



Level 3 Week 12 Workbook - Adult Guide

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 digraphs.

Letter formation - Children have the opportunity to practise forming each individual letter that they have already learned. Encourage children to trace each of the letters, ensuring children are starting and ending their letters at the correct points, and check for correct tripod pencil grip.

Order the letters of the alphabet.

Recalling letter names - Children choose the correct route for Sam and Kit to get to school, following the correct order of the alphabet. Children can also practise writing the capital letters using the correct letter formation. Encourage the children to sing the alphabet song as they complete this activity.

Alphabet match.

Matching and writing capital letters - Children should match the capital letters to their lower-case partners. Can they say the letter names correctly? Children can also practise forming the letters using the correct letter formation.

Read the tricky words/Write the tricky words.

Reading and writing tricky words - For Lessons 1 to 3, children will read the tricky words and identify the tricky parts. This will have been discussed during the daily phonics teaching. Encourage children to colour the parts of the words that they find tricky. In Lesson 4, children will practise writing the previously taught Level 2 tricky words.

Read the sentences/Sentence substitution/Read the sentences and answer the questions.

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 answer some comprehension questions about the text.

Read and sort the words.

Blending to read words - Encourage children to use their blending skills to sound out the decodable 'real' and 'nonsense' words. The children must decide if each word is a real or made-up word and write it in the corresponding column. If children are not sure if it is a real word, encourage them to use the word within a sentence; have they heard that word before? Can they use the word in a sentence?

Write the 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 two sentences for the day - found in the table below. Repeat the sentences multiple times. Encourage children to count how many words there are in each 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 three sentences for the children to write, linked to what they have read in the longer text.

Writing Words and Sentences Dictation

Level 3 Week 12 Lesson 1 - j, v, w, x, y, z, zz, qu, ch	
Write the sentences.	Ben had to visit the vet in a taxi. The box had a cobweb on the lid.
Level 3 Week 12 Lesson 2 - sh, th, th, ng, ai, ee, igh, oa	
Write the sentences.	Kit is keen to see a big moth at midnight. Ben had a pain in his tail.
Level 3 Week 12 Lesson 3 - oo, oo, ar, or, ur, ow, oi, er	
Write the sentences.	A cat sat on the rooftop under the moon. An owl is in the barn in the farmyard.
Level 3 Week 12 Lesson 4 - air, ear, ure, the, no, to, go, l	
Write the sentences.	Sam had a pair of pure wool socks. Kit sat in the chair to get his hair cut.
Level 3 Week 12 Lesson 5 - recap all Level 3 GPCs	
Questions: How will Sam get to the park? Mum needs to pack a chair and a... Will Dad be at the park with them all? Is the park far?	Answers: a taxi boat. No, as he is in pain with his tooth. No, it is near the fish and chip shop.

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.