



# Lexplore Intensive

## Marking Book

### Yellow Level



# Contents Page

Individual Sounds, Blends and Nonsense Words	4
Individual sounds: ch, sh, th, ng	5
Nonsense Words VC, CV & CVC: ch, sh, th, ng, a, e, i, o, u	6
Individual Sounds: ai, ee, igh, oa, oo	7
Nonsense Words VC, CV & CVC: ai, ee, igh, oa, oo & consonants	8
Individual sounds: ar, or, ur, ow, oi	9
Nonsense Words VC, CV & CVC: ar, or, ur, ow, oi & consonants	10
Individual sounds: ear, air, ure, er	11
Nonsense Words VC, CV & CVC: ear, air, ure, er & consonants	12
Adjacent Consonants	13
Adjacent Consonants: sk, sm, sn, sp, st	14
Adjacent Consonants: nch, nd, nk, nt, nth	15
Adjacent Consonants: br, cr, fr, gr, pr	16
Adjacent Consonants: dr, tr, cl, fl	17



Adjacent Consonants: bl, gl, pl, sl	.....	18
Adjacent Consonants: lf, lk, lp, lsh, lt	.....	19
Adjacent Consonants: ft, mp, pt, tw	.....	20
Adjacent Consonants: scr, spr, str	.....	21
Nonsense Words	.....	22
Nonsense Words: CVCC	.....	23
Nonsense Words: CCVC	.....	24
Nonsense Words: CCVCC	.....	25
Nonsense Words: CCCVC and CCCVCC	.....	26
Word Families, Real Words, Two-Syllable and Polysyllabic Words	.....	27
Word Family: /ch/ and /sh/	.....	28
Word Family: /th/ and /ng/	.....	29
Word Family: /ai/ and /ee/	.....	30
Word Family: /igh/ and /oa/	.....	31
Word Family: /oo/ and /ar/	.....	32
Word Family: /or/ and /ur/	.....	33



Word Family: /ow/ and /oi/	.....	34
Word Family: /ear/ and /air/	.....	35
Word Family: /ure/ and /er/	.....	36
Real Words: CVCC	.....	37
Real Words: CCVC	.....	38
Real Words: CCVCC, CCCVC and CCCVCC	.....	29
Two-Syllable and Polysyllabic Words	.....	40
High Frequency and Sticky Tricky Words	.....	41



# **Individual Sounds, Blends and Nonsense Words**



**Student Name:**

**Date:**

ch				sh				th				ng			
sh				ch				ng				th			
th				ng				sh				ch			
ng				sh				ch				ng			
th				ch				ng				th			
ng				th				ch				sh			
ch				sh				sh				th			
sh				th				ng				ch			

## Individual Sounds: ch, sh, th, ng



The /th/ phoneme can be voiced (as in 'this') or unvoiced (as in 'thin'), at this stage, it does not matter whether the student uses the voiced or unvoiced version of the phoneme, or even a combination of these.

Page 3 – Student Book



**Student Name:**

**Date:**

chu				osh				eth				ung			
pesh				nich				eng				ath			
thop				ing				shol				ech			
ang				ush				soch				ing			
mith				ech				ong				ith			
eng				oth				cham				ish			
chep				sheb				rish				thal			
shil				thad				ong				uch			

**Nonsense Words VC, CV, CVC: ch, sh, th, ng, a, e, i, o, u**

Page 4 – Student Book



**Student Name:**

**Date:**

ai				ee				igh				oa			
oo				ai				ee				igh			
oa				oo				ai				ee			
igh				oa				oo				ai			
ee				igh				oa				oo			
ai				ee				igh				oa			
oo				ai				ee				oo			
ai				ee				igh				oa			

## Individual Sounds: ai, ee, igh, oa, oo



The /oo/ phoneme can be said with its long sound or with a Happy 😊 short /u/ sound, depending upon the word. At this stage, do not worry too much which pronunciation the student uses. Try to ensure that they are aware of both pronunciations.

Page 5 – Student Book






Student Name:

Date:

bai				eep				migh				oad			
roo				cai				kee				gigh			
noa				oof				aif				reeg			
ighm				oab				sool				tai			
vee				wigh				yoam				dooj			
pai				eem				righ				zoax			
nool				raib				meeb				oom			
waim				eez				ighd				loat			

## Nonsense Words VC, CV, CVC: ai, ee, igh, oa, oo & consonants



These long Huge Hug  vowel sounds do not generally appear in the place in the word where they do here. This should not cause any difficulties as long as the student understands that these are nonsense words, to support their automatic recognition of the phonemes.

Page 6 – Student Book



Student Name:

Date:

ar				or				ur				ow			
oi				ar				or				ur			
ow				oi				ar				or			
ur				ow				oi				ar			
or				ur				ow				oi			
ar				or				ur				ow			
oi				ar				or				ur			
ow				oi				ar				or			

Individual Sounds: ar, or, ur, ow, oi

Page 7 – Student Book



**Student Name:**

**Date:**

lar				zor				jur				zow			
koi				zar				orp				urx			
owm				loi				arb				lorf			
murt				mowd				oij				narf			
forl				burz				jow				roib			
larm				torz				dur				dowp			
boit				sar				corp				yurs			
fow				poiz				marb				ord			

**Nonsense Words VC, CV, CVC: ar, or, ur, ow, oi & consonants**

Page 8 – Student Book



**Student Name:**

**Date:**

ear				air				ure				er			
er				ure				air				ear			
ure				ear				er				air			
ear				er				air				ure			
er				ure				ear				er			
ure				er				ure				ear			
air				ear				er				air			
er				ure				air				ure			

**Individual Sounds: ear, air, ure, er**

Page 9 – Student Book



**Student Name:**

**Date:**

cear				gair				bure				ger			
erb				ture				airz				jear			
ureb				vear				ber				kairl			
eark				erl				mairn				urep			
fairg				zure				earf				werp			
zair				erx				uret				vear			
yure				earb				herf				vair			
erf				ures				airg				zear			

**Nonsense Words VC, CV, CVC: ear, air, ure, er & consonants**

Page 10 – Student Book



# Adjacent Consonants



**Student Name:**

**Date:**

st				sk				sn				sp			
sp				sn				sm				st			
sn				sp				st				sk			
sk				sm				sp				sn			
st				sn				sm				sp			
sm				sp				st				sk			
sp				sk				sn				st			
sk				sn				st				sm			

**Adjacent Consonant: sk, sm, sn, sp, st**

Page 12 – Student Book



**Student Name:**

**Date:**

nch				nd				nt				nk			
nt				nth				nd				nch			
nk				nch				nth				nd			
nd				nt				nk				nt			
nch				nk				nch				nth			
nth				nch				nd				nt			
nt				nd				nth				nk			
nth				nk				nd				nch			

**Adjacent Consonants: nch, nd, nk, nt, nth**

Page 13 – Student Book





**Student Name:**

**Date:**

br				fr				cr				gr			
pr				br				gr				cr			
cr				fr				br				gr			
gr				pr				fr				pr			
pr				gr				cr				br			
cr				br				gr				fr			
pr				cr				fr				pr			
fr				gr				br				cr			

**Adjacent Consonants: br, cr, fr, gr, pr**

Page 14 – Student Book



**Student Name:**

**Date:**

dr				tr				fl				cl			
cl				dr				cl				tr			
fl				tr				fl				dr			
dr				fl				tr				cl			
cl				tr				fl				tr			
fl				cl				dr				dr			
tr				fl				cl				tr			
cl				dr				tr				fl			

**Adjacent Consonants: dr, tr, cl, fl**

Page 15 – Student Book



**Student Name:**

**Date:**

bl				gl				pl				sl			
gl				bl				sl				pl			
pl				sl				bl				gl			
sl				pl				sl				bl			
gl				bl				pl				sl			
bl				sl				gl				pl			
gl				pl				bl				gl			
pl				gl				sl				bl			

**Adjacent Consonants: bl, gl, pl, sl**

Page 16 – Student Book



**Student Name:**

**Date:**

lk				lf				lp				lsh			
lt				lk				lt				lp			
lp				lt				lk				lf			
lt				lf				lsh				lk			
lf				lt				lp				lsh			
lk				lsh				lf				lp			
lsh				lp				lt				lf			
lp				lt				lsh				lk			

**Adjacent Consonants: lf, lk, lp, lsh, lt**

Page 17– Student Book



**Student Name:**

**Date:**

ft				mp				pt				tw			
pt				ft				tw				mp			
mp				tw				ft				pt			
pt				mp				tw				ft			
mp				pt				ft				tw			
ft				tw				mp				pt			
tw				ft				pt				mp			
ft				mp				tw				pt			

**Adjacent Consonants: ft, mp, pt, tw**

Page 18 – Student Book



**Student Name:**

**Date:**

scr				spr				str				scr			
spr				str				spr				str			
str				spr				scr				spr			
scr				str				spr				scr			
spr				scr				scr				str			
scr				str				spr				scr			
str				scr				str				spr			
spr				spr				scr				str			

**Adjacent Consonants: scr, spr, str**

Page 19 – Student Book



# Nonsense Words



**Student Name:**

**Date:**

lind				polt				famp				cust			
nent				golp				yench				seft			
minth				lonk				posk				tept			
vulsh				bolp				cust				golp			
cust				lind				lonk				vulsh			
posk				cust				seft				tunth			
polt				nent				tept				famp			
yench				dunch				minth				bolp			

**Nonsense Words: CVCC**

Page 21 – Student Book





**Student Name:**

**Date:**

skeb				braf				gruk				clup			
crith				snet				flig				slen			
glud				drem				spiz				treg			
prot				plet				frem				stug			
slen				crith				skeb				plet			
drem				gruk				prot				spiz			
plet				treg				glud				flig			
snet				frem				clup				braf			

**Nonsense Words: CCVC**

Page 22 – Student Book



**Student Name:**

**Date:**

brinth				clask				slont				plend			
twunk				glonk				drunch				crulf			
fralk				flasp				slamp				spind			
prolsh				stend				grulp				trilt			
plend				spind				crulf				grulp			
stend				brinth				trilt				fralk			
glonk				slamp				flasp				slont			
clask				drunch				twunk				prolsh			

**Nonsense Words: CCVCC**

Page 23 – Student Book



**Student Name:**

**Date:**

scrinch				sprun				strak				scrind			
sprut				strenk				spronch				strind			
strulk				sprep				skrilk				sprolsh			
scrik				spreg				strub				scrok			
skrilk				scrinch				sprolsh				sprep			
strind				scrok				scrik				scrind			
sprun				strub				sprut				spreg			
strenk				spronch				strulk				strak			

**Nonsense Words: CCCVC and CCCVCC**

Page 24 – Student Book



# Word Families, Real Words, Two- Syllable and Polysyllabic Words

---



**Student Name:**

**Date:**

chop				ship				much				cash			
check				fish				chip				shell			
shock				chin				inch				chest			
shed				gash				cash				push			
dish				rush				such				chug			
bash				wish				shut				gush			
chill				chat				shop				chicken			
chimp				rich				chat				hush			

**Word Families: /ch/ and /sh/**

Page 26 – Student Book



**Student Name:**

**Date:**

them				ring				thick				rang			
hang				rung				hung				bath			
long				then				king				think			
thump				Beth				that				bang			
thin				dung				song				this			
pong				path				lung				fang			
wing				than				hang				with			
moth				thank				thud				sing			

## Word Families: /th/ and /ng/



The /th/ phoneme can be voiced (as in 'this') or unvoiced (as in 'thin'), now that the student has real words containing this phoneme, the pronunciation is important and should be taught, if there is confusion.

Page 27 – Student Book



**Student Name:**

**Date:**

wait				keep				sail				seem			
feet				see				deep				pain			
jeep				tail				feel				aid			
keen				aim				gain				meek			
bait				eel				peek				rain			
week				ail				Gail				bee			
hail				been				weep				rail			
fail				meet				vain				main			

**Word Families: /ai/ and /ee/**

Page 28 – Student Book



**Student Name:**

**Date:**

high				load				thigh				goat			
oak				sigh				toad				blight			
bright				loaf				light				oat			
moat				flight				goal				might			
night				coat				plight				oath			
soap				right				road				slight			
fright				foal				sight				soak			
tight				boat				oaf				fight			

**Word Families: /igh/ and /oa/**

Page 29 – Student Book







Student Name:

Date:

too				bar				boot				card			
dark				look				jar				food			
good				farm				moon				arm			
hard				cook				bark				book			
foot				art				zoom				Mark			
car				took				part				wood			
root				park				zoo				cart			
hook				harm				far				wool			

## Word Families: /oo/ and /ar/



The /oo/ phoneme can be said with its long Huge Hug  sound or with a short Happy  /u/ sound, depending upon the word. This can also depend upon the region in which the student is living. Do not correct a regional pronunciation of a sound within these words, where this is regionally acceptable, or where the student uses the alternative pronunciation, which is less common regionally, though still correct. Now that the student has real words containing this phoneme, the pronunciation is important and should be taught, if there is confusion.

Page 30 – Student Book



**Student Name:**

**Date:**

for				burn				cork				hurt			
surf				horn				blur				worn			
sort				turf				torn				hurl			
urn				form				ford				burp			
curb				port				lurk				fur			
lord				murk				born				orb			
turn				fork				spur				slur			
fort				curl				corn				cord			

**Word Families: /or/ and /ur/**

Page 31 – Student Book



Student Name:

Date:

down				oil				void				how			
foil				sow				row				toil			
oils				gown				coin				wow			
howl				owl				quoit				loin			
coil				avow				coils				cow			
bow				coins				brow				joins			
boil				town				join				fowl			
pow				toils				now				soil			

## Word Families: /ow/ and /oi/



At this stage of the programme, the /ow/ phoneme is said as in the word 'cow'. The long Huge Hug 🦋 /o/ version of the grapheme is introduced in the **Lexplore Intensive Blue Level**.

Page 32 – Student Book



**Student Name:**

**Date:**

fear				pair				hear				air			
cairn				near				chair				year			
rear				fair				beard				flair			
stairs				ear				tear				hair			
sear				pairs				lairs				shear			
flairs				blear				tears				stair			
gear				lair				ears				chairs			
spear				hairs				fairs				dear			

**Word Families: /ear/ and /air/**

Page 33 – Student Book



**Student Name:**

**Date:**

lure				her				cure				verb			
fern				pure				perk				mature			
secure				herb				insure				ever			
term				assure				letter				azure			
ensure				hammer				manure				rocker			
boxer				cures				ladder				lures			
allure				dinner				sure				better			
summer				impure				banner				demure			

**Word Families: /ure/ and /er/**

Page 34 – Student Book



Student Name:

Date:

best				mend				soft				hand			
wasp				tenth				milk				rent			
pond				nest				tent				damp			
went				help				list				just			
mast				belt				hump				fist			
bench				dent				pest				roast			
thank				beast				shelf				joint			
chimp				Welsh				burnt				paint			

Real Words: CVCC

Page 35 – Student Book



**Student Name:**

**Date:**

drop				pram				skip				flag			
twin				frog				glad				clap			
sniff				speck				crop				swim			
trip				grab				plum				grip			
green				fresh				steep				spear			
smell				spoil				brown				trash			
thrush				stair				spoon				spark			
train				sport				growl				start			

**Real Words: CCVC**

Page 36 – Student Book



**Student Name:**

**Date:**

crisp				stand				frost				cramp			
glint				stamp				twist				blend			
crust				grunt				crept				stunt			
brand				spent				plant				thank			
drift				slept				think				trust			
trend				blink				spend				skunk			
crunch				spring				scrunch				thrust			
street				scrap				string				strap			

**Real Words: CCVCC, CCCVC and CCCVCC**

Page 37 – Student Book





**Student Name:**

**Date:**

lunchbox			desktop			driftwood			tonight		
boatman			rooftop			market			farmyard		
cornet			turnip			towel			poison		
tinfoil			handbag			children			shampoo		
giftbox			Chester			windmill			sandpit		
softest			shelving			pondweed			sandwich		
helper			Manchester			handstand			chimpanzee		
champion			thundering			starlight			floating		

## Two-Syllable and Polysyllabic Words



All of these words are fully decodable, though longer than many words the student has encountered so far. If the student is in any way concerned about this, model physically ‘breaking’ these down, using your fingers or a piece of card, showing that each part can be decoded, before blending together.

Page 38 – Student Book



# High Frequency And Sticky Tricky Words



**Student Name:**

**Date:**

that				this				then				them			
with				see				for				now			
down				look				too				went			
it's				from				just				help			
this				them				with				see			
for				now				that				then			
too				it's				went				from			
look				just				down				help			

## High Frequency and Sticky Tricky Words

Page 40 – Student Book



**Student Name:**

**Date:**

children				he				she				we			
me				be				was				you			
they				all				are				my			
was				we				children				he			
she				me				you				be			
all				my				are				they			
are				be				was				my			
they				you				all				children			

## High Frequency and Sticky Tricky Words

Page 41 – Student Book



**Student Name:**

**Date:**

her				said				have				like			
so				come				do				some			
were				there				little				one			
said				like				her				come			
one				so				were				do			
some				little				have				there			
have				come				there				like			
do				one				said				little			

## High Frequency and Sticky Tricky Words

Page 42 – Student Book



**Student Name:**

**Date:**

when				out				what				push			
our				his				says				your			
here				love				by				once			
push				what				our				his			
says				your				here				love			
once				by				when				out			
out				there				says				your			
what				when				love				once			

## High Frequency and Sticky Tricky Words

Page 43 – Student Book



**Student Name:**

**Date:**

today				where				school				friend			
house				of				she				we			
he				be				was				you			
they				all				are				ask			
she				they				friend				of			
ask				today				he				all			
school				was				house				we			
be				you				where				are			

## High Frequency and Sticky Tricky Words

Page 44 – Student Book



**Student Name:**

**Date:**

her				said				have				like			
so				do				some				come			
were				there				little				one			
when				out				what				my			
have				some				were				out			
there				one				her				so			
little				like				do				when			
come				what				my				said			

## High Frequency and Sticky Tricky Words

Page 45 – Student Book





**Student Name:**

**Date:**

said				there				we				my			
have				you				like				her			
when				one				come				me			
so				do				was				little			
they				out				you				be			
some				what				they				said			
what				he				all				were			
were				was				are				she			

## High Frequency and Sticky Tricky Words

Page 46 – Student Book

