

Phonics Made Simple

Grade 3



Preview & Information Guide

About the Book

Phonics Made Simple Grade 3 is a comprehensive workbook created for learners who are consolidating their phonics knowledge and developing more advanced reading and spelling skills. Activities progress from revision of familiar sounds and patterns to complex vowel patterns, spelling rules and word study.

Phonics Approach

The book follows a structured and progressive approach. Learners revise previously taught phonics skills before exploring more complex sound patterns, spelling choices and word structures. They apply their knowledge through word reading, spelling, sentence work, dictation and revision activities.

Curriculum Alignment

The content is aligned with the South African CAPS curriculum and the Foundation Phase phonics progression used by WCED schools. It supports the teaching, consolidation and revision of Grade 3 phonics and spelling skills.

Note

This independently developed workbook is not affiliated with, or based exclusively on Jolly Phonics, THRASS or Letterland. Schools can use it alongside their existing phonics programme or as a structured practice and intervention resource.

Inside the Grade 3 book



144 pages of progressing phonics and spelling practice

What learners will practise

PHONICS REVISION

Beginning, ending and three-letter blends, consonant digraphs and previously taught sound patterns

ADVANCED VOWEL PATTERNS

Long vowels, vowel teams, CVCe words, diphthongs and alternative vowel spellings

COMPLEX SPELLING PATTERNS

R-controlled vowels, special letter patterns, silent letters and letters that represent different sounds

WORD STUDY AND APPLICATION

Syllables, plurals, prefixes, suffixes, homophones, homonyms, synonyms, antonyms, spelling checks and dictation

How to use the book

- Whole-class teaching: Introduce or revise a phonics concept.
- Small groups: Provide focused practice for learners with similar needs.
- Intervention: Revisit gaps in sound knowledge, decoding or spelling.
- Independent work: Consolidate skills after direct teaching.
- Homework and revision: Give learners manageable practice outside the classroom.

Designed for flexible use

Teachers can work through the book in sequence or select activities that match the school's phonics programme and learner needs. Spelling checks, dictation activities and revision pages can also help teachers monitor progress.

6. Circle the incorrectly spelt long i word.
Rewrite the whole sentence on the line.



a) The stars are brite tonight.

b) We went for a bik ride.

c) The bird can flie high.

d) Dad cut a piece of pye.

e) I can see the moon at nite.

f) Please tye your shoelace.

7. Which word am I?

Read each clue. Choose the correct word from the word bank.

light white prize right flies slice

a. I am the opposite of black. _____

b. You might win me in a competition. _____

c. I shine and help you see. _____

d. I am the opposite of left. _____

Plurals: Add -es



LEARN IT!

Some words need **es** to make them plural.

Words ending in: **s / x / z / ch / sh** usually add **es**

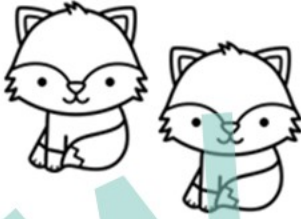
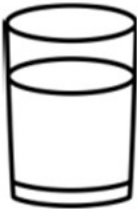
bus - buses

box - boxes

brush - brushes

1. Add **es**

Look at each picture. Add **es** to make the word plural.

			
1 dish	2	1 fox	2
			
1 glass	2	1 watch	2

2. Finish the Word

Write **s** or **es** to complete each plural.

dog ____

church ____

box ____

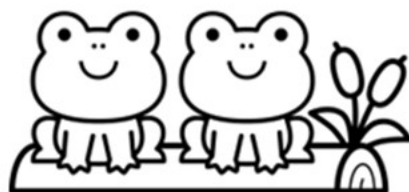
tree ____

brush ____

bus ____

book ____

chair ____



Same Letters, Different Sounds



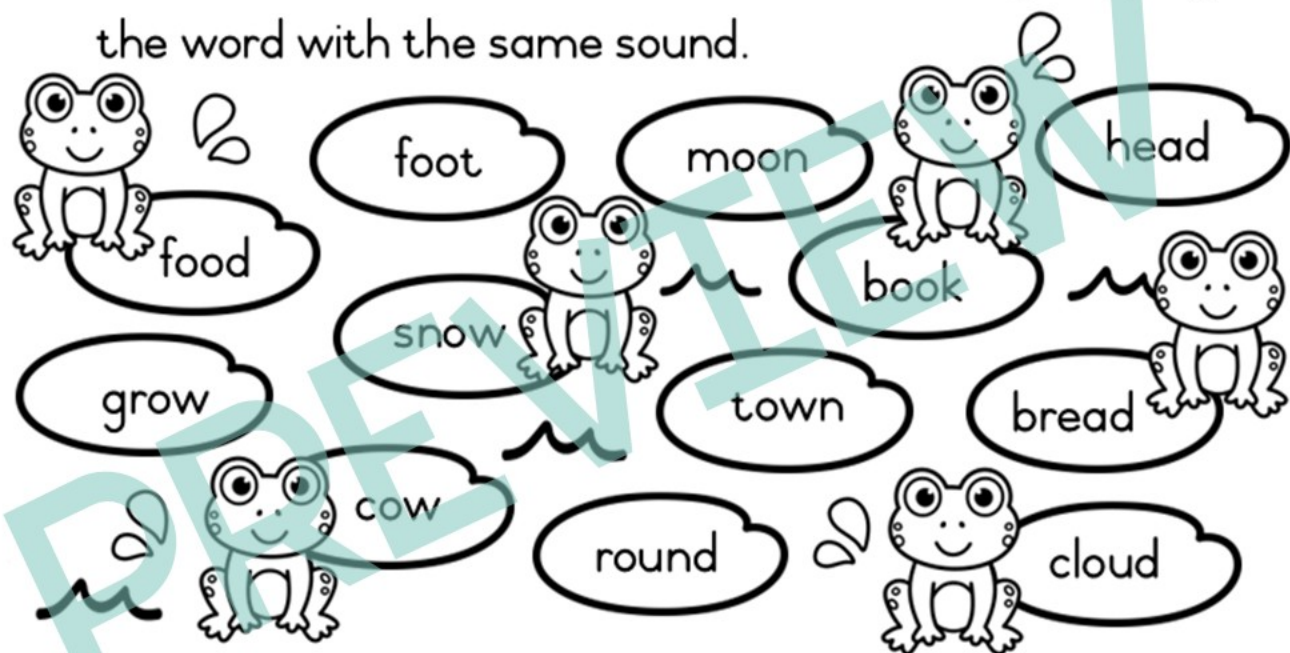
Sometimes the same letters can make different sounds in different words.

Read the whole word carefully to work out the sound.

- oo — moon / book
- ea — beach / bread
- ow — snow / cow
- ou — cloud / young

1. Hop to the Same Sound

Read each word. Draw a line to show the frog hopping to the word with the same sound.



2. Which Sound?

Read each word. Colour the picture with the matching sound.

wood		dream		slow	
					
moon	book	bread	beach	cow	snow

What is a Prefix?



A prefix is added to the beginning of a word.
un- can mean **not/opposite of**
 or **undo an action**.

1. Build the words

Add the prefix **un-** to the beginning of each word. Write it.

 +  = _____	 +  = _____
 +  = _____	 +  = _____

2. Match the meanings

Draw a line to match the words to their meanings.

unclean

unpack

unhappy

untie

unsafe

not happy

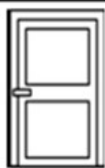
not safe

not clean

take things out

undo a tie

Open and Closed Syllables



Closed Syllable

A closed syllable **ends in a consonant**. The vowel usually makes its short sound.

cat
mag / net
pic / nic

Open Syllable

An open syllable **ends in a vowel**. The vowel usually says its name.

go
ti / ger
ro / bot



LEARN IT!



1. Open or Closed?

Read the first syllable. Write O for open or C for closed.

- | | | | | | |
|--------------|--------------------------|--------------|--------------------------|---------------|--------------------------|
| a) ba / by | ☐ | e) mag / net | ☐ | i) ze / ro | ☐ |
| b) kit / ten | ☐ | f) ro / bot | ☐ | j) pi / lot | ☐ |
| c) pa / per | ☐ | g) mu / sic | ☐ | k) ho / tel | ☐ |
| d) bas / ket | ☐ | h) lem / on | ☐ | l) pump / kin | ☐ |

2. Finish the Word

Choose the correct second syllable to complete each word.
Write the whole word.

ket

per

bot

ger

bit

sic

- | | |
|------------------------|------------------------|
| a) pa + _____ = _____ | d) ti + _____ = _____ |
| b) bas + _____ = _____ | e) mu + _____ = _____ |
| c) ro + _____ = _____ | f) rab + _____ = _____ |

Same word, Different Meaning



Some words are spelt and said the same way but have different meanings. These words are called homonyms.

bat



ring



I. Which Meaning?

Read each meaning. Colour the picture that matches the meaning.

An animal that flies at night.	The sound a dog makes.	Jewellery worn on your finger.
Something that helps you to see.	The hard part at the end of your finger.	A small stick used to make a flame.
The season that comes after winter.	Something worn around your neck.	The front part of your body.
A round dish to hold food.	A small animal with a long tail.	A written message for someone.

air, are or ere?

1. Which Spelling?

Complete each word with **air**, **are** or **ere**.

a. ch	g. unf
b. squ	h. sc
c. wh	i. rep
d. h	j. d
e. sh	k. sp
f. th	l. c



2. Sentence Scramble

Unscramble the words to make a sentence.

Write it correctly on the line.

- a. chair / the / is / over / there

- b. where / my / is / scarf / red

- c. pair / shoes / new / Sam / has / a / of

- d. square / drew / a / large / Sophie

- e. fair / went / we / the / to