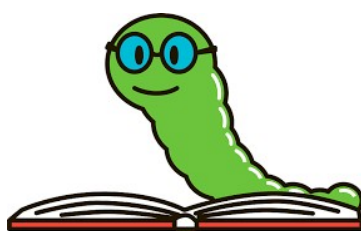
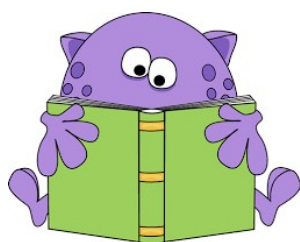




North Kidlington School Dyslexia Intervention Programme

Folder Contents:

1. Dyslexia Reading Intervention Assessment
2. Children's Reading Assessment Records
3. Dyslexia Reading Intervention Guidelines
4. Sight Vocabulary Resources
5. Phonics Skills Resources



Dyslexia Reading Intervention Assessment

Contents:

Reading Accuracy and Fluency Assessment:
Guidelines for Administration

Reading Assessment Record Sheet (Master)

Reading Assessment Progress Tracker (Master)

Assessment Grids for each Reading Skill
(Two copies – one for the adult, one for the child)



Reading Accuracy & Fluency Assessment: Guidelines for Administration

Purpose

To assess the accuracy and fluency of children's reading skills and whether they are generalising their skills to reading real books.

There are a number of different skills that research has shown to be the most useful in learning to read. This assessment gives detailed information on each of these skills and is useful in planning interventions.

Sections

The assessment is divided into different sections depending on the skill being assessed:

1. Prerequisite Reading skills: Synthesis (phonological skill most closely linked to reading)
2. Reading Accuracy and Fluency: Sight Vocabulary: First 100 words
3. Reading Accuracy and Fluency: Phonics Skills 1: Letter Sounds
4. Reading Accuracy and Fluency: Phonics Skills 2: Blending and reading of phonically regular words
5. Reading Accuracy and Fluency: Phonics Skills 3: Blending and reading of words containing letter combinations
6. Reading Skills: Generalisation Assessment

Administration Guidelines

1. Prerequisite Reading Skills: Assessment of Synthesis

Synthesis: Say the sounds and ask the child to say the sounds followed by the word. E.g. Adult '*m-a-n*', Child '*m-a-n man*'.

2-5. Accuracy and Fluency of Reading Skills

Accuracy and fluency of skills are assessed using one minute assessment probes. Accuracy is assessed by number of errors made and fluency measured by the speed of the responses. It is useful to have two copies of the assessment grids (one for the adult and one for the child). Ask the child to start at the top and move horizontally from left to right. Record the number of correct responses and the number of errors on the Reading Assessment Record Sheet.

There are four sections as four critical skills are being assessed (reading 100 most common words, reading letter sounds, blending and reading of phonically regular words and the blending and reading of words containing letter combinations).

The suggested aim rates are based on professional judgement rather than experimentation and are intended as guidelines only.

If the child is struggling with a specific probe (e.g. CCVCC words), then make a professional judgement as to whether to continue to assess all of the subsequent probes in that section.

Probe	Skill assessed	Guidelines	Aim Rate
HF1	Reading High Frequency words 1-20	Ask the child to read the words. If the child finishes the sheet within the minute ask them to go back to the top.	50
HF2	Reading High Frequency words 21-40		50
HF3	Reading High Frequency words 41-60		50
HF4	Reading High Frequency words 61-80		50
HF5	Reading High Frequency words 81-100		50
LS1	Reading Letter Sounds	Ask the child to read the letter sounds.	50
PR1	Blending and reading CVC words	Ask the child to blend and read the words e.g. 'j-a-m jam' as we are assessing blending skills not sight vocabulary.	25
PR2	Blending and reading CVCC words		20
PR3	Blending and reading CCVC words		20
PR4	Blending and reading CCVCC words		20
PR5	Blending and reading a mixture of CVC, CVCC, CCVC and CCVCC words		20
LC1	Blending and reading CVCe and CCVCe words using a-e/i-e/o-e/u-e	Ask the child to blend and read the words e.g. 'b-a-ck back' as we are assessing blending skills not sight vocabulary.	20
LC2	Blending and reading words containing ck/th/ing/sh/wh/qu/er/ar/ea/ol/oo		20
LC3	Blending and reading words containing ee/ai/ch/or/ay/igh/ur/oa/ou/au/aw		20
LC4	Blending and reading words containing ir/kn/oi/ph/ey/oy/ew/air/ear/oor		20

6. Generalisation Assessment

Ask the child to read a **book of his/her choice** for 3 minutes. Record the amount of words read correctly and number of errors and calculate the % of words read correctly. This will assess how the child is generalising and applying his/her reading skills. In order to read for meaning children are expected to be reading with 95% accuracy at a rate of over 1 word per second (so approx. 200 words in 3 minutes).

Intervention and Re-assessment

Use the scores from the child's initial reading assessment to identify at which point the child needs intervention – this will include both a targeted sight word intervention AND a targeted phonics skills intervention using the relevant material. If a child's score is less than 95% in any of the skills assessed, then intervention is required from that level.

Re-assess regularly to ensure that the child is making progress from their starting point. Informal assessment will take place constantly as the child moves through the intervention programme. More formal re-assessment using this Reading Accuracy and Fluency Assessment should take place every half term.

Reading Assessment Record Sheet

Name _____

Date _____

Prerequisite Reading Skills

SPR1: Synthesis of phonically regular words	/25	SLC1: Synthesis of words containing letter combinations	/36
Percentage		Percentage	

Reading Accuracy and Fluency: Sight Vocabulary First 100 Words

Skill assessed	Aim rate in 1 min	Total read	No. correct	No. of errors	% correct
HF1: High frequency words 1-20	50				
HF2: High frequency words 20-40	50				
HF3: High frequency words 40-60	50				
HF4: High frequency words 60-80	50				
HF5: High frequency words 80-100	50				

Reading Accuracy and Fluency: Phonic Skills 1 Letter Sounds

Skill assessed	Aim rate in 1min	Total read	No. correct	No. of errors	% correct
LS1: Reading letter sounds	50				

Reading Accuracy and Fluency: Phonic Skills 2 Phonically Regular Words

Skill assessed	Aim rate in 1 min	Total read	No. correct	No. of errors	% correct
PR1: Blending and reading CVC words	25				
PR2: Blending and reading CVCC words	20				
PR3: Blending and reading CCVC words	20				
PR4: Blending and reading CCVCC words	20				
PR5: Blending and reading a mixture of CVC, CVCC, CCVC, CCVCC words	20				

Reading Accuracy and Fluency: Phonic Skills 3 Words Containing Letter Combinations

Skill assessed	Aim rate in 1 min	Total read	No. correct	No. of errors	% correct
LC1: Blending and reading CVCe and CCVCe words using a-e/i-e/o-e/u-e	20				
LC2: Blending and reading words containing ck/th/ing/sh/wh/qu/er/ar/ea/ol/oo	20				
LC3: Blending and reading words containing ee/ai/ch/or/ay/igh/ur/oa/ou/au/aw	20				
LC4: Blending and reading words containing ir/kn/oi/ph/ey/oy/ew/air/ear/oor	20				

Reading Skills: Generalisation Assessment

Book and Author:			
Note of pages read in 3mins i.e. page number and exact words for start and finish (the number of words read will need to be counted)			
Note of errors (the number of errors will need to be counted)			
Total number of words read (B)	Number of words read correctly (A)	Number of errors	Percentage $A / B \times 100$

To calculate percentage scores for all of the above areas of assessment:

Take the child's number of correct words (No. correct) and divide it by the number in the aim rate (Aim rate in 1 min), then x 100.

NOTE: If the child's total number of words read is *above* the aim rate, calculate the percentage as follows: divide the no. correct words (No. correct) by the total number of words read (Total read), then x 100.

Reading Assessment Progress Tracker

Name: _____

Record the percentage scores for each skill assessed to track progress.

Reading skill assessed	Date	Date	Date	Date	Date	Date	Date	Date
SPR1								
SLC1								
HF1: 1-20								
HF2: 21-40								
HF3: 41-60								
HF4: 61-80								
HF5: 81-100								
LS1								
PR1: CVC								
PR2: CVCC								
PR3: CCVC								
PR4: CCVCC								
PR5: Mix								
LC1								
LC2								
LC3								
LC4								
Generalisation								

Assessment of Pre-requisite Reading Skills



SPR1: Synthesis of phonically regular words

Administration: Say the sounds and ask the child to repeat the sounds and put the sounds together to make a word – (e.g. Adult “u”-“p”, Child “u-p up”).

						Total
VC	u-p	a-m	i-f	i-t	o-n	
CVC	c-a-n	r-a-t	h-u-t	w-i-n	b-e-t	
CVCC	l-i-n-k	s-o-f-t	m-u-s-t	w-e-p-t	b-e-n-d	
CCVC	d-r-o-p	c-l-a-p	s-p-a-n	t-w-i-g	c-r-a-b	
CCVCC	s-t-a-m-p	d-r-i-n-k	p-l-u-m-p	b-l-e-n-d	f-r-o-s-t	
Total:						/25

SLC1: Synthesis of words with letter combinations

Administration: Say the sounds and ask the child to put the sounds together to make a word – (e.g. Adult “w”-“or”-“n”, Child “w-or-n worn”)

						Total
th-i-n	sh-ee-t	ch-a-p	r-i-ch	s-t-oo-l	d-a-sh	
wh-i-m	f-er-n	b-a-ck	s-ing	n-ea-t	ar-t	
p-ai-n-t	c-or-n	t-r-ay	l-igh-t	b-ur-n	b-oa-t	
l-ou-d	d-r-aw	b-ir-d	c-oi-n	g-r-a-ph	kn-o-t	
k-ey	b-oy	f-l-ew	n-ee-d	qu-i-d	p-air	
t-ear	d-oor	t-a-pe	m-i-le	j-o-ke	d-u-ke	
Total:						/36

Record the total scores for each grid on the child’s Reading Assessment Record Sheet.

Assessment of Reading Sight Vocabulary



HF1: Assessment of Reading of High Frequency words 1-20

Administration: The adult and child should each have a copy of the grid. Ask the child to read the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes while reading (if the same error is made twice, that counts as two errors). Stop after a minute and check which number of words the child reached. Record the total the number of words read correctly and the number of errors on the child's Reading Assessment Record Sheet.

a	and	is	he	then	5
my	to	with	the	it	10
in	of	I	that	went	15
was	am	had	me	some	20
it	then	in	me	with	25
to	went	a	I	he	30
had	am	the	was	my	35
is	that	some	of	and	40

HF2: Assessment of Reading of High Frequency words 21-40

Administration: The adult and child should each have a copy of the grid. Ask the child to read the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes while reading (if the same error is made twice, that counts as two errors). Stop after a minute and check which number of words the child reached. Record the total the number of words read correctly and the number of errors on the child's Reading Assessment Record Sheet.

saw	this	for	his	see	5
we	go	little	she	when	10
are	has	one	there	at	15
have	out	they	come	her	20
when	see	are	come	little	25
go	at	saw	one	his	30
they	out	she	have	we	35
for	there	her	has	this	40

HF3: Assessment of Reading of High Frequency words 41-60

Administration: The adult and child should each have a copy of the grid. Ask the child to read the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes while reading (if the same error is made twice, that counts as two errors). Stop after a minute and check which number of words the child reached. Record the total the number of words read correctly and the number of errors on the child's Reading Assessment Record Sheet.

about	could	make	take	after	5
did	new	their	all	do	10
next	them	an	down	not	15
three	as	from	now	time	20
do	after	now	next	their	25
new	not	about	an	take	30
from	as	all	three	did	35
make	down	time	them	could	40

HF4: Assessment of Reading of High Frequency words 61-80

Administration: The adult and child should each have a copy of the grid. Ask the child to read the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes while reading (if the same error is made twice, that counts as two errors). Stop after a minute and check which number of words the child reached. Record the total the number of words read correctly and the number of errors on the child's Reading Assessment Record Sheet.

away	get	off	today	back	5
got	old	too	be	here	10
on	two	because	him	once	15
up	big	into	other	us	20
here	back	other	on	too	25
old	once	away	because	today	30
into	big	be	up	got	35
off	him	us	two	get	40

HF5: Assessment of Reading of High Frequency words 81-100

Administration: The adult and child should each have a copy of the grid. Ask the child to read the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes while reading (if the same error is made twice, that counts as two errors). Stop after a minute and check which number of words the child reached. Record the total the number of words read correctly and the number of errors on the child's Reading Assessment Record Sheet.

but	last	our	very	by	5
like	over	were	call	live	10
out	what	came	look	said	15
will	can	made	so	you	20
live	by	so	out	were	25
over	said	but	came	very	30
made	can	call	will	like	35
put	look	you	what	last	40

Assessment of Phonics Skills 1: Letter Sounds



LC1: Assessment of Reading Letter Sounds

Administration: The adult and child should each have a copy of the grid. Ask the child to read the letter sounds while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes while reading (if the same error is made twice, that counts as two errors). Stop after a minute and check which number of letters the child reached. Record the total the number of letters read correctly and the number of errors on the child's Reading Assessment Record Sheet.

a	m	t	s	i	5
f	d	r	o	g	10
l	h	u	c	b	15
n	k	v	e	p	20
w	j	y	x	q	25
z	a	m	i	f	30
r	o	g	l	h	35
t	e	p	n	w	40

Assessment of Phonics Skills 2: Phonically Regular Words



PR1: Assessment of Blending and Reading CVC words

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

mat	pen	fun	win	hot	5
kip	can	hut	cob	him	10
bun	fat	wet	not	leg	15
pin	yet	jam	zen	did	20
sag	ten	mug	rod	cot	25
hut	bit	fed	nut	lip	30
pot	gag	men	sat	kip	35
fun	not	did	fat	pen	40

PR2: Assessment of Blending and Reading CVCC words

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

just	cast	gulp	rust	help	5
soft	must	dent	hilt	bend	10
tank	desk	camp	band	bank	15
junk	hand	bulb	wisp	risk	20
bond	lisp	list	went	mist	25
wilt	tent	link	left	jump	30
fast	ring	gong	song	sink	35
held	mend	bump	mask	left	40

PR3: Assessment of Blending and Reading CCVC words

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

twig	skip	plum	grab	spot	5
trek	flop	grip	plan	blot	10
scum	swot	drop	scan	flag	15
snob	glad	bled	brim	smog	20
clap	slug	drum	snip	trap	25
spit	trim	stab	glum	swim	30
slot	crib	grip	trot	fret	35
stun	frog	plan	grub	step	40

PR4: Assessment of Blending and Reading CCVCC words

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

spend	tramp	plump	grand	skunk	5
stamp	drank	scalp	print	slept	10
clamp	blunt	stand	tramp	drift	15
brand	frost	swift	slant	drink	20
twist	brink	crisp	gland	trend	25
clasp	blend	blast	craft	plant	30
stand	scalp	cramp	slump	clink	35
clank	frank	print	swift	stamp	40

PR5: Assessment of Blending and Reading a mixture of CVC , CVCC, CCVC, CCVCC words

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

jam	sink	plod	tramp	crib	5
blast	hit	help	twist	band	10
mask	cab	tram	wet	plump	15
grub	pan	plan	grand	pant	20
crisp	grin	bank	mat	trend	25
bump	tap	drum	skin	craft	30
lad	trek	brim	mend	drift	35
hut	mat	frost	spit	went	40

Assessment of Phonics Skills 3: Letter Combinations



LC1: Assessment of Reading and Blending CVCe and CCVCe words

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

bite	poke	mate	cute	kite	5
rote	time	joke	mine	fade	10
plane	maze	snake	froze	home	15
mile	note	fume	bake	spine	20
fade	kite	plane	crime	spoke	25
prime	home	bribe	snake	cute	30
like	note	mine	mile	rote	35
skate	froze	spine	maze	cube	40

LC2: Assessment of Reading and Blending words containing ck / th / ing / sh / wh / qu / er / ar / ea / ol / oo

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

cloth	whisk	herd	food	flick	5
smart	smash	clean	quack	fling	10
neat	bath	star	whiz	kick	15
dash	quilt	ping	scold	term	20
black	quip	shunt	freak	bring	25
moon	dart	stern	think	whim	30
ship	roost	quid	ding	fern	35
thin	heap	back	whip	told	40

LC3: Assessment of Reading and Blending words containing ee / ai / ch / or / ay / igh / ur / oa / ou / au / aw

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

pinch	burst	trout	bay	short	5
foal	free	trawl	frail	sigh	10
bee	proud	north	roast	chant	15
spurt	paint	sight	paw	tray	20
trail	night	tweet	outlet	storm	25
way	sprawl	float	such	curb	30
grout	play	vain	high	need	35
yawn	chin	fur	form	coal	40

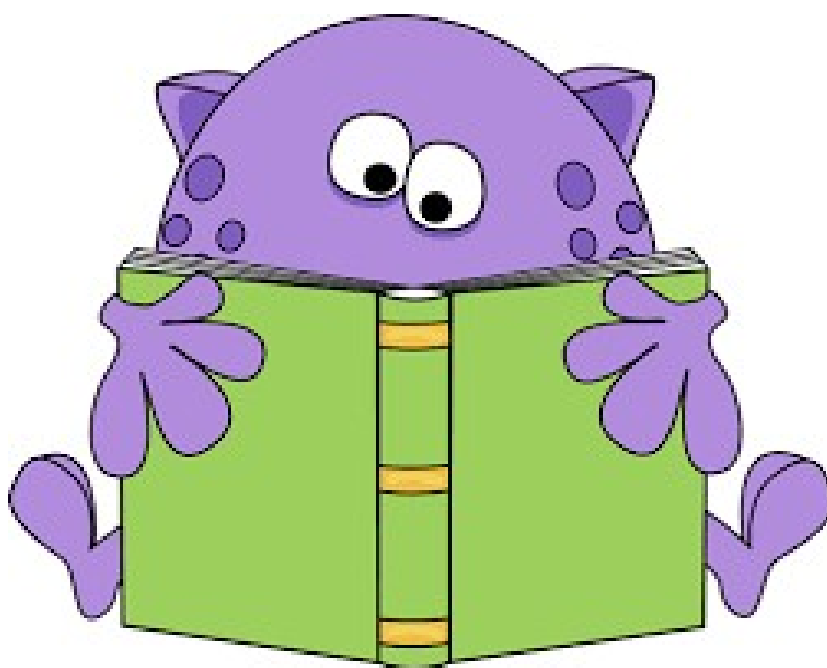
LC4: Assessment of Reading and Blending words containing ir / kn / oi / ph / ey / oy / ew / air / ear / oor

*Administration: The adult and child should each have a copy of the grid. Ask the child to **blend and read** the words while timing one minute on a stopwatch. If he/she reaches the end within the minute, ask him/her to start from the beginning again. On the adult's copy, record the errors that the child makes (if the same error is made twice, that counts as two errors). Both the blending and reading need to be correct. Stop after a minute and check which number of words the child has reached. Record the total the number of words blended and read correctly and the number of errors on the child's Reading Assessment Record Sheet.*

first	orphan	boy	knit	key	5
tear	hoist	hair	doorway	flew	10
phone	knit	moor	hearing	royal	15
crew	moist	beard	bird	hockey	20
phantom	flooring	coy	pair	knee	25
key	ear	coin	graph	cashew	30
enjoy	screw	toy	ear	air	35
knew	fir	donkey	mooring	oil	40

Children's Reading Assessment Record Sheets and Reading Assessment Progress Tracking Sheets

(Master Copies Page 7-9)



Dyslexia Reading Intervention Guidelines

Outline Session:

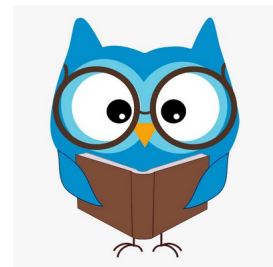
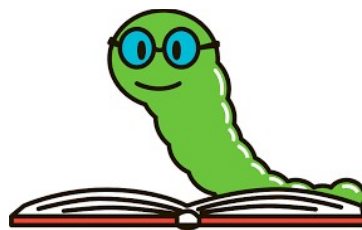
Sight Vocabulary = 2 mins

+

Phonics Skills = 2 mins

+

Reading together = 10 mins



Dyslexia Reading Intervention Guidelines

Purpose

Following assessment of the accuracy, fluency and generalisation of a child's reading skills, the aim is to identify very specific areas where additional focused intervention is needed in order to improve reading success. This will be provided using direct instructional precision teaching, which has been shown to be highly effective in helping the dyslexic brain to make new connections between hearing, sight, language, memory and comprehension – even if there has been resistance to conventional teaching methods.

Key features of Intervention

Intervention for dyslexia needs to teach for accuracy, fluency, maintenance, generalisation and application in reading. Intervention should therefore:

- intervene at a specific level of need based on detailed individual assessment
- use a direct instructional precision teaching style focused on specific skills
- involve repetition and over-learning to embed learning within the memory
- be frequent (10 minutes a day is more effective than 20 minutes twice a week)
- combine old and new learning so that nothing is forgotten (maintenance)
- teach accurate and fluent recall of the 100 most common sight words
- develop strong phonological awareness and blending skills
- provide opportunities to use new learning when reading real books (generalisation and application)
- involve children in their own learning, progress, and the application of their skills
- inspire an appreciation and enjoyment of reading – reading real books together, asking questions, talking about meaning, developing higher level reading skills

The intervention resources have been designed in order to meet these key features.

Outline of Intervention Session:

The intervention session should take place daily for 10-15 minutes and must include each of the following three elements:

Precision Teaching of Sight Vocabulary = 2 mins

+

Precision Teaching of Phonics Skills = 2 mins

+

Reading together = up to 10 mins

Using the Intervention Resources

1. Identify Points of Intervention

After completing the Dyslexia Reading Intervention Assessment, use the child's completed Reading Assessment Record Sheet to identify at which point the child needs intervention – this will include both a targeted sight word intervention AND a targeted phonics skills intervention using the relevant material. If a child's score is less than 95% in any of the skills assessed, then intervention is required from that level.

2. Find and Mark Relevant Resource Page for Sight Vocabulary

Following on from identifying the point of need as mentioned above, find the relevant section in the Dyslexia Reading Intervention Resources for Sight Vocabulary: First 100 Words. E.g. if a child needs help at HF3, find the page marked HF3 in the resources. It is useful to mark the page with a named post it, for ease of use, and because the same resource pack can be used for several children.

3. Find and Mark Relevant Resource Page for Phonics Skills

Following on from identifying the point of need as mentioned above, find the relevant section in the Dyslexia Reading Intervention Resources for Phonics Skills. E.g. if a child needs help at PR2, find the page marked PR2 in the resources. It is useful to mark the page with a named post it, for ease of use, and because the same resource pack can be used for several children.

4. Introduce the child to the format of the intervention session:

Every day we will be practising two very important aspects of reading: Sight Vocabulary (for 2 minutes) and Phonics Skills (for 2 minutes). After this we will enjoy reading a chosen book together for around ten minutes.

5. Precision Teach the chosen Sight Vocabulary and Phonics Skills

When starting a new set of words or a new phonics skill, choose an appropriate way to introduce this to the child. Some may be happy to go straight to the precision teaching grids, while others may need an introduction using e.g. coloured pens and paper, magnetic letters, word cards, a whiteboard, etc. One example would be, when introducing CVCe and CCVCe words, use a different colour to highlight the vowels, to emphasise how the e changes the sound of the other vowel in the word. Multi-sensory tools are useful to engage different parts of the brain in learning.

Precision teaching grids are provided for each intervention point. The grids have been carefully prepared so that the same new words or skills are taught repeatedly, combined with over-learning of all previous words / skills.

Use one teaching grid per day, precision teach in rows, then pick random words, then ask the child if they feel confident enough to read a column of words independently. Move onto the next grid the next day, etc. As the child becomes more confident, encourage them to read independently, and continue with this section of the resources until you are sure that they have mastered the new words or skill.

Reminders about precision teaching of sight vocabulary and phonics skills are provided within the resources, at the start of each new intervention point. The key thing to remember is that sight words have to be read by sight as single words, while the phonics skills require **blending and reading** in order for the skill to be developed. It is very important that the child understands the difference between sight vocabulary and phonics skills – more detail can be found to explain this on the front page of each section of resources.

6. Ongoing Assessment

Use regular informal assessment and professional judgement to decide when a child has mastered the specific set of new words or skills they have been practising. Every child will learn at a different pace, so they will move through the intervention programme at different speeds. Do not move a child on to a new section until they are ready, i.e. they have mastered the current one. When you are confident that the child is consistently successful in reading most of their new words or using their developing phonic skills, then they are ready to move on to the next set of words or phonic skills in the resources. The resources should be followed in the order provided.

More formal re-assessment using this Reading Accuracy and Fluency Assessment should take place every half term and recorded on the tracking sheet, so that the rate of progress can be easily identified.

7. Reading Together

Following on from the precision teaching outlined above, reading together is an important part of the reading intervention session, as well as being fun!

Reading real books together provides opportunities to use new learning, for example by identifying new sight vocabulary that has been learnt, or using a new phonics skill to decode an unknown word. Look for opportunities to remind the child to use their new skills and praise them when they do this. It is helpful for the child to see how their learning can be applied to real reading situations.

The choice of book will depend on the child's interests and level, but should most of all be engaging. It may be that the adult and child take it in turns to read, or share the reading according to skills acquired. Reading together can inspire an appreciation and enjoyment of reading, a desire to read more, and an increase in confidence to approach books and read independently.

Reading together can also provide opportunities for higher level reading skills to be developed – by asking questions, talking about meaning, making predictions, discussing emotions, etc.

Dyslexia Reading Intervention Resources

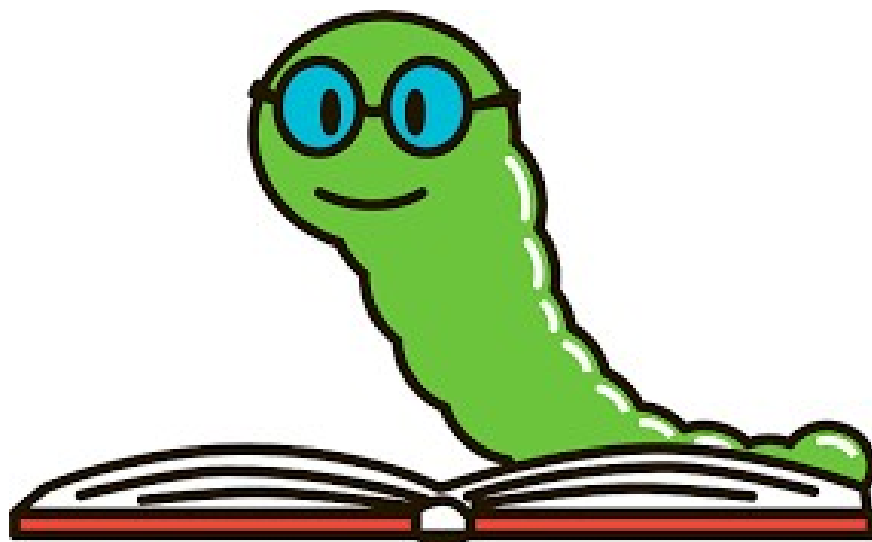
Sight Vocabulary: First 100 Words

Learning the first 100 most important words which are contained
in these
pages will help you to read over half of the words of any book.

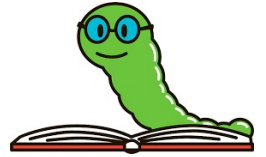
The words are sight words – you have to remember them by
looking at their shape and the letters they use.

The more that you practise looking at the words and saying them,
the easier it will be for your brain to remember them.

Even when you know some of the words, you can still get faster!



Words 1 – 10 (HR1)



The first ten words to learn are:

a and is he then my to with the it

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day so the order is varied.
- When the child feels confident, they can say the words without the adult saying them first.

a	and	is	he	then
my	to	with	the	it

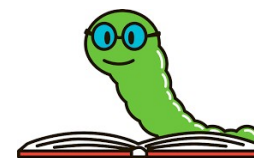
it	the	with	to	my
then	he	is	and	a

it	and	is	with	my
a	the	he	to	then

my	and	with	he	it
a	to	is	the	then

it	is	a	he	and
then	with	my	the	to
he	and	it	is	a
the	to	then	with	my

Words 10 – 20 (HR1)



The next ten words to learn are:

in of I that went was am had me some

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

in	of	I	that	went
was	am	had	me	some
a	and	is	he	then
my	to	with	the	it

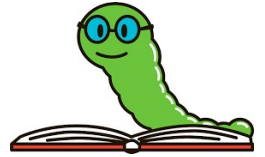
some	me	had	am	was
then	he	is	and	a
went	that	of	I	in
it	the	with	to	my

some	that	I	am	was
then	the	is	of	my
went	he	had	to	in
it	me	with	and	a

me	then	is	and	a
it	with	to	my	he
I	of	in	the	went
am	was	that	some	had

then	is	a	and	he
it	with	my	to	the
went	I	in	of	that
some	had	was	am	me

Words 20 – 30 (HR2)



The next ten words to learn are:

saw this for his see we go little she when

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

saw	this	for	his	see
we	go	little	she	when
a	and	is	he	then
my	to	with	the	it

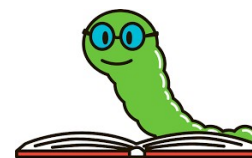
in	of	I	that	went
was	am	had	me	some
saw	this	for	his	see
we	go	little	she	when

when	we	this	he	then
my	she	see	saw	it
in	of	little	his	went
was	am	had	go	for

a	and	is	she	when
we	to	with	the	little
see	for	I	that	go
his	this	saw	me	some

a	and	is	he	then
my	to	with	the	it
in	of	I	that	went
was	am	had	me	some
saw	when	this	she	for
his	little	see	we	go

Words 30 – 40 (HR2)



The next ten words to learn are:

are has one there at have out they come her

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

are	has	one	there	at
have	out	they	come	her
saw	this	for	his	see
we	go	little	she	when
a	and	is	he	then
my	to	with	the	it

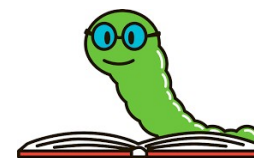
a	and	is	he	then
my	to	with	the	it
saw	this	for	his	see
we	go	little	she	when
her	come	they	out	have
at	there	one	has	are

when	has	this	there	then
are	we	one	he	at
my	she	see	saw	it
in	out	little	come	went
have	of	they	his	her
was	am	had	go	for

her	and	they	she	have
a	come	is	out	when
we	to	with	the	little
at	for	I	has	go
see	there	one	that	are
his	this	saw	me	some

are	and	has	one	then
my	to	with	the	it
there	of	have	that	went
was	out	had	me	some
saw	when	this	they	for
come	little	see	we	her

Words 40 – 50 (HR3)



The next ten words to learn are:

about could make take after did new their all do

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

about	could	make	take	after
did	new	their	all	do
are	has	one	there	at
have	out	they	come	her
saw	this	for	his	see
we	go	little	she	when

a	and	is	he	then
my	to	with	the	it
about	could	make	take	after
at	there	one	has	are
her	come	they	out	have
did	new	their	all	do

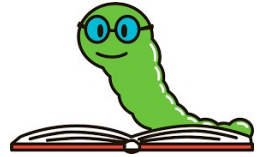
do	has	this	there	then
after	take	one	about	at
my	new	see	saw	it
do	out	little	their	went
have	of	they	his	all
was	could	had	make	for

her	and	make	she	all
take	come	is	could	when
we	to	with	the	little
about	for	I	has	do
did	there	one	that	new
his	this	after	me	some

are	and	has	make	then
new	do	with	the	did
there	all	could	take	went
was	out	had	after	some
saw	when	this	their	for
come	about	see	we	her

a	and	is	he	then
my	to	with	the	it
in	of	I	that	went
was	am	had	me	some
saw	when	this	she	for
his	little	see	we	go
are	has	one	there	at
have	out	they	come	her
about	could	make	take	after
did	new	their	all	do

Words 50 – 60 (HR3)



The next ten words to learn are:

next them an down not three as from now time

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

next	them	an	down	not
three	as	from	now	time
did	new	their	all	do
have	out	they	come	her
saw	this	for	his	see
we	go	little	she	when

time	down	from	them	three
my	to	with	the	it
about	could	make	take	after
at	there	one	has	are
her	come	they	out	have
not	now	an	as	next

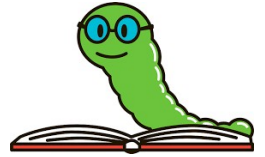
about	time	make	from	after
not	has	one	there	down
are	could	take	now	at
did	them	their	all	as
a	and	an	he	then
three	new	do	is	next

her	and	make	from	all
take	next	as	could	when
now	to	with	the	little
about	time	three	them	do
an	there	one	that	new
his	this	down	not	some

are	and	has	make	now
new	do	next	time	down
from	an	could	them	went
was	as	had	after	some
three	when	this	their	for
come	about	not	we	her

a	and	is	he	then
my	to	with	the	it
in	of	I	that	went
was	am	had	me	some
saw	when	this	she	for
his	little	see	we	go
are	has	one	there	at
have	out	they	come	her
about	could	make	take	after
did	new	their	all	Do
next	them	an	down	not
three	as	from	now	time

Words 60-70 (HR4)



The next ten words to learn are:

away get off today back got old too be here

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

away	get	off	today	back
got	old	too	be	here
next	them	an	down	not
three	as	from	now	time
did	new	their	all	do
have	out	they	come	her

about	could	make	take	after
today	back	get	off	away
at	there	one	has	are
her	come	they	out	have
old	got	too	here	be
not	now	an	as	next

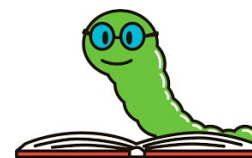
away	has	this	here	then
are	get	one	be	he
my	she	see	today	back
in	too	off	come	went
when	has	their	saw	it
old	out	got	at	there

saw	away	today	them	three
this	go	get	got	too
his	she	time	the	be
of	off	down	old	to
see	little	from	my	it
we	when	back	with	here

are	here	has	make	now
got	do	next	time	down
from	off	old	today	went
was	too	had	away	some
they	when	this	their	for
come	about	get	back	be

a	and	is	he	then	away
my	to	with	the	it	get
in	of	I	that	went	off
was	am	had	me	some	today
saw	when	this	she	for	back
his	little	see	we	go	got
are	has	one	there	at	old
have	out	they	come	her	too
about	could	make	take	after	be
did	new	their	all	do	here
next	them	an	down	not	there
three	as	from	now	time	their

Words 70-80 (HR4)



The next ten words to learn are:

on two because him once up big into other us

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

on	two	because	him	once
up	big	into	other	us
next	them	an	down	not
three	as	from	now	time
did	new	their	all	do
have	out	they	come	her

about	could	make	take	after
today	big	us	other	away
into	there	one	once	are
him	come	they	out	have
old	got	too	here	up
because	now	two	as	on

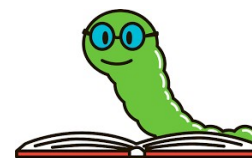
away	us	this	here	then
are	big	one	once	other
my	she	two	today	back
into	him	off	on	went
when	has	their	saw	up
old	out	got	because	there

other	away	today	two	three
this	because	get	got	too
him	his	time	the	be
big	off	once	old	on
see	little	from	my	into
we	when	up	us	here

are	him	has	make	once
us	up	big	time	down
from	off	on	today	went
other	into	had	away	some
they	when	this	their	two
come	about	get	back	because

a	and	is	he	then	away	two
my	to	with	the	it	get	on
in	of	I	that	went	off	because
was	am	had	me	some	today	him
saw	when	this	she	for	back	once
his	little	see	we	go	got	up
are	has	one	there	at	old	big
have	out	they	come	her	too	into
about	could	make	take	after	be	other
did	new	their	all	do	here	us
next	them	once	down	not	there	an
three	because	from	now	time	other	as

Words 80-90 (HR5)



The next ten words to learn are:

but last our very by like over were call live

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

but	last	our	very	by
like	over	were	call	live
next	them	an	down	not
three	as	from	now	time
did	new	their	all	do
have	out	they	come	her

about	could	call	like	after
today	big	but	other	away
live	there	one	once	are
him	come	they	out	our
over	were	too	here	last
because	now	two	very	by

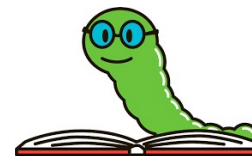
away	us	but	here	last
are	our	one	once	other
my	by	two	live	back
into	were	off	on	like
over	has	very	saw	up
old	call	got	because	there

other	away	today	two	three
this	but	by	got	too
live	his	time	the	be
call	over	once	old	our
like	little	last	my	into
we	when	were	very	here

are	our	has	make	once
over	but	big	were	down
from	very	by	today	live
other	into	had	away	some
they	when	this	their	like
call	about	last	back	because

but	and	is	he	then	away	two
my	to	with	the	live	get	our
in	of	very	that	went	off	because
was	am	had	me	some	today	him
saw	when	this	she	for	back	once
his	little	see	we	go	got	up
are	has	one	there	by	old	big
have	out	they	come	her	too	into
about	could	make	take	after	be	other
did	new	their	call	do	here	us
next	them	last	down	not	like	an
three	were	from	now	time	over	as

Words 90-100 (HR5)



The next ten words to learn are:

put what came look said will can made so you

- The adult will point to each word and say it, then you say it together, then the child will say the word.
- Try a different box of words each day – they contain the new words and some of the words you have already learned.
- When the child feels confident, they can say the words without the adult saying them first.

put	last	our	very	by
like	over	were	call	live
next	them	an	down	not
three	as	from	now	time
did	new	their	all	do
have	out	they	come	her

about	could	call	like	after
so	can	but	other	away
live	look	one	once	said
will	come	came	out	our
you	were	what	here	last
because	made	two	very	put

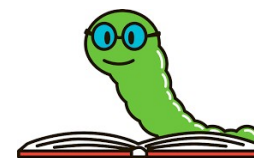
you	us	but	put	last
are	what	came	look	other
made	by	two	live	back
into	were	said	will	like
over	has	very	saw	so
can	call	got	because	there

other	said	today	away	made
this	but	put	got	too
live	his	time	came	look
call	can	once	you	our
like	little	last	so	into
what	when	were	will	here

are	will	you	make	look
over	said	put	were	so
came	very	can	today	live
other	into	had	away	some
they	when	what	their	like
call	about	last	made	because

but	and	put	he	then	away	two
my	so	with	the	live	said	our
what	will	very	that	went	off	because
was	look	had	me	some	today	him
saw	when	this	she	for	back	once
his	little	see	can	came	got	up
are	has	one	there	by	old	big
have	out	they	come	her	too	into
about	could	make	made	after	be	other
did	new	their	call	do	here	us
next	them	last	down	not	like	you
three	were	from	now	time	over	as

First 100 Words Continued



Once you know the first 100 words by sight ...

you can celebrate!

It's important to keep practising the words you know and to look out for similar words that might catch you out.

- The following grids are for continued practice of the first 100 words that have been learnt.
- Try a different box of words each day – they contain words that are similar and may be easily muddled. Can you spot why?
- Hopefully the child can confidently read the words, but if needed you can use the direct instructional method (adult, together, child) to help.

Small words

a	am	an	as	at
I	is	in	it	I'm
me	be	he	she	we
my	by	go	so	no
up	us	do	to	too

People words

I	am	I'm	me	my
he	his	him	she	her
we	are	we're	were	was
them	their	they	they're	are
you	your	yours	us	our

we're	me	we	are	her
your	is	he	them	they
him	us	I	his	they're
their	you	were	am	was
she	our	my	yours	I'm

th, wh, w words

the	they	them	then	three
that	this	there	their	they're
other	here	there	where	when
was	went	want	were	we're
with	what	will	want	when

was	the	that	when	with
there	went	will	three	then
here	them	we're	there	other
what	this	other	where	their
they	they're	want	went	were

Question words

when	where	what	was	were
who	why	which	where	will
how	how many	how old	how	who
did	do	can	could	may
what	who	which	why	how

who	were	how	why	may
how many	when	did	could	which
when	do	where	may	will
can	who	could	what	where
how	why	which	how old	was

Alphabetically similar words

a	and	an	am	are
about	after	all	at	as
away	are	our	after	other
be	by	big	but	back
because	be	my	me	by

come	came	could	can	call
do	down	did	came	come
for	from	if	of	off
go	got	get	from	for

he	her	here	he	here
him	his	has	had	have
I	in	is	it	into
little	live	look	like	last
me	my	make	made	my
now	new	next	not	now

of	off	on	one	once
old	out	our	other	over
put	but	other	out	at
so	some	saw	see	she
said	she	see	our	are

the	then	them	they	they're
that	this	their	there	three
to	too	two	today	they
take	time	there	here	where
us	up	one	two	three

we	went	was	with	will
when	where	were	was	when
who	what	why	where	were
you	your	yours	very	what

Words 1-50

a	and	is	he	then
my	to	with	the	it
in	of	I	that	went
was	am	had	me	some
saw	this	for	his	see
we	go	little	she	when
are	has	one	there	at
have	out	they	come	her
about	could	make	take	after
did	new	their	all	do

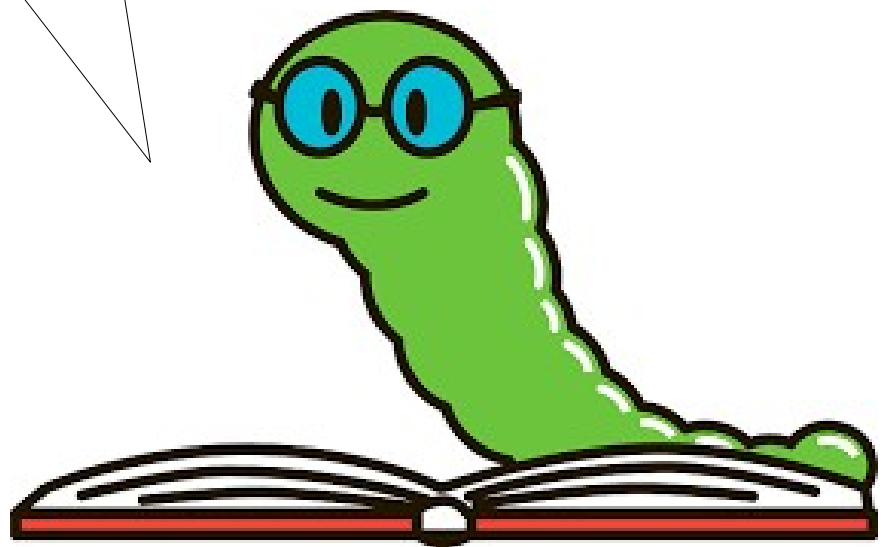
Words 51-100

next	them	an	down	not
three	as	from	now	time
away	get	off	today	back
got	old	too	be	here
on	two	because	him	once
up	big	into	other	us
but	last	our	very	by
like	over	were	call	live
put	what	came	look	said
will	can	made	so	you

Congratulations!

You have learnt your Sight Vocabulary: First 100 Words

Amazing reading!
You can now be a
brilliant bookworm!



Dyslexia Reading Intervention Resources

Phonic Skills

Learning the phonic skills contained in these pages will help you to build up your ability to decode an increasing number of words in books.

Lots of words are based on phonics – each written letter, or group of letters, has a different sound when it is spoken out loud.

As you practise looking at the letters, saying the sounds, and putting them together into words, your brain will increase its phonic awareness.

We need both sight words and phonic skills to help us read.
So get your brain ready for a word fitness workout!



Phonic Skills 1 : Reading letter sounds (LS1)



The tables below contain individual letter sounds.

- If the child needs help with aural synthesis, begin with the adult saying the sounds for the child to copy *without showing them the letters*.
- Next, the adult will point to each letter and say its 'pure' sound, then say it together, then the child will say the sound. Emphasize accuracy of the 'pure' sounds through repetition.
- When the child feels confident, they can say the sounds without the adult saying them first.

a	m	t	s	i
f	d	r	o	g

f	d	r	o	g
a	m	t	s	i

g	o	f	s	r
t	d	i	m	a

l	h	u	c	b
a	m	t	s	i
f	d	r	o	g

f	d	r	o	g
b	c	u	h	l
a	m	t	s	i

n	k	v	e	p
l	h	u	c	b
a	m	t	s	i
f	d	r	o	g

b	c	h	u	l
t	i	s	m	a
v	p	n	k	e
g	o	d	r	f

w	j	y	x	q
n	k	v	e	p
l	h	u	c	b
a	m	t	s	i
f	d	r	o	g

b	c	h	u	l
t	i	s	m	a
q	x	j	y	w
v	p	n	k	e
g	o	d	r	f

z	a	e	i	o
l	h	u	c	b
w	j	y	x	q
n	k	v	e	p
f	d	r	o	g
a	m	t	s	i

i	g	b	p	q
e	c	o	s	z
x	t	r	u	v
y	m	d	h	k
j	a	e	f	i
l	n	w	u	S
a	b	d	e	i
s	t	f	m	n
o	l	u	c	k

z	q	s	u	p
a	b	e	g	i
x	e	c	o	s
a	b	d	e	i
s	t	f	m	n
o	l	u	c	k
y	v	u	r	t
j	k	h	d	m
w	n	l	f	a

Phonic Skills 2: Blending and reading CVC words (PR1)



The tables below contain words which have three letter sounds.

- If the child needs help with aural synthesis, begin with the adult saying the individual sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will point to and say the sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual sounds and then the blended word: "c-a-n, can ... m-a-n, man ... ". Ensure that the child says each individual sound clearly as well as blending.
- Remember that we are learning a skill – to recognize the three individual sounds and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn how to read them.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

can	man	nan	ban	pan
mat	rat	cat	sat	pat
jam	ham	ram	dam	Sam
bap	cap	sap	tap	rap

pen	ten	zen	den	hen
Ben	wet	yet	jet	get
let	leg	peg	Meg	beg
red	fed	bed	led	Ted

pin	win	bin	tin	din
kin	rim	Tim	Jim	him
kip	lip	zip	tip	nip
big	wig	pig	jig	dig

cob	hob	Bob	job	mob
sob	cod	nod	rod	god
hot	not	pot	cot	dot
jog	log	hog	bog	dog

hut	nut	but	cut	gut
fun	bun	run	pun	sun
mug	hug	bug	rug	tug
bud	mud	hub	rub	tub

can	pin	pen	cob	hut
fun	Ben	kin	mug	mat
let	jam	kip	hot	sob
bap	red	jog	big	bud

ten	wet	win	hob	nut
man	rat	mud	bun	cod
leg	fed	lip	not	hug
ham	cap	log	wig	rim

Nan	zen	pot	Bob	bed
yet	cat	Tim	nod	run
ram	peg	zip	bug	bin
pig	but	sap	hog	hub

ban	den	tin	job	tap
Meg	pun	rod	Jim	jet
dam	sat	cut	cot	bog
tip	led	jig	rug	rub

hen	pan	din	rap	gut
pat	get	him	sun	god
Sam	dog	tub	dot	tug
mob	Ted	dig	beg	nip

Phonic Skills 2: Blending and reading CVCC words (PR2)



The tables below contain words which have four letter sounds.

- If the child needs help with aural synthesis, begin with the adult saying the individual sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will point to and say the sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual sounds and then the blended word: "j-u-s-t, just ... m-u-s-t, must ... ". Ensure that the child says each individual sound clearly as well as blending.
- Remember that we are learning a skill – to recognize the four individual sounds and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn how to read them.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

just	must	rust	dust	gust
cast	fast	last	past	mast
list	link	lisp	lost	last
disc	risk	wisp	mist	fist

bend	band	bank	bond	pond
mend	mask	task	tusk	husk
hand	help	held	hilt	wilt
sent	dent	went	tent	melt

sink	pink	link	gulp	bulb
tank	junk	punk	jump	bump
ring	sing	king	camp	ramp
gong	song	pong	soft	loft

just	bend	sink	list	help
cast	must	tank	rink	mask
list	hand	ring	fast	band
disc	sent	gong	mend	dent

pink	wisp	task	link	pong
sing	last	bank	ping	mist
junk	past	went	lost	held
rust	song	list	held	king

bond	tusk	tilt	bent	gulp
jump	soft	camp	gust	mast
fist	pond	wilt	bulb	ramp
last	husk	bump	loft	melt

Phonic Skills 2: Blending and reading CCVC words (PR3)



The tables below contain words which have four letter sounds.

- If the child needs help with aural synthesis, begin with the adult saying the individual sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will point to and say the sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual sounds and then the blended word: "s-p-o-t, spot ... s-l-u-g, slug... ". Ensure that the child says each individual sound clearly as well as blending.
- Remember that we are learning a skill – to recognize the four individual sounds and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn how to read them.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

scan	scam	scum	snip	snob
spot	spit	swot	slot	stun
slug	spit	stab	swim	swam
skim	skip	smog	snag	slip

twig	trek	trim	tram	trap
trot	Twix	twin	trip	twit
grab	grip	glad	glum	grub
grit	glam	Greg	gram	Gran

flop	flip	flap	flag	flog
fret	frog	flit	flat	flan
club	clip	clot	crib	crab
clap	cram	clap	clam	clan

plum	plan	plop	pram	prim
prom	plug	prop	prod	plot
blot	bled	brim	brag	bran
drop	drip	drum	drab	drug

twig	scam	flop	plum	scan
trot	spit	fret	prom	spot
grab	spit	club	blot	slug
grit	skip	clop	drop	skim

flip	trek	plan	scum	trim
frog	Twix	plug	swot	twin
clip	grip	bled	stab	glad
cram	glam	drip	smog	grot

snip	spit	tram	pram	flog
slot	grub	trip	prod	flan
swim	drum	glum	brag	crab
snag	clip	gram	drab	stun

Phonic Skills 2: Blending and reading CCVCC words (PR4)



The tables below contain words which have five letter sounds.

- If the child needs help with aural synthesis, begin with the adult saying the individual sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will point to and say the sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual sounds and then the blended word: "s-p-e-n-t, spent ... c-l-a-n-k, clank... ". Ensure that the child says each individual sound clearly as well as blending.
- Remember that we are learning a skill – to recognize the five individual sounds and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn how to read them.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

spend	spent	skunk	scalp	swift
slept	slump	slant	stunt	slink
stamp	stand	slang	stump	sling
skint	scant	stomp	skint	stint

craft	cramp	crisp	croft	clamp
clasp	clink	clank	clunk	crept
drink	drank	drunk	drift	draft
print	plant	plump	plank	prank

twist	tramp	trump	trend	trunk
blast	brink	brand	blend	bland
blunt	frost	frank	fling	flask
grand	gland	grump	grant	grasp

spend	clamp	frost	slept	tramp
clasp	drink	blast	cramp	slump
stamp	twist	blunt	drank	plant
craft	print	grand	stand	frank

trend	brink	slant	clink	blend
frank	gland	drift	plump	scalp
grasp	skunk	slang	brand	craft
trunk	crisp	trend	swift	flask

Phonic Skills 2: Blending and reading CVC, CVCC, CCVC and CCVCC words (PRMix)



The tables below contain words which have a mix of three, four or five letter sounds – a review of all the phonics skills covered so far.

- Looking at the words, the adult will point to and say the sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual sounds and then the blended word. Ensure that the child says each individual sound clearly as well as blending.
- Remember that we are learning a skill – to recognize the various numbers of individual sounds and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn how to read them.
- When the child feels confident, they can say the sounds / words without the adult saying them first. The child will hopefully be able to do this quickly because this section is effectively a review of all the previous phonics skills that have been covered.

kip	just	leg	drink	skip
spend	grab	cast	mug	print
list	cot	spot	twist	him
fat	craft	twig	wisp	bend

pen	must	spent	link	band
brink	cramp	red	tramp	plant
swim	rod	grip	bat	risk
scum	drift	fast	flag	lip

tent	pat	trim	skunk	peg
bug	scan	crisp	rust	brand
plump	zip	last	glad	left
held	trend	not	clip	mist

jump	den	punk	blot	hen
sink	clump	bland	rim	swift
drum	trump	nod	stomp	bond
crimp	dust	past	bed	melt

hand	bin	plop	gulp	pong
ten	grant	junk	din	clasp
blond	flip	flint	camp	crept
soft	pig	sing	skint	kid

Phonic Skills 3: Blending and reading words containing letter combinations (LC1)



The tables below contain words which include some sounds that are made letter combinations (two or three letter that join to make a different sound than on their own).

LC1 includes: CVCe and CCVCe words using a-e, i-e, o-e and u-e

- If the child needs help with aural synthesis of words containing letter combinations, begin with the adult saying the individual and combination sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will **introduce and explain** the new letter combination (using other resources if needed). Then ask the child to spot and point to that combination in each of the words on the grid.
- The adult will then point to and say the individual / combination sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual / combination sounds and then the blended word: "c-a-ve, cave ... h-o-pe, hope ... ". Ensure that the child says each individual / combination sounds clearly as well as blending.
- Remember that we are learning a skill – to recognize sounds made by letter combinations and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn to spot the letter combinations, and then how to sound / read them.
- Once the a-e, i-e, o-e, u-e sounds have been learnt separately, they are mixed with words that use previous phonic skills, to ensure maintenance of all learning.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

cake	bake	make	fake	flake
snake	take	rake	drake	lake
cave	brave	gave	save	wave
maze	glaze	graze	daze	gate
mate	hate	plate	slate	ate
flame	blame	male	grape	tape

kip	cake	leg	brave	skip
spend	grab	make	daze	print
list	flame	spot	twist	gate
grape	craft	wave	wisp	bend

pile	tile	file	mile	smile
kite	bite	site	sire	tire
like	bike	hike	pike	size
lime	slime	crime	dime	mime

pen	tile	spent	link	band
bike	cramp	mile	tramp	size
swim	like	crime	bat	risk
slime	drift	fast	bite	smile

code	mode	rode	abode	doze
hope	slope	cope	rope	globe
pole	stole	mole	hole	hose
poke	smoke	broke	stoke	stone
tone	alone	drone	probe	robe

tent	code	trim	doze	drone
hope	scan	slope	rust	brand
pole	globe	last	stone	left
poke	trend	smoke	clip	hose

duke	puke	Luke	mule	rule
cute	mute	flute	jute	lute
tube	cube	prune	tune	dune
crude	dude	rude	cure	pure

jump	puke	punk	blot	mule
cute	clump	bland	rim	flute
drum	tube	nod	stomp	prune
cure	dust	crude	bed	melt

cake	due	pile	code	rule
kite	flame	snake	take	lime
cave	hope	like	pole	pure
poke	brave	crude	maze	mate

cut	bit	cub	mat	slim
cute	bite	cube	mate	slime
tub	lick	hop	bend	duck
tube	like	hope	blend	duke

glaze	rake	tile	mule	make
bite	gave	hate	slime	slope
bike	cure	blame	glaze	stole
mode	plate	jute	smoke	tune

kip	duke	leg	code	skip
cake	just	pile	drink	rule
spend	flame	cast	mug	lime
kite	grab	snake	take	print
list	hope	spot	twist	pure
cave	cot	like	pole	him

rode	male	smile	duke	globe
cute	fake	flute	cope	site
mole	bone	prune	crude	hike
dune	drake	crime	broke	clone
doze	file	Luke	save	tire

glaze	must	spent	mule	make
pen	gave	red	tramp	plant
bite	rake	tile	link	band
brink	cramp	hate	slime	slope
fat	brave	crude	wisp	mate

drone	puke	slate	abode	size
lake	mute	hole	rope	sire
mime	cube	pike	tape	daze
gate	probe	grape	stone	dime
mile	hose	flake	dude	wave

bike	cure	grip	glaze	stole
scum	rod	jute	bat	lip
swim	plate	fast	smoke	risk
mode	drift	blame	flag	true
poke	craft	twig	maze	bend

rode	pat	trim	duke	globe
tent	male	smile	skunk	peg
cute	scan	flute	cope	site
bug	fake	crisp	rude	brand
mole	clone	prune	rust	hike

plump	drake	last	glad	left
rude	zip	not	clip	robe
held	trend	crime	broke	mist
doze	file	Luke	save	tire
jump	den	punk	blot	hen

Phonic Skills 3: Blending and reading words containing letter combinations (LC2)



The tables below contain words which include some sounds that are made letter combinations (two or three letter that join to make a different sound than on their own).

LC2 includes: ck / th / ing / sh / wh / qu / er / ar / ea / ol / oo

- If the child needs help with aural synthesis of words containing letter combinations, begin with the adult saying the individual and combination sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will **introduce and explain** the new letter combination (using other resources if needed). Then ask the child to spot and point to that combination in each of the words on the grid.
- The adult will then point to and say the individual / combination sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual / combination sounds and then the blended word: "h-er-d, herd ... s-t-ar, star ... ". Ensure that the child says each individual / combination sounds clearly as well as blending.
- Remember that we are learning a skill – to recognize sounds made by letter combinations and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn to spot the letter combinations, and then how to sound / read them.
- Once the new sounds have been learnt separately, they are mixed with words that use previous phonic skills, to ensure maintenance of all learning.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

ck / th / ing

clock	tick	back	black	sick
lick	dock	crack	sock	rack
thin	think	thick	thank	throne
path	bath	bathe	cloth	clothe
ring	sing	wing	ting	ding
cling	thing	string	fling	bring

ring	kip	tick	code	skip
cake	dock	just	lick	drink
rule	think	thin	clock	spend
flame	bath	cast	cling	sing
snake	leg	grab	lime	cave
twist	thing	print	path	hope

glaze	wing	must	spent	mule
crack	make	pen	string	sock
gave	red	thick	thank	tramp
bathe	black	plant	cloth	bite
rake	ting	tile	link	cramp
fling	slope	slime	wisp	back

drone	clock	puke	craft	sick
path	stone	size	thin	rack
cling	slate	lick	abode	throne
think	dim	clothe	mock	pat
path	ring	ding	dong	risk
pig	tap	duck	flake	bring

sh / wh / qu

shin	sham	shed	shack	shrink
wish	dish	dash	smash	crash
bash	bush	brush	hush	crush
whisk	whim	whale	while	when
queen	quick	quip	quid	quack

drift	path	queen	smoke	plate
bike	lick	whisk	bike	fling
twig	swim	poke	cloth	bend
shin	cure	fast	glaze	whim
whack	risk	swing	quick	dish
throne	rod	shame	black	string

quip	rode	shed	shack	smash
fake	dash	rust	flat	ring
crack	bring	bath	while	thing
smile	rude	brush	clock	clone
cope	glad	cute	cloth	ship
flute	whale	quip	quid	scan

code	moth	trim	duke	sock
tent	male	smash	skunk	cute
crash	shrink	flute	cope	crush
sing	when	crisp	rude	thick
mole	clone	thank	wing	quack
back	crack	smile	block	throne

er / ar / ea

herd	nerd	jerk	term	fern
stern	Bert	natter	letter	better
car	art	dart	darn	farm
star	start	cart	lard	larder
eat	meat	seat	neat	beat
clean	dream	scream	steam	beam

plump	queen	last	glad	cling
left	whim	star	thud	meat
nerd	ship	dock	clip	herd
robe	start	held	eat	lick
clock	thin	stern	path	shock
art	dream	ring	clean	whale

darn	snake	jerk	term	neat
natter	snack	leg	dart	cave
twist	lard	thing	print	dart
plop	path	cart	when	shell
seat	hope	drip	part	letter
code	scar	scream	steam	hide

fern	drone	white	path	sick
stone	size	thin	rack	better
cling	farm	slate	lick	throne
think	dim	mock	beat	larder
beam	clothe	pat	fling	beat
ding	shack	gleam	quilt	beam

ol / oo

fold	cold	told	bold	gold
hold	sold	scold	behold	enfold
soon	moon	noon	hoof	roof
boom	doom	food	mood	zoom
cool	fool	pool	drool	spoon

fold	boom	craft	sick	sing
hold	drip	thin	whack	groom
soon	throne	abode	think	moon
beam	doom	mock	part	sold
cool	quid	dong	risk	shin
cold	bring	flake	fern	pool

darn	told	snake	term	seat
natter	scold	snack	behold	leg
sling	path	noon	hoof	path
shack	shell	food	mood	quid
crack	steam	sham	drool	letter
whip	part	nerd	quack	dream

quid	snack	term	neat	gold
drip	seat	hope	drip	enfold
roof	scar	zoom	think	soon
neat	drink	peat	shock	told
steam	crack	sold	black	spoon
sack	herd	ping	shed	while

Phonic Skills 3: Blending and reading words containing letter combinations (LC3)



The tables below contain words which include some sounds that are made letter combinations (two or three letter that join to make a different sound than on their own).

LC3 includes: ee / ai / ch / or / ay / igh / ur / oa / ou / au / aw

- If the child needs help with aural synthesis of words containing letter combinations, begin with the adult saying the individual and combination sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will **introduce and explain** the new letter combination (using other resources if needed). Then ask the child to spot and point to that combination in each of the words on the grid.
- The adult will then point to and say the individual / combination sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual / combination sounds and then the blended word: “n-ee-d, need ... s-p-or-t, sport ...”. Ensure that the child says each individual / combination sounds clearly as well as blending.
- Remember that we are learning a skill – to recognize sounds made by letter combinations and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn to spot the letter combinations, and then how to sound / read them.
- Once the new sounds have been learnt separately, they are mixed with words that use previous phonic skills, to ensure maintenance of all learning.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

ee / ai / ch

bee	free	see	need	seem
fee	glee	beep	peep	sleep
rain	sail	pain	paid	drain
stain	grain	paint	plain	complain
chin	chap	chips	cheese	chime
witch	switch	pinch	flinch	Grinch

bee	clock	chin	thin	star
shin	stain	herd	chap	glee
rain	fold	witch	whisk	soon
clean	grain	fee	ring	bash
drip	shine	doze	free	zip
queen	switch	jump	sail	blot

pain	tick	see	sing	pinch
dish	beep	flinch	cold	clip
bath	nerd	crime	paid	mist
cute	peep	start	plain	peg
paint	whim	chips	rust	quick
globe	cheese	moon	dream	need

lick	dash	chime	mole	rode
scold	drain	natter	scream	path
skunk	seem	thing	Grinch	spoon
sleep	smile	pool	whale	complain
plate	twig	stain	dart	hole
seat	quip	bend	drift	dock

or / ay / igh

port	sport	for	form	dorm
fort	north	porch	torch	storm
bay	say	day	ray	may
play	tray	spray	delay	crayon
high	sigh	sight	fight	light
night	might	right	bright	delight

port	black	say	term	free
chin	night	shack	sigh	sport
bay	bold	rain	fort	farm
while	rode	thank	hush	tray
high	better	hoof	north	fling
drool	might	play	quid	steam

sight	cloth	for	spoon	delay
porch	cart	shrink	spray	quack
stern	form	gold	ray	bright
fight	chap	scream	hate	rack
link	crush	bring	need	torch
day	bite	right	when	paint

shed	ding	stain	slope	dorm
may	clean	light	brush	fern
throne	plant	fold	larder	rake
quick	crayon	wisp	string	mat
cool	cake	bee	soon	pinch
delight	slime	storm	while	seat

ur / oa / ou

fur	blur	curb	burp	burst
purr	turn	occur	suburb	surname
coat	boat	moat	goat	groan
roast	float	coast	boast	coach
out	about	count	mouth	south
loud	proud	cloud	house	bounce

fur	dock	stern	about	boat
bright	coat	blur	deep	shin
pain	proud	part	wing	purr
quack	fold	turn	float	witch
out	think	day	zoom	sport
loud	burst	roast	scream	whim

boast	occur	rack	seem	goat
plain	quick	term	count	storm
curb	cold	flight	crush	house
drift	tray	coast	beam	suburb
cling	moat	dart	whisk	clothe
mouth	chap	cloud	boom	burp

free	tick	hush	south	burst
groan	herd	vain	for	spend
plot	check	surname	meat	may
twist	coach	throne	whale	sold
queen	fool	slight	lard	drink
cub	cube	bounce	skip	string

au / aw

haunt	taunt	jaunt	flaunt	haul
launch	pause	cause	clause	author
applaud	astronaut	exhaust	autumn	saunter
saw	paw	jaw	flaw	claw
draw	straw	hawk	law	lawn
squawk	awful	pawn	shawl	sawdust

haunt	thick	straw	cheese	draw
launch	saw	Bert	pause	sight
about	awful	sold	string	jaunt
flat	darn	sleep	astronaut	food
smoke	spray	grain	fort	paw
squawk	turn	applaud	cream	roast

flaunt	dream	jaw	spoon	hawk
glee	throne	smash	clause	delay
autumn	sail	chime	mold	shawl
quick	flaw	start	saw	block
suburb	bright	north	whim	exhaust
pawn	groan	bring	nerd	mouth

bounce	shrink	claw	crayon	haul
author	stern	switch	clock	mood
burp	told	seat	whale	deep
think	delight	saunter	torch	farm
flame	pool	complain	enfold	quid
lawn	clasp	coach	cling	sawdust

Phonic Skills 3: Blending and reading words containing letter combinations (LC4)



The tables below contain words which include some sounds that are made letter combinations (two or three letter that join to make a different sound than on their own).

LC4 includes: ir / kn / oi / ph / ey / oy / ew / air / ear / oor

- If the child needs help with aural synthesis of words containing letter combinations, begin with the adult saying the individual and combination sounds in each word for the child to then copy and blend (*without showing them the letters*).
- Looking at the words, the adult will **introduce and explain** the new letter combination (using other resources if needed). Then ask the child to spot and point to that combination in each of the words on the grid.
- The adult will then point to and say the individual / combination sounds and the blended word, then say it together, then the child will copy.
- Remember to say the individual / combination sounds and then the blended word: "kn-ee, knee... s-k-ir-t, skirt... ". Ensure that the child says each individual /combination sounds clearly as well as blending.
- Remember that we are learning a skill – to recognize sounds made by letter combinations and blend them – rather than a list of words. The child is *not* trying to memorize the words, but learn to spot the letter combinations, and then how to sound / read them.
- Once the new sounds have been learnt separately, they are mixed with words that use previous phonic skills, to ensure maintenance of all learning.
- When the child feels confident, they can say the sounds / words without the adult saying them first.

ir / kn / oi

first	dirt	girl	third	thirsty
Sir	stir	shirt	skirt	squirt
knee	knit	knot	knock	knead
kneel	knelt	knew	knife	knackered
oil	boil	coil	foil	spoil
moist	joint	point	noise	voice

first	dream	sail	knit	oil
mold	stir	knelt	spoon	chime
quick	delay	boil	Sir	smash
kneel	suburb	hawk	throne	knee
north	flaunt	dirt	bright	joint
moist	whim	glee	mouth	nerd

third	launch	girl	straw	knock
knew	cheese	sight	skirt	about
foil	knot	sold	string	coil
sleep	point	food	knife	smoke
spray	grain	fort	turn	roast
shirt	cream	wink	noise	blame

tick	free	voice	south	thirsty
squirt	groan	herd	vain	check
surname	knead	may	coach	throne
whale	fool	drop	lard	cube
drink	bounce	string	spoil	skip
knackered	hush	grit	slight	grump

ph / ey/ oy

photo	phone	phantom	phase	phonic
or phan	graph h	s ph ere	al ph abet	micro ph one
key	hock ey	jock ey	don key	mon key
hone y	mon ey	trol ley	val ley	pars ley
bo y	to y	co y	so ya	enjo y
ro yal	em ploy	anno y	destro y	o y ster

photo	sawdust	toy	cling	graph
coach	honey	clasp	enfold	quid
complain	pool	employ	phone	boy
flame	orphan	farm	torch	saunter
delight	think	money	deep	hockey
royal	whale	seat	key	told

burp	trolley	phantom	mood	coy
sphere	clock	switch	alphabet	stern
author	donkey	soya	crayon	claw
annoy	shrink	bounce	valley	groan
nerd	destroy	phase	exhaust	doze
queen	string	grain	witch	jockey

bee	chin	star	fold	phonic
whisk	monkey	oyster	stain	soon
clean	paint	bash	thin	shine
sail	port	enjoy	term	sigh
microphone	tray	occur	loud	coach
coin	parsley	knee	graph	slime

ew / air

few	new	pew	stew	grew
flew	brew	chew	drew	knew
air	hair	pair	lair	chair
airport	hairy	fair	flair	fairy

few	first	boast	key	hair
occur	chew	pair	rack	seem
air	graph	goat	new	plain
quick	moist	term	dirt	knot
count	storm	flew	royal	lair
crush	brew	coin	beam	cling
airport	knee	chap	boom	hairy

pair	shirt	pew	free	tick
hush	hairy	knit	south	lair
chew	burst	hockey	air	groan
letter	toil	fair	dream	drool
phantom	behold	toy	peep	stew
airport	drew	switch	flair	sail

drain	air	squirt	purr	grew
knew	knew	new	proud	part
turn	boil	donkey	few	while
enjoy	chair	wisp	bring	fairy
delight	scream	orphan	knock	sting
stew	chill	cake	flair	throne

ear / oor

ear	fear	hear	tear	rear
dear	near	clear	spear	appear
door	poor	moor	floor	spoor
doorway	doorstep	outdoor	indoor	poorly

ear	cave	poor	pile	near
moor	clock	free	roast	haunt
loud	fear	thin	doorway	draw
sham	whisk	clear	clean	outdoor
bay	rain	chin	dear	sport
door	quick	herd	high	soon
burst	star	doorstep	ring	hear

hear	crime	first	appear	knee
floor	oil	poorly	duke	spear
phone	tear	hockey	decoy	spoor
grew	black	rear	chair	think
quid	indoor	wish	dear	when
door	part	moor	cheat	outdoor

roost	fear	need	stain	pinch
dear	form	clear	clay	appear
door	slight	blur	floor	coast
launch	cloud	outdoor	claw	poorly
squirt	near	knock	coin	graph
spear	trolley	enjoy	doorway	stew

Congratulations!

You have learnt so many Phonic Skills

Feel proud of your
outstanding use
of sounds!

What a wise owl!



