ABIGAIL STEEL

KS3 PHONICS STUDENT WORKBOOK 3

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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 **c**at, or a /s/ sound as in **c**ity. See how it gets tricky?!

There are about 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

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**

-ssi admi**ss**ion	**/zh/** trea**s**ure colla**g**e televi**si**on	**ou** to**u**ch	**ous** preci**ous**
ph **ph**otogra**ph**	**-gh** lau**gh**	**gh** **gh**ost	**(w)a** w**a**tch
(qu)a qu**a**lify	**(w)ar** w**ar**drobe	**gn** **gn**ome	**-st-** ca**st**le
-ey pr**ey**	**eigh** **eigh**t	**-ea** br**ea**k	**-aigh** str**aigh**t
-ey monk**ey**	**-ie** mov**ie**	**-y** **cy**mbals	**-ie** ch**ie**f
ei **ei**der duck	**o** s**o**n	**-ew** cr**ew**	**-ui** fr**ui**t

-ou	-o	eu	ew
soup	move	feud	new
iew	ough	-augh	ch
view	thought	caught	school
qu	que	(qu)ar	-gue
bouquet	plaque	quarter	catalogue
-ine	-ine	-ine	-mn
shine	engine	magazine	column
ps	al(m)	a(lt)	-ture
pseudo	palm	salt	picture
eau	-re		
beauty	theatre		

Lesson 1 ssi as in admission

Introduction:
There are several graphemes which represent the /sh/ sound: sh, ch, -ti, -ci and -ssi.
Note that the end of every word is spelt -ssion and this word chunk is pronounced "shun".

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

mission   admission   permission   passion   expression

discussion   compassion   possession

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

a)

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b)

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c)

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

Sanjay and Sally had been given instructions for a new mission. The task was to take possession of a top-secret robot. They had a discussion with Mr Black (the department manager) and he gave them permission to get started. When they reached the hidden location of the robot, they gained admission to the site by showing fake IDs. "You may enter by proxy," said the gatekeeper. "What an odd expression," said Sanjay. "That gatekeeper didn't make any sense."
"Show some compassion, Sanjay!" exclaimed Sally. "He's probably had that job for the last fifty years and has lost all passion for it." As Sally finished her sentence, Sanjay looked at her with wide eyes. Sally instantly knew what he was thinking. "The gatekeeper is a robot!" they said in unison.

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

a)

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b)

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c)

Lesson 2 /zh/ as in treasure

Introduction:
These words have an unusual pronunciation which is denoted as /zh/.
You could almost describe this sound as 'soft z'.

1. Word reading. Read each word carefully. Listen for the /zh/. Tick it when you've read it.

televi_si_on confu_si_on inva_si_on illu_si_on mea_s_ure trea_s_ure
ca_s_ual u_s_ual delu_si_on cour_g_ette a_z_ure vi_s_ual

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.
 a)
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 b)
 ----
 c)
 ----

3. Letter hunt. Find and underline all the /zh/ code. Then read the text.

Carmel and David carried out a survey looking at how students like to spend their leisure time. Some students said it was a pleasure to watch television for a leisure activity, although it seems that the many channels can cause confusion. A documentary about buried treasure was particularly popular, as was a science-fiction film about an alien invasion. Also popular with students was an entertainment programme that featured a magician performing an amazing illusion. Only a few students said that it would not take much persuasion for them to go to the gym for their leisure instead.
Crystal Azure, a data analyst, said that the survey was not an accurate measure of how students spent their leisure time as the sample was too small.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.
 a)
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 b)
 ----
 c)

Lesson 3 ou as in touch

Introduction:
The grapheme 'ou' is another way of representing the /u/ phoneme. It is most commonly used as part of the 'ous' suffix which forms adjectives such as 'famous'.

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

couple   cousin   flourish   famous   enormous   enough
troubles   double   rough   touch   serious   nourish

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

a)

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b)

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c)

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

My cousin, James, drives lots of famous people in his enormous white limousine.There is enough room for twelve people! The trouble is that because it is so big, it is tough to drive. It is more than double the length of our family car. When James drives it over the speed bumps in the road, it can be quite a rough ride.
James drove a couple of film stars last week. The lady looked under-nourished and the man had a 'handlebar' moustache. When they first sat in the car, they seemed very impressed. A few miles and a few speed bumps later seriously changed their minds. They didn't blame James but said they wouldn't ride in a limousine again in the future!

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

a)

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b)

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c)

Lesson 4 ous as in precious

Introduction:
The suffix 'ous' commonly forms adjectives. The suffix 'ous' is is made from two pieces of code: 'ou' as /u/ + 's' as /s/.

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

anonymous porous previous rigorous hideous hilarious
dangerous numerous courteous tedious curious

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

a)
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b)
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c)
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3. Letter hunt. Find and underline all the 'ous' suffixes. Then read the text.

Angela received numerous phone calls from ambitious salespeople trying to sell her various things. The salespeople were mostly courteous. At first, Angela was curious, but now she finds them tedious as they do waste her precious time. She finds some of the 'sales patter' hilarious but sometimes the persistence is atrocious. Being ambitious is one thing, but these callers could be a real nuisance. Their selling techniques are indirect and devious to catch out those who are not suspicious. All things considered; Angela is thinking about getting her phone number changed to be ex-directory. That should help to reduce or even illuminate the numerous phone calls from ambitious and devious salespeople.

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

a)
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b)
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c)

Lesson 5 ph as in photograph

Introduction:
The grapheme 'ph' is another way of representing the /f/ phoneme. The words 'photo' and 'phone' are shortened versions of 'photograph' and 'telephone'.

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

telegraph orphan photo phase phone elephant sphere
hemisphere phrase triumph phobia phantom

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

a)

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b)

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c)

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

I looked outside and I saw an elephant leaning against a telegraph pole. I called my friend, Phillip, on the telephone.

"Take a photograph," he said, "and then call the police." I picked up my mobile phone and dialled the police.

"It's big and grey with a long trunk and lots of wrinkles. Please hurry, I have a phobia of wild animals," I said, but when I looked back it was gone.

"Hmm, it's that phantom elephant again," laughed the police sergeant. "We call her Phyllis," he said, "she's an orphan but she is going through a phase of running away every week. She always manages to hide behind that telegraph pole, and she slips the net…"

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

a)

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b)

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c)