

Readiwriter

Spelling

Series

B

Only one me



PEG Spelling
Team Series
Authors

Teacher Book

Only one me

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Series B – Word/rule grid – Only one me

Week	Core Words	Theme Words	Word Building	Rule / Phoneme
Unit 1	a, I, am, boy, girl, can	me, win, only, group, love, face	ship, shut, dish, wish, rash, sheep	sh words
Unit 2	is, the, at, cat, see, big	us, mad, skin, feel, hate, eyes	chop, chin, much, branch, rich, match	ch words
Unit 3	it, by, as, play, like, try	my, fat, hair, tall, belong, short	three, think, thin, bath, path, thankyou	th words
Unit 4	to, he, she, up, mum, dad	we, pal, thin, teeth, male, female	best, most, west, storm, stink, string	st words
Unit 5 Revision				sh, ch, th, st words

Series B – Outcomes – Only one me

Region	Outcomes
NSW	<p>Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.</p> <ul style="list-style-type: none"> • Isolates and writes the initial, medial and final sound of a word. • Exchanges one letter in a written word with a different letter to make a new word. • Segments words into individual sounds and forms letters that relate to that sound.
VIC	<ul style="list-style-type: none"> • VELS Level 2 - Students accurately spell frequently used words and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.
QLD	<p>Essential Learnings:</p> <ul style="list-style-type: none"> • Common spelling patterns of monosyllabic words, two-syllable words and high frequency words, are used to spell familiar and unfamiliar words.
SA	<p>Key Idea: Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.</p> <p>This includes such learning as:</p> <ul style="list-style-type: none"> • Using a variety of sources for the correct spelling of words. • 1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. <p>Examples of evidence include that the child:</p> <ul style="list-style-type: none"> • Spells familiar words (e.g. uses environmental print, word lists, classroom texts as resources).
TAS	<ul style="list-style-type: none"> • Orally segment words into onset and rime. realise that letters might be pronounced in different ways. • Spell some frequently used words and build words where rime has same spelling pattern such as w-ent, s-ent, b-ent. • Use a word wall to find correct spelling of familiar words. • Recognise and use digraphs and initial consonant blends. • Spell some frequently used words, some words of one syllable and explore onset and rime. • Build word families. (e.g. play, plays, played, playing)
WA	<ul style="list-style-type: none"> • A common representation for each of the 44 phonemes in English in order to represent words in a plausible way in writing (e.g. word families linked to common rimes) and learn high frequency words to use in writing simple sentences (e.g. I, the, he, she, is). • Initial two letter blends (e.g. dr, bl, st, tw, sk) final two letter blends (e.g. nt, ft, sk, mp) and digraphs (e.g. ch, sh, th) to develop fluent segmenting of words when writing. • Strategies to spell words that include using phonic knowledge and referring to resources around the room. • Strategies to learn spelling including Look, Say, Cover, Visualise, Write, Check.

Series B – Outcomes – Only one me

Region	Outcomes
NT	<p>Band 1</p> <ul style="list-style-type: none"> • Recognised words including one syllable words with common spelling patterns. (e.g. ing, ed, sh) • Initial digraphs (blends). (e.g. pr, tr, fr) • Initial and final digraphs. (e.g. st, ch, sh, th) • Vowel digraphs. (e.g. ea, ue, long e) • Some two syllable words with common spelling patterns. (e.g. compound words) • Use antonyms. (e.g. hot/cold, sad/happy) • Homophones. (e.g. see/sea, by/buy) • Spell the plural of common, regular nouns. (e.g. horse > horses, story > stories, box > boxes) • Highlight words for emphasis. (e.g. HUGE)
ACT	<ul style="list-style-type: none"> • 10.EC.12 Use Spelling strategies of hearing and analysing the sounds in spoken words (phonemic awareness) and representing them with appropriate letters and letter clusters, finding similarities with known words and using meaning patterns to spell accurately high-frequency words and words of two syllables with common spelling patterns. • 10.EC.13 Use accessible resources to check the spelling of unknown words.
NZ	<p>Use language features, showing some recognition of their effects.</p> <p>Indicator:</p> <ul style="list-style-type: none"> • Spells some high frequency words correctly and begins to use some common spelling patterns.

Outcome: Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

1. Spelling Test

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____

2. Dictation

- 1 _____
- 2 _____
- 3 _____

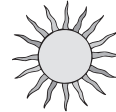
3. Write the end sound.



ca_



pe_



su_



po_



han_



wes_



bo_



du_



cho_



mu_

4. Change one letter to match.



chip_____



cat_____



shop_____



deck_____



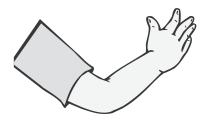
tall_____



best_____



rang_____

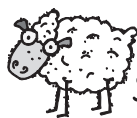


are_____

5. Write 3 more words with the same blend.



ch



sh

th



ck



Indicators:

Indicators:	Activity	
Builds word families.	5	
Exchanges one letter in a written word with a different letter to make a new word.	4	
Isolates and writes the initial, medial and final sound of a word.	3	
Writes words using blends, letter combinations and long vowel sounds.	1, 2	

Series B – Assessment 1

Outcome: Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

1. Spelling Test

1. it	Put it over there.	it
2. we	We went on holidays to the beach.	we
3. and	Mum and Dad were watching us play football.	and
4. mum	My mum is beautiful.	mum
5. my	This is my book.	my
6. west	Bourke is in the west of the state of New South Wales.	west
7. rich	Some people are very rich with lots of money.	rich
8. twig	The twig made a loud noise when I trod on it.	twig
9. of	Half of six is three.	of
10. girl	That girl has a pretty dress on.	girl
11. ripe	You should eat fruit when it is ripe.	ripe
12. stuck	We stuck the clowns nose onto the head with glue.	stuck
13. love	I love my family.	love
14. you	Did you clean up your room?	you
15. drift	The boat started to drift away from the shore.	drift
16. with	Bring your pencils with you to the library.	with
17. garden	The flowers were blooming in the garden in spring.	garden
18. thank you	Always say thank you when someone gives you something.	thank you

2. Dictation

1. My dad is big.
2. I can plant a seed.
3. We made a light for the garden.

3. Write the end sound: cat, peg, sun, pot, hand, west, boy, duck, chop, mum

4. Change one letter to match the picture: chop, car, ship, duck, tail, nest, ring, arm

5. Write 3 or more words with the same blend:

ch—match, hatch, catch, cheese, china

sh—sheep, ship, shop, shoe, wish

th—bath, there, this, those, with

ck—truck, muck, duck, cluck, luck