this period if they aren't already.

Lesson 51

Letters: o x b f a w i m j g t n k c s

Words: ox, box, fox, fax, wax, fix, mix, jog, jot, jolt, tank, tack, stack, snack

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **ox**. He is as strong as an **ox**.
2. Add one letter and make the three-letter word **box**. To return it, **box** it up and send it back.
3. Change a letter to make **fox**. There is a **fox** that lives in the garden.
4. Change a letter again to make **fax**. (Remember to say the word out loud or in your head and listen for the letter you need to add). I haven't sent a **fax** for years.
5. Change a letter to spell **wax**. Candles are made of **wax**.
6. Start again and make the three-letter word **fix**. I asked the mechanic to **fix** my car.
7. Change a letter to spell **mix**. **Mix** all the ingredients together, then pour them into the tin.
8. Now start again and spell the three-letter word **jog**. Who likes going for a **jog**?
9. Change a letter to spell **jot**. She doesn't care a **jot** for your opinion.
10. Add a letter to make the four-letter word **jolt**. The car stopped with a **jolt**.
11. Start again and make **tank**. I need to fill the **tank** before we drive much further.
12. Change a letter to make **tack**. The plan isn't working, so I need to change **tack**.
13. Add a letter to tack to make the five-letter word **stack**. She had to **stack** the boxes by the door.
14. For the last word, change a letter to make **snack**. I need a **snack** very soon!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ax** spelling pattern.

ox	box	fox	fax	wax
fix	mix	jog	jot	jolt
tank	tack	stack	snack	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

open x-ray bike fade apple wife igloo make jade got tape night kit cook save

Lesson 51

Cards for Word Sorts

Words: ox, box, fox, fax, wax, fix, mix, jog, jot, jolt, tank, tack, stack, snack

Print and cut up one set of cards for each student to use in the sorts.

ox	box
fox	fax
wax	fix
mix	jog
jot	jolt
tank	tack
stack	snack

Lesson 52

Letters: j a m b o w i n d g t l e s c k p

Words: jam jab job win wind wig wit wilt web went sock socket pack packet

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **jam**. Would you like some toast and **jam**?
2. Change a letter and make the three-letter word **jab**. He needs to get his flu **jab** soon.
3. Change a letter to make **job**. She has a **job** to do today.
4. Start again with the three-letter word **win**. Did you **win** a prize at sports day?
5. Add a letter to make the four-letter word **wind**. The trees are blowing in the **wind**.
6. Start again and make the three-letter word **wig**. My costume has a **wig** with it.
7. Change a letter to spell **wit**. You have a quick **wit**.
8. Now add a letter to spell the four-letter word **wilt**. We all started to **wilt** while standing in the heat.
9. Start again and spell the three-letter word **web**. The small spider spun a large **web**.
10. Take away the **b** and add two letters to spell **went**. He **went** to the shops for milk.
11. Start again and make **sock**. I hope you are wearing a **sock** on each foot.
12. Add two letters to **sock** to make the six-letter word **socket**. I dislocated my shoulder from the **socket**.
13. Start again and make **pack**. Put your **pack** on your back!
14. Add two letters to **pack** to make the six-letter word **packet**. We need a new **packet** of biscuits.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-in** spelling pattern.

jam	jab	job	win	wind
wig	wit	wilt	web	went
sock	socket	pack	packet	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

jelly apple mace bowl over wit ink nice dog gossip till leg end sick cook kilt pig

Lesson 52

Cards for Word Sorts

Words: jam jab job win wind wig wit wilt web went sock socket pack packet

Print and cut up one set of cards for each student to use in the sorts.

jam	jab
job	win
wind	wig
wit	wilt
web	went
sock	socket
pack	packet

Lesson 53

Letters: t a x s i j e t h w d q u y m c k

Words: tax sax six jet jest hex wed wet west quest yum yuck suck stuck

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**.

This is also the first time the students will be using **q**. Let them know that nearly every time **q** is used in an English word, it is followed by the letter **u**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **tax**. Nearly everything we buy has some **tax** attached.
2. Change a letter and make the three-letter word **sax**. He plays the **sax** in a jazz band.
3. Change a letter to make **six**. This year, she will turn **six** on her birthday.
4. Start again with the three letter word **jet**. Have you ever travelled on a **jet** plane?
5. Add a letter to make the four-letter word **jest**. It was a good natured **jest**.
6. Start again and make the three-letter word **hex**. The witch put a **hex** on her.
7. Start again and make the three-letter word **wed**. They got **wed** in their local church.
8. Change a letter to make **wet**. You'll get **wet** if you go out in the rain.
9. Add a letter to make the four-letter word **west**. Perth is a city in the **west**.
10. Take away the **w** and add two letters to make the five-letter word **quest**. Remember - when we use the letter **q** you nearly always need to use a **u** straight after. I am going on a **quest** for help.
11. Start again and spell the three-letter word **yum**. Dinner tonight was **yum**!
12. Take away the **m** and add two letters to spell **yuck**. Whenever I eat mushrooms, I think "**yuck**"!
13. Change a letter to spell **suck**. You need to **suck** on a lollipop to really enjoy it.
14. For our last word, add a letter to make the five-letter word **stuck**. I **stuck** it down with glue.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ax** spelling pattern.

tax	sax	six	jet	jest
hex	wed	wet	west	quest
yum	yuck	suck	stuck	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

time apple x-ray sick icy jump extra tack hop witch diet quid up yes much cat kick

Lesson 53

Cards for Word Sorts

Words: tax sax six jet jest hex wed wet west quest yum yuck suck stuck

Print and cut up one set of cards for each student to use in the sorts.

tax	sax
six	jet
jest	hex
wed	wet
west	quest
yum	yuck
suck	stuck

Lesson 54

Letters: j i g u t s w a x g q z c k l p

Words: jig jug jut just wax wag quiz quit quick quack lack luck pluck

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**.

Remind them that when they use a **q** in an English word, it is nearly always followed by the letter **u**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **jig**. She is dancing a jig.
2. Change a letter and make the three-letter word **jug**. Would you like a jug of water?
3. Change a letter to make **jut**. You could see he was angry by the jut of his jaw.
4. Add a letter to make the four-letter word **just**. It was just a small puppy.
5. Start again with the three-letter word **wax**. Wax can usually be easily removed.
6. Now change a letter to make **wag**. The dog saw him and started to wag his tail.
7. Start again and make the four-letter word **quiz**. Remember – when we use the letter **q** you nearly always need to use a **u** straight after. She likes to watch quiz shows on the TV.
8. Change a letter to make the four-letter word **quit**. Don't quit while you are winning.
9. Take away the t and add two letters to make the five-letter word **quick**. I need to make a quick call.
10. Change a letter to spell **quack**. A duck says "quack".
11. Take away the **q** and **u** and add a different letter to spell **lack**. The case was dismissed because of the lack of evidence.
12. Change a letter to spell **luck**. Good luck on sports day.
13. Add a letter to make the five-letter word **pluck**. She taught me how to pluck chickens.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ack** spelling pattern.

jig	jug	jut	just	wax
wag	quiz	quit	quick	quack
lack	luck	pluck		

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

juggle ice gust up time site wild apple x-ray gap quaint zap cut kit list pile

Lesson 54

Cards for Word Sorts

Words: jig jug jut just wax wag quiz quit quick quack lack luck pluck

Print and cut up one set of cards for each student to use in the sorts.

jig	jug
jut	just
wax	wag
quiz	quit
quick	quack
lack	luck
pluck	

Lesson 55

Letters: b o x w i n m j u p e t a s q z k r l

Words: box win mix jump exit axis quiz punk skim rank sunk risk silk sank

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**.

Remind them that when they use a **q** in an English word, it is nearly always followed by the letter **u**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that this lesson is going to be one where they put the letters away after each word - and then start again.

1. Take three letters and make **box**. You can send a parcel to my post office **box**.
2. Take three letters and make **win**. She will **win** the race.
3. Take three letters and make **mix**. If you **mix** yellow and blue together, then you get green.
4. Take four letters and make **jump**. He went for a **jump** on the trampoline.
5. Take four letters and make **exit**. Please leave through the **exit**.
6. Take four letters and make **axis**. The world turns on its **axis**.
7. Take four letters and make **quiz**. Remember - when we use the letter **q** you nearly always need to use a **u** straight after. Students are allowed to take the **quiz** twice.
8. Take four letters and make **punk**. He likes to listen to **punk** rock.
9. Take four letters and make **skim**. He ordered a **skim** hot chocolate.
10. Take four letters and make **rank**. Don't try and pull **rank** with me.
11. Take four letters and make **sunk**. She was **sunk** in despair.
12. Take four letters and make **risk**. It's not worth the **risk**.
13. Take four letters and make **silk**. Her pyjamas are made of **silk**.
14. Take four letters and make **sank**. It **sank** to the bottom of the ocean.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ank** spelling pattern.

box	win	mix	jump	exit
axis	quiz	punk	skim	rank
sunk	risk	silk	sank	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

bug open x-ray wind insect no more jam up petal extra take away sick quick zoo koala risk lion

Lesson 55

Cards for Word Sorts

Words: box win mix jump exit axis quiz punk skim rank sunk risk silk sank

Print and cut up one set of cards for each student to use in the sorts.

box	win
mix	jump
exit	axis
quiz	punk
skim	rank
sunk	risk
silk	sank

Lesson 56

Letters: y e n s p l k j a m b o w i d q u z t c

Words: yen yes yep yelp kelp jam jab job win wind quiz quit quick quack

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**.

Remind them that when they use a **q** in an English word, it is nearly always followed by the letter **u**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **yen**. I have a **yen** for chocolate.
2. Now change a letter and make **yes**. He answered **yes** to my question.
3. Now change a letter and make **yep**. **Yep** is a different way of saying **yes**.
4. Take add a letter and make **yelp**. He jumped back with a startled **yelp**.
5. Change a letter and make **kelp**. The sea otter eats **kelp**.
6. Take three letters and make **jam**. She really likes strawberry **jam**.
7. Now change a letter and make **jab**. I went to the clinic for a **jab**.
8. Change a letter again and make **job**. She gave him a **job** to do.
9. Start again and take three letters and make **win**. I hope you **win** the race.
10. Add a letter and make **wind**. The **wind** is very strong today.
11. Start again, and take four letters and make **quiz**. (Remember - when we use the letter q you nearly always need to use a u straight after.) I am going to give you a **quiz**.
12. Change a letter and make **quit**. **Quit** arguing with me!
13. Take away the **t** and add two new letters to make the five-letter word **quick**. **Quick** as a wink!
14. For our last word, change one letter to make **quack**. He said the doctor was a **quack**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-elp** spelling pattern.

yen	yes	yep	yelp	kelp
jam	jab	job	win	wind
quiz	quit	quick	quack	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

yell egg net sill pile lip kill jab apple man bob owe wiggle into dig quite up zinc table cap

Lesson 56

Cards for Word Sorts

Words: yen yes yep yelp kelp jam jab job win wind quiz quit quick quack

Print and cut up one set of cards for each student to use in the sorts.

yen	yes
yep	yelp
kelp	jam
jab	job
win	wind
quiz	quit
quick	quack

Lesson 57

Letters: d a n k e p t m i l u c s r p c

Words: dank kept milk kilt muck sack punk rank risk sank silk skid skim sunk cockpit

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that this lesson is going to be one where they put the letters away after each word – and then start again.

1. Take four letters and make **dank**. The cellar was cold and **dank**.
2. Take four letters and make **milk**. There are lots of different types of **milk** now.
3. Take four letters and make **kilt**. A Scottish man might wear a **kilt**.
4. Take four letters and make **muck**. He crawled through the **muck** and mud.
5. Take four letters and make **sack**. Santa carries a **sack** filled with presents.
6. Take four letters and make **punk**. I want to get a **punk** haircut.
7. Take four letters and make **rank**. He is waiting at the taxi **rank**.
8. Take four letters and make **risk**. Climbing a ladder is always a **risk**.
9. Take four letters and make **sank**. The Titanic **sank** after it hit an iceberg.
10. Take four letters and make **silk**. We get **silk** from silkworms.
11. Take four letters and make **skid**. The car went into a **skid** on a tight corner.
12. Take four letters and make **skim**. **Skim** milk has less fat than full cream milk.
13. Take four letters and make **sunk**. The ship was **sunk** by a mine.
14. Take seven letters and make **cockpit**. The pilot sits in the **cockpit** to fly the plane.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that don't end with **k**.

dank	kept	milk	kilt	muck
sack	punk	rank	risk	sank
silk	skid	skim	sunk	cockpit

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

diet ask night kelp end pick tie mink ice like up cop sink ripe pipe

Lesson 57

Cards for Word Sorts

Words: dank kept milk kilt muck sack punk rank risk sank silk skid skim sunk cockpit

Print and cut up one set of cards for each student to use in the sorts.

dank	kept
milk	kilt
muck	sack
punk	rank
risk	sank
silk	skid
skim	sunk
cockpit	

Lesson 58

Letters: r e f o n t p i c l m a g s l h u

Words: ref font epic film cram gift glen slim help gulp golf

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that this lesson is going to be one where they put the letters away after each word – and then start again.

1. Take three letters and make **ref**. The player had an argument with the **ref**.
2. Take four letters and make **font**. I changed the writing to a different **font**.
3. Take four letters and make **epic**. Let's go on an **epic** adventure.
4. Take four letters and make **film**. Every year we watch an old **film** on Christmas Day.
5. Take four letters and make **cram**. I have to **cram** a lot of things into my bag.
6. Take four letters and make **gift**. I don't know what to buy for a **gift**.
7. Take four letters and make **glen**. There are ferns growing in the **glen**.
8. Take four letters and make **slim**. She is wearing **slim** cut jeans.
9. Take four letters and make **help**. He is asking for **help**.
10. Take four letters and make **gulp**. She gave an audible **gulp** of terror.
11. Take four letters and make **golf**. Some people love playing **golf**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the letter **f**.

ref	font	epic	film	cram
gift	glen	slim	help	gulp
golf				

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

rip eggs fit off no top pie ice cot loud mike age go sill lie hoop up

Lesson 58

Cards for Word Sorts

Words: ref font epic film cram gift glen slim help gulp golf

Print and cut up one set of cards for each student to use in the sorts.

ref	font
epic	film
cram	gift
glen	slim
help	gulp
golf	

Lesson 59

Letters: o x b f a w i n d e t s q u j m

Words: ox box fox fax wax win wind wed wet west quest jam jab job

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For **i**, the sound is **i** as in **igloo**.

Remind them that when they use a **q** in an English word, it is nearly always followed by the letter **u**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **ox**. An **ox** is a beast of burden.
2. Now add a letter to make the three-letter word **box**. Take the shoes out of the shoe **box** please.
3. Now change a letter and make **fox**. There is a **fox** that lives in the riverbank.
4. Change a different letter to make **fax**. I sent him a **fax** with the details.
5. Change a different letter and make **wax**. The letter was sealed with **wax**.
6. Start again and take three letters and make **win**. I really hope Geelong has a **win** this week.
7. Now add a letter and make the four-letter word **wind**. I love the book "The **Wind** in the Willows".
8. Start again and take three letters and make **wed**. She **wed** her childhood sweetheart.
9. Change a letter and make **wet**. My favourite ride is **wet** and wild.
10. Add a letter and make the four-letter word **west**. East is the opposite to **west** on the compass.
11. Take away the **w** and add two letters to make **quest**. We are on a **quest** for knowledge.
12. Start again and make the three-letter word **jam**. They were stuck in a traffic **jam**.
13. Change a letter to make **jab**. She gave him a **jab** on the arm.
14. For our last word, change one letter to make **job**. I'm going to give you all another **job**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ax** spelling pattern.

ox	box	fox	fax	wax
win	wind	wed	wet	west
quest	jam	jab	job	

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

yell egg net sill pile lip kill jab apple man bob owe wiggle into dig quite up zinc table cap

Lesson 59

Cards for Word Sorts

Words: ox box fox fax wax win wind wed wet west quest jam jab job

Print and cut up one set of cards for each student to use in the sorts.

ox	box
fox	fax
wax	win
wind	wed
wet	west
quest	jam
jab	job

Lesson 60

2 letter words: ox

3 letter words: box fax fix fox hex jab jam jet jig jog jot jug jut mix sax six tax wag
wax web wed wet wig win wit

4 or more letter words: axis exit jest jolt jump just quack quest quick quit quiz went
west wind wilt

Letters and Sounds for Review: s a t p i n m e h r d o f c b g l u k c k v y z w j q x

Irregular words (covered in word wall): they are you

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any two-letter words they can. If no one makes any words you can remind them that a two-letter words here would end with **x**. If they make two-letter words from the previous phases, that is fine.
2. Ask the students to make any three-letter words they can. If needed, remind them to start words with different letters or use a different vowel in the middle.
3. Ask the students to make any four-letter or five-letter words they can. Again, if needed remind them to make words starting with different letters.
4. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words - which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the three irregular words that should be on the word wall - **they, are, you**.

They love to win.	They are wet.	Jim and Jin like jam.
The wet duck can quack.	You love the red wig.	The man quit his job.
You and Max are in the web.	Lin got a jab in the leg.	Sal is in a jam.
Sim can jam the hat in the bag.	Viv is quick to zip up the bag!	The dog is quick, the rat is not quick.
Tam and Zan win the quiz.	Was that my box?	They can fix the rip in the box.
Are you in the box?		

Open and Closed Syllables - One-syllable words

Suffix -s (noun) - plural

Phase 6

Lessons 61 to 70

Please follow the instructions in each individual lesson.

The focus for these lessons are both open and closed one-syllable words and also the suffix -s (noun) meaning plural. All lessons also use some of the letters from the previous phases: **s, a, t, p, i** and **n; m, e, h, r, d** and **o; f, c, b, g, l** and **u; k, ck, v, y** and **z; w, h, q** and **x**. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

An open syllable ends with a vowel sound that is spelled with a single vowel letter (a, e, i, o, or u). In this phase we are focusing on one syllable words - examples include me, I, so, he. A closed syllable has a short vowel ending in a consonant. Examples include hat, dish, wet.

We are no longer adding instructions about saying the word (out loud or in your head) in the script, but you can add this in as needed for your students.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 61 to 70, that you also focus on the irregular words: **she, what, your** and **one**. These should be used in your word wall words over this period if they aren't already.

Lesson 61

Letters: b e t d w l i f n a s h x

Words: be bet bed wed l if in ant ants he hen hex

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **be**. I can **be** anything I want to **be**.
2. Now add a letter to make the three-letter word **bet**. He **bet** his friend that he would win.
3. Now change a letter and make **bed**. I am so tired that I need to go to **bed**.
4. Change a different letter to make **wed**. He was to **wed** the king's daughter.
5. Start again and make **I**. I am going to school.
6. Now add a letter to make **if**. If you see her, give her a note.
7. Now change a letter to make **in**. I am **in** the middle of a good book.
8. Start again and take three letters and make **ant**. An **ant** bit me on my foot.
9. Add a letter and make the plural, **ants**. **Ants** live together in a hive.
10. Now start again and make **he**. He is my brother's friend.
11. Now add a letter to make **hen**. The **hen** laid an egg.
12. Now change a letter to make **hex**. The witch put a **hex** on me.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ax** spelling pattern.

be	bet	bed	wed	I
if	in	ant	ants	he
hen	hex			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

big egg tie dig with lick if fox night axe sip high x-ray

Lesson 61

Cards for Word Sorts

Words: be bet bed wed I if in ant ants he hen hex

Print and cut up one set of cards for each student to use in the sorts.

be	bet
bed	wed
I	if
in	ant
ants	he
hen	hex

Lesson 62

Letters: b i n s h o b w e t a g v

Words: bin bins hi so sob we wet tag tags vet vets vest

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **bin**. Always put your rubbish in the bin.
2. Now add a letter to make the plural **bins**. Have you taken the bins out?
3. Start again and make the two letter word **hi**. Say hi to your mother for me.
4. Now start again and make the two letter word **so**. I am so excited about Christmas.
5. Add a letter and make **sob**. There was a sob in her voice.
6. Start again and make **we**. We are best friends.
7. Now add a letter to make **wet**. It looks quite wet outside.
8. Now start again to make **tag**. What does it say on the price tag?
9. Now add a letter to make the plural **tags**. Have you put tags on all the new items?
10. Start again and make the word **vet**. I took my dog to the vet for a jab.
11. Now add a letter to make the plural **vets**. There are three vets in the practice.
12. For our last word do the moving the letters around trick, and make **vest**. I like wearing a vest over a shirt.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the **-et** spelling pattern.

bin	bins	hi	so	sob
we	wet	tag	tags	vet
vets	vest			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

big ice nod sick hot over big wet egg toe axe go vice

Lesson 62

Cards for Word Sorts

Words: bin bins hi so sob we wet tag tags vet vets vest

Print and cut up one set of cards for each student to use in the sorts.

bin	bins
hi	so
sob	we
wet	tag
tags	vet
vets	vest

Lesson 63

Letters: g o b t h a n d s b e g h i m c

Words: go gob got hand hands be beg hi him his cat cats

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **go**. Ready, set, go.
2. Now add a letter to make **gob**. Put that in your gob!
3. Now change a letter to make **got**. I got sore legs on my walk today.
4. Now start again and make the four-letter word **hand**. Hand me that bottle please.
5. Add a letter and make the plural **hands**. Don't forget to wash your hands.
6. Start again and make **be**. We need to be patient.
7. Now add a letter to make **beg**. My dog likes to beg for biscuits.
8. Now start again to make **hi**. Say hi to our visitors.
9. Now add a letter to make **him**. Take him for a walk to the park.
10. Change a letter and make the word **his**. His sister is very tall.
11. Start again and make the word **cat**. The cat is licking his paw.
12. For our last word add one letter to make the plural **cats**. I hope the Cats win this weekend.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **o** in them.

go	gob	got	hand	hands
be	beg	hi	him	his
cat	cats			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

give open bite tip hack apple nice dip sick big exit good high ice mop cart

Lesson 63

Cards for Word Sorts

Words: bin bins hi so sob we wet tag tags vet vets vest

Print and cut up one set of cards for each student to use in the sorts.

go	gob
got	hand
hands	be
beg	hi
him	his
cat	cats

Lesson 64

Letters: f i n s o d t a b g r s

Words: fin fins no nod is it at bat bats fog frog frogs

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **fin**. Have you tried shark's **fin** soup?
2. Now add a letter to make the plural **fins**. I don't want to see **fins** circling me when I'm swimming!
3. Now start again and make the two letter word **no**. She said **no** when I asked her for more chocolate!
4. Now add a letter to make **nod**. Give me a **nod** when you're finished.
5. Start again and make **is**. That **is** very funny.
6. Change a letter and make **it**. It is a beautiful day.
7. Change a letter again to make **at**. We are **at** school.
8. Now add a letter to make **bat**. To play cricket you need a **bat**.
9. Now add a letter to make **bats**. I often see **bats** flying in the evenings.
10. Start again and make the word **fog**. The walk helped clear the **fog** in my head.
11. Add a letter to make the word **frog**. The **frog** was jumping from lily pad to lily pad.
12. For our last word add one letter to make the plural **frogs**. The **frogs** are all croaking tonight.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **o** in them.

fin	fins	no	nod	is
it	at	bat	bats	fog
frog	frogs			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

fire it nice sop open dog tar ape back go rope side

Lesson 64

Cards for Word Sorts

Words: fin fins no nod is it at bat bats fog frog frogs

Print and cut up one set of cards for each student to use in the sorts.

fin	fins
no	nod
is	it
at	bat
bats	fog
frog	frogs

Lesson 65

Letters: m e n j u g s d o t b p

Words: me men jug jugs dog dogs me met bun buns pot pots

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **me**. Can you tell **me** a joke?
2. Now add a letter to make **men**. There are two **men** in the garden.
3. Now start again and make the three letter word **jug**. Pass the **jug** of milk please.
4. Now add a letter to make the plural **jugs**. They are bringing in some **jugs** of soft drink.
5. Start again and make **dog**. The **dog** is wagging its tail.
6. Now add a letter to make the plural **dogs**. The sled is being pulled by **dogs**.
7. Start again and make **me**. Come with **me**.
8. Now add a letter to make **met**. We **met** outside the station.
9. Now start again to make **bun**. Would you like a piece of sticky **bun**?
10. Add a letter and make the plural **buns**. I love hot cross **buns**.
11. Now start again to make **pot**. The plant is in a beautiful **pot**.
12. For our last word add one letter to make the plural **pots**. I need to clean the **pots** and **pans**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **o** in them.

me	men	jug	jugs	dog
dogs	me	met	bun	buns
pot	pots			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

mice exit night joke up gut sick dice over tick bun picket

Lesson 65

Cards for Word Sorts

Words: me men jug jugs dog dogs me met bun buns pot pots

Print and cut up one set of cards for each student to use in the sorts.

me	men
jug	jugs
dog	dogs
me	met
bun	buns
pot	pots

Lesson 66

Letters: n o n h a t s b e d w l g p i

Words: no non hat hats be bed wed wet log logs pin pins

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **no**. He has **no** idea how clever he is.
2. Now add a letter to make **non**. He needs to use a **non**-abrasive cleaner.
3. Now start again and make the three letter word **hat**. To play outside we need to wear a **hat**.
4. Now add a letter to make the plural **hats**. I like seeing them wearing their school **hats**.
5. Start again and make **be**. Will you **be** going outside a lunchtime?
6. Now add a letter to make the plural **bed**. It's time to go to **bed**.
7. Start again and make **wed**. They will **wed** in the spring.
8. Now change a letter a letter to make **wet**. I got **wet** on the walk home.
9. Now start again to make **log**. Put another **log** on the fire.
10. Now add a letter to make the plural **logs**. He made the bench out of **logs**.
11. Now start again to make **pin**. Put a **pin** in the map for me.
12. For our last word add one letter to make the plural **pins**. I need to make the hemline with **pins**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **e** in them.

no	non	hat	hats	be
bed	wed	wet	log	logs
pin	pins			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

nicer octopus horse axe type sick big end district world gold pink indigo

Lesson 66

Cards for Word Sorts

Words: no non hat hats be bed wed wet log logs pin pins

Print and cut up one set of cards for each student to use in the sorts.

no	non
hat	hats
be	bed
wed	wet
log	logs
pin	pins

Lesson 67

Letters: n o t c a p s h d l m

Words: no not cap caps had hand hands lap lamp lamps pan pans

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **no**. There is **no** rain forecast for today.
2. Now add a letter to make **not**. I **do not** want to go outside.
3. Now start again and make the three letter word **cap**. Put the **cap** on after using the toothpaste.
4. Now add a letter to make the plural **caps**. Upper case letters are also called **caps**.
5. Start again and make **had**. We **had** a lovely holiday.
6. Now add a letter to make **hand**. Don't touch the oven with your bare **hand**.
7. Now add a letter to make the plural **hands**. Put your **hands** on the table.
8. Now start again to make **lap**. The cat sat on my **lap**.
9. Now add a letter to make **lamp**. I have a new bedside **lamp**.
10. Now add a letter to make the plural **lamps**. We have lots of **lamps** outside on the deck.
11. Now start again to make **pan**. I cooked the sausages in a **pan**.
12. For our last word add one letter to make the plural **pans**. Put all the dirty **pans** in the dishwasher.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **a** in them.

no	not	cap	caps	had
hand	hands	lap	lamp	lamps
pan	pans			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

night opt tight cat ark pick sick had dip lip mile

Lesson 67

Cards for Word Sorts

Words: no not cap caps had hand hands lap lamp lamps pan pans

Print and cut up one set of cards for each student to use in the sorts.

no	not
cap	caps
had	hand
hands	lap
lamp	lamps
pan	pans

Lesson 68

Letters: c u p s t i n l o g p b a

Words: cup cups tin tins log logs pig pigs tub tubs bat bats

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**.

Let them know that they will be making some words into plurals by adding an **-s**. We add an **-s** to let the reader know that there is more than one of something. For example bed might become beds, which tells the reader there is more than one bed. When we add the **s** on the end it can sound like **s** or **z**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **cup**. I'd like a **cup** of water.
2. Now add a letter to make the plural **cups**. Can you get the tea **cups**?
3. Now start again and make the three letter word **tin**. She opened a **tin** of beans.
4. Now add a letter to make the plural **tins**. There are some **tins** of dog food in the cupboard.
5. Start again and make **log**. There's a **log** cabin in the woods.
6. Now add a letter to make the plural **logs**. He chopped up the **logs** for firewood.
7. Start again and make **pig**. Don't eat like a **pig**.
8. Now add a letter to make the plural **pigs**. **Pigs** like rolling in mud.
9. Start again and make **tub**. She likes soaking in the **tub**.
10. Now add a letter to make the plural **tubs**. They are selling small **tubs** of ice-cream.
11. Now start again to make **bat**. Let's play **bat** and ball at lunch.
12. For our last word add one letter to make the plural **bats**. **Bats** sleep hanging upside down.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **a** in them.

cup	cups	tin	tins	log
logs	pig	pigs	tub	tubs
bat	bats			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

cat umpire pine seat tin into night lip over got pain under bike apple

Lesson 68

Cards for Word Sorts

Words: cup cups tin tins log logs pig pigs tub tubs bat bats

Print and cut up one set of cards for each student to use in the sorts.

cup	cups
tin	tins
log	logs
pig	pigs
tub	tubs
bat	bats

Lesson 69

Letters: b e h n i s f m w d l a p h x t o g n

Words: be hen is fins me wed lamps hex hats hands logs non

Name letters and their common sounds:

Before beginning to make words, have the students hold up each letter, name it, and say its common sound, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. **S** can sound like **s** or **z** when used for a plural at the end of a word.

Let the students know that this lesson is going to be one where they put the letters away after each word – and then start again.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take two letters and make **be**. I want to **be** a millionaire.
2. Take three letters and make **hen**. The **hen** laid an egg.
3. Take two letters and make **is**. My teacher **is** awesome.
4. Take four letters and make **fins**. A fish uses its **fins** to swim.
5. Take two letters and make **me**. Come and help **me** in the kitchen.
6. Take three letters and make **wed**. They **wed** on a Saturday.
7. Take five letters and make **lamps**. It's getting dark and we need to light the **lamps**.
8. Take three letters and make **hex**. The witch put a **hex** on him and turned him into a frog.
9. Take four letters and make **hats**. I like wearing **hats**.
10. Take five letters and make **hands**. Clap your **hands** together.
11. Take four letters and make **logs**. The pig built his house out of **logs**.
12. For our last word use three letters to make **non**. Bwa is a **non**-word.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that have the letter **e** in them.

be	hen	is	fins	me
wed	lamps	hex	hats	hands
logs	non			

Transfer

Say some words in sentences and have the students hold up or indicate the letter they begin with.

cat umpire pine seat tin into night lip over got pain under bike apple

Lesson 69

Cards for Word Sorts

Words: be hen is fins me wed lamps hex hats hands logs non

Print and cut up one set of cards for each student to use in the sorts.

be

hen

is

fins

me

wed

lamps

hex

hats

hands

logs

non

Lesson 70

One syllable words (open and closed): be bed beg bet go gob got he hen hex hi him his I if in is it me men met no nod non not so sob we wed wet

Suffix -s: ants bats bins buns caps cats cups dogs fins frogs hands hats jugs lamps logs pans pigs pins pots tags tins tubs vets

Letters and Sounds for Review: s a t p i n m e h r d o f c b g l u k c k v y z w j q x

Irregular words (covered in word wall): she what your one

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any one syllable words they can. If no one makes any words you can remind them that some of the two-letter words might start with **b, h, i, m, n, s** or **w**. If they make one syllable words from the previous phase, that is fine.
2. Ask the students to make any plural words they can. If needed, remind them to start words with different letters or use a different vowel in the middle. Also, if needed, remind them that plural words end in s.
3. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the three irregular words that should be on the word wall – **she, what, your, one**.

I got so wet.	No, she is not in bed.	We can be in.
He can go to the back.	What is in your kit?	What was on my hands?
Your cats ran into the dogs.	The bats hid in the pots.	She has frogs that sit on logs.
One of the men has six cats.	Your hen is so wet.	Hi, I am Liv and I can go to bed.
I met your nan and pop.	What can we get at the hut?	Sim and your dad met me at the dam.