

Level 3 Week 12 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 learnt 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 learnt 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.

Alphabet match.

Matching and writing capital letters - In Lesson 1, 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.

Find the tricky words/Write the tricky words.

In Lessons 2 and 4, children will practise identifying some of the tricky words for reading they have learnt in Level 3 by finding and circling the tricky words that are hidden amongst graphemes. In Lesson 3, children will practise writing the previously taught Level 2 tricky words.

Order the letters of the alphabet.

Recalling letter names - In Lesson 5, children choose the correct route for Sam and Kit to get to school, following the correct order of the alphabet. This activity includes a mix of capital and lower-case letters, to encourage children to use letter names for both forms. Encourage the children to sing the alphabet song as they complete this activity.

Spell the words.

Segmenting to spell - 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.

Sentence substitution.

Blending to read - 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. 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.

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 which can be 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.

Read the sentences and answer the questions.

Blending to read - 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. This additional activity features a longer text, providing children with the opportunity to further consolidate their learning and to answer some comprehension questions about the text.

Writing Words and Sentences Dictation

Level 3 Week 12 Lesson 1 - oo/oo, ar	
Spell the words.	book, tool, moon secret word = hook
Write the sentence.	cart, harp, march secret word = mark
	Kit and Sam shook food to a lark in the park.
Level 3 Week 12 Lesson 2 - or, ur	
Spell the words.	fork, torch, record secret word = short
Write the sentence.	fur, burn, turnip secret word = curb
	A hornet can surf on a cork in an urn.
Level 3 Week 12 Lesson 3 - ow, oi	
Spell the words.	fowl, row, down secret word = now
Write the sentence.	coin, toilet, soil secret word = boil
	The owl will join the cow and sit in the soil.
Level 3 Week 12 Lesson 4 - ear, air	
Spell the words.	gear, fear, beard secret word = tear
Write the sentence.	pair, airport, haircut secret word = chair
	Can you hear the earwig on the armchair?
Level 3 Week 12 Lesson 5 - ure, er	
Spell the words.	pure, manure, cure secret word = secure
Write the sentence.	herb, letter, mixer secret word = ever
	Is it better for a farmer to gather manure or herbs?

Level 3 Week 12 Additional Activities

Write the sentences.

The cart full of manure shook as it hit the corner of the curb.

I might howl if I sat on a sharp hairpin on the armchair.

I will look in the soil for the turnip root but I fear an earwig might appear.

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.