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Introduction

*Nelson Phonics 3* takes the four essential skills introduced in Workbooks 1 and 2 and continues to extend them to the next developmental level, targeting skills in:

- complex phonological awareness
- visual processing (recognizing patterns in words)
- complex letter–sound (phonics) relationships
- spelling.

Developing readers are beginning to master these four essential areas of literacy attainment. They are proficient in phonological awareness tasks such as sound deletion, segmentation and simple manipulation; they can detect consonant blends in words, for example ‘tr’ in ‘trip’; and can identify a range of vowels and the variety of ways in which they are written. At this level, children’s sight word vocabulary is steadily building and they are able to read and write increasingly complex texts.

*Nelson Phonics 3* should be used as part of the classroom literacy program for children at a developing stage of literacy attainment. Parents also can support their children’s development by using this Workbook at home. Regularly reading to children, listening to them read, asking questions and discussing experiences, are all important activities that will compliment the learning objects of the *Nelson Phonics* Workbooks.

Using *Nelson Phonics 3*

*Nelson Phonics 3* begins with blends of three consonants and moves to more complex vowel combinations. The activities require students to:

- listen for the target sound in spoken words
- learn to visually recognize the letter or letters that represents that sound
- write the letter or letters that represents the target sound.

To encourage children to continue focussing on their listening skills, some activities have pictures that are not labelled. Children will benefit from naming the pictures with an adult before completing the activities, to ensure that they understand the pictured vocabulary.

This Workbook adopts a multi-sensory approach to teaching children about sounds and letters. Children learn by seeing, listening and writing the sounds, letters and words. Multi-sensory learning has been shown to cater for the learning styles of a greater range of
Icons are used in the activity instructions to help children understand what is required in each task. The key for these icons is as follows.

- **Say the word or name the picture.**
- **Read the word.**
- **Color the picture.**
- **Circle the picture.**
- **Draw a line.**
- **Trace the letter with your pencil.**
- **Write the or word.**
- **Change the words.**
- **Unjumble the letters.**

**Scope and Sequence of *Nelson Phonics 3***
*Nelson Phonics 3* introduces developing readers to blends with three consonants (e.g. ‘*string*’, ‘*splash*’), complex vowels (e.g. ‘*pair*’, ‘*dear*’), and sound combinations at the ends of words (e.g. ‘*bright*’, ‘*lodge*’).

Each unit concludes with a Unit Review, in which children apply their knowledge of the sounds, letters and rules to complete more complex activities. A child’s ability to complete the review activities will provide feedback on the progress of individual children and inform future teaching strategies.

The *Nelson Phonics* CD-ROM contains a Teacher’s Guide with key teaching points and activity ideas, as well as a range of interactive activities for use across the three year levels. The interactive activities on the CD-ROM are presented in three sections:

- Teaching Objects (for whole-class learning)
- Learning Objects (for independent or group learning)
- Task Review (for teacher–student evaluation).

These activities have been specially designed to consolidate and extend on the topics covered in the Workbooks.
Say the words. Trace the letters.

blue true suit juice

Name the pictures. Circle the pictures that have the ‘ue’/‘ui’ sound.
**ue, ui**

**Name the pictures.**

Circle the word with the correct spelling.

<table>
<thead>
<tr>
<th>glue</th>
<th>glui</th>
<th>suet</th>
<th>suit</th>
<th>fruet</th>
<th>fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>tissue</td>
<td>tissui</td>
<td>clue</td>
<td>clui</td>
<td>juece</td>
<td>juice</td>
</tr>
</tbody>
</table>

**Write the missing letters.**

- gl__
- tiss__
- j__ce
- s__tcase
Unjumble these letters to make a word.

Write the word.

Draw a line to the matching picture.

- t u e s s i
- l u e g
- l c u e
- u i f r t
- c e u i j
- s t u i
Write the missing words. Use the words in the box.

blue  fruit  juice  true  tissue  suit  glue

I like to eat ________.

Do you want to drink ________?

My ________ is blue.

It is ________ that the sky is ________.

I need a ________ for my nose.

I used ________ to stick the paper down.
Unit 4  ew, oo

Say the words.  Trace the letters.

chew  new  boot  food

Name the pictures.  Circle the pictures that have the ‘ew’/‘oo’ sound.
Read the words in each row. Draw a line under the letters that are the same.

<table>
<thead>
<tr>
<th>moon</th>
<th>tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoop</td>
<td>food</td>
</tr>
<tr>
<td>zoo</td>
<td>too</td>
</tr>
<tr>
<td>dew</td>
<td>blew</td>
</tr>
<tr>
<td>jewel</td>
<td>new</td>
</tr>
<tr>
<td>drew</td>
<td>flew</td>
</tr>
</tbody>
</table>

Write the missing letters.

scr___  j___els  m____n  p___l
Unjumble these letters to make a word.

Write the word.

Draw a line to the matching picture.

noom

lpoo

ewjle

ewch

srewc
Write the missing words. Use the words in the box.

room  drew  moon  stew  roof  few

The ________ is in the night sky.

The ________ of the house is wet.

I have a ________ grapes left.

There are meat and potatoes in the ________.

I ________ a picture.

The toys are in my ________.
Say the words. Trace the letters.

pie  sky  thigh

Name the things you see in the picture.

Color the pictures that have the ‘ie’/‘y’/‘igh’ sound.
**ie, y, igh**

**Read the words.**

**Write each word on the cloud with the same letters.**

- igh
- ____________
- ____________

- ie
- ____________
- ____________

**Write the missing letters.**

- p___
- cr___
- fl___
- th___
Write the correct ending for each word.

Draw a line to the matching picture.

ie  y  igh

sk_y_____

th_______

p_______

fr_______

t_______

fl_______

cr_______

pie

cloud

wind

cloud

sky
Write the missing words. Use the words in the box.

There is a bird in the ________.

My dad wears a ________.

Planes can fly ________.

When I’m sad, I ________.

I have a meat ________ for lunch.

I ________ my kite in the sky.
Read the words. Draw a line to join all the words that rhyme.

Hint: Some words rhyme even if they don’t look the same.

- pie
- glue
- sky
- moo
- juice
- suit
- blew
- my
- high
- dew
- sigh
- cute
- stew
- moose
- lie
- new
Review

Circle the words with the correct spelling.

The cat got **sauce**/sawce on his **paws**/paws and started to **cry**/crie.

The **spigh**/spy found a **clew**/clue in the **froot**/fruit bowl.