

Level 3 Week 6 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 digraph/trigraph.

Letter formation - Children have the opportunity to practise forming each individual letter that they have already learned as part of the new digraph or trigraph. Encourage children to trace each of the letters, then practise writing rows of the grapheme. Ensure children are starting and ending their letters at the correct points and check for correct tripod pencil grip.

Read the tricky word.

Reading tricky words - Daily practice of this week's tricky word for reading. Encourage children to read the tricky word and identify the tricky part. This will have been discussed during the daily phonics teaching. Encourage children to colour the part of the word that is tricky.

Read and match.

Blending to read words - Encourage children to sound out and blend to read each of the decodable words. They may find it helpful to draw sound buttons under each word to help them. They should then look at the pictures and draw a line to match each word with the correct picture.

Read the sentences.

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 to 4, after reading the sentences, children should look at the illustration and tick the sentence that matches the picture. Lesson 5 features a longer text, providing children with opportunities to consolidate the week's new learning and practise more sustained reading.

Spell the words.

Segmenting to spell words - This 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 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).

Write the sentence/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 dictated sentences to provide opportunities to consolidate this week's learning through more prolonged writing.

Writing Words and Sentences Dictation

Level 3 Week 6 Lesson 1 - ur	
Spell the words.	fur, church, turf, turnip
Write the sentence.	Turn right to get to the church.
Level 3 Week 6 Lesson 2 - ow	
Spell the words.	cow, owl, town, gown
Write the sentence.	Now it is sundown, the owl might howl.
Level 3 Week 6 Lesson 3 - oi	
Spell the words.	foil, boil, soil, coin
Write the sentence.	Avoid putting the coin down the toilet.
Level 3 Week 6 Lesson 4 - ear	
Spell the words.	gear, ear, tear, hear
Write the sentence.	I can hear an earwig near the rear of the bath.
Level 3 Week 6 Lesson 5 - ur, ow, oi, ear	
Spell the words.	surf, earwig, howl, oil
Write the sentences.	The cow got hurt near a coin in the soil. How can I hear a murmur in the church?

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. 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.