Spelling Conventions

A curriculum based whole-school approach to spelling

2nd Edition
updated curriculum

3



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 3

Content Descriptions	Units
Understand how to use letter-sound relationships and less common letter patterns to spell words *(ACELA1485)* AC	2,3,5,7,8,9,11,13,15,16,17,18,23,25,26,27,29, 32,34
Recognise and know how to write most high frequency words including some homophones *(ACELA1486)* AC	All units 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19, 20,21,22,23,24,25,26,27,28,29,30,31,32,33,34
Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns *(ACELA1826)* AC	2,3,5,6,7,8,10,12,14,17,19,21,22,23,25,26,27, 29,30,31,33
Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word *(ACELA1827)* AC	2,4,6,7,8,9,11,13,14,15,17,19,20,22,23,24,25, 26,28,30,31,32

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. (High-frequency words are in purple.)
- 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
Phonics list and purple high-frequency words.	Phonics list, purple high-frequency words and remainder of basic list.	Phonics list, purple high-frequency words, remainder of basic list and difficult words.	Phonics list, purple high-frequency words, remainder of basic list, difficult 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

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Contents

UNIT	High-frequency words	Harder words	Phonics	Vowel & Consonant Digraphs	Blending and segmenting	Prefixes and Suffixes	Syllables	Compound words and homophones	Plurals	Morphemes	Letter sound relationships	Less common & more complex letter patterns	Spelling rules	Page
1	●	●	*are*							●			●	2
2	●	●	*ai*	●	●	●			●	●				4
3	●	●	*gh gn*	●	●		●	●		●	●	●	●	6
4	●	●	*oe*	●		●		●	●	●				8
5	●	●	*long a*		●					●	●		●	10
6	●	●	*long o*		●	●		●	●	●			●	12
7	●	●	*ow*	●	●	●	●	●		●	●			14
8	●	●	*long o*			●			●	●	●	●	●	16
9	●	●	*Revision*	●				●		●		●	●	18
10	●	●	*ow*	●	●		●	●	●	●	●			20
11	●	●	*ph qu soft c*	●		●			●	●		●	●	22
12	●	●	*ea*	●	●			●		●	●		●	24
13	●	●	*ea soft g*	●		●			●	●		●		26
14	●	●	*ear*		●	●	●		●	●	●		●	28
15	●	●	*long i*		●	●			●	●		●	●	30
16	●	●	*long u*							●	●		●	32
17	●	●	*ck ng nk*	●	●	●	●		●	●			●	34
18	●	●	*Revision*	●						●		●		36
19	●	●	*ou*	●		●				●				38
20	●	●	*oi*	●		●	●		●	●			●	40
21	●	●	*ir*		●		●	●		●	●			42
22	●	●	*aw*	●		●	●		●	●			●	44
23	●	●	*au*	●		●				●		●	●	46
24	●	●	*ew*			●		●	●	●			●	48
25	●	●	*mb*	●		●		●	●	●	●	●		50
26	●	●	*wr ch*	●	●	●	●	●		●	●	●		52
27	●	●	*Revision*	●				●		●		●	●	54
28	●	●	*air*			●				●	●			56
29	●	●	*dge*		●					●		●	●	58
30	●	●	*ought*	●	●	●	●			●	●			60
31	●	●	*kn*	●	●	●		●		●		●	●	62
32	●	●	*wh*	●		●				●	●	●		64
33	●	●	*igh*		●		●	●		●		●	●	66
34	●	●	*Revision*	●				●		●		●		68
			Spelling lists											70

UNIT 1

Phonics are	Basic list - high frequency			Difficult	My Words
hare	two	horse	even	comb	
mare	map	house	circle	fiction	
spare	free	always	enjoy	energy	
stare	able	drop	ladder	complete	
scare	could	bush	cannot	daughter	



Spelling rule

Most words are made plural by adding '**s**'.

For example:
house
houses

1 Rewrite these words adding **s** to make them plural.

a hare _____ f spare _____

b mare _____ g horse _____

c comb _____ h map _____

d scare _____ i ladder _____

e drop _____ j circle _____

2 Unjumble the list words.

a mear _____ d hseor _____

b aleb _____ e alaysw _____

c satre _____ f cclire _____



Words in context

3 In the word shapes, write the list words that are missing from the sentences.

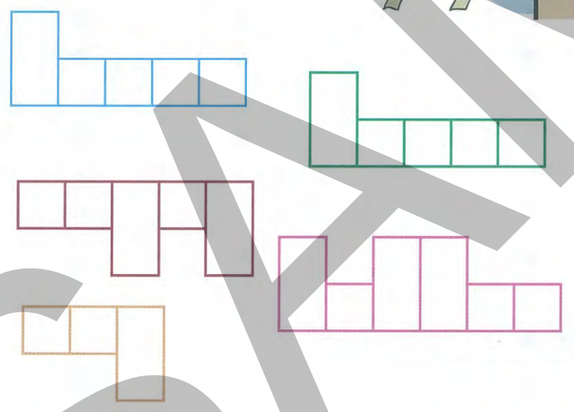
a The [ ] has three bedrooms.

b Kelly can ride a [ ].

c Katie should [ ] the movie.

d Can you climb a [ ]?

e There are two islands on this [ ].



Wrong spelling

4 Correct the circled spelling mistakes.

a A (sircle) is a round shape.

b (Cood) I please have a piece of fruit?

c The bus ride was (fre.)

d James was (abel) to play baseball yesterday.



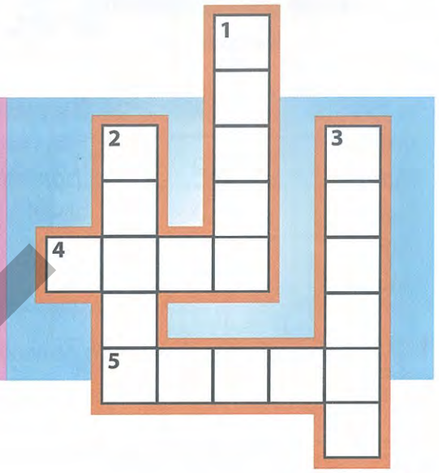
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Word meanings

5 Solve the crossword puzzle.

Across
4 Costs nothing
5 To take pleasure in

Down
1 A place you live in
2 A four-legged animal
3 To happen all the time



6 Write these words in alphabetical order.

a map, even, bush _____

b drop, enjoy, could _____

c bush, free, two _____



A	B	C	D	E	F	G	H	I
26	25	24	23	22	21	20	19	18

J	K	L	M	N	O	P	Q	R
17	16	15	14	13	12	11	10	9

S	T	U	V	W	X	Y	Z
8	7	6	5	4	3	2	1

Secret code

7 Use the code to find these words.

a 22, 5, 22, 13 _____

b 26, 25, 15, 22 _____

c 24, 12, 6, 15, 23 _____

d 26, 15, 4, 26, 2, 8 _____

e 24, 26,13,13,12,7 _____

8 Choose any list word and write it using the secret code. _____

Grammar – Homophones

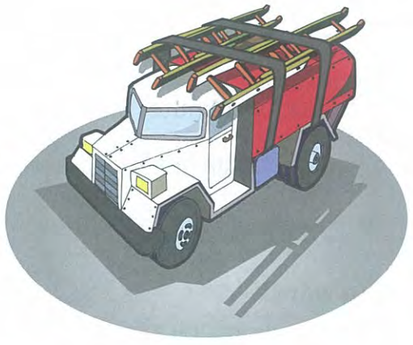
9 Shade the correct word in each sentence.

a Dad put [to] [two] ladders on the truck.

b We hope [to] [two] enjoy our first horse riding lesson.

c The [to] [two] cups were left on the coffee table.

d It is very rude [to] [two] stare at people.



Punctuation

10 A statement ends with a full stop.
Shade bubbles to show where the missing full stop should go.

a The paint brush is in the red tin

b The house was near the bush

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UNIT 2

Phonics ai	Basic list - high frequency			Difficult	My Words
aim	too	person	skin	galaxy	
chain	trip	present	clock	ensure	
drain	once	itself	shock	hearing	
claim	follow	none	chalk	grumble	
stain	could	salt	stopping	cardigan	

1 Write the ***missing letters*** to complete the list words.

a	a i __		d	n __ n __		g	c l __ c __	
b	c l __ __ m		e	s __ __ n		h	s h __ __ k	
c	t r __ __		f	p e __ s __ __		i	e __ s u __ e	

Words in context

2 In the word shapes, write the list words that are missing from the sentences.

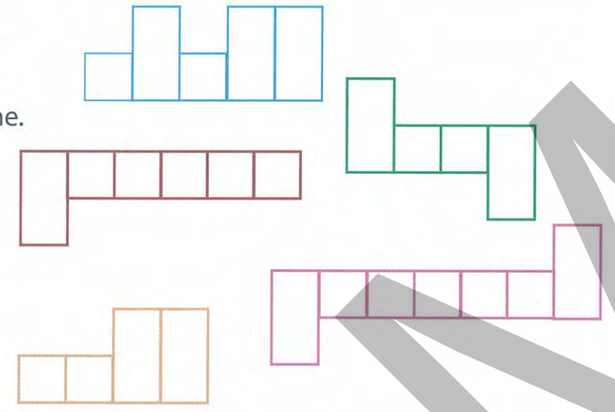
a Use the yellow ____ to write your name.

b I went on an overseas ____ .

c The ____ was very tall.

d Dad gave me a birthday ____ .

e Please add ____ to the dish.



Wrong spelling

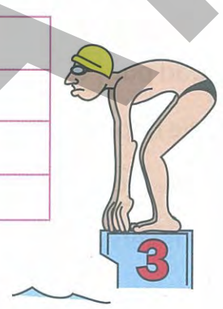
3 Each sentence has a list word that is spelt wrongly. Write the word correctly in the box.

a I wonce won a swimming race.

b The clok is five minutes fast.

c I can't give you an apple because there are nun.

d Please follou Amy to the library.



Building words

4 Build these words by adding **s**, **ed** and **ing**.

a present __	d salt __	g follow __	j shock __
b present __ __	e salt __ __	h follow __ __	k shock __ __
c present __ __ __	f salt __ __ __	i follow __ __ __	l shock __ __ __

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Word meanings

5 Use the clues to find these words in the basic list. Then shade them in the wordsearch.

a Something that tells the time

b A journey

c Something added to food

d A human being

e You protect this with sunscreen

f Also

t	n	k	t	o	o
m	o	c	r	s	k
c	s	o	i	k	n
h	r	l	p	i	z
b	e	c	r	n	j
y	p	s	a	l	t

6 Draw lines to break these words into their sounds.

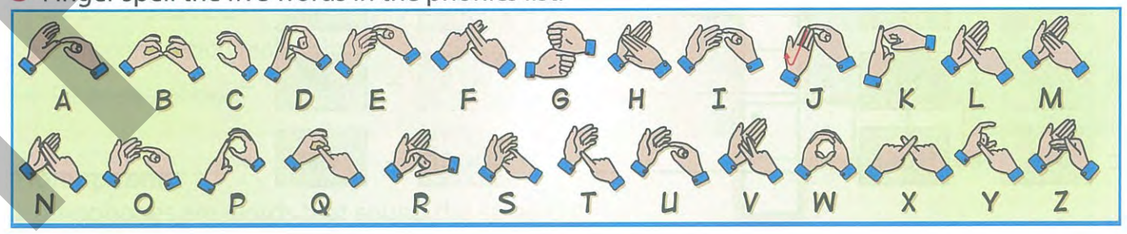
For example: **f/ l/ a/ b**, **ch/ i/ n** and **s/ i/ ck**.

t r i p s k i n s h o c k c h a i n

7 Write list words that rhyme with these words.

done _____ would _____

8 Finger spell the five words in the phonics list.



9 Write the following word in a sentence.

stain _____

Grammar – Using the correct word

10 Use **did** or **done** in these sentences.

a Has Mum ____ the shopping?

b We have only ____ it once before.

c ____ you go to the park yesterday?

d The car ____ stop at the lights.

Letter patterns

11 Add the pronouns **my**, **your**, **him** or **her** to the letter pattern **self** in these sentences.

a Please look after ____ **self**.

b Daisy likes to read to ____ **self**.

c "I can do it ____ **self**," said Lee.

d He answered the questions ____ **self**.

Punctuation

12 Rewrite this sentence with correct punctuation.

a tall person put the clock on the table

_____

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