

Readiwriter

Spelling

Series



Summer



PEG Spelling
Team Series
Authors

Teacher Book



Summer

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Series E – Word/rule grid – Summer

Week	Core Words	Theme Words	Phonemes	Word Building	Rule / Phoneme
Unit 1	listen, touch, campaign, cage, found, corner, body	flags, sand, beach, towel, bikini, hazards, protection, foreshore, hat, dam, buoy, shark, buoyancy		lookout, sunburn, footprint, milkshake, sunglasses, lifebuoy, coastline, lifesavers, houseboat, shipwreck	compound words
Unit 2	yacht, souvenir, efficient, guard, accidentally	sun, swim, dive, waves, rip, nippers, float, sandcastle, depth, emergency, sunscreen, seahorse, holidays, swimmers, safety		berry, bury, caught, court, aunt, aren't, heal, heel, bear, bare	homophones
Unit 3 Revision					compound words homophones

Series E – Outcomes – Summer

Region	Outcomes
NSW	<p>Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</p>
	<ul style="list-style-type: none"> • Uses known letter patterns when attempting to spell unknown words. • Discusses strategies used for spelling difficult words.
VIC	<ul style="list-style-type: none"> • VELS –Level 3. Students spell most one-and-two syllable words with regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.
QLD	<ul style="list-style-type: none"> • Essential Learnings: Sound, visual, and meaning patterns, including word functions, are used to spell single-syllable and multi syllable 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. • Spelling (e.g. using visual knowledge, knowledge of letter strings and of prefixes and suffixes) to attempt to spell words; discussing and using possible strategies for spelling). • 3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.
TAS	<ul style="list-style-type: none"> • Explore sounds and groupings according to letters representing the sound e.g. /a/-ay, a-e, ai, eigh and form generalisations e.g. <i>the most common ways to represent a sound</i>. • Spell an increasing number of frequently used words; • Explore homophones and common spelling patterns e.g. <i>form generalisations about common ways to pronounce spelling patterns</i>. • Use contractions and some compound words. • Build word families from base words e.g. <i>play, plays, playing, replay</i>. • Spell frequently used words with irregular spelling patterns. • Explore spelling patterns and homophones. • Use compound words. • Use base words to build more extensive word families. • Explore common prefixes e.g. <i>re, un and en</i>. • Use a range of strategies to generate plausible attempts at spelling unfamiliar words when writing e.g. <i>use syllabification knowledge; use visual strategies such as knowledge of common letter patterns and vowel digraphs; use knowledge of simple base words; use an increasing range of resources to check spelling</i>.
WA	<ul style="list-style-type: none"> • Sound, visual and meaning patterns to spell multi-syllabic words* • Generalisations including using the /j/ phoneme for the grapheme g when it is followed by e, i or y (e.g. giant, general). • Strategies to spell words that include spelling generalisations and sound, visual and meaning patterns. • Strategies to learn to spell high frequency words, personally significant words, topic words and signal words (e.g. Look, Say, Cover, Visualise, Write, Check). • Procedures for using spelling and language tools including wall charts and dictionaries*

Series E – Outcomes – Summer

Region	Outcomes
NT	<p>Band 2</p> <ul style="list-style-type: none"> • Attempt to spell unknown words by representing all vowels and consonant sounds in words, placing vowels in every syllable e.g. cumpus (compass). • Use visual knowledge of common letter sequences when spelling unknown words e.g. doller (dollar), thousand (thousand). • Use less common letter patterns and the sounds they represent e.g. -tion, ph. • Include all letters but possibly sequence them inaccurately e.g. thier for their. • Correctly spell meaning linked words e.g. two, twin, twice, twelve, twenty. • Extend word knowledge using simple prefixes e.g. un-, re-, out; simple suffixes, e.g. -ing, -en, -ness. • Use synonyms e.g. cheerful/ happy, tired/ sleepy. • Homonyms e.g. tea: meal/ drink; scale: fish/ music.
ACT	<ul style="list-style-type: none"> • 10.LC.14 Use sound, visual and meaning patterns to spell words and use resources to check spelling and meanings.
NZ	<p>Use language features appropriately, showing some understanding of their effects. Indicators:</p> <ul style="list-style-type: none"> • Spells most high-frequency words correctly and shows growing knowledge of common spelling patterns. • Uses a range of strategies to self monitor and self-correct spelling.

Outcome: Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

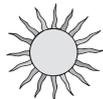
1. Spelling Test

- 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. Name the picture.



4. Use the clues to answer the questions.

1. A group of puppies is called a _____
2. A group of sheep is called a _____
3. Someone who takes care is very _____
4. Room where meals are cooked _____
5. 12 a.m. is _____
6. You use this on your skin to protect against sunburn

7. The back part of your foot _____
8. A container of strawberries _____



5. Write homophones (words that have the same sound but different spelling and meaning) for these words.

- berry _____ heal _____ write _____
 court _____ bare _____ guest _____
 aren't _____ where _____ threw _____

Rewrite this sentence using the correct homophones.

My aren't eight a bury and through sum at her guessed.

Indicators:

	Activity	
Uses known letter patterns when attempting to spell unknown words.	3	
Writes words containing less common digraphs and letter combinations.	4, 5	
Spells high frequency words correctly.	1, 2, 3	

Series E – Assessment 4

Outcome: Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

1. Spelling Test

1. free	We got a free ticket to the movies.	free
2. wind	The wind blew the leaves everywhere.	wind
3. live	Where do you live?	live
4. little	My little sister can be very annoying.	little
5. strong	That cheese has a strong smell.	strong
6. swim	It is important to know how to swim.	swim
7. world	The world is a very big place.	world
8. class	Our class is 4W.	class
9. touch	One of our five senses is the sense of touch.	touch
10. school	We can learn lots of interesting things at school.	school
11. beach	At the beach we made a giant sandcastle.	beach
12. public	Members of the public are invited to attend the musical performance.	public
13. light	Remember to turn the light off when you leave the room.	light
14. sunscreen	Sunscreen protects your skin from getting sunburnt.	sunscreen
15. mistake	If you make a mistake, just cross it out and do it again.	mistake
16. patch	There was a patch of weeds in the grass.	patch
17. friends	My friends and I like to play in the park.	friends
18. knight	The knight in silver armour rode up on his horse to do battle.	knight
19. guard	The armed guard escorted the money to the bank.	guard
20. holidays	In the holidays we went to the beach.	holidays
21. kitchen	Mum gets dinner ready in the kitchen.	kitchen
22. aunt	I went to visit my aunt who lives in China.	aunt
23. remember	Did you remember to brush your teeth?	remember
24. sketch	The artist drew a sketch of the people in the crowd.	sketch
25. somewhere	Dad put the sheep somewhere in the top paddock.	somewhere
26. safety	Rules are made for the safety of all the students.	safety
27. religion	Many wars have been started because of religion.	religion
28. lifebuoy	The swimmers swam out around the lifebuoy and back to the wharf.	lifebuoy
29. yacht	During the yacht race, a terrible storm caused a lot of damage.	yacht
30. neighbours	Our neighbours are renovating their house.	neighbours

2. Dictation

1. I took the dog for a walk in the park.
2. My family found a strange seahorse on the sand at the beach.
3. Admittance to the emergency exhibition was through a separate entrance near the souvenir shop.

3. Name the picture: sun, hat, flag, shark, dog, nest, pencil, bird, bear, cage

4. Use the clues: litter, flock, careful, kitchen, midnight, sunscreen, heel, punnet

5. Homophones: bury, heel, right, caught, bear, guessed, aunt, wear, through.

Rewrite - My aunt ate a berry and threw some at her guest.

Dictionary meanings: **nippers** - 1. someone or something which nips. | 2. a tool for nipping. | 3. a large claw of a crab. | **Comb** - 1. a plastic or piece of metal with teeth used to arrange hair. | 2. A fleshy comb shaped growth on the head of a domestic fowl. | **Swimmers** - 1. A person who swims. | 2. A type of crab.

Collect the letters: souvenir, yacht, safety

How many words: cent, ten, feet, fit, fine, teen, ice, nice | **Using all the letters:** efficient

Nouns | Verbs | Adjectives: seahorse, sandcastle, yacht, trousers | dive, heal, bury, swim | bare, safety, efficient, emergency

Unit 3 - Revision

Unjumble: tah - hat | nus - sun | dans - sand | miws - swim | cheab - beach | sevaw - waves | akhrs - sharks | yerrb - berry

Missing vowels: shark, bear, waves

Picture grid: sun, flag, shark, bikini, chef hat, seahorse, boathouse

s	u	n							
f	l	a	g						
s	h	a	r	k					
b	i	k	i	n	i				
c	h	e	f	h	a	t			
s	e	a	h	o	r	s	e		
b	o	a	t	h	o	u	s	e	

Write the words in correct groups: lip - rip, hip, nip | bark - dark, park, shark | school - pool, fool, stool | thumb - comb, limb, lamb

Crack the code: tboe - sand | xbufs - water | txjn - swim | cfbdi - beach

Misspelt words: swimming, bear, diving

Missing words: 1. bury | 2. caught | 3. sister | 4. summer | 5. float

Compound words: milkshake, housewife, lifeboat, sandcastle, seaside, sunscreen

What am I? h+o+l+i+d+a+y+s = holidays

Match the meanings: nippers, souvenir

Word grid: FLAGS, FLOAT, SHARK, SUMMER, RIVER, QUICK, SKIN, CAGE, BERRY, BUOY, RIP, HAZARD, YACHT, HOT, SAND, DIVE, DEPTH, WHY, XRAY, BODY, JUMP

F	O	A	I	S		B	U	O	Y		R	I	P	
						E								
F	L	O	A	I		R		H	A	Z	A	R	D	
						R								
S	H	A	R	K		Y	A	C	H	T				
U										H	O	T		
M		C	A	G	E		S	A	N	D				
M											I			
E						X	R	A	Y		V		W	
R	I	V	E	R						D	E	P	T	H
													Y	
Q	U	I	C	K			B	O	D	Y				
S	K	I	N							J	U	M	P	