Spelling Conventions

A curriculum based whole-school approach to spelling

2nd Edition
updated curriculum

5



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 5

Content Descriptions	Pages
Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words *(ACELA1513)* AC	1,2,3,4,5,6,7,8,10,11,12,13,14,15,16,17,18,19, 20,21,22,24,25,26,27,28,29,30,31,32,33,34
Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word *(ACELA1514)* AC	2,3,4,6,7,8,10,11,12,13,14,15,16,18,19,20, 21,22,23,24,25,26,28,29,30,31,32,33,34
Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations *(ACELA1829)* AC	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19, 20,21,22,23,24,25,26,27,28,29,30,33,34

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
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	Word meaning and etymology	Letter patterns	Prefixes and Suffixes	Word-building	Homophones, synonyms and compound words	Morphemes	Base words and root words	Syllabification	Plurals	Grammar punctuation	Spelling rules and generalisations	Page
1	●	●	are	●	Verb suffixes ed, ing		●		●				●	●	2
2	●	●	ure	●	ing, er	●	●	●	●	●	●		●	●	4
3	●	●	ect	●	s, ect, im	●		●	●	●		●	●	●	6
4	●	●	le	●	en, geo				●	●		●	●		8
5	●	●	ai	●	super	●	●	●	●	●	●	●	●	●	10
6	●	●	ue	●	exc, ful, sym	●	●		●	●			●	●	12
7	●	●	ough	●	mis	●	●	●	●	●			●	●	14
8	●	●	our	●	en, es	●	●		●	●	●	●	●	●	16
9	●	●	Revision					●				●	●	●	18
10	●	●	ate	●	oct, ate, vac				●	●		●	●		20
11	●	●	ew	●	inter	●	●		●				●	●	22
12	●	●	ory	●	un, pop, act	●	●	●	●	●	●	●	●	●	24
13	●	●	oi	●	sub		●	●	●	●		●	●	●	26
14	●	●	au	●	less	●	●		●	●	●		●	●	28
15	●	●	ow	●	non	●		●	●			●	●	●	30
16	●	●	ed	●	al, equi, nat	●		●	●	●			●		32
17	●	●	ery	●		●	●	●	●		●	●	●	●	34
18	●	●	Revision		y, ous, ence, ite	●	●		●	●			●	●	36
19	●	●	ar	●	Noun suffixes tion, ness, cian	●	●	●	●				●	●	38
20	●	●	or	●	ward	●	●	●	●	●	●		●	●	40
21	●	●	ily	●	Adjective suffixes able, al, est, ful		●	●	●	●		●	●	●	42
22	●	●	al	●	tri, alt, re, dis	●	●		●	●		●	●		44
23	●	●	ise		ough	●	●		●		●	●	●	●	46
24	●	●	en		tech, sur		●	●	●	●			●	●	48
25	●	●	silent g	●	semi	●	●	●	●	●		●	●	●	50
26	●	●	age	●	Adverb suffixes ly	●	●		●	●	●		●	●	52
27	●	●	Revision			●		●					●	●	54
28	●	●	ion		elect, demo				●	●	●	●	●		56
29	●	●	ous	●	mid	●	●	●	●			●	●	●	58
30	●	●	ance		any, therm		●	●	●	●	●		●	●	60
31	●	●	silent p	●	Adverb suffixes fully, ly	●	●	●	●				●	●	62
32	●	●	silent k	●	ment	●	●		●		●		●	●	64
33	●	●	silent s	●	photo		●	●	●	●			●		66
34	●	●	Revision		auto, dis			●				●	●		68
			Spelling lists												70

UNIT 1

Phonics	Basic list / High frequency			Difficult	Own words
sc**are**	wrote	bare	noble	jewel	
aw**are**	among	fare	type	energetic	
squ**are**	discuss	stare	month	implement	
bew**are**	school	uniform	written	pedestrian	
prep**are**	between	knock	yesterday	emergency	



Spelling rule
*When a short vowel is followed by more than one consonant, do not double the last letter before adding **ed** or **ing**.*

*Example: knock, knock**ed**, knock**ing**.*

1. Use your spelling rule to add the suffixes ***ed*** and ***ing*** to these words.

	ed	ing
a inform		
b knock		
c neglect		
d design		
e discuss		

Words in context

2. Use your list words to complete these sentences.

a My school ___ ___ ___ ___ ___ ___ ___ is blue and white.

b What ___ ___ ___ ___ ___ comes after January?

c The teacher heard a ___ ___ ___ ___ ___ at the door.

d Did you go to school ___ ___ ___ ___ ___ ___ ___ ___ ___ ?

e The trees were ___ ___ ___ ___ in winter.

f James ___ ___ ___ ___ ___ a story about his family.



3. Unjumble these list words.

a awrae		d wrteo		g wentebe	
b angmo		e ebnlo		h nkcko	
c strea		f osholc		i ytep	

Wrong spelling

4. Write the correct spelling for each wrongly spelt word.

a Mum has (wretten) a note to the teacher. _____

b A rose is a (tipe) of flower. _____

c The bus (faire) to the city is three dollars. _____



Building words

5. Build onto these base words using ***s***, ***d*** and ***ing***. Then use each word in a sentence.

a stare __ _____

b stare __ _____

c star ___ ___ _____

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z	k	l	o	p	b	a	y	d	b
a	c	u	b	v	e	c	j	i	n
m	y	a	k	f	t	d	l	s	e
o	v	c	s	i	w	o	a	c	l
n	o	b	l	e	e	h	g	u	r
g	w	i	k	a	e	t	p	s	v
f	h	b	m	c	n	a	y	s	w
m	o	n	t	h	f	b	a	r	e

Word meanings

6. Use the clues to find the list words in the wordsearch.

a In the middle of two

b Of very fine character

c Without covering or clothes

d In the midst of many

e To talk about something

f November is one

7. Use a ***dictionary*** to write one meaning of:

a pedestrian _____

b discuss _____

c noble _____

8. Write these words in ***alphabetical order***.

a square, school, energetic _____

b between, implement, bare _____

c emergency, aware, knock _____

Grammar – between/among

9. Use ***between*** or ***among*** in these sentences.

a Decide _____ bowling or fielding.

b _____ you and me, he is right.

c The rat raced _____ the many bushes.

d The ball fell _____ Jack and Jim.

e Search carefully _____ the reeds.

Compound words

10. Draw a line to make compound words.

a	head		father
b	grand		room
c	hair		ache
d	class		paper
e	news		brush

Grammar – Comparisons

11. We say the ***taller*** of the two and the ***tallest*** of all. Complete the table. The first one is done for you.

		er	est
a	large	*larger*	*largest*
b	kind		
c	slow		
d	bright		



Punctuation

12. Rewrite this sentence with correct punctuation.

did sam visit the library last june

_____

Words origins

Do you know that the word ***school*** came from a Greek word meaning *leisure*?
Early education was talks and discussions held at leisure times.

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UNIT 2

Phonics	Basic list / High frequency			Difficult	Own words
future	power	parent	courage	nervous	
picture	village	rescue	treasure	politics	
feature	position	escape	pleasure	minister	
fracture	measure	relative	headache	fractional	
creature	fruit	manage	grandfather	significant	



Spelling rule
*When a word ends in a silent **e**, drop the **e** before adding **ing**.*

*Example: escape – escap**ing**.*

1. Use your spelling rule to add ***ing*** to these words.

	ing		ing
a rescue		f describe	
b shine		g fracture	
c manage		h come	
d escape		i excite	
e measure		j practise	

Word meanings

2. Choose a word from the lists to match the meanings.

a A feeling of joy _____
b A small town _____
c Bravery, fearlessness _____
d Your mother or father _____
e To save somebody _____
f To find something's size _____

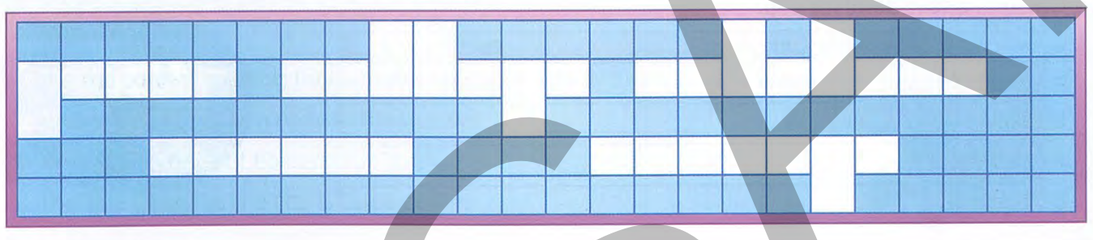
Wrong spelling

3. Write the correct spelling for each wrongly spelt word.

a Hang the pictar on the wall. _____
b Monique had a headacke and a sore throat. _____
c The firefighters were able to resque the trapped people. _____
d What positane do you play in netball? _____

Word shapes

4. Choose list words to match the word shapes.



Word building

5. Complete the word building table.

a	escape		escaped	
b		treasures		treasuring
c	power		powered	
d	picture			



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A	B	C	D	E	F	G	H	I
52	50	48	46	44	42	40	38	36

J	K	L	M	N	O	P	Q	R
34	32	30	28	26	24	22	20	18

S	T	U	V	W	X	Y	Z
16	14	12	10	8	6	4	2

Secret code

6. Find these list words using the ***secret code***.

a 22, 24, 8, 44, 18 _____
b 18, 44, 16, 48, 12, 44 _____
c 28, 36, 26, 36, 16, 14, 44, 18 _____
d 22, 52, 18, 44, 26, 14 _____

7. Write two other list words using the secret code. _____

8. Write the list words that can be made from these letters. p e a c w r o t n

_____

9. Write these words in ***alphabetical order***.

a picture, village, pleasure _____
b measure, manage, relative _____
c minister, fractional, feature _____
d power, position, fractional _____

10. Write the ***base word*** for these groups.

a powerful, powered, powering _____
b managing, manager, unmanageable _____

Suffixes – 'er'

11. When added to a word with an action meaning, ***er*** means *one who works in*.
Add ***er/r*** to these words.

a wait____ c learn____ e rescue____
b write____ d score____ f bake____

Syllables

12. Break these words into syllables.
For example: *manage = man + age*

a	picture		
b	power		
c	headache		
d	fracture		
e	parent		

Grammar

13. Common nouns are the names of things you can see and touch.
e.g. dog, chair, car, house.
Underline the common nouns in these sentences.

a The treasure was deeply buried in the sand.
b The villagers liked to eat bananas and watermelons.
c Did you manage to buy a new bed and cupboard for your house?



Punctuation

14. Rewrite this sentence with correct punctuation.

my cousin tim showed great courage during the rescue

_____

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