



THE ART OF READING

Stage 3 information **and placement test**

Syllable division does not need to be confusing and full of exceptions.

What's covered in Stage 3:

37 LESSONS · 122 DAYS · 10-20 MINUTES A DAY

Lesson 1 - KN (like in knit)

Lesson 2 - Suffix -ING

Lesson 3 - Open and closed syllables

Lesson 4 - EW (like in screw and few)

Parent guide to syllable division

Lesson 5 - Syllable division (closed syllables)

Lesson 6 - Y (long e like in many)

Lesson 7 - AL (like in salt)

Lesson 8 - OU (/aw/ like in thought)

Lesson 9 - IE (like in pie and thief)

Lesson 10 - Syllable division (open syllables)

Lesson 11 - Syllable division (double letters)

Lesson 12 - Syllable division (consonant digraphs)

Lesson 13 - UE (like in blue and hue)

Lesson 14 - ER, IR, OR, UR (controlled r)

Lesson 15 - Syllable division double R (like in carrot)

Lesson 16 - Soft C

Lesson 17 - Schwa (like in brother and washes)

Lesson 18 - Schwa (consonant + le)

Lesson 19 - NG in multisyllable words (like mango)

Lesson 20 - MB (like in lamb)

Lesson 21 - Soft G

Lesson 22 - AU

Lesson 23 - EI (like in eight)

Lesson 24 - EAR (like in earth and heart)

Lesson 25 - EY (like in they and key)

Lesson 26 - ALL in multisyllable words (like gallon)

Lesson 27 - Y (like in gym and type)

Lesson 28 - OU (like in touch)

Lesson 29 - Is it a controlled R?

Lesson 30 - WR

Lesson 31 - UI

Lesson 32 - GN

Lesson 33 - OU (like in dough)

Lesson 34 - PH

Lesson 35 - Decoding words with -tion

Lesson 36 - Decoding double C

Lesson 37 - Syllable division 3+ syllable words

Stories

How to use:

THE ART OF READING

Sound Games (if necessary)

USE THE GAMES PACK

If your child requires a bit of extra practice with sounds, use our downloadable flashcard games at the start of your lesson.

These games offer a fun way to help review and reinforce digraph sounds without relying on tedious flashcard drills.

Step 1: Teach or review the lesson

A quick and focused introduction (or review) of a new concept.

Step 2: Complete the activities

The activities give your child a chance to practice reading the newly learned sound.

Step 3: Readers

Finish every lesson with a tightly controlled reader, found at the back of the book.

LESSON 4

EW

LONG /ū/ LIKE IN FEW AND LONG /ōō/ LIKE IN SCREW

READ TO CHILD:

What is the metal object in the picture? (*screw*)



Listen to the vowel sound at the end of screw (*say it slowly*) "screw" - it is the long /ōō/ sound.

Are there many or few cookies in the jar? (*few*)



Listen to the vowel sound at the end of few (*say it slowly*) "few" - it is the long /ū/ sound.

Both of those sounds are made by the letters E and W.

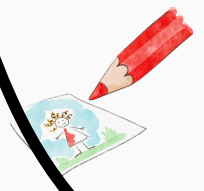
ew

The letters E and W form a vowel team. They work together to make a vowel sound - either long /ū/ or long /ōō/.

WHEN YOU'RE READING A WORD WITH EW, IF IT DOESN'T SOUND RIGHT WITH THE LONG /ū/ SOUND, FLEX THE VOWEL AND TRY THE LONG /ōō/ INSTEAD.

1 COMPLETE THE WORD

Color the circle that completes the word to match the picture.



cr

ew

st

fl

ew

bl

dr

ew

br

2 READ THE WORDS

Cross out the words with the long /ōō/ sound.

few

pew

knew

ewe

grew

hew

threw

shrew

brew

chew

crew

skew

3 READ STORY 1 ON PAGE 36

9

DAY 8

How to use the readers:

Morphology:

Before you read, complete a morphology activity.

These activities are designed to familiarise your child with prefixes and suffixes as they head toward independent reading at the end of Stage 3.

The Story:

Stage 3 readers span multiple days, mimicking the experience of reading real books.

Comprehension Questions:

After you read, answer the comprehension questions.

These questions are designed to check your child's understanding of the story.

Summary:

As all the stories in Stage 3 span multiple days, your child will be asked to summarise the whole story once they've completed reading it.

This activity tests your child's recall and helps them develop an important skill of retelling a story in their own words.

STORY 1 - DAY 8

- The suffix -ness means the state or quality of.
- So **kind** becomes **kindness**
- Highlight the suffix -ness and read the whole word:

darkness sadness shyness

COMPREHENSION QUESTIONS

- What task is best left to Grandmas?

☐ Fighting trolls

☐ Knitting

- What did Grandma tell Ben to do next time he wants socks?
- What was Ben brave about at the end of the story?

STORY SUMMARY

Can you recount the whole story in your own words?
Think about:

- Why did Ben decide to knit socks?
- What did Moppet the kitten do to make things worse?
- Who came to the door and how did they help?
- What lesson did Ben learn at the end?

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Grandma made a snort^{ing} sound.

"Oh, Ben! You may be brave with a troll or a witch, but knitt^{ing} is a task best left to your grandma."

She picked up a fresh ball of yarn. With speed and skill, Grandma knitt^{ed} a pair of fine new knee-high socks.

She gave the pair of socks to Ben.

"Wear these," she said smil^{ing}. "And next time you want some knee-high socks, come to your grandma. Knights do knights' jobs like slay^{ing} trolls. Leave the knitt^{ing} to me."

Ben bowed his head.

"Thank you, Grandma, I know," said Ben as he ate the ham and pea soup with gladness.

Lots of review activities on every page:

1

READ THE WORDS, WHICH WORD IS REAL?

Draw a line from the happy face to the real word, and from the cranky face to the made-up word.

chew

knor

always

board

whoi

thew

knew

albow

frear

care

2

MATCH THE WORDS

A verb is a word that can show action. When an action is happening now, the word is in the present. When an action has already happened, the word is in the past. For example: "speak" is in the present while "spoke" is in the past. Cut out the words below and match each one to its past tense.

bought

fought

thought

brought

sought

3

CIRCLE THE WORDS WITH THE LONG VOWEL SOUND

If there is only one consonant before suffix -ed or -ing, the vowel sound is long. If there are two consonants, the vowel sound is short.

humming

cracking

planted

rushed

sloped

gliding

clipping

traded

blaming

dragging

4

READ STORY 3 ON PAGE 154

DAY 25

buy

fight

think

bring

seek

Lots of practice with syllable division:

Syllable division doesn't need to be confusing and full of exceptions. Our method is based on the natural cadence of speech — the way the mouth moves around a vowel, not vowel length.

There's no arbitrary shifting of consonants to fit a desired vowel sound, because syllables have a specific cadence when spoken — our syllable division guide matches that cadence.

Stage 3's incremental, step-by-step guide eliminates most exceptions, including teaching your child how to recognise whether a word contains a controlled R sound, and how to handle double consonants like RR and CC — equipping your child with skills to easily decode 3+ syllable words.

1

DOES THE WORD MATCH THE PICTURE?

Cross out words that do not match the picture.

fern

worth

turn

herd

bird

girl

2

SPLIT THE SYLLABLES

Look at the consonants between the vowels. If there is one consonant sound, split the syllable between that consonant and the vowel. If there are two different consonant sounds, the split happens between the two consonants. There is a line between the syllables and read the word one syllable at a time.

dollar

broken

winter

invent

menu

tiger

river

model

gravel

lazy

fever

publish

3

COLOR THE SOUND

Listen to the sound I say. In each group of four, find the letter combination that color all the circles that match the sound.

ow

ue

er

our

ow

aw

oa

or

ar

oar

oa

ou

oo

ai

ir

oi

ew

ie

ew

ue

y

ie

ee

ea

4

READ STORY 5 ON PAGE 166

DAY 29

44

1

WHAT SOUND IS MISSING?

Fill in the missing sound.

g__l

b__

bab__

2

READ THE WORDS

Highlight the one that matches the picture.

beetle

riddle

bottle

stumble

bundle

ankle

temple

whistle

tickle

cackle

sparkle

puddle

3

SPLIT THE SYLLABLES

Take note of the number of consonant sounds between the vowels. If there is one consonant sound, split the syllable between that consonant and the vowel. If there are two different consonant sounds, split the syllable between the two consonants. There is a line between the syllables and read the word one syllable at a time.

hazard

limit

panel

method

4

READ STORY 7 ON PAGE 180

DAY 32

48

1

TICK THE BOX

Read the words. Listen carefully to the sounds and adjust your pronunciation to hear each sound clearly. Tick the box if the word has the long 'i' sound.

rely

Dylan

lynx

myth

style

abyss

hype

onyc

tyre

lynch

cycle

type

2

DOES THE PICTURE MATCH?

Read the words. Listen carefully to the sounds and adjust your pronunciation to hear each sound clearly. Tick the box if the picture matches the word.

dozen

wisdom

crystal

random

animal

family

ahead

lemon

wagon

3

SOFT C & G

Color the words that contain soft 'c' and 'g'.

gear

cycle

ledge

crumbe

stencil

graffe

4

READ STORY 9 ON PAGE 204

DAY 37

56

1

SOFT C & G

Color the words that contain soft 'c' and 'g'.

accept

exception

account

accident

excuse

groceries

2

FIND THE HIDDEN WORDS IN THE PICTURE

Look at the picture. Find the words hidden in the picture. Write the words in the boxes.

carrot

clause

firmly

freight

hurdle

niece

phone

school

skew

spawn

pursuit

wring

3

READ FRUG AND TORD

DAY 39

60

1

COLOR THE SOUND

What sound missing?

ow

ue

al

ea

ar

ew

ou

oi

2

CUT & PASTE

The clue is in the small syllable words. Cut out the words at the bottom of the page and paste a rhyming word underneath.

merry

narrow

parrot

berry

curry

3

HIGHLIGHT THE WORDS WITH THE SOUND /au/

Draw a line around the words that have the sound /au/.

brawl

ground

thought

through

group

small

brought

awful

flow

4

READ STORY 6 ON PAGE 172

DAY 45

50

1

TICK THE BOX

Read the words. Listen carefully to the sounds and adjust your pronunciation to hear each sound clearly. Tick the box if the word has the long 'i' sound.

barley

they

flakey

hockey

grey

prey

storey

survey

key

convey

monkey

whiey

2

MATCH THE MISSING SOUND

Name each sound in the red boxes. Then match it to the word that is missing that sound.

ei

ue

ie

aw

oi

oar

ai

ea

ew

kn

3

SPLIT THE SYLLABLES

Read the words. Listen carefully to the sounds and adjust your pronunciation to hear each sound clearly. Split the words into syllables and read the word one syllable at a time.

message

mother

open

oven

basic

thunder

subject

4

READ STORY 8 ON PAGE 196

DAY 51

76

1

COLOR THE LETTER COMBINATIONS THAT CONTAIN SILENT LETTERS

Color the letter combinations that contain silent letters.

mb

ey

gn

au

au

gh

kn

ur

wr

2

WHAT IS IN THE PICTURE?

Circle the word that matches the picture (sign).

design

gnash

sign

gnome

resign

consign

align

reign

gnat

deign

align

feign

3

COLOR THE CIRCLE TO MAKE A WORD THAT MATCHES THE PICTURE

Color the circle to make a word that matches the picture.

light

ench

ife

ear

n

ly

gl

ey

ue

4

READ FRUG AND TORD

DAY 53

80

1

WHAT SOUND IS MISSING?

Name each sound in the red boxes. Then match it to the word that is missing that sound.

fi__t

f__m

sh__

to__

shr__

w__d

h__d

oa

ei

ur

are

our

kn

mb

ew

ur

f

oe

ea

ui

sl__gh

vall__

p__

__eel

__ong

f__m

b__ld

2

WHICH WORD MATCHES THE PICTURE?

Look at the picture. Find the word that matches the picture. Write the word in the box.

computer

elevator

battery

delivery

submarine

irritate

parcel

remember

3

COLOR SYNONYM PAIRS

Color the words that are synonyms.

love

trick

illusion

explosion

confusion

passion

mix up

blast

4

READ FRUG AND TORD

DAY 55

84

A clear path to a confident and independent reader:

Stage 3 is the final book in the program and completes your child's phonics instruction.

It introduces the remaining digraphs, soft C + G, then builds on the schwa.

A major focus of Stage 3 is syllable division, the final step in learning to decode longer, more complex words.

The Art of Reading includes: an easy-to-use parent guide, all activity pages, and readers in one single book.

We also provide your child with a guided transition path into real books.

Upon completion of Stage 3, your child will be ready to move into independent (but supervised) reading of picture books like Lyle, Lyle, Crocodile, and then into early chapter books like Paddington.

GET IT TODAY

THE ART OF READING

This is where you finish at the end of Stage 3:

STORY 10 - DAY 85

Highlight the prefix or the suffix and read the whole word. Remember some words can have both a prefix and a suffix or even two suffixes.

barely	lawless
because	hunter
expose	unstable
resell	disown

COMPREHENSION QUESTIONS

- What did Maggie think the green shoots were? (tick the box)
Carrots
Flowers
Weeds
- What did Rabbit find when she came through the gate?
- What did Maggie say when Rabbit found her carrots?
- Have you ever made a mistake while trying to help someone? What happened?

Maggie swooped down low over Rabbit's garden. From above, the soil was covered with green shoots everywhere she looked.

"Weeds," said Maggie, shaking her head. "The whole garden is overrun."

Clearly Rabbit needed some help. Maggie landed at the edge of the garden and got to work, pulling out the shoots one by one and tossing them in a neat pile beside the garden bed.

She had nearly finished the whole row when Rabbit came through the gate.

Rabbit stopped. She looked at the pile of young carrots. Then at the bare patch of soil where her carrots had been carefully planted.

"Those were my carrots," cried Rabbit.

Maggie looked at the huge pile beside her. Then at the bare soil. "I was only trying to help."

1 READ THE WORDS UNDER EACH PICTURE. IF A WORD MATCHES THE PICTURE HIGHLIGHT THE WORD

 benefit potato vicious community	 sensible powerful horizon helicopter	 difficult flexible mythical binoculars	 adventure automatic navigate banana	 fracture vulture telescope departure
--	--	--	---	---

2 COLOR THE APPLE Pay attention to the letters that come after c and g. Color the green apples if the word under it has a soft C. Color the red apples if it has a soft G.

 chance	 silence	 comet	 calendar	 decorate	 pounce	 peace
 village	 galaxy	 carriage	 magnify	 passage	 message	 grapple

DAY 102 **3 READ FROM AND TALK** **DAY 103**



Placement Test:

MY CHILD KNOWS:

- ☐ All the concepts introduced in Stage 2
- ☐ Knows what sound the Schwa makes
- ☐ Knows how to read "gh"
- ☐ Knows how to tell the difference between Silent e words and short vowel words with suffix -ed
- ☐ Knows how to read silent e words with suffix -s
- ☐ Can spot individual words within compound words.
- ☐ Has started sounding out and reading simple 2 syllable words like "kitten"

This is a double length reader at the very end of Stage 2, it is meant to challenge your child.

(readers are normally half this length)

Fluency and comprehension are the biggest determiner to starting stage 3.

My child can:

- ☐ Decode every word in this reader.
- ☐ Summarise the story.
- ☐ Has the stamina to read finish this passage in one go.

If there are knowledge gaps, please take the time to fill those before proceeding to stage 3.

If your child does not have the stamina to complete the passage or summarise it. Please work on stamina before starting Stage 3.

If your child is still segmenting one syllable words, please work on fluency before starting Stage 3.

The kitten's mom came into the room. She saw the big mess on the wall.

"What is all of this? Why are there paw prints on the wall?"

"Look! I can draw with my paws! I am painting," said the kitten.

"No, you made a mess. You are staining the wall," said her mom.

"I saw no note to say, 'No painting on the wall'," whined the kitten.

"You will wash it right away," said the kitten's mom.

"Washing? But that's not as fun as painting. I want to draw!" whined the kitten.

"Go wash your paws and claws. You need to clean up."

The kitten fetched a bucket, a wet cloth, and some soap. She scrubbed and rubbed the wall.

Pink smeared. Yellow washed off. The gray clouds were all gone.

When it was done, there were no more paw prints on the wall.

"Next time, use a canvas," said her mom.