

40L Phonetic Sight Words Bookmarks, arranged by sound

1-1.



ā

a



ē

be
he
me
she
we
the

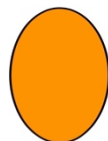


ī

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.



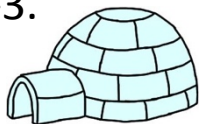
ě

yes
best
get
let
red
then
when
ten
went
them

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40L Phonetic Sight Words Bookmarks, arranged by sound

2-3.



ĩ

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

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2-4.



ö

got
hot
not
off
on
long
stop

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2-5.



ũ

run
cut
but
jump
just
must
much
up
us

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www.thephonicspage.org

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.



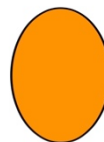
ī
i_e
igh

five
like
ride
time
white

light
right

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3-4.



ō
o_e
ow

grow
show
own
yellow
(yell-ow)



ōō
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.



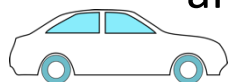
tell
well
help

will

full
pull

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6-1.



far
start
part



or
for



our
sour

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6-2.



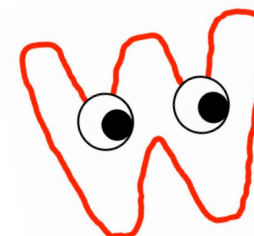
first
her
hurt
after (af-ter)
better (bet-ter)
under (un-der)
number
(num-ber)



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

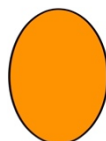
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10-3.



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

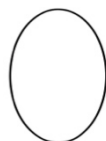


ī

i

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1-2.



ō

go
so
no



ī
y

my
try
why
by
fly

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2-1.



ă

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

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www.thephonicspage.org

2-1.



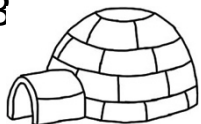
ě

yes
best
get
let
red
then
when
ten
went
them

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40L Phonetic Sight Words Bookmarks, arranged by sound

2-3

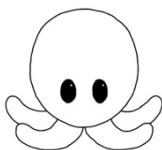


ĩ

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

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www.thephonicspage.org

2-4.



ö

got
hot
not
off
on
long
stop

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2-5.



ũ

run
cut
but
jump
just
must
much
up
us

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www.thephonicspage.org

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.

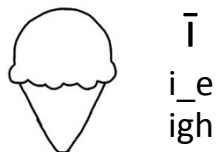


see
green
keep
sleep
three

eat
*read
clean
each

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3-3.

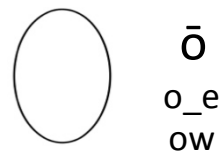


five
like
ride
time
white

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

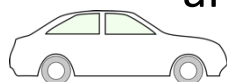
tell
well
help

will

full
pull

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6-1.



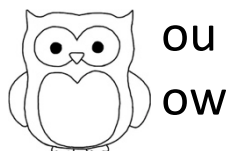
ar

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)

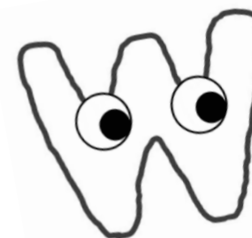


îr
eer
ere

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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www.thephonicspage.org

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.



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

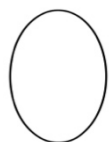
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10-3.



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."¹

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 2nd grade minority inner city children who had missed so much school that they had absolutely no guessing habits to overcome; they were sounding out 12th grade level passages in Webster's Speller after only 6 group tutoring sessions.

For more information about why, see 40L's sight word page.²

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 program³ 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.]

2. Sight Words, 40L, online at: <http://www.thephonicspage.org/On%20Reading/sightwords.html>.

3. Lists of good phonics programs can be found at NRRF, The Phonics Page, and Don Potter's websites.

<http://www.nrrf.org/resources/#featured-products>

<http://www.thephonicspage.org/On%20Reading/phonicsandsPELLI.html>

http://www.donpotter.net/education_pages/

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.⁴ 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.⁵

Notes:

4. 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.

5. Sound Charts, Online at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/40LChartsCombined.pdf>

Vowel Charts. Online at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/PL26VowelChart.pdf> The free online phonics lesson 26, also online at 40L’s thephonicspage.org explains these charts if you need additional explanation on how to use them.

6. Syllable Division Rules. Online at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/syllable%20division%20chart1.pdf> Additionally, a worksheet with syllable division practice using these rules can be found at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/syllable%20division%20exercises1.pdf> Students should draw a line between the syllables by following the syllable division rules and then sound out first each syllable and then the complete word. Syllables that end in a vowel are long, syllables that end in a consonant are short.

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, a syllable division chart with rules is linked below.⁶

-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.

Notes:

4. 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.

5. Vowel Charts. Online at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/PL26VowelChart.pdf> The free online phonics lesson 26, also online at 40L’s thephonicspage.org explains these charts if you need additional explanation on how to use them.

6. Syllable Division Rules. Online at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/syllable%20division%20chart1.pdf> Additionally, a worksheet with syllable division practice using these rules can be found at 40L at: <http://www.thephonicspage.org/On%20Reading/Resources/syllable%20division%20exercises1.pdf> Students should draw a line between the syllables by following the syllable division rules and then sound out first each syllable and then the complete word. Syllables that end in a vowel are long, syllables that end in a consonant are short.

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 2nd group have a special case of why they have the sound of short u.⁷ 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:

7. 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 12th grade level so they can sound out anything with 40L’s free Syllables Spell Success program, which teaches phonics to a 12th grade level:

<http://www.thephonicspage.org/On%20Reading/syllablesspellsu.html>

For an older child or adult, you can also use 40L’s free online phonics lessons in movie format online at:

<http://www.thephonicspage.org/Phonics%20Lsns/phonicslsnlinks.html>

There are also some resources for a younger children and informative videos for adults and older children on 40L’s YouTube channel at:

<https://www.youtube.com/user/IsobelElizabeth/featured>

For more information about 40L’s most popular phonics resources, see <http://www.thephonicspage.org/On%20Reading/ListOfResources.html> and for beginning students see:

<http://www.thephonicspage.org/On%20Reading/newstudents.html>

The syllable division rules are explained on 40L’s Multi-Syllable Phonics page,

<http://www.thephonicspage.org/On%20Reading/WellTaughtPhonicsStudent.html>

There are also additional phonics bookmarks available for your students:

<http://www.thephonicspage.org/On%20Reading/Resources/40LBookmarks.pdf>

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