

Group 3 Guide

Sounds (Phonemes) - Group 3

Any reading practice should begin by quickly reviewing the sound (phoneme) cards. Say these sounds ...

g

o

c

k

Introducing sounds instructions

1. *{Hold up phoneme card}* We are learning the sound **_**. Say **_**.
2. Can you hear the sound **_** in these words? *{pick 3 simple words, 2 with the sound and one without}*
 - a. Word 1 - Yes you can hear **_** in [Word 1].
 - b. Word 2 - Yes you can hear **_** in [Word 2].
 - c. Word 3 - No you can't hear **_** in [Word 3].
3. *{Hold up the letter tracing card, with letters outlined}* This is the letter symbol we write for the sound **_** and we call this **_** *{say letter name}*. Trace this with your finger. Start here. *{point to number 1 dot on card}*
4. This is the sound **_**. Say **_**.

Word Blending (Reading) - Group 3

Word list

tag	cat	pond
mag	can	pot
pig	top	got
dig	cop	spot
dog	stop	kit
gas	on	kin
gap	Don	cost

Blending words instructions

1. *{Hold up word card}* Blend these sounds to read the word.
2. If correct, Yes that is correct
3. If incorrect, Let me show you *{blend the sounds slowly and then read the word}*.
 - a. Let's try together *{repeat blending and reading the word}*
 - b. Your turn to blend these sounds and read the word.

stop

Word Segmenting (Spelling) – Group 3

Segmenting words instructions

1. {Choose a word card, don't show your child} Write the sounds you hear in the word _.
2. If correct, Yes that is correct
3. If incorrect, The word is _. Say _.
 - a. What sounds do you hear in the word _ {repeat and demonstrate for your child if needed}
 - b. Write the sounds you hear in the word _.

kit

High Frequency Words – Group 3

to*

do*

into*

go*

no*

so*

High Frequency words instructions

All of the high frequency words in Group 3 end in the letter or grapheme O, but they make two distinct sounds. The explanations are below.

to: The letter O {say letter name} makes the sound /oo/ in to, do, into, today {say /oo/ sound clearly}.

do: The letter O {say letter name} makes the sound /oo/ in to, do, into, today {say /oo/ sound clearly}.

into: The letter O {say letter name} makes the sound /oo/ in to, do, into, today {say /oo/ sound clearly}.

go: The letter O {say letter name} can also make the long /o/ sound in go, no, so {say /O/ sound clearly}.

no: The letter O {say letter name} can also make the long /o/ sound in go, no, so {say /O/ sound clearly}.

so: The letter O {say letter name} can also make the long /o/ sound in go, no, so {say /O/ sound clearly}.

Group 3 Guide

Sentence Reading – Group 3

Sentence list

The dog digs.
Kim gags at the dam.
Nan mops the spot.
The cop scans the camp.
The cats stop at the mat.
Stan got the pompom.
Don stands on a pin.
A spot on the pig's skin.
Don can stop and stand
at the top.

Sentence reading instructions

1. *{Hold up sentence card}* Read this sentence.
2. If correct, Yes that is correct
3. If incorrect, Let me show you *{blend the sounds of any incorrect words slowly, read the word, and the sentence}*.
 - a. Let's try together *{repeat blending and reading}*
 - b. Your turn to blend these sounds and read the word.

The dog digs.

Sentence Spelling – Group 3

Sentence spelling instructions

1. *{Choose a sentence card, don't show your child}* Listen to this sentence and write the words _..
2. If correct, Yes that is correct
3. If incorrect, The word is _. Say _.
 - a. What sounds do you hear in the word _ *{repeat and demonstrate for your child if needed}*
 - b. Write the sounds you hear in the word _.

Don stands on a pin.

Additional Notes – Group 3

Additional words

We've included 21 words in the first set of word cards to start using in "Links at Home Reading". We have included a fuller list of words possible in Group 3 below (you can always add more by adding the plural s where possible).

can	dot	mop	scant
cap	gag	nag	scat
cat	gap	not	skin
cog	gas	on	skit
con	gig	pig	spot
cop	got	pomp	stag
cost	Kim	pond	stop
cot	kin	pop	tag
dig	kip	pot	tog
dog	kit	sag	top
Don	mag	scan	tot

Interest words

There are also some words we have excluded from the list above for blending and segmenting, information about these words is included below.

most: the O is pronounced with the long /o/ sound.

post: the O is pronounced with the long /o/ sound.

The letter (grapheme) **g** is introduced in Group 3 with its common sound (phoneme) /g/, like in got, gas, and nag. But the letter (grapheme) g is also pronounced /j/ in front of e, i, and y. We introduce this concept later in a reading program, examples include gem, gym, and ginger. This is also the case for the letter (grapheme) **c**.

The word ending (suffix) **ing** can be technically read and spelt now as the sounds have been introduced, but this combination **ng** will be introduced in Group 8 as the sounds (phonemes) n and g behave differently, therefore we don't add **ing** to the end of words yet.