


ABIGAIL STEEL

**KS3 PHONICS
STUDENT
WORKBOOK 2**



**The lessons in this book will help you
to improve your reading and spelling**

Dear Student,

The lessons in this book will help you to improve your reading and spelling.

Learning to read and write in the English language is **super** tricky.

The English language has developed over thousands of years by different people who came to invade and live in England. This means that the modern English language contains bits of old French, Latin and Germanic languages. When people started to print books there were no rules about spelling so words were spelt in all sorts of ways. Now we have a language which is pretty complicated but very interesting. New words continue to be added to the language.

Everybody has to work hard to get better at reading and writing – even those people who seem really good at reading and spelling.

Some people think that phonics is something that we learn in the infants. We do start to learn about phonics then, but the phonic, or alphabetic, code can take many years to learn well.

Even adults who are good readers and writers still use phonics if they need to read or spell a new or difficult word.

Phonics is like a spy code.

This is a spy code: 1 = A, 2 = B, 3 = C, and so on.

Can you crack this message? (*hint: write out the alphabet in order then write the numbers 1 – 26 below it to see which letter is code for each number*)

19	16	25		3	15	4	5	19		1	18	5		1	23	5	19	15	13	5

Phonics is a code that matches the sounds that we make when we speak with the letters that we use when we read or write.

For example, when you see the letter **b** you say /b/ as in bat.

When you see the letters **ee** together you say /ee/ as in eel.

The slash marks // mean sound. The letter **c** can be a /k/ sound as in cat, or a /s/ sound as in city. See how it gets tricky?!

There are over 150 bits of code (letters and sounds combinations) in English so it is a lot to remember. The lessons in this book will remind you, or teach you, some of that code to help you keep the information in your long-term memory.

Contents

- **Lesson 1:** c (e, i, y)
- **Lesson 2:** g (e, i, y)
- **Lesson 3:** i-e as in time
- **Lesson 4:** e-e as in theme
- **Lesson 5:** o-e as in rope
- **Lesson 6:** a-e as in cake
- **Lesson 7:** u-e as in cute and flute
- **Lesson 8:** air as in hair
- **Lesson 9:** -are as in hare
- **Lesson 10:** -ear as in bear
- **Lesson 11:** -ere as in where
- **Lesson 12:** eer as in deer
- **Lesson 13:** ear as in ears
- **Lesson 14:** -ere as in adhere
- **Lesson 15:** -ier as in cashier
- **Lesson 16:** ir as in birthday
- **Lesson 17:** ur as in nurse
- **Lesson 18:** ear as in earth
- **Lesson 19:** (w)or as in world
- **Lesson 20:** -our as in humour
- **Lesson 21:** -re as in theatre
- **Lesson 22:** -le as in kettle
- **Lesson 23:** -il as in pencil
- **Lesson 24:** -al as in hospital
- **Lesson 25:** -el as in camel
- **Lesson 26:** aw as in dawn
- **Lesson 27:** au as in sauce
- **Lesson 28:** -al as in chalk
- **Lesson 29:** oar as in oars
- **Lesson 30:** -oor as in door
- **Lesson 31:** ore as in snore
- **Lesson 32:** -our as in four
- **Lesson 33:** -tch as in patch
- **Lesson 34:** -dge as in fridge
- **Lesson 35:** -x as in exam
- **Lesson 36:** kn as in knot
- **Lesson 37:** wr as in write
- **Lesson 38:** -mb as in thumb
- **Lesson 39:** sc as in scissors
- **Lesson 40:** gu as in guitar
- **Lesson 41:** bu as in building
- **Lesson 42:** ch as in chameleon
- **Lesson 43:** rh as in rhino
- **Lesson 44:** ch as in chef
- **Lesson 45:** -ti as in station
- **Lesson 46:** -ci as in magician
- **Lesson 47:** word assessment
- **Lesson 48:** text assessment

Some letters are preceded by a dash. The dash indicates that the letter/s – sound correspondence is not usually used at the beginning of printed words.

Look at the letters and say the sounds: **Chart 1**

c(e, i, y) cent city cycle	g(e, i, y) gem giant gym	i-e time	e-e theme
o-e rope	a-e cake	u-e cute flute	air hair
-are hare	-ear bear	-ere where	eer deer
ear ears	-ere adhere	-ier cashier	ir birthday
ur nurse	ear earth	(w)or world	-our humour
-re theatre	-le kettle	-il pencil	-al hospital

Look at the letters and say the sounds: **Chart 2**

-el camel	aw dawn	au sauce	-al chalk
oar oars	-oor door	ore snore	-our four
-tch patch	-dge fridge	-x exam	kn knot
wr write	-mb thumb	sc scissors	gu guitar
bu building	ch chameleon	rh rhino	ch chef
-ti station	-ci magician		

Lesson 1 c (e, i, y)

Introduction:

The letter c is code for the sound /s/ when it is followed by an e, i or y.
There are other ways to spell the sound /s/: s, -ss, -ce, -se, c (e, i, y), sc, -st- or ps.
Today we are focusing on the c (e, i, y) spelling of the /s/ sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

city cents central cellar citrus cygnet cinema

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'c' as /s/ code. Then read the text.

Cinderella lived in the cellar. She was a good citizen. She cooked and cleaned for her wicked step-sisters but she was never allowed out to the cinema or to the city. She felt certain that her circumstances held her back from success.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. How do you know when the letter c may be an /s/ and not a /k/?

.....

.....

Lesson 2 g (e, i, y)

Introduction:

The letter g can be code for the sound /j/ when it is followed by an e, i or y. There are other ways to spell the sound /j/: j, -dge, -ge or g (e, i, y). Today we are focusing on the g (e, i, y) spelling of the /j/ sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

gem germ gentle giraffe ginger energy allergy

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'g' as /j/ code. Read the text.

Gilly, the giraffe, was a gem. Ged, her keeper, explained how gentle she was. However, Gilly had an allergy to root ginger. When she was fed root ginger on Monday, she had so much energy that she jumped around like a kangaroo.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. How do you know when the letter g may be a /j/ and not a /g/?

.....

.....

Lesson 3 i-e as in time

Introduction:

The letters i-e are code for the sound /igh/ as in time.

There are other ways to spell the /igh/ sound too: -igh, -ie, i, -y, i-e or ei.

Today we are focusing on the i-e spelling of the /igh/ sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

time hide like mice inside mime swiped slime

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'i-e' as /igh/ code. Then read the text.

Mike did not like mice, but he was short of time. He wiped away the breakfast mess and shined his boots. He decided to think about getting rid of the pesky mice when he got back at nine. Then he set off outside to drive away in his lime green car.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. What do you notice about the 'i-e' in these words: give, live, like?

.....

.....

Lesson 4 e-e as in theme

Introduction:

The letters e-e are code for the sound /ee/ as in theme.

There are other ways to spell the /ee/ sound too: ee, e, e-e, -ey, -ie, ei, ea or -y.

Today we are focusing on the e-e spelling of the /ee/ sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

stampede even theme swede extreme complete

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'e-e' as /ee/ code. Then read the text.

The evening had certainly been extreme. Steve had to compete for his part in the play. A stampede of actors had completed reading the long script for the main part of the centipede. The theme of the play was the life of bugs. Steve was awarded the part.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. What do these 'e-e' words mean: concede, precede, obsolete?

.....

.....

Lesson 5 o-e as in rope

Introduction:

The letters o-e are code for the sound /oa/ as in rope.

There are other ways to spell the /oa/ sound too: oa, o, -oe, o-e, ow, -ough or -eau.

Today we are focusing on the o-e spelling of the /oa/ sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

stone code throne alone slope globe smoke

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

.....

b)

.....

c)

.....

3. Letter hunt. Find and underline all the 'o-e' as /oa/ code. Then read the text.

When Hope awoke, she was home alone. Sam rode on Sundays and Dan had sloped off out with his pals. Hope poked the embers and a little smoke rose up from the ash. She passed Jasper a bone and stroked his soft back, speaking to him in a gentle tone.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

.....

b)

.....

c)

.....

5. Challenge. What do these 'o-e' words mean: scope, abode, probe?

.....

.....