Spelling Conventions

A curriculum based whole-school approach to spelling

2nd Edition
updated curriculum

1



HIGH-FREQUENCY WORDS

WORDS IN CONTEXT

WORD KNOWLEDGE

PHONICS

Harry O'Brien • Lauren O'Brien

SAMPLE

Message to Teachers

Dear Colleagues,
Thank you for choosing the 2nd edition (2017) of this series, which has been designed to address the updated Australian Curriculum.

Australian Curriculum Content Descriptions – Year 1

Content Descriptions	Unit pages
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words *(ACELA1457)* AC	18, 34, 40, 42, 46, 52, 54
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words *(ACELA1458)* AC	Most Units 2, 4, 6, 8,10,12,14,16,18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68
View additional details about Literacy Speaking Listening Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound *(ACELA1459)* AC	16, 20, 24, 26, 28, 32, 36, 40, 48, 52, 54, 62, 64, 66, 68
Understand how to spell one and two syllable words with common letter patterns *(ACELA1778)* AC	Most Units 2, 4, 6, 8,10,12,14,16,18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68
Recognise and know how to use simple grammatical morphemes to create word families *(ACELA1455)* AC	2, 8,10, 24, 26, 28, 34, 36, 42, 50, 58, 60, 66
Use visual memory to read and write high-frequency words *(ACELA1821)* AC	2, 4, 6, 8,10,12,14,16,18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words *(ACELA1822)* AC	6,10,16, 22, 32, 34, 52, 54, 62

There are a number of attributes that define this series:

- Specific exercises have been developed to fully reflect the content descriptions of the Australian Curriculum.
- **High-frequency words** are a syllabus requirement that are developed throughout the whole series of 7 books.
- The **phonics and word knowledge** section of the Australian Curriculum is expanded throughout the series.
- **Visual, morphemic and etymological knowledge** is developed throughout the series.
- **Harder word lists** are provided in addition to the phonics and high-frequency words for more able students.
- A **My Words section** is provided for the student to add their own words, or for the teacher to add class words for the week.
- This book lends itself to a number of **ability-based groupings**. An example chart is supplied below.

Group 1	Group 2	Group 3	Group 4
High-frequency words or sounds list.	High-frequency words and sounds list.	High-frequency words, sounds list and harder words.	High-frequency words, sounds list, harder words and my words.

- Schools that buy class sets of the Spelling Conventions series can also purchase a non-printable PDF CD-ROM of each book for use on the electronic whiteboard.

I hope you enjoy this series.
Kind regards,

Harry O'Brien

Contents

Unit	High-frequency words	Harder words	One-syllable words	Two-syllable words	Syllabification	Phonemes	Consonant blends and digraphs	Vowel sounds	Blends	Blending and segmenting	Vowel digraphs	Phonic deletion and substitution	Sounds with more than one sound	Consonant – vowel – consonant words (CVC)	Word families and base words	Common letter patterns	Compound words, rhyming and incorrect spelling	Page
1	●	●	●			short a		●	●					●	●	●	●	2
2	●	●	●	●		short e		●	●					●			●	4
3	●	●	●	●		short i		●	●			●		●			●	6
4	●	●	●			short o		●	●	●				●	●	●		8
5	●	●	●	●		short u		●	●	●				●	●	●		10
6	●	●	●	●		ab ad		●	●					●		●	●	12
7	●	●	●	●		ag an	●	●	●					●		●	●	14
8	●	●	●	●		ap at		●	●	●			●	●		●		16
* 9	●	●	●	●		long a - ai ay		●	●		●	●			●			18
10	●	●	●	●	●	sh th	●		●	●				●		●	●	20
11	●	●	●	●		ig im		●	●	●				●		●		22
12	●	●	●	●		oo ou			●	●	●		●	●	●	●		24
13	●	●	●	●		ed eg		●	●				●	●	●	●	●	26
14	●	●	●			long i - igh		●	●				●	●	●	●	●	28
15	●	●	●	●	●	ai ow		●	●	●	●	●		●		●	●	30
16	●	●	●	●	●	ch wh	●		●	●				●		●		32
17	●	●	●	●		ug um		●	●	●		●		●	●	●		34
* 18	●	●	●	●		long o - oa		●	●		●		●		●	●	●	36
19	●	●	●	●		un up		●	●					●		●	●	38
20	●	●	●	●	●	ei ey ie		●	●	●	●	●		●		●		40
21	●	●	●	●		og op		●	●	●		●		●	●	●	●	42
22	●	●	●	●		mp ph gn	●		●	●		●		●		●	●	44
23	●	●	●	●		ot ob od		●	●	●		●		●		●	●	46
24	●	●	●	●	●	bl br	●		●	●						●		48
25	●	●	●	●		cl cr	●		●						●	●	●	50
26	●	●	●	●	●	dr oo	●		●	●	●	●				●		52
* 27	●	●	●	●		long u		●	●	●	●	●	●				●	54
28	●	●	●	●		gl gr	●		●	●						●		56
29	●	●	●	●		fl fr	●		●	●					●	●	●	58
30	●	●	●	●		pl pr	●		●						●	●	●	60
31	●	●	●	●	●	sc sk	●		●	●						●	●	62
32	●	●	●	●	●	sl sm	●		●	●		●				●		64
33	●	●	●	●	●	sn sp	●		●	●					●	●	●	66
* 34	●	●	●	●	●	long e - ea ee		●	●	●	●		●			●	●	68
* Revision unit						Spelling lists												70

SAMPLE

UNIT 1

Sound a

rat
bat
bag
has
sat
ham

High use words

I
to
the
in
mum

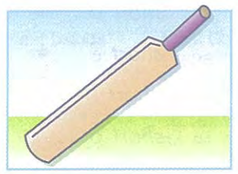
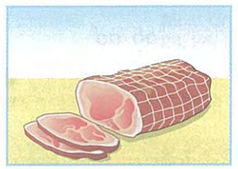
Harder words

there
these
those

My words

1 Look, cover, write and check.

2 Write a list word for each picture.



3 Use a list word to finish each sentence.






- I ate some ___ ___ ___ .
- I put a book in my ___ ___ ___ .
- Tom hit the ball with the ___ ___ ___ .
- Mum saw a ___ ___ ___ eat some scraps.

4 Circle words that rhyme with ***rat***.

cat		*ball*
	sat	
mum		*mat*

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5 Find the words in the wordsearch.

rat *the* *has* *sat* *mum*

r	a	t	h	a
h	a	s	p	t
h	r	s	a	t
t	h	e	h	h
s	h	m	u	m

6 Add **s**, **ed** and **ing** to the word ***bump***.

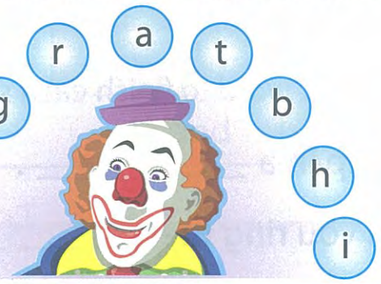
bump → s ___ / ed ___ / ing ___

7 Put a cross on the word that is ***not*** spelt correctly.

- Kim and I sot sat at our desk.
- Were there thear many children at school?
- Jack put the bag baag on the table.

8 Make four list words using the letters below. Letters can be used many times.

r a t g b s h z i



9 Write the plurals of each word by adding an **s**.

- rat ___
- bag ___
- bat ___
- mum ___



SAMPLE

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UNIT 2

Sound e

bed
red
wet
hen
web
bell

High use words

a
is
was
we
and

Harder words

today
built
family

My words

1 Look, cover, write and check.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2 Unjumble the words.

bde _____

rde _____

wte _____

ewb _____

wsa _____

blle _____

dtoay _____

3 Use a list word to finish each sentence.



- I sleep in a ___ ___ ___ .
- Can you ring the ___ ___ ___ ___ ?
- A ___ ___ ___ can lay an egg.
- I love my ___ ___ ___ ___ ___ ___ .

4 Write the compound words.

bed + room = _____

to + day = _____

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5 Draw a line to match the clues to the labels.

You sleep in this.	red
A spider spins this.	web
The name for this day	bed
A colour	today
You can ring this.	bell



6 Use the words in the cloud to write the opposites of these words.

wet _____
hard _____
old _____
tall _____

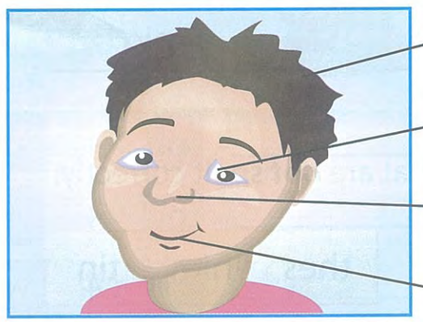
short
dry
new
soft

7 Choose the correct brick to finish each sentence.

We	have		new	car.	
It	is		and	white.	

a
was
hen
red

8 Use the cloud to help you label the picture.



eye
mouth
hair
nose

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