

Step 10: Sight Words and High-Frequency Words

After your child is comfortable with Steps 1-9, continue to introduce and teach sight words and high-frequency words. Some of the sight words will follow the patterns and rules discussed in Steps 1-8, but some will not. These words have to be memorized for your child to become an effective reader. The first “sight words” list was created by Dr. Edward William Dolch and was developed in the 1930s-40s. Dr. Edward Frey expanded the list to the most common 1,000 words in the 1950s (and updated it in 1980). Modern scholars have sought to revise this list from time to time and have begun to refer to certain word lists as “high-frequency” words. Here are the 148 words found most useful by the 1000 Books Foundation:

a	from	must	them
about	funny	my	then
after	get	new	there
all	go	no	these
am	good	not	they
an	had	now	this
and	has	of	three
any	have	off	time
are	he	on	to
as	help	once	too
at	her	one	two
ate	here	only	under
away	him	or	up
be	his	other	use
been	how	our	very
big	I	out	want
black	if	over	was
blue	in	people	water
brown	into	play	way
but	is	please	we
by	it	pretty	well
called	its	ran	went
came	jump	red	were
can	just	ride	what
come	know	run	when
could	like	said	where
did	little	saw	which
do	long	say	white
does	look	see	who
done	love	she	will
down	made	so	with
each	make	some	words
eat	many	soon	would
find	may	than	yellow
first	me	that	yes
for	more	the	you
four	most	their	your

Download the free 1000 Books Before Kindergarten Names & Words apps:

<https://apps.apple.com/us/app/1000-books-names-words/id1455778610>

<https://play.google.com/store/apps/details?id=com.booksbeforekindergarten.word>

Tips for Learning Sight/High Frequency Words

Throughout our course, we have stressed the importance of practicing. We stress key concepts so that your child can become a comfortable reader through decoding. Unfortunately, some high frequency words do not follow any of the decoding methods. The key to learning high frequency words is still practice.

Nevertheless, here are some additional rules that will help your child learn some of the high frequency words:

1. ***A vowel by itself has a long sound (says its name): Examples: A, I***
2. ***“e” at the end of a short word (one syllable) is usually long (says its name). Examples: be, he, me, she, we***
3. ***“o” at the end of a short word (one syllable) is usually long (says its name). Examples: no, go, so***

Five Steps to Learn Sight/High Frequency Words

1. Show your child how to write each word on an index card. Say each letter as you write it down.
2. Have your child write or trace each word themselves on a separate index card or piece of paper.
3. Use the word in two or three sentences to help give your child some context.
4. Spell and repeat the word throughout the day.
5. Learn 2-3 words per day.