

Green Words

Note to parents:

You will find the green words below in order. The children work through set 1 sounds before moving on to set 2, and then the same for set 3. There are dots and lines under the different sounds – this is to help the children identify the phoneme (sound) and sound it out.

Practice these words with your children regularly, work at their pace and remain on a certain set for as long as you need to – it is useful to complete the sets that your children are working on in phonics (you will have been told if your child is following set 1 or set 2/3 when home learning began). We recommend that you do not go beyond your set as your child will not know these sounds yet.

Learning to read Green Words: Use Fred Talk – point with your finger under each phoneme (sound) as you make the sound, then run your finger under the whole word to blend those sounds together to say the word. Over time, as they get more confident, encourage children to use ‘Fred in your head’ so that they are saying the sounds in their head quickly then saying the word out loud. (At school, we use a puppet called Fred who is an expert on sounding out words! We call it, ‘Fred Talk’. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.)

Set 1

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

hēn	hīt	hād
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1.5

jēt	wēt	vēt
yēs	wīsh	wēb
yēt	jam	yap
jog	wīn	yum
rāt	red	run

w <u>i</u> ng	ch <u>i</u> n	th <u>i</u> ck
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>i</u> ng
b <u>a</u> ng	th <u>i</u> s	th <u>i</u> n
f <u>i</u> x	s <u>i</u> x	z <u>a</u> g
z <u>i</u> p	f <u>o</u> x	b <u>o</u> x

st <u>in</u> k	w <u>in</u> k	b <u>ac</u> k
s <u>ki</u> n	s <u>li</u> d	s <u>li</u> p
g <u>ri</u> n	p <u>ro</u> p	p <u>ra</u> m
f <u>ro</u> m	c <u>li</u> p	g <u>ra</u> n
h <u>an</u> d	s <u>tan</u> d	s <u>ta</u> mp
f <u>lo</u> p	f <u>ro</u> g	j <u>um</u> p
bl <u>ac</u> k	f <u>la</u> g	th <u>in</u> k
s <u>ki</u> p	b <u>es</u> t	t <u>ri</u> p
bl <u>o</u> b	br <u>at</u>	d <u>ri</u> p
d <u>ro</u> p	bl <u>i</u> p	fl <u>uff</u>
d <u>re</u> ss	h <u>uff</u>	m <u>ess</u>
t <u>es</u> t	tr <u>ap</u>	s <u>pi</u> t

Set 2

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

too	food	moon
zoo	pool	spoon

2.6

took	book	cook
look	shook	foot

2.7

car	part	hard
start	star	sharp

2.8

sort	short	horse
sport	fork	snort

2.9

f <u>ai</u> r	h <u>ai</u> r	ch <u>ai</u> r
s <u>ai</u> r	<u>ai</u> r	l <u>ai</u> r

2.10

g <u>ir</u> l	b <u>ir</u> d	th <u>ir</u> d
w <u>ir</u> l	tw <u>ir</u> l	di <u>rt</u>

2.11

o <u>u</u> t	sh <u>ou</u> t	l <u>ou</u> d
m <u>ou</u> th	r <u>ou</u> nd	f <u>ou</u> nd

2.12

t <u>oy</u>	b <u>oy</u>	e <u>n</u> joy
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Set 3

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
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3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

r <u>u</u> d <u>e</u>	b <u>r</u> u <u>t</u> e	J <u>u</u> n <u>e</u>
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3.7

s <u>a</u> w	l <u>a</u> w	d <u>a</u> wn
c <u>r</u> aw <u>l</u>	p <u>a</u> w	y <u>a</u> wn

3.8

sh <u>a</u> r <u>e</u>	d <u>a</u> r <u>e</u>	s <u>c</u> ar <u>e</u>
s <u>q</u> uar <u>e</u>	b <u>a</u> r <u>e</u>	c <u>a</u> r <u>e</u>

3.9

b <u>u</u> rn	t <u>u</u> rn	s <u>p</u> urt
n <u>u</u> rse	p <u>u</u> rse	h <u>u</u> rt

3.10

n <u>e</u> ver	b <u>e</u> tt <u>e</u> r	w <u>e</u> ath <u>e</u> r
a <u>f</u> ter	p <u>ro</u> p <u>e</u> r	c <u>o</u> rn <u>e</u> r

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> i <u>d</u>	t <u>r</u> a <u>i</u> n	p <u>a</u> i <u>n</u> t
r <u>a</u> i <u>n</u>		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
t <u>h</u> r <u>oa</u> t	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
f <u>lew</u>	d <u>rew</u>	g <u>rew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>on</u> f <u>ire</u>	i <u>n</u> s <u>pi</u> re	c <u>on</u> s <u>pi</u> re

3.16

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

pic <u>ture</u>	mi <u>x</u> tu <u>re</u>	cre <u>at</u> u <u>re</u>
fu <u>tu</u> re	ad <u>ven</u> tu <u>re</u>	tem <u>per</u> at <u>ur</u> e

3.18

del <u>ic</u> iu <u>s</u>	sus <u>pi</u> ciu <u>s</u>	vi <u>ci</u> ou <u>s</u>
scr <u>um</u> ptiu <u>s</u>	pre <u>ci</u> ou <u>s</u>	fe <u>ro</u> ciu <u>s</u>
tra <u>di</u> tion	att <u>en</u> tion	cele <u>bra</u> tion
con <u>ver</u> sation	con <u>gr</u> atulation	expl <u>ora</u> tion