

# Green words

## Extra reading practise at home

You will find the green words below in order. The children work through set 1 sounds before moving on to set 2, and then the same for set 3. There are dots and lines under the different sounds – this is to help the children identify the phoneme (sound) and sound it out.

Practice these words with your children regularly, work at their pace and remain on a certain set for as long as you need to – it is useful to complete the sets that your children are working on in phonics (you will have been told if your child is following set 1 or set 2/3)

We recommend that you do not go beyond your set as your child will not know these sounds yet.

**Learning to read Green Words:** Remind your child to read words using ‘Special Friends, Fred Talk, read the word’ Children identify the special friends (more than one letter together to make just 1 sound e.g. ch, ay, see). Then use ‘Fred Talk’ – point with your finger under each phoneme (sound) as you make the sound, then run your finger under the whole word to blend those sounds together to say the word. Over time, as they get more confident, stop pointing at the sounds and encourage children to use ‘Fred in your head’ so that they are saying the sounds in their head quickly then saying the whole word out loud. At school, we use a puppet called Fred who is an expert on sounding out words!

E.g reading play- ‘special friends’- ay, ‘Fred Talk read the word’- p-l-ay – play!

**Reading Green words speedily:** Once children can confidently Fred Talk and say the word, we want the children to practise reading the words speedily (a quick Fred in your head and say the whole word out loud). From green group (Set 2) onwards, we assess how well children can read words speedily and if they cannot read them speedily this will hold them back from moving into the next group. We don’t use the dots and dashes underneath the words for speedy reading, so feel free to copy these words onto your own flashcards at home to practise reading.

Children should be able to read the previously taught words speedily. So if they are on Set 3 they should be able to read Set 1 and 2 speedily.

Set 1 Green words

Set 1 A

at	mat	sat
mad	dad	sad

Set 1 B

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

Set 1 C

u <u>p</u>	c <u>u</u> p	m <u>u</u> d
k <u>i</u> t	b <u>e</u> d	g <u>e</u> t
m <u>e</u> t	b <u>i</u> n	bad
c <u>a</u> t	c <u>a</u> n	c <u>o</u> t

Set 1 C

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	jam	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

Set 1 (Ditty/Red)

w <u>in</u> g	ch <u>in</u>	th <u>ic</u> k
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>in</u> g
b <u>a</u> ng	th <u>i</u> s	th <u>i</u> n
f <u>i</u> x	s <u>i</u> x	z <u>a</u> g
z <u>i</u> p	f <u>o</u> x	b <u>o</u> x

st <u>in</u> k	w <u>in</u> k	ba <u>ck</u>
sk <u>in</u>	sl <u>id</u>	sl <u>ip</u>
gr <u>in</u>	pr <u>op</u>	pr <u>am</u>
fr <u>om</u>	cl <u>ip</u>	gr <u>an</u>
h <u>an</u> d	st <u>an</u> d	st <u>am</u> p
fl <u>op</u>	fr <u>og</u>	ju <u>mp</u>
bl <u>ack</u>	fl <u>ag</u>	th <u>in</u> k
sk <u>ip</u>	be <u>st</u>	tr <u>ip</u>
bl <u>ob</u>	br <u>at</u>	dr <u>ip</u>
dr <u>op</u>	bl <u>ip</u>	fl <u>uff</u>
dr <u>ess</u>	h <u>uff</u>	me <u>ss</u>
te <u>st</u>	tr <u>ap</u>	sp <u>it</u>

Set 2

Set 2 ay words

play	may	say
day	way	spray

Set 2 ee words

see	been	seen
three	green	sleep

Set 2 igh words

high	light	bright
night	fright	might

Set 2 ow words

blow	low	know
snow	show	slow

Set 2 oo words

to <u>o</u>	fo <u>o</u> d	mo <u>o</u> n
zo <u>o</u>	po <u>o</u> l	spo <u>o</u> n

Set 2 oo words

to <u>o</u> k	bo <u>o</u> k	co <u>o</u> k
lo <u>o</u> k	sh <u>o</u> o <u>k</u>	fo <u>o</u> t

Set 2 ar words

ca <u>r</u>	pa <u>r</u> t	ha <u>r</u> d
sta <u>r</u> t	sta <u>r</u>	sha <u>r</u> p

Set 2 or words

so <u>r</u> t	sh <u>o</u> rt	ho <u>r</u> se
spo <u>r</u> t	fo <u>r</u> k	sh <u>o</u> rt

Set 2 air words

f <u>air</u>	h <u>air</u>	ch <u>air</u>
s <u>air</u>	<u>air</u>	l <u>air</u>

Set 2 ir words

g <u>ir</u>	b <u>ir</u> d	th <u>ir</u> d
w <u>ir</u>	t <u>ir</u>	d <u>ir</u> t

Set 2 ou words

o <u>u</u> t	sh <u>ou</u> t	l <u>ou</u> d
m <u>ou</u> th	r <u>ou</u> nd	f <u>ou</u> nd

Set 2 oy words

t <u>oy</u>	b <u>oy</u>	e <u>n</u> joy
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Set 3 words

Set 3 ea words

clean	dream	seat
scream	please	

Set 3 words

join	voice	coin
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Set 3 a-e words

make	cake	name
same	late	date

Set 3 i-e words

smile	white	nice
like	time	hide

Set 3 o-e words

hōme	hōpe	spōke
nōte	brōke	phōne

Set 3 u-e words

rūde	brūte	Jūne
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Set 3 aw words

saw	law	dawn
crawl	paw	yawn

Set 3 are words

share	dare	scare
square	bare	care

Set 3 ur words

burn	turn	spurt
nurse	purse	hurt

Set 3 er words

never	better	weather
after	proper	corner

Set 3 ow words

how	down	brown
cow	town	now

Set 3 ai words

paid	train	paint
rain		

Set 3 oa words

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
th <u>roa</u> t	to <u>as</u> t	c <u>oa</u> t

Set 3 ew words

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
fl <u>ew</u>	dr <u>ew</u>	gr <u>ew</u>

Set 3 ire words

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
bon <u>fire</u>	ins <u>pire</u>	con <u>spire</u>

Set 3 ear words

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

Set 3 ure words

picture p . . . . u r e	mixture m i . . . . t u r e	creature c r e . . . . t u r e
future f u t u r e	adventure a d . . . . v e n t u r e	temperature t e m p e r a t u r e

Set 3 tious/cious words

delicious d e l i . . . . c i o u s	suspicious s u s p i . . . . c i o u s	vicious v i . . . . c i o u s
scrumptious s c r u m p t i o u s	precious p r e c i o u s	ferocious f e r o c i o u s

Set 3 tion words

tradition t r a d i t i o n	attention a t t e n t i o n	celebration c e l e b r a t i o n
conversation c o n v e r s a t i o n	congratulation c o n g r a t u l a t i o n	exploration e x p l o r a t i o n