# Progressive Phonics stage 5

# Word Families based on vowel Combinations

#### Note for teachers:

The following words families are arranged according to sound, not sight. The word in colour at the top of each group can be regarded as the key word. Use the key word as a memory aid for the other words in the group, e.g. say to the children:

'make' goes with 'snake' (key word) 'sheep' goes with 'tree' (key word)

#### \*Use the Progressive Phonics picture chart.

### Activities

#### Matching activities

Use the words in the lists for matching activities: Cut up the words in the lists of make word cards that can be used for matching activities. Always have the *Progressive Phonics Picture Chart* on display.

Throw a selection of word cards on the table that use the 'long a' sound, e.g. make, snail, stay, navy. The cards for the '*key words*' are in a different colour. The *key words* are the words from the *Progressive Phonics Picture Chart*. Put these on the table as well. The student has to find the words that match the *key word*, e.g. 'make' goes with 'snake'. 'The word 'name' also goes with 'snake'. Note that the words do not have to rhyme. They just have to be made the same way, in this case, 'a' in the middle and 'e' on the end.

#### Throw the box

The box game (cube) can be an extension of the above. Six key words are stuck to the box faces. The student must find the word on the table that match the word on the top box face when thrown.

#### Draw a picture for the words

Ask students to write and draw the objects in the list. Get them to colour the letters that makes the sound, e.g. tr**ay.** 

#### **Rhyming words**

Find the rhyming words in the list and make up a rhyme.

#### Word clues

Play a game: What am I thinking of? e.g. It goes with r**ai**n. It has no legs but can crawl along. (Answer sn**ai**l)

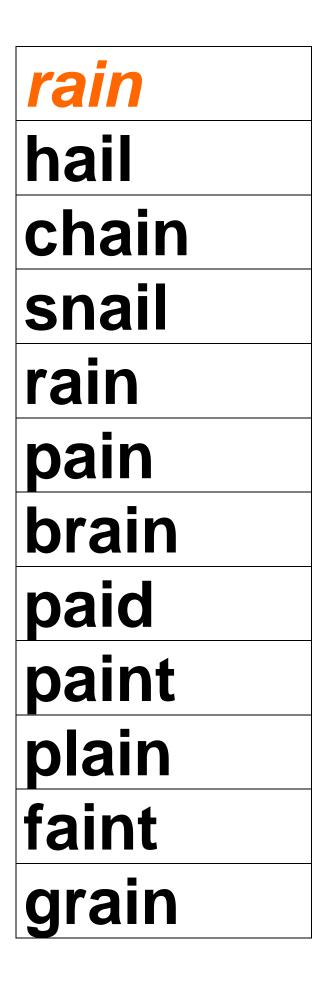
#### Check the meaning

Discuss the meaning of words and write some definitions of unknown words. Write them in the exercise book, e.g. "A valley is between two mountains". They can add a picture. You may choose to skip some words if they are very unfamiliar.

#### Spelling test

Once the student has spent time learning one group of words, choose 5 words for them to write from memory, (not copied).

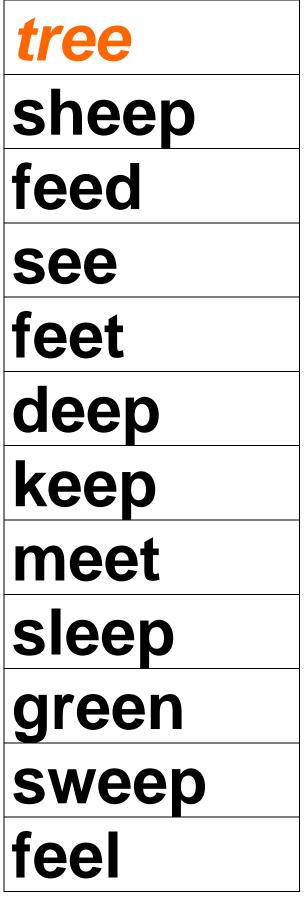


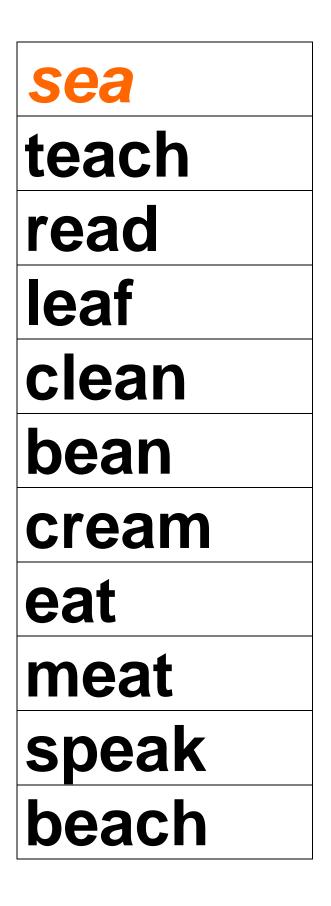


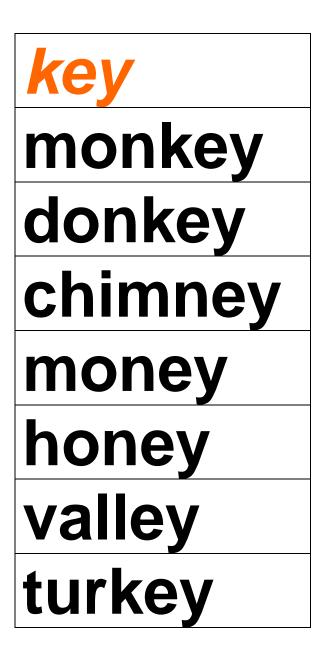




Set 2: long 'e' sound

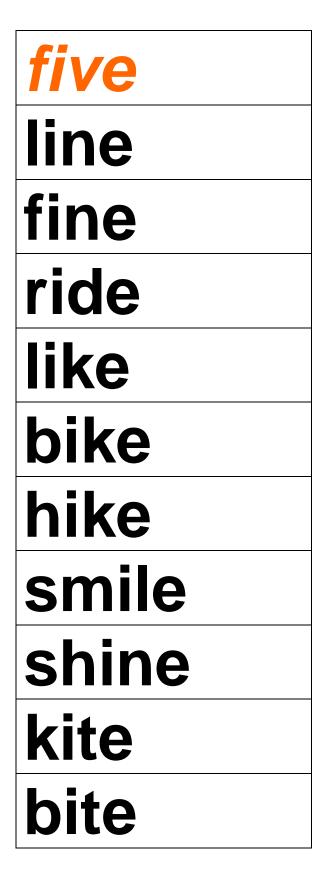




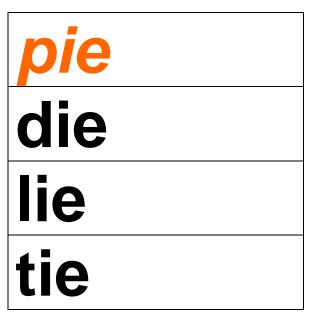




Set 3: Long 'i' sound

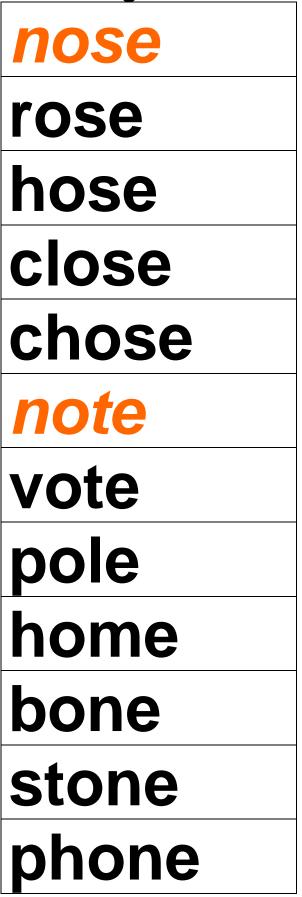




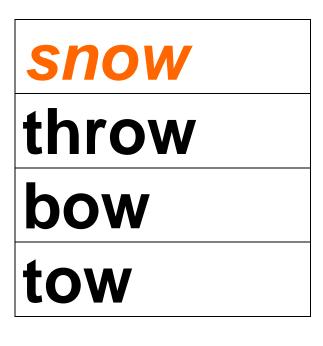




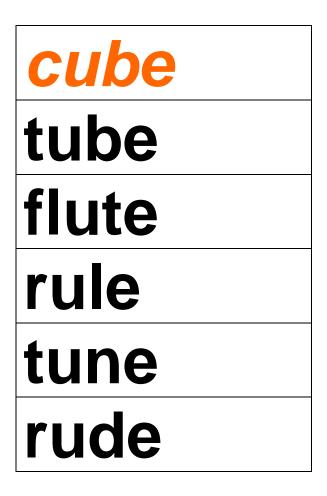
Set 4: long 'o'



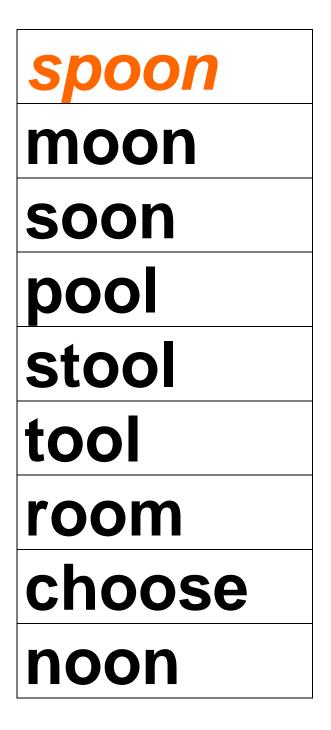


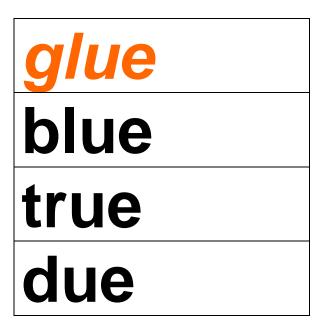


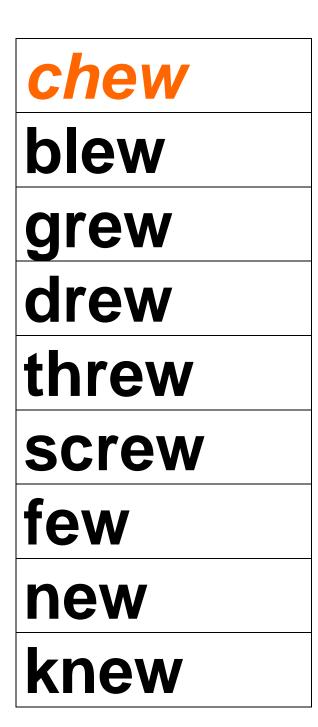
Set 11: long 'u' sound



Other letter combinations that sound like long 'u':



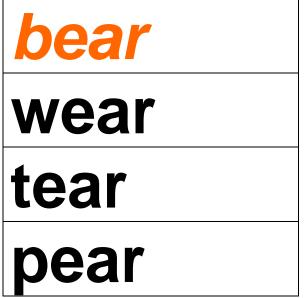




#### Set 6: 'air' sound



Other letter combinations that sound like 'air':





## Set 7: 'ar' sound



Other letter combinations that sound like 'ar':

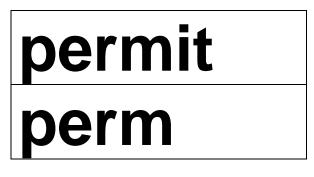






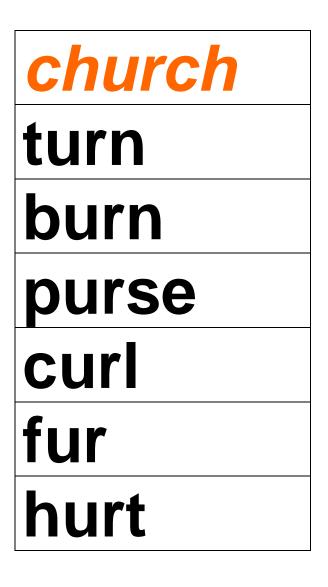


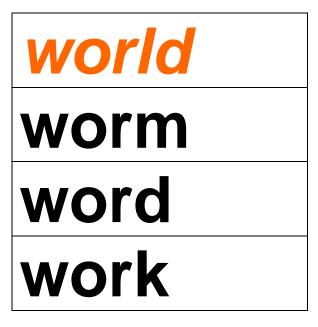
# Set 9: 'er' sound fern her verb herb term herd person germ serve stern



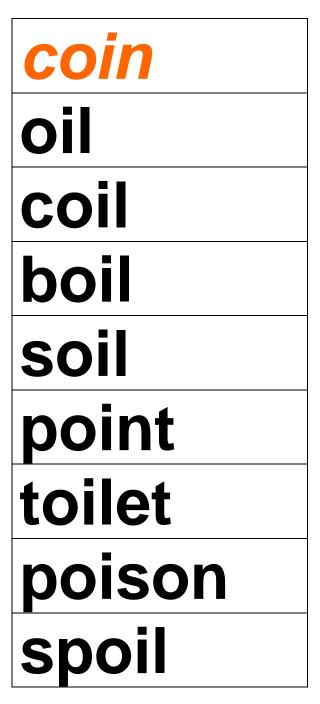
Other letter combinations that sound like 'er':



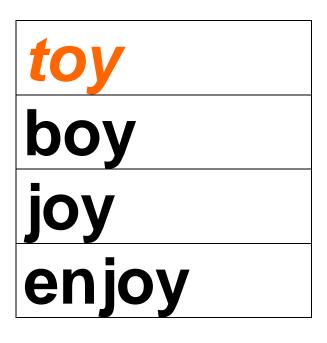




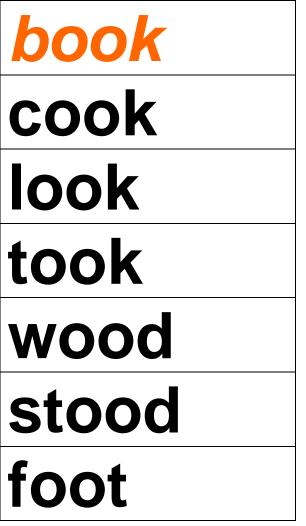
## Set 10: 'oi'



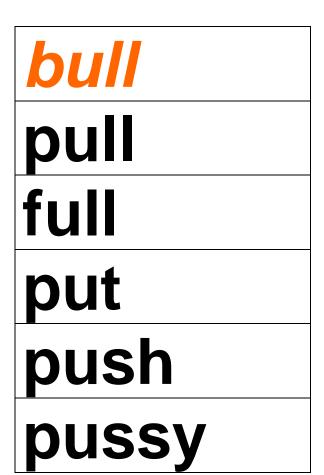
Other letter combinations that sound like 'oi':

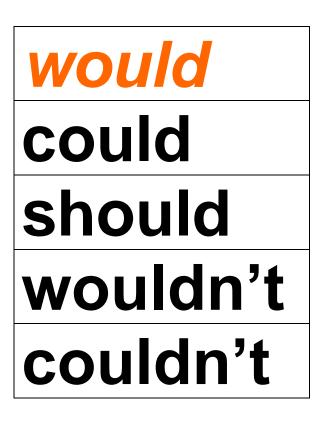


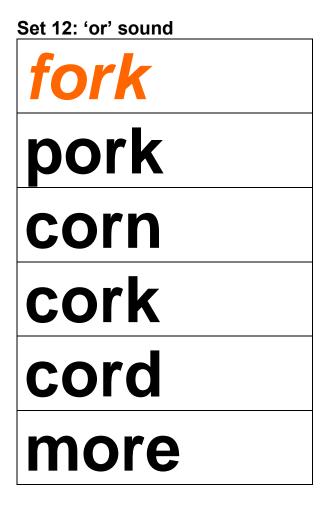
Set 10: short 'oo' sound



Other letter combinations that sound like short 'oo':

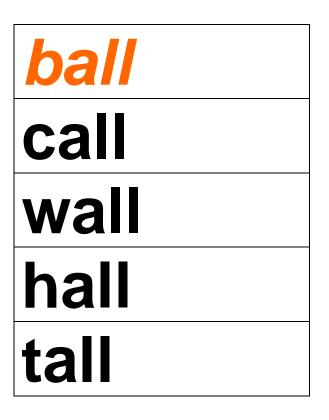






Other letter combinations that sound like 'or':





saw

law

lawn

crawl

claw

yawn

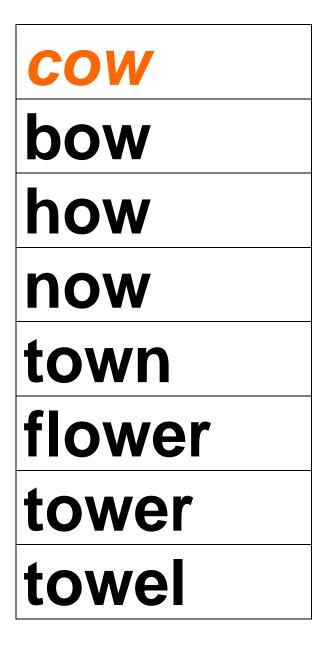








Set 13: 'ow' sound



Other letter combinations that sound like 'ow':

