

SUPERSHARK and the WORDSHARK course units 1-44

Word lists and teaching notes for Units 1-4:

The teaching notes are suggestions of what you might include in your own words to the student.

Contents: **Short, regular words (cvc consonant-vowel- consonant words)**
 Letter sounds of the alphabet
 Adding 's' to make simple plurals
 Short regular high frequency words

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- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
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These first sounds and words will need a lot of oral work - listening for sounds, linking them with letters, awareness of how you make the sounds, blending the sounds into simple words, segmenting the sounds to spell them and then writing them, being able to picture the words accurately after building them, and knowing how to enter them efficiently on a keyboard.

Always look at 'My Play Words' before attempting the games. Click on the words to hear them and see their picture, and on the phonics slider at the bottom to see and hear them split up.

Each list will benefit from writing in addition to typing them in Wordshark, and from saying them out loud (like in the Say word game).

1) CVC - 3 letter words with vowels a, i

introduce a (with s, t, p)

at
sat
pat
tap
*
sap

Listen for the vowel sound /a/ in all these short words. Look in a mirror to you see how you make the /p/ sound using your lips - and flip the end of your tongue to make /t/. The letter s represents a sound like a snake.

Look carefully at the letters and try to 'blend' the separate sounds they represent to make them into words.

Try to split the words up again (segment them) into separate sounds to spell them. The game 'Split sound' is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

This will all need lots of help and practice.

introduce i

it
sit
pit
tip
pip

*

sip

Listen for the vowel sound /i/ in all these short words. Try to remember the sounds you learnt in the first list – you will need them again in this list.

a and i, (introduce n)

in
nip
pan
pin
tin
tan
nap

Detect the new letter in every one of these words. Listen for the new sound /n/ this letter represents. If you hold your nose you can *feel* the sound you make! Try to detect which words have /a/ and which have /i/ when someone says the words to you.

a and i, (introduce m, d)

am
man
mat
map
sad
did
dip

Look for the new letter and listen for the sound /m / it makes - you can feel it through your nose but you use the lips to make it – easy to see in a mirror. Try to feel the /d/ that you make with the tip of the tongue.

Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

a and i, (introduce g, c)

gap
gas
pig
dig
cap
cat
dad

Practise the new letters and their sounds /g/ and /c/. Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this. Write the letters in each word as well as type them. Try to see each word with your eyes closed.

revise letters a i s t p m d g c

a
i
s
t
p
m
d
g
c

These are all the letters and their sounds that you have learnt so far. Match each sound to its letter and match each letter to its sound. Write each letter as well as type it and say its sound out loud. Picture each letter with your eyes closed. Learn where each letter is on the keyboard and try to use the right finger for each letter if you have a typing program.

End of Unit 1 test (Supershark)

2) CVC words (add vowels o, e, u)

introduce o

got
on
pot
top
dog
pop
dot
cot

Detect which new letter is in each of these words.

Practise this new vowel with its sound /o/.

Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

introduce e

get

pet
ten
net
pen
peg
met
men

Detect which new letter is in each of these words.

Practise this new vowel with its sound /e/.

Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

introduce u

up
mum
mug
cup
sun
cut
nut

Detect which new letter is in each of these words.

Practise this new vowel with its sound /u/.

Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

CVC (all with r)

rip
run
rat
rag
rug
rot
red

Detect which new letter is in each of these words.

Practise this letter and its sound /r/ - it curls your tongue – helping you to know when it occurs in a word. Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

CVC (all with h)

him
hot
hut
hop
hat
hit
hug

Detect which new letter is in each of these words.

Practise this letter and its sound /h/. You can feel your breath if you place your hand in front of your mouth when you say /h/ – helping you to know when it occurs in a word.

Look carefully at the letters for each word and try to ‘blend’ the separate sounds they represent to make them into words. Try to split the words up again (segment them) to spell them. The game ‘Split sound’ is useful for this.

Write the letters in each word as well as type them. Try to see each word with your eyes closed.

revise letters o e u g n d c r h

o
e
u
g
n
d
c
r
h

End of Unit 2 test (Supershark)

This will draw on single sounds and words from all the lists so far learnt. Practise some on paper for an additional way of learning them.

3) CVC - introduce remaining consonants

CVC (all with b)

but
big
bag
bed
beg
bun
bus
bat

Practise these sounds with new sound /b/ introduced, blending them into words, and segmenting them for spelling. /b/ is made with your lips –so look in a mirror and it will help you to know when it occurs in a word.

CVC (all with f or l)

fat
fan
fun
fog
leg
lip
log
lot

Practise the new sounds /f/ made with the lips, and /l/ made with the tip of the tongue. Blend the sounds into words, and segment them for spelling.

CVC (all with j or v)

jam
jet
jog
job
jug
van
vet
vat

Practise the new sounds /f/ made with the lips, and /l/ made with the tip of the tongue. Blend the sounds into words, and segment them for spelling.

CVC (all with w or x)

win
wag
wet
wig
mix
box
fox
six

Practise the new sounds /w/ made with the lips, and /x/ which is really 2 sounds /ks/. Blend the sounds into words, and segment them for spelling

CVC (all with k, y or z)

kit
kid
yes
yet
yap
zip
zap

Practise these new sounds for letters k, y and z. The letter k has only one sound associated with it /k/. Blend the sounds into words, and segment them for spelling.

revise letters b f l j v w x k y z

b
f
l
j
v
w
x
k
y
z

alphabet sounds mixed

*a
b
c
d
e
f
g

h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

Practise these letters – writing them as well as typing them, saying them out loud as you do so. Watch out for reversals like **b** and **d**.

End of Unit 3 test (Supershark)

This will draw on single sounds and words from all the lists so far learnt.

Practise some on paper for an additional way of learning them.

Revision to end of Unit 3

(Revision test of words in Units 1-3)

4) CVC add s, High Frequency Words

revise short vowel words

tap
tin
rip
dog
pen
vet
bug
fun
*
am
at
bag

bat
bed
beg
big
box
bun
bus
but
cap
cat
cot
cup
cut
dad
did
dig
dip
dot
fan
fat
fog
fox
gap
gas
get
got
hat
him
hit
hop
hot
hug
hut
in
it
jam
jet
job
jog
jug
kid
kit
leg
lip
log
lot
man
map
mat
men
met
mix
mug
mum
nap
net
nip

nut
on
pan
pat
peg
pet
pig
pin
pip
pit
pop
pot
rag
rat
red
rot
rug
run
sad
sat
sit
six
sun
tan
ten
tip
top
up
van
vat
wag
wet
wig
win
yap
yes
yet
zap
zip

Click on 'More words' in 'My Play Words' to bring in different words to practise with the games. These are all words with vowel sounds known as 'short vowels'.

adding s

dogs
cats
pips
pens
hats
mugs
*
bats
buns

caps
cups
dots
fans
huts
jobs
kids
legs
lips
logs
maps
mats
nuts
rags
rugs

Detect what all the words in this list have in common. They are all words you have learnt so far with an *s* on the end to make more than 1 of something – a list of plurals. Note that the *s* sounds sometimes like /s/ and sometimes like /z/

HFW: at am it in is

at
am

it
in
is

These are useful words. Note the *s* sounds /z/ in *is*.

HFW: on got can not get

on
got
can
not
get

Useful, regular words where the letters are associated with their expected sounds.

HFW: had has his him if

had
has
his
him
if

Useful, regular words where the letters are associated with their

expected sounds— apart from *s* sounding like /z/.

HFW: big but mum dad

big
but
mum
dad

Useful, regular words where the letters are associated with their expected sound.

Tricky Words (TW): and to the

of
and
to
the
of

Note the /oo/ in *to*, the /th/ in *the*, and the /v/ in *of*.

End of Unit 4 test (Supershark)

Practise these revision words on paper for an additional way of learning them.

SUPERSHARK and the WORDSHARK COURSE

Word lists and teaching notes for Units 5-6:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **Short, regular words with sh ch th**
 Short regular high frequency words
 A list of 3 high frequency words ending in long vowels
 A list of 3 high frequency words with irregular spelling

-
- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

These words introduce the idea of more than one letter working together with another to make a new sound. Example 'shop' has 4 letters but only 3 sounds because the letters 'sh' together make a new and single sound.

5) sh ch th

sh

shop
shut
shot
ship
shed
fish
wish
cash
*
mash
rush

Detect what all the words in this list have in common. Note the *sh*. These TWO letters - **sh** - work together to represent a single sound. They are not be 'sounded out' separately - but to be seen working together as a single unit (grapheme). Recognising this idea - and these letter combinations in words is a very important skill in reading and spelling.

ch

chip
chop
chin
chat
rich
much

Detect what all the words in this list have in common. Note the *ch*. These TWO letters - **ch** - work together to represent a single sound /ch/ and are not to be 'sounded' out separately. They should be seen working together as a single unit. Recognising this idea and these letter combinations in words is a very important skill in reading and spelling.

th

the
this
that
then
them
thin
with

*

moth

Detect what all the words in this list have in common. Note the *th*.

These TWO letters - **th** - work together to represent a single sound. They are not to be 'sounded' out separately. They should be seen working together as a single unit. You can use your voice for this sound like in 'the' - or *not* use your voice - like in 'thin'.

sh ch th mixed

ship
shop
chin
chips
thin
that

This list has words with sh, ch, and th.

End of Unit test (Supershark)

6) HFW - High Frequency Words

Revise easy HFW

got
get
big
did
if
not
can
had

These words are used frequently in reading and writing and have letters and sounds already learnt.

Revise TW: has his him but

has
his
him
but

These words are used frequently in reading and writing and have letters and sounds already learnt. Note the s sounds like /z/.

Revise TW: and the to is of

and
the
to
is
of

These words are used frequently in reading and writing and have letters and sounds already learnt.

HFW: them then that this the with

them
then
that
this
the
with

These words are used frequently reading and writing and have letters and sounds already learnt.

Tricky Words (TW): no go I

no
go
I

These 3 words have a vowel at the end and the sound of the vowel is the same sound as the letter's name. They are sometimes known as 'long vowels'. See later – in Unit 9 - for more about 'open syllables'.

Tricky Words (TW): to my you

to
my
you

These 3 words are used a lot. They have irregular spellings. They are best just learnt as they are – or make up a special way to remember them.

End of Unit test (Supershark)

Revision test to end of Unit 6

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 7-9:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **Consonant blends – two consonants blended together at the start of words.**
 Consonant blends – two consonants blended together at the end of words.
 nch
 ng
 Open and closed syllables – introduced

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

Each consonant has its own sound and is blended with the second consonant. It is easy to miss the second one at the beginning of words – and to miss the penultimate sound when the blend is at the end. It is useful to detect how you make the sounds – and to use a mirror to help identify which consonants are in the word.

7) Initial consonant blends

introduce blends

cap
clap
cab
crab
dip
drip
fat
flat
fog
frog

You should be able to feel the difference in how you say the word *cap* and *clap*. You feel the tip of your tongue flip down in *clap* but not in *cap*. You **feel** and hear the *r* in *frog* as you say it but not in *fog*.

introduce blends 2

pan
plan
pod
prod
sick
stick
tin
twin
tick
trick

You can feel the difference in how you say the word *pan* and *plan*. The tip of your tongue flips down in *plan* but not in *pan*. You **feel** the *r* in *prod* but not in *pod*. You feel the *w* with your lips in *twin* but not in *tin* and so on.

consonant blends mixed 1

blob
brush
clap
clip
crab
drum
flag
from
*
blip
blot
blush
bran
clot
cloth
crash
crop
crush
drip
drop

drug
flap
flash
flat
flip
frog

There are two alternative sounds in second place in all these words. You can detect them by the way you say them – the flip of your tongue for / and the roll of your tongue for the *r*. Using a mirror will help. Click on ‘More words’ in ‘My Play Words’ to bring in different words to practise with the games.

consonant blends mixed 2

glad
grip
plan
prod
slim
slot
skip
*
glum
grab
plop
plot
plug
plus
pram
prop
skid
skim
skin
slam
slip
slug

You can detect three different sounds in second place in all these words. You can detect them not only by hearing them but also how you say them – the flip of your tongue for / the roll of the tongue for the *r*, and the feel of the *k* at the back of the tongue. Click on ‘More words’ in ‘My Play Words’ to bring in different words to practise with the games.

consonant blends mixed 3

smash
snap
swim
spot
step
trap
twin
*
smug
snip
snob
snug
spin
spit
stab
stop
swam
tram
trash
trip
trot
twig

These words have different sounds in second place – listen and become aware of them as you say them – and link them to the correct letters. Click on ‘More words’ in ‘My Play Words’ to bring in different words to practise with the games.

End of Unit test (Supershark)

8) End blends

introduce final blends

bad
band
bed
bend
had
hand
wet
went
hut
hunt
*
bled
blend
lad

land
sad
sand

You should be able to feel the difference in how you say the word *bad* and *band*. You can detect the /*n*/ sound in *band* as a sound you make through your nose, and if you hold the bridge of your nose you can feel it vibrate. It is a good way to be aware of the spelling as it is easy to miss out the *n*. You cannot hear or feel an *n* in *bad*. There is no *n* in *bed* but there is in *bend* – and so on.

-nd

and
band
hand
land
sand
end
bend
mend
send
*
blend
brand
grand
lend
spend
stand
strand
trend

These words all have the same sound just before the last sound. You can detect it – /*n*/ as a sound you make through your nose, and if you hold the bridge of your nose can feel it vibrate. It is a good way to be aware of the spelling as it is easy to miss out the *n*.

-nt -nch

bent
sent
tent
went
hunt
lunch
bunch

pinch

*

bench
blunt
branch
crunch
flint
grant
grunt
mint
munch
plant
print
punch
spent

These words all have the same sound just before the last sound. You can detect it – /n/ as a sound you make through your nose, and if you hold the bridge of your nose you can feel it vibrate. It is a good way to be aware if this letter is present in the word in order to spell it - it is easy to miss out the letter *n*.

Click on 'More words' in 'My Play Words' to bring in different words to practise with the games.

-mp

camp
damp
lamp
stamp
tramp
dump
jump
lump
pump

*

hump
limp
stump
thump

Detect the sound just before the last sound (different to the previous list). This is *m* - a sound you make with your lips but feel through your nose. These are good ways to be aware if this letter is present in the word in order to spell it - it is easy to miss out the letter *m*.

-lp -lk -lt -lf -pt

help
gulp
milk
silk
felt
melt
shelf
golf
kept

*

belt
crept
slept
sulk
swept
wept

These words all have one of 2 alternate sounds just before the last one. You need to detect which these are (*l* and *p*).

-ft -ct -sk -sp

left
lift
soft
act
fact
risk
desk

*

crisp
drift
sift
tuft
tusk

You need to detect which letter comes before the last in each of these words. Listening well and being aware of how you make the sounds as this will help – as these can be easy to miss when spelling the words.

-st -xt

cost
lost
list
must
best
nest
next
text

*

just
pest
quest
rest
test
trust
twist
west

Detect the sound that comes just before the end in these words. It is mostly the sound of a hissing snake /s/. In a couple it is the *x* which is a letter which sounds as 2 sounds /ks/.

end blends mixed

help
milk
felt
kept
soft
fact
cost
next

*

act
and
band
bend
bent
best
bunch
camp
damp
desk
dump
end
golf
gulp
hand
hunt
jump
lamp
land
left
lift
list
lost
lump
lunch
melt
mend
must
nest
pinch

pump
risk
sand
send
sent
shelf
silk
stamp
tent
text
tramp
went

wing
bang
hang
long
song
lung
*
fang
hung
rang
sang
swing
thing

just
ask

These high frequency words (HFW) are often needed in early reading and writing.

TW: he she we be me

he
she
we
be
me

You need to detect all of the sounds in these words. Listening well and being aware of how you make the sounds will help – as some of them can be easy to miss out when spelling them.

Each time you click on 'More words' you refresh the selection of words.

End of Unit test (Supershark)

9) ng, nk, Open & Closed syllables

-ing
ring
king
sing
wing
ping
thing
*
bring
cling
spring
sting
string
swing

Detect what each of these words has in common. *ing* is always consistent for reading and spelling. The letters *ng* make a single sound – through your nose.

-ng
king
ring
sing

You need to detect what these words have in common. The letters *ng* make one sound. Listen carefully for which vowel sound comes before them.

-nk
pink
sink
think
drink
bank
tank
thank
bunk
sunk
*
blank
blink
drunk
honk
ink
plank
sank
shrink
skunk
stink
trunk
wink

You need to detect what these words have in common. The spelling for the nasal sound for *ng* drops the letter *g* when it comes before /k/ and is spelt *nk* and not *ngk*.

HFW: went from help just ask
went
from
help

These short words have a vowel at the end of the syllable – an *open* syllable – and the vowel is 'long' – you can hear its name not its 'short' sound. See the notes for the next list.

Open & closed syllables

we
wet
she
shed
he
help
go
got
by
big
*
me
men
no
not
so
sob

These are single syllable words with a single vowel.

Looking at these words - detect which of them has a vowel at the end - *a, e, i, o, u*, (but also *y*) - and which words have consonants (the rest of the alphabet).

When there are one or more consonants at the end of the syllable closing it in, it is called a **closed syllable** and you hear it has a 'short' vowel sound.

When the syllable has the vowel left on the end it is called an **open syllable** and you hear it has a 'long' vowel sound.

An added confusion is that the long vowel sound is the same sound as the vowel's actual name. You have to be clear whether you are talking about a sound or a name as we can hear these can be one and the same in some words. The idea of OPEN AND CLOSED SYLLABLES NEED LOTS OF PRACTICE AND REPETITION and is especially useful in reading.

End of Unit test (Supershark)

Revision test to end of Unit 9

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Unit 10:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: Short words ending in ll, ss, ff, ck

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
- Teaching notes - anything between slashes refers to a sound.

Simple short words with a short vowel, if the last sound/letter is l, s, z or f - it is doubled. ck behaves in the same way.

10) ll ss ff ck

<p>-ll bell fell tell hill kill fill doll roll * pill sell well</p> <p>Detect what all these words have in common – double <i>ll</i> on the end – following a short vowel, and are of one syllable. Some people use the mnemonic ‘flossy words’ as a these end in /f/ /l/ or /s/ after a short vowel. Detect the rhymes in this set.</p> <p>-all all ball call tall hall</p>	<p>fall wall * small stall</p> <p>Detect what all of these words have in common – double <i>ll</i> on the end – and are of one syllable. – but also note the altered sound for <i>a</i>. Detect the rhymes in this set.</p> <p>-ss -zz mass less mess kiss miss boss fuss fizz buzz * jazz loss pass toss</p> <p>Detect what all these words</p>	<p>have in common – double <i>ss</i> (or <i>zz</i>) on the end – following a short vowel, and are of one syllable. Some people use the mnemonic ‘flossy words’ as a these end in /f/ /l/ or /s/ after a short vowel. Detect the rhymes in this set.</p> <p>-ff off cuff huff puff tiff * cliff fluff gruff sniff staff stuff</p> <p>Detect what all these words have in common – double <i>ff</i> on the end – following a short vowel, and are of one syllable. Some people use the mnemonic ‘flossy words’ as a these end in /f/ /l/ or /s/ after a short vowel. Detect the rhymes in this set.</p>
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-ck

back
pack
neck
pick
thick
lock
duck
luck
*

deck
kick
lick
peck
quack
quick
rock
sack
shock
sick
sock
tick

Detect what all these words have in common –*ck* on the end. They are similar to the earlier lists – the /k/ sound follows a **short vowel**, and the words are of **one** syllable.

HFW: all will off back

all
will
off
back

These high frequency words match the words just learnt.

End of Unit test (Supershark)

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 11-12:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **ing, ed**
 2 syllable words
 ee, oo

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

Words already learnt that can take an ing or ed ending, are introduced.
2 syllable words are introduced where each syllable has a regular spelling - with sound/letter correspondences that have already been learnt.
Easy ee and oo words are introduced.

11) 2 syllables -ing, -ed etc

longer words with -ing

wishing
 jumping
 landing
 holding
 bending
 ending

*

missing
 sticking

Detect why these are in pairs.
 The first of the pair is the root word. The second adds *ing* which will be useful in writing and telling stories. The words ending in *ing* have 2 beats – 2 syllables.

longer words - adding -ed

jump
 jumped
 help
 helped
 wish
 wished

land
 landed
 end
 ended

Detect why these are in pairs.
 The first of the pair is the root word. The second adds *ed* for using the word in the past tense. The *ed* sounds quite different in different words – but always means that the action is not happening now -but in the past. **It is no good 'sounding it out'** but just learn to recognise the past tense and add the *ed*. This will need lots of practice and revisiting.

2 syllables with short vowels

picnic
 plastic
 dragon
 comic
 edit
 project

Detect how many syllables (beats) these words have. They all have a rhythm of 2 beats when you say them out loud - 2 syllables. Spell out the first from its sound then add the second.
 These will need practice.

2 syllables with short vowels 2

exit
 lemon
 upset
 dustbin
 invent
 laptop

Detect how many syllables (beats) these words have. They all have a rhythm of 2 beats when you say them out loud - 2 syllables. Spell out the first from its sounds then add the second.
 These will need practice.

End of Unit test (Supershark)

12) ee oo HFW

-ee -eep -eet

see
tree
sleep
keep
deep
feet
meet
sweet
*
bleep
creep
fleet
greet
peep
sheep
sheet
steep
street
sweep
weep

Detect what these words all have in common. They all have *ee* in them sounding 'long e' - where the vowel sound is the same as its letter name. The brain seems to handle these doubles fairly easily so this list appears early in the course. It has many words beyond the standard list if you click on 'More Words' in 'My Play Words'.

-ee- mixed

green
week
feel
feet
sweet
sleep
sheep
three
*
bee
been
bleep
cheek
creep
deep
fee
fleet
free
greet

keen
keep
meet
peep
see
seek
seen
sheet
steep
street
sweep
tree
weep

-oo- as in 'food'

food
moon
shoot
boot
root
spook
roof
hoop
gloom
*
noon
room
soon
spoon
zoo
zoom

Detect what these words all have in common. They all have *oo* in them. Discuss what sound these make when spoken – this will depend on local dialect. The brain seems to handle these doubles fairly easily so this list appears early in the course.

-oo- as in 'book' (southern English)

book
look
took
cook
shook
foot
good
wood
*
hook
rook
stood

Detect what these words all have in common. They all have *oo* in them. Discuss what sound these make when spoken – this will depend on local dialect. The brain seems to handle these doubles fairly easily so this list appears early in the course.

longer words with ee, oo

cooking
keeping
feeling
weekend
football
footprint

Discuss how you would break these words up into 2 syllables and recognise the root word and its ending.

End of Unit test (Supershark)

Revision test to end of Unit 12

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 13-14:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: ar, or, er
 Longer words with ar, or, er
 Short irregular high frequency words – ‘Tricky Words’ (TW)

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

These words introduce the effect an *r* has on the vowels that it follows. The vowel and the *r* work together to make a new sound.

Longer words are included where all parts of the word have no new concepts or irregularities.

The lists of high frequency irregular words have TW in their title (Tricky Words).

13) ar or er - 'r' changes vowel sounds

-ar-
 car
 far
 star
 shark
 park
 arm
 farm
 start
 hard
 *
 bark
 card
 cart
 chart
 dark
 harm
 jar
 March
 Mars
 part
 sharp

-or-
 for
 fork
 born
 storm
 sort
 short
 sport
 morning
 *
 cork
 corn
 force
 horn
 horse
 north
 torn
 worn

er in the middle of words

verb
 herbs
 her
 fern
 stern
 term

er at the end of words

winter
 sister
 chapter
 silver
 thunder
 softer
 thicker
 *
 jumper
 letter
 under

longer words with ar, or, er

garden
 forget
 sorted
 longer
 parking
 number
 morning
 *
 finger
 insert
 person
 softer

starting
starving
thicker
thunder

see

End of Unit test (Supershark)

longer words with ar, or, er 2

started
starfish
artist
corner
clever
monster
never
*

anger
carpet
insert
interest
under

End of Unit test (Supershark)

**14) HFW - High Frequency
Words**

Revise TW: you go went my all

you
go
went
my
all

TW: they was said one

they
was
said
one

TW: for her were are

for
her
were
are

TW: have some come there

have
some
come
there

TW: before only because see

before
only
because

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 15-16:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: Split digraphs a-e, i-e, o-e
(u-e and e-e are in unit 10)

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

These lists introduce the large set of single syllable words with a long vowel spelt with a split digraph spelling pattern. The middle vowel sound is spelt by adding an e - but the e is at the end of the word so the 2 letters representing the sound are split apart.

	snake	wake
	shake	
15) Split digraph a-e	game	-ave -ale -ape
a-e (adding e)	same	cave
mat	*	wave
mate	bake	save
fat	blame	gave
fate	brake	male
mad	cake	sale
made		shape
tap	came	tape
tape	crate	*
*	fame	brave
man	fate	female
mane		gale
pan	flake	grave
pane	flame	pale
plan	frame	rave
plane	hate	
sack	lake	shave
sake	lame	slave
scrap	late	stale
scrape	mate	tale
	quake	whale
	sake	
-ate -ake -ame	shame	-ace -age
date	skate	face
gate	state	race
plate	take	space
make	tame	place

cage
page
stage
rage
*
age
grace
lace
pace
trace
wage

End of Unit test (Supershark)

Revision test to end of Unit 15

16) Split digraphs i-e o-e

i-e (adding e)

hid
hide
kit
kite
bit
bite
pip
pipe
*
fin
fine
lick
like
pile
pill
pin
pine
quit
quite
rid
ride
rip
ripe
slid
slide
slim
slime
spin
spine
win
wine

i-e mixed

kite

bike
time
nine
size
smile
hide
five
*
bite
crime
dive
drive
file
fine
fire
knife
life
like
line
quite
ride
ripe
rise
shine
site
slide
tide
while
white
wide
wipe
wire
wise
write

-ice

ice
dice
nice
mice
rice
spice
slice
twice

o-e (adding e)

hop
hope

slop
slope
rod
rode
not
note
*
cod

code
cop
cope

o-e mixed

bone
stone
rope
broke
smoke
rose
code
home
note
*
close
coke
cone
froze
hope
hose
joke
phone
quote
rode
those
vote
wrote

End of Unit test (Supershark)

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 17-18:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: Split digraphs a-e, i-e, o-e
(u-e and e-e are in unit 10)

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
 - .
-

These words return to the theme of words in unit 13 where the vowel sound is changed by the *r* that follows, and the vowel and the *r* work together to represent a new sound. Similarly *w* changes the sounds of the letters that follow it.

<p>17) ir ur</p> <p>-ir- fir bird birth girl shirt third first stir * dirt sir skirt</p> <p>-ur- fur nurse blurb hurt turn burn burst burp *</p>	<p>burnt curl purse</p> <p>longer words for ir and ur thirteen thirty birthday sunburn</p> <p>burger further disturb * burning dirty murder return Saturday surname surprise thirsty Thursday</p> <p>longer words for ir and ur 2 disturb dirty</p>	<p>surprise surname return birthday</p> <p>End of Unit test (Supershark)</p> <p>18) wa wor war qu wh</p> <p>wa- was want wash wand swan swap wasp * what</p> <p>wor- word work working world worse</p>
---	---	--

worm

*

worker

works

worst

worth

war-

war

warm

warn

warning

ward

towards

*

reward

warden

warmth

warship

qu

quiz

quit

quick

quilt

quack

quest

wh- question words

when

where

what

why

which

who

whose

End of Unit test (Supershark)

Revision test to end of Unit 18

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 19-24:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **u-e, e-e**
 ai, ay
 oa, ow
 igh, y
 -ite, ie (as in *pie*)
 ee, ea
 ew, ue, oo (as in *soon*)

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

This continues the work on split digraphs see also Unit 15-16: The middle vowel sound is made by adding an e - but the e is at the end of the word so the 2 letters representing the sound are split apart. These words have *u-e* and the less frequent *e-e*.

Other ways of giving long vowels in short words:

The pattern *ai* if in the middle of a word and similarly as *ay* if at the end of the word

The pattern *oa* if in the middle of a word and similarly as *ow* if at the end of the word

The patterns *igh* (usually in the middle of a word) and similarly as *y* if at the end of the word – but also *ie*

The pattern *ee* and the more common *ea*

The patterns *ew* and *ue* and 'long' *oo*

make

19) Split digraphs u-e e-e

u-e

cube
 tube
 tune
 June
 rude
 rule
 use
 mute
 *

cute
 flute
 fuse

e-e words

theme
 these
 eve
 compete
 complete
 *
 delete
 extreme

split digraphs mixed

came
 cake

drive
 five
 nose
 home
 tune
 *
 bit
 bite
 cube
 delete
 eve
 fat
 fate

hid
hide
hop
hope
June
kit
kite
mad
made
mat
mate
mute
not
note
pip
pipe
rod
rode
rude
rule
slop
slope
swede
tap
tape
theme
tube
use

longer words with split digraphs

pancake
include
website
mistake
explode
invite
dislike

End of Unit test (Supershark)

20) Long vowels ai ay

-ain -ail

train
rain
pain
brain
snail
sail
tail
mail
*
chain
drain

fail
gain
grain
hail
jail
main
nail
pail
plain
rail
Spain
stain
strain
trail

-ai- mixed

chain
brain
paint
wait
snail
paid
afraid
aim

final -ay

day
may
way
away
play
say
stay
pay
*
bay
clay
hay
lay
pray
stray
sway
today

ai/ay

may
mail
way
wait
pay
pail
tray
train
*
afraid
aim

away
bay
brain
chain
clay
day
drain
grain
hail
hay
jail
lay
nail
paid
pain
paint
plain
play
pray
rail
rain
sail
say
snail
stain
stay
strain
stray
sway
tail
today
trail

ai, ay, a-e mixed

gate
wake
game
brave
snail
brain
stay
may

longer words for ai, ay

explained
runway
yesterday
painting
raining
complain
players
midday
*
afraid
again
contain

display
entertain
played
portrait
railings
stayed
subway

End of Unit test (Supershark)

21) Long vowels oa ow

-oa- mixed

boat
float
goal
toast
toad
road
loaf
coach
*

boast
cloak
coal
coast
coat
foal
goat
groan
load
moan
oak
oats
roast
soak
soap
throat

final -ow as long o

snow
grow
low
slow
show
blow
glow
throw
*
below
crow
flow
know

tow
window

final -ow -own

show
shown
blow
blown
grow
grown
throw
thrown

oa/ow

boat
bow
load
low
groan
grow
grown
float
flow
flown
*

blow
cloak
coach
glow
goal
loaf
moan
road
roast
show
slow
snow
soak
throw
toad
toast

oa, ow, o-e mixed

boat
coat
grow
glow
shown
code
stone
hope
*
blow
blown
bone
broke

coach
coke
float
goal
grown
home
joke
loaf
low
note
phone
road
rope
rose
show
slow
smoke
snow
throw
thrown
toad
toast

longer words for oa, ow

unload
floating
roadway
snowman
rainbow
window
shadow
cloakroom
*
cockroach
elbow
floated
snowing
soaking
toadstool
yellow

End of Unit test (Supershark)

Revision test to end of Unit 21

22) Long vowels igh ie -y

-igh -ight

high
sigh
night
light
might
tight

right
fight
flight
*

bright
fright
height
sight
slight

final -y as long i

my
by
try
dry
cry
sky
why
fly
*

fry
July
shy
sly
sty

-ie + -ite

tie
die
pie
lie
kite
white
bite
site

igh, i-e, -ie, -y mixed

sky
smile
slide
mice
bike
cry
bright
tie
*

by
dry
fight
five
flight
fly
hide
high
kite

light
might
my
night
nine
right
sigh
size
tight
time
try
why

longer words for igh, y

fighting
flying
trying
frighten
midnight
myself
multiply
lightning
*
frying
goodnight
moonlight
satisfy
spying
standby
tighten

End of Unit test (Supershark)

23) Long vowels ee ea -y

-ee- mixed 2

cheeks
creep
deep
greet
keen
sheet
steep
sweep

-eam -eat

team
dream
steam
cream
beat
heat

meat

neat
*
beam
cheat
eat
gleam
scream
seat
stream
treat
wheat

-ea- mixed

meal
read
please
each
mean
leaf
meat
team
*

beach
beam
beast
beat
cheap
cheat
cream
dream
east
eat
feast
gleam
heat
least
leave
neat
pea
reach
scream
sea
seat
speak
steam
stream
tea
teach
treat
wheat

ee/ea

tree
agree
speed

feel

reach
real
seat
please
*

beat
cheeks
cream
creep
deep
dream
each
feet
green
greet
heat
keen
leaf
meal
mean
meat
neat
read
sheep
sheet
sleep
steam
steep
sweep
sweet
team
three
week

longer words for ee, ea

reason
speaking
season
referee
between
sixteen
heating
agree
*

easy
feelings
freedom
meaning
screaming
teacher
toffee

final -y sounding /ee/

happy
very
twenty

lucky
windy
empty
copy
silly
*

funny
party

End of Unit test (Supershark)

**24) Long vowels oo ue ew
etc**

final -ew

new
few
blew
crew
chew
screw
flew
grew
*

dew
knew
news
stew
threw
view

final -ue

blue
true
glue
clue
due
value
argue

ue, ew, u-e mixed

tune
rude
cube
clue
true
blue
few
chew
*

argue
blew
crew
cue
due

flew
glue
grew
June
mute
new
news
newt
queue
rule
screw
tube
use
value

-oo- as in 'food' 2

scoop
loot
goose
loop
choose
loose
balloon
too

longer words for ue, ew

Tuesday
avenue
fewer
rescue
value
continue
argue
chewing
*
bluebell
fewest
mildew
statue
tissue

longer words with oo

shampoo
foolish
igloo
booster
moonlight
bedroom
sooner
snooker

End of Unit test (Supershark)

Revision test to end of Unit 24

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 25-27:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **ou, ow** (as in *how*)
 oi, oy
 ear (all 3 sounds)
 air, -are
 ck or ke
 rr
 o sounding /u/
 ea (as in *head*)

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

***ou* and *ow* in words represent more than one sound – in these lists they represent the end sound in *how*.**

***oi* and *oy* are consistent in the sounds they represent.**

The lists for *ear* in this unit explore the 3 sounds that *ear* can represent.

***air* and *-are* represent the end sound in *hair*.**

Unit 27 mostly explores ‘rules’ that involve ‘short’/‘long’ vowels.

25) ou ow oi oy	ground	down
ou	house	flower
out	mouse	vowel
shout	mouth	*
hour	our	clown
flour	pound	crowd
noun	round	crown
count	sound	drown
found	-ow- as in 'how'	frown
cloud	cow	owl
south	how	power
*	now	shower
about	town	towel
	brown	tower

-ou -ow mixed

cow
brown
flower
vowel
shout
house
found
ground
count
*
cloud
down
flour
hour
how
noun
now
out
south
town

-oi-

oil
boil
soil
coin
join
point
noise
voice
*
choice
coil
foil
moist
spoil

oi/oy

boy
toy
joy
enjoy
soil
spoil
coin
voice
*
annoy
boil
destroy
join
loyal
noise
oil

point
royal

longer words for ou and ow

counted
louder
about
crowded
gunpowder
mountain
however
*
amount
crowned
download
fountain
outing
outside
power
rounded
shower
towering
underground

longer words for oi and oy

toilet
enjoyment
poison
pointing
uncoil
avoid
cowboy
employed

End of Unit test (Supershark)

26) -ear -air -are

-ear - 2 alternative sounds

ear
year
hear
clear
earn
learn
early
heard
search
*
dear
fear
learnt
near

pearl
research
spear

-ear - 3 alternative sounds

bear
pear
wear
hear
fear
spear
earn
learn
earth
*
clear
dear
early
gear
heard
learnt
near
nearly
year

-air

air
fair
fairy
hair
pair
chair
stairs
*
repair
unfair
upstairs

-are

care
fare
scare
stare
share
hare
rare
bare
*
dare
scared
spare

longer words for -air- and -are

staircase
armchair
careless

scarecrow
airport
compare
beware
*

dairy
unfair
upstairs

End of Unit test (Supershark)

27) Long/short vowels

long vowels from open syllables

paper
silent
spider
even
over
music
open
human
computer

long/short vowel - choose k

or ck

back
bake
snack
snake
clock
cloak
peck
peak
lick
like
*

check
cheek
lack
lake
sack
sake
soak
sock
trick
trike

-rr- after short vowel

carry
carrot

error
mirror
arrow
borrow
sorry
hurry
tomorrow

o sounding /u/

come
other
mother
brother
Monday
month
money
love
*
above
colour
done
front
glove
grandmother
honey
London
monkey
none
nothing
one
some
son
wonder

ea as in 'head'

head
bread
dead
ready
heavy
weather
feather
ahead
*
breath
deaf
death
health
heaven
instead
meant
measure
spread
steady
thread
tread
treasure

End of Unit test (Supershark)

Revision test to end of Unit 27

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 28 – 30:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: Prefixes re- de- pre a-
Endings le, al, el, il
au and aw

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

Prefixes are introduced, and the effect they have on meaning. *le* endings are introduced and their less frequent alternatives *au*, *aw* and *ough* are treated as an /or/ sound but *or* has different sounds in some parts of the UK including Scotland.

28) Easy prefixes/ suffixes

prefix re- de- pre-

remake
reprint
refresh
replace
derail
decode
prefix
prescribe
*
prepay
preschool
reclaim
redo
repay
retry
return
rewrite

prefix a-

above
about

alike
alive
alone
agree
away
awake
*

abuse
acute
afloat
ago
along
apart
arise
around
asleep

past tense -ed

missed
floated
snacked
vanished
entered
visited
trusted
avoided
*
counted

filled
heated
locked
played
speeded
tricked
wanted

plurals -es

foxes
boxes
dresses
wishes
brushes
churches
matches
*
bosses
buses
coaches
kisses
witches

-ly adverbs

quickly
slowly
softly

brightly
loudly
faintly
rudely
bravely

End of Unit test (Supershark)

29) -le -al -el -il

-le 1

apple
battle
kettle
little
bottle
bubble
puzzle
*
dazzle
giggle
juggle
middle
muddle
paddle
puddle
saddle
wriggle

-le 2

example
single
circle
jungle
angle
simple
crackle
*

ankle
handle
sample
scramble
sparkle
tickle

-le 3

table
able
stable
cradle
title

cycle
beetle

-le exceptions spelt -al

decimal
animal
capital
final
petal
metal
total
hospital
*

cannibal
central
crystal
local
sandal

-le exceptions spelt -el -il

April
label
pupil
travel
towel
vowel
tunnel
pencil
*

angel
camel
fossil
funnel
model
novel
parcel
tinsel

End of Unit test (Supershark)

30) au aw ought

au

cause
clause
pause
sauce
launch
August
haunt
*
fault
haul

-aw

paw
claw
saw
draw
lawn
dawn
raw
straw
yawn
jaw
*
crawl
drawn
hawk
law
scrawl
squawk

longer words for au aw

August
laundry
faulty
drawing
astronauts
jigsaw
because
saucepan
*
audience
author
automatic
awful
default
frogspawn
haunted
lawyer
saucer
seesaw
strawberry
withdraw

-ought

ought
bought
thought
nought
brought
fought

End of Unit test (Supershark)

Revision test to end of Unit 30

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 31 – 33:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **Short forms**
 Homophones
 kn gn wr mb stle
 ce ci cy
 ge gi gy

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

Short forms are introduced along with their long forms.
Homophones – remember to refresh lists for more words.
‘Silent letters’ are paired with other letters and their usual sound is not heard.
Soft c has a /s/ sound if before e, i or y
Soft g has a /j/ sound if before e, i or y

<p>31) Short forms,</p> <p>introduce contractions/short forms</p> <p>I am I'm I will I'll do not don't cannot can't</p> <p>short forms 1</p> <p>I'm I've she'll I'll he's he'll he'd</p>	<p>it's * I'd it'll she'd she's</p> <p>short forms 2</p> <p>you're you'll you've we're we'll we've they're * they'll they've</p> <p>short forms 3</p> <p>can't won't don't didn't</p>	<p>isn't wasn't hasn't * aren't weren't</p> <p>homophones in phrases</p> <p>going to two things too big over there their dog they're so happy piece of cake peace not war * for four peace piece right their there</p>
--	--	---

they're
to
too
two
write

homophones - see 'More Words'

toe
tow
see
sea
sure
shore
stair
stare

End of Unit test (Supershark)

32) 'Silent' letters

kn- gn- silent k, g

knee
kneel
knit
knife
knock
know
gnome
gnaw
*
knead
knight
knot

wr- silent w

write
wrote
writing
wrist
wrong
wrap
wreck
wring

-mb silent b

comb
climb
crumb
thumb
numb
bomb
lamb

tomb
*
dumb
limb
wrap
wreck
wring
wrist
write
writing
wrong
wrote

-stle silent t

castle
wrestle
rustle
thistle
whistle
nestle
bristles

longer words with wh kn wr mb

whisper
whiskers
knickers
knowledge
unwrap
plumber
bombing
wrestler
*
climbing
kneeling
knitting
knockout
plumbing
whatever
whenever
wrestle
wrestling
wriggle
wrinkle
writer
written
wrongly

End of Unit test (Supershark)

33) Soft c Soft g

ce ci cy
cell

cent
city
circle
cycle

ge gi gy

gents
gem
germ
gentle
giant
gym

-ce -ge endings

twice
dice
pence
fleece
force
charge
bulge
fringe
huge

soft g -dge

badge
edge
hedge
bridge
fridge
dodge
fudge
judge
*
badger
knowledge
ledge

longer words ending -age

image
message
passage
village
average
damage
hostage
percentage
*

baggage
cabbage
carriage

manage
marriage
package

longer words for soft c and soft g

urgent
ginger
digit
energy
acid
danger
sentence
parcel
*

angel
centre
century
certain
cylinder
gymnast
gyrate
magic
margin
pencil
register

End of Unit test (Supershark)

Revision test to end of Unit 33

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 34 – 36:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **Suffixing rules -**
 change y to i
 drop e
 the doubling rule

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

Change y to i when adding a suffix – unless the suffix is *ing*

Drop any e at the end of a word before adding a suffix.

Don't drop e if it is needed to soften a c or a g

If word is 1 syllable with 1 vowel followed by 1 consonant – double the consonant before adding a consonant suffix.

34) Suffixes - change y to i rule

change y to i rule before adding suffix

reply
replied
story
stories
silly
silliest
hungry
hungrily

past tense verbs ending in y

tried
cried
fried
hurried
carried
tidied
replied

plurals -y changed to i

families
curries
countries
memories
eighties
discoveries
galaxies
cavities

change y to i - before consonant suffixes

happiness
tidiness
laziness
beautiful
plentiful
merciless
penniless

not change y to i, if adding -ing

crying

copying
studying
obeying
carrying
hurrying
replying
delaying

suffix: decide to change y to i or not

flies
sillier
happily
keying
strayed
crying
carried
annoying

End of Unit test (Supershark)

35) Suffixes - the drop e rule

suffix -ing drop e

hope
hoping
scrape
scraping
smile
smiling
invite
inviting

suffix y drop e

smoke
smoky
bone
bony
stone
stony
grease
greasy
bubbly

not drop e - before consonant

suffix

shameful
widely
lifeless
excitement
safety
rudeness

split digraphs with -ed

hoped
disliked
behaved

confused
exploded
closed
invited
completed

suffix: decide to drop e or not

disliking
writing
exploding
shameful
bravely
hopeless
rudely
safety

End of Unit test (Supershark)

36) Suffixes - the 'doubling' rule

1 short vowel then 1 consonant

run
fun
hit
hot
skip
swim
stop

suffix -ed -ing -y with doubling

hop
hopping
hopped
plan
planning
planned
mud
muddy

doubling rule: hopping

hoping etc

hopping
hoping
filling
filing
quacking
quaking
licked
liked
stripped
striped

not double - with consonant

suffix

badly
sadness
gladly
jobless
fitness
capful
jugful
sadly

revise the doubling rule

beginning
loudest
forgotten
hopped
permitted
spotless
thinnest

End of Unit test (Supershark)

Revision test to end of Unit 36

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 37 – 39:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **Endings:**
 al able ture ous ious
 ough 5 alternative sounds
 ie sounding /ee/
 ei ey sounding /ay/
 ei after c rule
Endings:
 tion
 ssion sion cian
 tious cious
 tial cial

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

A number of endings in these lists sound the same but *spell* differently. ough and ei on the other hand have one spelling but *sound* differently. The rule ‘i before e except after c’ is also included.

37) Endings: ture, ous, able, al	workable washable advisable bearable	fabulous nervous poisonous
-al typical musical additional personal natural practical original	-ture picture mixture texture future nature adventure departure	-ious envious anxious various mysterious glorious serious
-able enjoyable drinkable sinkable avoidable	-ous famous dangerous enormous	End of Unit test (Supershark)

38) Alternative sounds ough

ie ei ey

-ough 5 alternative sounds

rough
tough
cough
through
though
dough
plough

*

although
borough
bough
enough
thorough

ie sounding /ee/

chief
brief
field
shield
shriek
thief
believe

*

belief
priest
relief

ei ey eigh sounding /ay/

eight
weight
weigh
neighbour
vein
reindeer
obey
prey
survey

*

grey
reign
reins
sleigh
they
veil

ei after c

ceiling
deceive
receive

receipt
perceive
conceit

End of Unit test (Supershark)

**39) tion sion ssion cian tious
cious tial cial**

-tion mixed
subscription
instruction
invention
distraction
preposition
pollution
completion

-tion 2
relation
information
conversation
exploration
imagination
population

-ssion -sion -cian -shion
discussion
expression
progression
pension
version
tension
optician
electrician
fashion

-sion as in 'vision'
television
explosion
collision
revision
conclusion
confusion
invasion
division

-tious
fictitious
infectious
ambitious
cautious

nutritious
repetitious

-cious
delicious
precious
spacious
suspicious
vicious
malicious

-tial -cial
special
social
racial
financial
initial
influential
*
confidential

End of Unit test (Supershark)

Revision test to end of Unit 39

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 40 – 42:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: ph as f
 ch as /k/ and /sh/
 Endings:
 gue que
 Building nouns and adjectives
 Unstressed endings:
 ar -or
 ary ory
 ant ance ancy
 ent ence ency
 ant ent
 Doubled letters

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

ph sounds as /f/ whereas *ch* has its common sound as in *chips* but in a minority of words it sounds as /k/ as in *chemistry* or even as /sh/ as in *chef*.

There follows a set of multisyllabic words ending in the sound /g/ spelt *gue* – and another set ending in /k/ spelt *que*.

The lists building nouns and building adjectives give a number of typical endings for these parts of speech.
The unstressed endings are tricky as they give no clue as to which alternative spelling they have.

40) ph ch gue que, nouns, adjectives

ph as /f/

phone
photograph
elephant
dolphin
alphabet

phantom
physical
phrase
*
geography
graph
graphics
nephew
orphan
paragraph

pharmacy
phoneme
phonics
photo
physics

ch as /k/ and /sh/

chemistry
character
orchestra

echo
machinery
brochure
parachute
quiche
*
ache
architecture
archive
chalet
chaos
chef
chemist
choir
chorus
Christmas
machine
monarch
scheme
school
stomach
technical
technology

-gue
league
catalogue
monologue
epilogue
dialogue
prologue
tongue
*
colleague
intrigue
plague
synagogue

-que
boutique
unique
antique
opaque
mosque
grotesque
picturesque
*
critique
technique

build nouns
electricity
evaporation
wickedness
significance
expenditure

entertainment
justice
guidance

build adjectives

beautiful
imaginative
courageous
consumable
competitive
supernatural
specific
sensitive

End of Unit test (Supershark)

41) Unstressed endings

-ar -or
calendar
peculiar
burglar
predator
denominator
conductor
investigator
rectangular

-ary -ory 2
imaginary
cautionary
extraordinary
military
category
explanatory
satisfactory
territory

ant ance ancy
relevant
relevance
occupant
occupancy
hesitant
reluctance
accountancy
resistant
conservancy

ent ence ency
independent
independence
efficient

efficiency
consistent
translucent
frequently
absorbent

ant / ent
dominant
pollutant
tolerant
attendant
convenient
existent
permanent
proficient

End of Unit test (Supershark)

42) Doubled letters

doubles 1
expression
disappointed
carelessness
communication
correction
illumination
illustrations
impossibility

doubles 2
opportunity
assortment
approximately
vaccination
satellite
successful
symmetry
dissatisfied

doubles 3
accompany
community
attached
correspond
exaggerate
excellent
interrupt
marvellous

doubles 4
necessary
occupy
occur

programme
recommend
suggest
committee
embarrass

doubles 5

illegal
illogical
illegible
irrelevant
irreversible
irregular
irresponsible

End of Unit test (Supershark)

Revision test to end of Unit 42

SUPERSHARK and the WORDSHARK course

Word lists and teaching notes for Units 43 – 44:

The teaching notes are suggestions of content that you might like to include in your explanation of these word lists to your students.

Contents: **Complex spellings**

- Words after the asterisks in the following lists are further examples for each list and for when you might use the *Refresh* button in the program in *My Play words*.
 - Teaching notes - anything between slashes refers to a sound.
-

Ten lists of complex spellings – not to be confused with the ‘Shark Challenge’!
Able spellers should be encouraged to create their own lists which will be of use to them in the future e.g. vocabulary and technical language.

43) Challenge 1

challenge 1

iridescence
 incandescent
 irrefutable
 effervescence
 eccentricity
 eurhythmic

challenge 2

indefinable
 indistinguishable
 interdisciplinary
 infinitesimal
 irresistible
 itinerary

challenge 3

pneumatic
 palaeontologist
 correlation
 corollary
 paediatrician
 pseudonym

challenge 4

accommodation
 amelioration
 embarrassment
 efficacious
 diarrhoea
 diaphanous

challenge 5

psychologically
 parliamentary
 serviceable
 statistician
 subterranean
 surreptitiously

End of Unit test (Supershark)

44) Challenge 2

challenge 6

chlorophyll
 claustrophobia
 temporarily

irreplaceable
 idiosyncrasies
 millennium

challenge 7

interrogatory
 irrevocable
 oxyhaemoglobin
 omniscient
 ophthalmology
 rheumatism

challenge 8

susceptibility
 liaison
 luminescence
 hallucinogen
 hieroglyphical
 veterinary

challenge 9

asphalt
 assimilation
 euphemistic

eiderdown
exonerate
oxyacetylene

challenge 10

occurrence
oesophagus
scintillating
scheduled
tetradactyl
tmesis

Revising the Challenge

words

iridescence
indefinable
pneumatic
accommodation
psychologically
chlorophyll
interrogatory
susceptibility
asphalt
occurrence

On completion of Supershark

For those students who complete Supershark, there is a long series of lists which the program dips into (however these cannot be set as work).

These lists present a medley of moderately challenging words, each list with a mixture of spelling patterns and challenges.

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