

SUPERSHARK and the WORDSHARK course

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 what you might include in your own words to the student.

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 what you might include in your own words to the student.

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 Units 10

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

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 what you might include in your own words to the student.

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

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