

Readiwriter

Spelling

Series

B

Transport



PEG Spelling
Team Series
Authors

Teacher Book

Transport

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Series B – Word/rule grid – Transport

Week	Core Words	Theme Words	Word Building	Rule / Phoneme
Unit 1	bed, bit, den, sad, flag, pink, draw, cold, cry	jet, yacht, bike, sea, boat, wheels, plane, passenger	flew, float, floor, flea, flat, glass, glint, glee, gloss	fl, gl words
Unit 2	big, bug, hat, but, baby, ball, white, right, jump	bus, trip, ride, train, road, tunnel, place, crossing, bicycle	wrote, write, wrist, wrong, wren, trick, trend, tries, true	wr, tr words
Unit 3	box, not, ham, fish, away, boot, black, such, name	van, ute, race, rail, steer, bridge, speed, belt, distance	skit, ski, skewer, sky, plan, platter, plea, please, plus	sk, pl words
Unit 4	bun, bee, jam, pan, hen, who, bird, orange, front	land, tram, drive, air, toll, canoe, airport, traffic, transport	slug, slime, slow, slipper, slot, brat, brow, brew, brought	sl, br words
Unit 5 Revision				fl, gl, wr, tr, sk, pl, sl, br words

Series B – Outcomes – Transport

Region	Outcomes
NSW	Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.
	<ul style="list-style-type: none"> Writes words using blends, letter combinations and long vowel sounds. Builds word families. Writes letters for double consonants, as in hopping.
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 – Transport

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 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____
- 25 _____
- 26 _____
- 27 _____

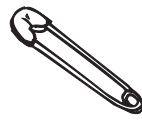
2. Dictation

- 1 _____
- 2 _____
- 3 _____

3. Write words that rhyme with the pictures.



ball



pin



hat

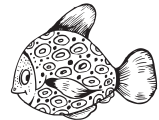


frog



jug

4. Label these pictures.



5. All these words are missing double consonants.

Fill them in, then put the words in alphabetical order.

swi__ing

tra__ic

tu__el

cro__ing

pa__enger

ye__ow

prince__

sli__er

ma__al

Indicators:

Indicators:	Activity	
Builds word families.	3	
Writes letters for double consonants as in hopping.	3, 5	
Segments words into individual sounds and forms letters that relate to that sound.	4	
Writes words using blends, letter combinations and long vowel sounds.	1, 2	
Isolates and writes the initial, medial and final sound of a word.	4	

Series B – Assessment 3

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

1. Spelling Test

1. bed	Its time to go to bed.	bed
2. van	The delivery man drove a red van.	van
3. spot	Can you spot the difference?	spot
4. for	We went for a drive in the country.	for
5. fur	The cats fur was very soft.	fur
6. slug	The slimy slug was eating the garden.	slug
7. Mrs	Mrs Green is my favourite teacher.	Mrs
8. ride	Don't ride your bike on the footpath.	ride
9. ski	We went for a ski on the dam.	ski
10. lady	That lady is wearing a red hat.	lady
11. toll	The Harbour Bridge toll is \$2.50.	toll
12. floor	We had to sit on the floor to listen to the story.	floor
13. bird	A galah is an Australian bird.	bird
14. chick	The baby chick fell out of the nest.	chick
15. wrong	The opposite of right is wrong.	wrong
16. black	At night, the sky is black.	black
17. canoe	The Indians paddled their canoe up the river.	canoe
18. swap	Do you want to swap my doll for your teddy?	swap
19. who	Who is making that noise?	who
20. away	We went away for the long weekend.	away
21. float	In science, we had to make a boat that would float.	float
22. draw	Some people can draw very well.	draw
23. feral	Feral cats are a problem with native birds.	feral
24. scream	There was a loud scream when the monster appeared.	scream
25. wreck	The wreck of the car was towed away.	wreck
26. extinct	The Tasmanian Tiger is extinct.	extinct
27. skewer	Threaded meat on a skewer is called a satay stick.	skewer

2. Dictation

1. A bee and ant do not flap.
2. Mr Black can ski race in the cold snow.
3. The passenger train flew into the tunnel to the airport.

3. Words that rhyme with the pictures: teacher

4. Label these pictures: tail, bike, fish, flag, ship, bird

5. Missing double consonants: crossing, mammal, passenger, princess, slipper, swimming, traffic, tunnel, yellow