

Level 10 Lesson 1

Part A: Sounds – air and ear

When ‘air’ and ‘ear’ make the same sound

Resource: Progressive Phonics Picture Chart

The key words are ‘chair’ and ‘bear’. ‘Chair’ **goes with** ‘pair’ etc. ‘Bear’ **goes with** ‘pear’ etc. (*Explain the meanings of ‘pair’ and ‘pear’.)

<i>chair</i>	air
fair	hair
unfair	pair*
stairs	

<i>bear</i>	tear
wear	pear

Sentences for the student to read, sounding out ‘air’ and ‘ear’:

The girl sat on a chair and brushed her hair.

It is fair to give each of the children the same.

It is unfair when one gets more than the rest.

There is a tear in the pair of pants.

Part B: Sight words

Begin Dolch words Set 9. Choose 5 words.

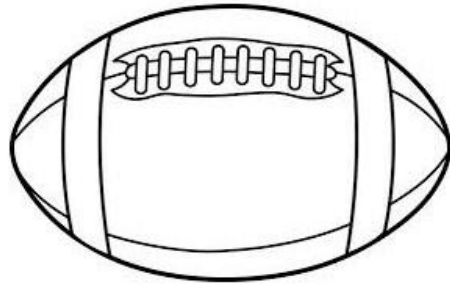
Part C: Stories

New story: Let’s play football

Words to learn: school, friends, dirty

Part D: Sentence

Do you like football? What do you like or not like about the game?



Let's play football.

1



After school I play football with my friends.

2



We run after the ball.

3



We run with the ball.

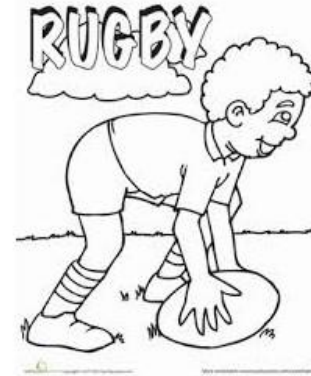
4

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We throw the ball.
We catch the ball.

5



We kick the ball.
Sometimes I kick the ball a long way.

6



Sometimes we fall over.
We get dirty.

7



Football is fun.

Level 10

8

Level 10 Lesson 2

Part A: Sounds – are

When 'are' makes the same sound as 'air'

Resource: Progressive Phonics Picture Chart

The key word is 'square'. 'Square' **goes with** 'bare' etc.

square	stare
bare	glare
share	flare
care	scare

Sentences for the student to read, sounding out 'are':

My lunch box is square.

Do not stare at the sun when there is glare.

When I care for someone, I share my things with them.

Part B: Sight words

Continue with Dolch words Set 9.

Part C: Stories

Revise: Let's play football

New story: The Tea party

Words to learn: party, friends, over, Saturday, asked

Part D: Sentence

What would you serve your friends if you held a tea party?



The tea party

1



“Mum, can I please have my friends over?
Can I have a tea party?” asked Sara.

2



“Yes,” said Mum, “But you must help
me to make the food. What can we have?”

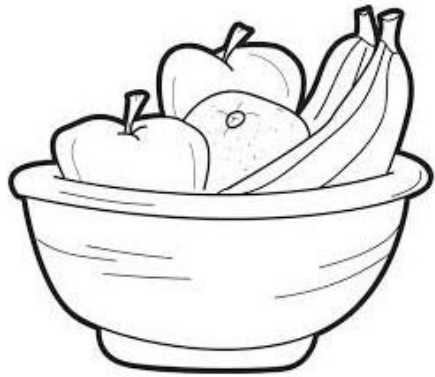
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“We can make some cakes,” said Sara.

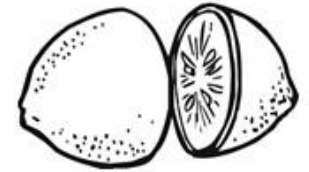
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“and we can have some fruit.”

5



“What can we make to drink?”

“We can make a lemon drink and put it in a tea pot,” said Mum

6



“and we can drink from cups,” said Sara.

7

SUN	MON	TUE	WED	THU	FRI	SAT

“When can I tell my friends to come,” asked Sara.

“Tell them to come on Saturday,” said Mum.

“Thanks Mum!” said Sara.

Level 10

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Level 10 Lesson 3

Part A: Sounds – ar

Resource: Progressive Phonics Picture Chart

The key word is 'car'. 'Car' **goes with** 'star' etc.

car	park
star	cart
bar	dark
far	barn
farm	chart
yard	smart

Sentences for the student to read, sounding out 'ar':

The farm has a barn for keeping hay.

The car can park in the yard.

The dog is barking.

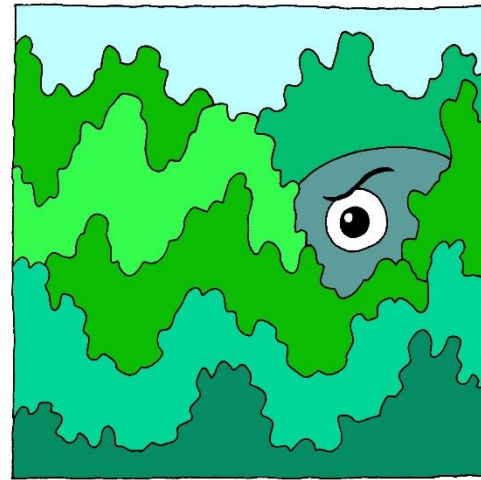
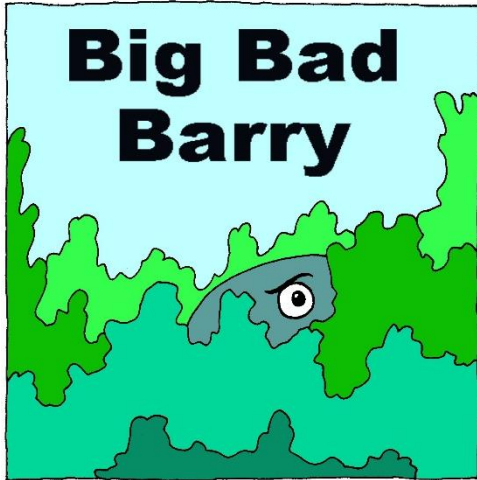
Part B: Sight words

Continue with Dolch words Set 9.

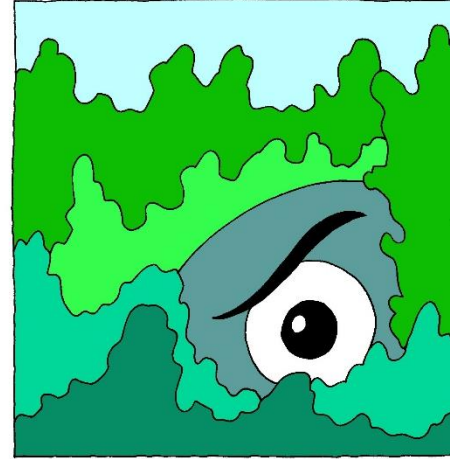
Part C: Stories

Revise: Let's play football and The Tea party

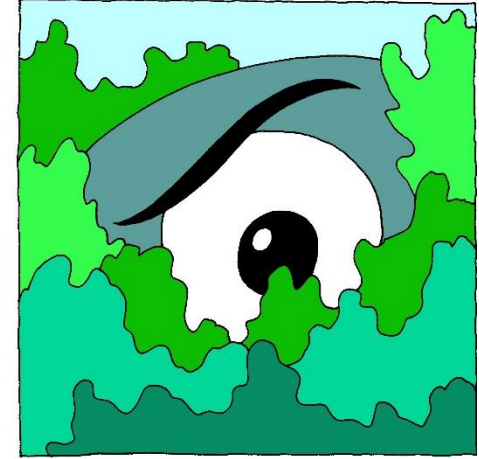
New story: Big Bad Barry



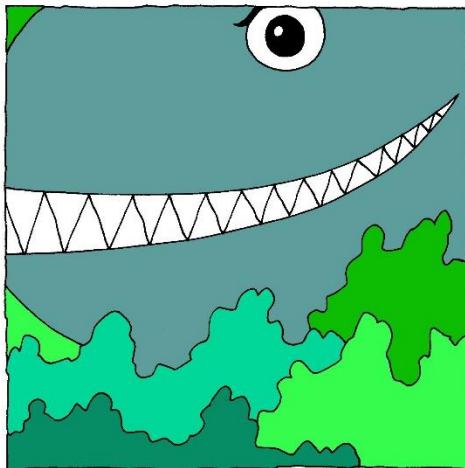
Watch out! Watch out!



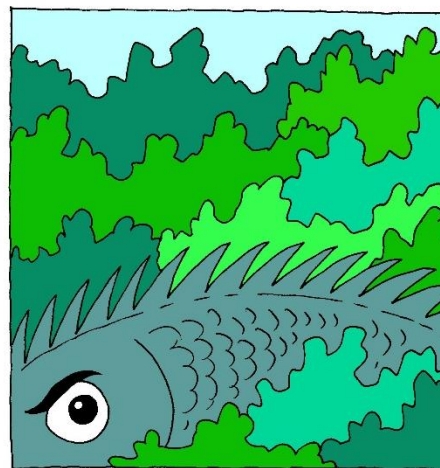
Big Bad Barry is here.



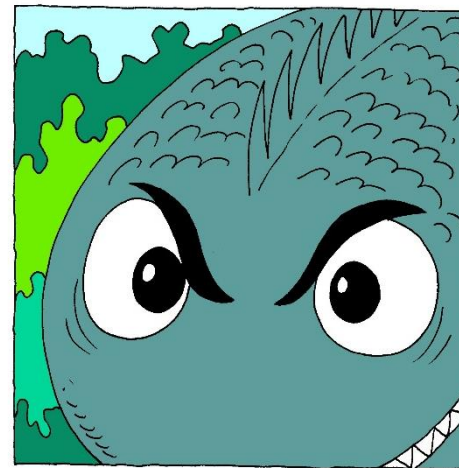
Big Bad Barry is watching you.



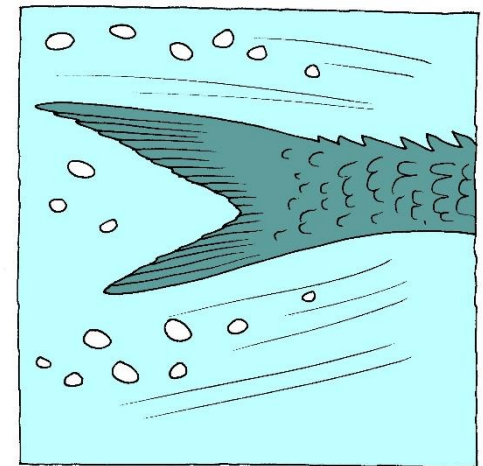
Big Bad Barry has lots of teeth.



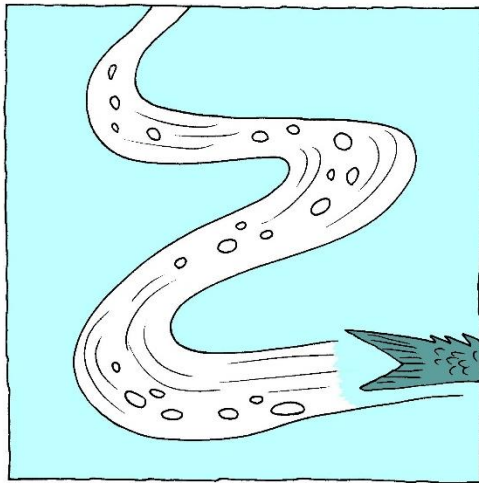
Big Bad Barry has a spiky back.



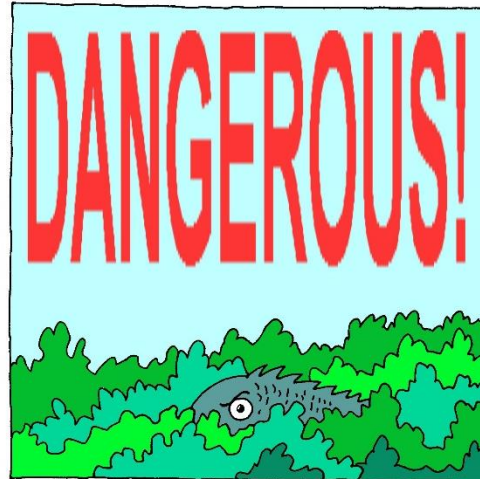
Big Bad Barry has big eyes.



Big Bad Barry has a sharp tail.



Big Bad Barry can swim fast.



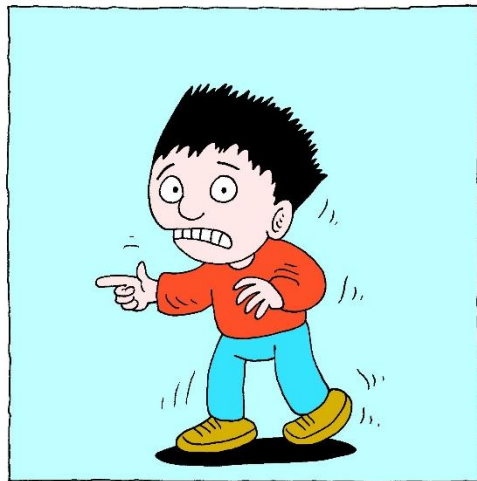
Big Bad Barry is DANGEROUS!



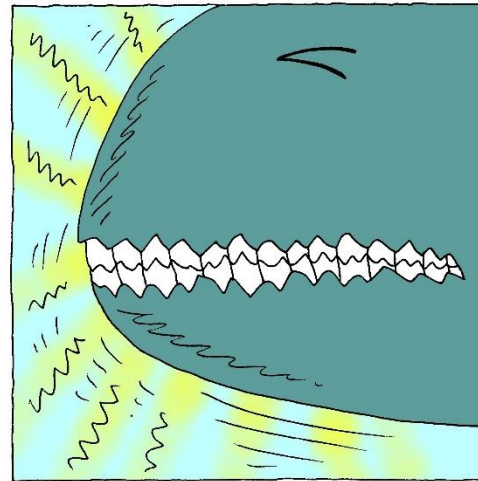
Watch out! Watch out!



Big Bad Barry is hiding.



Come closer, come closer.



Big Bad Barry might go SNAP!



I'm not afraid of Big Bad Barry.



Big Bad Barry is VERY SMALL!

Level 10 Lesson 4

Part A: Sounds – a

When ‘a’ sounds like ‘ar’

Resource: Progressive Phonics Picture Chart

The key word is ‘glass’. ‘Glass’ **goes with** ‘fast’ etc.

glass	father
fast	banana
last	grass
mast	pass
past	after
blast	can’t

Sentences for the student to read, sounding out ‘a’:

I ate a banana on the grass.

After the sun sets you will see stars in the sky.

I can’t go that fast.

Part B: Sight words

Continue with Dolch words Set 9.

Part C: Stories

Revise: The Tea party

New story: Rikki Tikki Tavi

Comprehension:

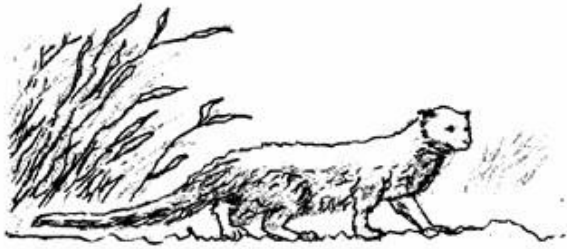
How did Rikki help the family?

How did the birds help Rikki?

Part D: Sentence

Use the **yellow** Thinking Hat. What good thing happened in the story?

Rikki Tikki Tavi



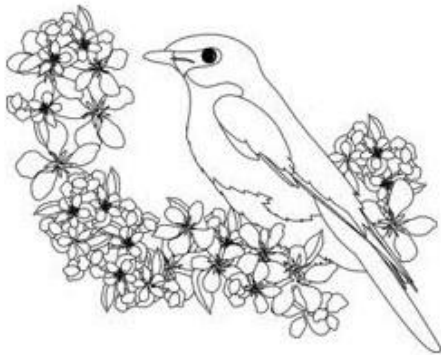
A family in India had a pet mongoose. They called him Rikki Tikki Tavi.

1



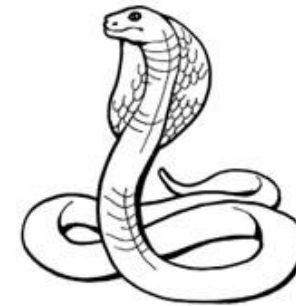
Rikki lived in the garden. His job was to keep the snakes away. These snakes could kill.

2



In the garden were many birds. Rikki made friends with the birds.

3



One day a snake went into the house looking for water.

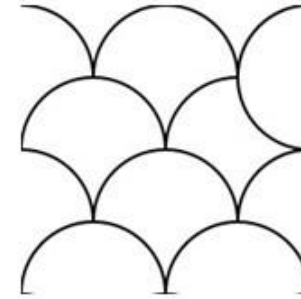
Level 10

4



Rikki went after the snake.
He bit the snake behind the head.

5



Rikki killed the snake. He called to the
birds. "Go and peck the snake's eggs,"
he said.

6



The birds found the snake's nest and
pecked all the eggs.

7



The family found the dead snake. They
were happy with Rikki.

Level 10

8

Level 10 Lesson 5

Part A: Sounds – ear

When ‘ear’ and ‘eer’ both sound like ‘hear’

Resource: Progressive Phonics Picture Chart

Key word is ‘ear’. ‘Ear’ **goes with** ‘hear’ etc.

<i>ear</i>	near
hear	dear
fear	clear
tear	gear

Key word ‘deer’ **goes with** ‘cheer’ etc.

<i>deer</i>	steer
cheer	meerkat

Sentences for the student to read, sounding out ‘ear’:

You hear with your ears.

When we cry there are often tears.

I will not fear because God is always near.

To drive a car, you have to have it in the right gear and then steer it.

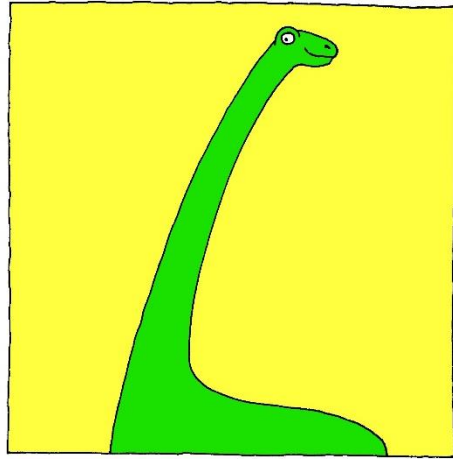
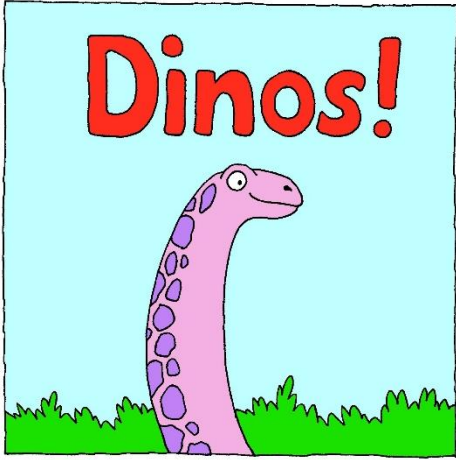
Part B: Sight words

Play Bingo with Dolch words Set 9.

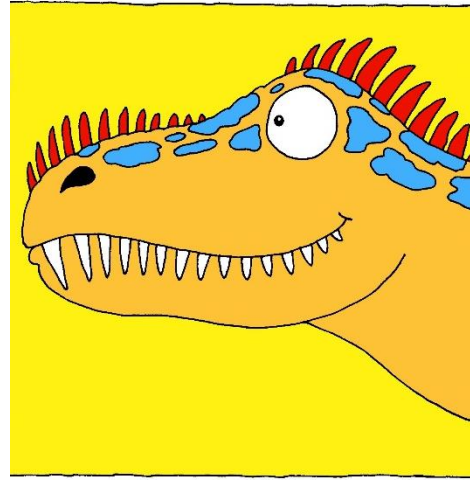
Part C: Stories

Revise: The Tea party and Rikki Tikki Tavi

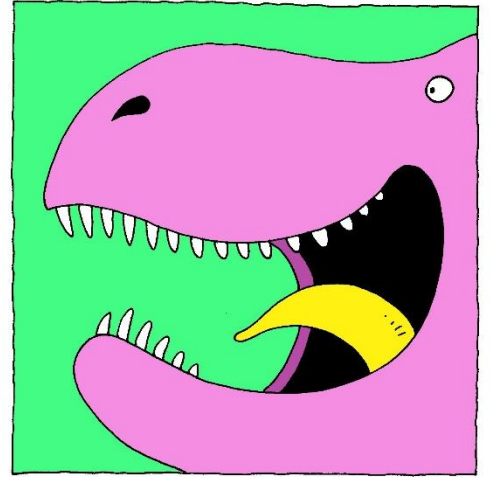
New story: Dinos



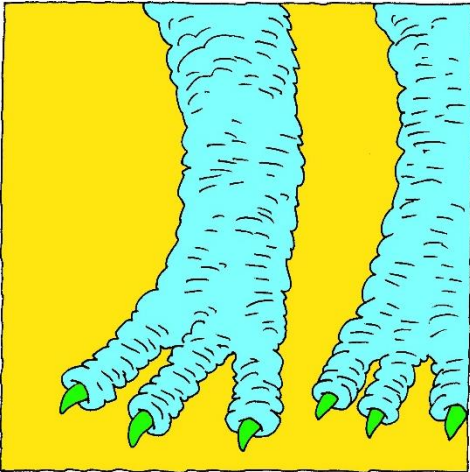
Long neck.



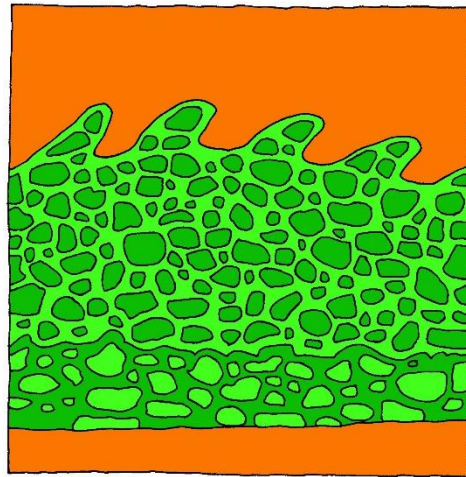
Sharp teeth.



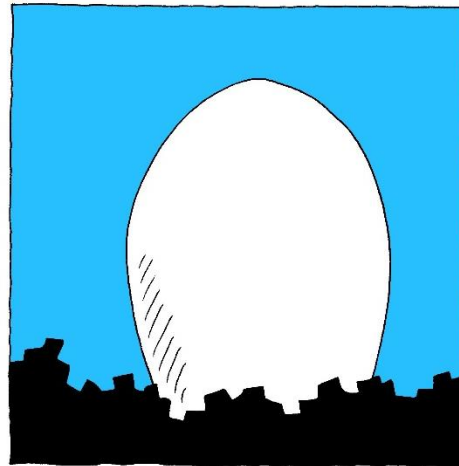
Big mouth.



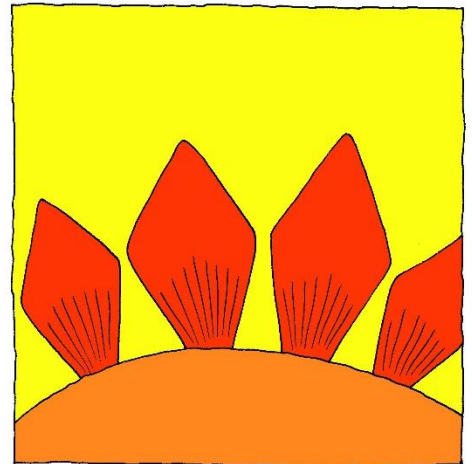
Large feet.



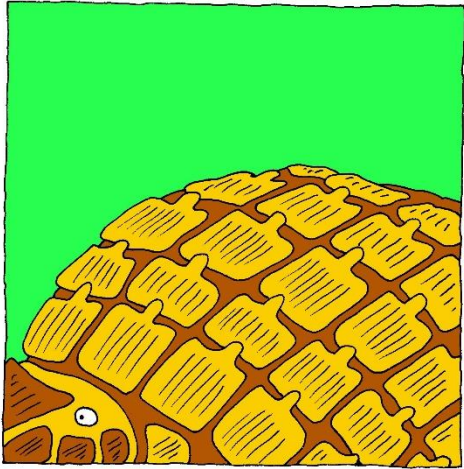
Scaly skin.



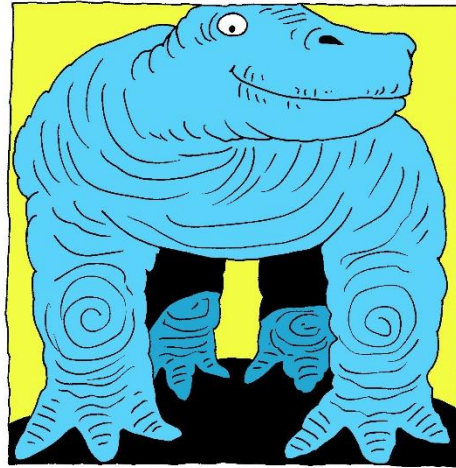
Smooth eggs.



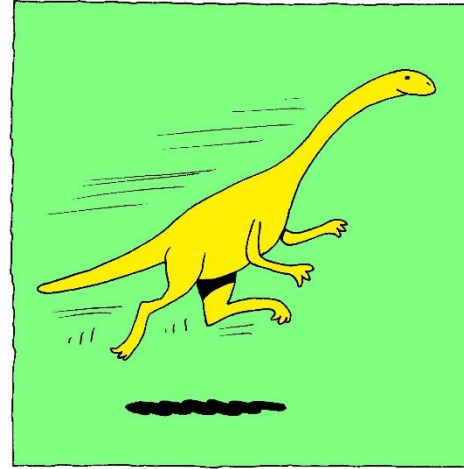
Spiky plates.



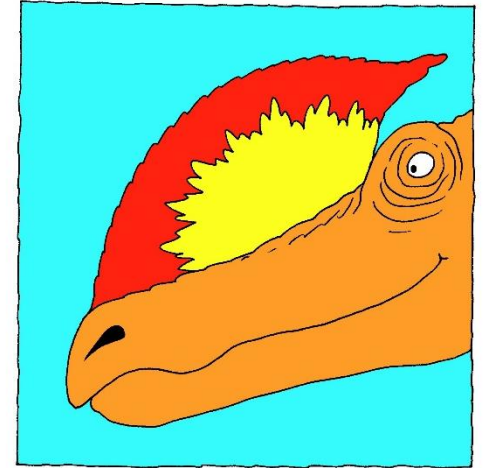
Strong armour.



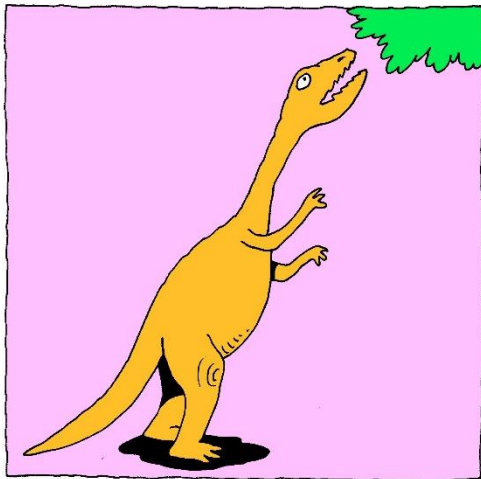
Strong legs.



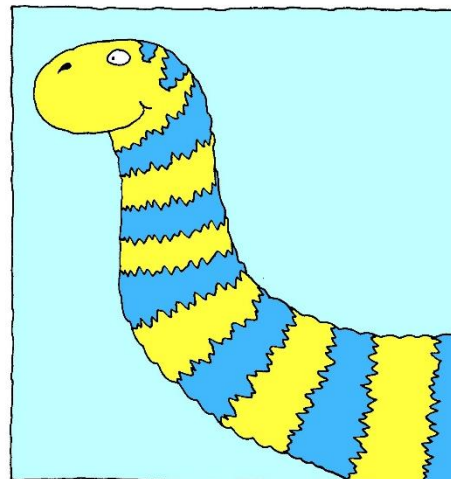
Fast legs.



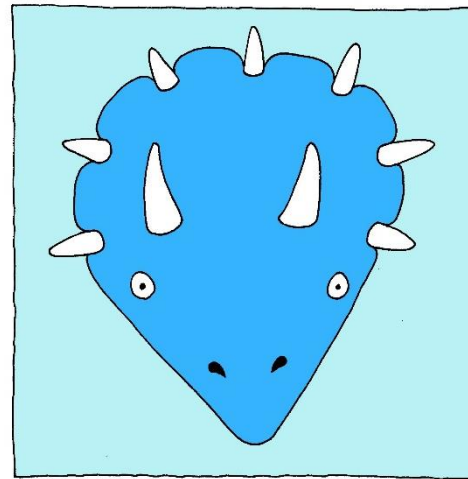
Thin crest.



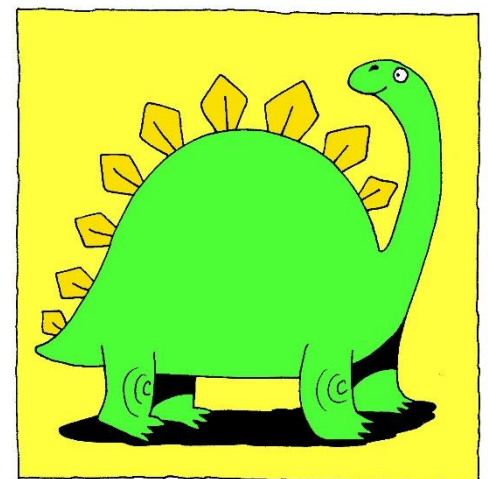
Tall body.



Stripy neck.



Wide shield.



Wonderful lizards.

Level 10 Lesson 6

Test

Sounds

Ask the student to write the following words as you read them one by one.

1. **air** – We breathe air.
2. **pair** – I have a pair of shoes.
3. **bear** – The bear went into the river looking for fish.
4. **share** – I will share my pencils.
5. **star** – The wise men saw a bright star in the sky.
6. **yard** – The car is in the yard.
7. **grass** – Cows eat grass.
8. **after** – We wash our hands after going to the toilet.
9. **hear** – We hear with our ears.
10. **cheer** – When we watch sport we cheer when our team wins.

Record the score in the Progress Chart.

Running Records Test

Level 10 The Lion and the Mouse

Number of words: 159

Words correct:

Accuracy rate: % (1 error = 99%; 2 errors = 99%; 3 errors = 98%; 4 errors = 97%; 5 errors = 97%; 6 errors = 96%; 7 errors = 97%; 8 errors = 95%; 9 errors = 94%; 10 errors = 94%; 11 errors = 93%; 12 errors = 92%; 13 errors = 92%)

Comprehension questions:

1. How do you think the mouse felt when the lion picked him up by the tail?
2. What did the mouse say to the lion?
3. How did the mouse help the lion?

The lion and the mouse



One day a lion was sleeping in the sun.
A little mouse ran by.

1



The lion picked up the mouse and held
it by the tail.
“Please don’t eat me. Please let me go,”
said the mouse.

2



“If you let me go I will try to help you
one day,” said the mouse.

3



“How can a little mouse like you help a
big lion like me?” said the lion.

Level 10

4



The lion let the mouse go.
The mouse ran away. He was glad
that the lion had been kind to him.

5



One day when the lion was walking he fell
into a trap. There was a big net all around
him. He could not get out.

6



Then the little mouse came by.
“I can help you,” said the mouse. “I will
eat through the net so that you can be
free.”

7



And that's just what he did. The lion was
free. The lion said “thank you” to the little
mouse.

Level 10

8

Level 11 Lesson 1

Part A: Sounds – er and ir

Resource: Progressive Phonics Picture Chart

The key word is 'fern'. 'Fern' goes with 'serve' etc.

fern	germ
her	serve
term	permit
herb	herd
person	were

The key word is 'bird'. 'Bird' goes with 'girl' etc.

bird	birthday
shirt	stir
skirt	squirt
girl	thirty

Sentences for the student to read, sounding out 'er' and 'ir':

I saw a person with a herd of cattle.

The girl is wearing a pink skirt.

I was given a shirt for my birthday.

Part B: Sight words

Begin Dolch words Set 10. Choose 5 words

Part C: Stories

New story: Let's look for dinosaur bones.

This is an exercise in sounding out unfamiliar words, using sounds that are familiar.

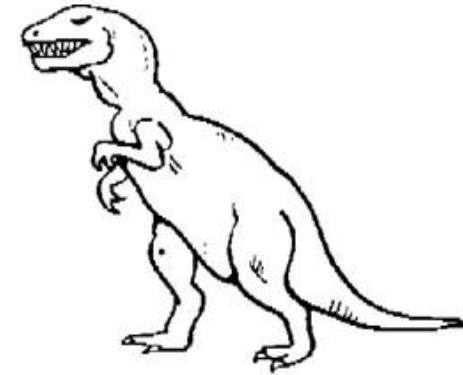
Part D: Sentence

When did God make dinosaurs?



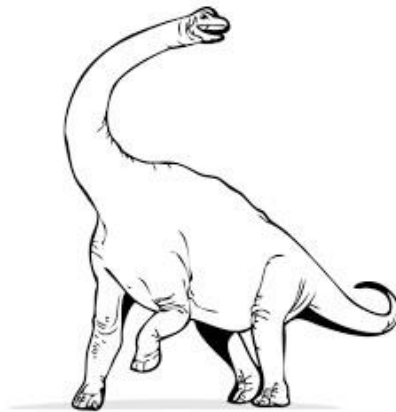
Let's look for dinosaur bones!

1



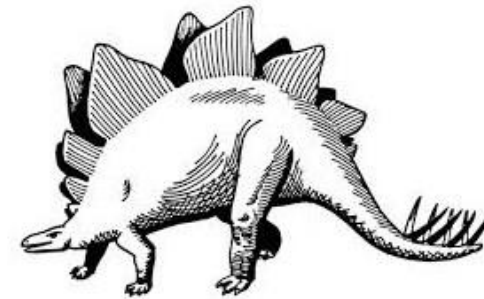
We could find bones of a Tyrannosaurus
Rex,
(Sounds like ty-ran-o-saw-us-rex)

2



or the bones of a Brachiosaurus,
(Sounds like brac-i-o-saw-rus.)

3



or the bones of a Stegasaurus.
(Sounds like steg-o-saw-rus.)

Level 11

4



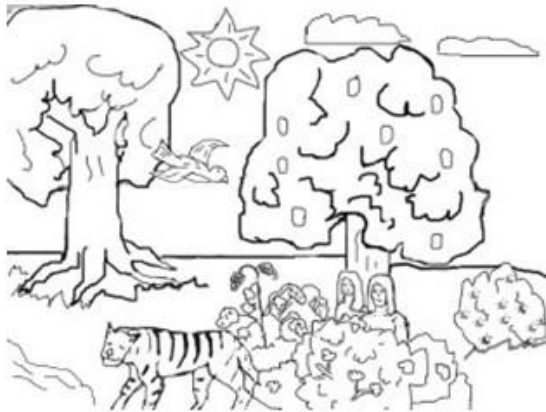
When God made the world, He made dinosaurs on day six.

5



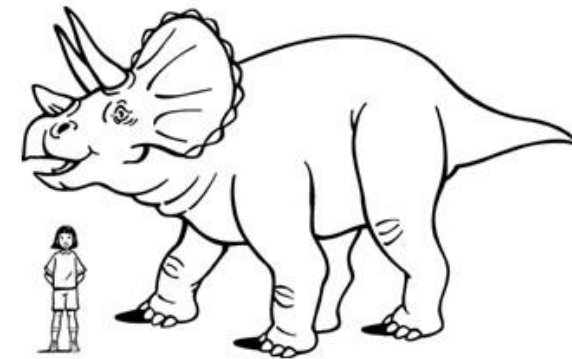
That was the on the same day that He made all the other animals and people.

6



That was just six thousand years ago.

7



Dinosaurs and people lived at the same time. But now dinosaurs are extinct.

Level 11

8

Level 11 Lesson 2

Part A: Sounds – ur and or

Resource: Progressive Phonics Picture Chart

The key word is 'church'. 'Church' goes with 'burn' etc.

<i>church</i>	curl
turn	curly
burn	fur
purse	hurt

The key word is 'world'. 'World' goes with 'worm' etc.

<i>world</i>	worm
word	work

Sentences for the student to read, sounding out 'ur' and 'or':

God made the world in six days.

We must always say kind words.

I will stir the pot so it does not burn.

The teddy has lost its fur.

Part B: Sight words

Continue Dolch words Set 10.

Part C: Stories

Revise: Let's look for dinosaur bones.

New story: The Three bears

Comprehension:

Where did the Three bears go?

Who came to the house?

What did she do?

Part D: Sentence

Use the red Thinking Hat. How did the Three bears feel when they got home?

When the three bears got home they felt because.....



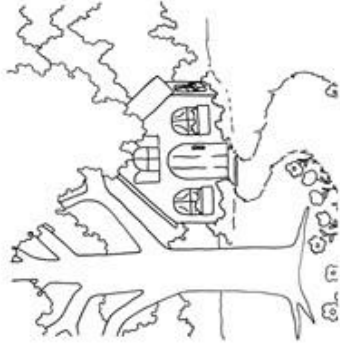
The three bears

1



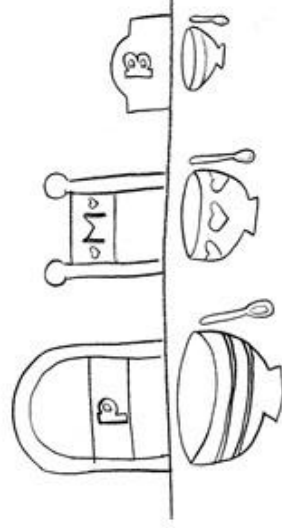
Here is Goldilocks.

2



Here is the house of the three bears.

3



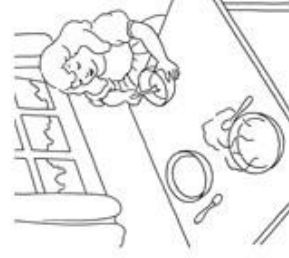
"I want to go for a walk,"
said Father Bear. "The
porridge is too hot."

4



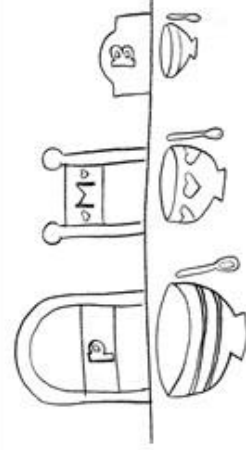
So Father Bear, Mother
Bear and Baby Bear went
for a walk.

5



Here comes Goldilocks. "I
want to eat some porridge,"
said Goldilocks. "Here are
three bowls of porridge. Yum!"

6



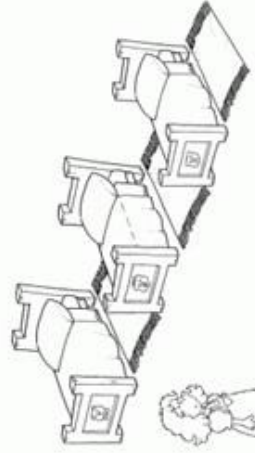
“The first bowl of porridge is too hot,” she said. “The second bowl of porridge is not good, but the little bowl of porridge is very good.”

7



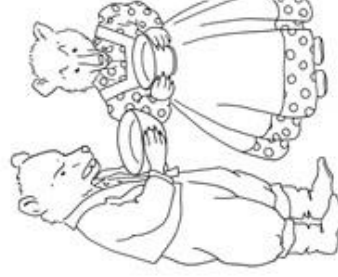
“I want to sit down,” said Goldilocks, “This chair is too hard,” she said. “This one is too soft, but the little one is very good.”

8



“I want to go to sleep,” she said. “This bed is too hard,” said Goldilocks, “and this one is too soft. But the little bed is very good.”

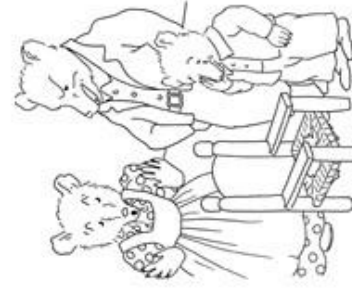
9



The three bears came home.

“Where is my porridge?” said Baby Bear.

10



“Look at my little chair,” said Baby Bear.

11



“Look at my bed,” said Baby Bear. “Who is in my bed?”

Goldilocks woke up. She ran and ran all the way home.

12

