




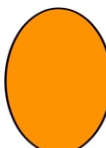
40L Phonetic Sight Words Bookmarks, arranged by sound


1-1.  ā  
a

 ē  
be  
he  
me  
she  
we  
the


 ī  
I

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1-2.  ō  
go  
so  
no

 ī  
y  
my  
try  
why  
by  
fly

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2-1.  ă  
had  
and  
an  
can  
ran  
than  
am  
at  
that  
ask  
fast  
black

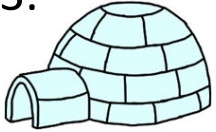
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2-1.  ě  
yes  
best  
get  
let  
red  
then  
when  
ten  
went  
them

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# 40L Phonetic Sight Words Bookmarks, arranged by sound

2-3.

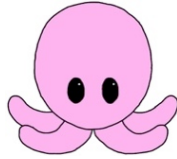


ī

big  
did  
in  
him  
sit  
it  
its  
if  
wish  
six  
pick  
this  
which  
with

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2-4.



ō

got  
hot  
not  
off  
on  
long  
stop

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2-5.



ū

run  
cut  
but  
jump  
just  
must  
much  
up  
us

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3-1.



ā

a\_e  
ai, ay  
ei, ey

ate  
came  
made  
make  
take  
gave  
  
say  
may  
day  
way  
play  
  
they

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# 40L Phonetic Sight Words Bookmarks, arranged by sound

3-2.



ē  
ee  
ea

see  
green  
keep  
sleep  
three

eat  
\*read  
clean  
each

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3-3.



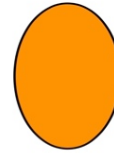
ī  
i\_e  
igh

five  
like  
ride  
time  
white

light  
right

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3-4.



ō  
o\_e  
ow

grow  
show  
own  
yellow  
(yell-ow)



oo  
ue  
ew

blue  
new

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4-1.



ng  
nk

sing  
bring  
  
going  
(go-ing)

drink  
think

thank

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40L Phonetic Sight Words Bookmarks, arranged by sound

4-2.



little  
(lit-tle)  
funny  
(fun-ny)

myself  
(my-self)

open  
(o-pen)  
over  
(o-ver)

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4-3.



ou  
ow

how  
now  
down  
brown

out  
found  
round

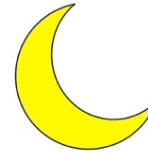
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4-4.



au  
aw

saw  
draw



oo

too  
soon



oo

good  
look

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5-1.



aw  
(a) ll

all  
call  
fall  
small

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40L Phonetic Sight Words Bookmarks, arranged by sound

5-2.



l  
ll

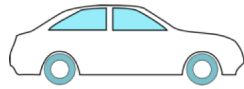
tell  
well  
help

will

full  
pull

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6-1.



ar

far  
start  
part



or  
(w) ar

or  
for



ou  
ow

our  
**sour**

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6-2.



ur  
er  
ir  
(w) or

first  
her  
hurt

after (af-ter)  
better (bet-ter)  
under (un-der)  
number  
(num-ber)

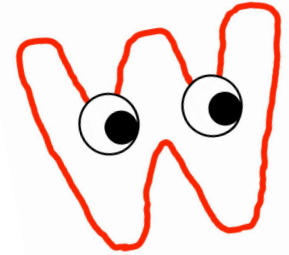


îr  
eer

here  
**mere**

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7-1.



want  
wash  
walk  
water

warm  
**ward**

work  
word

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40L Phonetic Sight Words Bookmarks, arranged by sound

8-1.

ə

again  
(a-gain)

about  
(a-bout)

around  
(a-round)

away  
(a-way)

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8-2.

ə

come  
some  
done  
from  
does  
what

other  
(o-ther)

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9-1.



z  
s

as, has  
always  
hers  
is, his  
goes  
please  
these  
those  
use  
was



v  
f

of

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10-1.



oo

to  
do

into  
(in-to)

today  
(to-day)

together  
(to-geth-er)

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40L Phonetic Sight Words Bookmarks, arranged by sound

10-2.



because  
been  
could  
pretty  
put  
said  
shall  
you  
  
any  
many

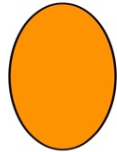
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10-3.



ī

kind  
find



ō

old  
cold  
hold  
  
both

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10-4.



never  
(nev-er)  
seven  
(sev-en)

upon  
(up-on)  
only  
(on-ly)



don't

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11-1.



v

give  
\*live

have

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40L Phonetic Sight Words Bookmarks, arranged by sound

12-1a.



would  
know  
write  
eight  
who

are  
more  
before  
(be-fore)

people  
peop-le

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12-1b.



would  
know  
write  
eight  
who

are  
more  
before  
(be-fore)

people  
peop-le

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13-1.



air  
ar  
eir  
ere  
er

carry  
(car-ry)  
their

there  
where

very (ver-y)



or  
our

four  
your

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14-1.



two  
buy  
laugh

15-1.

one  
once

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40L Phonetic Sight Words Bookmarks, arranged by sound

1-1.



ā

a



ē

be  
he  
me  
she  
we  
the



ī

i

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1-2.



ō

go  
so  
no



ī

y

my  
try  
why  
by  
fly

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2-1.



ǎ

had  
and  
an  
can  
ran  
than  
am  
at  
that  
ask  
fast  
black

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2-1.



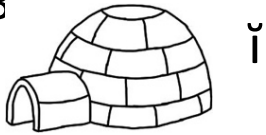
ĕ

yes  
best  
get  
let  
red  
then  
when  
ten  
went  
them

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# 40L Phonetic Sight Words Bookmarks, arranged by sound

2-3

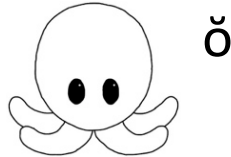


ī

big  
did  
in  
him  
sit  
it  
its  
if  
wish  
six  
pick  
this  
which  
with

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2-4.



ō

got  
hot  
not  
off  
on  
long  
stop

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2-5.



ū

run  
cut  
but  
jump  
just  
must  
much  
up  
us

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3-1.



ā

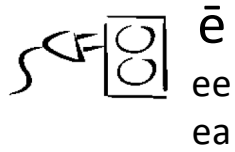
a\_e  
ai, ay  
ei, ey

ate  
came  
made  
make  
take  
gave  
  
say  
may  
day  
way  
play  
  
they

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# 40L Phonetic Sight Words Bookmarks, arranged by sound

3-2.



see  
green  
keep  
sleep  
three

eat  
\*read  
clean  
each

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3-3.

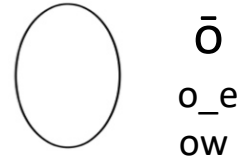


five  
like  
ride  
time  
white

light  
right

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3-4.



grow  
show  
own  
yellow  
(yell-ow)



blue  
new

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4-1.



sing  
bring  
going  
(go-ing)

drink  
think

thank

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40L Phonetic Sight Words Bookmarks, arranged by sound

4-2.



little  
(lit-tle)  
funny  
(fun-ny)

myself  
(my-self)

open  
(o-pen)  
over  
(o-ver)

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4-3.



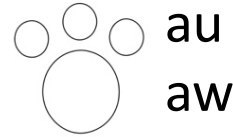
ou  
ow

how  
now  
down  
brown

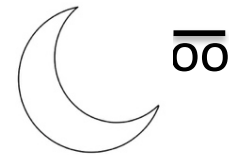
out  
found  
round

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4-4.



saw  
draw



too  
soon



good  
look

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4-5.



sing  
bring

going  
(go-ing)

drink  
think

thank

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40L Phonetic Sight Words Bookmarks, arranged by sound

5-2.



I  
II

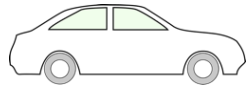
tell  
well  
help

will

full  
pull

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6-1.



ar

far  
start  
part



or  
(w) ar

or  
for



ou  
ow

our  
**sour**

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6-2.



ur  
er  
ir  
(w) or

first  
her  
hurt

after (af-ter)  
better (bet-ter)  
under (un-der)  
number  
(num-ber)

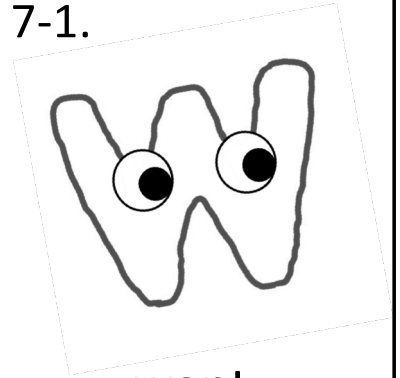


îr  
eer

here  
**mere**

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7-1.



want  
wash  
walk  
water

warm  
**ward**

work  
word

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40L Phonetic Sight Words Bookmarks, arranged by sound

8-1.

ə

again  
(a-gain)

about  
(a-bout)

around  
(a-round)

away  
(a-way)

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8-2.

ə

come  
some  
done  
from  
does  
what

other  
(o-ther)

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9-1.



z  
s

as, has  
always  
hers  
is, his  
goes  
please  
these  
those  
use  
was

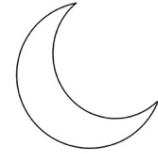


v  
f

of

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10-1.



oo

to  
do

into  
(in-to)

today  
(to-day)

together  
(to-geth-er)

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40L Phonetic Sight Words Bookmarks, arranged by sound

10-2.



because  
been  
could  
pretty  
put  
said  
shall  
you  
  
any  
many

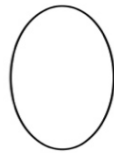
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10-3.



ī

kind  
find



ō

old  
cold  
hold  
  
both

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10-4.



never  
(nev-er)  
seven  
(sev-en)

upon  
(up-on)  
only  
(on-ly)



don't

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11-1.



v

give  
\*live

have

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40L Phonetic Sight Words Bookmarks, arranged by sound

12-1a.



would  
know  
write  
eight  
who

are  
more  
before  
(be-fore)

people  
peop-le

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12-1b.



would  
know  
write  
eight  
who

are  
more  
before  
(be-fore)

people  
peop-le

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13-1.



air  
ar  
eir  
ere  
er

carry  
(car-ry)  
their

there  
where

very (ver-y)



or  
our

four  
your

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14-1.



two  
buy  
laugh

15-1.

one  
once

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## 40L Phonetic Sight Words Bookmarks, arranged by sound

### Why you should teach the sight words phonetically by sound instead of wholes by sight:

**Brain Research.** Brain research shows that the brains of good readers read on the side of the brain that processes sound and language while poor readers read on the side of the brain that processes pictures. More recent powerful brain imaging techniques find that the brains of good readers are rapidly analyzing individual letters and groups of letters at the same time in a "massively parallel architecture."<sup>1</sup>

**Simple, Smart, Powerful.** It is very simple to teach with phonics. And, it is very powerful. With just the first 5 pages of phonetically regular sight words, learning a few simple patterns with a list of 150 Dolch "sight" words and 9 Fry Instant words not on the Dolch sight word list will unlock the power to sound out over 20,000 additional words. Instead of spending hours learning to read a few hundred words as wholes by sight, when you learn them by sound, you gain the ability not only to read those words but thousands more. With the addition of a few simple rules and explanations, you can easily use phonics to teach the 68 Dolch and 3 Fry words on the second page that are slightly irregular, leaving only 5 words to be taught as wholes by sight. Learning these 71 sight words with phonics will unlock thousands of additional words.

**Practical Experience.** 40L volunteers have tutored hundreds of children, and the more sight words they have learned and the more they have studied them, the longer it takes for them to learn phonics well and unlearn their guessing habits. The students who made the fastest progress so far were 2 formerly homeless 2<sup>nd</sup> grade minority inner city children who had missed so much school that they had absolutely no guessing habits to overcome; they were sounding out 12<sup>th</sup> grade level passages in Webster's Speller after only 6 group tutoring sessions.

For more information about why, see 40L's sight word page.

**How to teach the sight words phonetically: The first 4 pages of bookmarks (up to bookmark 7-1) have words which are 100% phonetic.** You teach the sounds and then have your student sound out each sound from left to right. Some of the sounds are letter teams such as th, ch, or ay, these count as a single sound. Even better, use a solid phonics program<sup>3</sup> instead and these phonetic "sight words" will be learned naturally along with the rest of the program.

A black & white version of the bookmarks is also provided on pages 9-16; many students like to color in their own bookmarks with colored pencil or crayons.

#### Notes:

1. Dehaene, Stanislas, "[The Massive Impact of Literacy on the Brain and its Consequences for Education,](#)" Human Neuroplasticity and Education, 2011, p. 23 [Note: Stanislas Dehaene's 2009 book "Reading in the Brain" has a more detailed explanations and compares many different studies.]

## 40L Phonetic Sight Words Bookmarks, arranged by sound

### Tips for each type of word by heading number:

1. These words are long because words and syllables that end in a vowel are long. The letter y acts as an i. The words “a” and “the” can be long or will schwa depending on use.<sup>2</sup> Learning this simple pattern unlocks over 5,000 additional words.

2. These words are simple short vowel words. Words and syllables that end in a consonant will have the short vowel sound. Learning the short vowel pattern phonetically unlocks 10,000+ additional words.

3. These are all phonetically regular long vowel words. These patterns unlock 2,000+ additional words.

a\_e: Long a because of the silent e.

ai/ay; ei/ey: Vowel teams that say long a, with ai and ei within the word and ay and ey at the end. Native English words do not end in i, the i changes to a y at the end of a syllable or a word.

ee: The letter team ee is very reliable and says long e.

ea: The letter team ea says long e approximately 2/3 of the time, and is the primary sound of ea.

i\_e: Long i because of the silent e.

igh: The letter team igh also says long i, and is a reliable letter team.

ow: The ow team can make the sound of long o, this group of ow words have the long o sound.

eu/ew; ui/ue: These letter teams say long u, although the y sound of long u is dropped after certain consonants, and will say long oo instead of yoo.

Native English words do not end in i, or u, the u will change to a w in eu/ew and the i changes to an e in ui/ue.

The organization of these 2 letter vowel teams is actually fairly logical and easy to learn, see the link below for 40L’s sound charts and vowel charts.

### Notes:

2. This word “the” is regular with its long e sound before words beginning with vowels. Before words beginning with consonants, the e sound will mush to the schwa sound of uh. (Long e in the end, uh sound in the bears.) The word “a” can be long or will schwa depending on emphasis.

## 40L Phonetic Sight Words Bookmarks, arranged by sound

4. These are a mix of other patterns, and together they unlock 1,000+ additional words when taught phonetically.

ng/nk: The n is pronounced a bit more nasally than normal in words with ng and nk, and it also slightly changes the sound of the vowel that comes before the letter n. The word count does not include words ending in –ing.

le: The letters el and le are both pronounced “ul.” There are different syllable division rules for el and le.

-y: The letter y at the end of words is pronounced long e when it is unaccented, and the sound of i as in by when accented as in deny.

This word also follows simple syllable division patterns linked below.

ou/ow: These letter teams often make the sound as in “ouch,” and the u will change to a w at the end because Native English words do not end in u.

au/aw: These letter teams make the sound is in “awe” and the u will change to a w at the end of a word.

oo: This letter team can have its long sound as in zoo or its short sound as in book.

The last 3 words are completely phonetic when divided with the syllable division rules below. (my-self, divide between words; o-pen and o-ver, divide before a single consonant, syllables that end in a vowel are long.)

5. The letter L slightly changes the sound of the vowel before the L, but in a regular manner, and the –LL words are all phonetic. Knowing the –LL patterns will unlock hundreds of additional words.

6. Like L, the letter R changes the sound of the vowel that comes before it. You can better teach the pattern in the words “our” and “here” by adding a few words like “flour and hour” (silent h) and “mere and adhere.” The two syllable words on this list follow the syllable division rule “divide between 2 consonants.” These R patterns unlock 2,000+ additional words. The bolded words “hour” and “mere” are not sight words, but were added to the bookmarks to show the phonetic pattern.

7. The letter W often changes the sound of the vowel that follows it, but in a completely regular pattern. You can better teach the war pattern with the addition of the words “ward, war, and warden.” These w patterns add hundreds of additional words. . The bolded word “ward” is not a sight word, but was added to the bookmark to show the phonetic pattern.

## 40L Phonetic Sight Words Bookmarks, arranged by sound

**The last 3 pages of bookmarks, starting with 8-1, have sight words that are slightly irregular.** All but 5 of them can be learned phonetically with the additional of a few simple rules and explanations. To teach a word that has a sound change from what would be expected, have your student sound the word out after explaining the exception. For example, for said you say, "ai normally makes the long a sound, ay. In this word it makes the short e sound of eh. Then, you sound it out for them: /s/ /e/ /d/" Then, have them try to sound it out. The word has should be approached the same way: "s normally says sss, in this word it makes the z sound, /z/." Then, have the student sound it out, gently reminding them "s says /z/ in this word" if they forget.

8. Schwa: The first group of words has the beginning unaccented a that will schwa. While there are hundreds of words that schwa with a beginning a, there are thousands and thousands of words in English that have at least one syllable that will schwa, so learning about schwa is very powerful. Unaccented syllables often schwa, a relaxing of the vowel sound. The longer the word, the more likely it is to have at least one syllable that will schwa. The schwa sound is usually the relaxed sound of short u, but sometime e will "schwi" to short i as in decision, and long a can relax to short e. A few of the words in the 2<sup>nd</sup> group have a special case of why they have the sound of short u.<sup>3</sup> Many words in English schwa, making this pattern especially important for decoding thousands of additional words.

9. Consonant pairs are consonant sounds that are made with the mouth and tongue in the same position, but one is voiced and the other is unvoiced. Sometimes a consonant will make the sound of its pair's sound instead of its normal sound. The first words have s with its pair sound of z and the word "of" has its pair sound of v for the f. This is the reason why words like leaf change to leaves. The word "was" also schwa's. Learning this pattern will unlock hundreds of additional words.

10. The first set of words have o as oo. The next group has a variety of vowel changes. The next few groups have a long vowel sound when a short vowel sound is expected. These words used to be spelled with an e at the end. The e was lost, but their long vowel sound remains. This is especially common in words with i or o before 2 consonants. The words "any" and "many" should be taught as a pair. The next group of words do not follow normal syllable division rules for vowel sounds. The word read can be either long or short e depending on context. Learning these pattern will unlock hundreds of additional words.

11. Words in English will not end in v, so words with ve at the end may be either short or long, the words on this list are short, except for "live," which can be pronounced either long or short depending on its usage. Learning this pattern will unlock hundreds of additional words.

12. Most of these silent letters are fairly common, and are more easily seen and taught with the addition of a few more words of each type. Add "could and should," "knee and knock," "wrote and wrong," and "weight and freight." The wh team will have a silent w when it is followed by the letter "o" in a few words, teach the additional words "whose and whole," and whose also has o as oo. Learning these silent letter patterns will unlock hundreds of additional words. There are two versions of bookmark 12, version a with silent letters grayed out to show which letters are silent, and version b with all letters in black.

### Notes:

3. Hanna, Paul R, Richard E. Hodges, and Jean S. Hanna, "Spelling: Structure and Strategies," 1971. p.44: " During the Middle English period, a certain type of angular writing was in vogue which resulted in some ambiguity for the reader when u was followed by an m, n, or u (sometimes written v or w.) Consequently, scribes replaced the u with o, and that spelling is retained in some words used today, e.g. *come, monk, love, tongue, some, honey, son.*

### 40L Phonetic Sight Words Bookmarks, arranged by sound

13. To better teach their irregular –R patterns, add in a few words: “marry, arrow, parrot” and “heir” (silent h.)

Learning this pattern will unlock hundreds of additional words.

14. These 3 words are irregular, but have some sense to them. Two and buy are what Margret Bishop in "The ABCs and All Their Tricks" calls "very short words," which "must be padded with silent letters to attain the three-letter minimum." Laugh has gh as f and au changed to the short vowel sound of a.

15. The last two words are so irregular that they actually do qualify to be taught as sight words, but the words can be taught together as a pattern. The “n” and the “ce” are phonetic, at least.

Now that you’ve mastered all the phonics needed to teach these words, give your student the gift of reading by teaching phonics to the 12<sup>th</sup> grade level so they can sound out anything with 40L’s free Syllables Spell Success program, which teaches phonics to a 12<sup>th</sup> grade level. For an older child or adult, you can also use 40L’s free online phonics lessons.

40L’s volunteers hope that these bookmarks will be a blessing to you in your reading journey.