



Simplified Systematic Synthetic Phonics

Phonics Instruction for Students with
Significant Disabilities

Book 3: Phases 13 to 18

Do not distribute without permission of Jane Farrall Consulting
www.janefarrall.com



The approach used in the lessons is based on Making Words by Patricia M Cunningham and Dorothy Hall

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

Lessons created by Jane Farrall Consulting
www.janefarrall.com



Using Simplified Systematic Synthetic Phonics

Book 3: Phases 13 to 18

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.

Book 3 of Simplified Systematic Synthetic Phonics covers Phases 13 to 18. Phase 13 introduces ea as in seat, ea as in head, ew as in few, ew as in grew, ue, oo as in moon, oo as in book, suffix -ed & suffix -ing added to silent e. Phase 14 introduces oi, ay, ou as in cloud, ow as in cow and suffix -ed & suffix -ing that double the final consonant. Phase 15 introduces or, ar, er, ir, ur and the prefix un- meaning “not” or the “opposite of”. Phase 16 introduces schwa and the suffix -er, meaning a person who (or a thing that) does something. Phase 17 introduces soft g/c, dge, tch, ph, kn and suffix -er as a comparative e.g. bigger, smaller. Phase 18 then introduces ie as in piece, ie as in pie, ey as in they, ey as in key, oe as in toe, eigh as in eight and the suffix -est as a superlative e.g. biggest, smallest,

Progressing through the Program

To participate in the lessons in Book 3, each student should have completed Book 2.

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 13 very difficult (lesson 181), please move onto Lesson 182 to provide more practice with similar concepts. Continue through the other lessons in Phase 13. If a student continues to find Phase 13 very difficult, please repeat Phase 13 before moving onto Phase 14.

Since each phase covers multiple concepts, it is not recommended that you skip any lesson in any 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

References

- Byrne, B. (1992). Studies in the acquisition procedure for reading: Rationale, hypotheses, and data. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 1-34). Hillsdale, NJ: Erlbaum.
- Byrne, B., & Fielding-Barnsley, R. (1990). Acquiring the alphabetic principle: A case for teaching recognition of phoneme identity. *Journal of Educational Psychology*, 82, 805-812. doi:10.1037/0022-0663.82.4.805
- Byrne, B., & Fielding-Barnsley, R. (1989). Phonemic awareness and letter knowledge in the child's acquisition of the alphabetic principle. *Journal of Educational Psychology*, 81, 313-321. doi:10.1037/0022-0663.81.3.313
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19, 5-51. doi:10.1177/1529100618772271
- Cunningham, P. (2000). *Systematic Sequential Phonics They Use: For Beginning Readers of All Ages*. Carson Dellosa, NC.
- Dessementet, R.S., Martinet, C, de Chambrier, A-F , Martini-Willemin, B.M. & Audrin, C. (2019). A meta-analysis on the effectiveness of phonics instruction for teaching decoding skills to students with intellectual disability, *Educational Research Review*, 26, 52-70.
- Literacy Hub (2023). *Literacy Hub Phonics Progression*. Commonwealth of Australia. Retrieved from <https://www.literacyhub.edu.au/search/literacy-hub-phonics-progression/>
- Lovell, O. (2020). *Sweller's Cognitive Load Theory in Action*. John Catt Educational Ltd. Melton, Woodbridge, UK

Thanks

To my dad for putting up with me writing this for hours on our holiday!
And thanks to everyone who is going to trial this and give me feedback.

ea ew oo ue ed ing

Phase 13

Lessons 181 to 202

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **ea** (as in seat), **ew** (as in few), **ea** (as in head), **ew** (as in grew), **oo** (as in moon), **ue**, **oo** (as in book) and the suffixes **-ed** and **-ing** (after silent e).

For these lessons, some words require capital letters or more than one of a letter. 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.

In transfer tasks, more than one word may correctly complete a sentence - and you can feel free to discuss options as a group.

Word Wall

Please ensure that as you work on Lessons 181 to 202, that you also focus on the irregular words: **straight**, **height**, **only** and **people**. These should be used in your word wall words over this period if they haven't been covered already.

Lesson 181

Letters: b e a d k l n m c h l t r g s p p i s e

Words: bead beak leak lean mean bean beach bleach tea team cream gleam steam steal appeal disease

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**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea as in seat**.

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 four letters and make **bead**. I have a **bead** on my bracelet.
2. Change a letter to make **beak**. Birds have a **beak**.
3. Change a letter to make **leak**. The water was dripping from a **leak** in the bucket.
4. Change a letter to make **lean**. I had to **lean** against the tree while I got my breath.
5. Change a different letter to make **mean**. I **mean** to finish this lesson!
6. Change a different letter to make **bean**. I planted the **bean** seeds in the garden.
7. Let's take away one letter, and then add two letters make **beach**. He built a sandcastle at the **beach**.
8. Add a letter to spell **bleach**. Let's all say **bleach**, either in your head or say it out loud, and listen for the letter we need to add. He cleaned the toilet with **bleach**.
9. Now start again and spell the three-letter word **tea**. Would you like a cup of **tea**?
10. Add a letter and make **team**. I hope my **team** will win this weekend.
11. Take away a letter and add two more letters to make **cream**. I love scones with **cream**.
12. Change two letters and make **gleam**. A **gleam** of light came through the window.
13. Change two letters to make **steam**. A boiling kettle makes **steam**.
14. Change a letter to make **steal**. My dog loves to **steal** biscuits.
15. Take away the first two letters and then add three letters to make **appeal**. The charity made an urgent **appeal** for money.
16. Start again and use seven letters to spell **disease**. COVID was a **disease** that spread all over the world.

Transfer

Have the students pick the best word to complete the sentences below:

The bird pecked at the tree with her ____.

She put _____ in her hair to make it lighter.

What would you like for your ____?

I dropped a ____ on the floor.

I bought a new bag at the sale and got it for a _____.

There is a ____ in the roof causing a puddle on the floor.

They spent their holiday at the _____.

I need to go and let off some _____.

There is a new player on the _____.

Lesson 181

Words for Transfer task

Words: bead beak leak lean mean bean beach bleach tea team cream gleam steam steal appeal
disease

Use this page for students to select words to complete sentences in the transfer task

bead	beak
leak	lean
mean	bean
beach	bleach
tea	team
cream	gleam
steam	steal
appeal	disease

Lesson 182

Letters: e a t b l k f r s p q u y l f g e

Words: eat beat bleat bleak freak speak squeak squeaky sea seal real really east beast feast eagle

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 **u**, the sound is **u** as in **up**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea as in seat**.

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 **eat**. I **eat** Weetbix for breakfast every day.
2. Add a letter to make **beat**. He kept the **beat** on the drum.
3. Add a letter to make **bleat**. The lamb gave a **bleat**.
4. Now change a letter to make **bleak**. The view after the bushfire was **bleak**.
5. Now take away two letters, then add two letters to make **freak**. The branch fell in a **freak** accident.
6. Again, take away two letters, then add two letters to make **speak**. Please **speak** slowly.
7. Take away the **p**, and then add two letters to make **squeak**. The mouse gave a **squeak**.
8. Add a letter to spell **squeaky**. She put oil on the **squeaky** door.
9. Start again and make the three letter word **sea**. I love the smell of the **sea**.
10. Now add a letter and make **seal**. The **seal** dived into the water.
11. Change a letter and make **real**. The ring he bought had a **real** diamond.
12. Add two letters and make the six-letter word **really**. Can you recommend a **really** good show?
13. Start again and make the four letter word **east**. They live in the **east** of Adelaide.
14. Add a letter to make **beast**. When he's angry he turns into a **beast**.
15. Change a letter to make **feast**. For my birthday we are had a **feast**.
16. Start again and make a five letter word, **eagle**. The **eagle** swooped to catch a fish.

Transfer

Have the students pick the best word to complete the sentences below:

The _____ is a majestic bird.

The _____ wheel needs to be greased.

In this heat, there is a _____ risk of a bushfire.

He sailed his boat across the _____.

We could hear the _____ of the sheep in the paddock.

In an emergency we need to _____ the building.

Christmas dinner was a _____.

The weather this week looks _____.

How many languages do you _____?

What do you see when you drive to the _____?

The mouse gave a _____ when it saw the cheese.

Lesson 182

Words for Transfer task

Words: eat beat bleat bleak freak speak squeak squeaky sea seal real really east beast feast eagle

Use this page for students to select words to complete sentences in the transfer task

eat	beat
bleat	bleak
freak	speak
squeak	squeaky
sea	seal
real	really
east	beast
feast	eagle

Lesson 183

Letters: s e a t c h p l e o c k m s o n b d r i n g E

Words: seat cheat cheap heap leap pea peach peaches peacock sea seam season beam dream dreaming
Easter

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**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea** as in **seat**.

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 four letters and make **seat**. Sit in your **seat**, please.
2. Take away the **s** and add two letters to make **cheat**. Don't **cheat** when you play games.
3. Change a letter to make **cheap**. I got a **cheap** flight to Cairns.
4. Change a letter again to make **heap**. He added the books to the **heap** on the table.
5. Change a different letter to spell **leap**. Look before you **leap**.
6. Let's start over and make three-letter word, **pea**. The **pea** rolled off my plate and onto the floor.
7. Add two letters to spell **peach**. Would you like a **peach**?
8. Add two letters and make **peaches**. Let's all say **bluff**, either in your head or say it out loud, and listen for the letters we need to add. She served **peaches** and icecream for dessert.
9. Now take away **c**, **h**, **e** and **s** and add four different letters to make **peacock**. The **peacock** has very beautiful feathers.
10. Start again and make **sea**. He sailed the **sea** towards the north.
11. Add a letter to make **seam**. My skirt ripped at the **seam**.
12. Take away the **m** and add three letters to make **season**. Christmas is my favourite **season**.
13. Start again and make **beam**. The **beam** from the torch showed me the path.
14. Take away the **b** and add two letters to make **dream**. I had a **dream** about a rabbit last night.
15. Add three letters to **dream** to make **dreaming**. I've been **dreaming** about the summer holidays.
16. Start again and use six letters to make **Easter**. I love eating hot cross buns at **Easter**.

Transfer

Have the students pick the best word to complete the sentences below:

I don't like playing snap with my brother because he is a _____.

I could eat a _____ of pasta.

He made a _____ from the jetty, onto the boat.

The _____ displayed his feathers proudly.

Summer is my favourite _____.

I'm _____ of a hot Christmas.

The tailor carefully stitched the final _____.

The _____ of light was focused on the painting.

Lesson 183

Words for Transfer task

Words: seat cheat cheap heap leap pea peach peaches peacock sea seam season beam dream
dreaming Easter

Use this page for students to select words to complete sentences in the transfer task

seat	cheat
cheap	heap
leap	pea
peach	peaches
peacock	sea
seam	season
beam	dream
dreaming	Easter

Lesson 184

Letters: d e a l n j s l f h t h m p t r e i c r

Words: deal dean jeans lead leaf flea heal heat heath meal meat neat pleat treat repeat increase

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**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea as in seat**.

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 four letters and make **deal**. Can you **deal** the cards, please?
2. Change a letter and make **dean**. She is a **dean** at the university.
3. Change the d for another letter, and then add a letter to make **jeans**. These are my favourite **jeans**.
4. Start again and take four letters and make **lead**. You have to put your dog on a **lead**.
5. Change a letter and make **leaf**. The **leaf** fell slowly from the tree.
6. Move the letters in **leaf** around and make **flea**. The dog tried to bite the **flea**.
7. Start again and take four letters and make **heal**. He needs time to rest and **heal**.
8. Change a letter and make **heat**. He had a **heat** pack on his neck.
9. Add a letter to **heat** and make **heath**. Sheep graze on the **heath**.
10. Start again and make **meal**. They sat down and ate their evening **meal**.
11. Change a letter and make **meat**. Vegetarians don't eat **meat**.
12. Change a different letter and make **neat**. Her room is **neat** as a pin.
13. Take away the **n** and add two letters to make **pleat**. He carefully ironed each **pleat**.
14. Change two letters and make **treat**. When he is good, I give my dog a **treat**.
15. Take away the **t** and **r**, then add three letters and make **repeat**. I watched the video on **repeat**.
16. Start again and use eight letters to make **increase**. There has been an **increase** in job applications this year.

Transfer

Have the students pick the best word to complete the sentences below:

- She loves wearing blue _____.
Australia is in the ____ in the race.
Lamb is my favourite _____.
They shook hands on the _____.
The _____ this summer was intense.
They ate their _____ on the terrace.
A broken bone takes weeks to _____.
He likes listening to the same song on _____.
My bedroom is never _____, it is always messy.
Icecream is my favourite _____.

Lesson 184

Words for Transfer task

Words: deal dean jeans lead leaf flea heal heat heath meal meat neat pleat treat repeat increase

Use this page for students to select words to complete sentences in the transfer task

deal	dean
jeans	lead
leaf	flea
heal	heat
heath	meal
meat	neat
pleat	treat
repeat	increase

Lesson 185

Letters: e a c h r p t v l t k d w s h o n b e n t y

Words: each reach preach teach veal teal teak creak read plead weak leash least reason beneath treaty

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 **a**, the sound is **a** as in **apple**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea** as in **seat**.

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 four letters and make **each**. Each of you needs to make the word.
2. Add a letter and make **reach**. I can't reach the top shelf.
3. Add a letter and make **preach**. I often preach about being kind.
4. Take away the **p** and **r** and then add one letter to make **teach**. He would like to teach you next year.
5. Start again and make the four letter word **veal**. The restaurant is famous for veal scallopini.
6. Change a letter and make **teal**. Pass me the teal marker please.
7. Change a letter and make **teak**. Teak is a type of wood often used for furniture.
8. Take away the **t** and add two letters to make creak. The third floorboard always gives a creak when you step on it.
9. Start again and make the four letter word **read**. We can read lots of words.
10. Take away the **r** and add two letters and make **plead**. You cannot plead ignorance as an excuse.
11. Start again and make the four letter word **weak**. The phone signal here is very weak.
12. Start again and take five letters and make **leash**. He always uses a leash when he walks his dog.
13. Change a letter and make **least**. She is the least experienced player on the team.
14. Start again and take six letters and make **reason**. You have to give a reason if you miss school.
15. Start again and take seven letters and make **beneath**. He is in the class beneath me.
16. Start again and make the six letter word **treaty**. We need to sign a treaty with the Aboriginal and Torres Strait Islanders.

Transfer

Have the students pick the best word to complete the sentences below:

- The dog has a matching collar and _____.
He hid the biscuits in the cupboard _____ the counter.
I have a _____ for leaving early.
My dad likes to drink _____ tea.
I like to _____ books.
My new shirt is a lovely colour, _____.
Our dining table is made of _____.
The children are trying to _____ the apples on the tree.
I would like to _____ in another country.
I had to _____ to get my dad to sign the excursion form.

Lesson 185

Words for Transfer task

Words: each reach preach teach veal teal teak creak read plead weak leash least reason beneath treaty

Use this page for students to select words to complete sentences in the transfer task

each	reach
preach	teach
veal	teal
teak	creak
read	plead
weak	leash
least	reason
beneath	treaty

Lesson 186

Letters: d e w f a n t e s b o r n p k

Words: dew few anew new newt newest newborn ewe pew stew knew new fewer fewest renew

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 **a**, the sound is **a** as in **apple**. Hold up **ew**, as well as the single letters, and let students know that in this lesson it makes **ew** as in **few**.

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 **dew**. The grass is wet with **dew**.
2. Change a letter and make **few**. I picked a **few** grapes and ate them.
3. Take away **f** and then add two letters and make **anew**. We planted our vegetable garden **anew** each spring.
4. Use three of the letters and make **new**. I want a **new** phone for my birthday.
5. Add a letter and make **newt**. The **newt** crawled across the rock next to the pond.
6. Add two letters to newt and make **newest**. Let's all say **newest**, either in your head or say it out loud, and listen for the letters we need to add. I own the **newest** iPad.
7. Take away **e**, **s** and **t**. Add four letters and make **newborn**. My sister has a **newborn** baby boy.
8. Start again and make **ewe**. A **ewe** is a female sheep.
9. Take away the first **e** and then add a different letter to spell **pew**. We sit in the second **pew** at church every Sunday.
10. Take away the **p** and add two letters to make **stew**. **Stew** makes a great dinner when it's cold outside.
11. Take away the **s** and **t** and then add two letters to make **knew**. I **knew** you were all great at making words.
12. Take away the **k** and you have another word that sounds the same, but is spelled differently, **new**. We've made this before so it isn't a **new** word.
13. Change a letter in **new** and make **few**. There are a **few** awesome students in our class.
14. Add two letters and make **fewer**. I would like **fewer** jobs to do.
15. Take away **e** and **r**, and then add three letters to make **fewest**. I am trying to make the **fewest** mistakes I can.
16. Now start again and make **renew**. I need to **renew** my membership.

Transfer

Have the students pick the best word to complete the sentences below:

- My _____ grandchild is a boy.
The ____ is looking after her lamb.
My mum cooks the best ____.
I need to _____ my library book.
The _____ kitten hasn't even opened its eyes.
I have very ____ friends who like bushwalking.
The flowers were sparkling with ____.

Lesson 186

Words for Transfer task

Words: dew few anew new newt newest newborn ewe pew stew knew new fewer fewest renew

Use this page for students to select words to complete sentences in the transfer task

dew	few
anew	new
newt	newest
newborn	ewe
pew	stew
knew	new
fewer	fewest
renew	

Lesson 187

Letters: f e w e r a s k m i l d n p h t b o

Words: few fewer askew mildew nephew new knew dew pew stew anew askew ewe renew newborn

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 **a**, the sound is **a** as in **apple**. Hold up **ew**, as well as the single letters, and let students know that in this lesson it makes **ew as in few**.

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 **few**. We need more than a **few** letters today.
2. Add two letters and make **fewer**. There are **fewer** students in the other group.
3. Start again and use five letters to make **askew**. The painting hanging on the wall is **askew**.
4. Start again and use six letters to make **mildew**. The damp cellar walls were covered in **mildew**.
5. Start again and use six letters to make **nephew**. My **nephew** is working in the mines.
6. Start again and take three letters and make **new**. Let's read a **new** book.
7. Add a letter and make **knew**. It sounds the same but has a different spelling. I **knew** you would be awesome at this.
8. Start again and use three letters and make **dew**. The birds like drinking the **dew** on the grass.
9. Change a letter and make **pew**. The people at church each sit in a **pew**.
10. Take away the **p** and add two letters to make **stew**. I like eating beef **stew**.
11. Change two letters and make **anew**. We've made this word before, now we need to make it **anew**.
12. Start again and take five letters and make **askew**. She straightened her hat because it was **askew**.
13. Start again and use three letters to make **ewe**. The **ewe** is pregnant with twins.
14. Start again and use five letters and make **renew**. I want to **renew** my expression of interest.
15. Take seven letters and make **newborn**. The **newborn** baby is very small.

Transfer

Have the students pick the best word to complete the sentences below:

We need to clean up and remove the mould and _____.

My brother has a son and he is my _____.

There is a ____ book I'd like to read.

I have a great recipe for _____.

There are _____ people coming to the meeting this week.

The cake only needs a ____ ingredients.

A ____ is like a long bench in a church.

I wish I _____ where I had put my glasses.

Lesson 187

Words for Transfer task

Words: few fewer askew mildew nephew new knew dew pew stew anew askew ewe renew
newborn

Use this page for students to select words to complete sentences in the transfer task

few	fewer
askew	mildew
nephew	new
knew	dew
pew	stew
anew	askew
ewe	renew
newborn	

Lesson 188

Letters: h e a d l r t b h d f u w s t y a s i n

Words: head lead read tread bread breath dead dread dreadful deaf dealt wealth stealth steady
steadfast instead

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**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea** as in **head**.

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 four letters and make **head**. I have a **head** cold.
2. Change a letter and make **lead**. I like drawing with a **lead** pencil.
3. Change a letter and make **read**. He **read** the notice on the board.
4. Add a letter and make the five letter word **tread**. I didn't mean to **tread** on your foot.
5. Change a letter and make **bread**. She made a delicious **bread** and butter pudding.
6. Take away the **d** and then add two letters to make **breath**. Take a deep **breath** and calm down.
7. Start again and make the four-letter word, **dead**. We were **dead** tired by the end of the day.
8. Add a letter and make the five-letter word **dread**. Let's all say **dread**, either in your head or say it out loud, and listen for the letter we need to add. I **dread** going to visit the dentist.
9. Add three letters to **dread** and make **dreadful**. She has a **dreadful** cold.
10. Start again and use four letters to make **deaf**. AUSLAN is the name of the **sign** language our deaf community use.
11. Take away the **f** and add two letters to make **dealt**. The cards were **dealt** to all the players.
12. Start again and make the six letter word **wealth**. I wish you health and **wealth**.
13. Take away the **w** and add two letters to make **stealth**. The new aircraft uses **stealth** technology.
14. Take away the **l**, **t** and **h**, then add two letters and make **steady**. Hold the tray **steady** and carry it to the table.
15. Start again and take seven letters and make **instead**. I would like tea **instead** of coffee.

Transfer

Have the students pick the best word to complete the sentences below:

I ____ a great new book.

She has been ____ since birth.

Adelaide has a ____ of churches.

A ninja moves with ____.

He nodded his ____ in agreement.

My sandwich is made with brown ____.

Don't ____ on the garden bed.

My dog is a ____ companion.

I sent an email ____ of calling.

Lesson 188

Words for Transfer task

Words: head lead read tread bread breath dead dread dreadful deaf dealt wealth stealth steady
steadfast instead

Use this page for students to select words to complete sentences in the transfer task

head	lead
read	tread
bread	breath
dead	dread
dreadful	deaf
dealt	wealth
stealth	steady
steadfast	instead

Lesson 189

Letters: h e a l t h y w e r p o n v n d m s t a

Words: health healthy wealthy weather weapon heaven heavy dreamt leapt meant spread sweat
thread threat leather pleasant

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**. Hold up **ea**, as well as the single letters, and let students know that in this lesson it makes **ea** as in **head**.

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 six letters and make **health**. Let's drink to your **health**.
2. Add a letter and make **healthy**. When eating we should make **healthy** choices.
3. Change a letter and make **wealthy**. **Wealthy** countries have a responsibility to support poorer countries.
4. Start again and take seven letters and make **weather**. We need to check the **weather** forecast before the picnic.
5. Take away **t**, **h**, **e** and **r** and add three letters to make **weapon**. Do not bring a **weapon** in here!
6. Start again and use six letters to make **heaven**. The massage felt like **heaven**.
7. Take away the **e** and **n** and add one letter to make **heavy**. We had **heavy** rain last night.
8. Start again and use six letters to make **dreamt**. Last night I **dreamt** of a holiday in France.
9. Start again and use five letters to make **leapt**. She **leapt** over the gap to the other side.
10. Start again and use five letters to make **meant**. I **meant** to be funny, but it didn't work.
11. Start again and use six letters to make **spread**. He **spread** the butter thickly on his sandwich.
12. Start again and use five letters to make **sweat**. The hot weather makes me **sweat**.
13. Start again and use six letters to make **thread**. You have a loose **thread** on your shirt.
14. Change a letter and make **threat**. Plastic pollution is a **threat** to the environment.
15. Start again and use seven letters to make **leather**. I don't like wearing **leather** shoes.
16. Start again and use eight letters to make **pleasant**. The rose has a **pleasant** smell.

Transfer

Have the students pick the best word to complete the sentences below:

Exercise is essential for staying _____.

Patience is sometimes the most effective _____.

The suitcase is too _____.

He _____ from the diving board into the pool.

We are _____ to have lunch tomorrow, but I can't make it.

My uncle has three cars because he is _____.

I need a towel to mop up my _____.

The sun on my face feels like _____.

She is sewing the button on with needle and _____.

Lesson 189

Words for Transfer task

Words: health healthy wealthy weather weapon heaven heavy dreamt leapt meant spread sweat thread threat leather pleasant

Use this page for students to select words to complete sentences in the transfer task

health	healthy
wealthy	weather
weapon	heaven
heavy	dreamt
leapt	meant
spread	sweat
thread	threat
leather	pleasant

Lesson 190

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

Words: blew brew brewing grew crew drew flew slew screw shrew shrewd threw cashew outgrew crewman

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Hold up **ew**, as well as the single letters, and let students know that in this lesson it makes **ew** as in **grew**.

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 four letters and make **blew**. He **blew** out the candles on the cake.
2. Change a letter and make **brew**. Let's all say **brew**, either in your head or say it out loud, and listen for the letter we need to change. He went to **brew** a fresh batch of coffee.
3. Add three letters and make **brewing**. It looks like a storm is **brewing**.
4. Start again and take four letters and make **grew**. He **grew** his hair long.
5. Change a letter and make **crew**. The ship's **crew** were worried about the storm.
6. Change a letter and make **drew**. My nephew **drew** a picture of me.
7. Change a letter and make **flew**. The kookaburra **flew** into the tree.
8. Change a letter and make **slew**. You have a **slew** of jobs to do before you get your pocket money.
9. Take away the **s** and **l** and add three letters to make **screw**. Tighten the loose **screw** on the door hinge.
10. Change a letter and make **shrew**. The **shrew** ran across the forest floor in search of food.
11. Add a letter and make **shrewd**. She is a **shrewd** judge of character.
12. Take away the **d** and then change a letter to make **threw**. They **threw** the ball for the dog.
13. Start again and use six letters to make **cashew**. The **cashew** is my favourite nut.
14. Start again and use seven letters to make **outgrew**. My toddler **outgrew** all his clothes.
15. Start again and use seven letters to make **crewman**. The brave **crewman** jumped overboard and rescued the puppy.

Transfer

Have the students pick the best word to complete the sentences below:

He ____ a raspberry.

I ____ my kite high in the sky.

I tightened the last _____ for the shelf.

The boat needs a new _____.

He ____ a map to the treasure.

My mum is very _____.

I ate a honey roasted _____.

There is trouble _____ in the playground.

The knight ____ the dragon.

Lesson 190

Words for Transfer task

Words: blew brew brewing grew crew drew flew slew screw shrew shrewd threw cashew outgrew crewman

Use this page for students to select words to complete sentences in the transfer task

blew	brew
brewing	grew
crew	drew
flew	slew
screw	shrew
shrewd	threw
cashew	outgrew
crewman	

Lesson 191

Letters: b o o t r s h z m d a p t c

Words: boo boot root shoot zoom boom broom brood zoo shoo shampoo too toot hoot scoot

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**. Hold up **oo**, as well as the single letters, and let students know that in this lesson it makes **oo** as in **moon**.

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 **boo**. The crowd started to **boo** loudly at the umpire's decision.
2. Add a letter to make **boot**. We put our bags in the **boot**.
3. Change a letter to make **root**. I stubbed my toe on the tree **root**.
4. Take away the **r** and add two letters to make **shoot**. The photographer had to **shoot** the video from the balcony.
5. Start again and use four letters to make **zoom**. We had a meeting on **Zoom** this morning.
6. Change a letter and make **boom**. The **boom** from the explosion made the roof shake.
7. Add a letter and make **broom**. Let's all say **broom**, either in your head or say it out loud, and listen for the letter we need to add. He swept the floor with the **broom**.
8. Change a letter and make **brood**. The mother hen watched her **brood** explore the yard.
9. Start again and use three letters to make **zoo**. I love visiting the **zoo**.
10. Take away the **z** and add two letters to make **shoo**. **Shoo** fly!
11. Start again and use seven letters to make **shampoo**. I usually wash my hair with **shampoo**.
12. Start again and use three letters to make **too**. I ate **too** much at lunch and now I feel sick.
13. Add a letter to make **toot**. The train gave a loud **toot** as it passed the station.
14. Change a letter and make **hoot**. The owl gave a **hoot** as it flew away.
15. Take away the **h** and add two letters to make **scoot**. **Scoot** over and make some room.

Transfer

Have the students pick the best word to complete the sentences below:

There is a _____ in the corner.

We went to see the pandas at the ____.

I don't like to _____ my own horn.

I had to _____ in on the photo to see the details.

I'd like to find out the ____ of the problem.

The thunder gave a loud _____.

Your hair needs a _____.

I told my little brother to _____.

Lesson 191

Words for Transfer task

Words: boo boot root shoot zoom boom broom brood zoo shoo shampoo too toot hoot scoot

Use this page for students to select words to complete sentences in the transfer task

boo	boot
root	shoot
zoom	boom
broom	brood
zoo	shoo
shampoo	too
toot	hoot
scoot	

Lesson 192

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

Words: soon spoon baboon lagoon moo moon moonlight goo goose room roof proof coop hoop loop

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 **i**, the sound is **i** as in **igloo**. Hold up **oo**, as well as the single letters, and let students know that in this lesson it makes **oo** as in **moon**.

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 four letters and make **soon**. Lunch is coming **soon**.
2. Add a letter to make **spoon**. Let's all say **spoon**, either in your head or say it out loud, and listen for the letter we need to add. I ate my pudding with a **spoon**.
3. Start again and make **baboon**. My uncle looks like a **baboon**.
4. Start again and make **lagoon**. The ducks swim lazily on the **lagoon**.
5. Start again and use three letters to make **moo**. The cow in the paddock said "moo".
6. Add a letter and make **moon**. We have a full **moon** tonight.
7. Add five letters and make **moonlight**. The **moonlight** shone on the **lagoon**.
8. Start again and use three letters to make **goo**. I love playing with sticky **goo**.
9. Add two letters and make **goose**. Jack is acting like a **goose**.
10. Start again and use four letters to make **room**. He is in the front **room**.
11. Change a letter and make **roof**. There is a cafe on the **roof** of the bookstore.
12. Add a letter and make **proof**. There's no **proof** that I ate your lunch.
13. Start again and make **coop**. The chickens flew to the **coop** for the night.
14. Change a letter and make **hoop**. He got the ball threw the **hoop** and scored a goal.
15. Change a letter and make **loop**. I can **loop** it round twice.

Transfer

Have the students pick the best word to complete the sentences below:

They have a very nice chicken ____.

The train went round the ____.

There is a new ____ in the sky.

People used to eat ____ on Christmas day.

Since we have so many leaks, I think we need a new ____.

My favourite ape is the ____.

Can I have some sugar and a ____?

Let's have lunch ____.

We need some _____ to see the path.

Lesson 192

Words for Transfer task

Words: soon spoon baboon lagoon moo moon moonlight goo goose room roof proof coop hoop loop

Use this page for students to select words to complete sentences in the transfer task

soon	spoon
baboon	lagoon
moo	moon
moonlight	goo
goose	room
roof	proof
coop	hoop
loop	

Lesson 193

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

Words: loom doom groom mood noon tooth roost boost booth food pooch achoo bamboo gumboot
balloon

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 **u**, the sound is **u** as in **up**. Hold up **oo**, as well as the single letters, and let students know that in this lesson it makes **oo** as in **moon**.

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 four letters and make **loom**. She is weaving on a loom.
2. Change a letter to make **doom**. They felt a sense of doom as the storm drew near.
3. Take away the **d** and add two letters to make **groom**. The groom is walking the horse.
4. Start again and make **mood**. She is in a great mood today.
5. Start again and use four letters to make **noon**. Let's meet for lunch at noon.
6. Start again and use five letters to make **tooth**. He has a sore tooth.
7. Start again and use five letters to make **roost**. At dusk the birds fly in to roost.
8. Change a letter to make **boost**. I need a boost to get over the wall.
9. Change two letters and make **booth**. We had fun in the photo booth.
10. Start again and use four letters to make **food**. I'd like some hot food for lunch.
11. Start again and make **pooch**. The dachshund is a short pooch with big ears.
12. Start again and make **achoo**. The teacher winkled his nose and said "achoo".
13. Start again and make **bamboo**. Pandas are the only animals that eat bamboo.
14. Start again and make **gumboot**. There's a hole in my gumboot, and my socks are getting wet.
15. Start again and make **balloon**. I want to fly in a hot air balloon.

Transfer

Have the students pick the best word to complete the sentences below:

The clock struck twelve times because it was ____.

I left my ____ under the pillow for the fairy.

I wonder what ____ we are getting for lunch.

_____ is a fast growing plant.

The witch said I had a terrible ____ coming.

I was learning how to make a _____ dog.

I went to the _____ to buy some tickets.

The chickens went to the hen house to _____.

I gave him a gentle _____ into the car.

Lesson 193

Words for Transfer task

Words: loom doom groom mood noon tooth roost boost booth food pooch achoo bamboo gumboot
balloon

Use this page for students to select words to complete sentences in the transfer task

loom	doom
groom	mood
noon	tooth
roost	boost
booth	food
pooch	achoo
bamboo	gumboot
balloon	

Lesson 194

Letters: b o o m g l y t t r p s w c d n h

Words: boo boom gloomy too toot troop swoop scoop moo mood moon soon spoon smooth tooth

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**. Hold up **oo**, as well as the single letters, and let students know that in this lesson it makes **oo** as in **moon**.

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 **boo**. My little brother jumped out and said **boo**.
2. Add a letter to make **boom**. The cymbals made a loud **boom**.
3. Start again and use six letters to make **gloomy**. The brown hall was **gloomy** in the twilight.
4. Start again and use three letters to make **too**. I like chocolate **too** much.
5. Add a letter and make **toot**. I need a horn on my bike to **toot** for safety.
6. Start again and use five letters to make **troop**. My family travels everywhere in a **troop** carrier.
7. Take away the **t** and **r** and add two letters to make **swoop**. Did you see the hawk **swoop** on the mouse?
8. Change a letter to make **scoop**. Give the dog a **scoop** of dog food.
9. Start again and use three letters to make **moo**. As I was milking the cow she gave a huge **moo**.
10. Add a letter to make **mood**. I wish I wasn't in such a bad **mood**.
11. Change a letter and make **moon**. I walked along the path by the light of the **moon**.
12. Change a letter and make **soon**. We are going to the beach **soon**.
13. Add a letter and make **spoon**. He ate his ice cream with a **spoon**.
14. Start again and make **smooth**. I sanded the wood until it was **smooth**.
15. Start again and make **tooth**. The baby has her first **tooth**.

Transfer

Have the students pick the best word to complete the sentences below:

I could feel the speaker go _____, _____, _____. (the same word three times)

The forecast is cloudy and _____.

Your hair is ____ long.

She brushed her hair until it was shiny and _____.

I'd like a _____ of gelato.

It only happens once in a blue _____.

I wish I was going on holiday _____.

He has a snaggle _____.

Please set the table with a knife, fork and _____.

Lesson 194

Words for Transfer task

Words: boo boom gloomy too toot troop swoop scoop moo mood moon soon spoon smooth tooth

Use this page for students to select words to complete sentences in the transfer task

boo	boom
gloomy	too
toot	troop
swoop	scoop
moo	mood
moon	soon
spoon	smooth
tooth	

Lesson 195

Letters: c u e d s u b h r o n t g l a v b e l l i s

Words: cue due subdue hue rue construe sue glue argue value clue blue bluebell blueish tissue

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**. Hold up **ue**, as well as the single letters, and let students know that in this lesson it makes **ue** as in **blue**.

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 **cue**. I gave him the **cue** to leave the room.
2. Change a letter to make **due**. When is the assignment **due**?
3. Add three letters to make **subdue**. I had to **subdue** my urge to laugh.
4. Start again and use three letters to make **hue**. I like that **hue** of blue.
5. Change a letter and make **rue**. He will live to **rue** his decision.
6. Add five letters to make the eight letter word **construe**. Don't **construe** my silence as agreement.
7. Start again and use three letters to make **sue**. The man threatened to **sue** them for the accident.
8. Take away the **s** and add two letters to make **glue**. He put **glue** on the paper.
9. Start again and use five letters to make **argue**. Don't **argue** with me.
10. Start again and use five letters to make **value**. I don't know the **value** of the ring.
11. Start again and use four letters to make **clue**. He gave us a **clue** about where the eggs are.
12. Change a letter and make **blue**. **Blue** is my favourite colour.
13. Add three letters and make **bluebell**. I picked a **bluebell** in the woods.
14. Start again and use six letters to make **fondue**. **Fondue** is a dish where you dip bread in cheese.
15. Start again and use six letters to make **tissue**. I need a **tissue** to blow my nose.

Transfer

Have the students pick the best word to complete the sentences below:

She decided to ____ the newspaper for libel.

I wonder when the bill is ____.

The sunset had a warm and beautiful ____.

She used ____ to stick the pieces back together.

i _____ your opinion.

The sky is a beautiful shade of _____.

The detective was looking for a _____.

My favourite flower is the _____.

Lesson 195

Words for Transfer task

Words: cue due subdue hue rue construe sue glue argue value clue blue bluebell blueish tissue

Use this page for students to select words to complete sentences in the transfer task

cue	due
subdue	hue
rue	construe
sue	glue
argue	value
clue	blue
bluebell	fondue
tissue	

Lesson 196

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

Words: due duel fuel true hue blue issue rescue statue virtue fondue gruesome avenue barbecue
continue

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**. Hold up **ue**, as well as the single letters, and let students know that in this lesson it makes **ue** as in **blue**.

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 **due**. The baby is **due** next week.
2. Add a letter to make **duel**. They fought a **duel** over the issue.
3. Change a letter to make **fuel**. We stopped at the petrol station to fill up with **fuel**.
4. Start again and use four letters to make **true**. It is a **true** story.
5. Start again and use three letters to make **hue**. It's my favourite **hue** of blue.
6. Start again and make **blue**. He wore a **blue** shirt.
7. Start again and use five letters to make **issue**. The **issue** is bigger than you know.
8. Start again and use six letters to make **rescue**. He is a **rescue** dog.
9. Start again and use six letters to make **statue**. There is a **statue** of Queen Victoria in the park.
10. Start again and use six letters to make **virtue**. Being honest is a **virtue**.
11. Start again and use six letters to make **fondue**. I love eating **fondue**.
12. Start again and use eight letters to make **gruesome**. My Halloween costume looks **gruesome**.
13. Start again and use six letters to make **avenue**. She drove her new car down the **avenue**.
14. Start again and use eight letters to make **barbecue**. I love a sausage in bread at a **barbecue**.
15. Start again and use eight letters to make **continue**. We will **continue** the story tomorrow.

Transfer

Have the students pick the best word to complete the sentences below:

They sailed into the deep _____ sea.

The firefighters had to _____ the cat from the tree.

Patience is a _____.

The _____ of David is a famous sculpture.

We shared chocolate _____ for dessert.

The report is _____ tomorrow.

The main _____ is that we don't have enough time to finish the job.

The parade will March down the main _____.

She invited us over for a _____.

Lesson 196

Words for Transfer task

Words: due duel fuel true hue blue issue rescue statue virtue fondue gruesome avenue barbecue
continue

Use this page for students to select words to complete sentences in the transfer task

due	duel
fuel	true
hue	blue
issue	rescue
statue	virtue
fondue	gruesome
avenue	barbecue
continue	

Lesson 197

Letters: t o o k b r s h d g y e f l o u p c

Words: took book brook shook hood good goodbye hoof hook look lookout oops cook crook chook

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**. Hold up **oo**, as well as the single letters, and let students know that in this lesson it makes **oo** as in **book**.

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 four letters and make **took**. I **took** the message to him.
2. Change a letter to make **book**. I **loved** reading the new **book**.
3. Add a letter to make **brook**. The **brook** flowed into the sea.
4. Change two letters and make **shook**. He **shook** the bottle of sauce before opening it.
5. Start again and use four letters to make **hood**. She **pulled** the **hood** over her face.
6. Change a letter and make **good**. That isn't a **good** idea.
7. Add three letters and make **goodbye**. They **waved** **goodbye** as they drove away.
8. Start again and use four letters to make **hoof**. The horse **got** a stone in his **hoof**.
9. Change a letter to make **hook**. Can you **hang** your coat on the **hook**?
10. Change a letter to make **look**. Did you **look** at the photo?
11. Add three letters to make **lookout**. The **lookout** saw the cars coming.
12. Start again and use three letters to make **oops**. **Oops**, I **dropped** my keys.
13. Start again and use four letters to make **cook**. I **don't** know what to **cook** for dinner.
14. Add a letter to make the five letter word **crook**. She **rested** her head in the **crook** of her arm.
15. Change a letter to make **chook**. We **fed** the **chook** every morning.

Transfer

Have the students pick the best word to complete the sentences below:

The ground _____ because of the earthquake.

I like wearing the coat with a _____ because it keeps my head warm.

He took a _____ out the window.

The fisherman put the bait on the _____.

The police caught the _____ after he robbed the house.

We can _____ hotdogs for dinner.

Can you buy a roast _____?

The horse needs a new shoe on his _____.

Lesson 197

Words for Transfer task

Words: took book brook shook hood good goodbye hoof hook look lookout oops cook crook chook

Use this page for students to select words to complete sentences in the transfer task

took	book
brook	shook
hood	good
goodbye	hoof
hook	look
lookout	oops
cook	crook
chook	

Lesson 198

Letters: f o o t s w d g n k h l o b r e u

Words: foot soot wood good stood nook shook logbook retook wool woof wood wooden look lookout

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**. Hold up **oo**, as well as the single letters, and let students know that in this lesson it makes **oo** as in **book**.

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 four letters and make **foot**. If the **shoe** fits, wear it.
2. Change a letter to make **soot**. We brushed the **soot** from the fireplace.
3. Start again and make **wood**. The salad bowl is made from **wood**.
4. Change a letter and make **good**. It's a **good** day when I get to see you!!
5. Take away the **g** and add two letters to spell **stood**. He **stood** up to offer his seat.
6. Start again and use four letters to make **nook**. She was reading a book in the **nook**.
7. Take away the **n** and add two letters to spell **shook**. He was so nervous, his hand **shook**.
8. Start again and use seven letters to make **logbook**. I have to write every trip in the **logbook**.
9. Start again and use six letters to make **retook**. He **retook** the test after he failed it.
10. Start again and use four letters to make **wool**. We get **wool** from sheep.
11. Change a letter to make **woof**. Every time another dog starts, my dog joins in to **woof**.
12. Change a letter to make **wood**. We went for a walk in the **wood**.
13. Add two letters to make **wooden**. I like playing with the **wooden** dolls.
14. Start again to make **look**. I don't like the **look** of those clouds.
15. Add three letters to make **lookout**. We went to steal the biscuits and my brother acted as **lookout**.

Transfer

Have the students pick the best word to complete the sentences below:

I could see all the way to the ocean from the _____.

I put my _____ in the water to check the temperature.

We went for a walk in the _____.

Don't forget to record your trips in the _____.

My new coat is made of _____.

I have a Noah's Ark carved from _____.

I was sick of sitting so I _____ up.

The photo was blurry so he _____ it.

Lesson 198

Words for Transfer task

Words: foot soot wood good stood nook shook logbook retook wool woof wood wooden look lookout

Use this page for students to select words to complete sentences in the transfer task

foot	soot
wood	good
stood	nook
shook	logbook
retook	wool
woof	wood
wooden	look
lookout	

Lesson 199

Letters: u s e d c b h a d i n f r m w v t t g p k o p m

Words: used cubed chased dined framed waved tasted gaped raked
skated hoped voted mimed hated named

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**. Explain to the students that this lesson is going to focus on **-ed**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-ed** tells us that an action has already happened or has been completed. In the words in this lesson **-ed** is used as a suffix in words that normally finish with a silent **e**, and the **e** ending the original word is dropped.

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 for this lesson they will need to put the letters away after making each word 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 **used**. I **used** to go on the swings, but now I'm too old.
2. Take five letters and make **cubed**. The cook **cubed** the watermelon for the salad.
3. Take six letters and make **chased**. The cat **chased** the mouse into the hole.
4. Take five letters and make **dined**. We **dined** on the beach.
5. Take six letters and make **framed**. I had the picture **framed** because I loved it.
6. Take five letters and make **waved**. We **waved** goodbye as they drove away.
7. Take six letters and make **tasted**. The dinner my brother cooked **tasted** horrible.
8. Take five letters and make **gaped**. She **gaped** at the magician's trick, her mouth wide open.
9. Take five letters and make **raked**. Before we planted the seedlings, we **raked** the bed over.
10. Take six letters and make **skated**. The ice dancer **skated** around the rink, moving beautifully.
11. Take five letters and make **hoped**. I had **hoped** to win the raffle, but I didn't.
12. Take five letters and make **voted**. After everyone had **voted**, the decision was made.
13. Take five letters and make **mimed**. He **mimed** playing the guitar.
14. Take five letters and make **hated**. The cat **hated** being patted.
15. Take five letters and make **named**. He **named** the new baby Thomas.

Transfer

Have the students pick the best word to complete the sentences below:

He _____ the airfryer to cook the meal.

They _____ on chicken and salad.

The large pile of leaves was _____ up by my brother.

They _____ around the rink to some great disco music.

I _____ you would all come to the session today.

We decided the dog should be _____ Wags.

I _____ having to eat brussels sprouts.

Lesson 199

Words for Transfer task

Words: used cubed chased dined framed waved tasted gaped raked skated hoped voted mimed
hated named

Use this page for students to select words to complete sentences in the transfer task

used	cubed
chased	dined
framed	waved
tasted	gaped
raked	skated
hoped	voted
mimed	hated
named	

Lesson 200

Letters: n a m e d p c s v e r i m o t u l b d r s

Words: named paced saved served dined mimed noticed used teased pleased cubed adored
surprised teased voted

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**. Explain to the students that this lesson is going to focus on **-ed**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-ed** tells us that an action has already happened or has been completed. In the words in this lesson **-ed** is used as a suffix in words that normally finish with a silent **e**, and the **e** ending the original word is dropped.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **named**. I **named** my dog Snowy because she is white.
2. Take five letters and make **paced**. He **paced** round and round the room, waiting impatiently.
3. Take five letters and make **saved**. I nearly have enough money **saved** to go on a holiday.
4. Take six letters and make **served**. They **served** fish and chips for lunch.
5. Take five letters and make **dined**. We **dined** at 7 o'clock.
6. Take five letters and make **mimed**. She **mimed** climbing up a ladder.
7. Take seven letters and make **noticed**. I **noticed** that someone was running around the yard.
8. Take four letters and make **used**. He **used** a food processor to chop the vegetables.
9. Take six letters and make **teased**. My brothers **teased** me all morning.
10. Take seven letters and make **pleased**. I was **pleased** when my brothers had to go out with my Mum.
11. Take five letters and make **cubed**. She **used cubed** beef in the casserole.
12. Take six letters and make **adored**. He **adored** being the centre of attention.
13. Take nine letters and make **surprised**. She was **surprised** by the gifts for her birthday.
14. Take six letters and make **teased**. The cat **teased** the dog.
15. Take five letters and make **voted**. They all **voted** on the name of the class pet.

Transfer

Have the students pick the best word to complete the sentences below:

We need to make sure that koalas are _____ from extinction.

They _____ in the TV room, eating from their laps.

He bought a _____ car for a good price.

I would be _____ if you all spelled this one.

She _____ her hair with a comb.

When we brought out the cake, she was _____.

I hope you _____ in the election.

The city I live in is _____ Adelaide.

Lesson 200

Words for Transfer task

Words: named paced saved served dined mimed noticed used teased pleased cubed adored
surprised teased voted

Use this page for students to select words to complete sentences in the transfer task

named	paced
saved	served
dined	mimed
noticed	used
teased	pleased
cubed	adored
surprised	teased
voted	

Lesson 201

Letters: b a k i n g r t m l s v h g i d c r f o z

Words: baking braking taking making blaming saving having giving driving caring filing riding
rising clothing dozing

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**. Explain to the students that this lesson is going to focus on **-ing**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-ing** tells us that something is happening now. (It has other uses as well but this is the one we'll focus on in this phase). In the words in this lesson **-ing** is used as a suffix in words that normally finish with a silent **e**, and the **e** ending the original word is dropped.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **giving**. We are giving the baby and mother a gift.
2. Take seven letters and make **gliding**. The skaters are gliding around the rink.
3. Take six letters and make **hoping**. I am hoping that you all make this word.
4. Take six letters and make **moping**. My teenage sister is moping in the corner.
5. Take six letters and make **noting**. He is noting down the changes that need to be made.
6. Take six letters and make **wiping**. She is wiping down the table.
7. Take seven letters and make **whining**. He can hear the mosquito whining around his head.
8. Take five letters and make **owing**. How much money is owing?
9. Take seven letters and make **braking**. Keeping a distance and gentle braking is safe driving in the rain.
10. Take seven letters and make **smiling**. Everyone in the photo is smiling.
11. Take nine letters and make **squeezing**. He is squeezing oranges to make juice.
12. Take six letters and make **taking**. Please stop taking pictures.
13. Take seven letters and make **tasting**. They are sharing a tasting plate.
14. Take seven letters and make **trading**. We are trading pencils to get different colours.
15. Take six letters and make **baking**. The muffins are baking in the oven.

Transfer

Have the students pick the best word to complete the sentences below:

She is _____ the bus today.

I was _____ a quiet day.

The car in front of us keeps _____.

They are _____ their bikes to school.

She is _____ the wedding cake.

The photographer is _____ pictures.

Lesson 201

Words for Transfer task

Words: baking braking taking making blaming saving having giving driving caring filing riding rising
clothing dozing

Use this page for students to select words to complete sentences in the transfer task

baking	braking
taking	making
blaming	saving
having	giving
driving	caring
filing	riding
rising	clothing
dozing	

Lesson 202

Letters: g i v i n g l d h o p m t w o b r a k s q u e e z t

Words: giving gliding hoping moping noting wiping whining owing braking smiling squeezing
taking tasting trading baking

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**. Explain to the students that this lesson is going to focus on **-ing**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-ing** tells us that something is happening now. (It has other uses as well but this is the one we'll focus on in this phase). In the words in this lesson **-ing** is used as a suffix in words that normally finish with a silent **e**, and the **e** ending the original word is dropped.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **baking**. I am **baking** a cake for afternoon tea.
2. Take seven letters and make **braking**. We are **braking** to stop at the traffic lights.
3. Take six letters and make **taking**. She is **taking** the bus home.
4. Take six letters and make **making**. They are **making** a big sandcastle.
5. Take seven letters and make **blaming**. She is **blaming** herself for the whole situation.
6. Take six letters and make **saving**. He is **saving** the chocolate to eat later.
7. Take six letters and make **having**. I see you are **having** a good time.
8. Take six letters and make **giving**. We are **giving** money to a charity for homeless people.
9. Take seven letters and make **driving**. She is **driving** the bus to school.
10. Take six letters and make **caring**. He is a **caring** person.
11. Take six letters and make **filing**. I am **filing** the ideas away for future use.
12. Take six letters and make **riding**. We are **riding** the rollercoaster for fun.
13. Take six letters and make **rising**. You are a **rising** leader in our school.
14. Take eight letters and make **clothing**. I need new **clothing** for the cold weather.
15. Take six letters and make **dozing**. My dad is **dozing** in the sun.

Transfer

Have the students pick the best word to complete the sentences below:

I am _____ cards with my friend.

My brother enjoys _____ cakes.

The server is _____ down the tables.

I hope he isn't _____ you trouble.

She is _____ to get lasagne for dinner.

The cyclist is _____ to avoid the dog.

I am _____ a walk.

Lesson 202

Words for Transfer task

Words: giving gliding hoping moping noting wiping whining owing braking smiling squeezing taking
tasting trading baking

Use this page for students to select words to complete sentences in the transfer task

giving	gliding
hoping	moping
noting	wiping
whining	owing
braking	smiling
squeezing	taking
tasting	trading
baking	

Lesson 203

ea as in seat one syllable: beach, bead, beak, beam, bean, beast, beat, bleach, bleak, bleat, cheap, cheat, clean, creak, cream, deal, dean, dream, each, east, eat, feast, flea, freak, gleam, heal, heap, heat, heath, jeans, lead, leaf, leak, lean, leap, leash, least, meal, mean, meat, neat, pea, peach, plead, pleat, reach, read, real, sea, seal, seam, seat, speak, squeak, steal, steam, tea, teach, teak, teal, team, treat, veal, weak

ea as in seat two syllables: appeal, beneath, disease, dreaming, eagle, Easter, increase, peaches, peacock, really, reason, repeat, season, squeaky, treaty

ea as in head one syllable: bread, breath, deaf, dead, dealt, dread, dreamt, head, health, lead, leapt, meant, read, spread, stealth, sweat, thread, threat, tread, wealth

ea as in head two and three syllables: dreadful, heaven, healthy, heavy, instead, leather, pleasant, steadfast, steady, wealthy, weapon, weather

ew as in few one syllable: dew, ewe, few, knew, new, newt, pew, stew

ew as in few two syllables: anew, askew, fewer, fewest, mildew, nephew, newborn, newest, renew

ew as in grew one syllable: blew, brew, crew, drew, flew, grew, screw, shrew, shrewd, slew, threw

ew as in grew two syllables: brewing, cashew, crewman, outgrew

ue as in blue one syllable: blue, clue, cue, due, duel, fuel, glue, hue, rue, sue, true

ue as in blue two and three syllables: argue, avenue, barbecue, bluebell, construe, continue, fondue, gruesome, issue, rescue, statue, subdue, tissue, value, virtue

oo as in moon one syllable: boo, boom, boost, boot, booth, brood, broom, coop, doom, food, goo, goose, groom, hoop, hoot, loom, loop, moo, mood, moon, noon, pooch, proof, roof, room, roost, root, scoop, scoot, shoo, shoot, smooth, soon, spoon, swoop, too, toot, tooth, troop, zoo, zoom

oo as in moon two syllables: achoo, baboon, balloon, bamboo, gloomy, gumboot, lagoon, moonlight, shampoo

oo as in book one syllable: book, brook, chook, cook, crook, foot, good, hood, hoof, hook, look, nook, oops, shook, soot, stood, took, wood, woof, wool

oo as in book two syllables: goodbye, logbook, lookout, retook, wooden

suffix -ed after silent e one syllable: chased, cubed, dined, framed, gaped, hoped, mimed, named, paced, pleased, raked, saved, served, teased, used, waved

suffix -ed after silent e two syllables: adored, hated, noticed, skated, surprised, tasted, voted

suffix -ing after silent e two syllables: baking, blaming, braking, caring, clothing, dozing, driving, filing, giving, gliding, having, hoping, making, moping, noting, owing, riding, rising, saving, smiling, squeezing, taking, tasting, trading, whining, wiping

Irregular words (covered in word wall): work, word, any, many

Review information is on the next page.

Do not distribute without permission of Jane Farrall Consulting www.janefarrall.com

Lesson 203 continued

See previous page for phoneme, spelling rules and irregular words

Review

To review the words, 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 ea words they can. If no one makes any words you can remind them that some of the words might start with letters from the word list above (e.g. b, c, f, etc). If needed, start making a word yourself.
2. Ask the students to make any ew words they can. If needed, remind them to start words with different letters.
3. Ask the students to make any ue words they can. Again, if needed remind them to make words starting with different letters.
4. Ask the students to make any oo words they can. Again, if needed remind them to make words starting with different letters.
5. Give the students a word and ask them to add -ed or -ing.
6. 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 four irregular words that should be on the word wall – **work, word, any, many**.

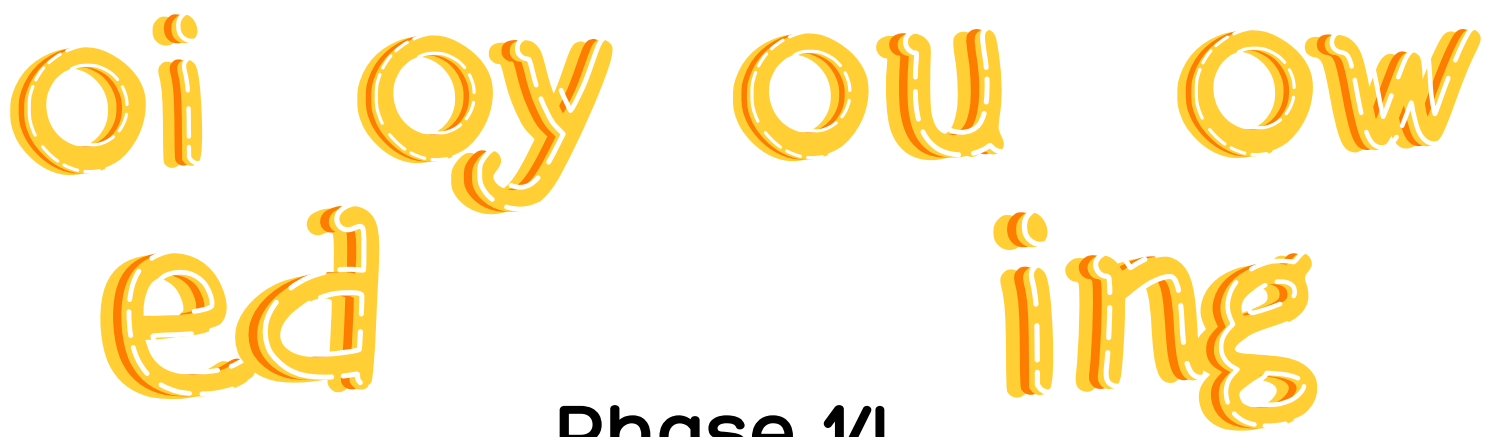
Jem did not have any meat, beans or peas for lunch.	I had a dream that I went to work and saw a seal on the beach.	We had a feast of peaches and cream.
I like to spread fresh jam on my bread.	I held my breath as I waited for the man to tread on the tightrope.	The new tree grew and grew.
Min ate a few spoons of stew.	I had to glue many blue gems onto my crown.	He could not read the word on the statue.

Further decodable sentences are provided on the next page.

Lesson 203 continued

Decodable Sentences continued

I was trying to scoop up the goo but it just made a big mess.	The broom went swoosh as I cleaned up the soot.	Nina read a long book with many words about wood and wool.
Your dad is very good at baking cakes and bread.	The sun was rising at the beach and many kids stood and looked.	Niv smiled when she tasted the peanuts.
Pritha waved to her nan as she left for work.		



Phase 14

Lessons 204 to 217

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **oi** (as in oil), **oy** (as in boy), **ou** (as in out), **ow** (as in cow), and the suffixes **-ed** and **-ing** (doubling the final consonant). All lessons also use letters and sounds from previous phases.

For these lessons, some words require capital letters or more than one of a letter. 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.

In transfer tasks, more than one word may correctly complete a sentence – and you can feel free to discuss options as a group.

Word Wall

Please ensure that as you work on Lessons 181 to 202, that you also focus on the irregular words: **father**, **mother**, **brother** and **other**. These should be used in your word wall words over this period if they haven't been covered already.

Lesson 204

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

Words: oil foil coil boil broil coin join joint soil toil toilet poison hoist moist moisture

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 **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up **oi**, as well as the single letters, and let students know that in this lesson it makes **oi** as in **oil**.

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 **oil**. I need to add **oil** to the car.
2. Now add a letter to make **foil**. She used aluminium **foil** to cover the plate.
3. Now change a letter to make **coil**. The **coil** binding on the book has broken.
4. Now change a letter to make **boil**. I put the water on to **boil**.
5. Add a letter to spell **broil**. Say the word **broil** out loud or in your head and listed for the letter we need to add and where we need to add it. We will **broil** the steak.
6. Start again and make **coin**. Put the **coin** in the slot of the vending machine.
7. Change a letter and make **join**. I want to **join** a new club.
8. Add a letter to make **joint**. The burglars trashed the **joint**.
9. Start again and spell **soil**. I dug holes in the **soil** to plant the seedlings.
10. Change a letter and spell **toil**. They had to **toil** for hours to collect all the rubbish.
11. Add two letters and spell **toilet**. Don't forget to flush the **toilet**.
12. Start again and make **poison**. The snake injected the **poison** into its victim.
13. Start again and make **hoist**. The mechanic used the **hoist** to lift the car.
14. Change a letter and spell **moist**. The cake was delicious and very **moist**.
15. Add three letters to make **moisture**. The air was filled with **moisture** after the rain.

Transfer

Have the students pick the best word to complete the sentences below:

The project was a _____ effort by the whole school community.

I make salad dressing using vinegar and ____.

She wrapped the wire into a tight _____.

Put the kettle on and _____ it for tea.

Cover the turkey with _____ and put it in the oven.

Please _____ us for lunch.

Farmers cultivate the _____.

We _____ the flag every morning.

Lesson 204

Words for Transfer task

Words: oil foil coil boil broil coin join joint soil toil toilet poison hoist moist moisture

Use this page for students to select words to complete sentences in the transfer task

oil	foil
coil	boil
broil	coin
join	joint
soil	toil
toilet	poison
hoist	moist
moisture	

Lesson 205

Letters: o i l s p t b n g m i d a p k e t c h c v y x n

Words: oil spoil spoilt being point midpoint disappoint oink ointment checkpoint void avoid noisy exploit
appointment

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**. Hold up **oi**, as well as the single letters, and let students know that in this lesson it makes **oi** as in **oil**.

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 **oil**. The sea is rich in natural resources such as **oil**.
2. Add two letters to spell **spoil**. Eat your lunch and don't let it **spoil**.
3. Add a letter to spell **spoilt**. There are so many options, I am **spoilt** for choice.
4. Start again and use five letters to spell **being**. The ball made a "**being**" noise when it hit the floor.
5. Start again and use five letter to make **point**. It's rude to **point**.
6. Add three letters to spell **midpoint**. We arranged to meet at the **midpoint** of the shops.
7. Take away the **m**, **i** and **d**, and then add five letters to spell **disappoint**. I'm worried that I will **disappoint** you if I give up.
8. Start again and use four letters to spell **oink**. The pig says "**oink**".
9. Take away the **k** and add five letters to spell **ointment**. The nurse put some **ointment** on the sprain.
10. Start again and use ten letters to make **checkpoint**. Checkpoint it made of two other smaller words, so you can think of these are you spell it. The car pulled up at the **checkpoint**.
11. Start again and use four letters to spell **void**. After you leave, there will be a **void** in my life.
12. Add a letter to make **avoid**. He needs to **avoid** getting any more fines.
13. Start again and use five letters to make **noisy**. Our classroom can be very **noisy**.
14. Start again and use seven letters to spell **exploit**. He tried to **exploit** the situation.
15. Start again and make the eleven letter word **appointment**. I have an **appointment** with the manager.

Transfer

Have the students pick the best word to complete the sentences below:

My _____ is at two o'clock.

Can you _____ to your favourite flower?

My little sister is very _____ and throws tantrums all the time!

The pig said "_____"

The machine is very _____.

A fish and chip shop uses lots of _____ to fry the food.

I can't see the _____ to watching football.

Lesson 205

Words for Transfer task

Words: oil spoil spoilt boing point midpoint disappoint oink ointment checkpoint void avoid noisy exploit appointment

Use this page for students to select words to complete sentences in the transfer task

oil	spoil
spoilt	boing
point	midpoint
disappoint	oink
ointment	checkpoint
void	avoid
noisy	exploit
appointment	

Lesson 206

Letters: b o y c o w d e j f u l p m t t s a h

Words: boy cowboy coy decoy joy joyful ploy deploy employ boycott tomboy soy ahoy

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 **u**, the sound is **u** as in **up**. Hold up **oy**, as well as the single letters, and let students know that in this lesson it makes **oy** as in **boy**.

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 **boy**. Is the baby a girl or a **boy**?
2. Add three letters and make **cowboy**. The **cowboy** rode his horse along the trail.
3. Start again and make the three letter word **coy**. He was **coy** about his plans for the future.
4. Add two letters and make **decoy**. He used a fake jewel as a **decoy** to trick the thief.
5. Start again and make the three letter word **joy**. It is a **joy** to see you all here.
6. Add three letters and make **joyful**. The party was a **joyful** celebration.
7. Take four letters and make **ploy**. The fake illness was a **ploy** to get attention.
8. Add two letters and make **deploy**. I am going to **deploy** everyone on clean up duty.
9. Change two letters and make **employ**. I am going to **employ** cunning to win the game!
10. Start again and use three letters to make **boy** again. The **boy** was kind to his sister.
11. Add four letters and make **boycott**. I want to **boycott** the discussion.
12. Start again and use six letters to spell **tomboy**. My little sister is a **tomboy**.
13. Start again and use three letters to make **soy**. I use **soy** milk in my coffee.
14. Start again and make the four letter word **ahoy**. The sailor shouted "Land **ahoy**".
15. Start again and use five letters and make **royal**. The **royal** guard stood straight and tall.

Transfer

Have the students pick the best word to complete the sentences below:

Do you know if you're having a girl or a ____?

My brother acted as a _____ while I pranked our dad.

I hope you don't _____ our lesson tomorrow.

Do you want some ____ sauce with your sushi?

We had a _____ day at the circus.

A wedding is a _____ day for the couple.

He is looking to _____ someone to do the job.

My little brother wants to be a _____.

Don't be ____ about how clever you are.

Working with you brings me great ____.

Lesson 206

Words for Transfer task

Words: boy cowboy coy decoy joy joyful ploy deploy employ boycott tomboy soy ahoy

Use this page for students to select words to complete sentences in the transfer task

boy	cowboy
coy	decoy
joy	joyful
ploy	deploy
employ	boycott
tomboy	soy
ahoy	royal

Lesson 207

Letters: a l l o y n n c o v t p e m d s r f b w j

Words: alloy, annoy, loyal, convoy, toy, ploy, employ, destroy, foyer, oyster, boy, tomboy, cowboy, joy, enjoy

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**. Hold up **oy**, as well as the single letters, and let students know that in this lesson it makes **oy** as in **boy**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **alloy**. An **alloy** is a mixture of two metals.
2. Take five letters and make **annoy**. Please don't **annoy** your brother.
3. Take five letters and make **loyal**. A dog is a **loyal** friend.
4. Take six letters and make **convoy**. The **convoy** of trucks drove along the highway.
5. Take three letters and make **toy**. When I was a kid my favourite **toy** was a bear.
6. Take four letters and make **ploy**. Her tears were a **ploy** to get her way.
7. Take six letters and make **employ**. I need a new strategy to **employ** to get more organised!
8. Take seven letters and make **destroy**. He has to **destroy** the private documents.
9. Take five letters and make **foyer**. We are meeting in the **foyer** before the show.
10. Take six letters and make **oyster**. They found a beautiful pearl in the **oyster**.
11. Take three letters and make **boy**. The **boy** was playing marbles with his friends.
12. Take six letters and make **tomboy**. I hate it when people call a girl a **tomboy**.
13. Take six letters and make **cowboy**. The **cowboy** is riding around the ranch.
14. Take three letters and make **joy**. What things give you **joy**?
15. Take five letters and make **enjoy**. I **enjoy** swimming at the beach.

Transfer

Have the students pick the best word to complete the sentences below:

Aluminium is a common _____.

He is _____ to his friends.

She wants a new ____ for her birthday.

I _____ a cleaner because I hate cleaning!

My mum is waiting for me in the _____.

My little brother knows how to _____ me.

I _____ spending time with my friends.

I ate an _____ and hated the taste!

Lesson 207

Words for Transfer task

Words: alloy, annoy, loyal, convoy, toy, ploy, employ, destroy, foyer, oyster, boy, tomboy, cowboy, joy, enjoy

Use this page for students to select words to complete sentences in the transfer task

alloy	annoy
loyal	convoy
toy	ploy
employ	destroy
foyer	oyster
boy	tomboy
cowboy	joy
enjoy	

Lesson 208

Letters: o u t b a w i t h l d c r n n s f m

Words: out bout about without loud cloud aloud round around noun sound bound found mound mount

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**. Hold up **ou**, as well as the single letters, and let students know that in this lesson it makes **ou** as in **out**.

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 **out**. I'm taking the dog **out** for a walk.
2. Add a letter and spell **bout**. He's sick from a **bout** of flu.
3. Add a letter and make **about**. He wants to learn more **about** dinosaurs.
4. Take away the **a** and add four letters to spell **without**. A school isn't a school **without** students.
5. Start again and make **loud**. The music is very **loud**.
6. Add a letter and make **cloud**. That **cloud** looks like a rabbit.
7. Take away a letter and add a different letter and spell **aloud**. You can say it in your head or **aloud**.
8. Start again and make **round**. We went **round** the supermarket and picked up everything we needed.
9. Add a letter and make **around**. Please step **around** the water on the floor.
10. Start again and make **noun**. A **noun** is a word for a person, place or thing.
11. Start again and make **sound**. The high pitched **sound** is coming from the fridge.
12. Change a letter and spell **bound**. The book is **bound** in cloth.
13. Change a letter and make **found**. I **found** my phone under the chair.
14. Change a letter and make **mound**. The tip has a huge **mound** of rubbish.
15. Change a letter and make **mount**. He clipped his phone into a **mount** to use it in the car.

Transfer

Have the students pick the best word to complete the sentences below:

Let's go ____ to the shops.

I can't see a _____ in the sky.

I don't like _____ noises.

The word dog is an example of a _____.

I watched the rabbit _____ through the paddock.

I _____ the bag on the train.

I don't like the feedback _____ from the speaker.

Lesson 208

Words for Transfer task

Words: out bout about without loud cloud aloud round around noun sound bound found mound mount

Use this page for students to select words to complete sentences in the transfer task

out	bout
about	without
loud	cloud
aloud	round
around	noun
sound	bound
found	mound
mount	

Lesson 209

Letters: o u c h p v c r g s l c t h n d a t

Words: ouch pouch vouch couch crouch grouch slouch scout shout spout pound astound ground grout trout

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 **u**, the sound is **u** as in **up**. Hold up **ou**, as well as the single letters, and let students know that in this lesson it makes **ou** as in **out**.

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 four letters and make **ouch**. He hit his shin and said "ouch".
2. Add a letter to spell **pouch**. The baby kangaroo is asleep in the pouch.
3. Change a letter to spell **vouch**. I can vouch for how clever you are.
4. Change a letter to make **couch**. They sat on the couch and watched TV.
5. Add a letter to make **crouch**. The cat was in a crouch, waiting to pounce.
6. Change a letter to make **grouch**. My teenage brother is being a grouch again.
7. Swap two letters to change **grouch** to **slouch**. He started to slouch after standing for hours.
8. Start again use five letters to spell **scout**. She went to scout for a table in the food court.
9. Change a letter to make **shout**. Let's all say **shout**, either in your head or say it out loud, and listen for the letter we need to add. Don't shout inside.
10. Change a letter to make **spout**. I couldn't pour the tea because the spout was blocked.
11. Start again and use five letters to spell **pound**. His heart began to pound.
12. Take away the **p** and add three letters to make **astound**. Please astound me by spelling this word.
13. Start again and make **ground**. Let's sit on the ground under the tree.
14. Take away two letters and add a different letter to make **grout**. The bathroom grout has mould growing on it.
15. Change a letter and make the final word, **trout**. The stream is full of trout.

Transfer

Have the students pick the best word to complete the sentences below:

Would you like some smoked _____?

My mum is always having to _____ at my brother for being naughty.

You will _____ everyone with your brilliance.

Don't sit on the _____ when it's wet.

I have some snacks in my _____.

My brother is a member of a _____ troop.

I can _____ for her honesty.

Lesson 209

Words for Transfer task

Words: ouch pouch vouch couch crouch grouch slouch scout shout spout pound astound ground
grout trout

Use this page for students to select words to complete sentences in the transfer task

ouch	pouch
vouch	couch
crouch	grouch
slouch	scout
shout	spout
pound	astound
ground	grout
trout	

Lesson 210

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

Words: out clout foul count mount mountain fountain pound round sound hound mouth loud cloud aloud

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**. Hold up **ou**, as well as the single letters, and let students know that in this lesson it makes **ou** as in **out**.

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 **out**. Let's go **out**.
2. Add two letters to spell **clout**. The principal has a lot of **clout** in this school.
3. Start again and use four letters to spell **foul**. The smell from the bin was **foul**.
4. Start again and use five letters to spell **count**. Can you **count** the people in the room?
5. Change a letter and make **mount**. We have to **mount** our bikes before riding them.
6. Add three letters to **mount** and make **mountain**. The tallest **mountain** in Australia is Kunama Namadgi, also known as Mount Kosciuszko.
7. Change a letter to make **fountain**. The water is splashing in the **fountain**.
8. Start again and use five letter to spell **pound**. The waves are going to **pound** the shore.
9. Change a letter to make **round**. We went **round** and **round** the garden.
10. Change a letter again and make **sound**. I can hear the **sound** of the bell.
11. Change a letter to make **hound**. I will **hound** you until you finish the word.
12. Start again and make **mouth**. Put your chewing gum back in your **mouth**.
13. Start again and make **loud**. The train went past with a **loud** whistle.
14. Add a letter to make **cloud**. The **cloud** is drifting across the sky.
15. Change a letter and make the final word, **aloud**. She read the story **aloud**.

Transfer

Have the students pick the best word to complete the sentences below:

The ride went _____ and _____ until he felt sick.

It is a _____ plan.

I can hear the _____ of the city through the window.

The beagle is my favourite _____.

The mould in the sink is _____.

Take your foot out of your _____.

The shadow from the _____ moved across the yard.

Let's go _____ the shopping centre and find some shoes.

The sound of the siren is too _____.

Lesson 210

Words for Transfer task

Words: out clout foul count mount mountain fountain pound round sound hound mouth loud cloud
aloud

Use this page for students to select words to complete sentences in the transfer task

out	clout
foul	count
mount	mountain
fountain	pound
round	sound
hound	mouth
loud	cloud
aloud	

Lesson 211

Letters: o w l f p r g s c i n g b w h d y

Words: ow owl fowl prowl growl scowl scowling bow brow brown clown crown wow how howdy

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 **o**, the sound is **o** as in **on**. Hold up **ow**, as well as the single letters, and let students know that in this lesson it makes **ow** as in **cow**.

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 **ow**. A rose thorn dug into my leg – **ow**!
2. Add a letter and spell **owl**. I saw the ghostly shape of an **owl** in the tree.
3. Add a letter and spell the four letter word **fowl**. A chicken is a domestic **fowl**.
4. Take away the **f** and add two letters and make **prowl**. The lion is on the **prowl** for dinner.
5. Change a letter and make **growl**. He gave a **growl** before he pounced.
6. Take away the g and r and add two different letters to make **scowl**. She had a deep **scowl** of disgust on her face.
7. Add three more letters and make the eight letter word **scowling**. Stop **scowling** at me!
8. Start again and use three letters to make **bow**. The actor made a **bow** to the audience.
9. Add a letter to bow and spell **brow**. We saw them coming over the **brow** of the hill.
10. Add a letter and make **brown**. The grass had died and turned **brown**.
11. Take away the b an r and add two letters to make **clown**. The clever **clown** juggled while riding a unicycle.
12. Change a letter in **clown** and make **crown**. The king's **crown** was covered in precious stones.
13. Start again and take three letters and make **wow**. The fireworks made us all go **wow**!
14. Change a letter and make **how**. I'd like to know **how** you did that trick,
15. Add two letters and make **howdy**. The cowboy said "**howdy** partner".

Transfer

Have the students pick the best word to complete the sentences below:

- His ____ was wrinkled in concentration.
The little bird eating crumbs was black and _____.
I would like to learn ____ to paint.
The dog gave a soft _____.
The queen was wearing a heavy _____.
The angry man was _____ at the traffic.
The ____ is often called a wise bird.
At night my cat goes on the _____.

Lesson 211

Words for Transfer task

Words: ow owl fowl prowl growl scowl scowling bow brow brown clown crown wow how howdy

Use this page for students to select words to complete sentences in the transfer task

ow	owl
fowl	prowl
growl	scowl
scowling	bow
brow	brown
clown	crown
wow	how
howdy	

Lesson 212

Letters: n o w c h d r f l o a d v g n t n b l s y i

Words: now cow show down down down down download vow gown town brown allow drowsy
browsing

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 **o**, the sound is **o** as in **on**. Hold up **ow**, as well as the single letters, and let students know that in this lesson it makes **ow** as in **cow**.

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 **now**. You need to stop playing the game **now**.
2. Change a letter and make **cow**. The dairy **cow** is chewing her cud.
3. Add a letter to spell the four letter word **chow**. After this, we can **chow** down on our lunches.
4. Start again and make **down**. He took his feet off the pedals when going **down** the hill.
5. Add a letter to **down** and make **drown**. Don't **drown** the plants with too much water.
6. Change a letter and spell **frown**. Take that **frown** off your face.
7. Start again and make **down** again. She is feeling very **down** today.
8. Add four letters and make eight letter word **download**. I want to **download** a movie to watch later.
9. Start again and use three letters and spell **vow**. The monk took a **vow** of silence.
10. Start again and use four letters to make **gown**. Put on your dressing **gown** before you go downstairs.
11. Change a letter and make **town**. I'd like to go shopping in **town**.
12. Take away the **t** and add two letters to make **brown**. She has lovely **brown** eyes.
13. Start again and use five letters to make **allow**. I don't **allow** people to borrow my books.
14. Start again and use six letters to make **drowsy**. Don't drive when you're **drowsy**.
15. Start again and use eight letters to spell **browsing**. I was **browsing** for a new book.

Transfer

1. The farmer got up early to milk the ____.
2. Jack fell ____ the hill.
3. The bride and groom each wrote a new ____ for the wedding.
4. He is wearing a _____ suit.
5. We caught the train out of _____.
6. She bought a new _____ for the dance.
7. Please _____ me to help you.
8. I'm feeling _____ so I'm heading to bed.

Lesson 212

Words for Transfer task

Words: now cow show down drown frown down download vow gown town brown allow drowsy
browsing

Use this page for students to select words to complete sentences in the transfer task

now	cow
chow	down
drown	frown
download	vow
gown	town
brown	allow
drowsy	browsing

Lesson 213

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

Words: begged jogged nodded battled trotted clapped hopped prodded clipped knitted hugged
rotted napped rubbed stopped

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-ed**. This is a suffix, A suffix is one or more letters that we add to the end of a word. The suffix **-ed** tells us that an action has already happened or has been completed. In the words in this lesson **-ed** is used as a suffix in words where we double the final letter when adding **-ed**.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **begged**. He **begged** the children to be quiet so he could think.
2. Take six letters and make **jogged**. She **jogged** in her lunch break every day.
3. Take six letters and make **nodded**. He **nodded** his head to say yes.
4. Take six letters and make **battled**. Australia won the toss and **battled** first.
5. Take seven letters and make **trotted**. The horse **trotted** across the paddock.
6. Take seven letters and make **clapped**. After the violinist finished, everyone **clapped** their appreciation.
7. Take six letters and make **hopped**. The kangaroo **hopped** right over the fence.
8. Take seven letters and make **prodded**. I **prodded** my little brother to get him to move over.
9. Take seven letters and make **clipped**. We took the dog to the groomers to get **clipped**.
10. Take seven letters and make **knitted**. She **knitted** a new jumper for her son.
11. Take six letters and make **hugged**. The family **hugged** each other as they arrived.
12. Take six letters and make **rotted**. His **rotted** tooth was causing him a lot of pain.
13. Take six letters and make **napped**. He **napped** while he waited for his friends.
14. Take six letters and make **rubbed**. The toddler was so tired that he **rubbed** his eyes and yawned.
15. Take seven letters and make **stopped**. They **stopped** making words after making the last one.

Transfer

1. The two men _____ at each other as they met.
2. He _____ first in the line up.
3. The bunny _____ across the garden.
4. She _____ her nails with a clipper.
5. The house stump had to be replaced because it _____.
6. He _____ on the couch in the afternoon.
7. When the light changed to red he _____ the car.

Lesson 213

Words for Transfer task

Words: begged jogged nodded battled trotted clapped hopped prodded clipped knitted hugged rotted
napped rubbed stopped

Use this page for students to select words to complete sentences in the transfer task

begged	jogged
nodded	battled
trotted	clapped
hopped	prodded
clipped	knitted
hugged	rotted
napped	rubbed
stopped	

Lesson 214

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

Words: trimmed spotted tapped grabbed chatted shopped planned slipped battled hugged
rubbed clapped

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-ed**. This is a suffix, A suffix is one or more letters that we add to the end of a word. The suffix **-ed** tells us that an action has already happened or has been completed. In the words in this lesson **-ed** is used as a suffix in words where we double the final letter when adding **-ed**.

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 for this lesson they will need to put the letters away after making each word 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 seven letters and make **trimmed**. The barber **trimmed** my hair and beard.
2. Take seven letters and make **spotted**. I **spotted** my dog as she headed to the gate.
3. Take six letters and make **tapped**. He **tapped** her on the shoulder.
4. Take seven letters and make **grabbed**. I **grabbed** her collar before she got away.
5. Take seven letters and make **chatted**. The old friends **chatted** for hours.
6. Take six letters and make **tapped**. He **tapped** at the keyboard, writing an email.
7. Take seven letters and make **shopped**. We **shopped** for new shoes.
8. Take seven letters and make **planned**. We **planned** to make lunch for everyone.
9. Take seven letters and make **slipped**. She **slipped** and fell on the wet floor.
10. Take six letters and make **battled**. I **battled** the flies away as I walked.
11. Take six letters and make **hugged**. The baby **hugged** his teddy bear.
12. Take six letters and make **rubbed**. He **rubbed** the magic lantern and made a wish.
13. Take seven letters and make **trimmed**. He **trimmed** the hedge with the clippers.
14. Take seven letters and make **slipped**. I **slipped** my keys into my bag.
15. Take seven letters and make **clapped**. He **clapped** him on the back.

Transfer

1. The gamers _____ their strategy.
2. He _____ his grandmother tightly.
3. I _____ at the stain on my shirt with soap and water.
4. The children _____ with delight at the clowns.
5. The boys _____ for new figures for their collections.
6. She _____ the dog's nails.
7. The children _____ their mum before going to bed.

Lesson 214

Words for Transfer task

Words: trimmed spotted tapped grabbed chatted shopped planned slipped battled hugged rubbed
clapped

Use this page for students to select words to complete sentences in the transfer task

trimmed	spotted
tapped	grabbed
chatted	shopped
planned	slipped
battled	hugged
rubbed	slipped
clapped	

Lesson 215

Letters: b a t t i n g w i n n s e g g p p k c h f r u t o m m b b d d

Words: batting winning sitting begging tapping skipping chatting fitting running trotting
swimming rubbing napping nodding rotting

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-ing**. This is a suffix, A suffix is one or more letters that we add to the end of a word. The suffix **-ing** tells us that something is happening now. (It has other uses as well but this is the one we'll focus on in this phase). In the words in this lesson **-ing** is used as a suffix in words where we double the final letter when adding **-ing**.

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 for this lesson they will need to put the letters away after making each word 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 seven letters and make **batting**. He is **batting** for Australia.
2. Take seven letters and make **winning**. It looks like she is **winning** the race.
3. Take seven letters and make **sitting**. She is **sitting** on a very uncomfortable chair.
4. Take seven letters and make **begging**. My dog is **begging** for a biscuit.
5. Take seven letters and make **tapping**. I wish he would stop **tapping** his pen.
6. Take eight letters and make **skipping**. The children are **skipping** over the rope.
7. Take eight letters and make **chatting**. We were **chatting** on the phone for hours.
8. Take seven letters and make **fitting**. The hairdresser is **fitting** in an extra haircut today.
9. Take seven letters and make **running**. The athletes are **running** around the track.
10. Take eight letters and make **trotting**. The dogs are **trotting** on the beach.
11. Take eight letters and make **swimming**. Let's go to the **swimming** pool.
12. Take seven letters and make **rubbing**. My shoes are **rubbing** on my foot.
13. Take seven letters and make **napping**. My grandfather says he has special skills at **napping**.
14. Take seven letters and make **nodding**. She is **nodding** her head in agreement.
15. Take seven letters and make **rotting**. The rubbish bin smells like **rotting** fish.

Transfer

1. I am _____ the beginning and starting in the middle of the show.
2. He is _____ away from home.
3. The horses are _____ around the paddock.
4. I love _____ in the pool.
5. We are playing back yard cricket and I am _____ first.
6. I don't like _____ between wickets.

Lesson 215

Words for Transfer task

Words: batting winning sitting begging tapping skipping chatting fitting running trotting swimming
rubbing napping nodding rotting

Use this page for students to select words to complete sentences in the transfer task

batting	winning
sitting	begging
tapping	skipping
chatting	fitting
running	trotting
swimming	rubbing
napping	nodding
rotting	

Lesson 216

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

Words: hitting clapping getting spotting grabbing cutting hugging dropping shopping knitting
winning jogging begging rotting hopping

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-ing**. This is a suffix, A suffix is one or more letters that we add to the end of a word. The suffix **-ing** tells us that something is happening now. (It has other uses as well but this is the one we'll focus on in this phase). In the words in this lesson **-ing** is used as a suffix in words where we double the final letter when adding **-ing**.

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 for this lesson they will need to put the letters away after making each word 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 seven letters and make **hitting**. The golfer is **hitting** the ball for six.
2. Take eight letters and make **clapping**. The audience is **clapping** the dancers.
3. Take seven letters and make **getting**. I am **getting** a new car soon.
4. Take eight letters and make **spotting**. They love going train **spotting**.
5. Take eight letters and make **grabbing**. The baby kept **grabbing** my glasses.
6. Take seven letters and make **cutting**. The car keeps **cutting** in and out of the traffic.
7. Take seven letters and make **hugging**. I love **hugging** my Mum.
8. Take eight letters and make **dropping**. I'm carrying too many things and I keep **dropping** them.
9. Take eight letters and make **shopping**. My dad hates **shopping**.
10. Take eight letters and make **knitting**. I am **knitting** a new jumper.
11. Take seven letters and make **winning**. The chess players all hope they will be winning the tournament today.
12. Take seven letters and make **jogging**. She goes **jogging** every morning to stay healthy.
13. Take seven letters and make **begging**. I am **begging** you to be quiet. Please!
14. Take seven letters and make **rotting**. The garden materials are **rotting** in the compost bin.
15. Take seven letters and make **hopping**. He made her **hopping** mad.

Transfer

1. I am not _____ any younger.
2. She is _____ up vegetables for a salad.
3. We need to go _____ at the supermarket.
4. My son keeps _____ me for a puppy.
5. I need to throw away the _____ vegetables.
6. The children were _____ with joy.

Lesson 216

Words for Transfer task

Words: hitting clapping getting spotting grabbing cutting hugging dropping shopping knitting winning
jogging begging rotting hopping

Use this page for students to select words to complete sentences in the transfer task

hitting	clapping
getting	spotting
grabbing	cutting
hugging	dropping
shopping	knitting
winning	jogging
begging	rotting
hopping	

Lesson 217

oi one syllable words: boil, boing, broil, coil, hoist, foil, join, joint, moist, oil, oink, point, soil, spoilt, toil, void

oi two and three syllable words: appointment, avoid, checkpoint, disappoint, exploit, midpoint, moisture, noisy, ointment, poison, toilet

oy one syllable words: boy, coy, joy, ploy, soy, toy

oy two syllable words: ahoy, alloy, annoy, boycott, convoy, cowboy, decoy, deploy, destroy, employ, enjoy, foyer, joyful, loyal, oyster, royal, tomboy

ou as in cloud one syllable words: bound, bout, cloud, clout, couch, count, crouch, foul, found, grouch, ground, grout, hound, loud, mound, mount, mouth, noun, ouch, out, pouch, pound, round, scout, shout, slouch, sound, spout, trout, vouch.

ou as in cloud two syllable words: about, aloud, around, astound, fountain, mountain, without

ow as in cow one syllable words: bow, brow, brown, chow, clown, cow, crowd, crown, down, drown, fowl, frown, gown, growl, how, now, ow, owl, prowl, scowl, town, vow, wow

ow as in cow two syllable words: allow, browsing, download, drowsy, howdy, scowling

suffix -ed double the final consonant one syllable words: begged, clapped, clipped, hopped, hugged, grabbed, jogged, napped, planned, rubbed, shopped, slipped, stopped, tapped, trimmed

suffix -ed double the final consonant two syllable words: batted, chatted, knitted, nodded, prodded, rotted, spotted, trotted

suffix -ing double the final consonant two syllable words: batting, begging, chatting, clapping, cutting, dropping, fitting, getting, grabbing, hitting, hopping, hugging, jogging, knitting, napping, nodding, rotting, rubbing, running, shopping, sitting, skipping, spotting, swimming, tapping, trotting, winning

Irregular words (covered in word wall): father, mother, brother, other

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 one to two weeks until you have covered the content.

1. Ask the students to make any words that include **oi**. If no one makes any words you can remind them that some of the words might start with letters from the word list above (e.g. b, c, f, etc). If needed, start making a word yourself.
2. Ask the students to make any words that include **oy** that they can. If needed, remind them to start words with different letters. If needed, you can remind them that one of them is the opposite of girl, etc.
3. Ask the students to make any words that include **ou** as in **cloud**. Again, if needed, remind them to make words starting with different letters.
4. Ask the students to make any **ow** as in **cow** words they can. Again, if needed remind them to try using different letters to start the words.
5. Ask the students to make any words ending in the suffix **-ed** that they can, where the final consonant in the original word is doubled.
6. Ask the students to make any words ending in the suffix **-ing** that they can, where the final consonant in the original word is doubled.
7. 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 217

Please see the list of words on the previous page for the different sounds covered in this phase.

Irregular words (covered in word wall): father, mother, brother, other

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 – **father, mother, brother, other**

Hatty grew a plant in the soil.	My mother has a coin to go in the bank.	My brother dropped my toy.
Point to where you saw the brown cow.	The bus to town goes up High Street.	The cat went up and down the big brown tree to look for the owl.
My father boiled the eggs with joy.	Troy likes hopping on one foot and then the other foot.	The king is out and about enjoying the crowd.
My mother likes the sound of dropping rain.	The brown owl hooted as the rat prowled around	The funny clown joined the crowd as they walked around.
My brother shouted and my dog growled when the storm was outside our home.	My mother found a rusty coin on the ground.	My father is employed to count coins at the checkpoint.
I will join the line of boys waiting for the toilet.		

or ar er ir ur
un-

Phase 15

Lessons 218 to 243

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **or** (as in sort), **ar** (as in car), **er** (as in her), **ir** (as in dirt), **ur** (as in surf), and the prefix **-un**. The prefix un- means “not” or “opposite of”. All lessons also use letters and sounds from previous phases.

For these lessons, some words require capital letters or more than one of a letter. 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.

In transfer tasks, more than one word may correctly complete a sentence – and you can feel free to discuss options as a group.

Word Wall

Please ensure that as you work on Lessons 218 to 243, that you also focus on the irregular words: **last**, **after**, **says** and **laugh**. These should be used in your word wall words over this period if they haven’t been covered already.

Lesson 218

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

Words: or not norm north thorn scorn scornful born morn morning horn hornet fort port import

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 **or**. Do you like Port **or** the Crows?
2. Add a letter and spell **nor**. Neither the cat **nor** the dog is allowed on the couch.
3. Add a letter and make **norm**. His skills are above the **norm** in football.
4. Take away one letter and add two letters to make the five letter word **north**. I live in the **north** of Adelaide.
5. Keep the same five letters and swap them around to make **thorn**. I scratched my leg on a rose **thorn**.
6. Take away the **t** and **h** and add two letters to make **scorn**. She poured **scorn** on my idea.
7. Add three letters to **scorn** and make **scornful**. He is **scornful** of anyone who disagrees with him.
8. Start again and use four letters to spell **born**. The baby was **born** just after midnight.
9. Change a letter and make **morn**. The sun rose late on a cold winter's **morn**.
10. Add three letters and make the seven letter word **morning**. I have a doctor's appointment in the **morning**.
11. Start again and use four letters to spell **horn**. I hate driving with my brother because he uses his **horn** too much.
12. Add two letters and make **hornet**. A large **hornet** buzzed loudly around the garden.
13. Start again and use four letters to spell **fort**. We visited the old **fort** on the island.
14. Change a letter and make **port**. The ship sailed into the **port**.
15. Add two letters to **port** and make **import**. We **import** cars into Australia from many other countries.

Transfer

1. What day of the week were you _____?
2. In winter lots of people like to go _____ for warmer weather.
3. My dog got a _____ in his paw and we had to take him to the vet.
4. We made a play _____ out of pillows and cushions.
5. The cleaners are coming tomorrow _____.
6. I like neither coffee ___ tea.

Lesson 218

Words for Transfer task

Words: or not norm north thorn scorn scornful born morn morning horn hornet fort port import

Use this page for students to select words to complete sentences in the transfer task

or	nor
norm	north
thorn	scorn
scornful	born
morn	morning
horn	hornet
fort	port
import	

Lesson 219

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

Words: cord discord concord or order disorder for form former formal format reform fort
forty fortnight

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 four letters and make **cord**. You'll need to plug the **cord** in charge the iPad.
2. Add three letters and spell **discord**. Where there is **discord**, it would be nice to have harmony.
3. Change three letters and make **concord**. They reached a **concord** about the decision.
4. Start again and make the two letter word **or**. Would you like tea **or** coffee?
5. Add three letters and make **order**. I placed an **order** at the restaurant.
6. Add three more letters and make the eight letter word **disorder**. The room was in total **disorder**.
7. Start again and use three letters to make **for**. I invited them over **for** tea.
8. Add a letter to make **form**. He filled out the **form** to apply for a library card.
9. Add two letters to **form** and make **former**. He returned to his **former** job.
10. Change two letters to make **formal**. He had to make a **formal** request for the information.
11. Change a letter to spell **format**. The video is only available in MP4 **format**.
12. Start again and make the six letter word **reform**. I promised to change my habits and **reform**.
13. Start again and use four letters to spell **fort**. She held the **fort** while I was away.
14. Add a letter and make **forty**. He is turning **forty** soon.
15. Take away the **y** and add five letters to make **fortnight**. We are going away to the beach for a **fortnight**.

Transfer

1. The invitation said the dress code was _____.
2. The enemy attacked the _____.
3. Two weeks is also called a _____.
4. Do you like dogs ___ cats?
5. We need put the books in alphabetical _____.
6. The doctor's receptionist asked us to fill out the _____.
7. He has retired now but he is a _____ teacher.
8. The dog would like to go ___ a walk.

Lesson 219

Words for Transfer task

Words: cord discord concord or order disorder for form former formal format reform fort forty fortnight

Use this page for students to select words to complete sentences in the transfer task

cord	discord
concord	or
order	disorder
for	form
former	formal
format	reform
fort	forty
fortnight	

Lesson 220

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

Words: corn torn sworn short shorter cork pork stork storm stormy orca orbit organ
ornate factory

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 four letters and make **corn**. I love eating **corn** on the cob.
2. Change a letter and spell **torn**. My shirt got **torn** on the rocks.
3. Take away the t and then add two letters to make **sworn**. She is my **sworn** enemy.
4. Change a letter and make **shorn**. Let's all say **shorn**, either in your head or say it out loud, and listen for the letter we need to take away and the letter we need to add. The sheep were **shorn** yesterday.
5. Take away the n and add three new letters to make **shorter**. I am **shorter** than everyone else in my family.
6. Start again and use four letters to make **cork**. The floor tiles are made of **cork**.
7. Change a letter and spell **pork**. We had a **pork** roast for Sunday lunch.
8. Take away the p and add two letters to make **stork**. The **stork** flew high in the sky.
9. Change a letter to make **storm**. The **storm** began with a loud thunderclap.
10. Add a letter to make **stormy**. I don't like flying in **stormy** weather.
11. Start again and make **orca**. An **orca** is a large white and black whale.
12. Start again and make the five letter word **orbit**. The Earth is in **orbit** around the sun.
13. Start again and use five letters to spell **organ**. The heart is an important **organ** in our body.
14. Start again and use six letters to make **ornate**. The ceiling was full of **ornate** carvings.
15. Start again and make the seven letter word **factory**. Cars are made in a **factory**.

Transfer

1. The farmer planted _____.
2. My little brother is _____ than me.
3. The moon is in _____ around the Earth.
4. He works in a big _____.
5. He has _____ an oath to tell the truth.
6. The _____ is a large bird.
7. I would love to learn to play the _____.
8. The _____ caused a lot of damage.

Lesson 220

Words for Transfer task

Words: corn torn sworn short shorter cork pork stork storm stormy orca orbit organ ornate factory

Use this page for students to select words to complete sentences in the transfer task

corn	torn
sworn	shorn
shorter	cork
pork	stork
storm	stormy
orca	orbit
organ	ornate
factory	

Lesson 221

Letters: f o r k t h b i d s n n g l a f p y e r m m

Words: fork forth forbid sort snort snorting lord afford short sport sporty port portal
porter memory

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 four letters and make **fork**. I need a **fork** to eat my lunch.
2. Take away the **k** and add two letters to make **forth**. She paced back and **forth** across the room.
3. Take away the **t** and **h** and then add three letters to make **forbid**. I **forbid** you to eat my lunch.
4. Start again and use four letters to make **sort**. They **sort** the post every morning.
5. Add a letter and make **snort**. Let's all say **snort**, either in your head or say it out loud, and listen for the letter we need to add. The horse gave a **snort** and tossed his head.
6. Add three letters to make **snorting**. I couldn't help **snorting** with laughter at the ridiculous joke.
7. Start again and use four letters to make **lord**. I don't like him because he likes to **lord** it over me.
8. Take away the **l** and add three letters to spell **afford**. I would like a new car but I can't **afford** one.
9. Start again and use five letters to spell **short**. The movie was surprisingly **short**.
10. Change a letter to make **sport**. My dad loves watching **sport** on TV.
11. Add a letter to make **sporty**. My little sister is very **sporty**.
12. Start again and make **port**. The ship sailed into the **port**.
13. Add two letters to **port** to spell **portal**. We entered the building through the stone **portal**.
14. Take away the last two letters, and add two new letters to make **porter**. The **porter** helped us with the **bags**.
15. Start again and use six letters to make **memory**. I have a strong **memory** from that trip.

Transfer

1. Please set the table with a knife and _____.
2. Tennis is a _____.
3. The ships come and go from the _____.
4. My _____ of the events is quite fuzzy.
5. He has a _____ temper.
6. I need to _____ them into different colours.
7. Mum said "I _____ you to leave the house"
8. My brother always gives a _____ when he laughs.

Lesson 221

Words for Transfer task

Words: fork forth forbid sort snort snorting lord afford short sport sporty port portal porter memory

Use this page for students to select words to complete sentences in the transfer task

fork	forth
forbid	sort
snort	snorting
lord	afford
short	sport
sporty	port
portal	porter
memory	

Lesson 222

Letters: h o r s e s e a t d b n u n w m l a o r p c

Words: horse seahorse sort sorted born unborn unworn norm normal abnormal sort
sorted assorted porch torch

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 five letters and make **horse**. The **horse** galloped across the paddock.
2. Add three letters to make **seahorse**. I saw a yellow **seahorse** at the aquarium.
3. Start again and spell the four letter word **sort**. Before washing, I **sort** the laundry into colours and whites.
4. Add two letters to make **sorted**. Once it is **sorted**, I put the first load of washing in the machine.
5. Start again and use four letters to make **born**. The kittens were **born** in the laundry.
6. Add two letters to **born** and make **unborn**. They looked at the scans of their **unborn** child.
7. Change a letter to make **unworn**. The shoes remained **unworn** in their box.
8. Start again and use four letters to make **norm**. Bigger cars seem to have become the **norm**,
9. Add two letters to norm to make **normal**. The **normal** routine is that you unpack your bag as soon as you arrive,
10. Add two letters to norma to spell **abnormal**. The weather is **abnormal** for this time of year.
11. Start again and make **sort**. What **sort** of movies do you like?
12. Add two letters to make **sorted**. I **sorted** the paperclips into different colours.
13. Add two letters to **sorted** to make **assorted**. The paperclips came in assorted colours.
14. Start again and use five letters to make **porch**. We sat on the **porch** and watched people walk past.
15. Change a letter to make our final word, **torch**. I use the **torch** in my phone all the time.

Transfer

1. During the power failure I used a _____ to navigate around the house.
2. It's _____ to feel tired on a Monday morning.
3. My _____ child is a girl.
4. I have an _____ dress in my cupboard.
5. I am learning to ride a _____.
6. I need to _____ out my cupboards.
7. The students were _____ into their house teams.
8. I like the variety of a box of _____ chocolates.

Lesson 222

Words for Transfer task

Words: horse seahorse sort sorted born unborn unworn norm normal abnormal sort sorted assorted
porch torch

Use this page for students to select words to complete sentences in the transfer task

horse	seahorse
sort	sorted
born	unborn
unworn	norm
normal	abnormal
sort	sorted
assorted	porch
torch	

Lesson 223

Letters: i n f o r m e t a d n c o h s y b r l v x p c g

Words: inform mentor adorn conform history thorny absorb border dorsal vortex carport
morsel corner resort scorching

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **inform**. I am pleased to **inform** you that you are all awesome.
2. Take six letters and make **mentor**. He needs a **mentor** to help him learn his job.
3. Take five letters and make **adorn**. Let's **adorn** the Christmas tree with baubles.
4. Take seven letters and make **conform**. We all have to **conform** to the rules.
5. Take seven letters and make **history**. **History** can teach us lessons about what we should and shouldn't do.
6. Take six letters and make **thorny**. The **thorny** old bush has beautiful flowers.
7. Take six letters and make **absorb**. Plants **absorb** sunlight.
8. Take six letters and make **border**. We had to pull over at the **border** so they could check for fruit.
9. Take six letters and make **dorsal**. The shark's **dorsal** fin showed above the water.
10. Take six letters and make **vortex**. A whirlpool is a powerful **vortex** in the ocean.
11. Take seven letters and make **carport**. She parked in the **carport**.
12. Take six letters and make **morsel**. She ate every last **morsel** on her plate.
13. Take six letters and make **corner**. He came around the **corner** and into the room.
14. Take six letters and make **resort**. They went to a beach **resort** for their holiday.
15. Take nine letters and make **scorching**. The heat from the fire felt like it was **scorching** my face.

Transfer

1. Flowers _____ the table.
2. The fish has a colourful _____ fin.
3. The tornado's _____ swept up everything in its path.
4. I need to _____ the principal.
5. My grandmother used to make my dad sit in the naughty _____.
6. We can fit two cars in the _____.
7. We stayed at a ski _____.
8. I have a _____ problem that I need help with.

Lesson 223

Words for Transfer task

Words: inform mentor adorn conform history thorny absorb border dorsal vortex carport morsel
corner resort scorching

Use this page for students to select words to complete sentences in the transfer task

inform	mentor
adorn	conform
history	thorny
absorb	border
dorsal	vortex
carport	morsel
corner	resort
scorching	

Lesson 224

Letters: c o n d o r m t a l r e b n t s s i t c x p f y h

Words: condor mortal mortar reborn contort normal cordless distort concord export
forty report form torch snort

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **or**, as well as the single letters, and let students know that in this lesson it makes **or** as in **sort**.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **condor**. The **condor** soared high above the mountains.
2. Take six letters and make **mortal**. Every living creature is **mortal**.
3. Take six letters and make **mortar**. They used fresh **mortar** to lay the bricks.
4. Take six letters and make **reborn**. I felt like I was **reborn**.
5. Take seven letters and make **contort**. The pain made him **contort** his face.
6. Take six letters and make **normal**. I don't think anyone is **normal**.
7. Take eight letters and make **cordless**. The **cordless** microphone lets you move around.
8. Take seven letters and make **distort**. Don't let anger **distort** your judgement.
9. Take seven letters and make **concord**. He lives in **concord** with his housemates.
10. Take six letters and make **export**. Coffee is their main **export**.
11. Take five letters and make **forty**. The lesson is due to last for **forty** minutes.
12. Take six letters and make **report**. He read the **report** from the survey.
13. Take four letters and make **form**. Please fill out the **form**.
14. Take five letters and make **torch**. The **torch** needs new batteries.
15. Take five letters and make **snort**. The horse gave a loud **snort**.

Transfer

1. The _____ is a large bird.
2. The doctor said my test results are _____.
3. He used the _____ vacuum cleaner to clean up the mess.
4. There are _____ candles on the cake.
5. There were lots of spaces to be filled out on the _____.
6. The light from the _____ showed us the way.
7. The school sent home my _____.
8. She felt like she had been _____.

Lesson 224

Words for Transfer task

Words: condor mortal mortar reborn contort normal cordless distort concord export forty report form
torch snort

Use this page for students to select words to complete sentences in the transfer task

condor	mortal
mortar	reborn
contort	normal
cordless	distort
concord	export
forty	report
form	torch
snort	

Lesson 225

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

Words: car cargo carve carbon carpark far farm farmer ark hark lark park shark spark
landmark

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ar**, as well as the single letters, and let students know that in this lesson it makes **ar** as in **car**.

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 **car**. He drives a red **car**.
2. Add two letters and make **cargo**. They loaded the **cargo** onto the plane.
3. Take away the **g** and **o** and add two letters to spell **carve**. We will **carve** a pumpkin for Halloween.
4. Take away the **v** and **e** and add three letters to make **carbon**. All life on Earth contains **carbon**.
5. Take away the **b**, **o** and **n** and add four letters to make **carpark**. The **carpark** is behind the building.
6. Start again and use three letters to make **far**. I hope we don't have to travel too **far**.
7. Add a letter to make **farm**. It is a dairy **farm**.
8. Add two letters to farm and make **farmer**. The **farmer** gets up before dawn to milk the cows.
9. Start again and use three letters to make **ark**. Noah is famous for building an **ark**.
10. Add a letter to **ark** and **hark**. Please **hark** to my words.
11. Change a letter and make **lark**. The **lark** sings a beautiful song.
12. Change a letter and make **park**. We had a picnic in the **park**.
13. Take away the **p** and add two letters to make **shark**. A **shark** is a large fish with big teeth.
14. Change a letter to make **spark**. Let's all say **spark**, either in your head or say it out loud, and listen for the letter we need to take away and the letter we need to add. A tiny **spark** of hope remained.
15. Start again and use eight letters to make **landmark**. The clock tower is a useful **landmark** for getting around town.

Transfer

1. We went for a drive in the ____.
2. Do you live ____ away.
3. Let's go and play in the ____.
4. The ship was carrying a heavy ____.
5. Who is going to ____ the turkey?
6. What does the farmer do on the ____?
7. I never want to swim and come across a ____.
8. You need to park your car in the ____ over the road.

Lesson 225

Words for Transfer task

Words: car cargo carve carbon carpark far farm farmer ark hark lark park shark spark landmark

Use this page for students to select words to complete sentences in the transfer task

car	cargo
carve	carbon
carpark	far
farm	farmer
ark	hark
lark	park
shark	spark
landmark	

Lesson 226

Letters: a r t d m t c h s c h o n y l e s s p

Words: art dart mart tart chart start card hard shard arm harm harmony harmless tar tarp

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ar**, as well as the single letters, and let students know that in this lesson it makes **ar** as in **car**.

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 **art**. The statue is a beautiful piece of **art**.
2. Add a letter to make **dart**. The **dart** landed in the middle of the board.
3. Change a letter to spell **mart**. The mini-**mart** is on the corner.
4. Change a letter again to spell **tart**. My favourite dessert is custard **tart**.
5. Take away the **t** and add two letters to make **chart**. The nurse checked the patient's **chart**.
6. Take away the **c** and **h** and add two letters to spell **start**. They are about to **start** the game.
7. Start again and use four letters to make **card**. She sent him a birthday **card**.
8. Change a letter and spell **hard**. I like my eggs **hard** boiled.
9. Add a letter and spell **shard**. The cake was decorated with a **shard** of toffee.
10. Take three letters and make **arm**. He wears his watch on his right **arm**.
11. Add a letter and make **harm**. He would never **harm** anyone.
12. Add three letters to **harm** and make **harmony**. I love the way that group sings in **harmony**.
13. Take away the **o**, **n** and **y** and add four letters to make **harmless**. The big dog barks loudly but he is **harmless**.
14. Start again and use three letters to make **tar**. The road is surfaced with **tar**.
15. Add a letter to **tar** and make **tarp**. We covered the outdoor furniture with a **tarp**.

Transfer

1. I love eating apple ____.
2. He paid for it with a credit ____.
3. He tore a tendon in his ____.
4. We all worked together in ____.
5. The spread hot ____ on the road surface.
6. The trailer was covered with a weatherproof ____.
7. I bought a drink from the corner ____.
8. He threw the ____ so badly that it hit the wall.

Lesson 226

Words for Transfer task

Words: art dart mart tart chart start card hard shard arm harm harmony harmless tar tarp

Use this page for students to select words to complete sentences in the transfer task

art	dart
mart	tart
chart	start
card	hard
shard	arm
harm	harmony
harmless	tar
tarp	

Lesson 227

Letters: b a r b n d y j s c f k m e t c p h g

Words: bar barb barn darn yarn yard jar scar scarf bark market carp harp sharp garden

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ar**, as well as the single letters, and let students know that in this lesson it makes **ar** as in **car**.

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 **bar**. He bought a chocolate **bar**.
2. Add a letter to make **barb**. I cut my finger on a **barb** on the wire.
3. Change a letter to spell **barn**. The farmer took the cows to the **barn**.
4. Change a letter to spell **darn**. I need to **darn** the hole in my sock.
5. Change a letter to spell **yarn**. Let's sit down and have a **yarn**.
6. Change a different letter to spell **yard**. She needs to mow the **yard**.
7. Start again and use three letters to make **jar**. Please pass me the jam **jar**.
8. Take away the **j** and add two letters to spell **scar**. I have a **scar** on my knee from when I fell over.
9. Add a letter and spell **scarf**. He is wearing a football **scarf**.
10. Start again and spell the four letter word **bark**. The dog will **bark** when anyone walks past.
11. Start again and make the six letter word **market**. We did our shopping at the **market**.
12. Start again and use four letters to spell **carp**. A **carp** is a large fish.
13. Change a letter and make **harp**. I love listening to **harp** music.
14. Add a letter to harp and make **sharp**. She used a **sharp** knife to cut the carrots up.
15. Start again and use six letters to spell **garden**. The flowers in the **garden** are blooming.

Transfer

1. The fishing hook had a sharp ____.
2. Let's sit down and have a ____.
3. They will ____ the door for safety.
4. They put the jam ____ in the fridge.
5. We went shopping at the Farmer's _____
6. In winter I often wear a _____ around my neck.
7. I cut my foot on a _____ rock.
8. They went for a walk in the _____.

Lesson 227

Words for Transfer task

Words: bar barb barn darn yarn yard jar scar scarf bark market carp harp sharp garden

Use this page for students to select words to complete sentences in the transfer task

bar	barb
barn	darn
yarn	yard
jar	scar
scarf	bark
market	carp
harp	sharp
garden	

Lesson 228

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

Words: arch dark charm marsh harsh star apartment started march depart target
cardigan starch party upstart

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ar**, as well as the single letters, and let students know that in this lesson it makes **ar** as in **car**.

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 for this lesson they will need to put the letters away after making each word 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 **arch**. They are going to meet under the **arch** of the clock tower.
2. Take four letters and make **dark**. Lots of people are scared of the **dark**.
3. Take five letters and make **charm**. The old house has a lot of **charm**.
4. Take five letters and make **marsh**. The birds nested in the **marsh**.
5. Take five letters and make **harsh**. Speaker feedback squeal is a **harsh** sound.
6. Take four letters and make **star**. Sirius is often called the dog **star**.
7. Take nine letters and make **apartment**. They live in a city **apartment**.
8. Take seven letters and make **started**. The race **started** after the gun was fired.
9. Take five letters and make **march**. The protesters will **march** on Parliament.
10. Take six letters and make **depart**. The train will **depart** in five minutes.
11. Take six letters and make **target**. He hit the **target** with the dart.
12. Take eight letters and make **cardigan**. It was cold so she pulled on a **cardigan**.
13. Take six letters and make **starch**. Bread and rice are rich in **starch**.
14. Take five letters and make **party**. The **party** was for his birthday.
15. Take seven letters and make **upstart**. The old companies were threatened by the **upstart**.

Transfer

1. The old stone bridge has a beautiful ____.
2. The protestors were starting the ____.
3. The paint ball hit the ____.
4. They are going to a ____.
5. They are selling their house and moving into an ____.
6. Some people are worried by the ____.
7. Many frogs live in the ____.
8. I made a wish upon a ____.

Lesson 228

Words for Transfer task

Words: arch dark charm marsh harsh star apartment started march depart target cardigan starch
party upstart

Use this page for students to select words to complete sentences in the transfer task

arch	dark
charm	marsh
harsh	star
apartment	started
march	depart
target	cardigan
starch	party
upstart	

Lesson 229

Letters: a r k d t g b p c h s f i e r y M r n g p m t l s

Words: ark dart garb parch starfish archery Mars regarding parsnip marketing garden
farmer marsh started harmless

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ar**, as well as the single letters, and let students know that in this lesson it makes **ar** as in **car**.

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 for this lesson they will need to put the letters away after making each word 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 **ark**. They used the **ark** as a temporary shelter.
2. Take four letters and make **dart**. He wanted to **dart** out into the traffic.
3. Take four letters and make **garb**. Clothing is also sometimes **garb**.
4. Take five letters and make **parch**. A long walk in the sun can **parch** your throat.
5. Take five letters and make **starfish**. A **starfish** has five arms.
6. Take seven letters and make **archery**. **Archery** is an Olympic sport.
7. Take four letters and make **Mars**. **Mars** is the fourth planet from the sun.
8. Take nine letters and make **regarding**. He wrote a letter **regarding** the problem.
9. Take seven letters and make **parsnip**. My dad hates **parsnip**.
10. Take nine letters and make **marketing**. The **marketing** department sent an email blast to customers.
11. Take six letters and make **garden**. Some people let their **garden** get overrun by weeds.
12. Take six letters and make **farmer**. The **farmer** drove the tractor to the paddock.
13. Take five letters and spell **marsh**. The **marsh** was very slushy.
14. Take seven letters and make **started**. She **started** the car up and drove away.
15. Take eight letters and make **harmless**. The snake was **harmless** but they were scared anyway.

Transfer

1. The animals walked onto the ____ two-by-two.
2. He liked working in the _____.
3. I want to be a _____ and drive a tractor.
4. The frog lived in the _____.
5. We saw a _____ on the beach.
6. _____ is a sport played with a bow and arrow.
7. My big brother looks mean but he is _____.
8. They _____ the journey in high spirits.

Lesson 229

Words for Transfer task

Words: ark dart garb parch starfish archery Mars regarding parsnip marketing garden farmer marsh
started harmless

Use this page for students to select words to complete sentences in the transfer task

ark	dart
garb	parch
starfish	archery
Mars	regarding
parsnip	marketing
garden	farmer
marsh	started
harmless	

Lesson 230

Letters: h e r d b a l m i t p k y f u e c t n j

Words: her herd herb herbal hermit perk perky permit perfume perfect term termite terminal jerk jerky

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **er**, as well as the single letters, and let students know that in this lesson it makes **er** as in **her**.

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 **her**. I like **her** hair.
2. Add a letter and make **herd**. The farmer had a **herd** of cattle.
3. Change a letter and make **herb**. We planted the **herb** in the garden.
4. Add two letters and make **herbal**. I prefer to drink **herbal** tea.
5. Take away **b**, **a** and **l** and add three letters to spell **hermit**. The **hermit** lived in the bush.
6. Start again and use four letters to make **perk**. Working with you is a **perk** of this job.
7. Add a letter and make **perky**. She was feeling **perky** and full of energy this morning.
8. Take away the **k** and **y** and add three letters to spell **permit**. To park in my street I need a parking **permit**.
9. Take away **m**, **i** and **t** and add four letters to make **perfume**. She wears too much **perfume**.
10. Take away **u**, **m** and **e** and add three letters to make **perfect**. Nobody is **perfect**.
11. Start again and use four letters to spell **term**. A **term** is usually ten weeks long.
12. Add three letters and make **termite**. A **termite** eats wood.
13. Take away the **t** and **e** and add three letters to spell **terminal**. Our flight leaves from **terminal** two.
14. Start again and use four letters to make **jerk**. My brother is a real **jerk**.
15. Add a letter and spell our final word, **jerky**. The dancers movements were very **jerky**.

Transfer

1. Basil is a strong smelling ____.
2. Free coffee is a ____ of her job.
3. She is wearing a delicate smelling _____.
4. I wish I was as _____ as you.
5. The pest inspector found a _____ in the wood.
6. We waited for a long time at the ferry _____.
7. I had to get a _____ for having a dog.
8. The _____ just wanted to be alone.

Lesson 230

Words for Transfer task

Words: her herd herb herbal hermit perk perky permit perfume perfect term termite terminal jerk jerky

Use this page for students to select words to complete sentences in the transfer task

her	herd
herb	herbal
hermit	perk
perky	permit
perfume	perfect
term	termite
terminal	jerk
jerky	

Lesson 231

Letters: f e r n s t u m l y k b v a d c o e x i h r

Words: fern stern sternum sternly kerb verb advert convert vertex verbal vermin
verdict nerd nerdish fernery

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **er**, as well as the single letters, and let students know that in this lesson it makes **er** as in **her**.

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 four letters and make **fern**. A small green **fern** grew in the shade.
2. Take away the **f** and add two letters to make **stern**. He gave me a **stern** look.
3. Add two letters and make **sternum**. The ribs are attached to the **sternum**.
4. Take away the **u** and **m** and add two letters to make **sternly**. He spoke **sternly** to the group about their behaviour.
5. Start again and use four letters to make **kerb**. They stepped off the **kerb** to cross the street.
6. Change a letter to make **verb**. A **verb** is an action word.
7. Start again and use six letters to make **advert**. The toothpaste **advert** had loud music.
8. Take away the **a** and **d** and add three letters to spell **convert**. This sofa can **convert** into a bed.
9. Start again and use six letters to make **vertex**. A square has four corners and each corner is a **vertex**.
10. Take away **t**, **x** and the second **e** and add three letters to make **verbal**. They made a **verbal** agreement.
11. Take away **b**, **a** and **l** and add three letters to make **vermin**. Rats are **vermin**.
12. Take away **m**, **i** and **n** and add four letters to make **verdict**. The criminal waited to hear the **verdict**.
13. Start again and use four letters to spell **nerd**. I am a bit of a **nerd**.
14. Add three letters to make **nerdish**. I have a slightly **nerdish** obsession with Dr Who.
15. Start again and spell the seven letter word, **fernery**. It was cool and green in the **fernery**.

Transfer

1. I gave them a _____ talking to.
2. The car parked beside the _____.
3. Running is a _____.
4. I hope I can _____ you to loving Dr Who!
5. Cockroaches are _____.
6. The delicate green fronds grew on the _____.
7. Sometimes people call me a _____.
8. The chair of the jury read out the _____.

Lesson 231

Words for Transfer task

Words: fern stern sternum sternly kerb verb advert convert vertex verbal vermin verdict nerd nerdish
fernery

Use this page for students to select words to complete sentences in the transfer task

fern	stern
sternum	sternly
kerb	verb
advert	convert
vertex	verbal
vermin	verdict
nerd	nerdish
fernery	

Lesson 232

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

Words: perm pert Perth perch server service serving servant inert insert invert covert
subvert vertical vertebra

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **er**, as well as the single letters, and let students know that in this lesson it makes **er** as in **her**.

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 four letters and make **perm**. She got a **perm** to make her hair curly.
2. Change a letter to spell **pert**. She answered with a **pert** smile.
3. Add a letter to make **Perth**. The capital city of Western Australia is **Perth**. Let the students know that because Perth is a name, it should have a capital letter.
4. Change a letter to make **perch**. The cockatoo sat on his **perch** in the cage.
5. Start again and use six letters to make **server**. The school **server** stores all our data.
6. Take away the **e** and **r** and add three letters to make **service**. His **service** was prompt and courteous.
7. Take away the **a**, **n** and **t** and add three letters to make **serving**. She asked for a **serving** of fried rice.
8. Take away the **ing** and add three letters to spell **servant**. I wish I had a **servant** to clean up after me.
9. Start again and use five letters to make **inert**. The cat lay **inert** on the rug.
10. Add a letter and make **insert**. You need to **insert** an extra letter to make **insert**.
11. Change a letter to make **invert**. You need to **invert** the cake onto a wire rack to cool.
12. Take away **in** and add two letters to make **covert**. The police were conducting a **covert** investigation.
13. Take away **co** and add three letters to spell **subvert**. The spy tried to **subvert** the government.
14. Start again and use eight letters to make **vertical**. Zebras have **vertical** stripes.
15. Start again and spell the eight letter word, **vertebra**. Every **vertebra** helps to protect the spinal cord.

Transfer

1. The bird sits on its _____ and sings.
2. I had a large _____ of lasagne.
3. Helium is an _____ gas.
4. The burglar is climbing up the _____ pipe.
5. She wanted to get a _____ to make her hair curly.
6. He had to _____ himself into the line up.
7. She took her car in for a _____.
8. _____ is a beautiful city.

Lesson 232

Words for Transfer task

Words: perm pert Perth perch server service serving servant inert insert invert covert subvert vertical
vertebra

Use this page for students to select words to complete sentences in the transfer task

perm	pert
Perth	perch
server	service
serving	servant
inert	insert
invert	covert
subvert	vertical
vertebra	

Lesson 233

Letters: s t e r n l i g h t b e r S o c k x p a m n e a

Words: stern sterling sherbert Sherlock exert expert external thermal thermos intern
lectern eternal maternal paternal internal

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **er**, as well as the single letters, and let students know that in this lesson it makes **er** as in **her**.

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 five letters and make **stern**. He is getting a **stern** talking to.
2. Take away the **n** and then add four letters to spell **sterling**. She did a **sterling** job on the project.
3. Start again and use eight letters to make **sherbert**. I like the way that **sherbert** fizzles on your tongue.
4. Take away the four letters that make **bert** and add a different four letters to make **Sherlock**. The name of a famous fictional detective is **Sherlock** Holmes. Let the students know that because **Sherlock** is a name, it should have a capital letter.
5. Start again and use five letters to make **exert**. He had to **exert** pressure to get the door to open.
6. Add a letter to make the word **expert**. David Attenborough is an **expert** on animals.
7. Start again and make the eight letter word **external**. The building needs new **external** paint.
8. Start again and spell the seven letter word **thermal**. The **thermal** pool is warm all year around.
9. Take away the **a** and **l** and add two letters to make **thermos**. They took a **thermos** of tea to the picnic.
10. Start again and use five letters to make **intern**. The new **intern** started working in the office today.
11. Start again and use seven letters to make **lectern**. The **lectern** was placed on the stage to hold the laptop.
12. Start again and use seven letters to make **eternal**. The ancient Greeks believed their gods were **eternal**.
13. Take away the first **e** and add two letters to spell **maternal**. My **maternal** grandmother is visiting.
14. Change a letter to make **paternal**. Next week my **paternal** grandmother will be here instead.
15. Take away the two letters that make **pa** and then add two different letters to spell **internal**. The medicine is for **internal** use only.

Transfer

1. She had to _____ a lot of pressure to get it to move.
2. He brought soup to school in a _____.
3. I got a job as an _____ for the summer.
4. The robbery was an _____ job.
5. The detective called _____ Holmes was very clever.
6. They visited the _____ springs.
7. They wanted to seek an _____ opinion.
8. She felt a _____ urge to protect the child.

Lesson 233

Words for Transfer task

Words: stern sterling sherbert Sherlock exert expert external thermal thermos intern lectern eternal
maternal paternal internal

Use this page for students to select words to complete sentences in the transfer task

stern	sterling
sherbert	Sherlock
exert	expert
external	thermal
thermos	intern
lectern	eternal
maternal	paternal
internal	

Lesson 234

Letters: a l e r t G m n s p e g y c i f s s o n u b r k h a c m d v

Words: alert German serpent germy certify assert inferno superb berserk kernel
merchant concern mermaid perching revert

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **er**, as well as the single letters, and let students know that in this lesson it makes **er** as in **her**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **alert**. They sent out an **alert** about the criminals.
2. Take six letters and make **German**. He drives a **German** made car.
3. Take seven letters and make **serpent**. The **serpent** slithered along the path.
4. Take five letters and make **germy**. Please put your **germy** tissue in the bin.
5. Take seven letters and make **certify**. We need someone to **certify** a photocopy of a birth certificate.
6. Take six letters and make **assert**. I need to **assert** my opinion.
7. Take seven letters and make **inferno**. The firefighters were trying to extinguish the raging **inferno**.
8. Take six letters and make **superb**. His writing is **superb**.
9. Take seven letters and make **berserk**. When he has red cordial my little brother goes **berserk**.
10. Take six letters and make **kernel**. The **kernel** of the walnut is very tasty.
11. Take eight letters and make **merchant**. The local **merchant** sold fresh fruit at the market.
12. Take seven letters and make **concern**. I wanted to express my **concern** about the situation.
13. Take seven letters and spell **mermaid**. The **mermaid** sang a beautiful song.
14. Take eight letters and make **perching**. There was a bird **perching** on the branch of a tree.
15. Take six letters and make **revert**. She promised not to **revert** to old habits.

Transfer

1. Berlin is a _____ city.
2. I can _____ that the information is true.
3. The dog went _____ during the storm.
4. The edible part of a nut is called a _____.
5. Hospitals are _____ places.
6. I won't _____ myself in your business.
7. The _____ was combing her hair on the rock.
8. The fire turned into a raging _____.

Lesson 234

Words for Transfer task

Words: alert German serpent germy certify assert inferno superb berserk kernel merchant concern
mermaid perching revert

Use this page for students to select words to complete sentences in the transfer task

alert	German
serpent	germy
certify	assert
inferno	superb
berserk	kernel
merchant	concern
mermaid	perching
revert	

Lesson 235

Letters: f i r m e r b d c h t a g e s l y t y

Words: fir firm firmer bird birch birth birdcage sir stir first firstly third thirdly thirst thirsty

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ir**, as well as the single letters, and let students know that in this lesson it makes **ir** as in **dirt**.

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 **fir**. A tall **fir** tree stood in the middle of the forest.
2. Add a letter and make **firm**. I prefer a **firm** mattress.
3. Add two letters and make **firmer**. She needed a **firmer** grip to climb the rope.
4. Start again and use four letters to make **bird**. The **bird** flew high in the sky.
5. Take away the **d** and add two letters to make **birch**. The table is made from **birch** wood.
6. Change a letter and make **birth**. Our cat gave **birth** to five kittens.
7. Take away the **t** and **h** and add five letters to make **birdcage**. The **birdcage** was empty of any birds.
8. Start again and use three letters to make **sir**. Please don't call me **sir**.
9. Add a letter to **sir** and make **stir**. I need to **stir** the soup every ten minutes.
10. Start again and use five letters to make **first**. The **first** job I need to do is to write an email.
11. Add two letters to **first** and make **firstly**. **Firstly**, I'd like to tell you that you are all awesome.
12. Start again and use five letters to spell **third**. The **third** thing I need to do is to tidy my desk.
13. Add two letters and spell **thirdly**. **Thirdly**, I'd like to say that you are all cheeky!
14. Start again and use six letters to make **thirst**. I need water to help with my **thirst**.
15. Add a letter to make **thirsty**. My dog was very **thirsty** and she drank lots of water.

Transfer

1. As jelly sets it get _____ and _____.
2. I would like to have a pet _____.
3. Please _____ ten times before you drink it.
4. He came _____ in the race.
5. My dog received a ribbon for coming _____ in the show.
6. My aunt had a baby and the _____ went smoothly.
7. After the long walk I was very _____.
8. I begged for him to say yes, but he gave me a _____ no.

Lesson 235

Words for Transfer task

Words: fir firm firmer bird birch birth birdcage sir stir first firstly third thirdly thirst thirsty

Use this page for students to select words to complete sentences in the transfer task

fir	firm
firmer	bird
birch	birth
birdcage	sir
stir	first
firstly	third
thirdly	thirst
thirsty	

Lesson 236

Letters: d i r t y g l k s m c h p y w q u a f f o n b d

Words: dirt dirty girl irk smirk chirp chirpy swirl twirl girth quirk affirm confirm skirt birthday

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ir**, as well as the single letters, and let students know that in this lesson it makes **ir** as in **dirt**.

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 four letters and make **dirt**. I love the feel of **dirt** under my fingers.
2. Add a letter and make **dirty**. My dog rolled in the mud and got very **dirty**.
3. Start again and make **girl**. She is a lovely **girl**.
4. Start again and use three letters to make **irk**. When we were kids, my little brother liked to **irk** me.
5. Add two letters to **irk** and make **smirk**. I wanted to wipe the **smirk** from his face.
6. Start again and spell the five letter word **chirp**. The birds began to **chirp** as the sun rose.
7. Add a letter and make **chirpy**. He woke up feeling very **chirpy**.
8. Start again and use five letters to make **swirl**. I needed to **swirl** the new colour through the paint.
9. Change a letter and make **twirl**. She gave a **twirl** of delight.
10. Start again and use five letters to make **girth**. The trunk of the tree had a huge **girth**.
11. Start again and spell the five letter word **quirk**. His main **quirk** is that he hums while he works.
12. Start again and use six letters to spell **affirm**. I can **affirm** that he is my brother.
13. Start again and use seven letters to make **confirm**. I need to ring and **confirm** the booking.
14. Start again and use five letters to make **skirt**. A kilt is like a **skirt** that men in Scotland wear.
15. Start again and use eight letters to spell **birthday**. I would like to have a quiet **birthday** this year.

Transfer

1. She blew out the candles on the _____ cake.
2. The new student is a _____.
3. The bird gave a short _____.
4. The dancer finished his dance with a _____.
5. Please clean the _____ from under your fingertips.
6. I need you to _____ that you will be at the appointment.
7. The little boy played outside and got very _____.
8. As she walked out, she gave me a cheeky _____.

Lesson 236

Words for Transfer task

Words: dirt dirty girl irk smirk chirp chirpy swirl girth quirk affirm confirm skirt birthday

Use this page for students to select words to complete sentences in the transfer task

dirt	dirty
girl	irk
smirk	chirp
chirpy	swirl
twirl	girth
quirk	affirm
confirm	skirt
birthday	

Lesson 237

Letters: f u r r y h l c b b t s p n c d e w k

Words: fur furry hurl curl curly blur blurb blurt spur spurn spurt curd curb curfew lurk

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ur**, as well as the single letters, and let students know that in this lesson it makes **ur** as in **surf**.

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 **fur**. My cat just coughed up a **fur** ball.
2. Add two letters and make **furry**. I love **furry** animals.
3. Start again and make **hurl**. The volcano will **hurl** ash into the air as it erupts.
4. Change a letter to make **curl**. His hair has a natural **curl**.
5. Add a letter to **curl** and make **curly**. The poodle has a **curly** coat.
6. Start again and spell the four letter word **blur**. The rain fell on the window and the view became a **blur**.
7. Add a letter and make **blurb**. He wrote a **blurb** to sell his bike online.
8. Change a letter to make **blurt**. She felt so guilty that she wanted to **blurt** out the truth.
9. Start again and use four letters to make **spur**. We decided to go to the beach on the **spur** of the moment.
10. Add a letter to make **spurn**. He decided to **spurn** the offer of help.
11. Change a letter and make **spurt**. He had a growth **spurt** over the Christmas holidays.
12. Start again and use four letters to spell **curd**. I love eating lemon **curd**.
13. Change a letter to make **curb**. Please **curb** your enthusiasm.
14. Take away the b and add three letters to make **curfew**. The police put a **curfew** in place after the riot.
15. Start again and use four letters to spell **lurk**. Shadows **lurk** in the dark corner.

Transfer

1. My favourite spread is lemon ____.
2. I was so angry I wanted to ____ things around.
3. I have to use a hot iron to ____ my hair.
4. He had a ____ of energy at the end of the race.
5. He likes to ____ in doorways.
6. He doesn't like his ____ hair.
7. I often call my dog my ____ friend.
8. The insect moved so fast that it was a ____.

Lesson 237

Words for Transfer task

Words: fur furry hurl curl curly blur blurb blurt spur spurn spurt curd curb curfew lurk

Use this page for students to select words to complete sentences in the transfer task

fur	furry
hurl	curl
curly	blur
blurb	blurt
spur	spurn
spurt	curd
curb	curfew
lurk	

Lesson 238

Letters: b u r n p s t d e g r f h y l c h c h

Words: burn burp burst burden burger urn turn turf surf hurt yurt slur slurp churn church

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ur**, as well as the single letters, and let students know that in this lesson it makes **ur** as in **surf**.

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 four letters and make **burn**. The sun was so hot I could feel it **burn**.
2. Change a letter and make **burp**. Drinking fizzy drinks always makes me **burp**.
3. Take away the **p** and make **burst**. When I dropped the bag it **burst** open.
4. Take away the **s** and **t** and add three letters to spell **burden**. My elderly father worries that he is a **burden** on me.
5. Take away the three letters that make **den** and add three letters to make **burger**. He ordered a **burger** for lunch.
6. Start again and spell the three letter word **urn**. The ashes were placed in an **urn** for the funeral.
7. Add a letter and make **turn**. Everyone gets a **turn** at the game.
8. Change a letter to make **turf**. The horses galloped over the **turf**.
9. Change a different letter to make **surf**. My uncle loves to **surf**.
10. Start again and make **hurt**. I **hurt** my back carrying a heavy box up the stairs.
11. Change a letter and make **yurt**. A **yurt** is a domed tent.
12. Start again and use four letters to spell **slur**. The rude comment was a **slur** on me.
13. Add a letter to make **slurp**. Please don't **slurp** your drink.
14. Start again and make **churn**. The water flowing over the rapids makes it **churn** up into froth.
15. Take away the **n** and add two letters to spell **church**. There is a **church** across the street.

Transfer

1. To make butter you need to _____ milk until it goes thick.
2. The wedding ceremony was held at a _____.
3. Take a left _____ at the corner.
4. The soccer team prefers to play on synthetic _____.
5. Don't touch the flame or you will _____ your fingers.
6. We went camping in a _____.
7. I ate so much I felt like I might _____.
8. For dinner we had a _____ and chips.

Lesson 238

Words for Transfer task

Words: burn burp burst burden burger urn turn turf surf hurt yurt slur slurp churn church

Use this page for students to select words to complete sentences in the transfer task

burn	burp
burst	burden
burger	urn
turn	turf
surf	hurt
yurt	slur
slurp	churn
church	

Lesson 239

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

Words: fur hurt lurch slur turf absurd burn surf murmur lurk further burger furry burp curl

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ur**, as well as the single letters, and let students know that in this lesson it makes **ur** as in **surf**.

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 for this lesson they will need to put the letters away after making each word 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 **fur**. She wanted to wear a **fur** coat even though she knew it was bad.
2. Take four letters and make **hurt**. His unkind words **hurt** her feelings.
3. Take five letters and make **lurch**. The car gave a **lurch** as it hit a pot hole.
4. Take four letters and make **slur**. Speak clearly and don't **slur** your words.
5. Take four letters and make **turf**. They laid **turf** to make their lawn.
6. Take six letters and make **absurd**. It is **absurd** to be scared of spiders.
7. Take four letters and make **burn**. Don't touch the oven or you will **burn** yourself.
8. Take four letters and make **surf**. It's fun to swim in the **surf** at the beach.
9. Take six letters and make **murmur**. I heard the **murmur** of noise as I got closer to the room.
10. Take four letters and make **lurk**. My teenage sister likes to **lurk** in doorways.
11. Take seven letters and make **further**. My new house is **further** from the school.
12. Take six letters and make **burger**. I would like a **burger** for lunch.
13. Take five letters and spell **furry**. My brother's cat is very **furry**.
14. Take four letters and make **burp**. I always **burp** after drinking soft drink.
15. Take four letters and make **curl**. I have to use a hot rod to get my hair to **curl**.

Transfer

1. Please say "excuse me" if you ____.
2. My dog's ____ is very curly.
3. He has a nasty ____ on his hand from the fire.
4. I would like a chicken _____ tonight.
5. When I fell over I ____ my knee.
6. Every time I ____, I fall off the surfboard.
7. My dad is wearing my brother's dinosaur tail and he looks _____.
8. They are playing hockey on synthetic _____.

Lesson 239

Words for Transfer task

Words: fur hurt lurch slur turf absurd burn surf murmur lurk further burger furry burp curl

Use this page for students to select words to complete sentences in the transfer task

fur	hurt
lurch	slur
turf	absurd
burn	surf
murmur	lurk
further	burger
furry	burp
curl	

Lesson 240

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

Words: uncap unwell undo unpack untrue unseen unzip unarmed unsafe untwist
unlucky unwise untidy unborn 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 **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**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **un-**. This is a prefix. A prefix is one or more letters that we add to the beginning of a word. The prefix **un-** means **not** or **the opposite of**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **uncap**. She twisted to **uncap** the bottle of water.
2. Take six letters and make **unwell**. He went home because he was feeling **unwell**.
3. Take four letters and make **undo**. You need to **undo** the buttons before you take the shirt off.
4. Take six letters and make **unpack**. When we get home I need to **unpack** the shopping from the boot.
5. Take six letters and make **untrue**. He made **untrue** statements.
6. Take six letters and make **unseen**. I managed to slip out of the room **unseen**.
7. Take five letters and make **unzip**. She had to **unzip** her backpack to find her keys.
8. Take four letters and make **unarmed**. The security guard was **unarmed** while on duty.
9. Take six letters and make **unsafe**. I felt **unsafe** because of all the loud noises.
10. Take seven letters and make **untwist**. Every year we have to **untwist** the Christmas lights before we can use them.
11. Take seven letters and make **unlucky**. I was **unlucky** and just missed my train.
12. Take six letters and make **unwise**. It would be **unwise** to lie to your mother.
13. Take six letters and spell **untidy**. Our room always looks **untidy**.
14. Take six letters and make **unborn**. They listened to the heartbeat of their **unborn** child.
15. Take six letters and make **unlock**. Please ask her to **unlock** the door for you.

Transfer

1. I went to the edit menu to _____ my spelling mistake.
2. _____ your school bag when we get home.
3. I tried to _____ my bag but the zip was broken.
4. It is _____ to ride a bike without a helmet on.
5. Are you a tidy or _____ person?
6. Before he could ride his bike he had to _____ it from the rack.
7. My little brother said he was _____ so he didn't have to go to soccer practice.
8. Don't go into the old building because the floors are _____.

Lesson 240

Words for Transfer task

Words: uncap unwell undo unpack untrue unseen unzip unarmed unsafe untwist unlucky unwise
untidy unborn unlock

Use this page for students to select words to complete sentences in the transfer task

uncap	unwell
undo	unpack
untrue	unseen
unzip	unarmed
unsafe	untwist
unlucky	unwise
untidy	unborn
unlock	

Lesson 241

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

Words: unbend unpin unspent unhurt unfunny unplug unreal unopened unbound
unload untruth unhappy unravel unblock unfold

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **un-**. This is a prefix. A prefix is one or more letters that we add to the beginning of a word. The prefix **un-** means **not** or **the opposite of**.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **unbend**. I need to **unbend** this paperclip.
2. Take five letters and make **unpin**. I have to **unpin** my hair before bed.
3. Take seven letters and make **unspent**. The small boy was bursting with **unspent** energy.
4. Take six letters and make **unhurt**. He fell over the log but was **unhurt** by the fall.
5. Take seven letters and make **unfunny**. The joke was very **unfunny**.
6. Take six letters and make **unplug**. You need to **unplug** the TV before you move it.
7. Take six letters and make **unreal**. The ocean was so still it looked **unreal**.
8. Take eight letters and make **unopened**. The **unopened** mail sat on the bookshelf.
9. Take seven letters and make **unbound**. The **unbound** pile of papers was disturbed by the wind.
10. Take six letters and make **unload**. The removalists started to **unload** the van.
11. Take seven letters and make **untruth**. Please don't tell me an **untruth**.
12. Take seven letters and make **unhappy**. The decision made him **unhappy**.
13. Take seven letters and spell **unravel**. Please **unravel** the knot before you go any further.
14. Take seven letters and make **unblock**. We needed to get a plumber to **unblock** the drains.
15. Take six letters and make **unfold**. **Unfold** your napkin and put it on your lap.

Transfer

1. A lie can also be called an _____.
2. Please _____ the notice from the noticeboard.
3. Despite being in a car accident, I was _____.
4. My dad's jokes are often _____.
5. There was a lot of _____ email in my Inbox.
6. If you are free, you are _____.
7. He told me to _____ the dishwasher.
8. I am _____ that you are leaving.

Lesson 241

Words for Transfer task

Words: unbend unpin unspent unhurt unfunny unplug unreal unopened unbound unload untruth
unhappy unravel unblock unfold

Use this page for students to select words to complete sentences in the transfer task

unbend	unpin
unspent	unhurt
unfunny	unplug
unreal	unopened
unbound	unload
untruth	unhappy
unravel	unblock
unfold	

Lesson 242

Letters: u n l i k e p c k t a m d r s s h n u b l o w n j f v a

Words: unlike unpick untamed undress unchain unkind undue unable unclamp
unknown unjust unafraid unloved unmask unpleasant

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **un-**. This is a prefix. A prefix is one or more letters that we add to the beginning of a word. The prefix **un-** means **not** or **the opposite of**.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **unlike**. I am very **unlike** my brothers.
2. Take five letters and make **unpick**. I asked my mum to **unpick** the mistake in my knitting.
3. Take seven letters and make **untamed**. The wolf cub is **untamed**.
4. Take seven letters and make **undress**. Please **undress** and put your pyjamas on.
5. Take seven letters and make **unchain**. He will **unchain** his bike from the rack.
6. Take six letters and make **unkind**. Please don't say **unkind** things.
7. Take five letters and make **undue**. Don't put **undue** pressure on yourself.
8. Take six letters and make **unable**. I am so tired I am **unable** to finish the book.
9. Take seven letters and make **unclamp**. After the glue has dried, you can **unclamp** the wood.
10. Take seven letters and make **unknown**. The future is **unknown** to all of us.
11. Take six letters and make **unjust**. They made an **unjust** accusation.
12. Take seven letters and make **unafraid**. The little girl was **unafraid** of the big dog.
13. Take seven letters and spell **unloved**. Sometimes we all feel **unloved**.
14. Take six letters and make **unmask**. They were working together to **unmask** the criminal.
15. Take ten letters and make **unpleasant**. She hoped that would be the end of the **unpleasant** business.

Transfer

1. Her hair looks messy and _____.
2. He had to _____ the pipe before he could remove it.
3. The man who came into the room was _____ to me.
4. He made an _____ comment.
5. I am _____ of most things, except snakes.
6. Before the doctor can examine you, you need to _____.
7. I was _____ to get to the party.
8. We need to _____ the person behind this.

Lesson 242

Words for Transfer task

Words: unlike unpick untamed undress unchain unkind undue unable unclamp unknown unjust
unafraid unloved unmask unpleasant

Use this page for students to select words to complete sentences in the transfer task

unlike	unpick
untamed	undress
unchain	unkind
undue	unable
unclamp	unknown
unjust	unafraid
unloved	unmask
unpleasant	

Lesson 243

or one, two and three syllable words: born, cord, cork, corn, for, fork, form, fort, forth, horn, horse, lord, morn, nor, norm, north, or, porch, pork, port, scorn, shorn, short, snort, sort, sport, stork, storm, sworn, thorn, torch, torn, absorb, adorn afford, border, carport, concord, condor, conform, contort, cordless, corner, discord, distort, dorsal, export, forbid, formal, format, former, fortnight, forty, hornet, import, inform, mentor, morning, morsel, mortal, mortar, normal, orbit, orca, order, organ, ornate, portal, porter, reborn, reform, report, resort, scorching, scornful, seahorse, shorter, snorting, sorted, sporty, stormy, thorny, unborn, unworn, vortex, abnormal, assorted, disorder, factory, history, memory

ar one, two and three syllable words: arch, ark, arm, art, bar, barb, bark, barn, car, card, carp, carve, charm, chart, dark, darn, dart, far, farm, garb, hard, hark, harm, harp, harsh, jar, lark, march, Mars, marsh, mart, parch, park, scar, scarf, shard, shark, sharp, spark, star, starch, start, tar, tarp, tart, yard, yarn, carbon, cargo, carpark, depart, farmer, garden, harmless, landmark, market, parsnip, party, starfish, started, target, upstart, apartment, archery, cardigan, harmony, marketing, regarding

er one, two and three syllable words: fern, her, herb, herd, jerk, kerb, nerd, perch, perk, perm, pert, Perth, stern, term, verb, adverb, advert, alert, assert, berserk, concern, convert, covert, exert, expert, German, germy, herbal, hermit, inert, insert, intern, invert, jerky, kernel, lectern, merchant, mermaid, nerdish, perching, perfect, perfume, perky, permit, revert, serpent, servant, server, service, serving, sherbet, Sherlock, sterling, sternly, sternum, subvert, superb, termite, thermal, thermos, verbal, verdict, vermin, vertex, certify, eternal, external, fernery, inferno, internal, maternal, paternal, terminal, vertebra, vertical

ir one and two syllable words: birch, bird, birth, chirp, dirt, fir, firm, first, girl, girth, irk, quirk, sit, skirt, smirk, stir, swirl, third, thirst, twirl, affirm, birdcage, birthday, chirpy, confirm, dirty, firmer, firstly, thirdly, thirsty

ur one and two syllable words: blur, blurb, blurt, burn, burp, burst, church, churn, curb, curd, curl, fur, hurl, hurt, lurch, lurk, slur, slurp, spur, spurn, spurt, surf, turf, turn, urn, yurt, absurd, burden, burger, curfew, curly, murmur, furry, further

prefix -un two and three syllables: unarmed, unbend, unblock, unborn, unbound, uncap, unchain, unclamp, undo, undress, undue, unfold, unhurt, unjust, unkind, unknown, unlike, unload, unlock, unloved, unmask, unnamed, unpack, unpick, unpin, unplug, unreal, unsafe, unseen, unspent, untamed, untrue, untruth, untwist, unwell, unwise, unzip, unable, unafraid, uncanny, unfunny, unhappy, unlucky, unopened, unpleasant, untidy, unravel

Irregular words (covered in word wall): last after says laugh

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 **or** words they can. If needed, remind them to start words with different letters.
2. Ask the students to make any **ar** words they can. Again, if needed remind them to make words starting with different letters.
3. Ask the students to make any **er** words they can, Remind them to try different first letters.
4. Ask the students to make any **ir** words they can. Remind them to try different first letters.
5. Ask the students to make any **ur** words they can. Remind them to try different first letters.
6. Ask the students to make different words starting with **un**.

Lesson 243

Please see the list of words on the previous page for the different sounds covered in this phase.

Irregular words (covered in word wall): last after says laugh

Review continued.

7. 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 nine lessons. They also include the four irregular words that should be on the word wall – **last, after, says, laugh**

We had a big storm here and it made a rainbow.	I parked my car on the corner of the street after the last tree.	Jordan had some corn on his fork with a swirl of butter on top.
Sam and Cam play sport on the porch in the storm.	After the storm we undid the tarp and all the rain spilled onto the ground.	My brother laughed because my shirt was splashed with dirt.
My mother says you should never chase a storm.	We will unpack the car when the rain stops.	Pham hurt his leg after he turned too quickly to get the ball.
Shirl helped to turn the shirt up on my arm because it was hurting.	The arch in the factory was unsafe.	The fern was in an unloved part of the garden.
Nam is unwell and will have a short rest from school.	I use my cane to find the curb.	A mermaid lives in the sea and is an expert at swimming.
I spilled tea on my carpet after laughing so hard.	Mel came third and Tram came first in the school carnival.	



Phase 16

Lessons 244 to 249

Please follow the instructions in each individual lesson.

The focus letters for these lessons are schwa and the suffix **-er**. Schwa is the most common, unstressed vowel sound in English. It is often described as a 'lazy' or neutral vowel. Examples are the **a** in **about** or the **u** in **supply**. The suffix **-er** means a person or a thing that does something e.g. helper.

For these lessons, some words require capital letters or more than one of a letter. 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.

In transfer tasks, more than one word may correctly complete a sentence – and you can feel free to discuss options as a group.

Word Wall

Please ensure that as you work on Lessons 244 to 249, that you also focus on the irregular words: **friend**, **water**, **eyes** and **always**. These should be used in your word wall words over this period if they haven't been covered already.

Lesson 244

Letters: t h e a g r e l i s o f p a n d m x b t o u s v

Words: the agree liar sofa panda after ago lemon extra rebel salad bottom about
dragon lesson travel

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **schwa**. **Schwa** is an unstressed vowel sound that can be made by any of the vowels.

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 for this lesson they will need to put the letters away after making each word 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 **the**. I want to go to **the** beach.
2. Take five letters and make **agree**. I don't **agree** with violence.
3. Take four letters and make **liar**. My mother told me I shouldn't be a **liar**.
4. Take four letters and make **sofa**. The dog and cat are not allowed on the **sofa**.
5. Take five letters and make **panda**. The **panda** is the only animal that eats bamboo.
6. Take five letters and make **after**. He ran **after** the dog to get his ball back.
7. Take three letters and make **ago**. Long **ago** the Romans were a very powerful race.
8. Take five letters and make **lemon**. I'd like a slice of **lemon** in my water.
9. Take five letters and make **extra**. I think you all deserve some **extra** work.
10. Take five letters and make **rebel**. She is a natural **rebel**.
11. Take five letters and make **salad**. I thought we'd have **salad** with our burgers.
12. Take six letters and make **bottom**. They started climbing the hill at the **bottom**.
13. Take five letters and spell **about**. Tell me all **about** your day.
14. Take six letters and make **dragon**. I would love to see a **dragon**.
15. Take six letters and make **lesson**. I've learned my **lesson** and I'll never do that again.
16. Take six letters and make **travel**. He loved to **travel**.

Transfer

1. I like sitting on the _____ and watching TV.
2. The _____ is black and white.
3. The teenager decided to _____ against the rules.
4. We had a green _____ with our lunch.
5. The _____ tree has lots of fruit.
6. I wish I knew more _____ dinosaurs.
7. The red _____ breathed out fire.
8. I'd like to _____ to China.

Lesson 244

Words for Transfer task

Words: the agree liar sofa panda after ago lemon extra rebel salad bottom about dragon lesson travel

Use this page for students to select words to complete sentences in the transfer task

the	agree
liar	sofa
panda	after
ago	lemon
extra	rebel
salad	bottom
about	dragon
lesson	travel

Lesson 245

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

Words: above wagon lunar camel finger pedal balloon medal novel doctor shiver dollar
drama helmet solar happen

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **schwa**. **Schwa** is an unstressed vowel sound that can be made by any of the vowels.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **above**. The picture hangs **above** the sofa.
2. Take five letters and make **wagon**. My nephew loves pulling a little **wagon** behind him.
3. Take five letters and make **lunar**. The calendar is based on the **lunar** cycle.
4. Take five letters and make **camel**. A **camel** is sometimes called the ship of the desert.
5. Take six letters and make **finger**. Don't point your **finger** at me!
6. Take five letters and make **pedal**. Put your foot on the **pedal** and push.
7. Take seven letters and make **balloon**. I'd love to fly in a hot air **balloon**.
8. Take five letters and make **medal**. Her cake won a gold **medal** at the show.
9. Take five letters and make **novel**. I am reading a really good **novel**.
10. Take six letters and make **doctor**. I went to the **doctor** to get my test results.
11. Take six letters and make **shiver**. It was so cold he started to **shiver**.
12. Take six letters and make **dollar**. Let's go and look at the **dollar** shop.
13. Take five letters and make **drama**. The show was full of **drama**.
14. Take six letters and make **helmet**. Make sure you wear your bike **helmet**.
15. Take five letters and make **solar**. Earth is a planet in the **solar** system.
16. Take six letters and make **happen**. None of us knows what will **happen** next.

Transfer

1. The sun moved _____ the horizon.
2. My uncle rode across the desert on a _____.
3. The small child walked along holding my _____.
4. He got a _____ for rescuing people from the fire.
5. I have a new bike _____.
6. The sun produced a _____ flare.
7. The creepy music made me _____.
8. The author has just published a new _____.

Lesson 245

Words for Transfer task

Words: above wagon lunar camel finger pedal balloon medal novel doctor shiver dollar drama helmet
solar happen

Use this page for students to select words to complete sentences in the transfer task

above	wagon
lunar	camel
finger	pedal
balloon	medal
novel	doctor
shiver	dollar
drama	helmet
solar	happen

Lesson 246

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

Words: runner, loner, golfer, biker, computer, shaver, taker, baker, carer, hunter, joker, miner, banker, robber, teacher

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-er**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-er** means a person who does something or a thing that does something.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **runner**. He is a marathon **runner**.
2. Take five letters and make **loner**. He is a **loner** because he finds people exhausting.
3. Take six letters and spell **golfer**. She wants to be a professional **golfer**.
4. Take five letters and make **biker**. A friendly **biker** waved as he rode past.
5. Take eight letters and make **computer**. He put the **computer** to sleep when he finished.
6. Take six letters and make **shaver**. We bought him a new **shaver** for Father's day.
7. Take five letters and make **taker**. It's better to be a giver than a **taker**.
8. Take five letters and make **baker**. The **baker** starts work at 4am.
9. Take five letters and make **carer**. We are advertising for a new **carer**.
10. Take six letters and make **hunter**. He is an experienced **hunter**.
11. Take five letters and make **joker**. I needed a **joker** to win the card game.
12. Take five letters and make **miner**. The **miner** was looking for gold.
13. Take six letters and make **banker**. I made a meeting with my **banker** for a loan.
14. Take six letters and make **robber**. The **robber** was wearing a balaklava.
15. Take seven letters and make **teacher**. My mother is a school **teacher**.

Transfer

1. My _____ went to the shops with me.
2. I love playing games on my _____.
3. The _____ was caught by the police.
4. I heard the _____ before I saw him riding past.
5. I would love to be a treasure _____.
6. The _____ is panning the stream for gold.
7. As I was walking, a _____ sped past me.
8. The _____ explained everything clearly.

Lesson 246

Words for Transfer task

Words: runner, loner, golfer, biker, computer, shaver, taker, baker, carer, hunter, joker, miner, banker, robber, teacher

Use this page for students to select words to complete sentences in the transfer task

runner	loner
golfer	biker
computer	shaver
taker	baker
carer	hunter
joker	miner
banker	robber
teacher	

Lesson 247

Letters: c a m p e r w i t b l e n d h r y v a o l f e k e e u m j g g

Words: camper, wiper, timer, blender, rider, hairdryer, cleaner, driver, patroller, cheater, farmer, beekeeper, drummer, jogger, glider

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-er**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-er** means a person who does something or a thing that does something.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **camper**. The **camper** accidentally started a fire.
2. Take five letters and make **wiper**. The windscreen **wiper** made a squeaky noise.
3. Take five letters and spell **timer**. When the **timer** goes off we need to finish.
4. Take seven letters and make **blender**. She put the fruit in the **blender** to make a smoothie.
5. Take five letters and make **rider**. The **rider** was wearing a pink helmet.
6. Take nine letters and make **hairdryer**. After swimming, dry your hair using the **hairdryer**.
7. Take seven letters and make **cleaner**. The **cleaner** doesn't like the mess when we use glitter.
8. Take six letters and make **driver**. The **driver** stopped at the pedestrian crossing.
9. Take nine letters and make **patroller**. The security **patroller** checked all the doors were locked.
10. Take seven letters and make **cheater**. No-one likes a **cheater**.
11. Take six letters and make **farmer**. The **farmer** was ploughing the paddock.
12. Take nine letters and make **beekeeper**. A **beekeeper** uses smoke to calm the bees.
13. Take seven letters and make **drummer**. Most rock bands have a **drummer**.
14. Take six letters and make **jogger**. The **jogger** passed me on the path.
15. Take six letters and make **glider**. I'd love to go on a **glider**, high in the sky.

Transfer

1. He is a very slow _____.
2. I am too scared of bees to be a _____.
3. Can you set the _____ for five minutes?
4. I left a note for the _____ apologising for the glitter.
5. My little brother has always been a _____, even when playing snap.
6. I took a trip over the rainforest canopy in a _____.
7. I don't like drying my hair with a _____.
8. My brother works as a taxi _____.

Lesson 247

Words for Transfer task

Words: camper, wiper, timer, blender, rider, hairdryer, cleaner, driver, patroller, cheater, farmer, beekeeper, drummer, jogger, glider

Use this page for students to select words to complete sentences in the transfer task

camper	wiper
timer	blender
rider	hairdryer
cleaner	driver
patroller	cheater
farmer	beekeeper
drummer	jogger
glider	

Lesson 248

Letters: d i g g e r f b b o o m w n n f i h t v l p p a l u s m l

Words: digger, fibber, groomer, winner, firefighter, voter, flipper, groover, healer, beginner, helper, ruler, swimmer, publisher, traveller

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 **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Explain to the students that this lesson is going to focus on **-er**. This is a suffix. A suffix is one or more letters that we add to the end of a word. The suffix **-er** means a person who does something or a thing that does something.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **digger**. The **digger** was creating a huge hole.
2. Take six letters and make **fibber**. He can be a **fibber** sometimes.
3. Take seven letters and spell **groomer**. I took my dog to the **groomer**.
4. Take six letters and make **winner**. The **winner** of the race is wearing a yellow shirt.
5. Take eleven letters and make **firefighter**. The **firefighter** carried the children out of the building.
6. Take five letters and make **voter**. He approached the **voter** with a voting sheet.
7. Take seven letters and make **flipper**. I can only find one **flipper** in my cupboard.
8. Take seven letters and make **groover**. That dancer is a real **groover**.
9. Take six letters and make **healer**. People often say that time is a great **healer**.
10. Take eight letters and make **beginner**. Nick is a **beginner** at knitting.
11. Take six letters and make **helper**. I need a volunteer to be a **helper**.
12. Take five letters and make **ruler**. I have to use a **ruler** to draw a straight line.
13. Take seven letters and make **swimmer**. I am a very good **swimmer**.
14. Take nine letters and make **publisher**. The **publisher** has signed a new author.
15. Take nine letters and make **traveller**. The **traveller** checked into the hotel.

Transfer

1. He is a very slow _____.
2. A penguin has a _____ instead of a foot.
3. The _____ of the race was very fast.
4. My dog loves going to the _____.
5. The little boy loves playing in the sand pit with his _____.
6. I think he needs to see a _____ about his arm.
7. I am a _____ at chess.
8. I love being my Mum's _____.

Lesson 248

Words for Transfer task

Words: digger, fibber, groomer, winner, firefighter, voter, flipper, groover, healer, beginner, helper, ruler, swimmer, publisher, traveller

Use this page for students to select words to complete sentences in the transfer task

digger	fibber
groomer	winner
firefighter	voter
flipper	groover
healer	beginner
helper	ruler
swimmer	publisher
traveller	

Lesson 249

Schwa one and two syllable words: the, about, above, after, ago, agree, balloon, bottom, camel, doctor, dollar, drama, dragon, extra, finger, helmet, happen, lemon, lesson, liar, lunar, medal, novel, panda, pedal, rebel, salad, shiver, sofa, solar, travel, wagon

Suffix -er two and three syllable words: baker, banker, biker, blender, camper, carer, cheater, cleaner, digger, driver, drummer, farmer, fibber, flipper, glider, golfer, groomer, groover, healer, helper, hunter, jogger, joker, loner, miner, rider, robber, ruler, runner, shaver, swimmer, taker, teacher, timer, voter, winner, wiper, beginner, beekeeper, computer, firefighter, hairdryer, patroller, publisher, traveller

Irregular words (covered in word wall): friend water eyes always

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 or two syllable words they can using schwa.
2. Ask them to make any -er words they can.
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 decodable sentences and instructions are on the next page.

Lesson 249

Please see the list of words on the previous page for the different sounds covered in this phase.

Irregular words (covered in word wall): friend water eyes always

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 nine lessons. They also include the four irregular words that should be on the word wall – **friend, water, eyes, always**.

The painter added a blob of red paint with a swish of his brush.	The diver jumped into the sky and did a flip into the pool.	The reader finished the book then gave it to her friend to read
My eyes always water in the bright sun.	The swimmer glides across the glimmering water.	The tram driver always stops for me and my friend to get off the tram.
When the skater fell to the ground her friend was there to help her up.	The dog walker gave the dogs a big drink of water.	The driver drives the bus slowly so all the children are safe.
I always get my eyes checked when they hurt.	The toaster browns my toast just the way I like it.	The singer stood in the spotlight and sang.
The baker made a yummy cake with fresh cream.	The golfer hit the ball into the sand.	The runner ran all the way from Darwin to Perth.
My friend always has water in her bag.		



Phase 17

Lessons 250 to 266

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **soft g**, **soft c**, **dge**, **tch**, **ph**, **kn** and the suffix **-er**. The suffix **-er** in these lessons is used as a comparative, for example bigger or smaller.

For these lessons, some words require capital letters or more than one of a letter. 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.

In transfer tasks, more than one word may correctly complete a sentence – and you can feel free to discuss options as a group.

Word Wall

Please ensure that as you work on Lessons 250 to 266, that you also focus on the irregular words: **half**, **move**, **gone** and **both**. These should be used in your word wall words over this period if they haven't been covered already.

Lesson 250

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

Words: age cage wage stage gel gem gent urgent page rage sage magic logic allergic cottage
generate

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**. Hold up **g** and let the students know that in these lesson it makes a softer sound just like it does in **age**.

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 **age**. I am 25 years of **age**.
2. Add one letter and make the four-letter word **cage**. No animal likes being in a **cage**.
3. Change a letter to make **wage**. You should never work for less than minimum **wage**.
4. Take away the **w** and add two letters to make **stage**. The actors took to the **stage** to start the play.
5. Start again and make the three-letter word **gel**. Aloe vera **gel** helps with sunburn.
6. Change a letter to spell **gem**. A ruby is a beautiful red **gem**.
7. Start again and make **gent**. A nice old **gent** opened the door.
8. Add two letters to **gent** to make **urgent**. I got an **urgent** message from my father.
9. Start again and make **page**. I reached the final **page** in the book.
10. Change a letter and make **rage**. She was shaking with **rage**.
11. Change a letter and make **sage**. I planted some fresh **sage** in the garden.
12. Start again and make the five letter word **magic**. Do you believe in **magic**?
13. Take away the **m** and **a** and add two different letters to make **logic**. His argument lacks basic **logic**.
14. Start again and use eight letters to make **allergic**. He is **allergic** to peanuts.
15. Start again and make the seven letter word **cottage**. We stayed in a **cottage** last weekend.
16. Use eight letters to make **generate**. Solar panels **generate** electricity.

Transfer

1. Next birthday he will be eight years of ____.
2. You need two herbs for this recipe, basil and ____.
3. When his toy broke, he flew into a ____.
4. The magician did an amazing ____ trick.
5. She lives in a stone ____.
6. It is a good job and you can earn a good ____.
7. My favourite ____ is a diamond.
8. The bird sang beautifully even though it was in a ____.

Lesson 250

Words for Transfer task

Words: age cage wage stage gel gem gent urgent page rage sage magic logic allergic
cottage generate

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

age	cage
wage	stage
gel	gem
gent	urgent
page	rage
sage	magic
logic	allergic
cottage	generate

Lesson 251

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

Words: barge large charge merge verge hinge twinge lunge plunge singe cringe fringe margin origin
garbage legend

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**. Hold up **g** and let the students know that in these lessons it makes a softer sound just like it does in **age**.

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 five letters and make **barge**. A large **barge** carried goods to the island.
2. Change a letter to make the word **large**. An elephant is a **large** animal.
3. Take away the **l** and add two letters to make **charge**. I need to **charge** my phone's battery.
4. Start again and make the five letter word **merge**. The two classrooms need to **merge** for lessons today.
5. Change a letter to spell **verge**. She was on the **verge** of bursting into tears.
6. Start again and spell the five letter word **hinge**. The old door creaked because of a rusty **hinge**.
7. Take away the **h** and add two letters to spell **twinge**. She felt a **twinge** of guilt for not helping.
8. Start again and make **lunge**. My dog often makes a **lunge** at the postman.
9. Add a letter to **lunge** to make **plunge**. She took a **plunge** in the pool.
10. Start again and make the five letter word **singe**. Be careful not to **singe** your hair.
11. Take away the **s** and add two letters to make **cringe**. The loud noise made me **cringe**.
12. Change a letter and make **fringe**. They live on the city **fringe**.
13. Start again and use six letters to make **margin**. She won the election by a wide **margin**.
14. Start again and use six letters to make **origin**. The river has its **origin** in the mountains.
15. Start again and make the seven letter word **garbage**. The **garbage** truck drove down the street.
16. Use six letters to make **legend**. **Legend** says that a dragon lives on the mountain.

Transfer

1. Michael Jordan is a basketball _____.
2. A _____ is often used to carry goods over water.
3. I need to put some oil on the creaky _____.
4. I am on the _____ of a breakthrough.
5. As soon as I started to sing, everyone started to _____.
6. My sore back gave a _____.
7. The _____ heap stank.
8. I had a new haircut and now I have a _____.

Words for Transfer task

Words: barge large charge merge verge hinge twinge lunge plunge singe cringe fringe
margin origin garbage legend

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

barge	large
charge	merge
verge	hinge
twinge	lunge
plunge	singe
cringe	fringe
margin	origin
garbage	legend

Lesson 252

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

Words: bulge forge energy gym huge digit ginger germ lounge rampage gist gorge sponge engine
fragile passage

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**. Hold up **g** and let the students know that in these lessons it makes a softer sound just like it does in **age**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **bulge**. Her phone makes a **bulge** in her pocket.
2. Take five letters and make **forge**. The blacksmith was making a new horseshoe at the **forge**.
3. Take six letters and make **energy**. We should all be moving to using renewable **energy**, like solar **energy**.
4. Take three letters and make **gym**. I go to the **gym** every morning.
5. Take four letters and make **huge**. The boa constrictor is a **huge** snake.
6. Take five letters and make **digit**. The number 2 is a single **digit**.
7. Take six letters and make **ginger**. My favourite drink is **ginger** ale.
8. Take four letters and make **germ**. Cover your mouth when you cough to stop the **germ** spreading.
9. Take six letters and make **lounge**. Don't put your feet on the **lounge**.
10. Take seven letters and make **rampage**. She lost her temper and went on a **rampage**.
11. Take four letters and make **gist**. I understood the **gist** of his long story.
12. Take five letters and spell **gorge**. The **gorge** was beautiful in the sunrise.
13. Take six letters and make **sponge**. He used a wet **sponge** to wipe the table.
14. Take six letters and make **engine**. We could hear the noisy car **engine** from a distance.
15. Take seven letters and make **fragile**. The box with the glassware had a **fragile** sticker on it.
16. Take seven letters and make **passage**. The bathroom is the second door down the **passage**.

Transfer

1. We set and watched TV in the _____ room.
2. My car is having problems and I need to get the _____ checked.
3. Sometimes people take _____ to help with travel sickness.
4. The little boy has lots of _____ and runs everywhere.
5. He did a workout at the _____.
6. A number can also be called a _____.
7. He tried to _____ the stain from his shirt.
8. I have had a difficult day and I am feeling _____.

Words for Transfer task

Words: bulge forge energy gym huge digit ginger germ lounge rampage gist gorge
sponge engine fragile passage

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

bulge	forge
energy	gym
huge	digit
ginger	germ
lounge	rampage
gist	gorge
sponge	engine
fragile	passage

Lesson 253

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

Words: cent recent lace pace mice nice spice space trace face race voice choice cell circus

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**. Hold up **c** and let the students know that in these lessons it makes a softer sound just like it does in **mice**.

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. Make the four letter word **cent**. I don't think you can buy anything for 1 **cent**.
2. Add two letters and make **recent**. This is a **recent** photo of my mum.
3. Start again and use four letters to make **lace**. The bride wore a beautiful dress with white **lace**.
4. Change a letter and make **pace**. She set a fast **pace** for our walk.
5. Start again and use four letters to make **mice**. The **mice** ran around and around on the wheel.
6. Change a letter and make **nice**. She is a **nice** girl.
7. Take away the **n** and add two letters to make **spice**. Paprika is a common cooking **spice**.
8. Change a letter and make **space**. There isn't much **space** in the cupboard.
9. Take away the **s** and **p** and add two letters to make **trace**. There is not a **trace** of dust left in the house.
10. Start again and use four letters to make **face**. She has lots of freckles on her **face**.
11. Change a letter and make **race**. Everyone wanted to win the **race**.
12. Start again and use five letters to spell **voice**. He has a beautiful singing **voice**.
13. Take away the **v** and add two letters to make **choice**. I am going to give you a **choice** of activities.
14. Start again and use four letters to spell **cell**. The prisoner was locked in a small **cell**.
15. Take six letters and make **circus**. I love watching the clowns at the **circus**.

Transfer

1. Sometimes a mobile phone is called a _____ phone.
2. He has a handsome _____.
3. The _____ ate the cheese.
4. My grandfather walks at a very slow _____.
5. The rocket flew into outer _____.
6. I don't like food that has a lot of _____.
7. The runners waited at the start of the _____.
8. Have you seen a _____ weather forecast?

Lesson 253

Words for Transfer task

Words: cent recent lace pace mice nice spice space trace face race voice choice cell
circus

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

cent	recent
lace	pace
mice	nice
spice	space
trace	face
race	voice
choice	cell
circus	

Lesson 254

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

Words: cite lance cement celery cinch citrus recipe fence parcel concern cicada decimal fleece decide exercise

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**. Hold up **c** and let the students know that in these lessons it makes a softer sound just like it does in **mice**.

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 for this lesson they will need to put the letters away after making each word 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 **cite**. She did not **cite** any evidence.
2. Take five letters and make **lance**. The knight carried a long **lance** into battle.
3. Take six letters and make **cement**. The footpath is made of **cement**.
4. Take six letters and make **celery**. I love the crunch when you eat **celery**.
5. Take five letters and make **cinch**. Cleaning the kitchen will be a **cinch**.
6. Take six letters and make **citrus**. Oranges and lemons are both **citrus** fruit.
7. Take six letters and make **recipe**. I used my mum's **recipe** for making the cake.
8. Take five letters and make **fence**. The football went over the **fence**.
9. Take six letters and make **parcel**. There is a **parcel** for you under the tree.
10. Take seven letters and make **concern**. Safety is my main **concern**.
11. Take six letters and make **cicada**. The **cicada** made a loud buzzing noise.
12. Take seven letters and spell **decimal**. The **decimal** system is based on the number 10.
13. Take six letters and make **fleece**. A sheep's coat is called a **fleece**.
14. Take six letters and make **decide**. We could flip a coin to **decide**.
15. Take eight letters and make **exercise**. Regular **exercise** is important for your health.

Transfer

1. We can turn a sheep's _____ into wool.
2. She has a _____ about her safety.
3. Some people run for _____ but I prefer to go walking.
4. There is _____ and dip on the table.
5. The sculpture is made of solid _____.
6. Lemons and limes are both _____ fruit.
7. I found a new _____ for chocolate chip cookies.
8. He climbed over the _____.

Words for Transfer task

Words: cite lance cement celery cinch citrus recipe fence parcel concern cicada decimal
fleece decide exercise

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

cite	lance
cement	celery
cinch	citrus
recipe	fence
parcel	concern
cicada	decimal
fleece	decide
exercise	

Lesson 255

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

Words: force grocer December trance fancy pencil celebrate pounce fence princess recycle mice
decide recipe cinch

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**. Hold up **c** and let the students know that in these lessons it makes a softer sound just like it does in **mice**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **force**. He had to use some **force** to get the door to open.
2. Take six letters and make **grocer**. I paid the **grocer** for my shopping.
3. Take eight letters and make **December**. The last month of the year is **December**. (Remind students that December is a name and needs a capital letter.)
4. Take six letters and make **trance**. He stared out the window as if in a **trance**.
5. Take five letters and make **fancy**. They are going to a **fancy** party.
6. Take six letters and make **pencil**. Please fill out the form in **pencil**.
7. Take nine letters and make **celebrate**. She wanted to **celebrate** her birthday.
8. Take six letters and make **pounce**. The cat is ready to **pounce** on the mouse.
9. Take five letters and make **fence**. The pool **fence** is made of glass.
10. Take eight letters and make **princess**. The **princess** gave a speech at the dinner.
11. Take seven letters and make **recycle**. You will get 10c if you **recycle** a can.
12. Take four letters and spell **mice**. The cellar had lots of **mice**.
13. Take six letters and make **decide**. I need to **decide** whether to stay or go.
14. Take six letters and make **recipe**. Can I have the **recipe** for that slice?
15. Take five letters and make **cinch**. She wore a belt to **cinch** her waist.

Transfer

1. My birthday is in _____.
2. He needed to sharpen his _____.
3. The king's daughter is called a _____.
4. We need to _____ and reuse to help the environment.
5. The sleepwalker walked in a _____.
6. The house has a very high _____ at the front.
7. She was making a new dish for dinner by following a _____.
8. My brother has just joined the police _____.

Lesson 255

Words for Transfer task

Words: force grocer December trance fancy pencil celebrate pounce fence princess
recycle mice decide recipe cinch

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

force	grocer
December	trance
fancy	pencil
celebrate	pounce
fence	princess
recycle	mice
decide	recipe
cinch	

Lesson 256

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

Words: badge rebadge edge hedge ledge wedge dredge fledge pledge sledge dodge dodgeball lodge
dislodge smidge

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**. Hold up **dge** and let the students know that in these lessons these letters work together to make a /j/ sound.

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 five letters and make **badge**. The school captain gets to wear a **badge**.
2. Add two letters and make **rebadge**. Companies often **rebadge** devices under a new name.
3. Take four letters and make **edge**. Don't stand too close to the **edge**.
4. Add a letter and make **hedge**. The old house has a tall **hedge**.
5. Change a letter and make **ledge**. The cat jumped up onto the **ledge**.
6. Change a letter and make **wedge**. The fish and chips came with a **wedge** of lemon.
7. Take away the **w** and add two letters to make **dredge**. They had to **dredge** the river to remove all the supermarket trolleys.
8. Take away the **d** and **r** and add two different letters to make **fledge**. The young birds will **fledge** and leave the nest soon.
9. Take away the **f** and add a letter to make **pledge**. I **pledge** my support to my team.
10. Take away the **p** and add a letter to make **sledge**. The children rode down the hill on their **sledge**.
11. Start again and take five letters to make **dodge**. I had to **dodge** behind a tree to hide.
12. Add four letters and make **dodgeball**. My brother likes playing **dodgeball** with his friends.
13. Take five letters and make **lodge**. We went back to the ski **lodge** at the end of the day.
14. Add three letters and make **dislodge**. They needed help to **dislodge** the ball from the tree.
15. Take six letters and make **smidge**. He added a **smidge** of salt to the dish.

Transfer

1. The gardener needed to trim the _____.
2. He climbed up the cliff and then rested on a _____.
3. She sewed the _____ on the shirt.
4. I live out on the far _____ of town.
5. The pedestrian had to _____ and weave through the traffic.
6. I had some bread and a _____ of cheese for my lunch.
7. I live in an old _____.
8. I gave a _____ to my friends that I wouldn't tell the secret.

Lesson 256

Words for Transfer task

Words: badge rebadge edge hedge ledge wedge dredge fledge pledge sledge dodge
dodgeball lodge dislodge smidge

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

badge	rebadge
edge	hedge
ledge	wedge
dredge	fledge
pledge	sledge
dodge	dodgeball
lodge	dislodge
smidge	

Lesson 257

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

Words: ridge fridge bridge abridge fudge judge nudge sludge smudge bludge grudge drudge trudge
splodge stodge

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**. Hold up **dge** and let the students know that in these lessons these letters work together to make a /j/ sound.

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 five letters and make **ridge**. The bushwalkers followed the mountain **ridge**.
2. Add a letter and make **fridge**. Put the butter back in the **fridge**.
3. Change a letter and make **bridge**. The train crossed over the **bridge** into the tunnel.
4. Add a letter and make **abridge**. They had to **abridge** the movie because it was too long.
5. Start again and make the five letter word **fudge**. My friend prefers **fudge** over chocolate.
6. Change a letter and make **judge**. The **judge** gave an award to the best horse.
7. Change a letter to make **nudge**. She had to give her friend a **nudge** to get her moving.
8. Take away the **n** and add two different letters to make **sludge**. The heavy rain turned the dirt into **sludge**.
9. Change a letter and make **smudge**. She had a **smudge** of dirt on her cheek.
10. Take away the **s** and **m** and add two letters to make **bludge**. He decided to **bludge** all afternoon instead of working.
11. Start again and take six letters to make **grudge**. It is hard to let go of a **grudge**.
12. Change a letter to make **drudge**. I have to **drudge** through lots of paperwork.
13. Change a letter and make **trudge**. After the car broke down, we had to **trudge** a long way to get help.
14. Start again and use seven letters to make **splodge**. The wall had a **splodge** of red paint on it.
15. Start again and use six letters to make **stodge**. After a long walk, we all wanted to eat some **stodge**.

Transfer

1. We crossed the _____ over the river.
2. They walked through the _____ to get home.
3. This weekend I am going to do nothing except _____.
4. My dog has a _____ against the cat.
5. Please put the drinks in the _____.
6. I like eating chewy _____.
7. We had to _____ along a steep path to get to the camp.
8. Please don't _____ the ink.

Words for Transfer task

Words: ridge fridge bridge abridge fudge judge nudge sludge smudge bludge grudge
drudge trudge splodge stodge

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

ridge	fridge
bridge	abridge
fudge	judge
nudge	sludge
smudge	bludge
grudge	drudge
trudge	splodge
stodge	

Lesson 258

Letters: e t c h f s t r k u p i d h w t g l n b a c

Words: etch fetch stretch ketchup itch ditch hitch pitch witch twitch glitch snitch stitch backstitch watch

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**. Hold up **tch** and let the students know that in these lessons these letters work together to make a **ch** sound.

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 four letters and make **etch**. He wanted to **etch** his initials in the wood.
2. Add a letter and make **fetch**. My dog loves to play **fetch** when I throw a ball for him.
3. Take away the **f** and add three letters to make **stretch**. You should **stretch** your muscles before you exercise.
4. Start again and use seven letters to make **ketchup**. Some people call tomato sauce **ketchup**.
5. Start again and make the four letter word **itch**. I have an **itch** in the middle of my back.
6. Add a letter and make **ditch**. He rode his bike off the path and into the **ditch**.
7. Change a letter to make **hitch**. The party was very successful and went without a **hitch**.
8. Change a letter to make **pitch**. She sang the song at the wrong **pitch**.
9. Change a letter and make **witch**. The **witch** flew away on her broomstick.
10. Add a letter to **witch** and make **twitch**. His left eyelid began to **twitch**.
11. Take away the **t** and **w** and add two different letters to make **glitch**. The program crashed due to a software **glitch**.
12. Take away the **g** and **l** and add two different letters to make **snitch**. Don't **snitch** on your friends.
13. Take away the **n** and add a different letter to make **stitch**. She had to **stitch** up the hole in the shirt.
14. Add four letters to make **backstitch**. When sewing a seam you need to **backstitch** at the end.
15. Start again and use five letters to make **watch**. I always wear a **watch**.

Transfer

1. The mosquito bite continues to _____.
2. I want to go for a walk and _____ my legs.
3. The _____ cast a magic spell.
4. The spell didn't work because of a _____.
5. I want to _____ my favourite show.
6. The noise was at a high _____.
7. I need to attach the button with just one more _____.
8. Please _____ me a drink.

Words for Transfer task

Words: etch fetch stretch ketchup itch ditch hitch pitch witch twitch glitch snitch stitch
backstitch watch

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

etch	fetch
stretch	ketchup
itch	ditch
hitch	pitch
witch	twitch
glitch	snitch
stitch	backstitch
watch	

Lesson 259

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

Words: batch patch catch latch hatch match mismatch notch botch
blotch hutch clutch crutch kitchen watching

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**. Hold up **tch** and let the students know that in these lessons these letters work together to make a **ch** sound.

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 five letters and make **batch**. I cooked a **batch** of cookies.
2. Change a letter and make **patch**. He stitched on a **patch** to cover the hole in his jeans.
3. Change a letter and make **catch**. Try not to **catch** a cold.
4. Change a letter and make **latch**. You need to lift the **latch** to open the door.
5. Change a letter and make **hatch**. We are waiting for the eggs to **hatch**.
6. Change a letter and make **match**. Try and find a colour to **match** that one.
7. Add three letters to make **mismatch**. The two socks, one pink and one green, are a mismatch.
8. Start again and make **notch**. He made a **notch** in the piece of wood.
9. Change a letter and make **botch**. He made a **botch** of cooking dinner and no-one would eat it.
10. Add a letter to **botch** and make **blotch**. There was a dark **blotch** on the ceiling from the roof leak.
11. Start again and make **hutch**. We moved the rabbit **hutch** to a new patch of grass.
12. Take away the **h** and add two different letters to make **clutch**. She has a new **clutch** to match her outfit.
13. Change a letter to make **crutch**. He had to use a **crutch** because he had hurt his ankle.
14. Start again and make the seven letter word **kitchen**. They ate breakfast in the **kitchen**.
15. Start again and use eight letters to make **watching**. They are **watching** a new show.

Transfer

1. I made a _____ of the painting and it looked dreadful.
2. He headed to the _____ to make a cup of tea.
3. Please _____ the door as you leave.
4. After they _____, the baby birds starting wanting food!
5. To repair the air bed hole, we needed to use a _____.
6. The rabbits seemed contented in their _____.
7. The spectators are _____ the game and cheering for their team.
8. She threw the ball but he didn't _____ it.

Lesson 259

Words for Transfer task

Words: batch patch catch latch hatch match mismatch notch botch blotch hutch
clutch crutch kitchen watching

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

batch	patch
catch	latch
hatch	match
mismatch	notch
botch	blotch
hutch	clutch
crutch	kitchen
watching	

Lesson 260

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

Words: patch dispatch snatch notch splotch witch bewitch match matching catch
catching itch itching ditching pitching

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**. Hold up **tch** and let the students know that in these lessons these letters work together to make a **ch** sound.

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 five letters and make **patch**. He wore an eye **patch**.
2. Add three letters to make **dispatch**. I will **dispatch** the parcel with a courier.
3. Start again and use six letters to make **snatch**. Don't **snatch** toys from others.
4. Start again and make the five letter word **notch**. Please turn the volume up a **notch**.
5. Take away the **n** and add three letters to make **splotch**. The artist added a **splotch** of colour to the **canvas**.
6. Start again and use five letters to make **witch**. Is she a good **witch** or a bad one?
7. Add two letters to make **bewitch**. The fairy tried to **bewitch** the prince.
8. Start again and use five letters to make **match**. They were excited to watch the tennis **match**.
9. Add three letters and spell **matching**. The twins were wearing **matching** outfits.
10. Start again and use five letters to make **catch**. He would like to **catch** some fish for dinner.
11. Add three letters and spell **catching**. She is **catching** the bus to school.
12. Start again and use four letters to make **itch**. It's hard not to scratch insect bites when they **itch**.
13. Add three letters to make **itching**. The wool jumper is **itching** my neck.
14. Add a letter to make **ditching**. She is **ditching** her old phone for a new one.
15. Change a letter to make **pitching**. They are **pitching** the tents in the campsite.

Transfer

1. She needed to _____ a driver to collect the parcel.
2. Please don't _____ food from the plate.
3. The spell was intended to _____ the princess.
4. My friend and I have _____ phone cases.
5. There is a _____ of mud on his shoes.
6. Let's see how many bugs we can _____ with this net.
7. I am _____ to try the new game.
8. I like wearing shoes to _____ my dress.

Words for Transfer task

Words: patch dispatch snatch notch splotch witch bewitch match matching catch
catching itch itching ditching pitching

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

patch	dispatch
snatch	notch
splotch	witch
bewitch	match
matching	catch
catching	itch
itching	ditching
pitching	

Lesson 261

Letters: g r a p h o n e t o l e w s r m a c y d i

Words: graph phone photo elephant nephew phase pharmacy morph dolphin orphan
phrase digraph phantom phony trophy

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**. Hold up **ph** and let the students know that in these lessons these letters work together to make a **f** sound.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **graph**. The **graph** showed the changes in the tide over time.
2. Take five letters and make **phone**. She played a new game on her **phone**.
3. Take five letters and make **photo**. He took a **photo** of his brother.
4. Take eight letters and make **elephant**. The **elephant** was taking a bath in the river.
5. Take six letters and make **nephew**. My **nephew** is much taller than me.
6. Take five letters and make **phase**. The second **phase** of the project involves interviewing the students.
7. Take eight letters and make **pharmacy**. He went to the **pharmacy** to get his prescription filled.
8. Take five letters and make **morph**. The software can **morph** one face into another.
9. Take seven letters and make **dolphin**. A **dolphin** followed our boat into the harbour.
10. Take six letters and make **orphan**. She was an **orphan** because her parents had died in a car accident.
11. Take six letters and make **phrase**. He wants to **phrase** the sentence so that his son understands it.
12. Take seven letters and spell **digraph**. A **digraph** is where two letters work together to make one sound.
13. Take seven letters and make **phantom**. A **phantom** ship appeared in the fog.
14. Take five letters and make **phony**. The trophy on the mantelpiece is a **phony**.
15. Take six letters and make **trophy**. We gave my dad a **trophy** that said "World's Best Dad".

Transfer

1. She always has a _____ smile.
2. The line on the _____ shows how the price has changed.
3. My sister had a baby and now I have a _____.
4. Going to school is an important _____ in your life.
5. The _____ jumped high out of the water.
6. The letters ph in this lesson are a _____.
7. I love watching the _____ at the zoo.
8. You can send a message to my _____.

Lesson 261

Words for Transfer task

Words: graph phone photo elephant nephew phase pharmacy morph dolphin orphan
phrase digraph phantom phony trophy

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

graph	phone
photo	elephant
nephew	phase
pharmacy	morph
dolphin	orphan
phrase	digraph
phantom	phony
trophy	

Lesson 262

Letters: g o p h e r w a i d l y m s i n a b t i u s a e n o n

Words: gopher phew aphid lymph siphon alphabet amphibian hyphen triumph
emphasis pheasant paragraph phenomenon philosophy phobia

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**. Hold up **ph** and let the students know that in these lessons these letters work together to make a **f** sound.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **gopher**. The **gopher** dug a hole in the garden.
2. Take four letters and make **phew**. "**Phew**" she said after missing the other car.
3. Take five letters and make **aphid**. An **aphid** is a small bug that feeds on a plant's sap.
4. Take five letters and make **lymph**. **Lymph** is a clear fluid that helps your body fight infection.
5. Take six letters and make **siphon**. She used a pump to **siphon** water out of the pool.
6. Take eight letters and make **alphabet**. There are 26 letters in the **alphabet**.
7. Take nine letters and make **amphibian**. A frog is an **amphibian**.
8. Take five letters and make **hyphen**. A **hyphen** is a piece of punctuation that connects two words.
9. Take seven letters and make **triumph**. The team celebrated their **triumph**.
10. Take eight letters and make **emphasis**. Don't put the **emphasis** on the wrong syllable.
11. Take eight letters and make **pheasant**. A **pheasant** is a bird with long tail feathers.
12. Take nine letters and spell **paragraph**. A **paragraph** is also sometimes called a sub-topic in a piece of writing.
13. Take ten letters and make **phenomenon**. A **phantom** ship appeared in the fog.
14. Take ten letters and make **philosophy**. My **philosophy** is to work hard.
15. Take six letters and make **phobia**. I have a **phobia** of spiders.

Transfer

1. A is the first letter in the _____.
2. The principal wrote a message to parents putting an _____ on being at school on time.
3. We saw a beautiful _____ in the woods.
4. He wrote a _____ about the dolphin's habitat.
5. Don't forget to use a _____ in his surname.
6. The young dancer is a Tik Tok _____.
7. My sister has a _____ of snakes.
8. We have finished the ph words and can say " _____"!

Words for Transfer task

Words: gopher phew aphid lymph siphon alphabet amphibian hyphen triumph
emphasis pheasant paragraph phenomenon philosophy phobia

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

gopher	phew
aphid	lymph
siphon	alphabet
amphibian	hyphen
triumph	emphasis
pheasant	paragraph
phenomenon	philosophy
phobia	

Lesson 263

Letters: k n e e l c a p k d i g h t h o o f w n b u

Words: knee kneel kneecap knack knead knight knighthood knit knife knot know known
knob knock knockabout

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**. Hold up **kn** and let the students know that in these lessons these letters work together to make a **n** sound.

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 four letters and make **knee**. She has a swollen **knee**.
2. Add a letter and make **kneel**. He will **kneel** to tie his shoelace.
3. Take away the **l** and add three letters and make **kneecap**. He injured his **kneecap** playing soccer.
4. Start again and use five letters to make **knack**. Operating the lock has a **knack** to it.
5. Start again and use five letters to make **knead**. You have to **knead** the dough for the bread to rise.
6. Start again and use six letters to make **knight**. The **knight** wore a suit of armour.
7. Add four letters to make **knighthood**. The king gave him a **knighthood** for his charitable work.
8. Start again and use four letters to make **knit**. She is going to **knit** a scarf.
9. Take five letters and make **knife**. I need a **knife** to cut the cake.
10. Start again and use four letters to make **knot**. He tied a **knot** in his shoelace.
11. Change a letter and make **know**. Do you **know** his name?
12. Add a letter and make **known**. I have always **known** that you are brilliant.
13. Start again and use four letters to spell **knob**. You need to turn the **knob** to open the door.
14. Take away the **b** and add two letters to make **knock**. You need to **knock** before opening the door.
15. Add five letters and make **knockabout**. She wears her **knockabout** shoes when she is gardening.

Transfer

1. The joint in the leg is called the ____.
2. The magician has a ____ for learning new tricks.
3. She plans to ____ a jumper.
4. He ate dinner with a ____ and fork.
5. Do you ____ what the time is?
6. He wears his hair in a top ____.
7. There was a loud ____ on the door.
8. Then the door ____ turned as the stranger entered.

Lesson 263

Words for Transfer task

Words: knee kneel kneecap knack knead knight knighthood knit knife knot know known
knob knock knockabout

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

knee	kneel
kneecap	knack
knead	knight
knighthood	knit
knife	knot
know	known
knob	knock
knockabout	

Lesson 264

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

Words: bigger colder hotter nicer paler slower bumpier later older wiser brighter dirtier
harder easier furrier

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**. Explain to the students that this lesson is going to focus on the suffix **-er**. A suffix is one or more letters that we add to the end of a word. The suffix **-er** is used to create a comparative word e.g. bigger, smaller. For example, my brother is bigger than me.

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 for this lesson they will need to put the letters away after making each word 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 six letters and make **bigger**. My dog is **bigger** than my cat.
2. Take six letters and make **colder**. Today is **colder** than yesterday.
3. Take six letters and make **hotter**. Last summer was **hotter** than this summer.
4. Take five letters and make **nicer**. Your lunch looks **nicer** than mine.
5. Take five letters and make **paler**. She used a **paler** shade of green on the walls.
6. Take six letters and make **slower**. I am a **slower** runner than you.
7. Take seven letters and make **bumpier**. The side road is a lot **bumpier** than the highway.
8. Take five letters and make **later**. She arrived at school **later** than she should.
9. Take five letters and make **older**. Helen is **older** than me.
10. Take five letters and make **wiser**. Helen is also **wiser** than me.
11. Take eight letters and make **brighter**. The sun is **brighter** today than it was yesterday.
12. Take seven letters and spell **dirtier**. The longer he played in the mud, the **dirtier** he got.
13. Take six letters and make **harder**. It is **harder** to get up every morning.
14. Take six letters and make **easier**. Most things get **easier** with practice.
15. Take seven letters and make **furrier**. My dog seems to get **furrier** every year.

Transfer

1. The truck is _____ than the cars.
2. My old bed was _____ than my new one.
3. As we get older we often get _____.
4. I think a rose is _____ than a daffodil.
5. The night is usually _____ than the day.
6. The day is usually _____ than the night.
7. We clean the house, then it gets _____ and then we clean it again.
8. The sun is _____ than the moon.

Words for Transfer task

Words: bigger colder hotter nicer paler slower bumpier later older wiser brighter dirtier
harder easier furrier

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

bigger	colder
hotter	nicer
paler	slower
bumpier	later
older	wiser
brighter	dirtier
harder	easier
furrier	

Lesson 265

Letters: c l e a n e r f a s t l i g h t u n q k o w i m o o v d b g r

Words: cleaner faster lighter funnier quicker slower hairier smoother heavier wilder
bigger colder harder older dirtier

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**. Explain to the students that this lesson is going to focus on the suffix **-er**. A suffix is one or more letters that we add to the end of a word. The suffix **-er** is used to create a comparative word e.g. bigger, smaller. For example, my brother is bigger than me.

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 for this lesson they will need to put the letters away after making each word 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 seven letters and make **cleaner**. After a lot of work my room is much **cleaner**.
2. Take six letters and make **faster**. I can get there **faster** by plane.
3. Take seven letters and make **lighter**. A feather is **lighter** than a stone.
4. Take seven letters and make **funnier**. His joke is **funnier** than hers.
5. Take seven letters and make **quicker**. It is **quicker** to walk there through the garden than by the road.
6. Take six letters and make **slower**. My computer is getting **slower** every day.
7. Take seven letters and make **hairier**. My dog gets much **hairier** during winter.
8. Take eight letters and make **smoother**. The lotion makes my skin feel **smoother**.
9. Take seven letters and make **heavier**. My suitcase was **heavier** after my holiday.
10. Take six letters and make **wilder**. The wind sounds like it is getting **wilder**.
11. Take six letters and make **bigger**. Children get **bigger** as they get older.
12. Take six letters and spell **colder**. The days are getting **colder** as we get closer to winter.
13. Take six letters and make **harder**. Once cement is laid, it gets **harder** until it is solid.
14. Take five letters and make **older**. My house is **older** than me.
15. Take seven letters and make **dirtier**. The water in the river is getting **dirtier**.

Transfer

1. The room got _____ as the sun rose.
2. I will get it finished _____ if you leave me alone.
3. You think I am slow, but I am _____ than you think.
4. A turtle is _____ than a rabbit.
5. I sanded the wood to make it _____.
6. The pile of rubbish grew _____.
7. The temperature in the freezer is _____ than the fridge.
8. We are all _____ than we were yesterday.

Lesson 265

Words for Transfer task

Words: cleaner faster lighter funnier quicker slower hairier smoother heavier wilder
bigger colder harder older dirtier

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

cleaner	faster
lighter	funnier
quicker	slower
hairier	smoother
heavier	wilder
bigger	colder
harder	older
dirtier	

Lesson 266

soft g one, two and three syllable words: age, barge, bulge, cage, charge, cringe, forge, fringe, gel, gem, gent, germ, gist, gorge, gym, hinge, huge, large, lounge, lunge, merge, page, plunge, rage, sage, singe, sponge, stage, twinge, verge, wage, allergic, cottage, digit, energy, engine, fragile, garbage, generate, ginger, legend, logic, magic, margin, origin, passage, rampage, urgent

soft c one, two and three syllable words: cell, cent, choice, cinch, cite, face, fence, fleece, force, lace, lance, mice, nice, pace, pounce, race, space, spice, trace, trance, voice, cement, circus, citrus, concern, decide, fancy, grocer, parcel, pencil, princess, recent, celebrate, celery, cicada, December, decimal, exercise, recipe, recycle

dge one and two syllable words: badge, bludge, bridge, dodge, dredge, drudge, edge, fledge, fridge, fudge, grudge, hedge, judge, ledge, lodge, nudge, pledge, ridge, sledge, sludge, smidge, smudge, trudge, wedge, abridge, dislodge, dodgeball, rebadge

tch one and two syllable words: batch, blotch, botch, catch, clutch, crutch, ditch, etch, fetch, hatch, hitch, hutch, glitch, itch, latch, match, patch, pitch, snatch, snitch, splotch, stitch, stretch, twitch, watch, witch, backstitch, bewitch, catching, dispatch, ditching, itching, ketchup, kitchen, matching, mismatch, pitching, watching

ph one, two, three and four syllable words: graph, lymph, morph, phase, phew, phone, phrase, aphid, digraph, dolphin, gopher, hyphen, nephew, orphan, phantom, pheasant, phony, photo, siphon, triumph, trophy, alphabet, amphibian, elephant, emphasis, paragraph, pharmacy, phenomenon, philosophy, phobia

kn one, two and three syllable words: knack, knead, knee, kneel, knife, knight, knit, knob, knock, knot, know, known, kneaded, kneecap, knighthood, knockabout

suffix -er two and three syllable words: bigger, brighter, cleaner, colder, faster, harder, hotter, later, lighter, nicer, older, paler, quicker, slower, smoother, wilder, wiser, bumpier, dirtier, easier, funnier, furrier, hairier, heavier

Irregular words (covered in word wall): half move gone both

Review

1. Ask the students to make any **soft g** words they can. If needed, remind them to start words with different letters or make one and two syllable words.
2. Ask the students to make any **soft c** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
3. Ask the students to make any **dge** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
4. Ask the students to make any **tch** words they can. If needed, remind them to start words with different letters.
5. Ask the students to make any **ph** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
6. Ask the students to make any **kn** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
7. Ask the students to make words with **-er** at the end. If needed, remind them to start words with different letters or make one and two syllable words.
8. 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.

Lesson 266 continued

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 nine lessons. They also include the four irregular words that should be on the word wall – **half, move, gone, both**

Chan plunged both hands in hot soapy water to get rid of germs.	It was an emergency when Gerry broke his right knee.	Gia knocked her mobile phone into the pool when she was with Cindy!
The smaller billy goat crossed the bridge to get to the greener grass.	There were wide cracks on half of the large cricket pitch, so we had to move to the smaller pitch.	Can you move both your knees to the side?
The bigger brother gently picked up baby Lucy.	Seb was happy when the judge said she won both the cycling race and the ridge run.	After half a year of going to the gym, I am fitter than I used to be
When Gene saw the robber, he phoned the police.	Patch the ginger service dog is bigger than the boxer Prince.	Ginny always jumps up to move when she hears cool dance music.
I study old photos to know more about how life was simpler when my grandad was a boy.	The hairdresser cut one half of my fringe shorter than the other half!	I use my brush to gently remove knots from my hair.

ie

ey

oe

eigh

-est

Phase 18

Lessons 267 to 278

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **ie** as in piece, **ie** as in pie, **ey** as in they, **ey** as in key, **oe** as in toe, **eigh** as in eight and the suffix **-est**. The suffix **-er** in these lessons is used as a superlative, for example biggest or smallest.

For these lessons, some words require capital letters or more than one of a letter. 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.

In transfer tasks, more than one word may correctly complete a sentence – and you can feel free to discuss options as a group.

Word Wall

Please ensure that as you work on Lessons 250 to 266, that you also focus on the irregular words: **straight**, **height**, **only** and **people**. These should be used in your word wall words over this period if they haven't been covered already.

Lesson 267

Letters: t i e r b f o w n c e l l h p d v e s g o k

Words: tier brief brownie niece collie chief piece belief field believe priest siege relief
rookie fierce

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 **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**. Then hold up the letters **ie** as a pair. Let the students know that in these lessons **ie** makes the sound **ie** as in **piece**.

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 for this lesson they will need to put the letters away after making each word 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 **tier**. The wedding cake has a different flavour in each **tier**.
2. Take five letters and make **brief**. They went on a **brief** trip to park.
3. Take seven letters and make **brownie**. I have a **brownie** in my lunchbox.
4. Take five letters and make **niece**. I bought my **niece** a new dress.
5. Take six letters and make **collie**. The **collie** barked at the sheep.
6. Take five letters and make **chief**. She is the **chief** of the department.
7. Take five letters and make **piece**. She ate a **piece** of pizza for lunch.
8. Take six letters and make **belief**. It is my **belief** that we are the best.
9. Take five letters and make **field**. The cows are eating grass in the **field**.
10. Take seven letters and make **believe**. I **believe** it is going to rain today.
11. Take six letters and make **priest**. My cousin became a **priest**.
12. Take five letters and make **siege**. The army laid **siege** to the city for four weeks.
13. Take six letters and make **relief**. He felt a great sense of **relief** after finishing the course.
14. Take six letters and make **rookie**. The **rookie** player made a big mistake at the start of the game.
15. Take six letters and make **fierce**. He is admired for his **fierce** independence.

Transfer

1. Do you have a good _____ recipe?
2. I have two nephews and one _____.
3. A sheep farmer often uses a _____ dog to round up the sheep.
4. Do you _____ in fairy tales?
5. The wedding ceremony was conducted by a _____.
6. Would you like a _____ of cake?
7. After a _____ pause, the game continued.
8. The police arrested the criminals after a brief _____.

Lesson 267

Words for Transfer task

Words: tier brief brownie niece collie chief piece belief field believe priest siege relief rookie fierce

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

tier	brief
brownie	niece
collie	chief
piece	belief
field	believe
priest	siege
relief	rookie
fierce	

Lesson 268

Letters: g r i e f y l d s h k b e e z o m v p c t o w m i r n

Words: grief yield shriek besiege zombie grieve pierce thief shield diesel cookie wield mischief retrieve windshield

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 **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**. Then hold up the letters **ie** as a pair. Let the students know that in these lessons **ie** makes the sound **ie** as in **piece**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **grief**. She was overcome with **grief**.
2. Take five letters and make **yield**. He had to **yield** to oncoming traffic.
3. Take six letters and make **shriek**. She gave a **shriek** when she saw the mouse.
4. Take seven letters and make **besiege**. The fans will **besiege** the star for photos.
5. Take six letters and make **zombie**. The hungry **zombie** was looking for some brains.
6. Take six letters and make **grieve**. People need time to **grieve** when they have had a loss.
7. Take six letters and make **pierce**. He wanted to **pierce** his ear.
8. Take five letters and make **thief**. The **thief** grabbed the phone and ran.
9. Take six letters and make **shield**. He lifted his hand to **shield** his eyes from the sun.
10. Take six letters and make **diesel**. The ute needs **diesel** fuel.
11. Take six letters and make **cookie**. I love a chewy chocolate chip **cookie**.
12. Take five letters and make **wield**. He needs to **wield** power for good instead of evil.
13. Take eight letters and make **mischief**. The children were full of **mischief**.
14. Take eight letters and make **retrieve**. My dog loves to **retrieve** the ball after I throw it.
15. Take ten letters and make **windshield**. After the long trip, the **windshield** was covered with bugs.

Transfer

1. After being bitten, he turned into a _____.
2. Her voice is so shrill I am worried it might _____ my ears.
3. A burglar is also called a _____.
4. Would you like a chocolate chip _____?
5. He loves to play tricks and make _____.
6. He gave a _____ as he fell.
7. She needs time to _____ after the loss.
8. He cleaned the _____ so he could see through it easily.

Lesson 268

Words for Transfer task

Words: grief yield shriek besiege zombie grieve pierce thief shield diesel cookie wield mischief retrieve windshield

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

grief	yield
shriek	besiege
zombie	grieve
pierce	thief
shield	diesel
cookie	wield
mischief	retrieve
windshield	

Lesson 269

Letters: d i e f l s p r t k s m a g n d e

Words: die flies pie dries fried tie skies fries lie spies lied magpie tried denied tries

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 **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**. Then hold up the letters **ie** as a pair. Let the students know that in these lessons **ie** makes a different sound. This time the sound **ie** as in **pie**.

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 for this lesson they will need to put the letters away after making each word 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 **die**. All living things need food and water or they **die**.
2. Take five letters and make **flies**. She **flies** for work almost every week.
3. Take three letters and make **pie**. I love apple **pie** with cream.
4. Take five letters and make **dries**. My hair **dries** slowly.
5. Take five letters and make **fried**. He **fried** the chicken tenders in the air fryer.
6. Take three letters and make **tie**. Don't forget to **tie** your shoelaces.
7. Take five letters and make **skies**. There are blue **skies** as far as I can see.
8. Take five letters and make **fries**. Would you like **fries** with that?
9. Take three letters and make **lie**. After a long walk, he needed to **lie** down and rest.
10. Take five letters and make **spies**. They caught the enemy **spies**.
11. Take four letters and make **lied**. My mum always **lied** about her age.
12. Take six letters and make **magpie**. The **magpie** swooped at everyone who walked past.
13. Take five letters and make **tried**. I **tried** to finish the jigsaw but there was a piece missing.
14. Take six letters and make **denied**. He **denied** eating the last cookie.
15. Take five letters and make **tries**. The rookie player scored three **tries**.

Transfer

1. The _____ buzzed around the picnic table.
2. I had a _____ and sauce at the footy.
3. The secrets had been discovered by the _____.
4. There is a _____ on our street who swoops at everyone.
5. My brother _____ to blame me for the accident.
6. I love it when the _____ are blue.
7. He ate a burger and _____.
8. The washing _____ faster in the sun.

Lesson 269

Words for Transfer task

Words: die flies pie dries fried tie skies fries lie spies lied magpie tried denied tries

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

die	flies
pie	dries
fried	tie
skies	fries
lie	spies
lied	magpie
tried	denied
tried	

Lesson 270

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

Words: pie lied skies satisfied flies tried spies applied tie replied dries denied magpie
supplied spies

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 **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**. Then hold up the letters **ie** as a pair. Let the students know that in these lessons **ie** makes a different sound. This time the sound **ie** as in **pie**.

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 for this lesson they will need to put the letters away after making each word 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 **pie**. I've never eaten a **pie** floater.
2. Take four letters and make **lied**. He **lied** about his job.
3. Take five letters and make **skies**. The **skies** are grey and gloomy today.
4. Take nine letters and make **satisfied**. He was **satisfied** with the explanation.
5. Take five letters and make **flies**. The **flies** buzzed around the empty plates.
6. Take five letters and make **tried**. He **tried** to get his dog to sit.
7. Take five letters and make **spies**. Our government has **spies** in other countries.
8. Take seven letters and make **applied**. I **applied** sunblock to my face.
9. Take three letters and make **tie**. She wants to **tie** a blue bow in her hair.
10. Take seven letters and make **replied**. He **replied** to the message from his mum.
11. Take five letters and make **dries**. He **dries** the dishes after washing them.
12. Take six letters and make **denied**. The guards **denied** us entry into the building.
13. Take six letters and make **magpie**. The **magpie** is a black and white bird.
14. Take eight letters and make **supplied**. He **supplied** oranges for the players.
15. Take five letters and make **spies**. She **spies** on her neighbours over the fence.

Transfer

1. Are you _____ with your spelling?
2. He _____ for a new job.
3. I had to _____ a label on the present.
4. The _____ built a nest in the tree.
5. She ate a piece of blueberry _____.
6. He _____ to dry his clothes in the sun.
7. Who _____ the new books for the classroom?
8. The _____ are full of clouds today.

Lesson 270

Words for Transfer task

Words: pie lied skies satisfied flies tried spies applied tie replied dries denied magpie supplied spies

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

pie	lied
skies	satisfied
flies	tried
spies	applied
tie	replied
dries	denied
magpie	supplied
spies	

Lesson 271

Letters: h e y g r c o n v p b t w s u r d a y

Words: hey grey convey prey obey they whey survey heyday

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 **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**. Then hold up the letters **ey** as a pair. Let the students know that in this lesson **ey** makes the sound **ey** as in **they**.

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 for this lesson they will need to put the letters away after making each word 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 **hey**. "Hey, how are you?"
2. Take four letters and make **grey**. The sky is grey today.
3. Take six letters and make **convey**. He wanted to convey his thanks to everyone who helped him.
4. Take four letters and make **prey**. The mouse was prey for the owl.
5. Take four letters and make **obey**. Children are supposed to obey their parents.
6. Take four letters and make **they**. They want to sit down.
7. Take four letters and make **whey**. The liquid left over after making cheese is called whey.
8. Take six letters and make **survey**. He took a survey to find out what everyone wanted for lunch.
9. Take six letters and make **heyday**. The band was at their best in their heyday in the 90s.
10. Take four letters and make **grey**. As you get older, your hair will turn grey.
11. Take three letters and make **hey**. My friend saw me and said "hey there"!
12. Take four letters and make **prey**. Birds of prey hunt small animals.
13. Take four letters and make **they**. They want to go to the park.
14. Take six letters and make **survey**. The company sent out a survey for customer feedback.
15. Take four letters and make **obey**. She is teaching her dog to obey her.

Transfer

1. Their school uniform is a dark ____ colour.
2. A deer is ____ for a tiger.
3. We can represent the results of the _____ with a graph.
4. ____ went to the beach.
5. You need to ____ your parents.

Lesson 271

Words for Transfer task

Words: hey grey convey prey obey they whey survey heyday

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

hey	grey
convey	prey
obey	they
whey	survey
heyday	

Lesson 272

Letters: k e y j e r s a b b m o t l d n l l i p u c h v

Words: key jersey abbey motley donkey trolley kidney barley pulley turkey chutney chimney hockey parsley valley

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 **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**. Then hold up the letters **ey** as a pair. Let the students know that in this lesson **ey** makes a different sound, the sound **ey** as in **key**.

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 for this lesson they will need to put the letters away after making each word 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 **key**. She used the **key** to unlock the door.
2. Take six letters and make **jersey**. My daughter's soccer **jersey** needs washing.
3. Take five letters and make **abbey**. We visited the ancient **abbey**.
4. Take six letters and make **motley**. A **motley** group of people were waiting for the shop to open.
5. Take six letters and make **donkey**. I fed a carrot to the **donkey**.
6. Take seven letters and make **trolley**. He pushed the shopping **trolley** to the car.
7. Take six letters and make **kidney**. The **kidney** is an important organ in your body.
8. Take six letters and make **barley**. The farmer planted **barley** in the field.
9. Take six letters and make **pulley**. A **pulley** makes lifting heavy objects easier.
10. Take six letters and make **turkey**. We had roast **turkey** on Christmas day.
11. Take seven letters and make **chutney**. She served mango **chutney** with the curry.
12. Take seven letters and make **chimney**. Santa Claus got stuck in the **chimney**.
13. Take six letters and make **hockey**. My brother loves playing **hockey**.
14. Take seven letters and make **parsley**. Please cut some **parsley** from the garden.
15. Take six letters and make **valley**. The road leads down into the **valley**.

Transfer

1. My rugby _____ is green and white.
2. Put the groceries in the _____ and take them to the checkout.
3. We had to use a _____ to lift the heavy statue.
4. The fire puffs smoke out through the _____.
5. Australia won a gold medal in _____.
6. The river wound through the _____ between the mountains.
7. Have you got the door ____?
8. The cart was pulled by an old _____.

Lesson 272

Words for Transfer task

Words: key jersey abbey motley donkey trolley kidney barley pulley turkey chutney chimney hockey
parsley valley

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

key	jersey
abbey	motley
donkey	trolley
kidney	barley
pulley	turkey
chutney	chimney
hockey	parsley
valley	

Lesson 273

Letters: d o e a l b o w m n g s r h e c k f i t p t v

Words: doe aloe oboe woe mangoes roe heroes hoe potatoes foe mistletoe floe
potatoes toe volcanoes

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 **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**. Then hold up the letters **oe** as a pair. Let the students know that in this lesson **oe** makes the sound **oe** as in **toe**.

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 for this lesson they will need to put the letters away after making each word 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 **doe**. A female deer is called a **doe**.
2. Take four letters and make **aloe**. **Aloe** is a herb that can help with sunburn.
3. Take four letters and make **oboe**. The **oboe** is a reed instrument with a beautiful sound.
4. Take three letters and make **woe**. He felt full of **woe** after getting the bad news.
5. Take seven letters and make **mangoes**. I hate the smell of **mangoes**.
6. Take three letters and make **roe**. Fish eggs are often called **roe**.
7. Take six letters and make **heroes**. Firefighter are often **heroes**.
8. Take three letters and make **hoe**. We need to **hoe** the garden bed so we can plant carrots.
9. Take eight letters and make **potatoes**. I love eating **potatoes**.
10. Take three letters and make **foe**. I wasn't sure if the new girl would be friend or **foe**.
11. Take nine letters and make **mistletoe**. People say you can kiss people under the **mistletoe** at Christmas.
12. Take six letters and make **floe**. A **floe** is a sheet of ice floating in the ocean.
13. Take eight letters and make **potatoes**. Chips are made from **potatoes**.
14. Take three letters and make **toe**. I hurt my big **toe** on the stone.
15. Take nine letters and make **volcanoes**. Hot, melted rock flows out of active **volcanoes**.

Transfer

1. I am full of sadness and ____.
2. The seal sat on the ice ____.
3. The fish ____ were delicious.
4. For dinner we had roast lamb and ____.
5. I broke the nail on my big ____.
6. I love ____ but they are messy to eat.
7. Lots of stories have ____ who rescue other people.
8. Stories also often have a ____ who fights the hero.

Lesson 273

Words for Transfer task

Words: doe aloe oboe woe mangoes roe heroes hoe potatoes foe mistletoe floe potatoes toe volcanoes

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

doe	aloe
oboe	woe
mangoes	roe
heroes	hoe
potatoes	foe
mistletoe	floe
toe	volcanoes

Lesson 274

Letters: e i g h t y o u n f r e e w s l s b

Words: eight weigh eighty outweigh neigh freight eighteen weight sleigh reweigh
weightless neighbour

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 **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**. Then hold up the letters **eight** together. Let the students know that in this lesson **eight** makes the sound **eight** as in **eight**.

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 for this lesson they will need to put the letters away after making each word 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 five letters and make **eight**. My little sister just turned **eight** years old.
2. Take five letters and make **weigh**. I have to **weigh** the ingredients before cooking.
3. Take six letters and make **eighty**. My new shoes cost nearly **eighty** dollars.
4. Take eight letters and make **outweigh**. The benefits of exercise far **outweigh** the risks of exercising.
5. Take five letters and make **neigh**. The horse gave a **neigh** as it trotted towards him.
6. Take seven letters and make **freight**. The **freight** train took the goods to the city.
7. Take eight letters and make **eighteen**. She turned **eighteen** years old today.
8. Take six letters and make **weight**. I ate too much over Christmas and put on some **weight**.
9. Take six letters and make **sleigh**. Santa Claus travels in a **sleigh**.
10. Take seven letters and make **reweigh**. I need to **reweigh** the flour to make sure I have the right amount.
11. Take nine letters and make **weightless**. Floating in the pool makes me feel **weightless**.
12. Take nine letters and make **neighbour**. I waved at my **neighbour** as she drove away.
13. Take five letters and make **eight**. The eggs need to be boiled for **eight** minutes.
14. Take five letters and make **weigh**. He used a scale to weigh the **fruit**.
15. Take three letters and make **freight**. We sent the package by air **freight**.

Transfer

1. The _____ train was running slowly.
2. There were _____ candles on the cake for her eighteenth birthday.
3. The reindeers pulled the _____.
4. I have _____ fingers and two thumbs.
5. My grandmother is _____ years old.
6. He went on a diet to lose some _____.
7. The astronaut felt _____ on the moon.
8. My next door _____ is very kind.

Lesson 274

Words for Transfer task

Words: eight weigh eighty outweigh neigh freight eighteen weight sleigh reweigh weightless
neighbour

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

eight	weigh
eighty	outweigh
neigh	freight
eighteen	weight
sleigh	reweigh
weightless	neighbour

Lesson 275

Letters: t a l l e s t c o s i b g g f u n n h h t w p p w r m k d d z

Words: tallest cosiest biggest funniest highest latest lowest happiest newest ripest
tamest thickest brightest saddest laziest

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 **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**. Explain to the students that this lesson is going to focus on the suffix -**est**. A suffix is one or more letters that we add to the end of a word. The suffix -**est** is used to create a superlative word e.g. biggest, smallest. For example, the **biggest** elephant walked past.

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 for this lesson they will need to put the letters away after making each word 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 seven letters and make **tallest**. The giraffe is the **tallest** animal in the zoo.
2. Take seven letters and make **cosiest**. My dressing gown is the **cosiest** thing I wear!
3. Take seven letters and make **biggest**. That is the **biggest** orange I have ever seen.
4. Take eight letters and make **funniest**. My brother is the **funniest** person in our family.
5. Take seven letters and make **highest**. They climbed to the top of the **highest** mountain.
6. Take six letters and make **latest**. Have you seen the **latest** episode of the show?
7. Take six letters and make **lowest**. He put the book on the **lowest** shelf.
8. Take eight letters and make **happiest**. I am **happiest** when I am with my friends.
9. Take six letters and make **newest**. She is driving the **newest** car.
10. Take six letters and make **ripest**. Please eat the **ripest** fruit first.
11. Take six letters and make **tamest**. The pony is the **tamest** animal at the zoo.
12. Take eight letters and make **thickest**. This blanket is the **thickest** one I have.
13. Take nine letters and make **brightest**. That star is the **brightest** one in the sky.
14. Take seven letters and make **saddest**. It was the **saddest** day in my life.
15. Take seven letters and make **laziest**. My brother is the **laziest** person in our family.

Transfer

1. The _____ student came from another school.
2. I don't like eating the _____ bananas as they have started to go black.
3. She told the _____ joke.
4. He is the _____ person I know.
5. I hit my head on the _____ branch.
6. I'm looking forward to seeing the _____ episode.
7. He put the bowl on the _____ shelf.
8. She had the _____ look on her face.

Lesson 275

Words for Transfer task

Words: tallest cosiest biggest funniest highest latest lowest happiest newest ripest tamest thickest
brightest saddest laziest

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

tallest	cosiest
biggest	funniest
highest	latest
lowest	happiest
newest	ripest
tamest	thickest
brightest	saddest
laziest	

Lesson 276

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

Words: cleanest hottest roundest safest heaviest nicest noisiest coldest kindest
lightest dearest quietest shortest fattest deepest

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 **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**. Explain to the students that this lesson is going to focus on the suffix -**est**. A suffix is one or more letters that we add to the end of a word. The suffix -**est** is used to create a superlative word e.g. biggest, smallest. For example, the **biggest** elephant walked past.

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 for this lesson they will need to put the letters away after making each word 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 eight letters and make **cleanest**. After spring cleaning, my room is the **cleanest** it has ever been.
2. Take seven letters and make **hottest**. Yesterday was the **hottest** day ever recorded.
3. Take eight letters and make **roundest**. He picked the **biggest**, **roundest** orange to eat.
4. Take six letters and make **safest**. I feel **safest** at home.
5. Take eight letters and make **heaviest**. I wanted to try carrying the **heaviest** bag.
6. Take six letters and make **nicest**. I think I have the **nicest** earrings.
7. Take eight letters and make **noisiest**. The little boys are the **noisiest** people in the park.
8. Take seven letters and make **coldest**. Last winter was the **coldest** I can remember.
9. Take seven letters and make **kindest**. She is the **kindest** person I know.
10. Take eight letters and make **lightest**. Our classroom has a lot of sunlight and is the **lightest** room in the school.
11. Take seven letters and make **dearest**. She is my **dearest** friend.
12. Take eight letters and make **quietest**. I need to find the **quietest** place to sit.
13. Take eight letters and make **shortest**. I am the **shortest** person in my family.
14. Take seven letters and make **fattest**. He picked the **fattest** puppy to adopt.
15. Take seven letters and make **deepest**. She dived into the **deepest** pool.

Transfer

1. The pig is the _____ animal on the farm.
2. It was the _____ day this summer.
3. She bought the _____ bag in the shop.
4. The _____ thing you can do for me, is ignore me!
5. The early morning is the _____ time of day.
6. The duckling is the _____ in the group.
7. I fell into the _____ ditch.
8. He picked the _____ book to read.

Lesson 276

Words for Transfer task

Words: cleanest hottest roundest safest heaviest nicest noisiest coldest kindest lightest dearest
quietest shortest fattest deepest

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

cleanest	hottest
roundest	safest
heaviest	nicest
noisiest	coldest
kindest	lightest
dearest	quietest
shortest	fattest
deepest	

Lesson 277

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

Words: dampest finest longest deepest wisest stiffest dimmest flattest slowest
thinnest fastest nearest smallest wildest sweetest

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 **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**. Explain to the students that this lesson is going to focus on the suffix -**est**. A suffix is one or more letters that we add to the end of a word. The suffix -**est** is used to create a superlative word e.g. biggest, smallest. For example, the **biggest** elephant walked past.

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 for this lesson they will need to put the letters away after making each word 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 seven letters and make **dampest**. The corner of the cellar is the **dampest**.
2. Take six letters and make **finest**. She wore her **finest** dress to the party.
3. Take seven letters and make **longest**. That is the **longest** bridge in the world.
4. Take seven letters and make **deepest**. The **deepest** part of the ocean has many different animals.
5. Take six letters and make **wisest**. The owl is supposed to be the **wisest** bird.
6. Take eight letters and make **stiffest**. He uses the **stiffest** brush on his hair.
7. Take seven letters and make **dimmest**. The lights are on the **dimmest** setting.
8. Take eight letters and make **flattest**. The country around here is the **flattest** I have ever seen.
9. Take seven letters and make **slowest**. The snail is the **slowest** animal moving around the garden.
10. Take eight letters and make **thinnest**. The **thinnest** book in the library is only a few pages long.
11. Take seven letters and make **fastest**. He has a medal to show that he is the **fastest** runner.
12. Take seven letters and make **nearest**. My grandmother lives in the **nearest** town to us.
13. Take eight letters and make **smallest**. He chose the **smallest** cookie.
14. Take seven letters and make **wildest**. The storm last night was the **wildest** I can remember.
15. Take eight letters and make **sweetest**. She is the **sweetest** person.

Transfer

1. He used the _____ cloth to wipe down the table.
2. She used the _____ ruler to measure the surface.
3. My aunt is the _____ person I know.
4. He put the _____ globe in the lamp.
5. The _____ car will finish the race first.
6. The mouse ran through the _____ gap.
7. I wonder whether a snail or a sloth is _____.
8. This is the _____ mango.

Lesson 277

Words for Transfer task

Words: dampest finest longest deepest wisest stiffest dimmest flattest slowest thinnest fastest
nearest smallest wildest sweetest

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

dampest	finest
longest	deepest
wisest	stiffest
dimmest	flattest
slowest	thinnest
fastest	nearest
smallest	wildest
sweetest	

Lesson 278

ie as in piece one and two syllable words: brief, chief, field, fierce, grief, grieve, niece, piece, pierce, shield, shriek, siege, thief, tier, wield, yield, belief, believe, besiege, brownie, collie, cookie, diesel, mischief, relief, retrieve, rookie, windshield, zombie

ie as in pie one, two and three syllable words: die, dries, flies, fried, fries, lie, lied, pie, skies, spies, tie, tried, tries, applied, denied, magpie, replied, satisfied

ey as in they one and two syllable words: grey, hey, prey, they, whey, convey, heyday, obey, survey

ey as in key one, two and three syllable words: abbey, barley, chimney, chutney, donkey, hockey, jersey, key, kidney, motley, parsley, pulley, trolley, turkey, valley

oe as in toe one, two and three syllable words: aloe, doe, floe, foe, hoe, heroes, oboe, mangoes, mistletoe, potatoes, roe, toe, volcanoes, woe

igh as in eight one and two syllable words: eight, eighteen, eighty, freight, neigh, neighbour, outweigh, reweigh, sleigh, weigh, weight, weightless

suffix -est two and three syllables: biggest, brightest, cleanest, coldest, dampest, dearest, deepest, dimmest, fastest, fattest, finest, flattest, highest, hottest, kindest, latest, lightest, longest, lowest, nearest, newest, nicest, ripest, roundest, saddest, safest, shortest, slowest, smallest, stiffest, sweetest, tallest, tamest, thickest, thinnest, wildest, wisest, cosiest, funniest, happiest, heaviest, laziest, noisiest, quietest

Irregular words (covered in word wall): straight height only people

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 words with **ie** that they can. If needed, remind them to start words with different letters if needed. Talk about which sound of **ie** the words make.
2. Ask the students to make any words with **ey** that they can. If needed, remind them to start words with different letters if needed. Talk about which sound of **ey** the words make.
3. Ask the students to make any words with **oe** that they can. If needed, remind them to start words with different letters if needed.
4. Ask the students to make any words with **igh** that they can. If needed, remind them to start words with different letters if needed.
5. Ask the students to make any words that end with **-est** that they can. If needed, remind them to start words with different letters if needed.
6. 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 278 continued

Please see the list of words on the previous page for the different sounds covered in this phase.

Irregular words (covered in word wall): straight height only people

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 nine lessons. They also include the four irregular words that should be on the word wall – **could, would, should, two**.

Eight girls went straight to the canteen at lunchtime.	Sloths like to hold onto straight branches with their toes.	Maddie always put her keys on a hook in the kitchen.
The bridge is being fixed because the height is only eight feet tall.	The prize was eighteen free meat pies.	The brave knight wields his steel axe and hides behind his large shield.
The extreme heat made the marathon the hardest uphill race this century.	Many people say that this fancy home is the biggest and oldest property on this street.	The price for a piece of lemon cake straight out of the oven was only eighty cents.
The newest car is popular with people because it runs on diesel or electricity.	Enza tried cooking roast turkey with parsley, butter, pepper and lemon zest and it was very tasty.	Amari is the smallest player because he is only half the height of the others.
Lots of bees buzzed around the flowers and flew straight to the hive where they obey the queen bee.	Omar has lots of grey, curly hair but his brother Joe has straight hair!	Why are you always the latest to arrive when people invite you to their parties?