

<i>My 1st words</i>		<i>the</i>
<i>and</i>	<i>I</i>	<i>to</i>
<i>a</i>	<i>was</i>	<i>it</i>
<i>my</i>	<i>we</i>	<i>in</i>

<i>My 2nd words</i>		<i>he</i>
<i>they</i>	<i>went</i>	<i>of</i>
<i>said</i>	<i>on</i>	<i>so</i>
<i>then</i>	<i>she</i>	<i>is</i>

My 3rd words		had
there	you	that
but	got	when
one	were	for

My 4th words		her
at	day	with
me	up	all
mum	his	go

<i>My 5th words</i>		<i>out</i>
<i>have</i>	<i>because</i>	<i>home</i>
<i>are</i>	<i>saw</i>	<i>came</i>
<i>time</i>	<i>house</i>	<i>called</i>

<i>My 6th words</i>		<i>get</i>
<i>as</i>	<i>like</i>	<i>back</i>
<i>after</i>	<i>going</i>	<i>him</i>
<i>what</i>	<i>be</i>	<i>dad</i>

<i>My 7th words</i>		<i>not</i>
<i>do</i>	<i>them</i>	<i>two</i>
<i>school</i>	<i>some</i>	<i>this</i>
<i>did</i>	<i>next</i>	<i>ran</i>

<i>My 8th words</i>		<i>could</i>
<i>very</i>	<i>from</i>	<i>into</i>
<i>can</i>	<i>their</i>	<i>will</i>
<i>an</i>	<i>about</i>	<i>played</i>

<i>My 9th words</i>		<i>people</i>
<i>down</i>	<i>no</i>	<i>big</i>
<i>just</i>	<i>our</i>	<i>off</i>
<i>didn't</i>	<i>put</i>	<i>friends</i>

<i>My 10th words</i>		<i>am</i>
<i>would</i>	<i>see</i>	<i>once</i>
<i>little</i>	<i>play</i>	<i>if</i>
<i>name</i>	<i>night</i>	<i>found</i>

Dear Parents,

These words are taken from the first hundred words of the Oxford wordlist. These are the most frequently used words by students in their first three years of school.

Knowledge of these high frequency words supports the development of reading and writing. Students also need to develop other strategies for reading and writing unfamiliar words.

The following are suggestions of how the words could be best used:

- ☞ allow your child to master one set of words before you move on to the next set
- ☞ initially focus on reading the words and then when you have worked through all of the sets, your child could develop their ability to write the words
- ☞ encourage your child not to learn them by rote in the order presented

It is important that we foster a love of words in children. Please remember that any kind of learning should be done in such a way that the learner has the opportunity to experience success. Keeping the learning in manageable pieces will ensure that your child does not become overwhelmed or lose interest in learning. It can be helpful to think about something significant to you that you have learnt such as, a hobby or recreational activity. What were the factors that made the learning enjoyable or made you want to give up?

Activities to support learning of the sight words

- ☞ Memory. Print off another copy of the words and play Memory with them. Your child needs to read the word as they turn them over.
- ☞ Making words. Make the words using play dough, magnetic letters, sand, confetti, writing in a thin layer of flour or shaving cream etc. Your child reads the words when they have made them. This can also be helpful for the development of fine motor skills.
- ☞ Cut letters out of magazines, newspapers or junk mail and then make the words.
- ☞ Write the words in different colours for example, in rainbow writing or the colours of a favourite sporting team
- ☞ Look for the words in their take home books or library books
- ☞ Spread a few words out and have your child identify a particular word. They could use a magnifying glass to make it a 'detective' game.
- ☞ Get your child to choose a word, read it and then put it in a sentence. The sentence could be an oral sentence to begin with and then later in the year it could be a written sentence.

- ☞ '1, 2, 3, pick up'. The cards are turned over so they can't be seen. The child taps on three cards counting 1, 2, 3, and then picks up the fourth one. They have to read it. If they know it they get to keep it and if they don't they turn it back over. Child tries to end up with all of the words in their pile.
- ☞ Write them on the concrete using chalk and then jump from word to word. The child needs to say the word before they jump to it. (Thick chalk can often be purchased more cheaply at \$2 type shops)
- ☞ Write the words using different materials for example, Textas, pencils, crayons
- ☞ Write the words using a spray bottle filled with water or paintbrush and water onto the fence or path
- ☞ Use Scrabble tiles to make the words or magnetic letters or foam letters
- ☞ Write the words on devices. Change the colour, the font, the size.

Online activities

These activities support the learning of high frequency words but do not necessarily have the words in the same order as the booklet.

- ☞ www.starfall.com/n/matching/sight-words/load.htm
- ☞ [www.abcya.com/dolch sight word bingo.htm](http://www.abcya.com/dolch_sight_word_bingo.htm)
- ☞ www.cookie.com/kids/games/sight-words.html
- ☞ <https://fun4thebrain.com/English/popcornFinal.swf>
- ☞ www.ictgames.com/mobilePage/literacy.html

Please see your child's teacher if you would any assistance,

The Prep team