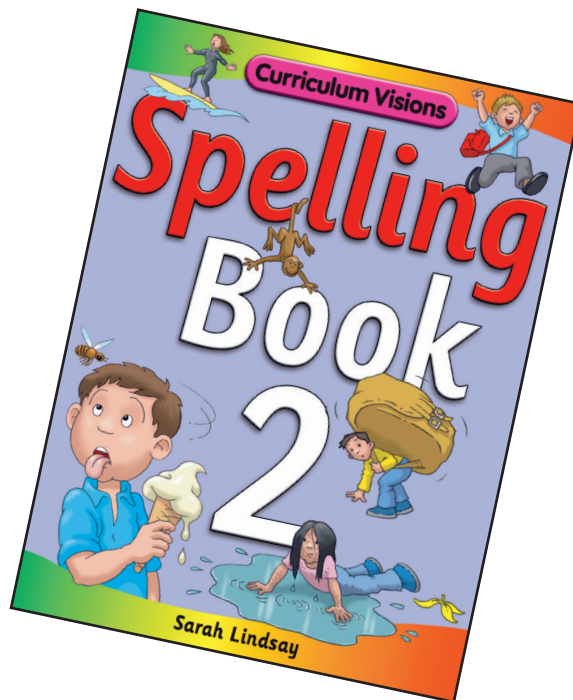


Curriculum Visions

# Spelling



## Teacher's Resource Book

# 2

Sarah Lindsay

# Curriculum Visions

## Spelling

Atlantic Europe Publishing Company Ltd

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Curriculum Visions Spelling

Teacher's Resource Book 2

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# An Introduction to *Curriculum Visions Spelling*

## Why should we teach spelling?

Effective spelling is central to a child's self-confidence. Being able to spell competently means confident writing. This is a motivating factor in the learning and enjoyment of all writing tasks across the curriculum, and in having the confidence to become better spellers. So, teaching the basic foundations for good spelling can trigger a virtuous cycle.

Spelling competence is also perceived within society as indicative of a level of literacy, educational attainment and intellect. Critically, a competent speller is less likely to be judged negatively in these respects as he or she moves through schooling and eventually into further education and employment.

Despite this, national test results continue to suggest that overall there is still an inadequate knowledge among some pupils of spelling rules and conventions. However, an organised and systematic approach to the teaching of spelling, as contained within the heart of the National Literacy Strategy, has been shown to raise levels of achievement significantly in those schools making a real commitment to the improvement of spelling.

## The NLS

The NLS Framework for Teaching posits that pupils become successful readers by learning to use a range of strategies to get to the meaning of a text: phonic; grammatical knowledge; word recognition and graphic knowledge; context cues. It states that although teachers know about these strategies they are often 'over cautious about the teaching of phonics – sound and spelling'. It says that:

*It is vital that pupils are taught to use these word level strategies effectively. Research evidence shows that pupils do not learn to distinguish between the different sounds of words simply by being exposed to books.*

*They need to be taught to do this. When they begin to read, most pupils tend to see words as images with a particular shape and pattern. They tend not to understand that words are made up of letters used in particular combinations that correspond with spoken sounds. It is essential that pupils are taught these basic decoding and spelling skills from the outset.*

(NLS Framework for Teaching, page 4)

## *Curriculum Visions Spelling* – An effective word level strategy

The Framework makes it clear that there should be a 'strong and systematic emphasis' on the teaching of spelling. So how does *Curriculum Visions Spelling* support the objectives of the Framework? The word level skill objectives in the NLS Framework include:

- ▶ the ability to discriminate between the separate sounds in words;
- ▶ the learning of the letters and letter combinations most commonly used to spell these sounds;
- ▶ the ability to write words by combining the spelling patterns of their sounds.

*Curriculum Visions Spelling* is absolutely focused on meeting these objectives, and does so in a clear, easy-to-follow and systematic fashion. It maps closely to the spelling and vocabulary objectives of the word level strand in the Framework at Key Stages 1 and 2 and helps you, the teacher, achieve both balance and coverage of the spelling-related objectives specified for each term.

*Curriculum Visions Spelling* also complements programmes based on synthetic phonics.



<b>Word Level</b>
<b>Reception year</b> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics and spelling</li> <li>• Word recognition, graphic knowledge and spelling</li> <li>• Vocabulary extension</li> </ul>
<b>Key Stage 1</b> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics and spelling</li> <li>• Word recognition, graphic knowledge and spelling</li> <li>• Vocabulary extension</li> </ul>
<b>Key Stage 2</b> <ul style="list-style-type: none"> <li>• Revision and consolidation from Key Stage 1 (to the end of Y3)</li> <li>• Spelling strategies</li> <li>• Spelling conventions and rules</li> <li>• Vocabulary extension</li> </ul>



## How does *Curriculum Visions Spelling* deliver an effective spelling programme?

*Curriculum Visions Spelling* is designed to be easy for you to use by being structured in a way that children will find accessible, with clear targets and differentiated tasks.

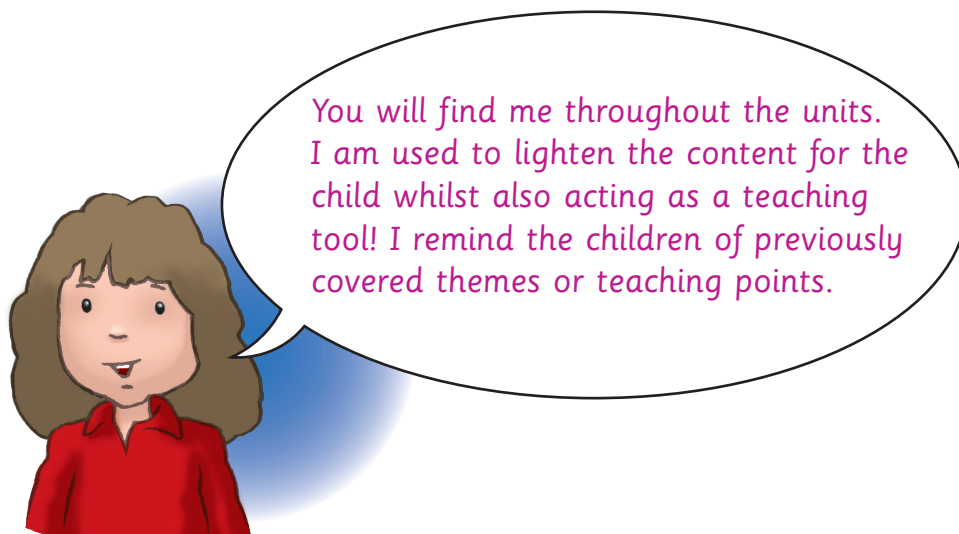
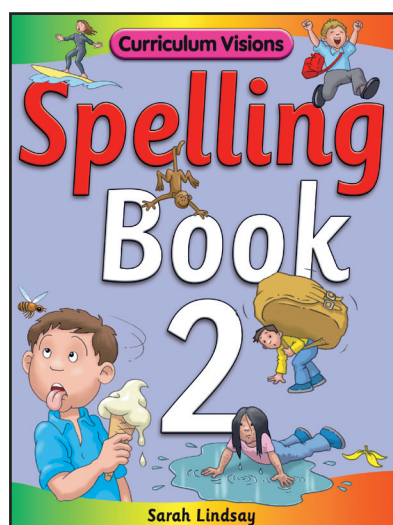
The instructional language is clear, direct and carefully tailored to the needs of pupils at each level and age group. The activities are gently differentiated in difficulty and will help build pupils' confidence and reinforce their spelling knowledge, skills and competence.

We have thought long and hard about the layout and content of each unit. Our intention has been to provide you, the teacher, with a progressive and useful scheme for delivering the word level work in the NLS. The scheme has also been structured and devised to accommodate the requirements of teachers delivering the curricula of Scotland, Wales and Northern Ireland.



The main features of both the *Pupil Book* and *Teacher's Resource Book* are shown below.

## Pupil Book



### Spelling focus

Each unit has a particular spelling as its main focus. The labelled picture helps the child recognise the focus of the unit immediately.

### Word list

There follows four columns of words that relate to the *Spelling focus* of the unit. The *Word list* is intended as an aid to children working through the unit, particularly in the *Finding words* section. These words, where possible, increase in difficulty. They can be found listed in the *Look Cover Say Write Check* photocopiable tables (pages 87–93 of this book), ideal to be used as daily/weekly spellings. You, as the teacher, will need to decide which child should receive which spelling lists – one particular child might be given the first column to learn whilst the next child is challenged with the first three columns to learn.

**Unit 1** bee eat

**ea ee**

**Using words**  
How many words can you make with the letters from the bowls?  
Like this b + ee = bee  
b + each = beach

**Beginnings**  
b cr  
t st

**Endings**  
eep ea eam  
eat ee each

Can you check your words in a dictionary?

**Making words**  
Add **ea** or **ee** to make new words.

1. t\_

2. m\_t

3. sh\_p

4. tr\_

5. sw\_ts

6. s\_

Write a funny sentence with two **ea** words and two **ee** words in it.

The word list might help you find the words.

**Puzzle corner**  
How many **ea** and **ee** words can you find in the wordsearch? If you find ten you are doing very well.  
Now add an **s** to each word to make it **plural**.

Plural means more than one thing. One tree... lots of trees. Hope this helps!

s	t	r	e	a	m	u
c	x	w	e	e	k	t
r	d	r	e	a	m	d
e	t	r	e	e	a	b
a	s	e	p	b	e	e
m	l	e	e	k	t	m
s	v	h	s	e	e	d

### Finding words

This is a gentle introduction to the words within the unit *Spelling focus*. It encourages the children to make words with related spellings.

### Using words

This section extends the child's knowledge of the *Spelling focus*. He or she will have to search beyond the words found in the *Word list* for answers.

### Puzzle corner

The *Puzzle corner* is a more light-hearted exercise that often focuses on vocabulary work. Where possible it is linked to the *Spelling focus* of the unit.



# Scheme summary

	Book 1		Book 2		Book 3	
Unit 1	a	alphabetical order	ea ee	plurals (+s)	a-e ai ay	verb + ing
Unit 2	e	equipment labels	ay a-e ai	vowel / consonant	ee ea	syllables
Unit 3	i	high-frequency words	y i-e igh	common irregular words	ie i-e y igh	misspelt words
Unit 4	o	common spelling patterns	o-e oa ow	past tense (+ed)	o-e oa ow	categorising words
Unit 5	u	alphabetical order	ew ue u-e oo	high-frequency words	oo ew u-e ue	inferring meaning
Unit 6	sh	words within words	ck	present tense (+ing)	le	synonyms
Unit 7	ch	colour words	u oo	collections of words	un dis	thesaurus work
Unit 8	th	topic words	ar	antonyms	air are ear ere	dictionary work
Unit 9	ll	high-frequency words	oy oi	high-frequency words	or ore aw au	root words
Unit 10	ss ff	classroom captions	ow ou	syllables	er ir ur	dialogue words
Unit 11	ng	days of the week	tch nch	same sound, different spelling pattern	de re pre	opposites
Unit 12	cl fl sl	words within words	air	un prefix	+ y	compound words
Unit 13	dr gr tr	plurals (+s)	are ear	compound words	+ er + est	singular and plural
Unit 14	nd	word collections	or ore	dis prefix	n't	definitions
Unit 15	st sp	high-frequency words	aw au	syllables	silent k and w	verb + ing
Unit 16	str	ed endings	er	synonyms	+ ly	alphabetical order (second place)
Unit 17	nk	vowel letters	ir	same spelling pattern, different sound	+ ful + less	inferring meaning
Unit 18	ee	months of the year	ur	common irregular words	plurals	homonyms
Unit 19	ai	common spelling patterns	wh ph ch	ful suffix	mis	short words in longer words
Unit 20	ie i-e	consonant letters	wa	high-frequency words	qu	expressions
Unit 21	oa	ing endings	ear	ly suffix	apostrophe	synonyms
Unit 22	oo	numbers to twenty	ea	shades of meaning	non ex anti	dictionary work

	Book 4		Book 5		Book 6	
Unit 1	less ness	misspelt words	ch	plurals (es)	soft c and g	connectives
Unit 2	er	homophones	ent ence	misspelt words	silent letters	misspelt words
Unit 3	al	definitions	ant ance	expressions	able ible	unstressed vowels
Unit 4	ment	high-frequency words	auto bi	words ending in a, i, o and u	aero auto aqua	spelling similar words
Unit 5	verb + s ed ing	irregular tense changes	ly	plurals (ies)	bi con co	words changing over time
Unit 6	hood ship	alphabetical order (third place)	tele trans circum	synonyms	graph scope	origins of proper names
Unit 7	on en	making verbs	words to watch	plurals (ves)	cc	new words
Unit 8	double letters	changing vocabulary	silent letters b g c	onomatopoeia	tele tri oct	etymological dictionary
Unit 9	ic	alternative words	ful	double consonants (+ ed + ing)	dge age	mnemonics
Unit 10	un re non dis	gender words	letter strings	technical words	gue	unstressed vowels
Unit 11	words ending in f	definitions	soft c	antonyms	ex sub	word origins
Unit 12	ight	alphabetical order (fourth place)	soft g	homophones	ic	proverbs
Unit 13	ory ery ary	making adjectives	ure	possessive pronouns	ous	words changing over time
Unit 14	ough	medium-frequency words	al	expressions	inter micro	argument words
Unit 15	able	compound words	el	acronyms	dd	spelling rules
Unit 16	ible	diminutives	un im il	omission of letters	ist ian	mnemonics
Unit 17	ive	prefixes	er est ish	personally written definitions	or ar	misspelt words
Unit 18	ie ei	misspelt words	ion	thesaurus work	ary ery ory	dictionary work
Unit 19	tion	its and it's	en ify ise	modifying e	words to watch	spelling rules
Unit 20	sion	homophones	tt	changing tenses	nn	similes and metaphors
Unit 21	wa	suffixes	aw au	unstressed vowels	ise	word games
Unit 22	ss	root words	ph	dialect variations	ive	inventing words




# Book 2 targets

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 1	ea ee	<ul style="list-style-type: none"> <li>to secure identification, spelling and reading of long vowel digraphs <i>ea ee</i> in simple words</li> <li>to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme <i>ee</i></li> </ul>	plurals (+s)	<ul style="list-style-type: none"> <li>to use word ending <i>s</i> (plural) to support reading and spelling.</li> </ul>
Unit 2	ay a-e ai	<ul style="list-style-type: none"> <li>to secure identification, spelling and reading of long vowel digraphs <i>ay a-e ai</i> in simple words</li> <li>to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme <i>ai</i></li> </ul>	vowel/ consonant	<ul style="list-style-type: none"> <li>to secure understanding and use of the terms 'vowel' and 'consonant'</li> </ul>
Unit 3	y i-e igh	<ul style="list-style-type: none"> <li>to secure identification, spelling and reading of long vowel digraphs <i>y i-e igh</i> in simple words</li> <li>to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme <i>ie</i></li> </ul>	common irregular words	<ul style="list-style-type: none"> <li>to spell selected common irregular words</li> </ul>
Unit 4	o-e oa ow	<ul style="list-style-type: none"> <li>to secure identification, spelling and reading of long vowel digraphs <i>o-e oa ow</i> in simple words</li> <li>to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme <i>oa</i></li> </ul>	past tense (+ed)	<ul style="list-style-type: none"> <li>to use the word ending <i>ed</i> (past tense) to support reading and spelling</li> </ul>
Unit 5	ew ue u-e oo	<ul style="list-style-type: none"> <li>to secure identification, spelling and reading of long vowel digraphs <i>ew ue u-e oo</i> in simple words</li> <li>to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme <i>oo</i></li> </ul>	high-frequency words	<ul style="list-style-type: none"> <li>to read on sight and spell selected high-frequency words.</li> </ul>
Unit 6	ck	<ul style="list-style-type: none"> <li>to secure the spelling of words ending in <i>ck</i></li> </ul>	present tense (+ing)	<ul style="list-style-type: none"> <li>to use the word ending <i>ing</i> to support reading and spelling.</li> </ul>
Unit 7	u oo	<ul style="list-style-type: none"> <li>to recognise the common spelling patterns for the vowel phoneme <i>oo</i></li> <li>to identify the phonemes in speech and writing</li> <li>to segment the words into phonemes for spelling</li> <li>to investigate and classify words with the same sounds but different spellings</li> </ul>	collections of words	<ul style="list-style-type: none"> <li>to learn to spell significant words of personal interest</li> </ul>



Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 8	ar	<ul style="list-style-type: none"> <li>to recognise the common spelling patterns for the vowel phoneme <i>ar</i></li> <li>to identify the phonemes in speech and writing</li> <li>to segment the words into phonemes for spelling</li> <li>to investigate and classify words with the same sounds but different spellings</li> </ul>	antonyms	<ul style="list-style-type: none"> <li>to introduce the use of antonyms: collect, discuss differences of meaning and their spelling</li> </ul>
Unit 9	oy oi	<ul style="list-style-type: none"> <li>to recognise the common spelling patterns for the vowel phoneme <i>oy</i></li> <li>to identify the phonemes in speech and writing</li> <li>to segment words into phonemes for spelling</li> <li>to investigate and classify words with the same sounds but different spellings</li> </ul>	high-frequency words	<ul style="list-style-type: none"> <li>to read on sight and spell selected high-frequency words</li> </ul>
Unit 10	ow ou	<ul style="list-style-type: none"> <li>to recognise the common spelling patterns for the vowel phoneme <i>ow</i></li> <li>to identify the phonemes in speech and writing</li> <li>to segment the words into phonemes for spelling</li> <li>to investigate and classify words with the same sounds but different spellings</li> </ul>	syllables	<ul style="list-style-type: none"> <li>to discriminate, orally, syllables in multi-syllabic words</li> </ul>
Unit 11	tch nch	<ul style="list-style-type: none"> <li>to discriminate, blend and spell consonant clusters <i>tch</i> and <i>nch</i></li> </ul>	same sound, different spelling pattern	<ul style="list-style-type: none"> <li>to investigate and classify words with the same sounds but different spellings</li> </ul>
Unit 12	air	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling pattern for the vowel phoneme <i>air</i></li> </ul>	un prefix	<ul style="list-style-type: none"> <li>to spell words with the common prefix <i>un</i> to indicate the negative</li> </ul>
Unit 13	are ear	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling patterns for the vowel phonemes <i>are</i> and <i>ear</i></li> </ul>	compound words	<ul style="list-style-type: none"> <li>to split familiar oral and written compound words into their component parts</li> </ul>
Unit 14	or ore	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling patterns for the vowel phonemes <i>or</i> and <i>ore</i></li> </ul>	dis prefix	<ul style="list-style-type: none"> <li>to spell words with the common prefix <i>dis</i> to indicate the negative</li> </ul>

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 15	<b>aw au</b>	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling patterns for the vowel phonemes <i>aw</i> and <i>au</i>.</li> </ul>	<b>syllables</b>	<ul style="list-style-type: none"> <li>to discriminate syllables in multi-syllabic words</li> </ul>
Unit 16	<b>er</b>	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling patterns for the vowel phoneme <i>er</i></li> </ul>	<b>synonyms</b>	<ul style="list-style-type: none"> <li>to use synonyms and other alternative words/phrases that express the same or similar meanings</li> </ul>
Unit 17	<b>ir</b>	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling patterns for the vowel phoneme <i>ir</i></li> </ul>	<b>same spelling pattern, different sound</b>	<ul style="list-style-type: none"> <li>to investigate words which have the same spelling patterns but different sounds</li> </ul>
Unit 18	<b>ur</b>	<ul style="list-style-type: none"> <li>to discriminate, spell and read the common spelling patterns for the vowel phoneme <i>ur</i></li> </ul>	<b>common irregular words</b>	<ul style="list-style-type: none"> <li>to spell selected common irregular words</li> </ul>
Unit 19	<b>wh ph ch</b>	<ul style="list-style-type: none"> <li>to read and spell words containing the consonant digraphs <i>wh</i>, <i>ph</i>, <i>ch</i> (as in 'Christopher')</li> </ul>	<b>ful suffix</b>	<ul style="list-style-type: none"> <li>to spell words with the common suffix <i>ful</i></li> </ul>
Unit 20	<b>wa</b>	<ul style="list-style-type: none"> <li>to practise the letter pattern <i>wa</i></li> </ul>	<b>high-frequency words</b>	<ul style="list-style-type: none"> <li>to read on sight and spell high-frequency words</li> </ul>
Unit 21	<b>ear</b>	<ul style="list-style-type: none"> <li>to discriminate, spell and read the most common spelling pattern for the vowel phoneme <i>ear</i></li> </ul>	<b>ly suffix</b>	<ul style="list-style-type: none"> <li>to spell words with the common suffix <i>ly</i></li> </ul>
Unit 22	<b>ea</b>	<ul style="list-style-type: none"> <li>to discriminate, spell and read the spelling pattern for the vowel phoneme <i>ea</i> (as in 'bread')</li> </ul>	<b>shades of meaning</b>	<ul style="list-style-type: none"> <li>to collect and discuss similarities and shades of meaning</li> </ul>



# **Unit notes, answers and copymasters**

**Units 1–22**

# Unit 1

## ea

## ee

**Unit 1**

**ea**

**ee**

bee

eat

pea  
sea  
tea

eat  
heat  
meat

bee  
free  
tree

sheep  
sleep  
sweets

**Making words**

Add **ea** or **ee** to make new words.

1 t\_

2 m\_

3 sh\_p

4 tr\_

5 sw\_

6 s\_

Write a funny sentence with two **ea** words and two **ee** words in it.

**Using words**

How many words can you make with the letters from the bowls?

Like this: b + ee = bee  
b + ea = beach

**Beginnings**

ea: b, t, tr, st

**Endings**

ee: eep, eat, each

Can you check your words in a dictionary?

**Puzzle corner**

How many **ea** and **ee** words can you find in the wordsearch? If you find ten you are doing very well.

Now add an **s** to each word to make it plural.

Plural means more than one thing. One tree... lots of trees. Hope this helps!

s	t	r	e	a	m	u
c	x	w	e	e	k	t
r	d	r	e	a	m	d
e	t	r	e	e	a	b
a	s	e	p	b	e	e
m	l	e	e	k	t	m
s	v	h	s	e	e	d

## Targets

- to secure identification, spelling and reading of long vowel digraphs **ea ee** in simple words
- to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme **ee**
- to use word ending **s** (plural) to support reading and spelling

## Word list

pea	eat	bee	sheep
sea	heat	free	sleep
tea	meat	tree	sweets

## Some other relevant words

flea  
beat neat bleat treat cheat  
fee pee tee wee  
beep deep jeep peep seep weep asleep cheep  
steep sweep

bean jeans lean mean clean  
beam seam team cream dream gleam  
ice cream scream steam stream  
deal heal meal peal real seal zeal steal  
beak leak teak creak freak speak  
bead read lead plead  
heap leap reap cheap  
each beach peach reach teach  
east beast feast least  
heave leave weave

deed heed need reed breed greed speed  
feet meet fleet street tweet  
leek meek peek reek seek week creek  
eel feel heel peel reel steel wheel  
been keen seen green preen queen screen  
breeze freeze squeeze sneeze wheeze

## Relevant high-frequency words

been seen tree three

## Pupil Book answers

### Making words

1 tea 2 meat 3 sheep 4 tree  
5 sweets 6 sea

A funny sentence using two **ea** words and two **ee** words.

### Using words

steam steep  
cream creep (cree)  
tree treat  
beach bee beep beam beat  
tea teach tee team teat

### Puzzle corner

dream stream scream ream cream bee tree  
week seed leek  
dreams streams screams reams creams bees  
trees weeks seeds leeks

## Copymaster/Homework answers

### Unit 1A

jeans feet tree flea  
Two **ea** words chosen by the child.  
Two **ee** words chosen by the child.

### Unit 1B

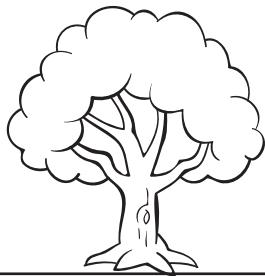
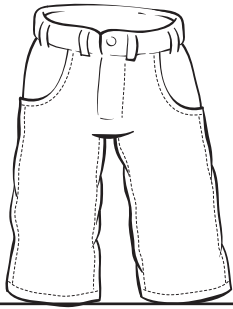
fleas beans spots bees sweets nails

## Suggestions

- Write a few sentences on the board containing these vowel phonemes. Ask each group to choose a sentence, write it down and illustrate it.
- Draw the outline of two objects strongly associated with the vowel phonemes. Ask each child to write four words inside the outline of each object.
- The plural **s** has previously been covered in Book 1, Unit 13.
- Give the children a word (the plural form of which is taken by adding **s**), ask them to change it into the plural form and then write it into a sentence.

**Unit 1A**

Match a word to the picture.

**flea****tree****jeans****feet**

Colour the pictures.

Write two more **ea** words.

Write two more **ee** words.

**Unit 1B**

**Plural** means more than one thing.

Add an **s** to each of these words to make them plural.  
The first one is done for you.

cat

cats

flea

\_\_\_\_\_



bean

\_\_\_\_\_



spot

\_\_\_\_\_



bee

\_\_\_\_\_



sweet

\_\_\_\_\_



nail

\_\_\_\_\_





# Unit 2

ay  
a-e  
ai

### Unit 2

ay  
a-e  
ai

hay  
pay  
play

face  
race  
space

nail  
sail  
rails

rake  
flake  
snake

#### Making words

Write an ay or ai word to match each picture.

1

2

3

4

Add a and e to make a word. Finish the word.

5

6

7

8

Write two more ay and ai words.

Write a sentence that has two a-e words in it.

Like this...  
The snake came first in the race.

### Using words

The answer to each clue is an ay, a-e or ai word.

- Horses and cows sometimes eat this.
- The moon and the planets are found here.
- A slithering reptile found in the jungle.
- Trains run along these.

### Puzzle corner

Choose a word from the basket to match the clues below.

Remember there are five vowels: a, e, i, o, u. All the other letters are consonants.

- A word with **one** vowel and **two** consonants.
- A word with **one** vowel and **three** consonants.
- A word with **one** vowel and **four** consonants.
- A word with **two** vowels and **two** consonants.
- A word with **two** vowels and **three** consonants.

Now write your own word to answer each clue.

cup

horse

sand

drink

bike

## Targets

- to secure identification, spelling and reading of long vowel digraphs **ay a-e ai** in simple words
- to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme **ai**
- to secure understanding and use of the terms 'vowel' and 'consonant'

## Word list

hay	face	nail	rake
pay	race	sail	flake
play	space	rails	snake

## Some other relevant words

bay day gay jay lay may ray say way  
ace lace pace place trace  
bail fail hail jail mail pail rail tail  
vail wail  
brake shake

clay pray spray stray sway stay

age cage page rage sage wage stage

fade jade made blade grade shade spade  
came fame game name same flame frame  
shame  
blaze graze  
crate plate slate

aid aim  
maid mail main  
paid pail pain  
raid rail rain  
laid maid paid raid

## Relevant high-frequency words

may way  
came made make name take again  
(These are practised in Copymaster 2B.)

## Pupil Book answers

### Making words

1 hay 2 play 3 nail 4 rails 5 face 6 race  
7 snake 8 rake

Child adds two **ai** and two **ay** words of own.  
Child's own sentence including two **a-e** words.

### Using words

1 hay 2 space 3 snake 4 rails

### Puzzle corner

1 cup 2 sand 3 drink 4 bike 5 horse

Child to write own words to match each clue.

## Copymaster/Homework answers

### Unit 2A

spade cage sail play

A funny sentence using an **ay**, **a-e** and **ai** word.

### Unit 2B

Circles around vowels in: again came made  
afraid Sunday.

Squares around consonants in: take name may  
Wednesday make.

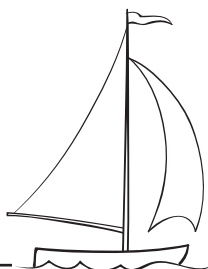
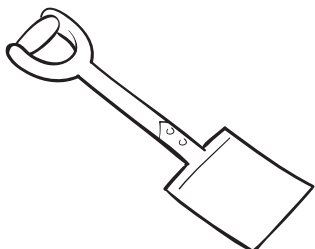
(Use the potential confusion with 'y' to secure the variable status of this letter as a semi-vowel.)

## Suggestions

- Ask the children to make a wordsearch puzzle including as many **ay**, **a-e** and **ai** words as possible.
- Write sentences for children to complete by selecting the correct word from a list provided.
- Write the alphabet on the board. Ask children to read it out loud. Ask them to pick out and circle vowels and consonants in turn. Variations on this include asking children to stand when a vowel letter is reached, and to sit for consonants.
- Beware the 'semi-vowel' **y**. Explain that whilst every word requires a vowel, sometimes this can be **y** when it sounds like a long **i**, e.g. in 'by' or 'why'. This can be reinforced by shuffling an equal number of consonant and vowel letter cards. Add two **y** cards to the pack. The children who are dealt a vowel card are in the vowel team, and the same for consonants, but those with **y** cards can choose which team to join.

**Unit 2A**

Match a word to the picture.

**cage****spade****sail****play**

Colour the pictures.

Write a funny sentence using an **ay** word, an **a-e** word and an **ai** word.

**Unit 2B**

Remember there are five vowels: **a e i o u**.

All the other letters are **consonants**.

In the first list draw a circle around each **vowel**.

In the second list draw a square around each **consonant**.

**List 1**

**a g a i n**  
**c a m e**  
**m a d e**  
**a f r a i d**  
**S u n d a y**

Like this: **l i t t l e**

**List 2**

**t a k e**  
**n a m e**  
**m a y**  
**W e d n e s d a y**  
**m a k e**

Like this: **m a n y**

# Unit 3

y  
i-e  
igh

### Unit 3


y i-e igh


light sky kite


cry dry sky ice mice rice bike hike kite light night fright


#### Making words

Find the word that rhymes with each picture.

1  h\_

2  r\_

3  fr\_

4  d\_

Look at the word list. Copy two i-e words and two igh words into your book.

Write a sentence with two y words.


*The y words must have the ie sound – not the ee sound in happy.*


#### Using words


Look at the words in the box.


sty light hide price fight ice


Copy the word from the box that matches each picture.


1 

2 

3 

4 

5 

6 

#### Puzzle corner

Choose a word from the basket to complete the missing sentences.

1 \_\_\_\_\_ are you eating?

2 I \_\_\_\_\_ playing in the sea.

3 \_\_\_\_\_ is hiding behind the door?

4 One, \_\_\_\_\_ three, four, five, \_\_\_\_\_ I caught a fish alive!

*Remember that each sentence begins with a capital letter.*

once what two who love

## Targets

- to secure identification, spelling and reading of long vowel digraphs *y i-e igh* in simple words
- to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme *ie*
- to spell selected common irregular words

## Word list

cry	ice	bite	light
dry	mice	hike	night
sky	rice	kite	fright

## Some other relevant words

dice lice nice price slice spice twice  
bike like mike spike strike  
site spite  
fine line mine nine pine vine wine shine  
by my fry try shy sky spy  
high sigh thigh  
bright fight flight might sight slight tight

## Relevant high-frequency words

by  
live time  
night

## Pupil Book answers

### Making words

1 hike 2 rice 3 fright 4 dry

Child copies two *i-e* and two *igh* words.

Child's own sentence including two *y* words where the 'y' is a long vowel sound.

### Using words

1 price 2 hide 3 light 4 ice 5 sty 6 fight

### Puzzle corner

1 What 2 love 3 Who 4 two, once

## Copymaster/Homework answers

### Unit 3A

Add the words to the picture – mice bike bite fly light

A sentence written about the picture.

### Unit 3B

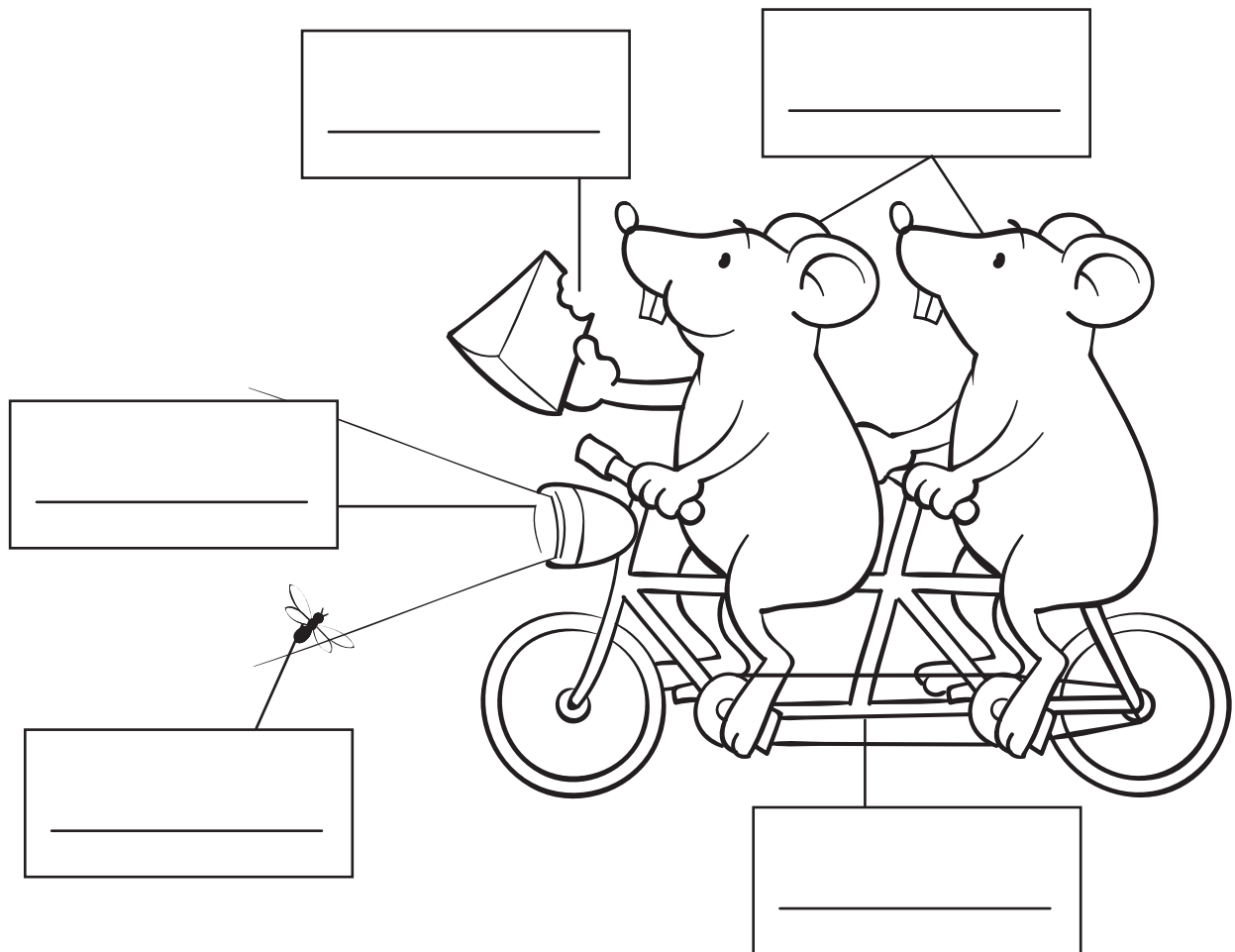
Write the following common irregular words three times – love said water half once

## Suggestions

- Provide *y i-e igh* words on cards for children to sort into a table with *y i-e igh* columns. Let them choose three words to include in either one sentence or three sentences.
- In pairs, ask the children to take it in turns to draw an *i-e* word and an *igh* word and a *y* word. The child has to write the word their partner has drawn.
- Ask the children to write their own short story using the words in the *Puzzle corner* or Copymaster 3B.

**Unit 3A**

Add the **y**, **i-e** or **igh** words to the picture.

**mice****bike****bite****fly****light**

Write a sentence about the picture.

_____
_____
_____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 3B

Write each of these tricky words  
three times in the balloons.  
Use a different colour for each word.

**said**

---

---

---



**half**

---

---

---



**love**

---

---

---



**water**

---

---

---



**once**

---

---

---





# Unit 4

o-e

oa

ow

**Unit 4**

o-e  
oa  
ow

rope  
goat  
window

hope boat joke blow  
rope goat poke snow  
slope float smoke window

**Using words**

Sort the words in the bowl into letter pattern families, like this...

o-e words  
ow words  
oa words

float low joke  
hose toast boat  
flow nose snow  
sow goat

**Making words**

Write an o-e, oa or ow word to match each picture.

1 rope 2 boat 3 joke  
4 smoke 5 snow 6 window

All these words can be found in the word list!

Write a sentence that has one o-e, one oa and one ow word in it.

**Puzzle corner**

Look at these five pictures. Write a sentence about each picture using one of these ed words.

mowed rowed snowed slowed showed

1 mowed 2 snowed 3 rowed 4 showed 5 slowed

We add ed when something has happened in the past.

## Targets

- to secure identification, spelling and reading of long vowel digraphs o-e oa ow in simple words
- to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme oa
- to use the word ending ed (past tense) to support reading and spelling

## Word list

hope boat joke blow  
rope goat poke snow  
slope float smoke window

## Some other relevant words

cope dope mope grope  
bone cone lone tone alone stone phone  
woke bloke broke choke  
hose nose pose rose chose close those  
robe globe probe strobe  
bow low mow row sow tow  
flow grow show slow throw  
bungalow tomorrow yellow  
oak oat coat  
coal foal  
load loan moan foam roam groan  
soak soap cloak coach croak  
roast toast throat stoat road

## Relevant high-frequency words

home over

## Pupil Book answers

### Making words

1 rope 2 boat 3 poke 4 smoke  
5 snow 6 window

Child's own sentence including an o-e, an oa and an ow word.

## Using words

o-e: joke hose slope nose  
ow: low flow snow sow  
oa: float toast boat goat

## Puzzle corner

Child's own sentences including these words:  
1 mowed 2 snowed 3 rowed 4 showed  
5 slowed

## Copymaster/Homework answers

### Unit 4A

Picture labels – coat mole blow snow

A sentence using three words from the box.

### Unit 4B

The following ed words added to the picture sentences – wished planted jumped played dropped covered.

## Suggestions

- Give the children three words with each of the target spelling patterns. Spell one of the words in the three word group incorrectly. Ask the children to 'mark' your work and correct the spellings.
- Provide nine labelled pictures with o-e, oa and ow words for the children to sort into word pattern families.
- The ed ending has previously been covered in Book 1, Unit 16.
- Ask children to find ed words from a book and write them down. Discuss the use of the ed ending and its use to describe events that have happened in the past.

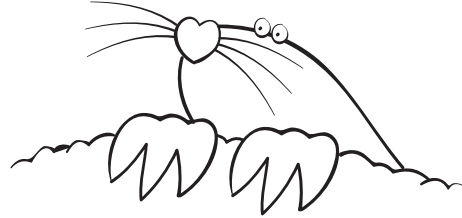
**Unit 4A**

Finish the word to label the picture.

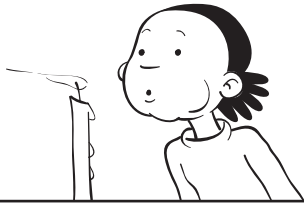
Add **o-e**, **oa** or **ow** to these letters.



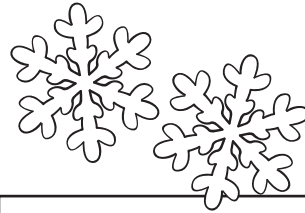
**c**\_\_\_\_**t**



**m**\_\_\_\_**l**\_\_\_\_



**bl**\_\_\_\_



**sn**\_\_\_\_

Colour the pictures.

Choose one **o-e**, one **oa** and one **ow** word from this list.

**bone grown stone hose goat**  
**float show throw yellow**

Write them in a sentence.

_____
_____
_____

**Unit 4B**

We add **ed** when something has happened in the past.

Look at these five pictures.

Choose a word to finish each sentence.



Alice

**dropped**    **planted**    **wished**  
**jumped**    **played**    **covered**

she had eaten her breakfast.

Yesterday Tom

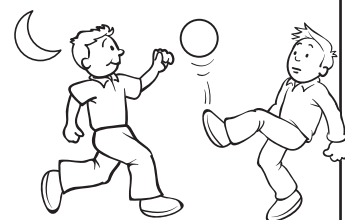
a flower in the garden.



Misha

over

the puddle on her way to school.



The boys

football until it got dark.

Jess

her paint pot.

She was

in red paint!



Read the sentences out loud. Colour the pictures.

# Unit 5

ew

ue

u-e

oo

**Unit 5**

ew  
ue  
u-e  
oo

balloon

June

blue

chew

**Making words**

Find the rhyming words.

1 few rhymes with n.

2 moon rhymes with sp.

3 true rhymes with bl.

4 June rhymes with t.

Write a sentence with two ew words.  
Write a sentence with one ue, one u-e and one oo word.

**Using words**

I knew a blue shrew that liked to chew a prune and a balloon on a sand dune – it's true!

Look at the poem.  
Make a list of all the ew, ue, u-e and oo words.

ew	ue	u-e	oo

**Puzzle corner**

Write a short story.  
It must have each of these words in it!  
Underline these words in your story.

ball door girl help many ran time Saturday

Draw a picture to go with your story.

## Targets

- to secure identification, spelling and reading of long vowel digraphs ew ue u-e oo in simple words
- to revise and extend the reading and spelling of words containing different spellings of the long vowel phoneme oo
- to read on sight and spell selected high-frequency words

## Word list

few	blue	June	moon
new	clue	tune	spoon
chew	true	prune	balloon

## Some other relevant words

dew mew yew Jew

blew brew crew drew grew screw shrew stew threw

cue due sue cruel duel  
glue rescue statue Tuesday

dune  
cube tube  
dude nude rude  
mule rule ruler  
cute mute flute brute absolute

boo moo too zoo  
boom room zoom  
bloom gloom broom  
boot loot hoot root toot shoot scoot  
food mood  
fool pool tool spool stool  
hoof roof proof  
hoop loop scoop snoop swoop  
noon soon

## Relevant high-frequency words

new  
too good  
(The high-frequency words 'too' and 'good' give an opportunity to demonstrate that oo can have different sounds.)

## Pupil Book answers

### Making words

1 new 2 spoon 3 blue 4 tune

Child's own sentence including two ew words.

Child writes own sentence including words with ue, u-e and oo spelling pattern.

### Using words

ew: knew shrew chew

ue: blue true

u-e: prune dune

oo: balloon

### Puzzle corner

Child creates own illustrated story including the following words: ball door girl help many ran time Saturday.

## Copymaster/Homework answers

### Unit 5A

Sorting words into letter patterns.

ew: dew yew stew mew drew

ue: clue cue Tuesday glue blue

u-e: flute cube rule dune tube

oo: zoom moo pool hoof boom

### Unit 5B

High-frequency words: bed push one tree laugh down

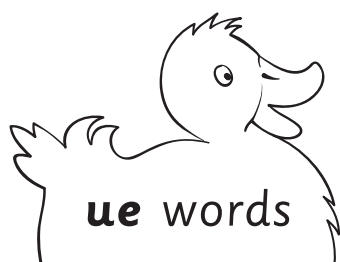
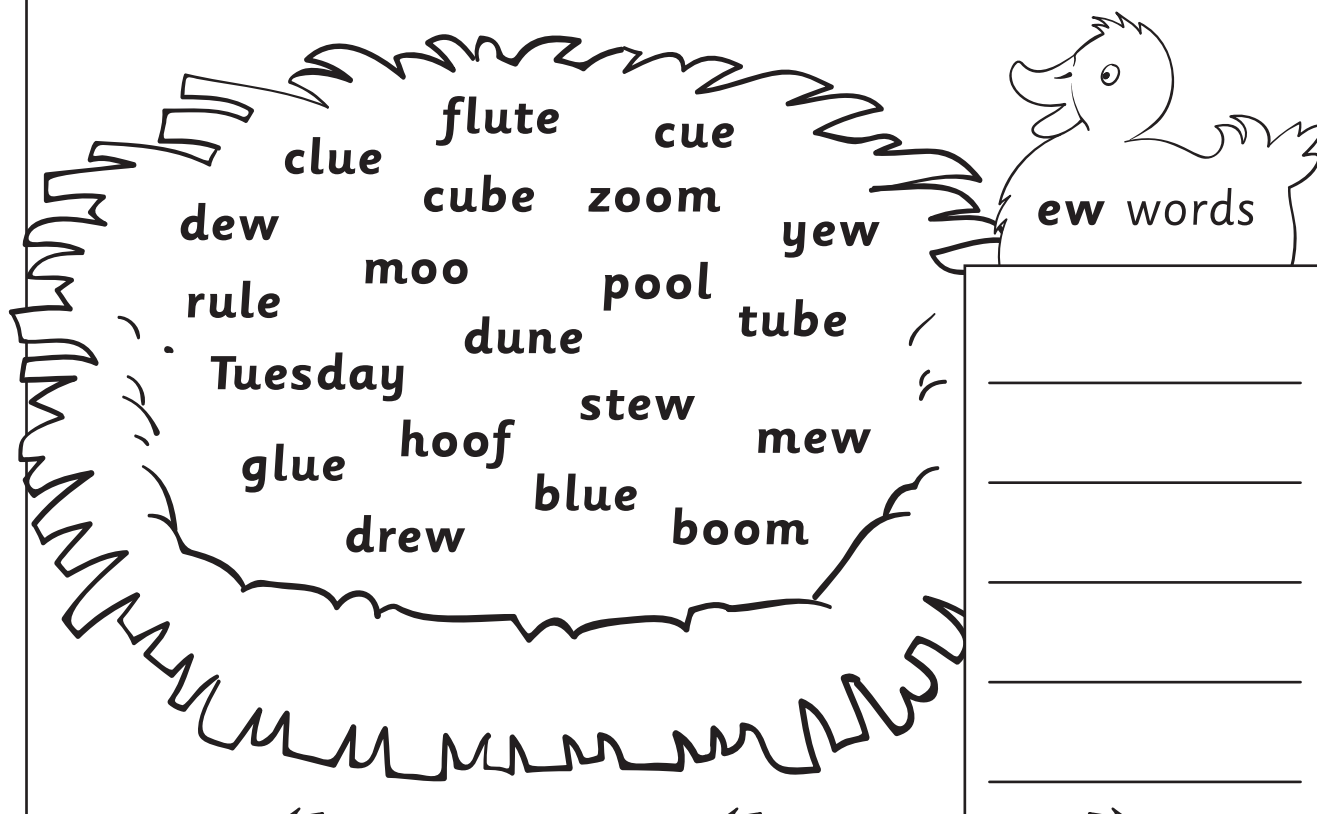
## Suggestions

- Write a sentence on the board that includes each spelling pattern. Provide two words for each spelling pattern in the sentence. Children then have to choose the more appropriate word.
- Read the words from the Using words activity stressing the vowel phonemes as they are spoken. Think of other words in each pattern and write them on the board.
- Write the Puzzle corner words on flash cards for learning on sight for use in sentence construction. Make duplicates of the cards for playing Snap. You could also include the Copymaster 5B words, too.

**Unit 5A**

The letters **ew**, **ue**, **u-e** and **oo** make the same sound.

Sort the words into the same spelling patterns.



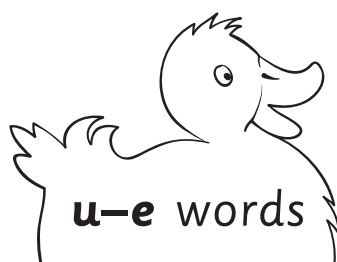
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



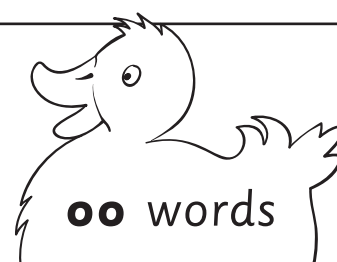
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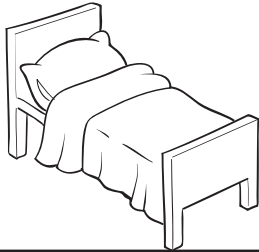
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Date: \_\_\_\_\_

## Unit 5B

Write the word with the picture.

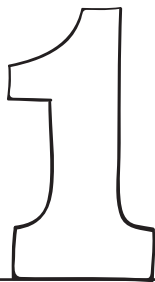
**laugh tree push one down bed**



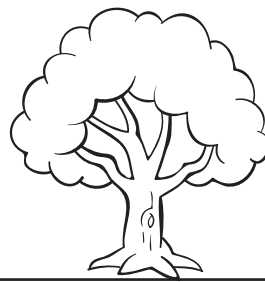
\_\_\_\_\_



\_\_\_\_\_



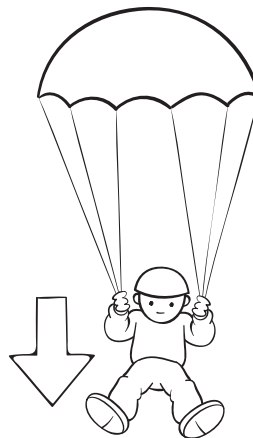
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Colour the pictures.



# Unit 6

## ck

Unit 6  
ck

**Using words**  
Read the words in the box. Use these words to help you fill in the gaps.  
peck back lick  
tick duck lock

**Making words**  
Copy the word list.  
Look at the picture.  
back deck kick duck  
rack neck lick muck  
sack peck tick clock

**Puzzle corner**  
Look at the pictures. What are they doing?  
Write each word. Add *ing* to put each word in the present tense.  
suck peck kick lock

The first word rhymes with sack!

1 I carry a bag on my b...  
2 The bird had a p... at the worm.  
3 Tom gave the ice cream a l...  
4 The clock went t...-tock.  
5 She put the key in the l...  
6 We fed the d... at the pond.

Remember that present tense means something is happening now.

1 2 3 4

You can choose a word from the word list!

### Targets

- to secure the spelling of words ending in *ck*
- to use the word ending *ing* to support reading and spelling

### Word list

back	deck	kick	duck
rack	neck	lick	muck
sack	peck	tick	clock

### Some other relevant words

lack pack  
pick sick wick  
dock lock rock sock  
luck suck tuck

### Relevant high-frequency words

back

### Pupil Book answers

#### Making words

The words they can find in the picture are:

kick sack duck back lick neck.

Child draws picture to illustrate another **ck** word.

#### Using words

1 back 2 peck 3 lick 4 tick

5 lock 6 duck

#### Puzzle corner

1 pecking 2 locking 3 sucking 4 kicking

### Copymaster/Homework answers

#### Unit 6A

sock neck duck sack

Three **ck** words chosen by the child.

#### Unit 6B

watering packing pushing eating jumping  
fighting buying holding

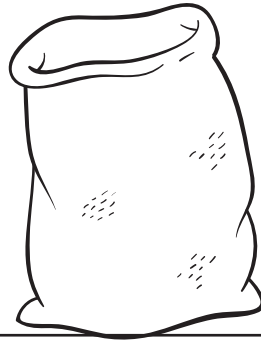
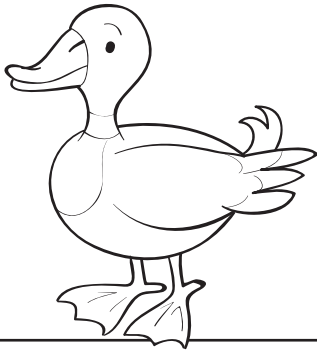
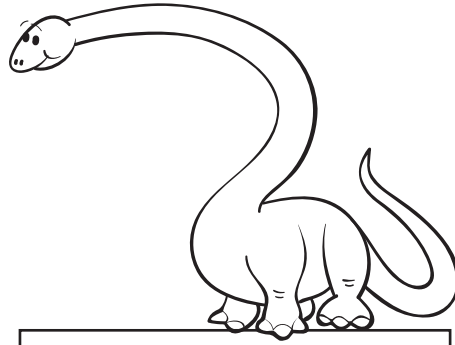
### Suggestions

- Brainstorm *ck* words. Ask the children to draw a funny picture with four to six *ck* words in it. Ask them to label the picture.
- Ask the children to find as many *ck* words as they can in their reading books. Ask them to write the words down.
- Invite selected children to mime an action – running on the spot, jumping up and down, sleeping, laughing, whispering, etc. Ask the children to write down the *ing* sentence that describes what the children are doing, e.g. Ellie is sleeping.
- The *ing* participle has previously been covered in Book 1, Unit 21.

**Unit 6A**

Match the word to the picture.

**sack**   **duck**   **neck**   **sock**



Colour the pictures.

Write three more **ck** words.

Here are my three words...  
rocking, wick, lick



**Unit 6B**

Look at these picture clues.

What are they doing?

Write each word.

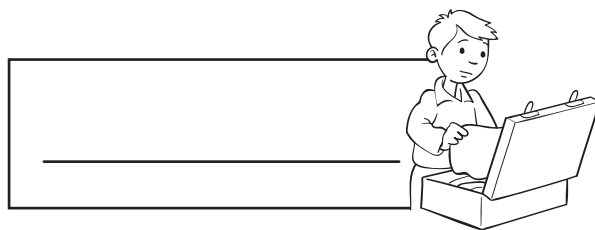
Add **ing** to put each word in the **present tense**.

Remember that present tense means it is happening now!

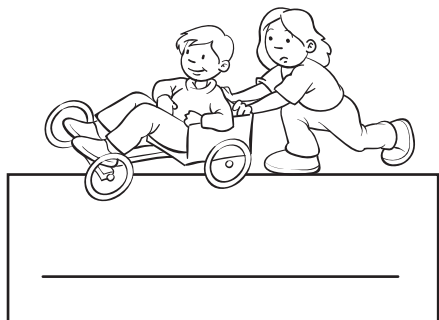
**jump push water fight eat buy pack hold**



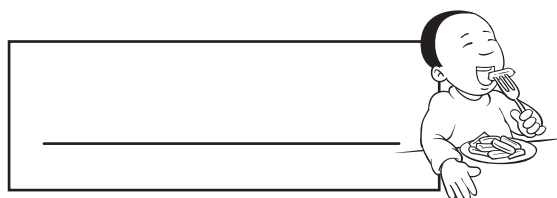
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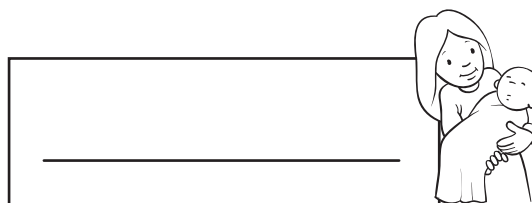
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# Unit 7

u

oo

Unit 7  
u  
oo

bull  
full  
pull

book  
cook  
hook

good  
hood  
wood

brook  
shook  
stood

**Making words**

Write a word from the word list to match each picture.

1 b

2 b

3 c

4 h

5 j

Choose two oo words and write them in a sentence.  
Draw a picture of a u word, where the u sounds like oo in wood.

**Using words**

Use the words to help you write the sentences.

foot tool shook good pull

1 took rhymes with \_\_\_\_\_  
2 full rhymes with \_\_\_\_\_

3 stood rhymes with \_\_\_\_\_  
4 soot rhymes with \_\_\_\_\_  
5 cool rhymes with \_\_\_\_\_

**Puzzle corner**

Look at these things that happen at home. Write three things about each one.

Breakfast	Playing	Bedtime
eating		

How quickly can you do it? I've done one for you!

Can your friend guess the word?

## Targets

- to recognise the common spelling patterns for the vowel phoneme oo
- to identify the phonemes in speech and writing
- to segment the words into phonemes for spelling
- to investigate and classify words with the same sounds but different spellings
- to learn to spell significant words of personal interest

## Word list

bull	book	good	brook
full	cook	hood	shook
pull	hook	wood	stood

## Some other relevant words

look rook crook  
foot soot  
bully fully pulley  
useful careful faithful dreadful thoughtful  
wonderful  
usefully carefully faithfully dreadfully  
thoughtfully wonderfully

## Relevant high-frequency words

put pull  
took

## Pupil Book answers

### Making words

1 bull 2 book 3 cook  
4 hook 5 full

Child's own sentence including two oo words.  
Illustration of child's selected u word.

### Using words

1 shook 2 pull 3 good  
4 foot 5 tool

## Puzzle corner

Three things that happen at breakfast, playing and bedtime. Individual answers.

## Copymaster/Homework answers

### Unit 7A

cook foot bully bull

One u and one oo word chosen from the box and written in a sentence.

### Unit 7B

A label for each word collection

School – picture book teacher pencil

Shopping – basket tin oranges money

Holiday – spade sand sea bucket

## Suggestions

- It is critical to spend as much time as necessary to ensure the children appreciate the different phonemes associated with the oo grapheme. Make large flashcards of ten oo words, five from each oo group. Invite ten children to hold the words so that they can be read by all the children, practise reading the words and then ask the class to organise the ten children into the two sound groups.
- With selected children, introduce the frequently used words 'could', 'should' and 'would'. These include the oo phoneme represented, unusually, by ou.
- Start a class word display which focuses on significant topics of general and particular interest. Link this with the keeping and collecting of words for personal word books.

**Unit 7A**

Finish the word to label the picture.

Add **u** or **oo** to these letters.



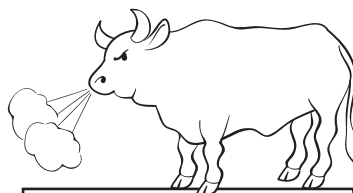
**c \_\_\_\_ k**



**f \_\_\_\_ t**



**b \_\_lly**



**b \_\_ll**

Colour the pictures.

Choose one **oo** word and one **u** word from the box and write them in a sentence.

**book look crook full pull bully**

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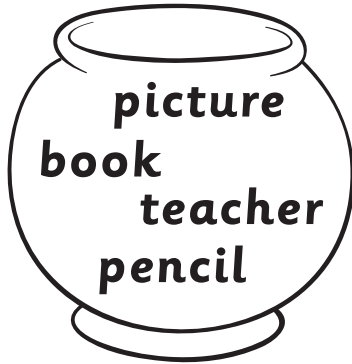
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**Unit 7B**

Draw a line to each picture and label it. Use the words in each pot to help.

**School**





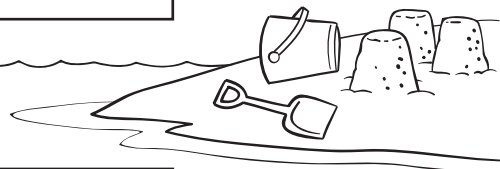
**Shopping**





**Holiday**



Colour your favourite picture.

# Unit 8

## ar

**Unit 8**  
**ar**

**dark**  
**barn**

ark   bar   car   bark  
arm   barn   jar   dark  
art   barge   star   shark

**Making words**  
Write an ar word to match each picture.

1   m

2 b  n

3

4 b  k

5 st

6 sh  k

Draw a picture of an ar word.

**Using words**  
Write these sentences. Choose the correct word.

- The boy fell and hurt his (art / arm).
- I switch off the light and it is (shark / dark).
- The jam in the (star / jar) is tasty.
- Carla and Ben played in the (bark / park).

**Puzzle corner**  
An **antonym** is a word with an opposite meaning. Copy the sentences. Write an antonym in each gap.

- Mina is happy. Tim is            **ftsadjuy**
- My cup is empty but your cup is            **fullbfeki**
- Jess is weak. Aimee is            **ghystrongloi**
- Sam took off his dirty jumper and put on a            one. **hyswjuclean**
- The brick is heavy but the feather is            **qelighuk**

## Targets

- to recognise the common spelling patterns for the vowel phoneme *ar*
- to identify the phonemes in speech and writing
- to segment the words into phonemes for spelling
- to investigate and classify words with the same sounds but different spellings
- to introduce the use of antonyms: collect, discuss differences of meaning and their spelling

## Word list

ark	bar	car	bark
arm	barn	jar	dark
ark	barge	star	shark

## Some other relevant words

card cart  
dart  
hard harm harp  
far  
lark mark park spark  
farm harm charm  
chart part start smart  
card hard yard  
large charge

## Relevant high-frequency words

are

## Pupil Book answers

### Making words

1 arm 2 barn 3 car 4 bark  
5 star 6 shark  
A picture of an **ar** word.

### Using words

1 arm 2 dark 3 jar 4 park

### Puzzle corner

1 sad 2 full 3 strong  
4 clean 5 light

## Copymaster/Homework answers

### Unit 8A

car dark card tart star

Child writes own sentence including an **ar** word.

### Unit 8B

The antonym pairs are:

new – old good – bad do – don't love – hate  
more – less can – can't night – day.

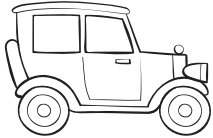
## Suggestions

- This phoneme is reasonably straightforward for most children, and building collections of *ar* words can be a productive activity for nearly all.
- In some regions dialect can cause a problem with words such as path, bath, past and fast in which the vowel phoneme sounds as though it 'needs' an *r*. These words can be taken as a small group and taught separately if appropriate.
- Another group of related words which might be tackled with those children who have grasped the main target pattern is the *are* family, e.g. care, fare.
- Note that all Copymaster B 'rocket' words are significant high-frequency words. This work can be extended by making a class collection of antonyms – children enjoy using the technical language and also the word play associated with finding 'matching' words.

**Unit 8A**

Finish the sentences with the **ar** words.

**car tart card star dark**



Sundip went to school in a \_\_\_\_\_.

Jess was afraid of the \_\_\_\_\_.

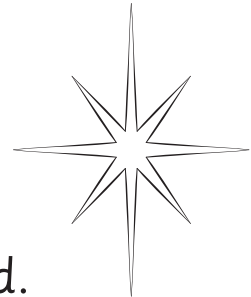


Alice sent James a \_\_\_\_\_  
for his birthday.



A jam \_\_\_\_\_ is a very tasty cake.

Twinkle twinkle little \_\_\_\_\_,  
how I wonder what you are.



Think of your own sentence using an **ar** word.


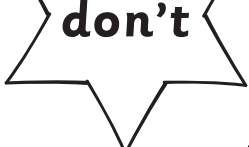


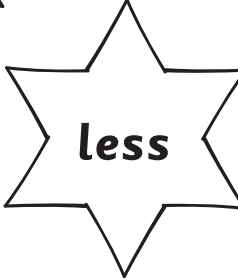
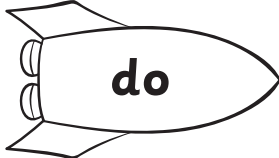
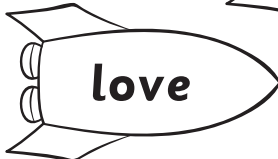
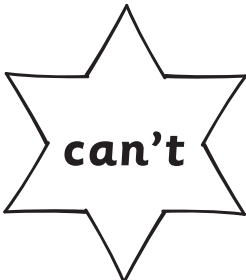


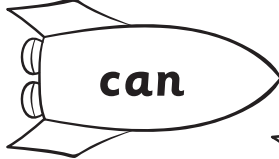



Draw a picture of it.



**Unit 8B**

An **antonym** is a word with the opposite meaning to another word.

Draw a line from the word in each rocket to its antonym in a star.

 <b>new</b>	 <b>don't</b>	
 <b>good</b>	 <b>hate</b>	 <b>less</b>
 <b>do</b>		
 <b>love</b>	 <b>can't</b>	 <b>day</b>
 <b>more</b>		
 <b>can</b>	 <b>bad</b>	 <b>old</b>
 <b>night</b>		

Use a rocket word and its star word in a sentence.

_____
_____

# Unit 9

oy  
oi

**Unit 9**

oy  
oi


boy  
joy  
toy


oil  
boil  
soil


join  
joint  
point


noise  
voice  
choice

**Making words**  
Find the rhyming words. The pictures will help with this.

1 boy rhymes with t. 

2 soil rhymes with o. 

3 joint rhymes with p. 

4 choice rhymes with v. 

Write a sentence that uses one of the oy and oi words you have written.

**Using words**  
The answer to each clue is an oy or oi word. Find the hidden word next to each clue.

1 Water in a kettle does this. toboilserb

2 Trees and plants grow in this. sedvawsoil

3 I like playing with these. bhtstoysnhyl

4 When I shout I use this. knyrxvoice

5 If a sponge is damp it is also this. kliemoistre

6 A sound I can hear. noisetergcv

**Puzzle corner**  
Copy these sentences. Choose a word from the box next to each sentence. Fill in each blank.

1 Alice called a little brother Tom.

2 She being his big loves sister.

3 Tom at her funny jokes all the time.

## Targets

- to recognise the common spelling patterns for the vowel phoneme oy
- to identify the phonemes in speech and writing
- to segment the words into phonemes for spelling
- to investigate and classify words with the same sounds but different spellings
- to read on sight and spell selected high-frequency words

## Word list

boy	oil	join	noise
joy	boil	joint	voice
toy	soil	point	choice

## Some other relevant words

coy  
enjoy destroy annoy royal loyal oyster  
spoil toil  
coin  
moist poise poison

## Relevant high-frequency words

boy

## Pupil Book answers

### Making words

1 toy 2 oil 3 point 4 voice

Child's own sentence that includes an oy and an oi word.

### Using words

1 boils 2 soil 3 toys 4 voice  
5 moist 6 noise

### Puzzle corner

The sentences should read:

- Alice has a little brother called Tom.
- She loves being his big sister.
- Tom laughs at her funny jokes all the time.

## Copymaster/Homework answers

### Unit 9A

boy toy voice boil oink oink

Child's own sentence using an oy and an oi word

### Unit 9B

The high-frequency words made are – again because half if next water took people. Child's own sentence incorporating three of these words.

## Suggestions

- These word groups provide a helpful opportunity to practise looking for common rime structures (the 'rime' being the part of the word comprising the vowel phoneme and following consonant(s)). Thus a useful group or class activity is to write the rime patterns oy, oil and oin on the board and then collect words to match each set, i.e. oy: boy, toy, coy, joy, Roy oil: oil, boil, toil, soil, spoil oin: coin, join.
- A helpful teaching point, when appropriate, is that the oi spelling pattern never appears at the end of a word. By contrast, oy occasionally appears medially, notably when preceding a suffix (e.g. employed).
- Copymaster 9B can be adjusted for difficulty by the teacher completing some of the connections before the child commences work, thus eliminating some of the options.

**Unit 9A**

Finish the sentences with an **oy** or **oi** word.



**boy oink toy voice boil**

Dave is not a girl. He is a \_\_\_\_\_.



Emily played with her favourite \_\_\_\_\_ all day.



Joe is a good singer. He has a lovely \_\_\_\_\_.

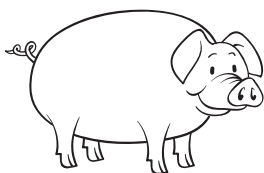
To make a cup of tea we \_\_\_\_\_ the water.

The noise a pig makes is \_\_\_\_\_ !



Think of your own sentence using an **oy** and an **oi** word.

Draw a picture of it.



**Unit 9B**

Make a word.

Match the letters by drawing a line between them.

Write the word. The first one is done for you.

ag	lf	_____
be	ter	_____
ha	ain	<b><u>again</u></b>
i	xt	_____
ne	ok	_____
wa	cause	_____
to	ple	_____
peo	f	_____



Clue... One word  
you can drink!



Write a sentence using three  
of the words you have made.

_____
_____
_____

# Unit 10

# ow ou

### Unit 10

**ow**  
**ou**

**cow** **owl** **out** **couch**  
**how** **howl** **about** **pouch**  
**now** **growl** **shout** **slouch**

### Using words

Sort the words in the bowl into letter pattern families, like this...

ow words	couch	brow
ou words	owl	fowl
	cow	now
	trout	slouch
	about	howl
	mouth	

### Making words

Write an **ow** or **ou** word to match each picture.

Write a sentence that has an **ou** word in it.  
Choose an **ow** word and draw it in a picture.

Remember that each beat of a word is called a syllable.

1 window = win\_ \_  
2 garden = gar\_ \_  
3 salad = sal\_ \_  
4 computer = com\_ \_ter  
5 monkey = mon\_ \_  
6 cucumber = cu\_ \_ber

Show it to your friends. Can they guess the word?

## Targets

- to recognise the common spelling patterns for the vowel phoneme **ow**
- to identify the phonemes in speech and writing
- to segment the words into phonemes for spelling
- to investigate and classify words with the same sounds but different spellings
- to discriminate, orally, syllables in multi-syllabic words

## Word list

<b>cow</b>	<b>owl</b>	<b>out</b>	<b>couch</b>
<b>how</b>	<b>howl</b>	<b>about</b>	<b>pouch</b>
<b>now</b>	<b>growl</b>	<b>shout</b>	<b>slouch</b>

## Some other relevant words

bow row sow wow brow  
fowl prowl scowl  
down crown brown frown gown  
crowd tower power shower  
bound found hound mound sound wound  
count mount  
ounce bounce pounce  
crouch  
mouse house  
mouth south

## Relevant high-frequency words

how now down  
out our about house

## Pupil Book answers

### Making words

1 cow 2 howl 3 owl  
4 shout 5 pouch

Child's own sentence including an **ou** word.  
An illustration of an **ow** word.

## Using words

**ow** words: brow owl fowl now howl how  
**ou** words: crouch slouch about trout mouth

## Puzzle corner

The syllable answer is emboldened.

1 **window** 2 **garden** 3 **salad**  
4 computer 5 **monkey** 6 **cucumber**

## Copypaster/Homework answers

### Unit 10A

shower bounce mouse owl

The table completed by adding an **ow** or **ou** word  
e.g. cow brown pound pouch.

### Unit 10B

Syllables divided as follows:

pil/low hun/gry bub/ble po/ta/to fun/fair  
oc/to/pus

## Suggestions

- Following the work in the previous unit, here is another good opportunity to work on rime patterns, particularly the **ow**, **own**, **owl** and **ound** sets of words.
- Whilst the **ou** and **ow** patterns are important graphemes, both have their complications when teaching the related phonemes, e.g. cow / throw. Especially frustrating for the teacher is that the most frequently used **ou** words are 'irregular', e.g. could, would, should, you, your, through, thought.
- The key to understanding syllables is that each syllable must contain a vowel sound – a useful extension to teaching about vowels and consonants.

**Unit 10A**

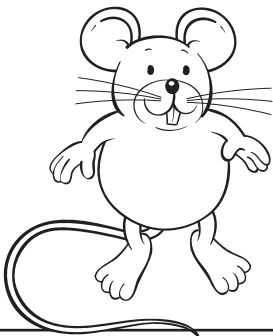
Look at the pictures.

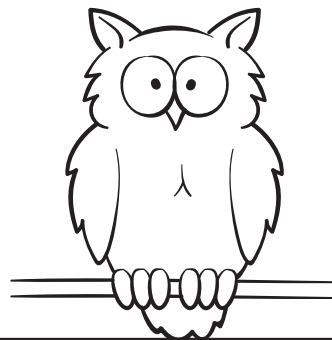
Match a word to each picture.

**mouse shower bounce owl**










Finish the table.

Add an **ow** or **ou** word to each rhyming family.

bow	down	bound	slouch
now	crown	mound	crouch



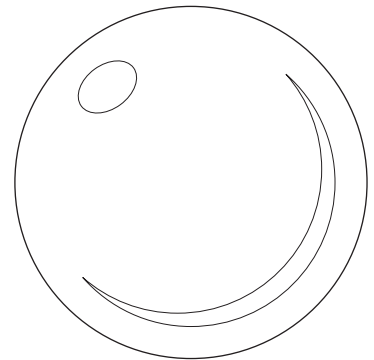
Remember that the beats in a word are called **syllables**.

## Unit 10B

Draw a line to divide each word into syllables, like this.

yellow

**y e l / l o w**



pillow

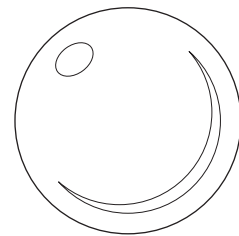
**p i l l o w**

hungry

**h u n g r y**

bubble

**b u b b l e**

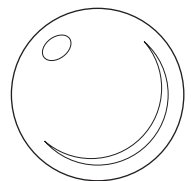


potato

**p o t a t o**

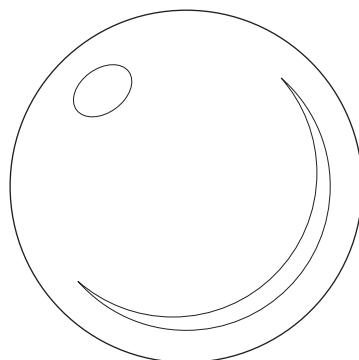
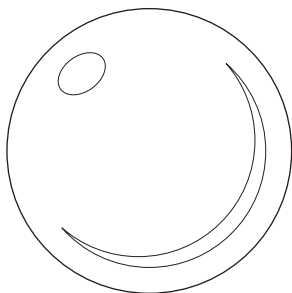
funfair

**f u n f a i r**



octopus

**o c t o p u s**





# Unit 11

## tch

## nch

### Unit 11

#### tch nch

finch

catch lunch

catch match patch  
itch witch stitch  
finch pinch bunch  
lunch munch punch

#### Making words

Look at the pictures and write the rhyming words.

- 1 catch rhymes with \_\_\_\_\_
- 2 itch rhymes with \_\_\_\_\_
- 3 finch rhymes with \_\_\_\_\_
- 4 punch rhymes with \_\_\_\_\_

Write three other **tch** words and three other **nch** words in your book.

The word **tee** will help.

#### Using words

Look at the words in the box.

catch munch hatch match punch  
witch switch sketch bunch

Copy the word from the box that matches each picture.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

Choose two more words from the box and write each one in a sentence.

#### Puzzle corner

Match the words that have the same sounds but different spelling patterns by drawing a line between them.

1 tea	June
2 float	snake
3 dry	sheep
4 play	sweet
5 blue	night
6 sea	poke

The first one is done for you.

## Targets

- to discriminate, blend and spell consonant clusters *tch* and *nch*
- to investigate and classify words with the same sounds but different spellings

## Word list

catch	itch	finch	lunch
match	witch	pinch	munch
patch	stitch	bunch	punch

## Some other relevant words

hatch snatch scratch  
bitch ditch hitch pitch switch  
fetch stretch  
crutch hutch  
bench drench trench wench

## Relevant high-frequency words

No relevant words.

## Pupil Book answers

### Making words

1 patch 2 witch 3 pinch 4 lunch  
Child adds three **tch** and three **nch** words.

### Using words

1 catch 2 hatch 3 switch 4 sketch  
Child uses two of the words in own sentences.

### Puzzle corner

1 tea – sheep 2 float – poke  
3 dry – night 4 play – snake  
5 blue – June 6 sea – sweet

## Copymaster/Homework answers

### Unit 11A

The following labels added to the picture – catch  
itch munch lunch witch pinch.

A sentence about the picture.

### Unit 11B

tune rope night flake hood

A sentence that has two words with the same sound spelt differently.

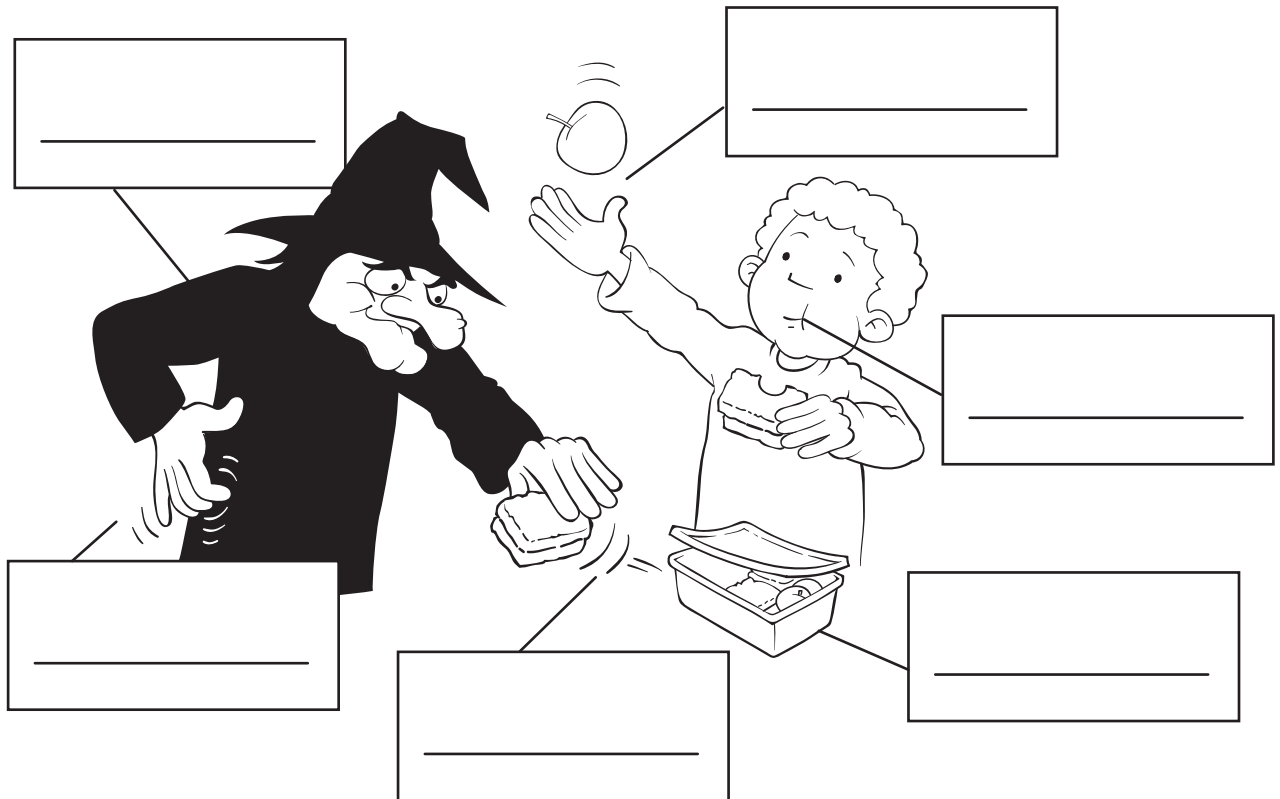
## Suggestions

- It is worth revisiting the *ch* consonant digraph before commencing work on this unit (see Book 1, Unit 7). In doing so, it can be noted that *ch* at the end of a word is more often than not accompanied by a *t* or *n*, the main exceptions being 'rich', 'much' and 'such'. Write a selection of words ending in *ch* on the board, invite selected children to underline the letter before the *ch* and from this draw out the importance of the *tch* and *nch* patterns.
- Words including the *tch* and *nch* clusters are regular when adding the suffixes *ed* and *ing*. A useful supplementary activity revisiting earlier work on suffixes might therefore be undertaken at this time.
- The *Puzzle corner* activity gives an opportunity to revisit the different graphemic representations for the main vowel sounds. This type of activity can be turned into a simple game, encouraging the children (perhaps for homework) to make collections of words with the same vowel sound but differing spelling patterns.

**Unit 11A**

Add **tch** or **nch** words to the picture.  
Colour the picture.

**catch   itch   munch   lunch   witch   pinch**



Write a sentence about the picture.


**Unit 11B**

Write the word from the box that includes the same sound spelt differently.

**rope flake hood tune night**



The first is done to help you.

**chew**



**blow**



**ice**



**hay**



**bull**



Write a sentence that has two words with the same sound spelt differently.


# Unit 12

## air

**Unit 12**  
**air**

**funfair**

**air**  
**fair**  
**hair**

**pair**  
**flair**  
**stair**

**hairs**  
**pairs**  
**stairs**

**chair**  
**funfair**  
**airport**

**Using words**

Fill the gap in each sentence with an **air** word.

**airport   funfair   pair   hair   chair**

1 In the morning I comb my \_\_\_\_.

2 I have a new \_\_\_\_ of shoes.

3 At the \_\_\_\_ I ride on the dodgems.

4 I sit on a \_\_\_\_ at the table.

5 I like to watch planes at the \_\_\_\_.

**Making words**

Add **air**. Write the word that matches the picture.

1 h \_\_\_\_

2 \_\_\_\_

3 p \_\_\_\_

4 ch \_\_\_\_

Choose three **air** words and draw them in a picture. Write the **air** words on the picture.

The word list will give you some ideas.

**Puzzle corner**

**un** is a prefix.  
A prefix is a group of letters added to the beginning of a word.

The prefix **un** changes the meaning of a word to its opposite meaning.

Make the opposite word by adding the **un** prefix to each word. Underline the prefix.

1 \_\_\_\_lock   2 \_\_\_\_even  
3 \_\_\_\_happy   4 \_\_\_\_tie  
5 \_\_\_\_lucky

**unlucky**

**unlucky**

26

27

### Targets

- to discriminate, spell and read the common spelling pattern for the vowel phoneme *air*
- to spell words with the common prefix *un* to indicate the negative

### Word list

<b>air</b>	<b>pair</b>	<b>hairs</b>	<b>chair</b>
<b>fair</b>	<b>flair</b>	<b>pairs</b>	<b>funfair</b>
<b>hair</b>	<b>stair</b>	<b>stairs</b>	<b>airport</b>

### Some other relevant words

lair  
dairy hairy  
repair  
upstairs downstairs

### Relevant high-frequency words

No relevant words.

### Pupil Book answers

#### Making words

1 hair 2 air 3 pair 4 chair

Child's own annotated picture using three **air** words.

#### Using words

1 hair 2 pair 3 funfair  
4 chair 5 airport

#### Puzzle corner

1 unlock 2 uneven 3 unhappy  
4 untie 5 unlucky

### Copymaster/Homework answers

#### Unit 12A

f + air = fair  
st + air = stair  
h + air = hair  
rep + air = repair  
h + air + y = hairy  
air + port = airport  
fun + fair = funfair

A picture of an **air** word.

### Unit 12B

The **un** words labelling the pictures are – unpack untie uncover untidy unzip undress.

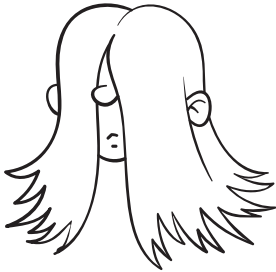
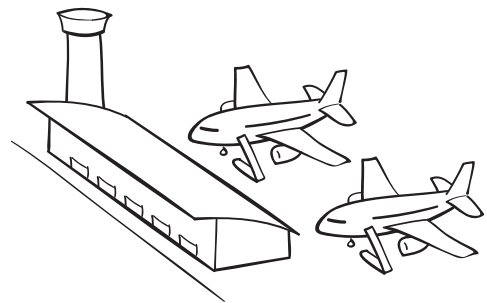
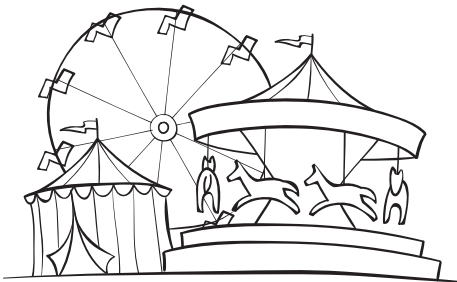
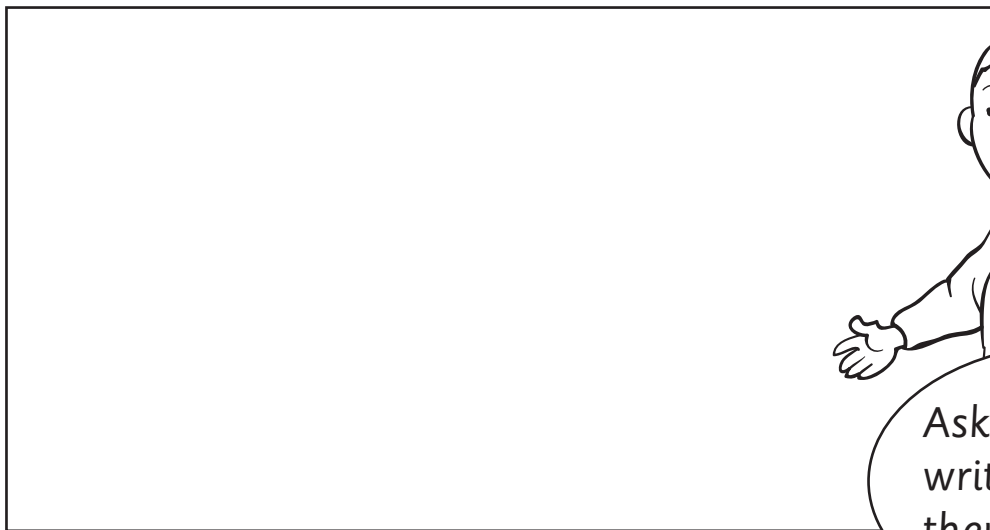
Child's own sentence using an **un** prefixed word.

### Suggestions

- Before commencing this unit it will probably be advisable to revisit the *ai* letter pattern (see Book 1, Unit 19).
- Whilst the *air* pattern is a natural extension of work on the *ai* phoneme, *air* and *are* often represent the same phoneme, and in frequently used words, e.g. bare, care, dare, fare, hare, mare, rare, glare, stare, scare, snare, share. This might offer opportunities to introduce some simple homophones.
- The negative prefix *un* gives the chance to revise work in earlier units on antonyms (e.g. happy, unhappy) and, for those ready to take things further, to introduce synonyms (e.g. unhappy/sad).

**Unit 12A**

Finish the word sums.

**f + air = \_\_\_\_\_****st + \_\_\_\_\_ = stair****\_\_\_\_\_ + air = hair****rep + air = \_\_\_\_\_****h + \_\_\_\_\_ + y = hairy****air + \_\_\_\_\_ = airport****fun + fair = \_\_\_\_\_**Draw a picture of an **air** word.

Ask someone to  
write down what  
they think it is.

**Unit 12B**

The prefix **un** changes the meaning of a word to its opposite meaning.

Write the **un** word with the picture.

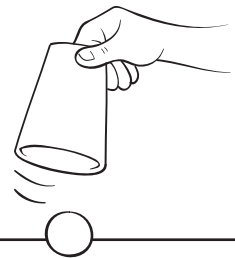
**untidy uncover untie unzip unpack undress**



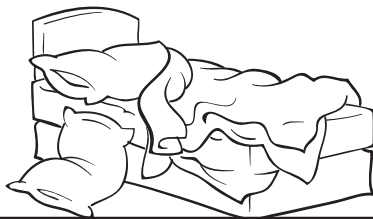
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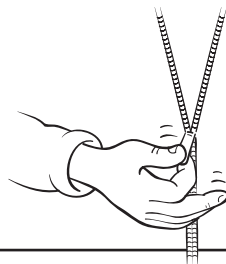
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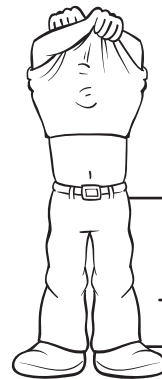
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Write a sentence using an **un** word.

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# Unit 13

# are ear

### Unit 13

**are**  
**ear**

**care** **bear** **scare** **swear**  
**hare** **pear** **share** **wear**  
**rare** **tear** **spare** **wearing**

**scare**

**bear**

**Making words**  
Write an **are** or **ear** word to match each picture.

1 b\_\_\_\_\_

2 p\_\_\_\_\_

3 sc\_\_\_\_\_

4 sh\_\_\_\_\_

5 sw\_\_\_\_\_

Write a sentence that uses one of the **are** words you have written.

Write a sentence that uses one of the **ear** words you have written.

**Using words**  
Fill the gap in each sentence with an **are** or **ear** word.

pear spare share tear wear care

- Would you like to \_\_\_\_\_ my sweets?
- Would you like a juicy \_\_\_\_\_ to eat?
- Do you have a \_\_\_\_\_ pen I can borrow?
- My shirt has got a \_\_\_\_\_ in it.
- Take \_\_\_\_\_ as you run down the hill.
- I am going to \_\_\_\_\_ my purple socks.

**Puzzle corner**  
A **compound word** is two small words put together to make one big word, like this:  
**scare** + **crow** = **scarecrow**

Write the compound word.

- + = \_\_\_\_\_
- + = \_\_\_\_\_
- + = \_\_\_\_\_
- + = \_\_\_\_\_
- + = \_\_\_\_\_

## Targets

- to discriminate, spell and read the common spelling patterns for the vowel phonemes *are* and *ear*
- to split familiar oral and written compound words into their component parts

## Word list

care	bear	scare	swear
hare	pear	share	wear
rare	tear	spare	wearing

## Some other relevant words

bare dare fare mare  
glare stare snare  
swearing

## Relevant high-frequency words

No relevant words.

## Pupil Book answers

### Making words

1 bear 2 pear 3 scare 4 share 5 swear  
Child writes own sentences using an **are** and **ear** word.

### Using words

1 share 2 pear 3 spare 4 tear  
5 care 6 wear

### Puzzle corner

1 snowman 2 handbag 3 sandcastle  
4 toothbrush 5 teaspoon

## Copypaster/Homework answers

### Unit 13A

Match the word to the picture – scare pear  
bear hare

One **are** and one **ear** word written in a sentence.

### Unit 13B

The compound words are – homework  
skateboard football bedroom matchbox lipstick  
shoelace or shoebox

## Suggestions

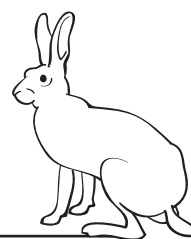
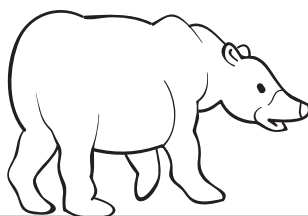
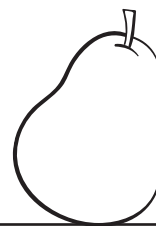
- Before commencing this unit it will probably be advisable to revisit the *ar* and *ea* letter patterns. In particular it is important to draw out that in this unit the children will be working with the less common phonemic form of the letter patterns, i.e. the *ear* in wear not in hear, and the *ar* in share not in car.
- Clearly, the work in this unit follows naturally on from Unit 12, to which reference should be made, probably in discussion when the work is finished.
- Before undertaking the work on compound words it may be necessary to write the component words on the board, e.g. snow, man, castle, etc.
- As a follow-up activity, give the children a word and challenge them (possibly for homework) to find as many related compound words as they are able, e.g. bed (bedroom, bedtime, etc.).



**Unit 13A**

Match the word to the picture.

**bear hare pear scare**



Write a sentence with one **are** word and one **ear** word.

Choose from these words.

**care stare share**

**bear tear wear**

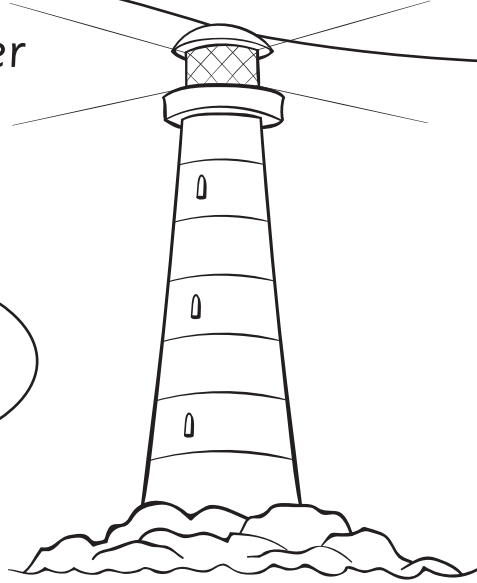
_____
_____
_____
_____

**Unit 13B**

Two small words put together to make one big word is called a **compound word**.



The first one is done to help you.



Join the two words together to make a big word.  
Write the word. The first one is done for you.

light

ball

\_\_\_\_\_

home

board

\_\_\_\_\_

skate

box

\_\_\_\_\_

foot

house

**lighthouse**

bed

room

\_\_\_\_\_

match

work

\_\_\_\_\_

lip

lace

\_\_\_\_\_

shoe

stick

\_\_\_\_\_

Colour the lighthouse.

# Unit 14

## or ore

**Unit 14**

**or  
ore**

**sore**

**fork**


**cork** **born** **bore** **sore**


**fork** **corn** **core** **tore**


**pork** **horn** **more** **wore**


**Making words**

Write the **or** or **ore** word to match each picture.

1  c \_ k

2  f \_ k

3  h \_ n

4  s \_

Write three other **or** words.

Write a sentence that has an **ore** word in it.

**Using words**

How many **or** and **ore** words can you find hidden in this box? Write them down.

c	o	r	k	s	n	o	r	e	s
o	r	e	a	n	i	p	u	a	t
r	e	l	h	o	r	s	e	k	o
e	i	n	d	r	o	j	d	h	r
s	o	r	e	t	u	f	o	r	m

**Puzzle corner**

Make the opposite word by adding the **dis** prefix to each word.

- obey
- like
- trust
- appear
- agree

The prefix **dis**, like the prefix **un**, also changes the meaning of a word to its opposite meaning.

Underline the prefix in each word.

### Targets

- to discriminate, spell and read the common spelling patterns for the vowel phonemes *or* and *ore*
- to spell words with the common prefix *dis* to indicate the negative

### Word list

cork	born	bore	sore
fork	corn	core	tore
pork	horn	more	wore

### Some other relevant words

or for force  
cord ford lord  
stork  
door moor  
form storm  
gorge  
morn torn worn  
sword sworn scorn  
fort port sort snort sport short  
porch torch scorch  
north author order  
ore store score snore swore shore before

### Relevant high-frequency words

or more door

### Pupil Book answers

#### Making words

1 cork 2 fork 3 horn 4 sore

Child writes three further **or** words.

Child's own sentence including an **ore** word.

#### Using words

There are nine hidden words:

cork snore horse sore form core ore  
snort storm.

#### Puzzle corner

1 disobey 2 dislike 3 distrust  
4 disappear 5 disagree

### Copymaster/Homework answers

#### Unit 14A

Drawing a line from each bird to **or** or **ore** nest.

**or** words are: born order cork storm

**ore** words are: snore more shore before

Pupil writes own funny sentence using **or** and **ore** words.

#### Unit 14B

**un** or **dis** prefixes to complete each sentence

– unlucky disappear untie dislike unlock.

Write a sentence using one of: disagree unhappy disobey undo.

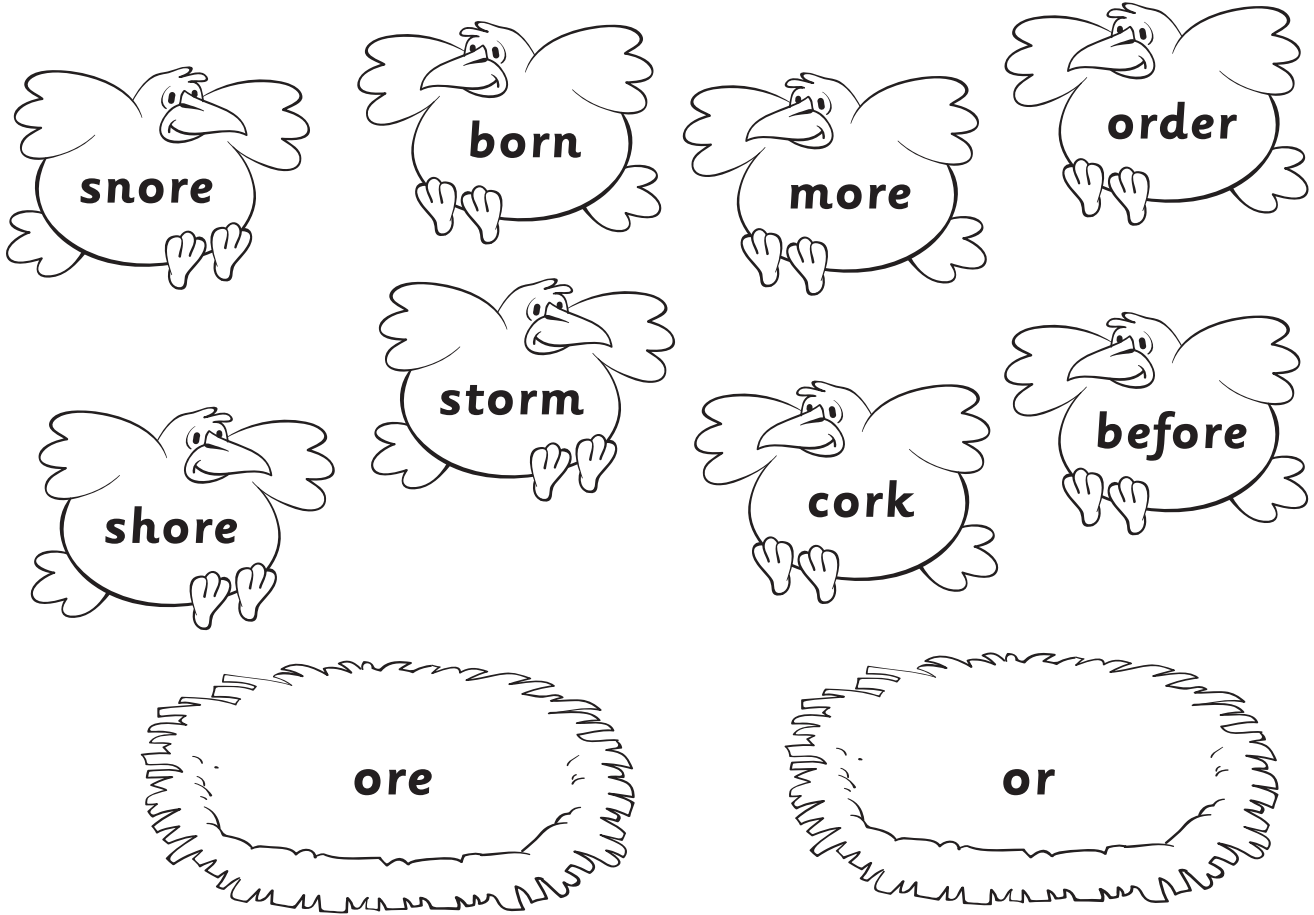
### Suggestions

- Unlike the earlier work using *ar/are* vowel phonemes, *or/ore* have no difference in sound – a point to share with the children.
- This unit is the first of a pair (with Unit 15) considering similar phonemes represented by *aw* and *au*.
- The negative prefix *un* should be revisited as an introduction to the vocabulary work in this unit (see Unit 12). As a related activity, themed artwork might be undertaken with the child asked to incorporate into a picture positive and negative aspects of a chosen root word, e.g. like/dislike, happy/unhappy, obey/disobey.

**Unit 14A**

Read each word.

Draw a line to take each bird to its **ore** or **or** nest.



Write a funny sentence using as many **or** and **ore** words as you can.




The prefix **dis**, like the prefix **un**, changes the meaning of a word to its opposite.

## Unit 14B

Choose an **un** or **dis** prefix to complete each sentence.

**un      dis**

Manesh tripped over the kerb. He was very \_\_\_\_ lucky.

I saw the ghost \_\_\_\_ appear.

Please can you \_\_\_\_ tie my shoelaces?

I \_\_\_\_ like getting wet in the rain.

Please can you \_\_\_\_ lock the door?



Write a sentence using one of these words.

**disagree    unhappy    disobey    undo**

_____
_____
_____
_____

# Unit 15

# aw

# au

**Unit 15**

**aw**

**au**

**pause**

**claw**


**jaw** **dawn** **claw** **cause**


**paw** **lawn** **draw** **pause**


**saw** **yawn** **straw** **because**


**Making words**


Choose a word from the word list to match the picture.

1  p \_ \_

2  s \_ \_

3  l \_ \_

4  s \_ \_

5  d \_ \_

Draw a picture that has one **aw** word and one **au** word in it. Label your picture.

**Using words**

Fill the gap in each sentence with an **aw** or an **au** word.

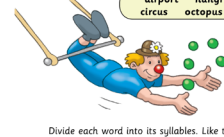
hawk saw yawn crawl draw pause because

- A \_\_\_\_\_ is a bird of prey.
- When I am tired I sometimes \_\_\_\_\_.
- To stop the video I can \_\_\_\_\_ it.
- With my pen I like to \_\_\_\_\_.
- I \_\_\_\_\_ the baby across the floor.
- I eat \_\_\_\_\_ I am hungry.

**Puzzle corner**

Copy each of these words.

airport circus hungry octopus because helicopter



Divide each word into its syllables. Like this.

airport air / port

Remember that the break in a word are called syllables!

32

33

## Targets

- to discriminate, spell and read the common spelling patterns for the vowel phonemes **aw** and **au**
- to discriminate syllables in multi-syllabic words

## Word list

jaw	dawn	claw	cause
paw	lawn	draw	pause
saw	yawn	straw	because

## Some other relevant words

raw thaw

fawn drawn prawn

bawl crawl trawl sprawl shawl

awful hawk

caught taught daughter

sauce August autumn

author launch naughty fault saucer

## Relevant high-frequency words

saw because

## Pupil Book answers

### Making words

1 paw 2 saw 3 lawn 4 straw 5 draw

Child's annotated illustration incorporating an **aw** and **au** word.

### Using words

1 hawk 2 yawn 3 pause 4 draw

5 saw, crawl 6 because

### Puzzle corner

The words divided into syllables look like this:

air / port

hun / gry

be / cause

cir / cus

oc / to / pus

he / li / cop / ter

## Copymaster/Homework answers

### Unit 15A

Writing **aw** or **au** 'bee' words into the correct beehives.

**aw** words are: fawn bawl awful draw

**au** words are: August sauce caught launch

A funny sentence using **aw** and **au** words.

### Unit 15B

Matching syllables – brother garden sister princess  
circus purple kicking

birthday = 2 syllables tummy = 2 Saturday = 3  
cat = 1

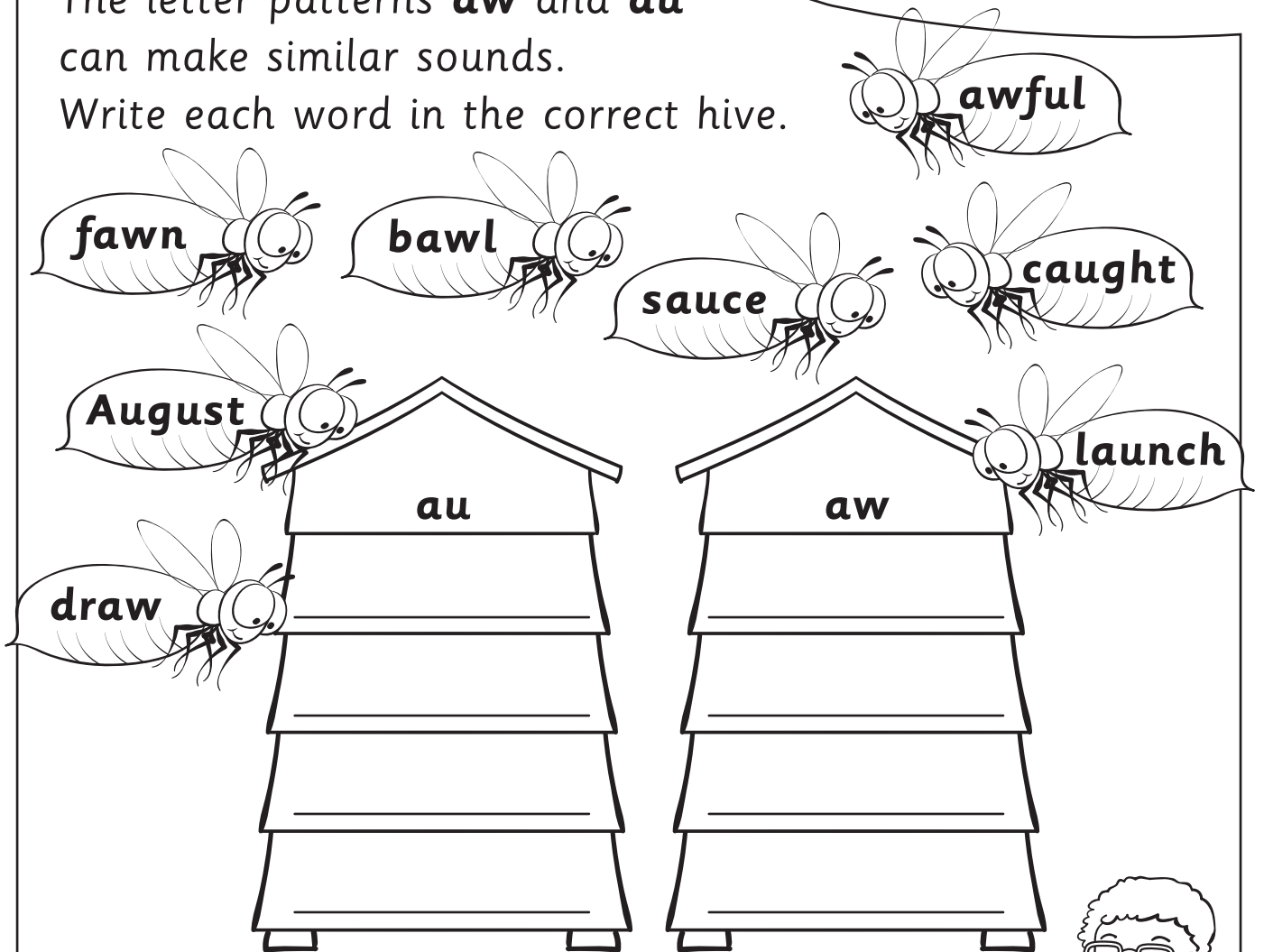
## Suggestions

- Taken with the graphemes in the previous unit, the **aw** grapheme is in several words with a very similar, if not identical, phoneme (sound) to other words i.e. if not actual homophones, certainly close enough to cause confusion. Work with the following sets of words will intrigue some children and make for more accurate spelling:  
saw sore; paw poor pour; for four; ore or; flaw floor; horse hoarse; more moor
- As noted in Unit 10, the key to understanding syllables is that each syllable must contain a vowel sound – a useful extension to teaching about vowels and consonants.

**Unit 15A**

The letter patterns **aw** and **au** can make similar sounds.

Write each word in the correct hive.



Write a sentence using as many **aw** and **au** words as you can.

Can you write a funny sentence?

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**Unit 15B**

A **syllable** is a part of a word that can be sounded by itself.

Make a word.

Match a syllable in the first column to a syllable in the second column.

The first one is done for you.

broth	den	_____
gar	cess	_____
sis	er	<u><b>brother</b></u>
prin	ter	_____
cir	ing	_____
pur	ple	_____
kick	cus	_____

Say these words out loud. Write how many syllables you can hear.

birthday	_____
tummy	_____
Saturday	_____
cat	_____

# Unit 16

## er

**Unit 16**  
**er**

**computer**

**her**  
**herd**  
**ever**

**after**  
**clever**  
**corner**

**letter**  
**water**  
**winter**

**computer**  
**newspaper**  
**September**

**Making words**  
Read the words in the box.  
Use the words to help you fill in the gaps.

September water winter after herd

1 I saw a \_\_\_\_\_ of elephants.  
2 One month in the autumn is called \_\_\_\_\_.  
3 I wash my hands in \_\_\_\_\_.  
4 Sometimes it snows in the \_\_\_\_\_.  
5 \_\_\_\_\_ breakfast we walk to school.

Write a sentence that uses at least two **er** words from the word list.  
Write two other **er** words.

**Using words**

Shannon was clever to deliver the letter. But the weather in winter wet her with water!

Look at the poem.  
Make a list of all the **er** words you can find.

**Puzzle corner**  
Synonyms are words that mean similar things.  
Tom fell in a puddle and got **wet**.  
His clothes were very **damp**.  
Find a word in the box that has a similar meaning to the words being spoken.

cheerful hard sick frightened chilly soaking

1 "I'm scared!"  
2 "My hat is wet!"  
3 "This is difficult!"  
4 "I feel ill!"  
5 "I'm so happy!"  
6 "Brrr. I feel cold!"

### Targets

- to discriminate, spell and read the common spelling patterns for the vowel phoneme *er*
- to use synonyms and other alternative words/phrases that express the same or similar meanings

### Word list

her	after	letter	computer
herd	clever	water	newspaper
ever	corner	winter	September

### Some other relevant words

herb kerb  
germ fern term  
every  
brother sister mother father  
litter better butter  
slipper hopper shopper chopper supper stopper  
digger flipper mixer  
boxer cleaner flower paper monster shorter  
taller trouser

### Relevant high-frequency words

her were after over water sister brother  
another

### Pupil Book answers

#### Making words

1 herd 2 September 3 water  
4 winter 5 After

Child's own sentence incorporating two **er** words from the word list.

Child to write two other **er** words.

#### Using words

The **er** words in the poem are as follows:  
clever deliver letter weather winter  
her water.

### Puzzle corner

The word (synonym) in the box that sounds like the words being spoken are as follows:

1 frightened 2 soaking 3 hard  
4 sick 5 cheerful 6 chilly

### Copymaster/Homework answers

#### Unit 16A

Add **er** to the word. The **er** words are:

flower sister monster trouser butter digger  
her ever

Child's sentence using an **er** word, with a picture.

#### Unit 16B

The synonym pairs are – big/large eat/chew  
cold/icy small/little smash/break leap/jump  
coat/jacket enjoy/like.

A sentence using two synonyms.

### Suggestions

- This phoneme is technically known as the schwa vowel. In a few instances *er* appears as a straightforward vowel digraph within a word (e.g. herd), but *er* is most commonly found at the end of a word, where it is pronounced as a short, gentle 'grunt'.
- This unit provides an opportunity to follow up work on syllables from the previous unit as *er* is often preceded by a double consonant, e.g. butter. In such two-syllable words, the division is normally taken between the double letters, i.e. but / ter.
- Revisit antonyms (see Units 8, 12, 14) to remind children about opposites. Then discuss how our writing can be made more interesting if we try to avoid using the same word repeatedly.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 16A

Add **er** to make a word.

Write the word in the space.

flower

flow

sist

\_\_\_\_\_

\_\_\_\_\_

monst

trous

\_\_\_\_\_

\_\_\_\_\_

butt

digg

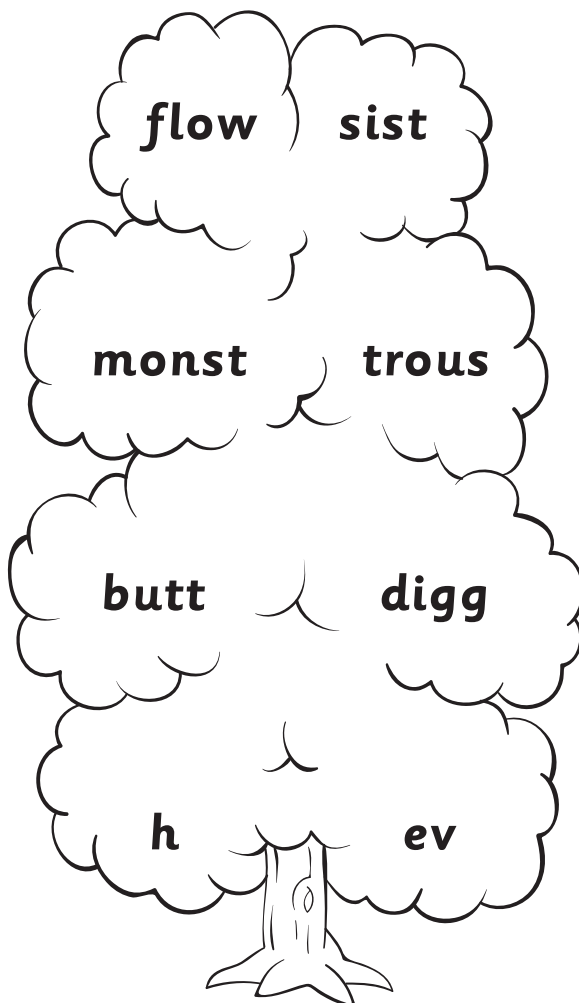
\_\_\_\_\_

\_\_\_\_\_

h

ev

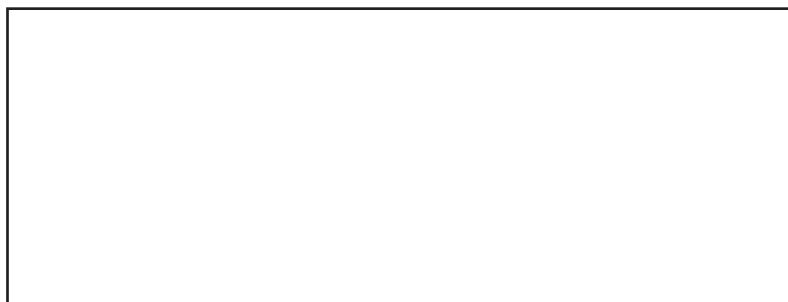
\_\_\_\_\_



Think of your own sentence using an **er** word.

\_\_\_\_\_  
\_\_\_\_\_

Draw a picture of it.

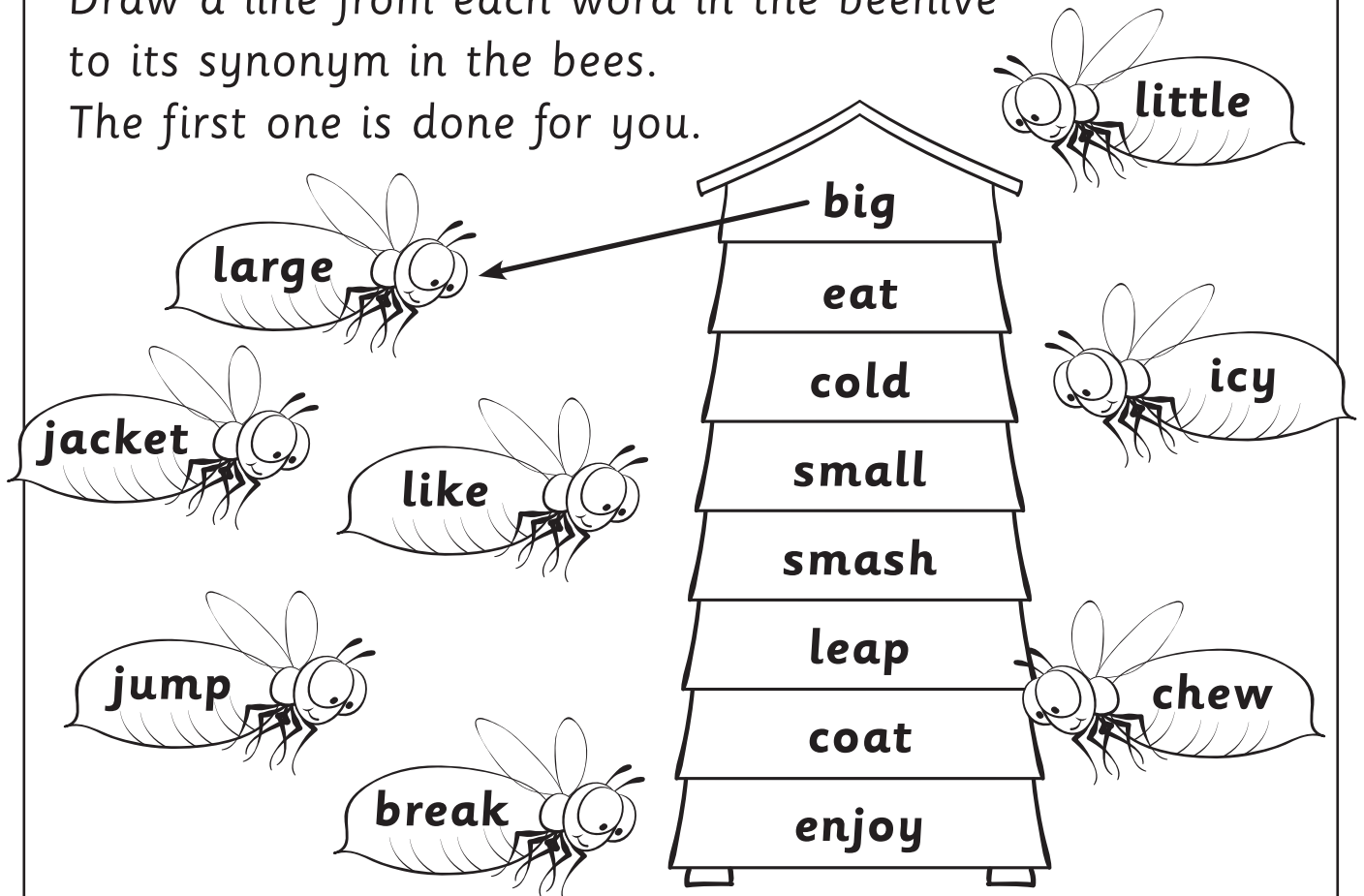


**Unit 16B**

Synonyms are words that mean similar things.

Draw a line from each word in the beehive to its synonym in the bees.

The first one is done for you.



Write a sentence using two synonyms.


# Unit 17

## ir

Unit 17  
ir

skirt  
shirt

fir  
sir  
stir  
bird  
firm  
third  
dirt  
shirt  
skirt  
birth  
first  
thirst

**Making words**  
Match each picture with its **ir** word.

shirt stir skirt thirst dirt bird

All these words can be found in the word list!

Write a sentence using at least two **ir** words from the word list.  
Write two other **ir** words in your book.

**Using words**  
Fill the gap in each sentence with an **ir** word.

- Mother bear gave the porridge a \_\_\_\_\_.
- I came \_\_\_\_\_ in the race.
- The baby bird gave a \_\_\_\_\_ and flew off.
- He put on his \_\_\_\_\_ and tie.
- After playing football, Tom was covered in \_\_\_\_\_.

**Puzzle corner**  
Copy the table below.  
Match the words in the box with the words that have the same **ea** sound.

bear	dear	read	tear	rear	head
dead	year				

Watch out! Two of the words can be put in both of the columns!

## Targets

- to discriminate, spell and read the common spelling patterns for the vowel phoneme **ir**
- to investigate words which have the same spelling patterns but different sounds

## Word list

<b>fir</b>	<b>bird</b>	<b>dirt</b>	<b>birth</b>
<b>sir</b>	<b>firm</b>	<b>shirt</b>	<b>first</b>
<b>stir</b>	<b>third</b>	<b>skirt</b>	<b>thirst</b>

## Some other relevant words

flirt squirt circus  
girl swirl twirl thirsty  
chirp birch mirth

## Relevant high-frequency words

first girl

## Pupil Book answers

### Making words

1 stir 2 bird 3 dirt 4 skirt  
5 shirt 6 thirst

Child's sentence incorporating two **ir** words.  
Child to write two other **ir** words.

### Using words

1 stir 2 first or third 3 chirp  
4 shirt 5 dirt

### Puzzle corner

dead	year
head	tear
read	rear
bear	dear
tear	read

## Copymaster/Homework answers

### Unit 17A

s + ir = ir  
g + ir + l = girl  
ch + irp = chirp  
sk + irt = skirt  
b + ir + d = bird  
st + ir = stir  
bir + th = birth  
f + ir = fir

Child to choose two **ir** words and write them in a sentence.

### Unit 17B

food book  
town mow  
head tea  
would cloud  
swan can

## Suggestions

- The spelling patterns or digraphs **ir**, **er**, **ur** and **ar** are sometimes referred to as the 'r vowels'. The first three (except when **er** is a schwa vowel – see Unit 16) are very similar in sound and, for an emerging speller, tricky to differentiate!
- Interestingly, there are relatively few **ir** root words, as will be noted from the lists above. So if the children learn these they will know only to use **ir** for these words; other words with the phoneme will probably be spelt with **ur**. As noted previously, **er** is also unusual in a medial position, though very common in a final position in a root word (i.e. word without suffixes).
- The vowel digraph **ea** can represent several different sounds. The **Puzzle corner** and **Copymaster 17B** are primarily starting points to explore any vowel graphemes that can represent more than one phoneme.

**Unit 17A**

Finish the word sums.

**s + ir = \_\_\_\_\_****g + \_\_\_\_\_ + l = girl****\_\_\_\_\_ + irp = chirp****sk + irt = \_\_\_\_\_****b + ir + d = \_\_\_\_\_****st + \_\_\_\_\_ = stir****\_\_\_\_\_ + th = birth****f + ir = \_\_\_\_\_**Choose two of these **ir** words and write them in a sentence.**girl bird first circus shirt skirt**

_____
_____
_____
_____

**Unit 17B**

Match the words that have the same spelling patterns but different sounds by drawing a line between them.

Write both words.

The first one is done for you.

food	mow	_____ / _____
town	cloud	_____ / _____
head	can	_____ / _____
would	book	<u>food</u> / <u>book</u>
swan	tea	_____ / _____



Colour the picture.

Label the picture with **food** and **book**.

# Unit 18

## ur

### Unit 18

**ur**

**purse**

**nurse**

burn turn churn

fur curl hurl

hurt surf turf

curse nurse purse

### Using words







Use the words to help you write the sentences.

curl churn surge surf nurse

- 1 hurt rhymes with \_\_\_\_\_
- 2 burn rhymes with \_\_\_\_\_
- 3 curse rhymes with \_\_\_\_\_
- 4 turf rhymes with \_\_\_\_\_
- 5 surge rhymes with \_\_\_\_\_

### Making words

Write an **ur** word to match each picture.

- 1  \_\_\_\_\_
- 2  \_\_\_\_\_
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_
- 5  \_\_\_\_\_
- 6  \_\_\_\_\_

Choose two **ur** words and write them in a sentence.  
Draw a picture of an **ur** word.

Show it to a friend. Can they guess the word?

### Puzzle corner

Find the four words in the wordsearch.  
Write them down.

s	a	i	d	h	w
d	h	w	i	a	a
p	j	z	t	i	t
t	w	a	b	f	e
v	z	p	k	g	r
a	q	i	e	i	z

Write two sentences, each using two of the words you have found.

Can you make a purple like this?

## Targets

- to discriminate, spell and read the common spelling patterns for the vowel phoneme **ur**
- to spell selected common irregular words

## Word list

burn	fur	hurt	curse
turn	curl	surf	nurse
churn	hurl	turf	purse

## Some other relevant words

urn  
burp slurp  
spurt  
purple  
urge surge  
curve  
burnt  
burst  
church  
return

## Relevant high-frequency words

No relevant words.

## Pupil Book answers

### Making words

1 fur 2 curl 3 surf 4 turf  
5 nurse 6 purse

Child to incorporate two **ur** words in a sentence and draw a picture of an **ur** word.

### Using words

1 curl 2 churn 3 nurse  
4 surf 5 surge

### Puzzle corner

Four common irregular words in the wordsearch:  
said half water two.

## Copymaster/Homework answers

### Unit 18A

church surf burst nurse

Child's own sentence with two **ur** words.

### Unit 18B

Common irregular words in this order – Do have Monday February want little

Pupil writes a funny sentence using two words from the list.

## Suggestions

- This is the third in a suite of units with a common phoneme. As will be noticed by glancing at the word lists, there is no easy rule to help the children differentiate whether to use *er*, *ir* or *ur* – except that *er* is the most frequent of the three at the end of a root word.
- The only way to learn the spellings of the common irregular words is by rote. Whilst teachers will have their favoured methods, the lists of those most frequently used in the *Look, Say, Cover, Write, Check* section at the back of this book will be helpful. Also, try introducing the notion of mnemonics where this works for particular children.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 18A

Match the word to the picture.

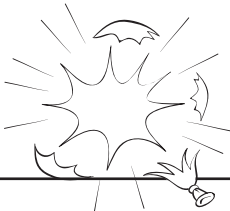
**burst surf nurse church**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Colour the pictures.

Write a sentence with two of these **ur** words.

**burp hurt purple turn purse fur**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit 18B**

Choose a word to complete each sentence.

Write the word again at the end of the sentence.

**Monday want little have Do February**

\_\_\_\_\_ you like playing in the sea? \_\_\_\_\_

I \_\_\_\_\_ to eat my tea now. \_\_\_\_\_

\_\_\_\_\_ is the first day of the week. \_\_\_\_\_

After the month of January comes \_\_\_\_\_.



Do you \_\_\_\_\_ to play football now? \_\_\_\_\_

I would like a \_\_\_\_\_ bit more please. \_\_\_\_\_

Write a funny sentence using two words from the list above.

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# Unit 19

# wh

# ph

# ch

### Unit 19

**wh**  
**ph**  
**ch**

**children**

**white**

**phantom**

**phone**  
**photo**  
**phantom**

**wheel**  
**when**  
**where**

**which**  
**white**  
**why**

**choir**  
**echo**  
**school**

**Making words**  
Find the word that matches each picture.

1

2

3

4

5

6

Write a short story with one **wh** word, one **ph** word and one **ch** word in it.

The word list will give you a clue!

The **ch** sound in your word should sound like the **ch** in 'Christopher', not like **ch** in 'church'.

### Using words

When Chris and Chloe were coming home from school they took a photo of the white phantom on the phone.

Look at the sentence. Make a list of all the **wh** words, all the **ph** words and all the **ch** words.

wh	ph	ch

**Puzzle corner**  
A **suffix** is a group of letters added to the end of the word. The letter pattern **ful** is a suffix.

Remember that the suffix **ful** has only one **l**.

Find a **ful** word in the box to complete each sentence.

**helpful wonderful careful painful dreadful**

- Mai Mei fell into a rosebush. It was very \_\_\_\_\_.
- Jack's nice warm bath felt \_\_\_\_\_.
- Sam's tummy hurt. He felt \_\_\_\_\_.
- I am very \_\_\_\_\_ crossing the road.
- Sophie was \_\_\_\_\_ and put all the books in the cupboard.

## Targets

- to read and spell words containing the consonant digraphs **wh**, **ph**, **ch** (as in 'Christopher')
- to spell words with the common suffix **ful**

## Word list

<b>wheel</b>	<b>which</b>	<b>choir</b>	<b>phone</b>
<b>when</b>	<b>white</b>	<b>echo</b>	<b>photo</b>
<b>where</b>	<b>why</b>	<b>school</b>	<b>phantom</b>

## Some other relevant words

what  
whale while  
whisper whistle  
whatever whenever  
anywhere everywhere somewhere  
meanwhile

phrase  
graph photograph  
dolphin elephant

## Relevant high-frequency words

what when where school

## Pupil Book answers

### Making words

1 wheel 2 phone 3 phantom  
4 choir 5 photo 6 school

Child's own short story including at least one word with each of the target consonant digraphs.

### Using words

Words used in the sentence:

wh: when white  
ph: photo phantom phone  
ch: Chris Chloe school

### Puzzle corner

1 painful 2 wonderful 3 dreadful  
4 careful 5 helpful

## Copymaster/Homework answers

### Unit 19A

dolphin whistle echo school

A funny sentence or two using the words: elephant whisper Chloe.

### Unit 19B

Write the **ful** word with the picture – mouthful dreadful beautiful handful painful helpful.

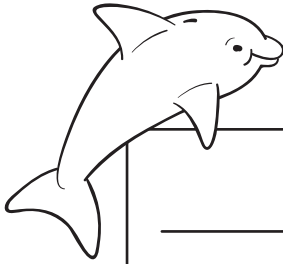
## Suggestions

- Before starting work with this unit, revise Book 1, Unit 7 and Book 2, Unit 11, in which the **ch** digraph has its more common phoneme (as in 'chat'). In the context of this unit the **h** is effectively 'silent'.
- The **wh** digraph has a different pronunciation in different dialects, so appropriate adaption of activities should be made. In most areas the **h** can be taught as a silent letter, but not in all parts of the UK, notably Scotland.
- The **ph** digraph has come down to our language from Greek. This gives an early opportunity to introduce children to the notion of English being derived from several other languages. Here are some examples: phone – voice or sound; graph – writing; sphere – ball; photo – light.
- Select carefully the root words being introduced to minimise complications that might arise from adding the target suffix. Discuss the notion of root words, showing the children that when **ful** is added a new but related word is created.
- Ensure the children are clear that when **ful** is used as a suffix it has a single **l**, rather than **ll** (as in the word 'full').

**Unit 19A**

Match the word to the picture.

**whistle   echo   school   dolphin**



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Colour the pictures.

Write a sentence or two using the words in the box.

**elephant   whisper   Chloe**

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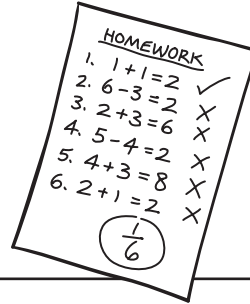
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**Unit 19B**

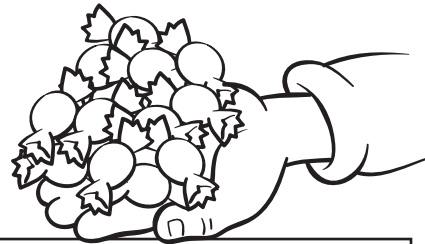
Write the word to match the picture.

**painful beautiful mouthful  
handful helpful dreadful**














Colour the picture you like best.

# Unit 20

## wa

**Unit 20** **wasp**  
**wa**

<b>was</b>	<b>wash</b>	<b>war</b>	<b>swan</b>
<b>wasp</b>	<b>watch</b>	<b>warm</b>	<b>swap</b>
<b>wand</b>	<b>water</b>	<b>warn</b>	<b>swat</b>

**Making words**  
Finish the labels for the picture.

Can you find one more **wa** word in the picture?  
Write the word.  
Choose two **wa** words and write them in a sentence.

**Using words**  
Fill the gap in each sentence with a **wa** word.

**wand** **wasp** **swan** **wallet** **watch** **swap**

- To tell the time Sundip looked at his \_\_\_\_\_.
- The fairy waved her magic \_\_\_\_\_.
- The \_\_\_\_\_ stung the boy.
- Shall we \_\_\_\_\_ our hats?
- The \_\_\_\_\_ swam across the river.
- Dad took some money from his \_\_\_\_\_.

**Puzzle corner**  
Look at the first letter of each of the words in the box. Write the words in the order the first letters come in the alphabet.

**abcdefghijklmnopqrstuvwxyz**

sister very laugh don't from push  
your been night take about way how

A little help. It has a head!

This is called putting the words in alphabetical order.

### Targets

- to practise the letter pattern **wa**
- to read on sight and spell high-frequency words

### Word list

<b>was</b>	<b>wash</b>	<b>war</b>	<b>swan</b>
<b>wasp</b>	<b>watch</b>	<b>warm</b>	<b>swap</b>
<b>wand</b>	<b>water</b>	<b>warn</b>	<b>swat</b>

### Some other relevant words

wallet want ward  
swamp

### Relevant high-frequency words

water want

### Pupil Book answers

#### Making words

1 wand 2 wasp 3 wash 4 swat  
5 watch 6 water

extra word: swan

Child's own sentence incorporating two **wa** words.

#### Using words

1 watch 2 wand 3 wasp 4 swap  
5 swan 6 wallet

#### Puzzle corner

The alphabetical order is:

about been don't from how laugh night  
push sister take very way your.

### Copymaster/Homework answers

#### Unit 20A

Child's own six **wa** words and completed wordsearch.

#### Unit 20B

High-frequency words – after school home  
another back these with pull

Other words that can be made by joining the letters  
– hose ball bath base wick will wise puck

### Suggestions

- Four of the most frequent irregular words (water, want, was, wasn't) include this spelling pattern.
- Copymaster 20B can be adjusted for difficulty by the teacher completing some of the connections before the child commences work, thus eliminating some of the options.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 20A



Make your own wordsearch for family and friends.

Write six words with the letters **wa**.

Now make your wordsearch.

Put the **wa** words you have chosen in the grid first, then fill in the gaps with other letters.


When someone tries your wordsearch remember to cover the six **wa** words above. These are the answers!




**Unit 20B**

Make a word.

Match the letters by drawing a line between them.

Write the word. The first one is done for you.

af	me	_____
sch	ool	_____
ho	ter	<b>after</b>
an	ck	_____
ba	th	_____
the	ll	_____
wi	se	_____
pu	other	_____



Write any more words you can make by joining the letters above.

_____
_____
_____



# Unit 21

## ear

Unit 21  
ear

ear  
dear  
gear

hear  
near  
tear

rear  
year  
spear

beard  
yearly  
nearly

**Making words**  
Write an **ear** word that matches each picture.

Choose two **ear** words and draw them in a picture.

**Using words**  
Copy this story. Use a word from the box to fill each gap.  
nearly hear near ear beard  
I can \_\_\_\_\_ with my \_\_\_\_\_  
that the man with the big  
white \_\_\_\_\_ is \_\_\_\_\_  
It must be \_\_\_\_\_ Christmas!

**Puzzle corner**  
A **suffix** is a group of letters added to the end of the word.  
The letter pattern **ly** is a suffix.  
Find a **ly** word in the box to complete each sentence.  
quickly lovely lonely neatly quietly  
1 Sarah feels \_\_\_\_\_ on her own.  
2 Naseef put his clothes \_\_\_\_\_ in the drawer.  
3 I closed the door \_\_\_\_\_ because Mum was asleep.  
4 Richard ran \_\_\_\_\_ across the playground.  
5 My granny is \_\_\_\_\_ to me.

### Targets

- to discriminate, spell and read the most common spelling pattern for the vowel phoneme *ear*
- to spell words with the common suffix *ly*

### Word list

ear	hear	rear	beard
dear	near	year	yearly
gear	tear	spear	nearly

### Some other relevant words

fear  
clear smear  
dearly

### Relevant high-frequency words

No relevant words.

### Pupil Book answers

#### Making words

1 ear 2 tear 3 spear 4 beard  
5 hear 6 year

An illustration incorporating two **ear** words.

#### Using words

The **ear** words used in the story are (in order):  
hear ear beard near nearly.

#### Puzzle corner

1 lonely 2 neatly 3 quietly  
4 quickly 5 lovely

### Copymaster/Homework answers

#### Unit 21A

nearly year beard hear ear tear

A sentence that includes an **ear** word, together with a picture.

#### Unit 21B

friendly lonely quickly extremely lovely quietly

A sentence using one of these words.

### Suggestions

- This unit focuses on the *ear* grapheme, by far the most common representation of the target phoneme. With those children who are ready the teacher might introduce other spelling patterns for the phoneme, e.g. *ere* (here), *eer* (beer).
- Make a class collection of *ear* words, and a parallel collection of words with other words representing the same phoneme. It can be fun to write the collected words on outlines of ears and from these create a mobile.
- As with the *ful* suffix, practised in Unit 19, select carefully the root words being introduced to minimise complications that might arise from adding the target suffix. Before undertaking Copymaster 21B, discuss the notion of root words, showing the children that when *ly* is removed from each of the activity words, a 'root' word is left. Then, move on to inviting children to add back the *ly* suffix to each word. In oral exercises, put the root word and the root+suffix word into sentences.

**Unit 21A**

Finish the sentences with the **ear** words.



**tear nearly beard ear year hear**

I \_\_\_\_\_ slipped over on the ice!

Next \_\_\_\_\_ I will be seven years old.



Father Christmas has a big white \_\_\_\_\_.

Tuhil could \_\_\_\_\_ the music through his \_\_\_\_\_.



Sarah was upset. She had a  
\_\_\_\_\_ on her cheek.



Write your own sentence using an **ear** word.

_____
_____
_____

Draw a picture of it.

--

**Unit 21B**

Choose a word with a **ly** suffix  
to complete each sentence.

**quietly   lonely   lovely**  
**quickly   extremely   friendly**

I like Jermaine. He is very \_\_\_\_\_ to me.

I feel \_\_\_\_\_ without my friends.

I got dressed \_\_\_\_\_ as I was  
late for school.

I forgot my umbrella.

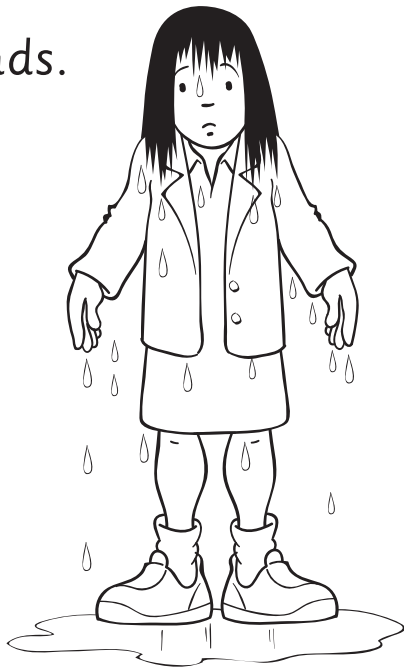
I got \_\_\_\_\_ wet!

The sun is shining.

What a \_\_\_\_\_ day.

We must talk \_\_\_\_\_ in the library.

Write a sentence using one of the above **ly** words.



# Unit 22

## ea

**Unit 22**  
**ea**

**Using words**  
Complete the sentences using words from the word list.

- I put the hat on my \_\_\_\_\_.
- The teacher \_\_\_\_\_ us a story.
- My shoes are made out of \_\_\_\_\_.
- After my bath I get \_\_\_\_\_ for bed.
- The bag of shopping was very \_\_\_\_\_.

*A clue for the first one. It sits on top of your neck!*

**Making words**  
Write an **ea** word to match each picture.

1  
h \_ d

2  
thr \_ d

3  
f \_ ther

4  
h \_ vy

5  
w \_ ther

The word list will give you some clues.

Write a sentence that uses two **ea** words you have written.

**Puzzle corner**  
Put the words in order. Write them in a list.

*I've done one for you.*

1 freezing  
warm  
hot  
cold

2 walk  
jog  
run  
sprint

3 tiny  
huge  
small  
big

whisper  
talk  
shout  
yell

### Targets

- to discriminate, spell and read the common spelling pattern for the vowel phoneme **ea** (as in 'bread')
- to collect and discuss similarities and shades of meaning

### Word list

**dead**    **thread**    **feather**    **heavy**  
**head**    **threat**    **leather**    **ready**  
**read**    **health**    **weather**    **deadly**

### Some other relevant words

deaf lead  
 bread dread stead  
 heaven  
 meadow  
 tread treasure  
 spread  
 already steady  
 weapon  
 dreadful breakfast jealous

### Relevant high-frequency words

No relevant words.

### Pupil Book answers

#### Making words

1 head 2 thread 3 feather  
4 heavy 5 weather

A sentence including two **ea** words.

#### Using words

1 head 2 read 3 leather  
4 ready 5 heavy

#### Puzzle corner

Shades of meaning written in this order:

1 freezing cold warm hot  
 2 walk jog run sprint  
 3 tiny small big huge

### Copymaster/Homework answers

#### Unit 21A

Add the **ea** words to the picture:

bread meadow treasure breakfast head.

Write a sentence about the picture.

#### Unit 21B

drink – sip swallow gulp

big – huge enormous great

sleepy – drowsy tired asleep

Child's own word added to each beehive.

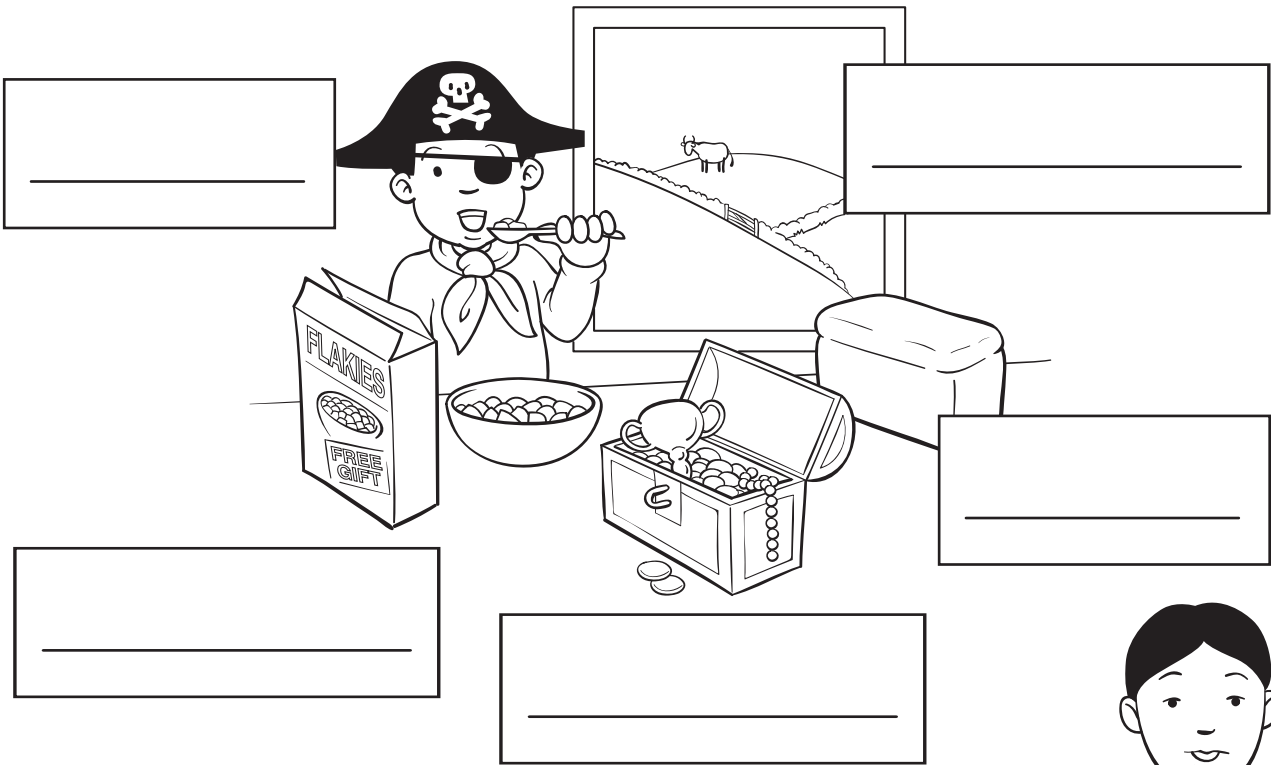
### Suggestions

- As with the phoneme represented by *ear* (Unit 21), make a class collection of words, separating them into two lists dependent on the phoneme, i.e. *ea* as in 'head', *ea* as in 'bead'. Arrange the words on appropriate visual prompts, such as loaves of bread and on large beads hung on a string.
- Make sets of flashcards which selected children hold up in front of the class or group. Other children suggest the order in which the children holding the cards should stand to grade the meanings of the words – as demonstrated in the *Puzzle corner* and *Copymaster 22B*.

**Unit 22A**

Add the **ea** words to the picture.

**bread meadow treasure breakfast head**



Why don't you  
colour the picture?

Write a sentence about the picture.

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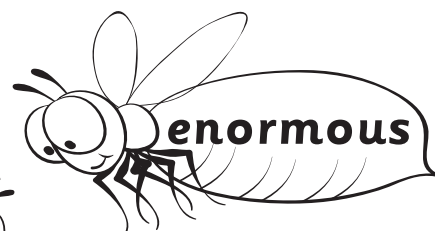
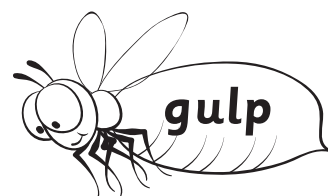
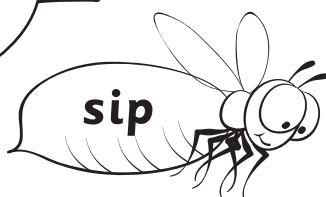
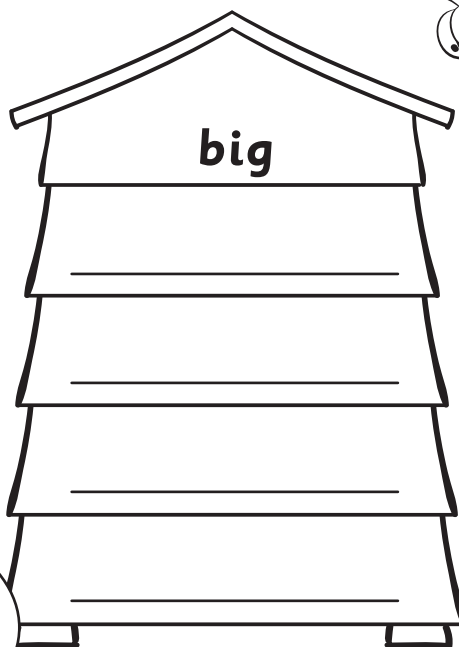
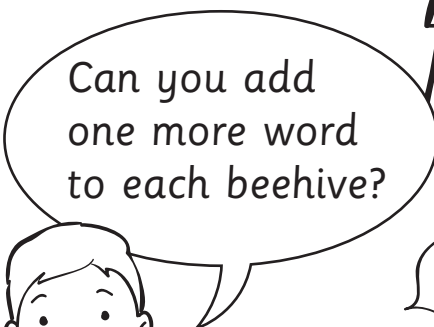
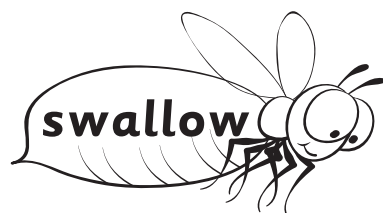
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**Unit 22B**

Join the similar words to the correct beehive. Write the words in the beehive.  
The first word is done for you.



# **Pupil Assessments**

**Assessment notes and answers**

**Book 2 Pupil Assessment A**

**Book 2 Pupil Assessment B**

# Assessment notes and answers

## Notes

- There are two assessments: Pupil Assessment A covering Units 1–11 and Pupil Assessment B covering Units 12–22 from the *Pupil Book*.
- Each question represents the spelling focus of a unit.
- The questions the pupil struggles with represent the spelling focus the child needs further work on.
- It is suggested the child does the assessment in a relatively quiet environment.

## Answers

### Pupil Assessment A

- 1 sea tree sheep steam
- 2 hay face nail snake
- 3 kite fly light (or light bulb)
- 4 Pupil selects two words to rhyme with **float**, e.g. goat boat
- 5 moon glue blue crew June
- 6 Pupil selects two words that rhyme with **back**, e.g. lack crack jack
- 7 bull wood hood hook
- 8 car arm shark  
barge (or boat)
- 9 Pupil selects two words that end in **joy**, e.g. boy toy
- 10 mouth cow
- 11 witch punch

### Pupil Assessment B

- 1 stairs
- 2 bear hare
- 3 cork fork horn core
- 4 Pupil selects a words that rhymes with:  
dawn, e.g. lawn straw, e.g. raw
- 5 winter letter
- 6 Pupil draws picture to illustrate a chosen **ir** word.
- 7 Pupil selects two words that rhyme with **churn**, e.g. burn turn
- 8 when school photo white  
choir phone
- 9 wasp watch swan wash
- 10 Child selects three words that end in **ear**.
- 11 Pupil selects a words that rhymes with:  
feather, e.g. leather dead, e.g. head  
dread, e.g. bread

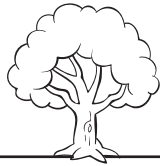


**Pupil Assessment A**

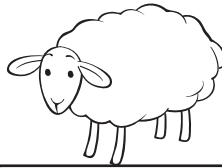
**1** Finish each word to match the pictures.



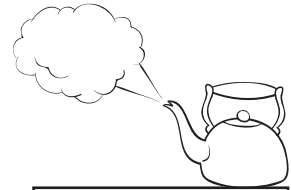
**s**\_\_\_\_\_



**tr**\_\_\_\_\_

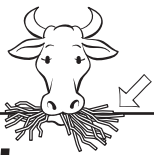


**sh**\_\_\_\_\_ **p**



**st**\_\_\_\_\_ **m**

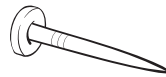
**2** Finish each word to match the pictures.



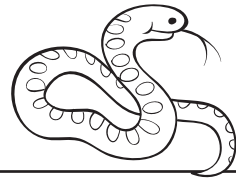
**h**\_\_\_\_\_



**f**\_\_\_\_\_ **c**\_\_\_\_\_

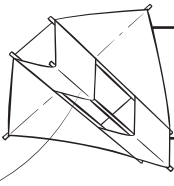


**n**\_\_\_\_\_ **l**

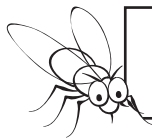


**sn**\_\_\_\_\_ **k**\_\_\_\_\_

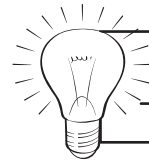
**3** Write a word to match each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**4** Write two words with the same spelling pattern and that rhyme with **float**.

\_\_\_\_\_

\_\_\_\_\_

**5** Write a word to answer each puzzle.

Seen in the sky at night – but not stars.

**m**\_\_\_\_\_

Something that sticks things together.

**g**\_\_\_\_\_

A colour than rhymes with **true**.

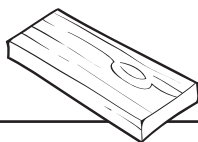
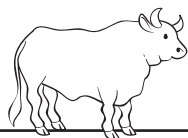
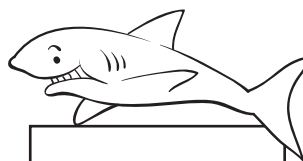
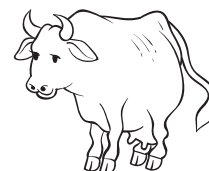
**b**\_\_\_\_\_

People who work on a boat.

**c**\_\_\_\_\_

**Pupil Assessment A**

The sixth month.

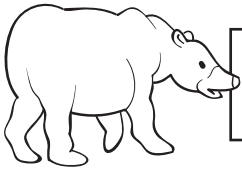
**J**\_\_\_\_\_**6** Write two words that have the same spelling pattern and rhyme with **back**.**7** Write a word to match each picture.**8** Finish these words.**c**\_\_\_\_\_\_\_\_\_\_ **m****sh**\_\_\_\_\_**b**\_\_\_\_\_**9** Write two words that end in **oy**.**10** Add **ow** or **ou** to match the word with the picture.**m**\_\_\_\_\_ **th****c**\_\_\_\_\_**11** Write a word that matches each picture.

**Pupil Assessment B**

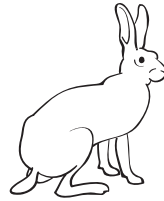
1 You often climb these to go to bed.

st\_\_\_\_\_

2 Write an **ear** or **are** word to match each picture.



\_\_\_\_\_



\_\_\_\_\_

3 Write a word to answer each puzzle.

This fits in the top of a bottle.

c\_\_\_\_\_

Something used to eat with a knife.

f\_\_\_\_\_

A rhino has one on his nose.

h\_\_\_\_\_

The centre of an apple.

c\_\_\_\_\_

4 Write a word that has the same spelling pattern and rhymes with each of these words.

dawn

\_\_\_\_\_

straw

\_\_\_\_\_

5 Find a word that ends with **er** to answer the clues.

The season after autumn.

\_\_\_\_\_

The postman brought me one.

\_\_\_\_\_

**Pupil Assessment B**

**6** Draw a picture of an **ir** word. Write the word.



**7** Write two words that have the same spelling pattern and rhyme with **churn**.



**8** Add **wh**, **ph** or **ch** to finish these words.



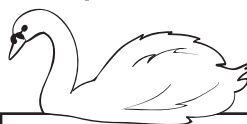




**9** Finish each word to match the pictures.










**10** Write three words that end in **ear**.




**11** Write a rhyming word with the same spelling pattern.

feather

dead

dread

# **Look Cover Say Write Check**

**Unit word lists**

**High-frequency (HF)  
word lists**

**Look Cover Say Write Check  
copymaster**

# Look Cover Say Write Check

## Unit word lists

The following lists of words from each unit are designed to be photocopied. If required they can be stuck to the photocopiable sheet on page 96 and used as the spelling homework for the week. The words can be split according to the ability of the child, e.g. one child might take home all twelve spellings while another may take just six.

## High-frequency words

It is important that the children are very familiar with the high-frequency words. It is crucial they learn to spell them as soon as they are able. As well as having various exercises throughout the scheme we have also included them as lists of spelling/homework words. The words have been listed in groups of six, as logically as possible.

We haven't included in the list colour, month, day and number words as classrooms tend to cover these thoroughly. However, they can be found in exercises throughout the *Pupil Books*.

**Unit word lists**

Unit 1	Unit 2	Unit 3	Unit 4
pea	hay	cry	hope
sea	pay	dry	rope
tea	play	sky	slope
eat	face	ice	boat
heat	race	mice	goat
meat	space	rice	float
bee	nail	bike	joke
free	sail	hike	poke
tree	rails	kite	smoke
sheep	rake	light	pea
sleep	flake	nigh	sea
sweets	snake	frie	tea

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eat  
heat  
meat  
bee  
free  
tree  
sheep  
sleep  
sweets

Learning how to spell words is very important. Use the table below to help.

Name: \_\_\_\_\_

Word to learn	Cover the word. Say the word.	Cover the word. Write the word. Have you spelt it right?	Cover the word. Write the word. Have you spelt it right?
pea			
sea			
tea			
eat			
heat			
meat			
bee			
free			
tree			
sheep			
sleep			
sweets			

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# Unit word lists

Unit 1	Unit 2	Unit 3	Unit 4
pea	hay	cry	hope
sea	pay	dry	rope
tea	play	sky	slope
eat	face	ice	boat
heat	race	mice	goat
meat	space	rice	float
bee	nail	bike	joke
free	sail	hike	poke
tree	rails	kite	smoke
sheep	rake	light	blow
sleep	flake	night	snow
sweets	snake	fright	window

## Unit word lists

Unit 5	Unit 6	Unit 7	Unit 8
few	back	bull	ark
new	rack	full	arm
chew	sack	pull	art
blue	deck	book	bar
clue	neck	cook	barn
true	peck	hook	barge
June	kick	good	car
tune	lick	hood	jar
prune	tick	wood	star
moon	duck	brook	bark
spoon	muck	shook	dark
balloon	clock	stood	shark



# Unit word lists

Unit 9	Unit 10	Unit 11	Unit 12
boy	cow	catch	air
joy	how	match	fair
toy	now	patch	hair
oil	owl	itch	pair
boil	howl	witch	flair
soil	growl	stitch	stair
join	out	finch	hairs
joint	about	pinch	pairs
point	shout	bunch	stairs
noise	couch	lunch	chair
voice	pouch	munch	funfair
choice	slouch	punch	airport

## Unit word lists

Unit 13	Unit 14	Unit 15	Unit 16
care	cork	jaw	her
hare	fork	paw	herd
rare	pork	saw	ever
bear	born	dawn	after
pear	corn	lawn	clever
tear	horn	yawn	corner
scare	bore	claw	letter
share	core	draw	water
spare	more	straw	winter
swear	sore	cause	computer
wear	tore	pause	newspaper
wearing	wore	because	September

## Unit word lists

Unit 17	Unit 18	Unit 19	Unit 20
fir	burn	wheel	was
sir	turn	when	wasp
stir	churn	where	wand
bird	fur	which	wash
firm	curl	white	watch
third	hurl	why	water
dirt	hurt	choir	war
shirt	surf	echo	warm
skirt	turf	school	warn
birth	curse	phone	swan
first	nurse	photo	swap
thirst	purse	phantom	swat

## Unit word lists/High-frequency (HF) word lists

<b>Unit 21</b>	<b>Unit 22</b>	<b>HF 1</b>	<b>HF 3</b>
ear	dead	an	did
dear	head	as	dig
gear	read	had	his
		has	if
hear	thread	man	will
near	threat	ran	with
tear	health		
		<b>HF 2</b>	<b>HF 4</b>
rear	feather	bed	but
year	leather	red	jump
spear	weather	help	just
		next	must
beard	heavy	got	much
yearly	ready	not	us
nearly	deadly		

## High-frequency (HF) word lists

<b>HF 5</b>	<b>HF 7</b>	<b>HF 9</b>	<b>HF 11</b>
ball	another	again	home
call	brother	came	over
will	been	name	good
pull	seen	made	new
push	three	make	there
should	tree	take	too
<b>HF 6</b>	<b>HF 8</b>	<b>HF 10</b>	<b>HF 12</b>
than	first	may	back
that	just	way	put
their	last	time	pull
them	must	live	took
then	sister	by	boy
these	our	night	from

## High-frequency (HF) word lists

<b>HF 13</b>	<b>HF 15</b>	<b>HF 17</b>	<b>HF 19</b>
now	what	would	people
down	when	could	little
how	where	do	laugh
out	school	don't	love
about	first	can't	many
house	girl	some	your
<b>HF 14</b>	<b>HF 16</b>	<b>HF 18</b>	<b>HF 20</b>
water	door	be	half
after	more	here	have
her	or	him	old
over	saw	so	once
one	because	off	very
two	want	who	were



Learning how to spell words is very important. Use the table below to help.

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