



High-Frequency Words in Real Sentences

LEARNING GOAL

Read and use a small set of common words quickly while still reading for meaning.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Read and use a small set of common words quickly while still reading for meaning.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Common Word

Use it in your own sentence or explanation.

Sentence

Use it in your own sentence or explanation.

Meaning

Use it in your own sentence or explanation.

Read

Use it in your own sentence or explanation.

Write

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to automatic word recognition.

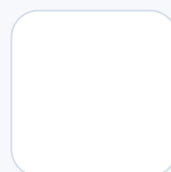
1

Some words appear very often. We practise them so our eyes recognise them quickly.

2

Always read the whole sentence, not just the target word.

SHOW IT ANOTHER WAY



Say it, point to it, build it, read it, explain it.

Adult: model the first item. Child: explain what you notice or how you know.

- 1 Read: the, was, said, you, they, are, my, here, come, one.

- 2 Complete short sentences with a word that makes sense.

- 3 Find and circle repeated words in a mini paragraph.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Read: the, was, said, you, they, are, my, here, come, one.

2 Complete short sentences with a word that makes sense.

3 Find and circle repeated words in a mini paragraph.

4 Choose the best word: ____ are my friends. (They/The)

5 Write a seven-word sentence containing "said".

SHOW YOUR THINKING

Use the idea in a new way

ENGLISH & LITERACY

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Find and circle repeated words in a mini paragraph.

2 Choose the best word: ____ are my friends. (They/The)

3 Write a seven-word sentence containing "said".

4 Read: the, was, said, you, they, are, my, here, come, one.

5 Complete short sentences with a word that makes sense.

SHOW YOUR THINKING

Talk 1 Choose the best word: ____ are my friends. (They/The)

Talk 2 Write a seven-word sentence containing "said".

Talk 3 What strategy, clue or observation helped you most with automatic word recognition?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Place word cards around the room. Give a clue such as "Find the word that begins the sentence: You can come."

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Make a mini poster using five target words in meaningful sentences.

Use this space to draw, label, plan or draft.

Independent challenge

ENGLISH & LITERACY

Try without help first. Then explain or check your work with a grown-up.

1 Choose the best word: ____ are my friends. (They/The)

2 Write a seven-word sentence containing "said".

3 Create one new example that would help another Grade 1 learner practise automatic word recognition.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- They are my friends.
- Accept a meaningful sentence using said.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.