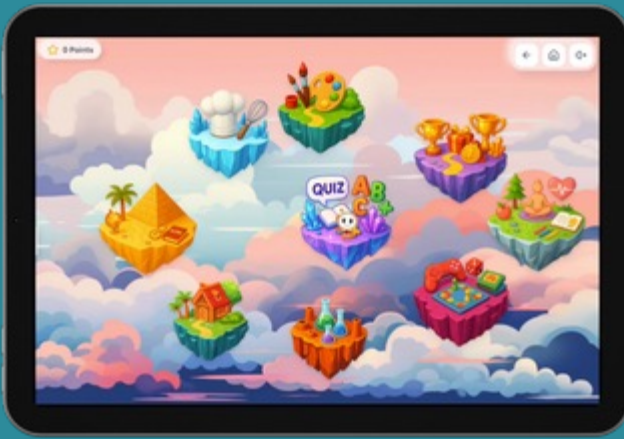


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Blending and Segmenting - Year 3

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BLEND IT!



Five smart moves



1.

Start on the left.



2.

Spot a known pattern.



3.

Stretch each sound.



4.

Blend a little more each time.



5.

Read the whole word.
Does it make sense?



sh



she



shell



SEGMENT IT!

Four smart moves

1.

Say the whole word.



2.

Clap the syllables



3.

Stretch and listen
for each sound.



4.

Write the graphemes.
Read it back.



sunflower

sun / flow / er

s / u / n | f / l / ow | er



SOUND STEPS



Blend to read. Segment to spell.

BLEND



Start left → spot a pattern → stretch → blend → check

sh + r + i + nk + ing = shrinking

SEGMENT



Say → clap syllables → stretch → write graphemes → read back

daybreak



day / break



d

/

ay

|

b

/

r

/

ea

/

k



If it does not make sense,
go back and try another sound.





WORD BUILDER WORKSHOP



Name: _____

Date: _____



Choose

Build

Blend

Check

BUILD THE WORD

--	--	--	--	--	--

SYLLABLE SCOOP

--

+

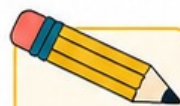
--

+

--

READ IT: _____

USE IT IN A SENTENCE:



CHECK IT

☐

sounds right

☐

looks right

☐

makes sense

Move your cards, blend from left to right, then record your word.



WORD BUILDER CARDS



Cut along the dashed lines. Combine cards to build, blend and segment words.

sh

ch

th

wh

ph

tion

ea

ee

ow

ou

oo

y

ai

ay

er

or

ing

ed

sun

flow

day

break

play

ground

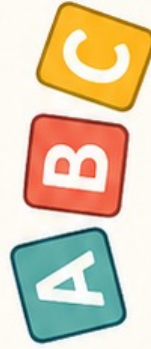
PREVIEW



SOUND PATH CHALLENGE



Follow the number path. Blend, segment and check your way to the finish.



- BLEND — Read the word.
- SEGMENT — Say every phoneme.
- SYLLABLES — Clap and split.
- CHECK — Use or explain the word.

SOUND PATH CHALLENGE



YOU NEED

Board, word cards, one counter per player and one die.



HOW TO PLAY

1. Shuffle and place the cards face down.
2. Roll and move along the numbered spaces.
3. Draw a card. Complete the action on your space.
4. If your partner agrees, stay. If not, move back one.
5. The first player to FINISH wins.

WORD CARDS

shell

chain

think

whale

phone

beach

sheep

crown

cloud

spoon

happy

daybreak

sunflower

playground

shrinking

PHONEME POSE CHALLENGE

Read a card. Say the word slowly. Make one pose for each phoneme. Your team checks the key.



ship

chair

think

whale

phone

beach

crown

cloud

spoon

happy

daybreak

shrinking

PHONEME POSE KEY

One pose for each sound. The letters below show the sound map.

1 ship

sh-i-p

3

7 crown

c-r-ow-n

4

2 chair

ch-air

2

8 cloud

c-l-ou-d

4

3 think

th-i-n-k

4

9 spoon

s-p-oon

4

4 whale

w-ai-l

2

10 happy

h-a-pp-y

4

5 phone

ph-o-ne

2

11 daybreak

d-ay-b-r-ea-k

6

6 beach

b-ea-ch

3

12 shrinking

sh-r-i-n-k-i-ng

7

TEAM SCORE MAT

Team: _____

Round 1

Round 2

Round 3

Round 4

Round 5

One point for an accurate sound map.



Name: _____

Date: _____



MAP THE SOUNDS — CORE



Say each word slowly. Write one grapheme in each sound box. A grapheme may use more than one letter.

1. ship

--	--	--

2. chair

--	--

3. think

--	--	--	--

4. whale

--	--	--

5. phone

--	--	--

6. beach

--	--	--

WORD IN CONTEXT

Choose one word. Write a sentence that shows its meaning.

Name: _____

ANSWERS

Date: _____



MAP THE SOUNDS – CORE



Say each word slowly. Write one grapheme in each sound box. A grapheme may use more than one letter.

1. ship

sh

i

p

2. chair

ch

air

3. think

th

i

n

k

4. whale

wh

ale

l

5. phone

ph

o_e

n

6. beach

b

ea

ch

WORD IN CONTEXT

Choose one word. Write a sentence that shows its meaning.

The whale swam beside the ship.

Name: _____

Date: _____



MAP THE SOUNDS — EXTENSION



Say each word. Write its syllables in the boxes.
Then show the graphemes on the sound-map line.

1. daybreak

SYLLABLES

--	--

SOUND MAP _____

2. sunflower

SYLLABLES

--	--	--

SOUND MAP _____

3. playground

SYLLABLES

--	--

SOUND MAP _____

4. slinking

SYLLABLES

--	--

SOUND MAP _____

5. toothbrush

SYLLABLES

--	--

SOUND MAP _____

REFLECT

Which word was hardest to segment? Why?

Name: **ANSWERS**

Date: _____



MAP THE SOUNDS — EXTENSION



Say each word. Write its syllables in the boxes.
Then show the graphemes on the sound-map line.

1. daybreak

SYLLABLES

day

break

SOUND MAP d-ay | b-r-ea-k

2. sunflower

SYLLABLES

sun

flow

SOUND MAP s-u-n | f-l-ow | er

3. playground

SYLLABLES

play

ground

SOUND MAP p-l-a-y | g-r-ou-n-d

4. shrink

SYLLABLES

shrink

ing

SOUND MAP sh-r-i-n-k | i-ng

5. toothbrush

SYLLABLES

tooth

brush

SOUND MAP t-oo-th | b-r-u-sh

REFLECT

Which word was hardest to segment? Why?

Answers will vary.

Name: _____

Date: _____

Read each word. Say the sound made by ch. Sort it into the matching column.

SOUND SORT LAB – CONSONANTS



WORD BANK

chair	school	chef	lunch
chorus	machine	chicken	ache
brochure	teacher	character	parachute

ch as in chair	ch as in school	ch as in chef
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Challenge: Circle one word in each column and use it in an oral sentence.

Name: **ANSWERS**

Date: _____

Read each word. Say the sound made by ch. Sort it into the matching column.

SOUND SORT LAB – CONSONANTS



WORD BANK

chair	school	chef	lunch
chorus	machine	chicken	ache
brochure	teacher	character	parachute

ch as in chair	ch as in school	ch as in chef
chair	school	chef
lunch	chorus	machine
chicken	ache	brochure
teacher	character	parachute

Challenge: Circle one word in each column and use it in an oral sentence.

Name: _____

Date: _____

SOUND SORT LAB – VOWELS

Read each word. Listen to the vowel sound. Sort it into the matching group.

WORD BANK

crown	grow	spoon	book
flower	window	school	foot
shower	yellow	tooth	gold
town	below	room	we



ow as in cow



ow as in snow



oo as in moon



oo as in book

Check: Read each group aloud. Do the vowel sounds match?

Name: _____

ANSWERS

Date: _____

SOUND SORT LAB – VOWELS

Read each word. Listen to the vowel sound. Sort it into the matching group.

WORD BANK

crown	grow	spoon	book
flower	window	school	foot
shower	yellow	tooth	good
town	below	room	wool

**ow as in cow**

crown

flower

shower

town

**ow as in snow**

grow

window

yellow

below

**oo as in moon**

spoon

school

tooth

room

**oo as in book**

book

foot

good

wool

Check: Read each group aloud. Do the vowel sounds match?

Name: _____

Date: _____

Blend both choices. Circle the word that makes sense. Reread the whole sentence.



A. CHOOSE AND CHECK

1. The **whale** / **while** swam beside the boat.

2. We ate lunch on the **beach** / **beech**.

3. The class **cheered** / **chaired** for the team.

4. Please **close** / **chose** the window.

5. The **flower** / **flour** ripened in the sun.

6. Maya **looked** / **thought** the telescope.

B. SPOT AND FIX

One word in each sentence does not make sense. Write the correct word.

1. Mia used a brash to clean her shoes.

Correct word: _____

2. The bird flew throw the clouds.

Correct word: _____

CHECK YOUR READING

☐ sounds right

☐ looks right

☐ makes sense

Name: **ANSWERS**

Date: _____

Blend both choices. Circle the word that makes sense. Reread the whole sentence.



A. CHOOSE AND CHECK

1. The **whale** / while swam beside the boat.

2. We ate lunch on the **beach** / beech .

3. The class **cheered** / chaired for the team.

4. Please **close** / chose the window.

5. The **flower** / flour opened in the sun.

6. Maya looked **through** / thought the telescope.

B. SPOT AND FIX

One word in each sentence does not make sense. Write the correct word.

1. Mia used a brash to clean her shoes.

Correct word: **brush**

2. The bird flew throw the clouds.

Correct word: **through**

CHECK YOUR READING



sounds right



looks right



makes sense

Name: _____

Date: _____



MULTISYLLABIC WORD LAB

word → part

Clap the syllables. Choose word parts, build the word, then blend and write it.

WORD PARTS

ground

day

flow

tooth

er

play

break

sun

shrink

brush

ing

1. morning light begins

SYLLABLES

WHOLE WORD

2. a place to play

SYLLABLES

WHOLE WORD

3. a tool for cleaning teeth

SYLLABLES

WHOLE WORD

4. getting smaller

SYLLABLES

WHOLE WORD

5. a tall yellow-flowered plant

SYLLABLES

WHOLE WORD

USE THE WORD

Choose one built word. Mark its syllables with a vertical line, then use it in a sentence.

Name: **ANSWERS**

Date: _____



MULTISYLLABIC WORD LAB

word → part

Clap the syllables. Choose word parts, build the word, then blend and write it.

WORD PARTS

ground

day

flow

tooth

er

play

break

sun

shrink

brush

ing

1. morning light begins

SYLLABLES

day

break

WHOLE WORD

daybreak

2. a place to play

SYLLABLES

play

ground

WHOLE WORD

playground

3. a tool for cleaning teeth

SYLLABLES

tooth

brush

WHOLE WORD

toothbrush

4. getting smaller

SYLLABLES

shrink

ing

WHOLE WORD

shrinking

5. a tall yellow-flowered plant

SYLLABLES

sun

flow

er

WHOLE WORD

sunflower

USE THE WORD

Choose one built word. Mark its syllables with a vertical line, then use it in a sentence.

play | ground

The children ran across the playground.

Name: _____

Date: _____

Spot the pattern. Blend each word. Read bottom to top, then read the ladder again smoothly.

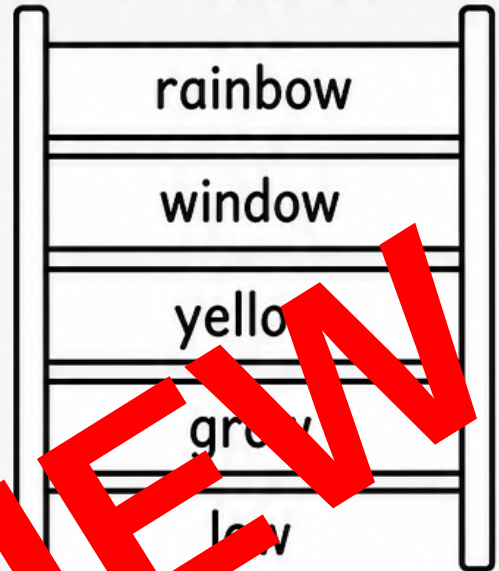
 SPOT →  STRETCH →  BLEND →  REREAD

ea LADDER



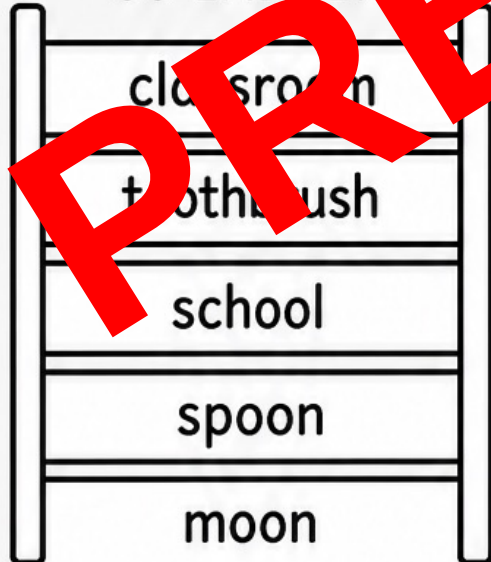
Try 1 ☐ Try 2 ☐ Try 3 ☐

ow LADDER



Try 1 ☐ Try 2 ☐ Try 3 ☐

oo LADDER



Try 1 ☐ Try 2 ☐ Try 3 ☐

y LADDER



Try 1 ☐ Try 2 ☐ Try 3 ☐

PHRASE FINISH

The teacher watched the rainbow.

☐	☐	☐
--------------------------	--------------------------	--------------------------

A happy class read smoothly.

☐	☐	☐
--------------------------	--------------------------	--------------------------

FLUENCY LADDERS — EXTENSION

Name: _____

Date: _____



Blend carefully on the first read. Build accuracy, then reread with a smooth voice.



BLEND LADDER

stretch
splash
spring
shrimp
shrink

Accurate ☐ Smooth ☐ Expression ☐

ENDING LADDER

quickly
singing
helped
winded
jumped

Accurate ☐ Smooth ☐ Expression ☐

SYLLABLE LADDER

sunflower
toothbrush
classroom
playground
daybreak

Accurate ☐ Smooth ☐ Expression ☐

PHRASE LADDER

the cheerful teacher
shrinking quickly
through the clouds
a yellow flower
a bright day

Accurate ☐ Smooth ☐ Expression ☐

FLUENCY REFLECTION

My smoothest ladder was: _____

I improved by: _____

Name: _____

Date: _____

WORD DETECTIVE ASSESSMENT – PAGE 1

Blend accurately, use word patterns and check meaning.

**A. BLEND THE CHUNKS**

Score: ____ / 5

Blend the grapheme chunks. Write the whole word.

1. sh | e | ll = _____

2. ch | air = _____

3. th | i | n | k = _____

4. b | ea | ch = _____

5. c | l | ou | d = _____

B. READ FOR MEANING

Score: ____ / 4

Circle the word that completes each sentence.

1. The (whale / while) was beside the boat.

whale

/

while

2. The (flower / flour) bloomed in the sun.

flower

/

flour

3. We walked (through / thought) the gate.

through

/

thought

4. Please (close / chose) the window.

close

/

chose

C. KNOW THE ch SOUND

Score: ____ / 3

Circle the word with the named ch sound.

1. /ch/ as in chair:

chef

|

chicken

|

school

2. /k/ as in school:

chair

|

chorus

|

machine

3. /sh/ as in chef:

teacher

|

chef

|

ache

PAGE 1 TOTAL: ____ / 12

Name: **ANSWERS**

Date: _____

WORD DETECTIVE ASSESSMENT – PAGE 1

Blend accurately, use word patterns and check meaning.

**A. BLEND THE CHUNKS**Score: **5** / 5

Blend the grapheme chunks. Write the whole word.

1. sh | e | ll = **shell**
2. ch | air = **chair**
3. th | i | n | k = **think**
4. b | ea | ch = **beach**
5. c | l | ou | d = **cloud**

B. READ FOR MEANINGScore: **4** / 4

Circle the word that completes each sentence.

1. The (whale / while) was beside the boat.

☒ whale / ☐ while

2. The (flower / flour) opened in the sun.

☒ flower / ☐ flour

3. We (through / thought) the gate.

☒ through / ☐ thought

4. Please (close / chose) the window.

☒ close / ☐ chose**C. KNOW THE ch SOUND**Score: **3** / 3

Circle the word with the named ch sound.

1. /ch/ as in chair:

☐ chef | ☒ chicken | ☐ school

2. /k/ as in school:

☐ chair | ☒ chorus | ☐ machine

3. /sh/ as in chef:

☐ teacher | ☒ chef | ☐ ache**PAGE 1 TOTAL: 12 / 12**

WORD DETECTIVE ASSESSMENT — PAGE 2



Name: _____ Date: _____

Segment syllables, spell words and self-correct.

D. SPLIT THE SYLLABLES

Score: ____ / 4

Write one syllable in each box.

1. daybreak

--	--

2. sunflower

--	--	--

3. shrinking

--	--

4. toothbrush

--	--

E. SPELL FROM THE CLUE

Score: ____ / 3

Write the word that matches each clue.

1. a place to play = _____

2. the first light of morning = _____

3. a tall yellow flower plant = _____

F. SELF-CORRECT

Score: ____ / 3

One word does not make sense. Write the correct word.

1. Mia used a brash to clean her shoes.

Correct word: _____

2. We ate lunch on the beech.

Correct word: _____

3. The bird flew throw the clouds.

Correct word: _____

G. EXPLAIN YOUR STRATEGY

Score: ____ / 2

When a word does not make sense, what can a reader do?

PAGE 2 TOTAL: ____ / 12

ASSESSMENT TOTAL: ____ / 24

WORD DETECTIVE ASSESSMENT — PAGE 2

Name: ANSWERS Date: _____



Segment syllables, spell words and self-correct.

D. SPLIT THE SYLLABLES

Score: 4 / 4

Write one syllable in each box.

1. daybreak

day

break

2. sunflower

sun

flow

er

3. shrinking

shrink

ing

4. toothbrush

tooth

brush

E. SPELL FROM THE CLUE

Score: 3 / 3

Write the word that matches each clue.

1. a place to play = playground

2. the first light of morning = daybreak

3. a tall yellow flower plant = sunflower

F. SELF-CORRECT

Score: 3 / 3

One word does not make sense. Write the correct word.

1. Mia used a brash to clean her shoes.

Correct word: brush

2. We ate lunch on the beech.

Correct word: beach

3. The bird flew throw the clouds.

Correct word: through

G. EXPLAIN YOUR STRATEGY

Score: 2 / 2

When a word does not make sense, what can a reader do?

– Reread, check the sounds, try another pronunciation. _____

PAGE 2 TOTAL: 12 / 12

ASSESSMENT TOTAL: 24 / 24

BLENDING AND SEGMENTING — YEAR 3 RUBRIC



Student: _____

Date: _____

Teacher: _____

Overall: ____ / 25

CRITERION	1 BEGINNING	2 ACHIEVING	3 ACHIEVING	4 CONFIDENT	5 EXCEEDING
BLENDING	☐ Needs step-by-step support.	☐ Blends simple words with support.	☐ Blends taught patterns accurately.	☐ Blends complex patterns smoothly.	☐ Applies blending in new words.
SEGMENTING	☐ Hears some sounds with support.	☐ Segments simple words; notices patterns.	☐ Records taught graphemes accurately.	☐ Segments complex words accurately.	☐ Explains alternate grapheme choices.
SYLLABLES	☐ Needs help hearing syllables.	☐ Splits familiar two-syllable words.	☐ Rebuilds two-syllable words.	☐ Uses syllables to decode and spell.	☐ Transfers the strategy to new words.
MEANING CHECK	☐ Rarely notices meaning errors.	☐ Notices errors with prompts.	☐ Checks for meaning and self-corrects.	☐ Checks sounds, grammar and meaning.	☐ Explains self-correction choices.
FLUENCY	☐ Reads word by word with support.	☐ Accuracy improves; pace is uneven.	☐ Rereads accurately and smoothly.	☐ Uses fluent phrasing and expression.	☐ Maintains fluency in new text.

Teacher note: _____

Blending and Segmenting Year 3



Learning Intention



We are learning to blend graphemes to read words
and segment spoken words to spell them.

I can

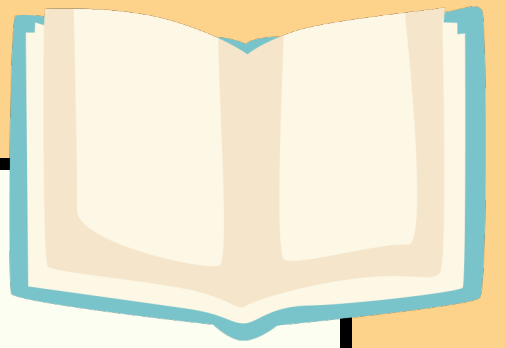
• spot familiar letter patterns

• work out syllables in longer words

• reread and self-correct when meaning breaks



Two Ways Sounds Help Us



Blending joins sounds so we can read.
Segmenting separates sounds so we can spell.
Readers and writers use both strategies together.





Three Useful Ideas

A phoneme is one sound we hear.

A grapheme is a letter or letter group that writes a sound.

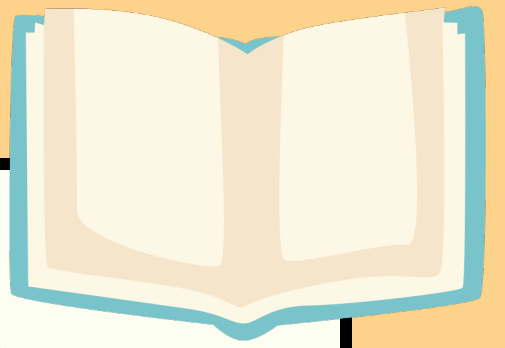
A syllable is a beat in a word.

ship: 2 phonemes • sh | i | p

sunflower: 3 syllables • sun | flow | er



What Is Blending?



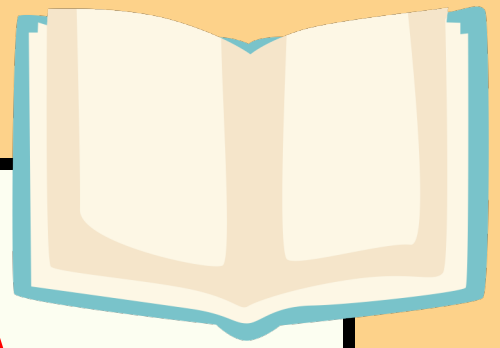
Blending means joining sounds from left to right.

cl + i + p = ship

Keep the sounds close together until the word is clear.



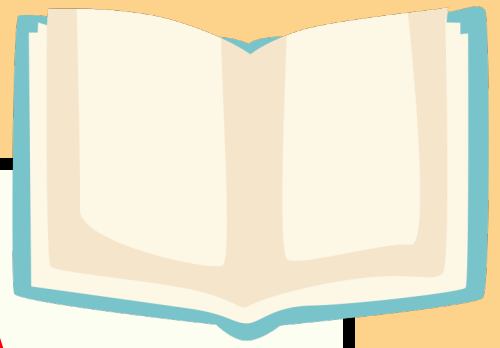
Five Smart Blending Moves



1. Start on the left.
2. Start a new pattern.
3. Stretch each sound.
4. Blend a little more each time.
5. Read the whole word. Does it make sense?



Successive Blending: shell



Begin with the first chunk and keep adding:

sh → she → shell

Now read the whole word smoothly: shell



One Grapheme, Different Sounds



The grapheme ch can represent different sounds.

cheese → /tʃ/

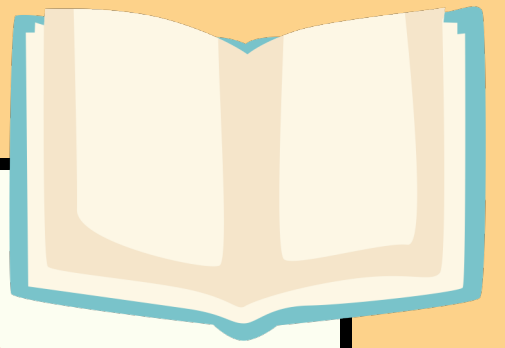
school → /tʃ/

chef → /ʃ/

Use the word and sentence meaning to choose.



Vowel Patterns Can Change



ea: beach / stea

ow: crown / grow

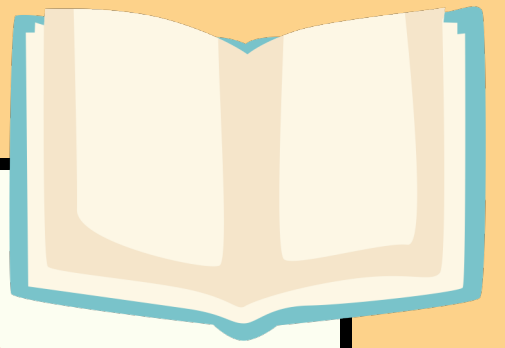
oo: spoon / book

y: nappy / mystery

Blend them and check which pronunciation makes sense.



What Is Segmenting?

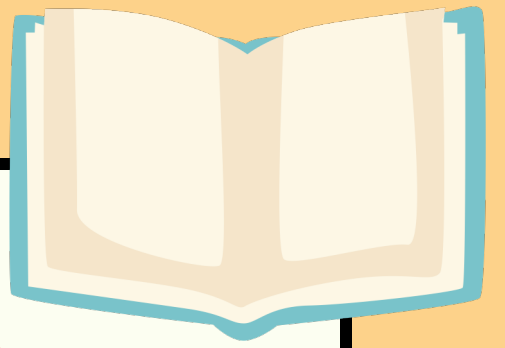


Segmenting means stretching a spoken word
and separating every phoneme so we can spell it.

Try it — listen and clap the sounds → read it back



Segmenting: feather



Say the whole word: feather

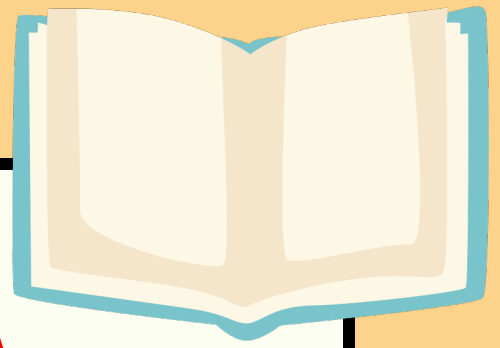
Clap the syllables: feath | er

Map the graphemes: f | ea | th | er

Read the whole word back.



Syllables First

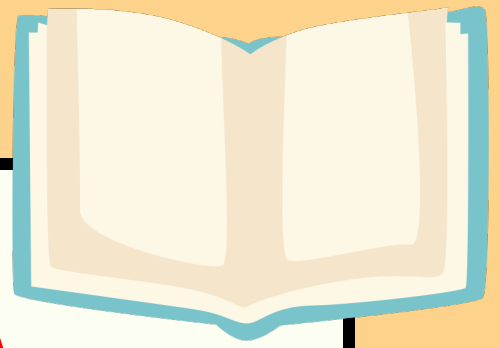


Long words feel easier when we hear their parts.

1. Clap the syllables.
2. Write with one syllable at a time.
3. Blend the parts into the whole word.
4. Reread for meaning.



Guided Example: sunflower



Clap: sun | low | flower

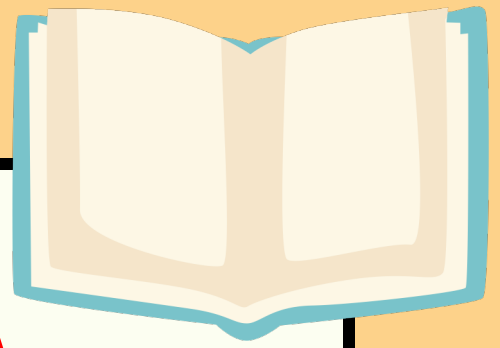
Segment: s | u | n | | o | w | e | r

Blend: sun flow + er → sunflower

Is the sunflower turned towards the sun.



Read for Meaning



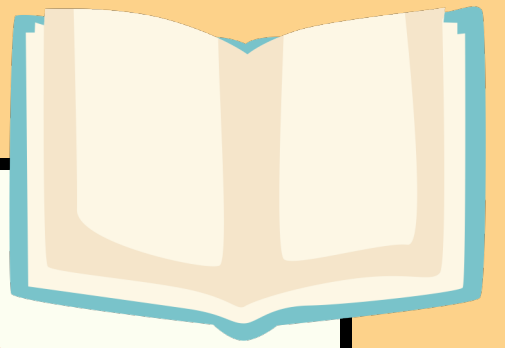
If a word does not make sense:

- sound and re-read
- check the picture clues
- try another sound
- use the sentence meaning

Accurate readers self-correct.



Guided Blending Practice



Blend from left to right, then say the whole word:

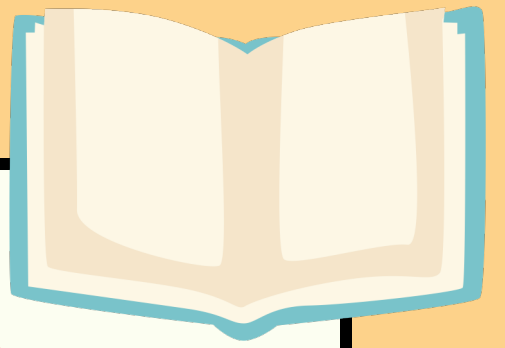
s + r + i + nk + ing → shrinking

d + ay + b + re + ak + k → daybreak

w + i + n + d + ow → window



Guided Segmenting Practice



Say, clap and map the graphemes in the word:

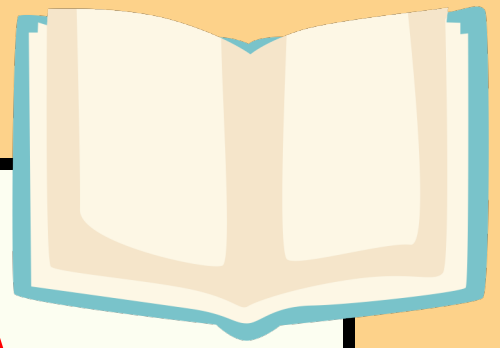
feather → f | a | t | h | e | r

brother → b | r | o | t | h | e | r

sunset → s | u | n | s | e | t



Review and Exit Check



Tell a partner

1. What does blending help us do?
2. What does segmenting help us do?
3. How can chunking help with long words?
4. What should you do when a word does not make sense?





Well Done!

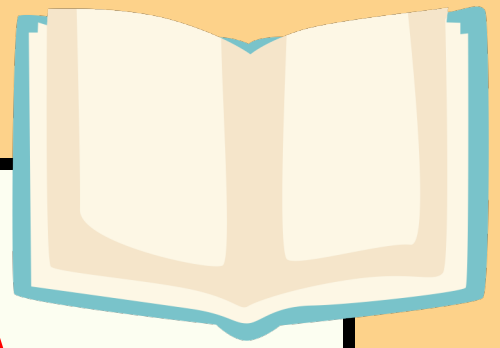


PREVIEW

Blending and Segmenting Year 3 Quiz



Question 1 • True or False

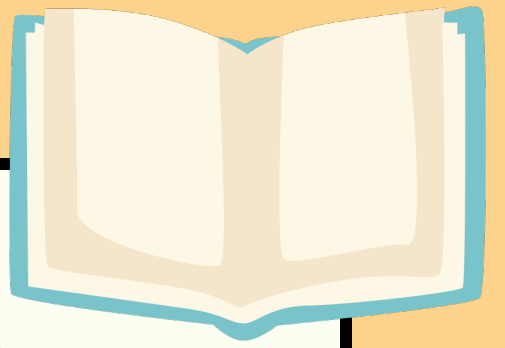


Blending joins individual sounds so we can read a word.

TRUE or FALSE?



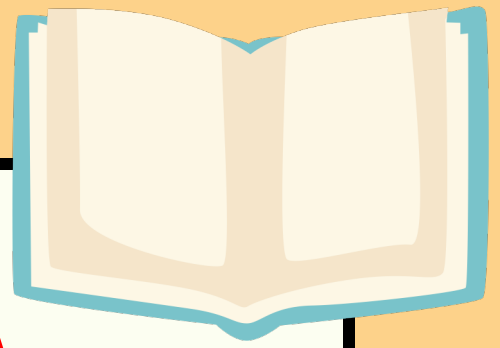
Answer 1



Blending joins sounds from left to right to read the whole word.



Question 2 · Multiple Choice



Which word uses ch to represent /k/?

A. chicken

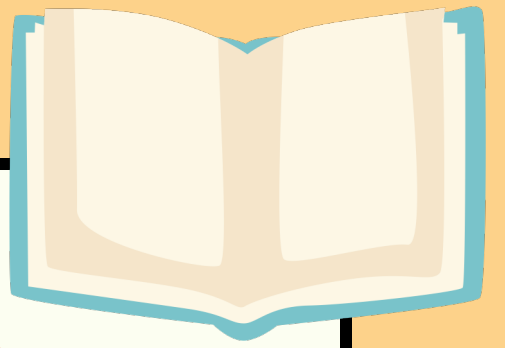
B. chef

C. school

D. beach



Answer 2



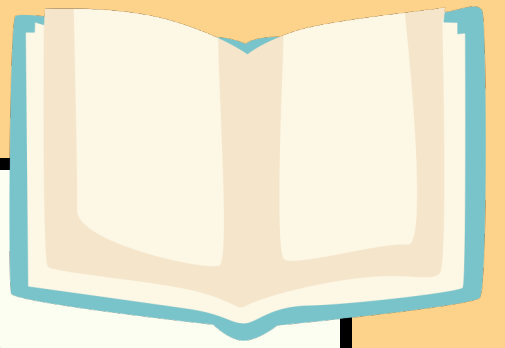
PREVIEW

cho

In school, n represents /k/.



Question 3 · Short Answer

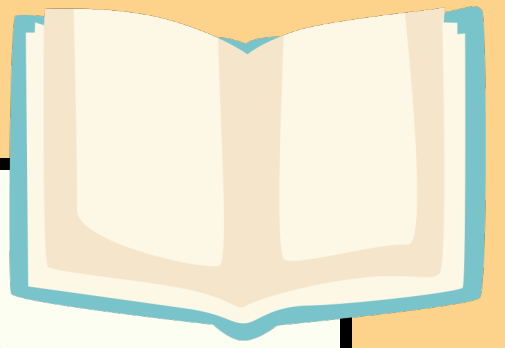


Split *uns* into syllables.

Write the syllables with a line between them.



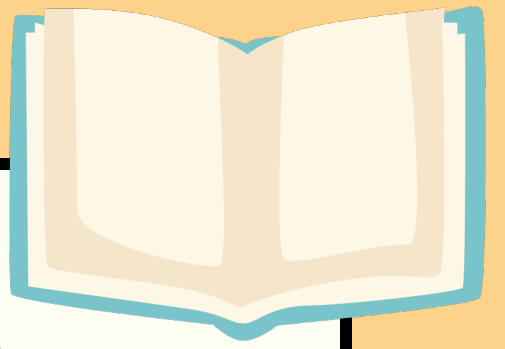
Answer 3



The word has two syllables.



Question 4 · Multiple Choice

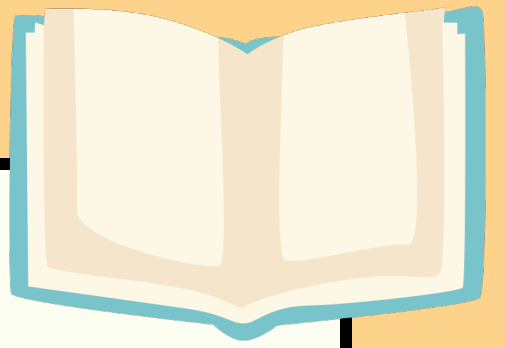


In which word does ea represent the long-a sound?

- A. beach
- B. teacher
- C. dream
- D. steak



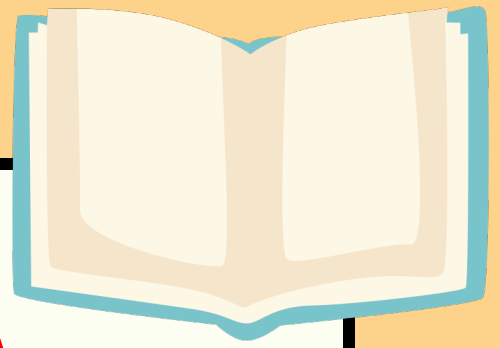
Answer 4



...sted
...ak, ... represents the long-a sound.



Question 5 • True or False

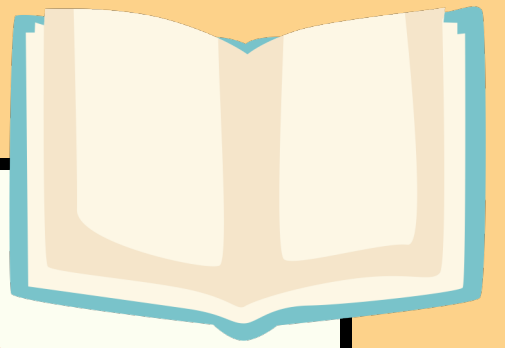


Segmenting is mostly a reading strategy.

TRUE or FALSE?



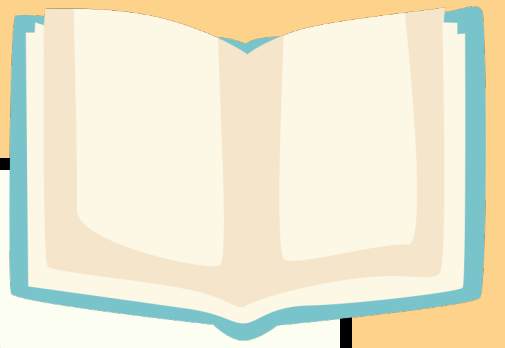
Answer 5



Segmenting separates a spoken word into sounds so we
can spell it.



Question 6 · Short Answer



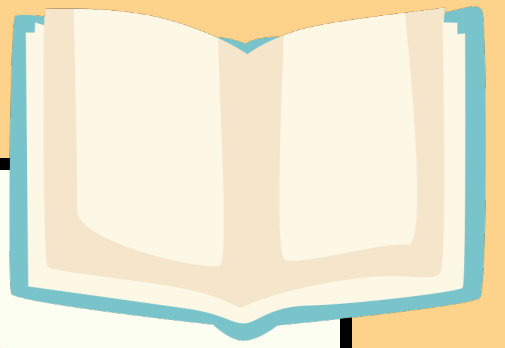
Blend these sounds:

sh + r + i + n + g

What word do they make?



Answer 6

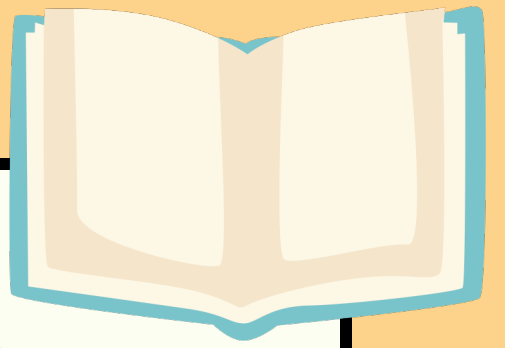


shrink

sh + i + n + k + i + n + g → shrinking



Question 7 · Multiple Choice



Which word has two syllables?

A. school

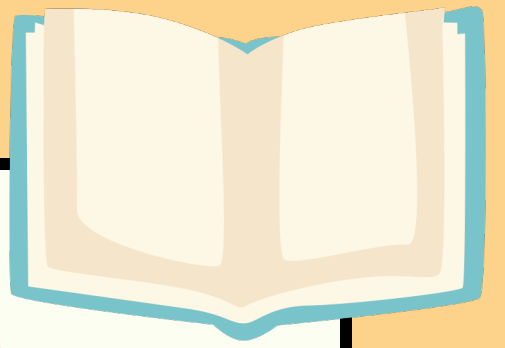
B. window

C. sunflower

D. school



Answer 7



B. indow

window has two syllables.



Question 8 · Multiple Choice

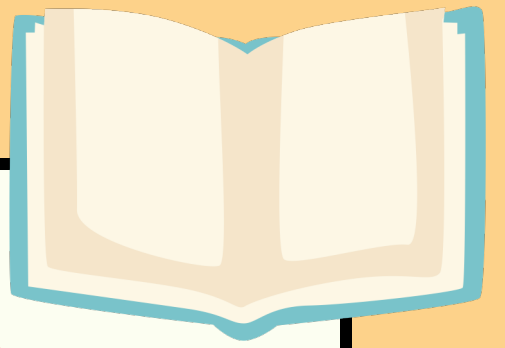


A word does not make sense in the sentence. What should you do first?

- A. Skip the sentence
- B. Guess from the picture
- C. Reread and check the graphemes
- D. Keep the wrong word



Answer 8

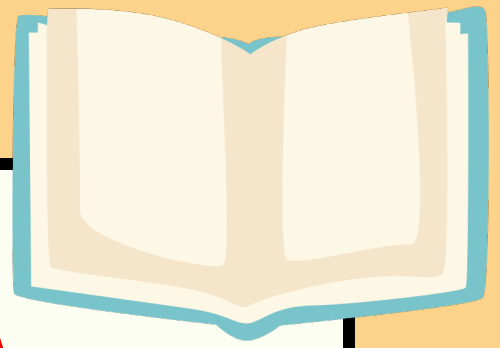


C. Reread and check the graphemes

Then try another pronunciation and check the sentence
meaning.



Question 9 · Short Answer

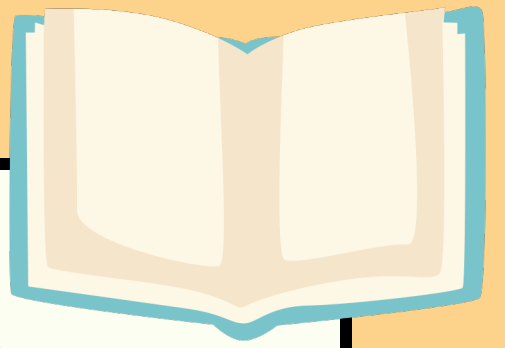


Segment features in graphemes.

Use a line between each sound chunk.



Answer 9

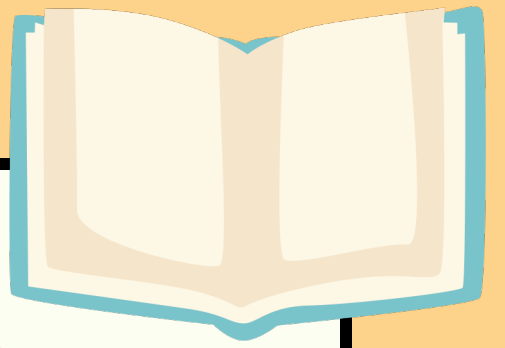


feather

word back: feather.



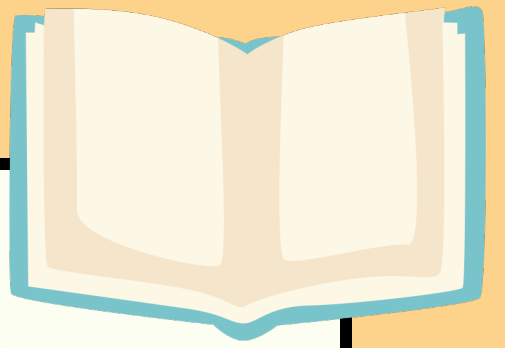
Question 10 • True or False



The grapheme ch has the same sound in machine and chicken.

TRUE or FALSE?





Answer 10

PREVIEW

...ELSE
...ch/ uses /n/; chicken uses /ch/.





Well Done!



PREVIEW