# Spelling Conventions

A curriculum based whole-school approach to spelling

2nd Edition
updated curriculum

2




SAMPLE

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# 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 2

| Content Descriptions | Pages |
|---|---|
| Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing *(ACELA1474)* AC | 2,4,9,12,15,17,19,20,28,29,33,35,37,42,44,47,54, 60,66,68 |
| Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words *(ACELA1471)* AC | All units<br>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. |
| Build morphemic word families using knowledge of prefixes and suffixes *(ACELA1472)* AC | 29 & 68 ful, 11 er, 47 re,<br>61 pre, 54 less, 4,12,20 28,36,44,52 ed & ing |
| Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds *(ACELA1823)* AC | Letter patterns, base words and using known words.<br>3,7,11,15,19,21,23,26,32,31,39,43,47,49,53,55,63,65. |
| Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable *(ACELA1824)* AC | Most units<br>2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36, 38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68. |
| Understand that a sound can be represented by various letter combinations *(ACELA1825)* AC | All units<br>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. |

***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 sight words | Phonics | Phoneme Deletion | Blending and segmenting | Vowel, Consonant Digraphs and Phonemes | Long vowels and silent letters | Morphemes | Syllabification | Prefixes and Suffixes | Less Common Letter Clusters | Harder words | Page |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ● | st sw | | ● | | | | | | | ● | 2 |
| 2 | ● | tr tw | | ● | | | ● | | | | ● | 4 |
| 3 | ● | Long a | | | | ● | | | | ● | ● | 6 |
| 4 | ● | ft ld | | ● | | | ● | | | | ● | 8 |
| 5 | ● | lk lp | | | | ● | | | ● | | ● | 10 |
| 6 | ● | ow or | ● | ● | ow | ● | ● | | | | ● | 12 |
| 7 | ● | mp nd | | ● | | | | | | | ● | 14 |
| 8 | ● | ng nk nt | ● | | ng nk | | ● | | | ● | ● | 16 |
| 9 | Revision plus | Long e | ● | | | ● | ● | | | ● | ● | 18 |
| 10 | ● | Long i | | ● | | ● | ● | | | ● | ● | 20 |
| 11 | ● | py ry | | | | | | | | | ● | 22 |
| 12 | ● | st sk sp | | | | ● | | | | | ● | 24 |
| 13 | ● | st ty | | | | | | | | | ● | 26 |
| 14 | ● | Long o | ● | ● | | ● | ● | | ● | ● | ● | 28 |
| 15 | ● | spr spl scr | | | | | | | | ● | ● | 30 |
| 16 | ● | squ str | ● | | | | ● | | | ● | ● | 32 |
| 17 | ● | Long u ure | ● | | | ● | | ● | | | ● | 34 |
| 18 | Revision plus | ey ue oo | ● | | ey ue oo | ● | ● | ● | ● | ● | ● | 36 |
| 19 | ● | ar er | | | ar er | | | | | ● | ● | 38 |
| 20 | ● | ow oe ee | | | ow oe ee | ● | | | | | ● | 40 |
| 21 | ● | sh th | ● | | sh th | | | | | | ● | 42 |
| 22 | ● | ch qu | | ● | ch qu | | ● | ● | | | ● | 44 |
| 23 | ● | ou ai ay | | ● | ou ai ay | | | ● | ● | | ● | 46 |
| 24 | ● | ill all | | | | | ● | | | | ● | 48 |
| 25 | ● | ell oa | | | oa | ● | ● | | | | ● | 50 |
| 26 | ● | aw out | ● | | aw | | ● | | | ● | ● | 52 |
| 27 | Revision plus | ea ie ei | | ● | ea ie ei | ● | ● | ● | ● | ● | ● | 54 |
| 28 | ● | oy oi | | | oy oi | ● | ● | ● | | | ● | 56 |
| 29 | ● | ur ew | | | ew | | ● | | | | ● | 58 |
| 30 | ● | ph oor | | ● | ph | | | ● | ● | | ● | 60 |
| 31 | ● | igh ear | | | | ● | | ● | | ● | ● | 62 |
| 32 | ● | air tion | | | | | ● | | | ● | ● | 64 |
| 33 | ● | Silent letters mb kn gn | | ● | kn mb gn | ● | ● | ● | ● | ● | ● | 66 |
| 34 | Revision plus | Suffixes ful | | ● | | ● | | | ● | ● | ● | 68 |
| | | Spelling lists | | | | | | | | | | 70 |


SAMPLE

# UNIT 1

**Sounds**

**st**
- star
- stab
- stew
- stain

**sw**
- swim
- swab
- sway
- swing

**High use words**
- am
- cut
- far
- big
- best
- help

**Harder words**
- become
- cannot
- money

**My words**

1 Look, cover, then write the list words.

| st words | sw words | High use words |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2 Draw lines to break these words into their sounds.
For example: c/a/t and p/a/c k

c u t  b i g  s t a b  s t a r

3 Circle the word that is spelt wrongly in each group.

star stian stew  cannot help becomb

4 Write smaller words that you find in these words.

| become | swinging |
|---|---|
| | |

5 Write the missing list words.

- A ___ ___ ___ ___ shone brightly.
- My ___ ___ ___ ___ friend's name is Sam.
- Tom can ___ ___ ___ ___ across the pool.
- Kelly ___ ___ ___ an orange in half.
- Alice ___ ___ ___ ___ ___ ___ come to the party.





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6 Draw a line to match the clues to the words.
Then, find the words in the wordsearch.

| | |
|---|---|
| To move in water. | stain |
| A spot on your shirt | sway |
| The opposite of near | help |
| To assist somebody. | swim |
| To move from side to side. | far |

| | | | | | |
|---|---|---|---|---|---|
| s | s | w | a | y | x |
| w | t | l | w | s | k |
| i | a | i | m | s | p |
| m | i | f | a | r | z |
| t | n | w | a | f | l |
| h | e | l | p | i | x |

7 Write these words in alphabetical order.

| | | |
|---|---|---|
| am | cut | best |
| help | swim | big |
| far | sway | money |

8 Write the missing letters to complete the list words.

| | | |
|---|---|---|
| ___i___ | s___e w | m___n___y |
| b e___t | s___ ___b | c___n___ ___t |
| h e___p | ___t___ ___n | ___e___o___e |

9 Write each person's name using a ***capital letter***.

ann _____  alex _____  lisa _____

tim _____  sam _____  sara _____

10 Make as many list words as you can using the letters in the box.

*t b a w s*
*i r m f*

Letters can be used more than once.

11 Draw a picture of a girl on a swing.

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# UNIT 2

**Sounds tr**

trap
tray
tree
trick

**tw**

twin
twig
twirl
twice

**High use words**

its
let
fast
five
grow
green

**Harder words**

mean
page
correct

**My words**

_____
_____
_____

1 Look, cover, then write the list words.

| tr words | tw words | High use words |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



2 Put the sounds together to make words.

tr + ap _____ tw + ig _____
tw + in _____ tr + ee _____
tw + irl _____ tw + ice _____
tr + ick _____ tr + ay _____

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

| | s | ed | ing |
|---|---|---|---|
| help | | | |
| trick | | | |

4 Write the missing list words.

- We have ____ ____ ____ ____ fingers on each hand.
- Mum put some cakes on a ____ ____ ____ ____ .
- Jack and Tom are ____ ____ ____ ____ brothers.
- Alice can run very ____ ____ ____ .
- My story was one ____ ____ ____ ____ long.



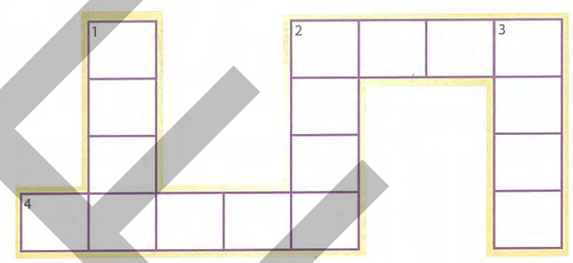


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5 Use the clues to complete the crossword.

**ACROSS**
2 quick
4 two times

**DOWN**
1 get bigger
2 a number
3 a large plant





6 Write list words that rhyme with these words.

snow _____ slap _____
lick _____ stage _____

7 Shade the correct word for each sentence.

- Two cakes and two more make four for .
- The green box is for four you.
- There are four for boys under the tree.
- Mum has gone to the shop for four eggs.

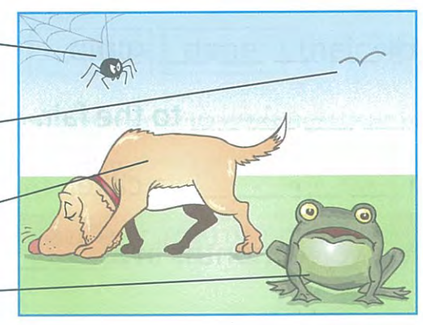


8 Add words from the box to the ones below to make compound words.

*some air eye tree book pop*

_____ port _____ corn _____ lash
_____ times _____ mark _____ top

9 Choose some of the group words in the cloud to label the picture.



dog
cat
spider
bird
frog
duck



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