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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

Introduction

children.

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*



Introduction

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.

ue, ui



Say the words.



28



Trace the letters.

blue true suit juice



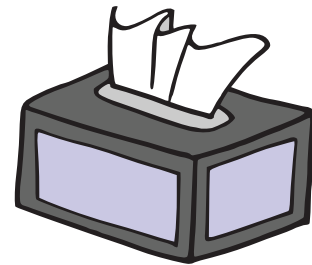
Name the pictures.



29



Circle the pictures that have the 'ue'/'ui' sound.



ue, ui



Name the pictures.



Circle the word with the correct spelling.

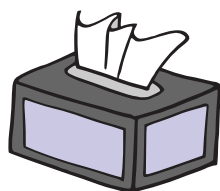
glue glui suet suit fruet fruit		
tissue tissui clue clui juece juice		



Write the missing letters.



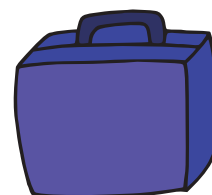
gl___



tiss___



j___ce



s___tcase

ue, ui



Unjumble these letters to make a word.



Write the word.



Draw a line to the matching picture.

t	u	e	s	s	i
---	---	---	---	---	---

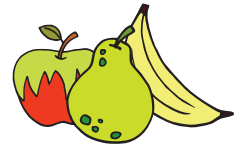
l	u	e	g
---	---	---	---

l	c	u	e
---	---	---	---

u	i	f	r	t
---	---	---	---	---

c	e	u	i	j
---	---	---	---	---

s	t	u	i
---	---	---	---



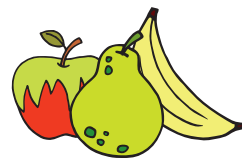
ue, ui



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.



ew, oo



Say the words.



31



Trace the letters.

chew new boot food



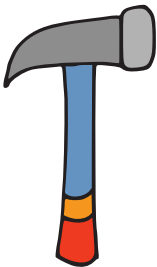
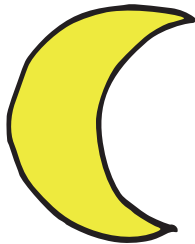
Name the pictures.



32



Circle the pictures that have the 'ew'/'oo' sound.



ew, oo



Read the words
in each row.



Draw a line under the letters
that are the same.

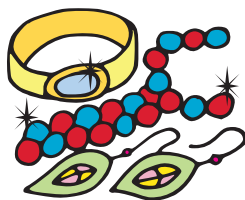
moon	tool
hoop	food
zoo	too
dew	blew
jewel	new
drew	flew



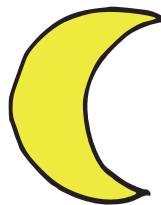
Write the missing letters.



scr___



j___els



m___n



p___l

ew, oo



Unjumble these letters to make a word.



Write the word.



Draw a line to the matching picture.

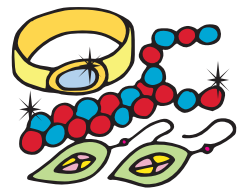
n	o	o	m
---	---	---	---



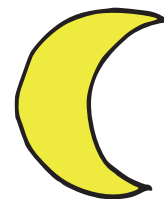
l	p	o	o
---	---	---	---



e	w	j	l	e
---	---	---	---	---



e	w	c	h
---	---	---	---



s	r	e	w	c
---	---	---	---	---



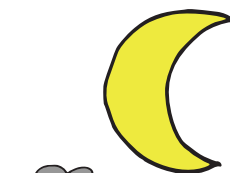
ew, oo



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

room drew moon stew roof few

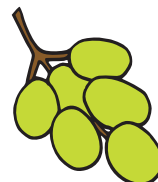
The _____ is in
the night sky.



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 _____.



ie, y, igh



Say the words.



33



Trace the letters.

pie

sky

thigh

Name the things
you see in the
picture.

34

Color the pictures that have
the 'ie'/'y'/'igh' sound.

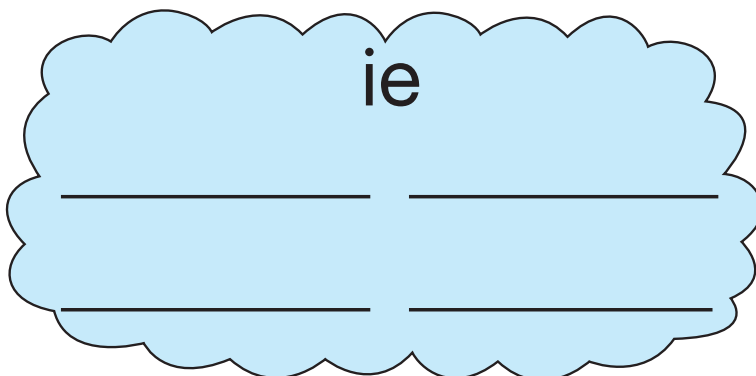
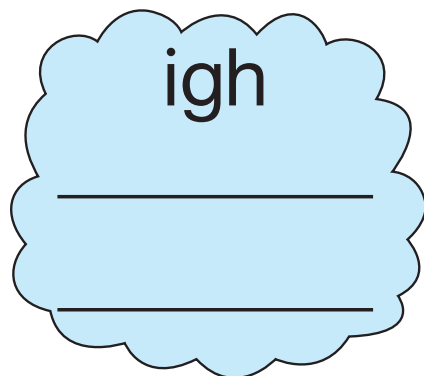
ie, y, igh



Read the words.



Write each word on the cloud with the same letters.



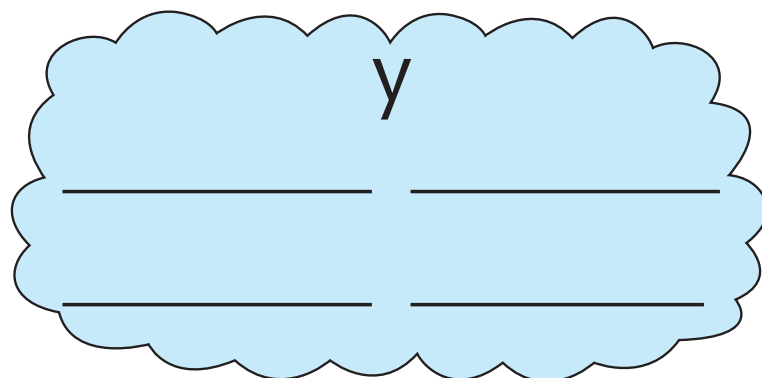
try

July

fly

lie

tie



die

pie

thigh

sky

high



Write the missing letters.



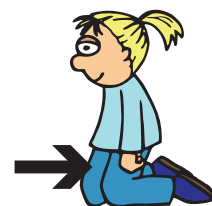
p _ _



cr _



fl _



th _ _ _

ie, y, igh



Write the correct ending
for each word.



Draw a line to the
matching picture.

ie

y

igh

sk_y _____

th_____

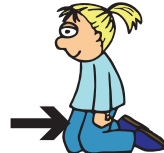
p_____

fr_____

t_____

fl_____

cr_____



ie, y, igh



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

high tie fly cry pie sky

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.



Review - ue, ui, ew, oo,
ie, y, igh

Review

ue ui ew oo ie y igh



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
paus/paws and
started to cry/crie.



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