

# Level 3 Week 11 Workbook - Adult Guide



Level 3

The pupil workbook is designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learned during their daily phonics teaching. Once children are familiar with the structure of the workbook, they should be able to work through most of the activities independently, while you spend time working with those children who would benefit from further adult support.

## **Form the letters and write the words.**

Letter formation - Children have the opportunity to practise forming each individual letter that they have already learned as part of decodable words. Encourage children to trace each of the letters, then practise writing the corresponding word on the line. Ensure children are starting and ending their letters at the correct points and check for correct tripod pencil grip.

## **Read the tricky words/Find the tricky words.**

For Lessons 1 to 4, children will alternate between two different activities. In Lessons 1 and 3, they will practise reading the tricky words and identifying the tricky parts. This will have been discussed during the daily phonics teaching. Children should colour the part of the word that they find tricky. In Lessons 2 and 4, children will find and circle the tricky words 'we' and 'they', that are hidden amongst graphemes.

## **Read the sentences/Sentence substitution.**

Blending to read sentences - Encourage children to use their blending skills to sound out the decodable words in each sentence - they may find it helpful to draw sound buttons under each decodable word to help them. Tricky words should be read by sight. For Lessons 1 and 3, children should read each silly question and then circle either 'yes' or 'no' to answer it. For Lessons 2 and 4, children should read the sentences and choose an alternative final word from the three alternatives given to create a new sentence. Children should then be encouraged to write their new sentence on the line provided. Lesson 5 features a longer text, providing children with opportunities to further consolidate their learning and to identify the tricky words 'we' and 'they' each time they appear.

## **Spell the words.**

Segmenting to spell words - This activity can be completed as a dictation activity or as an independent practice activity - the words can be found in the table below. Encourage children to look at the picture, say the word aloud slowly, count each phoneme and write down the letter/grapheme for each phoneme as they say it. Children should then be encouraged to check what they have written by reading it back (sounding it out) and then writing the word once more in full. All the letters from the words are displayed below the table and children can cross off the letters as they use them. In the fourth row, the children will have to use the remaining letters to make a secret word and draw a corresponding picture.

## **Write the sentence/Complete the silly sentences.**

Writing dictated sentences - This is an adult-led dictation activity. It can be completed as a whole class or in smaller focus groups. Read aloud the sentence for the day - found in the table below. Repeat the sentence multiple times. Encourage children to count how many words there are in the sentence and write down each word in order. Remind them how to segment to spell decodable words and to check their spelling of any tricky words. Encourage children to work as independently as possible and to refer to their sound mats or your classroom sounds display for support. Lesson 5 includes two sentences with blank spaces for the children to add some of the words practised this week and create silly sentences - suggestions for this can be found in the table below.

## **How confident do you feel?**

Self-evaluation - Encourage children to reflect on how confident they feel about using the focus graphemes for reading and spelling after the recap lesson. Ask them to tick, circle or colour the face which best matches how they feel. Make a note of any children who indicate that they are less confident of particular GPCs as they may need further consolidation.

## Writing Words and Sentences Dictation

### Level 3 Week 11 Lesson 1 - j, v, w, x

Spell the words.

**jog, jacket, jug**  
secret word = **jam**

**van, vet, visit**  
secret word = **vanish**

Write the sentence.

**Kit and Sam jog with a fox to the vet.**

### Level 3 Week 11 Lesson 2 - j, v, w, x

Spell the words.

**wag, wig, cobweb**  
secret word = **wet**

**box, taxi, six**  
secret word = **fox**

Write the sentence.

**Sam has to fix a cobweb at the exit.**

### Level 3 Week 11 Lesson 3 - j, v, w, x

Spell the words.

**jacket, win, fix**  
secret word = **jam**

**fox, well, jet**  
secret word = **wig**

Write the sentence.

**Kit got jam and wax on his wig.**

### Level 3 Week 11 Lesson 4 - ai, ee, oa, oo, oi

Spell the words.

**coat, road, toad**  
secret word = **goal**

**book, tool, moon**  
secret word = **cook**

Write the sentence.

**coin, toilet, soil**  
secret word = **boil**

**I sail on the boat in the moonlight.**

### Level 3 Week 11 Lesson 5 - recap

Complete the silly sentences.

**The goat and the fox dig in the soil.**

**I can see the wet rain and hail.**