Wonder Words

Effective literacy requires children to master both the phonics basis of written language and words learnt by 'sight'. Analysis of written texts has identified the most commonly used words, many of which have irregular pronunciations and cannot be simply 'sounded out' with phonics. The *Wonder Words** make up just over half of all words used in reading:

- The Top 12 account for 25%. Learn these first.
- Add the Super 20 and your child can read 33% of written texts.
- Complete the full Wonder Word 100 list and your child can read an amazing 50% of words used in reading.

Wonder Word Tips:

- Avoid the temptation to speed through the list. Introduce new words gradually, only 3-4 new words each time. Practice known words regularly.
- Get children to point out known words in the stories of My Reading Record and other texts.
- Download the Wonder Word Incentive Charts from: www.cathfamily.org/wonderwords and let your child place stickers on those words she/he mastered.

*Wonder Words are compiled from several sources.



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WONDER WORDS 100

Top 12 □ the \neg and \sqcap is □ that ⊓ of □ it □ he \Box a □ to □in □ you \sqcap was Super 20 □ had □ for \Box I □one □ by □ his □ have □on □ not □ this □ they □are □ but □ from □ with □ be

□or

□ some

Incredible 68

□ at

 \Box as

□an	□ has	□like	□ make
□we	□now	□each	□look
□go	□out	□their	□more
□my	□way	□time	□than
□no	□ may	□will	□ call
□SO	□day	□down	□part
□if	□use	□side	□other
□do	□how	□been	□about
□up	□who	□find	□which
□did	□any	□ many	□ there
□all	□new	□then	□would
□can	□were	□ them	□write
□she	□your	□come	□these
□see	□when	□ most	□thing
□him	□word	□over	□ could
□her	□ said	□know	□water
□two	□what	□long	□ first

WONDER WORDS 200

	\square how	\square into	□is	\square come	\square woman	□ zero
□ me	\square where	\square over	\square was	□ came	\square women	\square one
\square my	\square which	□ after	□ are	☐ think	□ place	☐ first
□ mine	\square why	\square down	\square were	\square thought	\square school	\square two
□ you	□ so	\square about	\square be	\square look	\square word	\square second
\square your	\square and	\square out	\square been	□ give	□ water	☐ three
\square yours	\square if	\square yes	\square has	\square gave	□ way	\square third
□ he	\square or	\square no	\square have	\square use	\square good	\square four
□ his	□ but	\square now	\square had	\square used	\square bad	\square fourth
□ him	□ yet	\square then	\square do	\square find	□ large	\square five
\square she	□ because	□ can	\square does	\square found	☐ little	\square six
□ her	\square even	\square could	\square did	□ tell	□ great	\square seven
□ it	\square as	□ will	\square say	\Box told	\square small	\square eight
□ its	\square to	\square would	\square says	\square ask	\square big	\square nine
\square we	\square not	\square only	\square said	\square time	\square old	\square ten
\square our	□ also	\square many	□ get	\square person	\square young	□ last
\square us	\square other	\square each	\square got	□ people	\square different	□ day
☐ they	\square than	\square any	\square go	\square way	□ same	\square week
☐ their	□ just	□ every	\square goes	\square thing	\square right	□ year
\square them	□ may	□ more	\square gone	\square man	□ high	\square yesterday
\square a	□ at	\square most	\square want	□ men	\square early	\square today
\square an	\square in	\square none	\square make	\square world	□ next	\square tomorrow
\square the	\square of	\square some	\square made	□ life	□ few	\square Monday
□ that	\square from	□all	\square know	\square hand	□ new	\square Tuesday
☐ this	\square by	□ here	\square knew	□ part	\square important	\square Wednesday
\square these	□ up	\square there	\square take	\square child	\square own	\square Thursday
\square who	\square with	\square am	\square took	□ children	\square other	□ Friday
\square what	\square on		□ see	□ eye	\square long	□ Saturday
\square when	\square for		\square saw		\square short	□ Sunday

