

Readiwriter

Spelling

Series

B

Workers



PEG Spelling
Team Series
Authors

Teacher Book

Workers

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Series B – Word/rule grid – Workers

Week	Core Words	Theme Words	Word Building	Rule / Phoneme
Unit 1	cut, egg, hop, nap, dog, what, skip, sister, good, purple	job, pay, want, teacher, baker, start, postman, fireman, builder, principal	twin, twirl, twist, twine, twister, screw, scramble, scratch, scrap, scribble	tw, scr words
Unit 2	cub, fox, drink, hut, run, bring, old, dress, after, each	boss, buy, need, worker, singer, finish, farmer, dentist, uniform, butcher	shred, shriek, shrink, shrine, shrivel, thread, throw, threw, through, throat	shr, thr words
Unit 3	dot, out, dug, jog, help, net, pet, water, lunch, paint	sell, wage, shift, doctor, cleaner, driver, paint, money, soldier, yesterday	square, squat, squid, squeeze, squirt, hung, sung, rung, jungle, stung	squ, ung words
Unit 4	fan, fed, hug, doll, red, next, why, before, shoe, sock	work, helper, actor, nurse, police, banker, strike, chef, employer, holiday	sold, scold, told, fold, folder, milk, talk, chalk, silk, stalk	old, lk words
Unit 5 Revision				tw, scr, shr, thr, squ, ung, old, lk words

Series B – Outcomes – Workers

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"> • Exchanges one letter in a written word with a different letter to make a new word. • Isolates and writes the initial, medial and final sound of a word. • Segments words into individual sounds and forms letters that relate to that sound. • 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 – Workers

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	_____
28	_____
29	_____
30	_____

2. Dictation

1	_____
2	_____
3	_____

3. Write the beginning or end sound for these.



_gg



ne_



fo_



_an



ten_



z_ _



do_ _



_ip



mi_ _

4. Match the word parts to make 2 syllable words.

tea
den
mo
pre
pur
flop



py
tist
ple
ther
cher
tty

5. Find the secret word.

Change a letter in buy to make a place where ships anchor. _____

A bone in your body found in scribble. _____

Rearrange the letters in shoe to make something you water your garden with. _____

Rearrange the letters in each to make a word meaning sore. _____

Indicators:

Activity

Exchanges one word in a written word with a different letter to make a new word.	5	
Writes letters for double consonants and double vowels.	1, 2	
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.	3	

Series B – Assessment 4

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

1. Spelling Test

1. gas	We have a gas stove and a gas heater at home.	gas
2. dam	The dam had dried up because there was no rain.	dam
3. milk	Milk is good for building strong bones and teeth.	milk
4. egg	I like to have a boiled egg for breakfast.	egg
5. boss	My dad's boss drives a red Ferrari.	boss
6. hung	Mum hung the clothes on the line to dry.	hung
7. day	The day after tomorrow is Sunday.	day
8. need	I need a new pair of shoes.	need
9. spy	I spy with my little eye something that is red.	spy
10. out	We went out into the playground to play games.	out
11. want	Do you want some more cabbage and broccoli?	want
12. ear	You should not stick things in your ear.	ear
13. what	What time is it?	what
14. pilot	My brother wants to be a pilot when he grows up.	pilot
15. thread	It can be hard to thread a needle.	thread
16. why	Why did the chicken cross the road?	why
17. buy	What did you buy at the canteen?	buy
18. nappy	The baby had to have its nappy changed.	nappy
19. water	You should drink plenty of water every day.	water
20. fence	All pools should have a fence around them.	fence
21. shrink	Some clothes will shrink if you wash them in hot water.	shrink
22. after	After school, I am going to my friends house to play.	after
23. screw	The screw fell out of the chair and it collapsed.	screw
24. listen	If you listen carefully, you can hear a kookaburra laughing.	listen
25. brother	My brother sometimes teases me.	brother
26. money	How much money do you have?	money
27. through	The train went through the tunnel.	through
28. friend	My best friend sits next to me.	friend
29. builder	A builder is coming to make a new room at our house.	builder
30. squeeze	I like to squeeze my own orange juice.	squeeze

2. Dictation

1. My old dog can run to the dam.
2. A good rule at the pool is to shut the gate.
3. Yesterday the police had to warn my friend of a hazard in the jungle.

3. Write beginning or end sound: egg, net, fox, fan, tent, zoo, doll, skip, milk

4. 2 syllable words: teacher, dentist, mother, pretty, purple, floppy

5. Secret word: bay, rib, hoes, ache