

English Level 1

Chapter 4 — Literacy: phonic and word knowledge

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Blending, segmenting and manipulating phonemes — including blends and multi-syllable words

Teacher, please read this page out loud. Every task here is done by listening, saying, clapping and pointing. No child has to read this page on their own. The words in the boxes are for saying out loud, not for reading. This is listening-and-saying work, so every child in the room can play.

What we are learning

Owns	VC2E1LY03
We learn to	blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable
Draws on	VC2E1LY03.E01 making sounds in order to say a given spoken word, for example 's-p-oo-n' and 'f-i-s-t' VC2E1LY03.E02 manipulating phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) VC2E1LY03.E03 adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes VC2E1LY03.E04 substituting medial sounds in spoken words to make new words, for example 'pin', 'pen', 'pan' VC2E1LY03.E05 substituting final sounds in spoken words; for example, substituting the 't' in 'pet' with 'g' to form a new word, 'peg'
From last year	we played with sounds in words — we put sounds together to say a word, and we tap every sound in a word (VC2EFLY03, VC2EFLY04)
On to next year	we will play the same sound games with long and tricky words (VC2E2LY03)

In our words: every word is made of little sounds. We put the sounds together to say the word. We break a word into its little sounds. And we swap one sound to make a new word!

The big idea

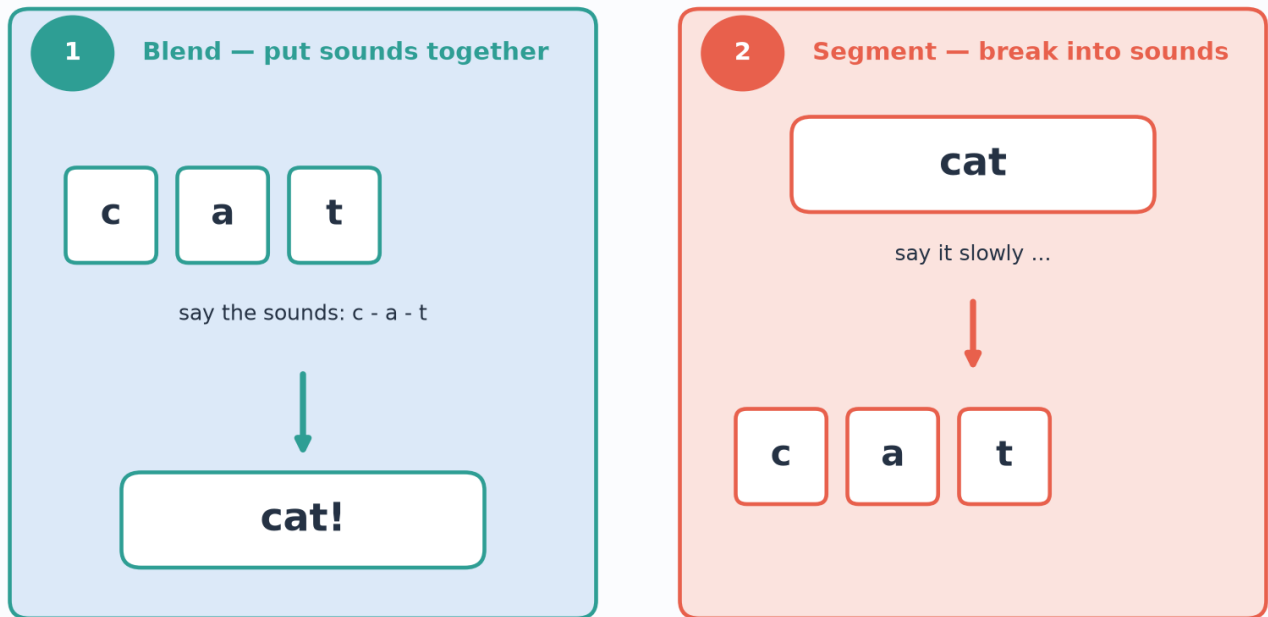
Part 1 — Words are made of little sounds

Say **cat**. Now say it slowly: *c-a-t*. You can hear three little sounds.

Every little sound in a word is a **phoneme**. *Phoneme* is a big word. It means *one little sound in a word*. Cat has three phonemes. Tap them: /k/ ... /a/ ... /t/ ... three taps!

When we say the sounds together and they make the word, we **blend**. *Blend* means *put the sounds together to say the word*: /k/-/a/-/t/, cat!

When we break the word into its little sounds, we **segment**. *Segment* means *break the word into its sounds*: cat, /k/ /a/ /t/.



Blend goes one way. Segment goes the other way!

Two cards. Card 1 blends the sounds *c a t* into the word *cat*. Card 2 segments the word *cat* into the sounds *c a t*

Part 2 — Sound teams: consonant blends

Now for four-sound words! Say **spoon** slowly: *s-p-oo-n*. Four sounds!

The first two sounds, *s* and *p*, sit together. You can hear the *s*, and you can hear the *p*. Two consonant sounds together, and you can hear them both? That is a **consonant blend**. We call it a **sound team**.

A **consonant** is a sound like *s*, *p*, *t*, *m* and *f*. A **vowel** is *a*, *e*, *i*, *o* or *u*. Every syllable has a vowel sound, and every word has one too!

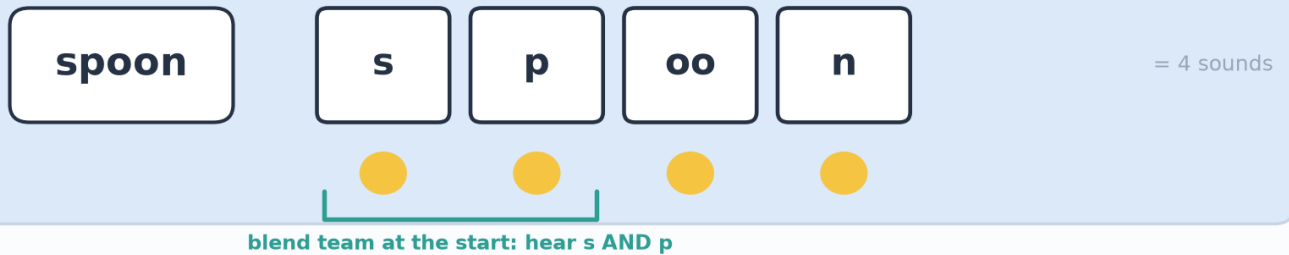
In **spoon**, the sound team is at the start: *s-p*.

Say **fist** slowly: *f-i-s-t*. Four sounds! In **fist**, the sound team is at the end: *s-t*.

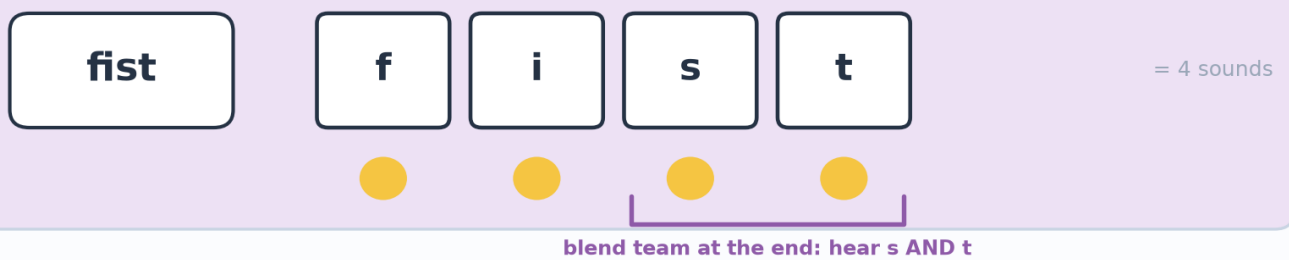
Words with four sounds

English 1 · 4A

spoon = s-p-oo-n



fist = f-i-s-t



Sound boxes for spoon and fist. Spoon is s p oo n with a blend team at the start. Fist is f i s t with a blend team at the end

Here is our class list of sound teams. In every team, you can hear BOTH sounds.

Blend teams at the start		Blend teams at the end	
st	stop	st	fist
sp	spoon	nd	hand
sn	snap	nt	tent
fr	frog	mp	jump
cl	clap	lk	milk
dr	drum	sk	desk
two consonant sounds together at the start		two consonant sounds together at the end	

In a blend team, you can hear BOTH sounds!

A chart of blend teams. Some teams sit at the start of a word, like in stop and spoon. Some teams sit at the end of a word, like in fist and hand

Part 3 — Long words have more than one clap

Some words are long. They have more than one part you can clap. Say **table** slowly: *ta-ble*. Two claps!

A clap part of a word is a **syllable**. *Syllable* is a big word. It means *a clap part of a word*.

Cat is one syllable. Ta-ble is two syllables. Pen-cil is two syllables. Um-brel-la is three syllables!

Clap the parts of a word

English 1 · 4A

cat	=	cat		1 clap
table	=	ta ble		2 claps
pencil	=	pen cil		2 claps
umbrella	=	um brel la		3 claps

Each part is a syllable. Each syllable has a vowel sound.

Clap the parts of a word. Cat is one clap, table is two claps, pencil is two claps, umbrella is three claps

Part 4 — Change a sound, make a new word

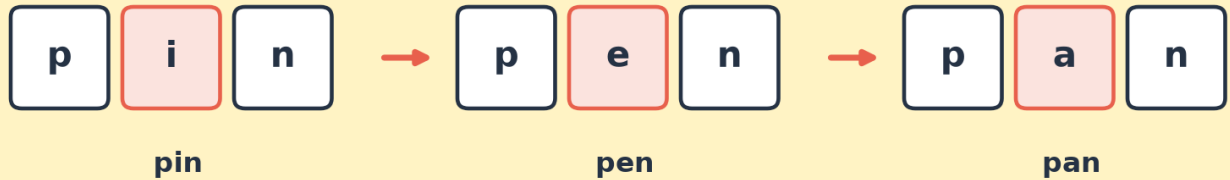
Here is a fun trick. We change one sound in a word, and we make a new word! Changing sounds like this is called **manipulating**. *Manipulate* is a big word for *change*.

- Swap the **middle** sound: *pin ... pen ... pan!*
- Swap the **last** sound: *pet ... peg!*
- Swap the **first** sound: *cat ... bat!*
- **Put a sound in** at the start: *top ... stop!*
- **Take a sound away**: *stop ... top!*

Swap the middle sound

English 1 · 4A

Say pin. Change the middle sound ...



Only ONE sound changed: i → e → a

pin, pen and pan are three different words!

Swap the middle sound. Pin, pen and pan, with the middle sound in a coloured box

Swap the last sound

English 1 · 4A

Say pet. Change the last sound, t → g ... peg!



Say cap. Change the last sound, p → t ... cat!



Swap the last sound. Pet to peg, and cap to cat, with the last sound in a coloured box

Swap the first sound

English 1 · 4A

Say cat. Change the first sound, c → b ... bat!



Say sit. Change the first sound, s → f ... fit!



Swap the first sound. Cat to bat, and sit to fit, with the first sound in a coloured box

Add a sound — take away a sound

English 1 · 4A

+ Add a sound at the start



- Take away the first sound



- Take away the last sound



One sound more, or one sound less — a new word!

Putting in a sound: the sound *s* goes in front of *top* to make *stop*. Taking away a sound: *stop* without the first sound is *top*, and *and* without the last sound is *an*

We do it together

Try 1 — with help: say the sounds in order

Your teacher says **spoon**. Say it slowly with the class: *s-p-oo-n*. Tap four taps, one for each sound. Now blend it fast: spoon!

Your teacher says **fist**. Say it slowly: *f-i-s-t*. Four taps! Blend it fast: fist!

Try 2 — with help: find the sound team

Your teacher says a word. You say the team, and say where it is!

Your teacher says

You say

stop

The team is *s-t*, at the start.

hand

The team is *n-d*, at the end.

frog

The team is *f-r*, at the start.

milk

The team is *l-k*, at the end.

Try 3 — with help: robot talk

The robot says a word in parts. We blend the parts and say the word!

- Robot: *pen ... cil* — we say: **pencil!**
- Robot: *um ... brel ... la* — we say: **umbrella!**

Now we segment like the robot. Your teacher says **window**. We say it in parts: *win ... dow!*

Robot talk

English 1 · 4A



The robot says the parts. We blend them and say the word!

A robot says pen cil and we blend the parts and say pencil. The robot says um brel la and we say umbrella

Try 4 — with help: clap the parts

Your teacher says a word. Clap the parts and say how many claps!

- **cat** — 1 clap!
- **window** — win-dow, 2 claps!
- **pencil** — pen-cil, 2 claps!
- **umbrella** — um-brel-la, 3 claps!

Try 5 — with help: the swap game

Your teacher says: “Say **pin**. Now swap the middle sound. Say **pan**.” You say *pan*!

Your teacher says: “Say **pet**. Now swap the last sound. Say **peg**.” You say *peg*!

Your teacher says: “Say **top**. Put *s* at the start.” You say *stop*!

Now you try

With help

Q1. Your teacher says **milk**. Say the sounds in order. How many sounds? Now do the same for **tent**.

Q2. Look at the blend teams picture. Your teacher says **drum**. What team is at the start? Your teacher says **jump**. What team is at the end?

Q3. Clap the parts and say how many claps: **window ... napkin ... sunset ... cat**.

Q4. Swap the middle sound to make a new word. Say it! pin → pan. pen → pin. fun → fin.

Q5. Swap the last sound to make a new word. Say it! hot → hop. mat → map. cap → cat.

Q6. Put a sound in, or take a sound away. Say the new word! top, put *s* at the start → ? and, take away the last sound → ? farm, take away the first sound → ?

On your own

Q7. Play robot talk with a friend. Say a word in robot parts, like *win ... dow*. Your friend blends the parts and says the word. Then swap.

Q8. Say **cat**. Make four new words. Swap one sound each time. Say your new words out loud.

Q9. Think of a word with a sound team at the start. Say the word, then say the team.

Q10. Think of a word with two claps and a word with three claps. Say them and clap the parts.

Q11. Say **pen**. Swap one sound to make a new word. Then swap a sound again! How many new words can you make?

Q12. My sound page. Draw a word with four sounds, and a word with two claps. Say both words to your teacher, slowly.

1. Think of a word with four sounds.

Draw it here. Say the sounds as you point.

(draw)



four sound boxes

2. Think of a word with two claps.

Draw it here. Clap it as you say it.

(draw)



My sound page. One big box to draw a word with four sounds, next to four sound boxes. One big box to draw a word with two claps, next to two syllable cards and two clap dots

Answers

Q1. Milk: m-i-l-k, 4 sounds. Tent: t-e-n-t, 4 sounds. **Q2.** Drum: the team is *d-r*, at the start. Jump: the team is *m-p*, at the end. **Q3.** Window: 2 claps. Napkin: 2 claps. Sunset: 2 claps. Cat: 1 clap. **Q4.** pan, pin, fin. **Q5.** hop, map, cat. **Q6.** stop, an, arm. **Q7–Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. Say each sound and tap it: m-i-l-k is four taps, t-e-n-t is four taps. Both words have a sound team at the end: *l-k* and *n-t*.

Q2. Drum starts with the team *d-r* — hear the d and the r. Jump ends with the team *m-p* — hear the m and the p.

Q3. Window, 2 claps. Napkin, 2 claps. Sunset, 2 claps. Cat, 1 clap.

Q4. Pin → pan: the middle sound i swaps to a. Pen → pin: the middle sound e swaps to i. Fun → fin: the middle sound u swaps to i.

Q5. Hot → hop: the last sound t swaps to p. Mat → map: the last sound t swaps to p. Cap → cat: the last sound p swaps to t.

Q6. Put *s* in front of top: stop. Take the last sound away from and: an. Take the first sound away from farm: arm.

Q7. One way: you say *win ... dow*, your friend says *window*! Then your friend says *pen ... cil* and you say *pencil*.

Q8. One way: bat, hat, mat, cap. Each new word changes only one sound.

Q9. One way: **frog** — the team is *f-r*, at the start. Or **milk** — the team is *l-k*, at the end.

Q10. One way: **picnic** is 2 claps, **umbrella** is 3 claps.

Q11. One way: pen → pan → pin. Every swap makes a new word.

Q12. One way: draw a **desk** (d-e-s-k, four sounds) and a **pencil** (pen-cil, two claps). Say them slowly to your teacher.

Short vowels, common long vowels, consonant blends and digraphs in one- and 2-syllable words

English 1 · Part 4 · 4B

Owens: VC2E1LY04 (Literacy — Phonic and word knowledge) **Draws on:** VC2E1LY04.E01 · VC2E1LY04.E02

VC2E1LY04, word for word: “*use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words*”

In Foundation, children read CVC words and learned letter names and common letter–sound links (VC2EFLY05–VC2EFLY06). In Part 4A, children worked with sounds in the mouth: putting sounds together to make words, and taking words back into sounds, with blends and words of more than one syllable (VC2E1LY03). In this part, the sounds meet print: children **read and write** words with short vowels, common long vowels, consonant blends and digraphs. Part 4C picks up next, with one letter standing for more than one sound. Other ways to write long vowel sounds, and letters with no sound, wait for Year 2 (VC2E2LY04) — they are not here (TOC D11).

Teacher note. Read every line of this part out loud to the children. They listen, say, point, clap and write with you. No child needs to read alone. Some children are just starting to read little words; some can read more — this part works for both (TOC D5). The reading text, *The Big Picnic*, uses only the sounds of this part, plus some small words we meet a lot (*the, we, can, go, and, on, a, is, have*) — read these to the children now; they will be the children’s own words in Part 4E. This part does both things VC2E1LY04 names: reading **and** writing.

What we are learning

We can write the sounds down. In Part 4A, we played with the sounds in words. Now we meet the letters that write the sounds. When we **read**, we turn letters into sounds. When we **write**, we turn sounds into letters.

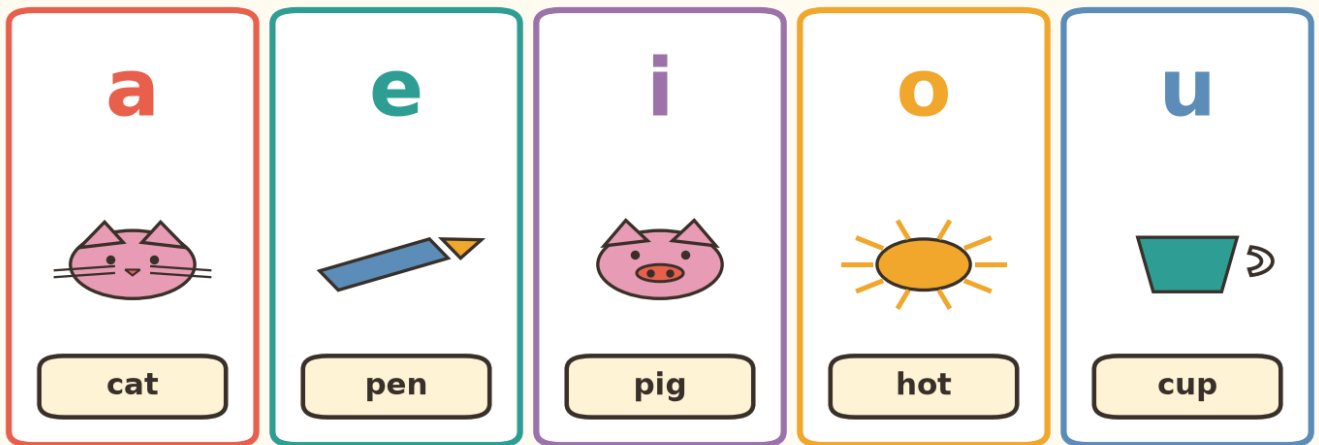
The vowels are five letters: a, e, i, o, u.

Big word box — vowel. The **vowel** letters are **a, e, i, o, u**. Vowel sounds are the loud parts of words — the parts we can sing!

A vowel can make two kinds of sounds: short and long.

Big word box — short vowels. A **short vowel** is the quick vowel sound. Short **a** as in *man*. Short **e** as in *pen*. Short **i** as in *pig*. Short **o** as in *hot*. Short **u** as in *cup*.

The five short vowel sounds



The quick sounds are the short vowel sounds.

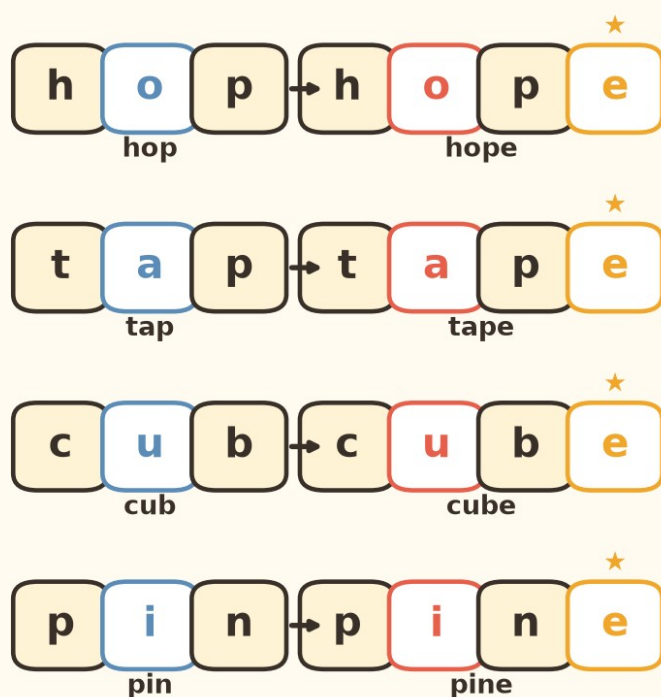
Five cards in a row, one for each vowel. Each card has a big vowel letter, a word and a small picture: a with the word cat and a cat face, e with the word pen and a pen, i with the word pig and a pig face, o with the word hot and a sun, u with the word cup and a cup. Under the cards, the words: the quick sounds are the short vowel sounds.

Big word box — long vowels. A **long vowel** says the letter's name. Long **a** says its name in *cake*. Long **i** says its name in *time*. Long **o** says its name in *home*. Long **u** says its name in *cute*.

How do we write the long sound? One common way is magic e.

Big word box — magic e. Look at *hop ...* and *hope*. The e at the end does not say its own sound. It has a job: it makes the vowel say its name! In this part, **magic e** means an e at the end of a word that makes the vowel say its long sound.

Magic e makes the vowel say its name



The blue vowel is the short sound. The red vowel says its name.

Magic e makes the vowel say its name.

Four word pairs. Each pair shows a short word, then an arrow, then a new word with the letter e at the end: hop to hope, tap to tape, cub to cube, pin to pine. The vowel letter is blue in the first word and red in the second word, to show the long sound. A yellow star sits on each end e. Under the pairs, the words: magic e makes the vowel say its name.

Our vowel sounds, all together:

Vowel	Short sound	Long sound (with magic e)
a	man, cat, sand	cake, name, game
e	pen, bed, ten	we meet more long e in Year 2
i	pig, pin, fin	time, bike, five
o	hot, hop, dog	home, note, bone
u	cup, bus, fun	cute, cube, use

Our vowel sounds

Vowel	Short sound	Long sound (with magic e)
a	man, cat, sand	cake, name, game
e	pen, bed, ten	we meet more long e in Year 2
i	pig, pin, fin	time, bike, five
o	hot, hop, dog	home, note, bone
u	cup, bus, fun	cute, cube, use

Short sounds are quick. Long sounds say the letter's name.

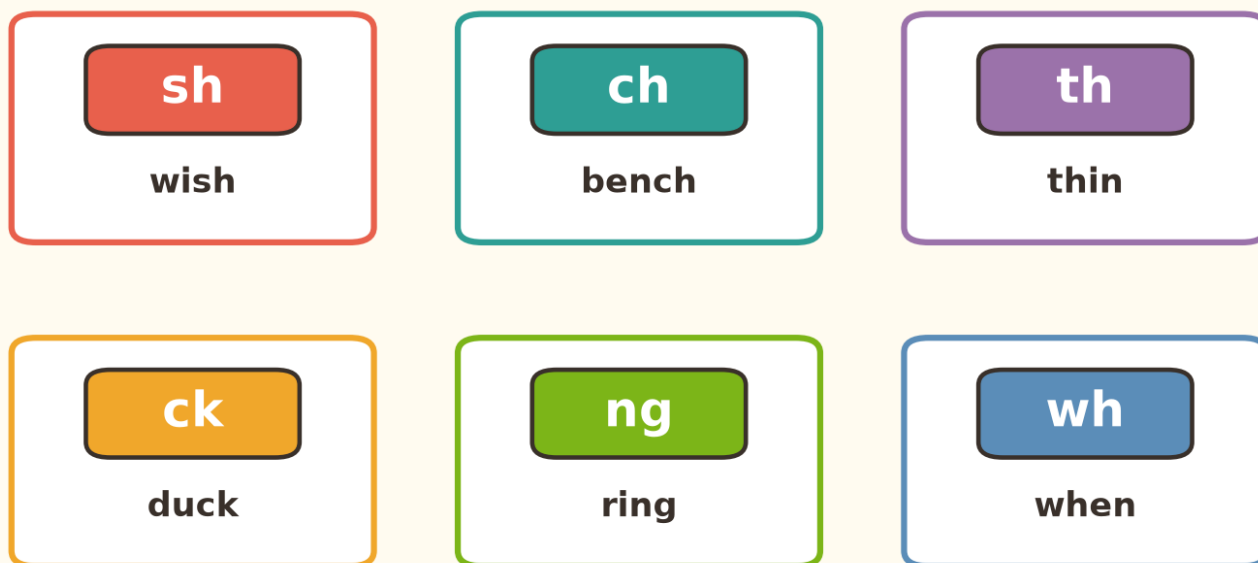
A chart with five rows, one for each vowel: a, e, i, o, u. Row a shows the short word man and the long word cake. Row e shows the short word pen, and its long box says we meet more long e in Year 2. Row i shows the short word pig and the long word time. Row o shows the short word hot and the long word home. Row u shows the short word cup and the long word cute. Under the chart, the words: our vowel sounds.

The other letters are consonant letters.

Big word box — consonant. The letters that are not vowels are **consonant** letters: b, c, d, f, g, and all the rest. Consonant sounds are quick: b! t! s! Consonant letters like to work together, in two ways.

Big word box — digraph. A **digraph** is two letters that make one new sound. In this part, digraph means just that: two letters, one new sound. The word *wish* ends with sh — one sound, two letters. That is a digraph.

Digraph cards — two letters, one new sound



Two letters, one new sound.

Six cards, one for each digraph. Each card shows two letters in one box, and a word: *sh* in *wish*, *ch* in *bench*, *th* in *thin*, *ck* in *duck*, *ng* in *ring*, *wh* in *when*. Under the cards, the words: *two letters, one new sound*.

Big word box — blend. A **blend** is two consonant letters that sit together. Each letter keeps its own sound.

We say them fast! The word *rest* ends with *st* — *s* and *t*, said fast. That is a blend.

Digraph	Sound in	More words
sh	wish	fish, dish, ship, shop
ch	bench	chin, chip, rich, lunch
th	thin	this, that, them, then
ck	duck	neck, sick, sock, picnic
ng	ring	sing, wing, king, long
wh	when	what, which, wheel, whip

Blend	Where	Words
st	first	stop, step, star
fl	first	flag, flat
fr	first	frog, from
gr	first	grab, grass
tr	first	tree, truck
nd	last	hand, sand
mp	last	jump, lamp
st	last	rest, nest
sk	last	desk, basket
ft	last	gift, soft

Consonant blends — each letter keeps its sound

Blends at the start



Blends at the end



Each letter keeps its sound — say them fast!

Two rows of words with blends. The top row is blends at the start of words: stop, flag, frog, grab, swim, with the two blend letters in blue. The bottom row is blends at the end of words: hand, jump, rest, desk, gift, with the two blend letters in red. Under the rows, the words: each letter keeps its sound — say them fast.

Digraphs and blends are not the same.

	digraph	blend
Letters	two letters	two letters
Sound	one new sound	both sounds, said fast
In our words	sh in <i>wish</i>	st in <i>rest</i>

Digraph or blend?

Digraph: one new sound

Blend: both sounds, said fast

Where does each card go?

sh

st

ch

nd

th

fl

ck

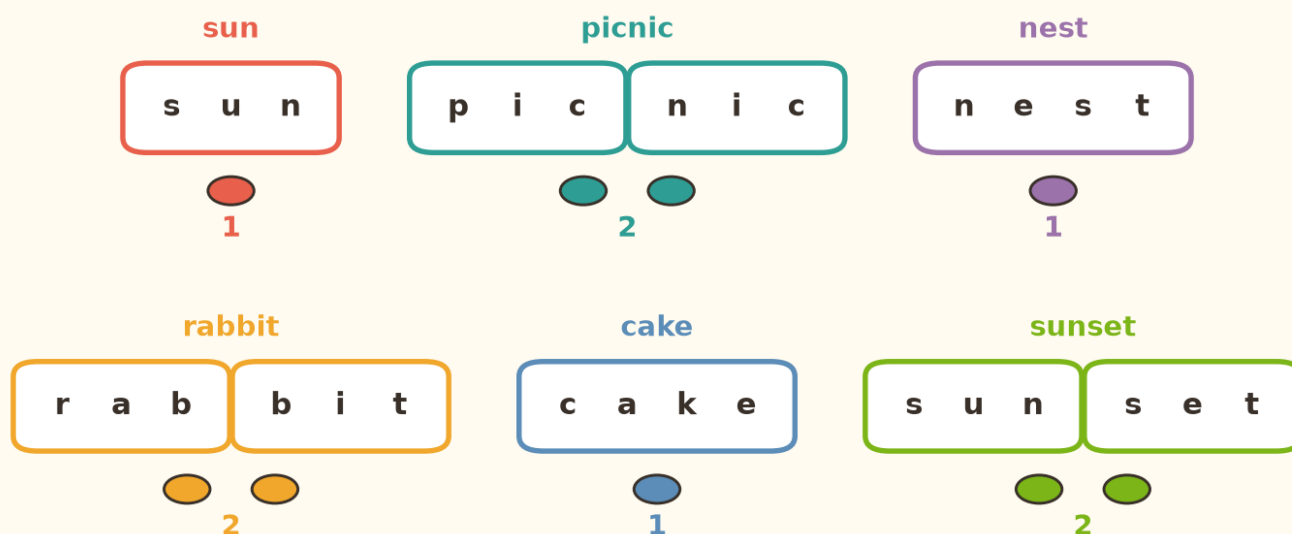
mp

Two big boxes. The left box says *digraph: one new sound*, in green. The right box says *blend: both sounds, said fast*, in blue. Eight letter cards wait under the boxes: *sh, st, ch, nd, th, fl, ck, mp*. Under the cards, the words: *where does each card go?*

Syllables: the parts of a word.

We met **syllables** in Part 4A. A syllable is a part of a word. Clap it! *Sun* has 1 syllable. *Sunset* has 2 syllables: sun-set. In this part, we read and write words with 1 syllable and words with 2 syllables.

Clap the parts of each word



Clap as you say each word. Count the parts!

Six words in boxes, with clap dots under each word. The word sun has one dot. The word picnic has two dots, one under each part. The word nest has one dot. The word rabbit has two dots, one under rab and one under bit. The word cake has one dot. The word sunset has two dots, one under sun and one under set. Under the words: clap the parts of each word.

Our reading text

The teacher reads it first. Then we read it together.

“The Big Picnic” (made for this book)

The sun is up. We can go! We grab the big bag and the basket. We sit on the rug in the grass. We have chips and cake. Then we run and jump. A picnic is fun!

The blue words — *the, we, can, go, and, on, a, is, have* — are small words we meet a lot. The teacher reads these to us now. They will be our own words in Part 4E. All the other words use the sounds of this part: short vowels, magic e, blends and digraphs.

The Big Picnic

made for this book

The sun is up. We can go!

We grab the big bag and the basket.

We sit on the rug in the grass.

We have chips and cake.

Then we run and jump.

A picnic is fun!

The teacher reads the blue words first.

A book page with the title *The Big Picnic* and six short lines. The small words *the, we, can, go, and, on, a, is* and *have* are in blue. The other words are in dark ink. A tag in the corner says *made for this book*. Under the page, the words: *the teacher reads the blue words first*.

Let's try together

Try 1 — we do it together: read words with short vowels

The teacher says	We do
Point to <i>cat</i> . Say the sounds slowly: c-a-t.	We blend them fast: <i>cat</i> !
Point to <i>man</i> . Say the sounds slowly: m-a-n.	We blend them fast: <i>man</i> !
Now read these: <i>pen, pig, hot, cup, bus</i> .	We point and blend each word.

Every word there has a short vowel sound.

Try 2 — we do it together: magic e changes the sound

The teacher says	We do
Read <i>hop</i> : h-o-p.	<i>hop</i> !
Now look: <i>h-o-p-e</i> . The e at the end is magic e.	The o says its name: <i>hope</i> !
Try these: <i>tap</i> → <i>tape</i> , <i>cub</i> → <i>cube</i> , <i>pin</i> → <i>pine</i> .	The vowel says its name every time!

Try 3 — we do it together: write a word with a digraph — wish

The teacher says	We do
Say <i>wish</i> slowly. What sounds can we hear?	w ... i ... sh — 3 sounds!

The teacher says

We do

The last sound is sh: one sound, two letters. That is a digraph.

We write w, then i, then s and h together.

Read it back!

wish! We wrote it!

Say the sounds, then write the letters

wish

3 sounds



→ **wish**

rest

4 sounds



→ **rest**

Hear the sounds in order. Then write the letters.

Two writing rows. The first row is for the word *wish*: three sound boxes with *w*, *i* and *sh*, then the word *wish* in big letters, with the *s* and *h* sitting close together to show they make one sound. The second row is for the word *rest*: four sound boxes with *r*, *e*, *s* and *t*, then the word *rest* in big letters. Under the rows, the words: say the sounds, then write the letters.

Try 4 — we do it together: write a word with a blend — *rest*

The teacher says

We do

Say *rest* slowly. What sounds can we hear?

r ... e ... s ... t — 4 sounds!

The last two sounds are s and t. Each one keeps its sound — that is a blend!

We write r, e, s, t.

Read it back!

rest! We wrote it!

Try 5 — you have a go: read time, write home, clap sunset

The teacher says

We do

Read *time*: t-i-m-e. Which letter says its name?

The i! Magic e did its job.

Write *home*. Say it slowly first: h ... o ... m.

We write h, o, m, e. The e is magic e!

Clap *sunset*: sun-set. How many syllables?

2! We write sun, then set: *sunset*.

Have a go

With help

Q1. The teacher points. We read together: *cat*, *man*, *bed*, *pig*, *hot*, *bus*.

Q2. Which word has the long sound? (a) hop or hope (b) tap or tape (c) cub or cube.

Q3. Digraph hunt! Which of these words have sh: *wish, fish, dish, stop*?

Q4. Put each letter card in the right box, like the picture above: digraph or blend? The cards are: sh, st, ch, nd, th, fl, ck, mp.

Q5. Clap the word parts. 1 syllable or 2? *sun, picnic, nest, rabbit, cake, sunset*.

Q6. The teacher says a word. We pick the letter card that starts it.

- (a) The teacher says *dish*. Which letter starts it: d or w?
- (b) The teacher says *nest*. Which letter starts it: n or b?
- (c) The teacher says *wish*. Which letter starts it: w or f?

Flip the first letter and make a new word

-ish

ish wish fish dish

-est

est rest nest best

Change the first letter. The ending stays the same.

Two rows of flip cards. Row one has the same ending as *wish*: flip the first letter *w*, *f* and *d* to make *wish*, *fish* and *dish*. Row two has the same ending as *rest*: flip the first letter *r*, *n* and *b* to make *rest*, *nest* and *best*. Under the cards, the words: flip the first letter and make a new word.

More to try: flip the first letter of *wish* and *rest* and make new words, like the picture.

On your own

Q7. Write *shop*. Say the sounds first: sh ... o ... p. How many sounds can we hear?

Q8. Write *kite*. Which letter says its name?

Q9. We read *The Big Picnic* together. What do we have at the picnic?

Q10. Clap *sunset*. How many syllables? Now write it.

Answers

Q1. cat, man, bed, pig, hot, bus — each one made from its sounds (c-a-t → cat). **Q2.** (a) hope, (b) tape, (c) cube — the magic e word has the long sound. **Q3.** wish, fish, dish. (*stop* has the blend st, not sh.) **Q4.** Digraphs: sh, ch, th, ck — one new sound. Blends: st, nd, fl, mp — both sounds, said fast. **Q5.** sun 1, picnic 2, nest 1, rabbit 2, cake 1, sunset 2. **Q6.** (a) d → dish, (b) n → nest, (c) w → wish. **Q7.** 3 sounds: sh-o-p. The sh is a digraph, so we write s and h together: *shop*. **Q8.** k-i-t-e. The i says its name — magic e! *kite*. **Q9.** Chips and cake. **Q10.** sun-set — 2 syllables. *sunset*.

How we worked it out

Q1. We look at the vowel first: a in *cat* is short a. Then we say the sounds and blend them into the word. Reading words with short vowels is in VC2E1LY04 — it names *man* as a word like this.

Q2. Magic e at the end makes the vowel say its name: hop → hope. Common long vowel sounds are in VC2E1LY04 — it names *time* as a word like this.

Q3. sh is a digraph: two letters, one new sound. We listen for the sh at the end of wish, fish and dish. *stop* starts with the blend st — we can hear the s and the t.

Q4. A digraph makes one new sound (sh, ch, th, ck). A blend keeps both sounds, said fast (st, nd, fl, mp). If we can hear both letters, it is a blend. If the sound is new, it is a digraph.

Q5. A syllable is a part of a word. We clap to count the parts: picnic has 2 claps, sun has 1. VC2E1LY04 says one- and 2-syllable words.

Q6. We flip the first letter to make a new word, like the picture: w, f and d with the same ending make wish, fish and dish. Saying the word out loud first helps us pick the right letter.

Q7 and Q8. We say the sounds first, then write the letters. In *shop*, sh is one sound — a digraph — so s and h go together. In *kite*, the i says its name because of magic e. Writing words like this is the work of VC2E1LY04.E01 and VC2E1LY04.E02 — they name writing words with short vowels, long vowel sounds, digraphs (*wish*) and blends (*rest*).

Q9. Our reading text uses the sounds of this part: short vowels (*sun, grab, sit, chips, run, jump, fun*), magic e (*cake*), blends (*grab, jump, basket*) and digraphs (*chips, picnic*).

Q10. sunset = sun + set. Each part has a short vowel. Two parts, two syllables — a 2-syllable word.

Everything in VC2E1LY04 is in this part. Children use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words — both reading and writing, as VC2E1LY04 says. VC2E1LY04.E01 is here: writing words with short vowels (like man) and with common long vowel sounds (like time). VC2E1LY04.E02 is here: writing one-syllable words with consonant digraphs and consonant blends (like wish and rest). The reading text “The Big Picnic” is new and made for this book. Other ways to write long vowel sounds, and letters with no sound, wait for Year 2 (VC2E2LY04) — they are not here.

One letter, more than one sound; every syllable has a vowel sound

Part 4C. This part owns VC2E1LY05: *understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.* It draws on VC2E1LY05.E01 and VC2E1LY05.E02. In part 4B we read and wrote words with short and long vowel sounds, blends and digraphs. Here we look at letters and listen to sounds, and we find three big ideas. In part 4D we will use letter patterns to spell words.

We will look at letters and listen to sounds. We will find three big ideas.

Our big word boxes

Big word box — vowel. In this book, a **vowel** is one of the five letters **a, e, i, o, u**. A vowel letter stands for a vowel sound — a sound we can sing, like the a in cat or the o in hot.

Big word box — consonant. In this book, a **consonant** is a letter that is not a vowel: b, c, d, f, g, h and all the rest. Consonant letters and vowel letters work together in words.

Big word box — syllable. In this book, a **syllable** is one clap of a word. The word sunset has two syllables: sun and set. Every syllable has a vowel sound.

Big word box — sound and letter. In this book, a **sound** is a small bit we can hear in a word, and a **letter** is the shape we write to stand for a sound.

Our three big ideas



Big idea 1

One letter can make more than one sound.

u in cut, put and use



Big idea 2

One sound can come from different letters.

the s sound in sat and cent



Big idea 3

Every syllable has a vowel sound.

sun-set — clap 1 has u, clap 2 has e

Look at the letters. Listen to the sounds!

Three cards. Card 1, big idea 1, one letter can make more than one sound, u in cut, put and use. Card 2, big idea 2, one sound can come from different letters, the s sound in sat and cent. Card 3, big idea 3, every syllable has a vowel sound, sun-set, clap 1 has u, clap 2 has e. At the bottom: look at the letters, listen to the sounds.

Big idea 1 — one letter can make more than one sound

The letter u does not always make the same sound. Listen.

Word	Letter	What does the letter say?
cut	u	the short sound — the sound in cup
put	u	a different short sound — the sound in pull
use	u	its name — u says “you”!

The letter u makes three sounds



cut

the sound in cup

put

the sound in pull

use

u says its name — “you”

Same letter — three sounds!

A big letter u and three word cards. In cut, the u is in a yellow box, the sound in cup. In put, the u is in a yellow box, the sound in pull. In use, the u is in a yellow box, u says its name, you. At the bottom: same letter, three sounds.

Our chant: “Little Letter U” (made for this book)

A chant is words we say together with a beat. The teacher says it first. Then we all say it together and clap.

Cut it, cut, cut, cut, cut! Put it, put, put, put, put! Use it, use, use it too! Little letter u — three sounds from you!

Our chant: "Little Letter U"

1 **Cut it, cut, cut, cut, cut!**

2 **Put it, put, put, put, put!**

3 **Use it, use, use it too!**

4 **Little letter u — three sounds from you!**

The red words all have the letter u. Listen — the u is not the same!

The chant in four lines. The u words are red: cut is red five times, put is red five times, use is red three times, and the little u and you in line 4 are red. A box under the chant says the red words all have the letter u, and the u is not the same.

The letter a does not always make the same sound. Listen.

Word	Letter	What does the letter say?
cat	a	the short sound — the sound in cat
father	a	the “ah” sound — the sound in car
any	a	the e sound — the sound in hen

The letter a makes three sounds



cat

the sound in cat

The cat ran to the van.

father

the "ah" sound in car

My father has a car.

any

the e sound in hen

Can you see any hens?

Same letter — three sounds!

A big letter a and three word cards. In cat, the a is in a yellow box, the sound in cat, the cat ran to the van. In father, the a is in a yellow box, the ah sound in car, my father has a car. In any, the a is in a yellow box, the e sound in hen, can you see any hens. At the bottom: same letter, three sounds.

One letter can make more than one sound. That is big idea 1.

Big idea 2 — one sound can come from different letters

Now the other way! Listen to the first sound in sat and cent. It is the same sound! But two different letters make it: s in sat, c in cent.

Listen to the first sound in cat and kite. The same sound! Two different letters make it: c in cat, k in kite.

One sound, different letters

the s sound

sat

cent

ssss

s in sat and c in cent make the same sound

the k sound

cat

kite

kkkk

c in cat and k in kite make the same sound

Two rows. The top row has the s sound in a green box, then sat with the s in a yellow box and cent with the c in a yellow box, and the words: s in sat and c in cent make the same sound. The bottom row has the k sound in a purple box, then cat with the c in a yellow box and kite with the k in a yellow box, and the words: c in cat and k in kite make the same sound.

One sound can come from different letters. That is big idea 2.

Big idea 3 — every syllable has a vowel sound

Clap sunset: sun — set. Two claps, two syllables. Now listen for the vowel sound. In clap 1 we hear u. In clap 2 we hear e. **Every clap has a vowel sound!**

Clap the word: sunset

sunset

Clap it slow: sun — set



1

clap 1 — hear the u

2

clap 2 — hear the e

Two claps — two syllables. Every clap has a vowel sound!

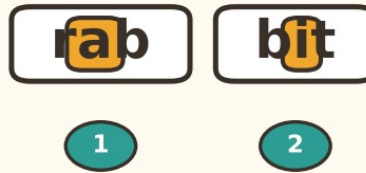
The word sunset at the top. Below it, two clap boxes, sun and set. The u in sun and the e in set are in yellow boxes. Under the boxes are clap 1 and clap 2. A box at the bottom says two claps, two syllables, every clap has a vowel sound.

More words to clap and listen to:

- **rabbit** — clap 1 has a, clap 2 has i
- **napkin** — clap 1 has a, clap 2 has i
- **muffin** — clap 1 has u, clap 2 has i

Clap and listen: a vowel sound in every clap

rabbit



napkin



muffin



Can you hear a vowel sound in every clap?

Three words in clap boxes: rabbit, napkin and muffin. Each word is in two clap boxes, 1 and 2, and the vowel letter in each clap is in a yellow box. At the bottom: can you hear a vowel sound in every clap?

Our rule. Every syllable has a vowel sound. No vowel sound — no syllable! A hum with no vowel sound is not a syllable.

Our class chart

What we found about letters and sounds



one letter, many sounds

u in cut, put and use; a in cat, father and any



one sound, many letters

the s sound in sat and cent; the k sound in cat and kite



every clap has a vowel sound

sun-set: clap 1 has u, clap 2 has e

Look at the letters. Listen to the sounds. Big finds!

A class chart with three rows. Row 1, one letter, many sounds: u in cut, put and use, a in cat, father and any. Row 2, one sound, many letters: the s sound in sat and cent, the k sound in cat and kite. Row 3, every clap has a vowel sound: sun-set, clap 1 has u, clap 2 has e. At the bottom: look at the letters, listen to the sounds, big finds.

Find it together

Example 1 — with the teacher: one letter, three sounds

The teacher says

We do

Say cut slow. What does u say?

The short sound — the sound in cup.

Say put slow. Is it the same sound?

No! A different sound — the sound in pull.

Say use slow. What does u say now?

Its name! u says “you”.

Example 2 — with the teacher: listen for the first sound

The teacher says

We do

Listen: sat ... cent.

The first sound is the same!

Which letters make it?

s in sat, c in cent.

Listen: cat ... kite.

The first sound is the same!

Which letters make it?

c in cat, k in kite.

Example 3 — you try: clap and listen

Clap sunset. Count the claps. Now find the vowel sound in each clap. Two claps — and every clap has a vowel sound!

Example 4 — you try: the chant

Say our chant together and clap. Which letter comes back in every line?

Have a go

Together

- Q1.** Say cut, put, use. Does the letter u make the same sound in all three words?
- Q2.** Say cat, father, any. Does the letter a make the same sound in all three words?
- Q3.** Say the chant together and clap. Which letter is in every line?
- Q4.** Say sun and put. Which one has the same u sound as cut?

You try

- Q5.** Say sat and cent. Which letter makes the first sound in each word?
- Q6.** Which word starts with the same sound as cat — kite or cent?
- Q7.** Clap rabbit and muffin. How many claps in each word? Can you hear a vowel sound in every clap?
- Q8.** Look at the word cards. Clap each word and put it in the right box.

Clap each word. Put it in the right box

1 clap

2 claps

Clap the word first. Listen for the vowel sounds.

tent

sunset

bus

muffin

cup

rabbit

Two boxes with the words 1 clap in green and 2 claps in blue. Six word cards wait under the boxes: tent, sunset, bus, muffin, cup, rabbit. At the bottom: clap the word first, listen for the vowel sounds.

Answers

Q1. No. cut has the short u sound — the sound in cup. put has a different sound — the sound in pull. use says its name — “you”. **Q2.** No. cat has the sound in cat. father has the “ah” sound — the sound in car. any has the e sound — the sound in hen. **Q3.** The letter u. **Q4.** sun — sun and cut have the short u sound. put is different. **Q5.** s makes the first sound in sat. c makes the first sound in cent. It is the same sound! **Q6.** kite — cat and kite start with the k sound. cent starts with the s sound. **Q7.** rabbit has 2 claps and muffin has 2 claps. Yes — clap 1 of rabbit has a, clap 2 has i. Clap 1 of muffin has u, clap 2 has i. **Q8.** 1 clap: tent, bus, cup. 2 claps: sunset, muffin, rabbit.

Teacher notes — why the answers are right

- **Q1, Q2, Q3, Q4 and Example 1** draw on VC2E1LY05.E01 — recognising that letters can have more than one sound. The u set (cut, put, use) and the a set (cat, father, any) are VCAA’s own words, so children hear the same words VCAA names.
- **Q5, Q6 and Example 2** draw on VC2E1LY05.E02 — recognising sounds that can be produced by different letters: the ‘s’ sound in sat and cent, and the ‘k’ sound in cat and kite. Children listen for the sound first, then look at the letters.
- **Q7, Q8, Example 3 and big idea 3** teach the other half of VC2E1LY05: a syllable must contain a vowel sound. Children clap the word, count the claps and find a vowel sound in every clap. The clap-and-listen steps are the same steps we use for syllables when we first learn them.
- **What we do not teach here:** this part uses single letters only. Vowel digraphs, less common long-vowel patterns and letters we do not say are for VC2E2LY04, not for this part. The word use is one of VCAA’s own words. We hear it as a word where u says its name. We do not look at the e at the end of use in this part.
- **Reading:** the teacher says every text and task out loud first. The chant and the word cards are short and match the sounds we know from parts 4A and 4B, so children who still read little words can join too. The work is listening and saying, not reading alone.
- **All children can join:** the work is saying, clapping and listening, so every child can join.

Spelling one- and 2-syllable words with common letter patterns

Teacher, please read this page out loud. Every task here is done by listening, saying and writing. The children hear each word from you first. No child has to read this page on their own.

What we are learning

Owns	VC2E1LY06
We learn to	spell one- and 2-syllable words with common letter patterns
Draws on	VC2E1LY06 .E01 writing one- and 2-syllable words containing known blends, for example 'bl' and 'st'
From last year	we read and wrote little words like <i>cat</i> , and we knew the sounds of our letters (VC2EFLY05, VC2EFLY06)
On to next year	we will spell words that do not sound the way they look, and more words we just know (VC2E2LY05)

In our words: spelling is writing a word with the right letters! We hear the sounds in the word, and we write the letters for the sounds. The same letter patterns come back in many words, so they help us.

In parts 4A, 4B and 4C we played with sounds and read letter patterns. In this part we use them to spell.

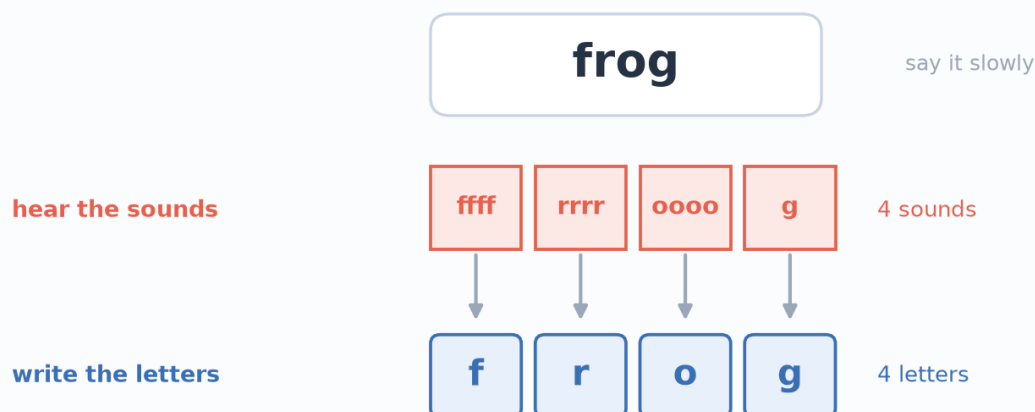
The big idea

Part 1 — Spelling is sounds turned into letters

A word is made of sounds. To spell a word, we say it slow. We hear all the sounds. Then we write the letters for the sounds.

Look at *frog*. Say it slow: ffff - rrrr - oooo - g. We hear 4 sounds. We write 4 letters: f, r, o, g.

The letters of a word, and how they go together, are its **letter pattern**. Letter patterns help us spell, because the same pattern comes back in many words. The st in *stop* is the same st in *nest*!



The letters of a word are its letter pattern.

Hear the sounds, write the letters — that is spelling!

Same sounds, same letters — every time we spell.

The word frog with four sound boxes ffff, rrrr, oooo and g, and four letter boxes f, r, o, g under them. The words: hear the sounds, write the letters — that is spelling.

Part 2 — Our four spelling steps

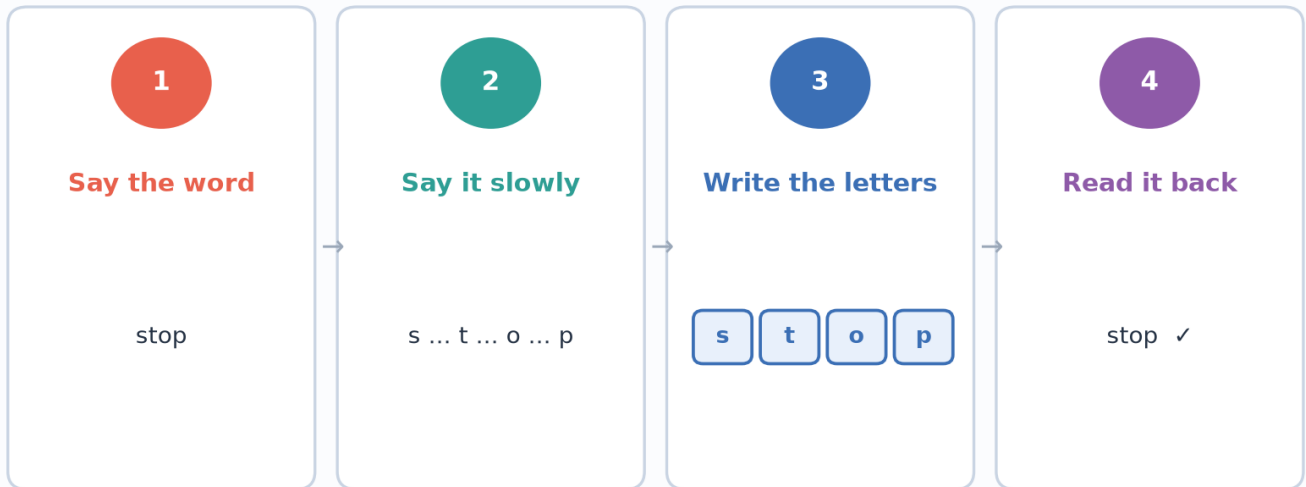
We spell every word the same way, in four steps:

1. **Say** the word.
2. **Say it slow.** Hear all the sounds.
3. **Write** the letters for the sounds.
4. **Read it back.** Does it look right?

Big word box — blend. Some letters like to sit together. A **blend** is two letters said fast together, and each letter keeps its own sound. s-t → st is a blend. b-l → bl is a blend. When we hear a blend, we write both letters.

Our four spelling steps

Do these every time



Step 4 asks: does it look right? If not, try again!

Four steps, every word.

Four cards with our spelling steps: 1 say the word, 2 say it slowly and hear the sounds, 3 write the letters, 4 read it back and look to see it is right.

Part 3 — The patterns we know

From parts 4B and 4C we know many letter patterns. Here they are, ready to use!

Start blends — a blend at the start of a word: bl, st, cr, sn.

Start blends

The blend is at the start

bl	blue	bl - ue	say it: bl
st	stop	st - op	say it: st
cr	crab	cr - ab	say it: cr
sn	snake	sn - ake	say it: sn

A blend is two letters said fast together.
Each letter keeps its own sound: b-l → bl, s-t → st.

Hear the blend first, then spell the rest of the word.

Start blends *bl*, *st*, *cr* and *sn* with the words *blue*, *stop*, *crab* and *snake*, and each word in two parts.

End blends — a blend at the end of a word: n-t, s-t, m-p, n-d.

End blends

The blend is at the end

tent	t - e - nt	nt	blend!
nest	n - e - st	st	blend!
jump	j - u - mp	mp	blend!
hand	h - a - nd	nd	blend!

The blend sits at the end of the word.
Spell the start, then add the blend: n-e, then st → nest.

nt, st, mp, nd — hear them at the end, write them at the end.

End blends *n-t*, *s-t*, *m-p* and *n-d* with the words *tent*, *nest*, *jump* and *hand*, and each word in two parts.

Two letters, one sound — two letters that make one sound: sh, ch, th, ck. We met these in part 4B. Here we spell them.

Two letters, one sound

We met these in part 4B

sh

wish

wi - sh

1 sound

ch

chin

ch - in

1 sound

th

thin

th - in

1 sound

ck

duck

du - ck

1 sound

These two letters sit together and make one sound.

Hear one sound, write both letters: sh, ch, th, ck.

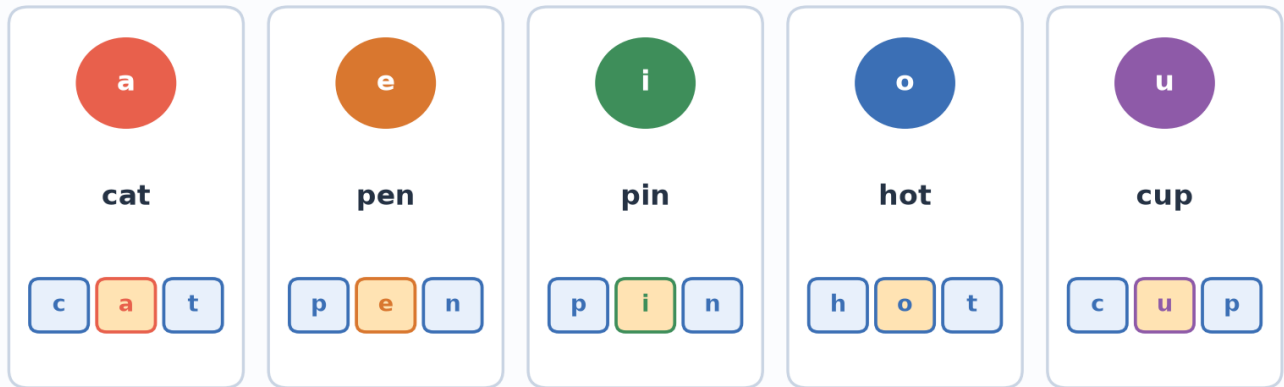
One sound, two letters — keep them together when you spell.

The two-letter, one-sound patterns sh, ch, th and ck with the words wish, chin, thin and duck.

Short vowel sounds — the middle sound of a word. The vowel letters are a, e, i, o and u. A short vowel sound sits in the middle: c-a-t, p-e-n.

Short vowel sounds

The middle sound



The vowel letters are a, e, i, o and u.

Short vowel sounds sit in the middle: c-a-t, p-e-n.

Every syllable has a vowel sound in it.

Hear the middle sound — it tells you which vowel to write.

Five vowel cards: a as in cat, e as in pen, i as in pin, o as in hot, u as in cup, with the middle letter of each word in a warm box.

Long vowel patterns — the vowel says its name: t-i-me, c-a-ke, h-o-me. The e at the end helps the vowel say its name. We read these in part 4B. Now we spell them too.

Long vowel patterns too

You know these from part 4B

time

t i m e

the e helps the vowel say its name

cake

c a k e

the e helps the vowel say its name

home

h o m e

the e helps the vowel say its name

time: the i says its name — i-e.

cake: the a says its name — a-e. home: the o says its name — o-e.

We read these in part 4B. Now we can spell them too!

A long vowel says the letter's name — and the end e helps.

Long vowel patterns: the words time, cake and home, with the vowel letter and the end e of each word in warm boxes.

Two claps, two parts — a **syllable** is a beat part of a word. Clap the word to hear its parts! sun-set has two claps, so it has two syllables. Every syllable has a vowel sound in it. To spell a word with two syllables, we say each part and spell each part.

Two claps, two parts

Clap the word first

sunset	sun	set	clap clap!	sun + set
picnic	pic	nic	clap clap!	pic + nic
basket	bas	ket	clap clap!	bas + ket
robot	rob	ot	clap clap!	rob + ot

Clap the parts. Say each part. Spell each part.

sun + set → sunset. Each part has a vowel sound.

A 2-syllable word is two little words to spell — one clap at a time.

Four words with two syllables in two clap boxes each: sunset as sun and set, picnic as p-i-c and n-i-c, basket as b-a-s and k-e-t, robot as r-o-b and o-t.

Our word lists for today

Teacher note. Read each list out loud first. The class listens, then says the words with you. Then we spell them.

List 1 — words with blends

Start blends

bl — blue, black
st — stop, step, stick
cr — crab, crash, grass
sn — snake, snack

End blends

n-t — tent, plant
s-t — nest, best
m-p — jump
n-d — hand, band

List 2 — words with two letters, one sound

sh

ch

th

ck

wish

chin

thin

duck

fish

lunch

thick

sock

dish

much

black

List 3 — words with two syllables

sunset · picnic · basket · robot · camel · napkin · lemon · melon

Our sentences — you say them, we listen, then we read them together:

The duck can swim in the pond.



We do it together

Try 1 — with help: spell stop

The teacher says

Say the word: stop.

Say it slow. How many sounds?

What do we hear at the start?

What is the middle sound?

Last sound?

Read it back.

We do

We say it: stop!

s - t - o - p. Four sounds!

st — a start blend. We write s and t.

Short o. We write o.

p. We write p.

stop. It looks right!

We spell it together: stop

Watch the four steps

1

Say the word

stop

What do we hear at the start? st!

2

Say it slowly

s t o p

4 sounds

3

Write the letters

s t o p

o is short o

st — start blend

4

Read it back

stop ✓

It looks right!

Say it slow, hear the sounds, write the letters, read it back.

Four parts show how we spell stop: say the word, say it slowly with sound boxes s, t, o and p, write the letters with st as the start blend, then read it back.

Try 2 — with help: spell nest

The teacher says

Say it slow. How many sound spots?

What happens at the end?

Write it.

Read it back.

We do

n - e - st. Three sound spots!

s and t blend: st.

n, e, then s and t together.

nest. It looks right!

Four letters, three sound spots — the last two sounds blend!

We spell it together: nest

Hear the end blend

Say it slowly: n ... e ... st

Hear 3 sound spots: n, e, and the blend st.



s and t blend at the end!

Write the letters:



4 letters make 3 sound spots — st works together.

Read it back: nest ✓

Spell the start, then add the end blend: n-e, then st.

We spell nest: three sound boxes n, e and the end blend st, then the four letter boxes n, e, s and t, and we read it back.

Try 3 — with help: spell wish

Say it slow: w - i - sh. Three sounds! The last sound is one sound made by two letters: sh. So we write w, i, then sh.
Read it back: wish. Three sounds, four letters!

Try 4 — with help: spell sunset

Clap it: sun - set. Two claps, two parts! Spell the first part: s-u-n. Spell the next part: s-e-t. Put the parts together: sunset. Each part has a vowel sound.

Try 5 — you try, with help: picnic and basket

Clap *picnic*: p-i-c, n-i-c. Spell each part and put them together. Now *basket*: b-a-s, k-e-t. Same way!

Now you try

With help

Q1. Draw a line from each blend to its word.

Blend	Word
cr	stop
bl	snake
st	crab
sn	blue

Q2. Look at the cards. Finish each word with the right start blend: st, bl, cr or sn.

Finish the words

Pick the start blend

Pick from:

st

bl

cr

sn

say each word first!

? op

say it:

stop

? ack

say it:

black

? ab

say it:

crab

? ake

say it:

snake

Say the word. Hear the start. Write the blend in the box.

One blend for each word: which letters start the sound?

Four cards to finish: a blank box before o-p, a-ck, a-b and a-k-e, with the blends st, bl, cr and sn to pick from. Each card says its word: stop, black, crab, snake.

Q3. Circle the end blend in each word: nest, tent, jump, hand.

Q4. Clap each word. How many claps? step, sunset, robot, picnic.

Q5. Circle the word that is right: (a) stop / sotp, (b) duck / dukc, (c) wish / whis.

Q6. The teacher says two words. Write them: *fish* and *duck*.

On your own

Q7. Use the four steps to spell these words. The teacher says them: *crab*, *grass*.

Q8. Write one word with st at the start, and one word with st at the end.

Q9. Clap it, then spell it: *napkin*, *lemon*.

Q10. Finish each word. The teacher says each one: ____ in (chin), du (**duck**), **wi** (wish).

Q11. My spelling page! Pick two one-clap words and two two-clap words. Write them on the page. Then read them to your teacher.

My spelling page

Write and read to your teacher

Clap each word. Then spell it on the line.

1 clap

1 clap

2 claps

2 claps

★

Read your words to your teacher. I can spell new words!

Say it slow, write the letters, read it back — you can spell!

A spelling page with clap boxes and a line to write each word on, and a star that says: read your words to your teacher.

Q12. The teacher says: *We run and jump in the sun.* Write it. Then read it back and look: does it look right?

Answers

Q1. cr → crab. bl → blue. st → stop. sn → snake. **Q2.** stop: st. black: bl. crab: cr. snake: sn. **Q3.** nest: st. tent: n-t. jump: mp. hand: n-d. **Q4.** step: 1 clap. sunset: 2. robot: 2. picnic: 2. **Q5.** (a) stop. (b) duck. (c) wish. **Q6.** fish; duck. **Q7.** crab; grass. **Q8.** One way: stop and nest. **Q9.** napkin; lemon. **Q10.** ch; ck; sh. **Q11, Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. crab starts with cr. blue starts with bl. stop starts with st. snake starts with sn.

Q2. Say the word first, then hear the start. stop starts with st, black starts with bl, crab starts with cr, snake starts with sn.

Q3. nest ends in st. tent ends in n-t. jump ends in mp. hand ends in n-d. Circle them.

Q4. step is one clap. sunset is sun-set: two claps. robot is rob-ot: two claps. picnic has two claps.

Q5. We hear s-t-o-p in stop, so stop is right. We hear d-u-ck in duck: the ck makes one sound. We hear w-i-sh in wish: the sh makes one sound.

Q6. fish is f-i-sh. duck is d-u-ck.

Q7. crab is cr-a-b: the blend cr, short a, then b. grass is g-r-a-ss: the blend g-r, short a, then s-s.

Q8. One way: stop has st at the start, and nest has st at the end.

Q9. napkin has two claps: n-a-p, then k-i-n. lemon has two claps: l-e-m, then o-n.

Q10. ch and in make chin. du and ck make duck. wi and sh make wish. The ck and the sh each make one sound.

Q11. One way: step, nest, sunset, robot. Say each word slow, write the letters, then read it back.

Q12. We run and jump in the sun. Read it back and check every word — and a full stop at the end.

High-frequency words: reading and writing an increasing number

English 1 · Part 4 · 4E

Owens: VC2E1LY07 **Draws on:** VC2E1LY07.E01

VC2E1LY07, word for word: “*read and write an increasing number of high-frequency words*”

Last year we met some words that come up again and again (VC2EFLY07). Here our word bank grows — *an increasing number* means more and more words. We read these words independently, and we write them too. The same bank comes back in 5A, when we read whole texts fast and easy (VC2E1LY09), and more tricky spellings join it later (VC2E2LY05).

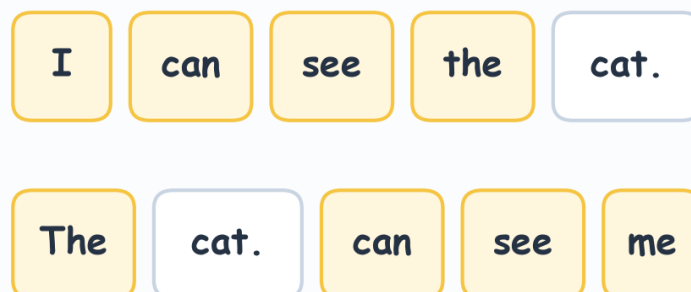
Teacher note. Read every line out loud. The word cards are the part the children read — that is the point of this part. Children listen, say, point, circle and write with you. No child needs to read the sentences here; they read the bank words.

What we are learning

Some little words are in almost everything we read. Open any book and the little words jump out: the, and, was, said. They come up again and again. Words we meet very often have a big name: **high-frequency words** (say it: HY-FREE-KWEN-SEE words). In this book, that is our name for them — words that come up so often that we learn to know them at a look. Some books call them *sight words*; in this book we say **high-frequency words we know by sight**. Knowing a word at a look, with no sounding out, is reading it **by sight**.

Little words that come back

English 1 · 4E



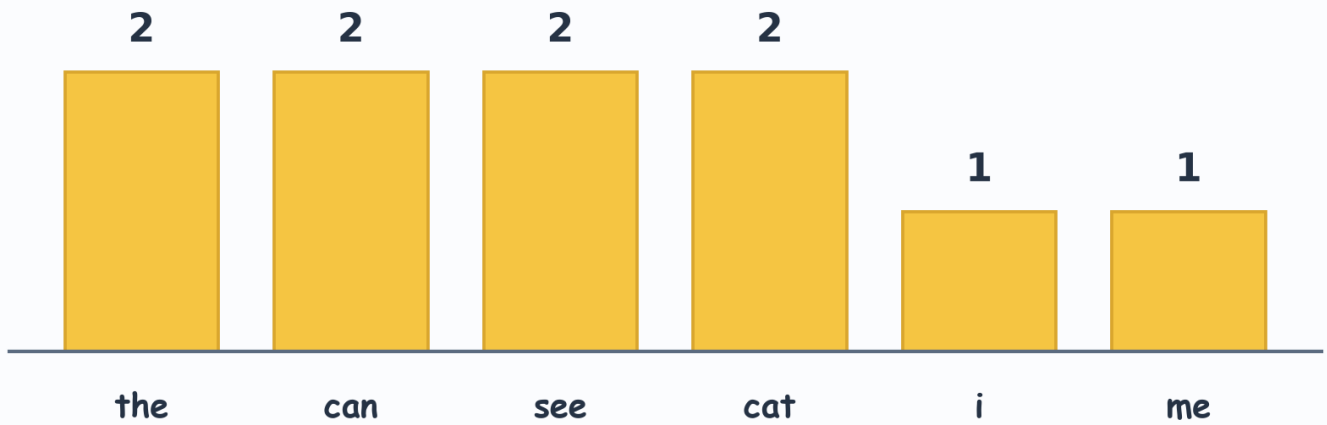
The same little words come back again and again.

Two sentences made from word cards, I can see the cat and The cat can see me, with the little words I, can, see, the and me in cream cards because they come back, and the word cat in a white card

A little count shows why. In just two small sentences, the same words keep coming back. The count is worked out from the two sentences in the first picture.

How many times does each word come back?

English 1 · 4E



Six words do most of the work in our two sentences.

A counting picture for the words in the two sentences: the two times, can two times, see two times, cat two times, I one time, me one time

Why it helps. When we know a high-frequency word, we do not stop to sound it out every time. We see it and know it, fast. That makes our reading fast and easy, and our writing fast too — we write the word and keep going.

Two groups that help. Some bank words we can sound out with our letter sounds: and, it, get. Some have a part that does its own thing: the, was, said. We learn the second group by sight. Both groups go in the bank.

We can sound these out

and

it

get

Our phonics works on these.

and = a-n-d. It says what it looks like!

We learn these by sight

the

was

said

A part does its own thing here.

We remember the whole word.

Two boxes: a green box, we can sound these out, with the word cards and, it and get; and a red box, we learn these by sight, with the word cards the, was and said

Our word bank. 30 words for this part. The green cards we sound out; the red cards we learn by sight. Our three star words — one, have and pretty — are in the bank too, and we read them independently.

and it get can in on at see look go

the to was said one have we she he me

my you is come like pretty I a our here

green = we can sound it out

red = we learn it by sight

Our word bank of 30 word cards in three rows: 10 green cards, and, it, get, can, in, on, at, see, look, go; and 20 red cards, the, to, was, said, one, have, we, she, he, me, my, you, is, come, like, pretty, I, a, our, here

Some words have a tricky part. In one, the o has its own sound. In have, the e at the end is quiet. In pretty, the e says the i sound. We do not try to work the tricky part out. We remember the whole word by sight, tricky part and all.

Three words with a tricky part

English 1 · 4E

one

have

pretty

the o has its own sound

the e at the end is quiet

the e says the i sound

We do not work it out. We remember the whole word by sight, tricky part and all.

Three big red word cards, one, have and pretty, each with a note under it: one, the o has its own sound; have, the e at the end is quiet; pretty, the e says the i sound; and a wide card, we do not work it out, we remember the whole word by sight, tricky part and all

Five steps to learn a new word. Look. Say. Cover. Write. Check. That is our game for every new word that joins the bank.

Five steps to learn a new word

English 1 · 4E



Five step cards numbered 1 to 5: Look, with an eye, look at the word; Say, with a talk bubble, say it out loud; Cover, with a cover card, hide the word; Write, with a pencil, write it from your head, showing the word was; Check, with a tick, look and tick it

The bank keeps growing. More words this week, more words next week — that is an increasing number. At the end of this part there is a star page for counting the words you know. In 5A the bank helps us read whole books fast and easy.

Let's try together

Example 1 — we do it together

Look at the first picture again. The teacher reads the two sentences out loud. We hunt for the words that come back.

What we do

Point to **can**. Count: one, two.

Point to **the**. Count: one, two.

Point to **see**. Count: one, two.

Three little words, two times each.

Why

can is there two times.

the comes back two times too.

see comes back two times too.

Little words do lots of the work.

Example 2 — we do it together

The teacher says a word from the bank. Together we put it in its group.

Word	Group	Why
and	green	a-n-d says what it looks like
the	red	the e does its own thing
said	red	the a and the i say one sound, so we remember the whole word

Example 3 — we do it together

We learn **was** with the five-step game.

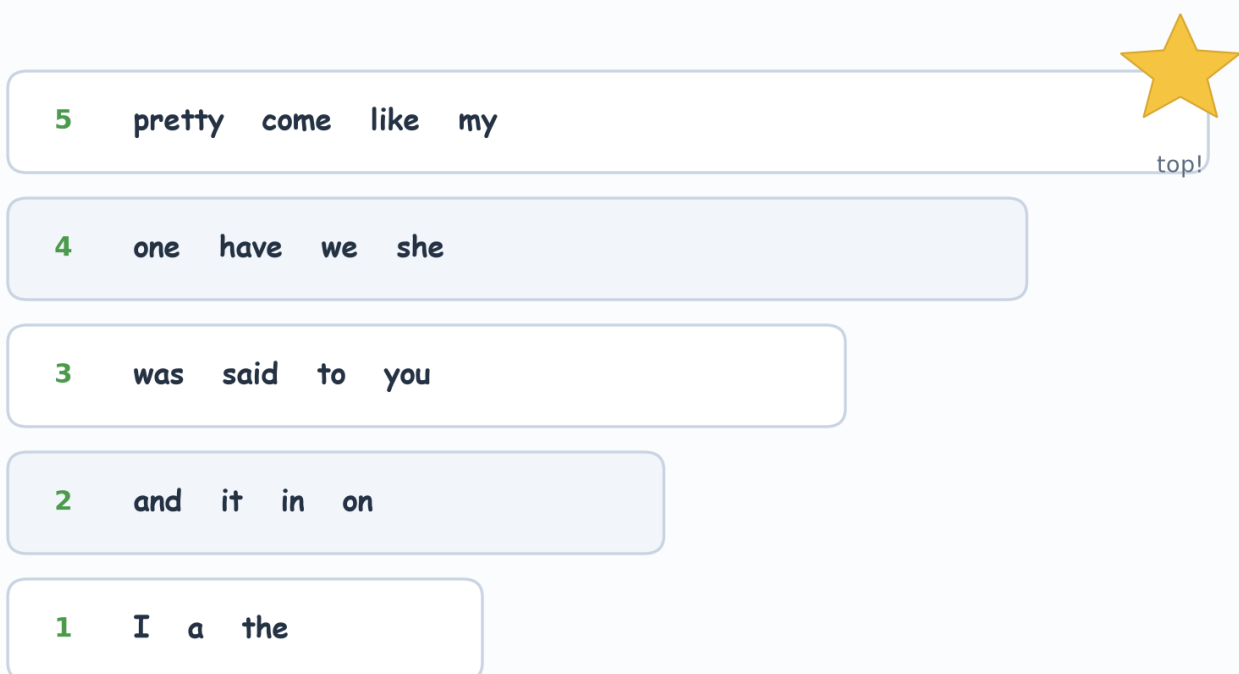
Step	What we do
1 Look	Look at the word was.
2 Say	Say it out loud: was.
3 Cover	Hide the word.
4 Write	Write it from your head.
5 Check	Look again. Right! A tick for was.

Example 4 — you have a go

Read the steps picture on your own. Start at step 1 and read up as far as you can go, fast. Put your hand up when you get to the top!

Read the ladder fast — on your own!

English 1 · 4E



5 pretty come like my

4 one have we she

3 was said to you

2 and it in on

1 I a the

top!

Start at step 1. Read up as far as you can go.

Five steps of word cards to read fast on your own: step 1, I a the; step 2, and it in on; step 3, was said to you; step 4, one have we she; step 5, pretty come like my; with a star at the top

Have a go

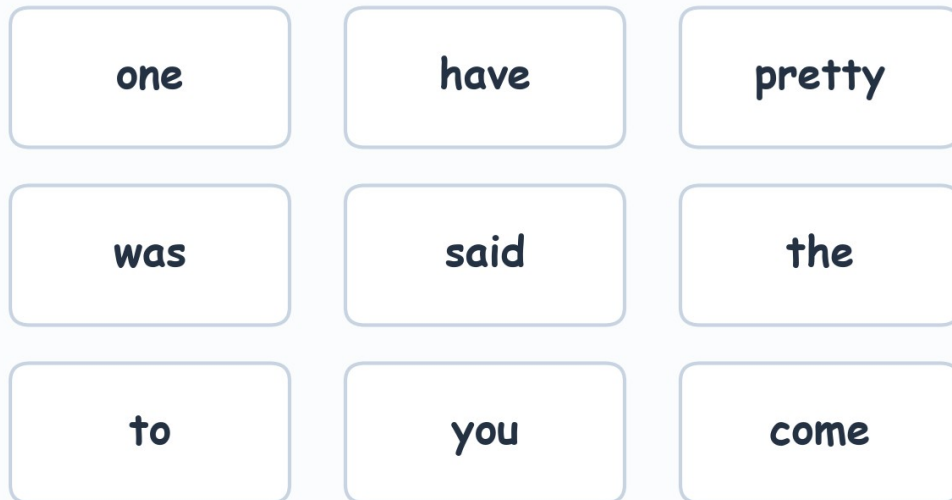
Teacher note. Read each question out loud. Children answer by pointing, saying, circling or writing. Answers are at the end of this part.

With help

Q1. Word bingo. Look at the bingo picture. Say the nine words out loud as a class. Then play: you say a word, and the children circle it fast. First to circle all nine wins!

Word bingo

English 1 · 4E



Your teacher says a word. Circle it fast!

A 3 by 3 word bingo card with the words one, have, pretty, was, said, the, to, you and come, and the line, your teacher says a word, circle it fast

Q2. Fast read. Show the word bank picture. Point to the cards in any order, and the children read each word out loud, fast. Green cards: sound them out to get them fast. Red cards: know them at a look.

Q3. Circle the bank words. The teacher reads each line. Children circle every bank word they can read in it.

- (a) The dog can come in.
- (b) Mum said, "Come to me!"
- (c) He is my dad.
- (d) We like the big red hen.

Q4. Finish the sentences. Look at the picture with the boxes. The teacher reads each line and stops at the box. Say a word from the pick row that fits, write it in the box, and draw your picture.

Finish the sentences

English 1 · 4E

I have one

.

The

is pretty.

We can see

.

Pick:

cat

dog

hen

fish

Draw your picture here!

Three sentence lines with a box to fill: I have one, box, full stop; The, box, is pretty; We can see, box, full stop; with a pick row of word cards cat, dog, hen and fish, and a draw box

Q5. Green or red? The teacher says a new word that is not in the bank yet. Say green if we can sound it out, red if we learn it by sight, and say why.

- (a) sun
- (b) of
- (c) pig
- (d) who
- (e) wet
- (f) your

On your own

Q6. Read the steps on your own (the steps picture from Example 4). Read up as far as you can go. Count the steps you read fast. Is it more than last time?

Q7. Five steps on your own. Pick one star word: one, have or pretty. Play Look–Say–Cover–Write–Check with it. Then write it three times.

Q8. Tricky word hunt. Read our little book, Our Pet Hen. Circle every bank word you can read. Count them.

Our Pet Hen

English 1 · 4E

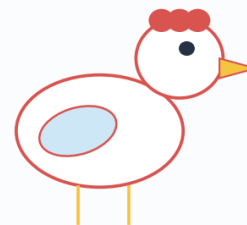
We have a hen.

The hen is red.

She can run and hop.

Look at the hen go!

I like our red hen.



Read it. Circle every bank word you spot.

Our Pet Hen, five lines to read: We have a hen; The hen is red; She can run and hop; Look at the hen go; I like our red hen; with a hen picture and the line, read it, circle every bank word you spot

Q9. Write it. Finish the three sentences in the Q4 picture with your own pick of words. Then write one more sentence of your own with a bank word in it, and draw it.

Q10. My growing bank. Look at the star page. Write five bank words you can read and write today, and colour a star for each one. Do it again next week. Is your number going up?

My word bank is growing

English 1 · 4E

★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★

Colour a star for each word you can read and write.

Last week: ____ This week: ____ Is the number going up?

A star page titled My word bank is growing: 20 star boxes to colour, with the lines, colour a star for each word you can read and write, and, last week, this week, is the number going up

Answers

Q1. Any nine circles in time! The words are: one, have, pretty, was, said, the, to, you, come. **Q2.** Green cards get fast by sounding out; red cards we know at a look. Listen for fast, right reading of each card. **Q3.** (a) The, can, come, in. (b) said, Come, to, me. (c) He, is, my. (d) We, like, the. The other words (dog, Mum, dad, big, red, hen) are not bank words — we sound them out. **Q4.** Answers will be different. One good set: I have one **cat**. The **hen** is pretty. We can see **fish**. Each pick must fit the sentence and be put in the box. **Q5.** (a) sun — green, s-u-n says what it looks like. (b) of — red, the f says the v sound. (c) pig — green, p-i-g. (d) who — red, the w is quiet and the o does its own thing. (e) wet — green, w-e-t. (f) your — red, the our does its own thing here. **Q6.** Answers will be different. Look for the child reading from step 1 up, and counting the steps. More steps than last time = the bank is growing. **Q7.** Look for the five steps in order, and the star word three times with the letters right. **Q8.** Our Pet Hen has 15 bank words to circle: We, have, a (line 1); The, is (line 2); She, can, and (line 3); Look, at, the, go (line 4); I, like, our (line 5). (hen, red, run and hop are sounded out — they are not bank words.) **Q9.** Answers will be different. Look for three finished sentences, one more sentence of the child's own with a bank word in it, and a picture. **Q10.** Answers will be different. Look for five bank words the child wrote and five stars coloured this week, and a bigger number next week.

How we worked it out

Q1. Bingo is a listening-and-reading game: the word you hear must match the word card you see, fast. Matching by sight is the whole game. **Q2.** Green cards can be sounded out, so our letter sounds make them fast; red cards we know at a look. Fast and right is what we listen for. **Q3.** We asked of each word: is it in the bank? Bank words were circled; words like dog, red and hen are sounded out, so they are not bank words. **Q4.** The pick must make a sentence that sounds right: I have one cat / The hen is pretty / We can see fish all work, because cat, hen and fish are things we can have or see. **Q5.** We tried to sound out each word. sun, pig and wet say what they look like, so green. of, who and your have a part that does its own thing, so red — we learn the whole word by sight. **Q6.** Each step read fast counts one. This week's count next to last week's count shows the bank growing — an increasing number. **Q7.** The five steps in order (Look, Say, Cover, Write, Check) teach the hand and the head the word; writing it three times is the writing half as well. **Q8.** We went line by line and asked: bank word or sounded-out word? Line 1: We, have, a. Line 2: The, is. Line 3: She, can, and. Line 4: Look, at, the, go. Line 5: I, like, our. That is 15 bank words; hen, red, run and hop are words we sound out, not bank words. **Q9.** A good sentence uses a bank word the child knows by sight and sounds right when read back. **Q10.** Five stars this week and more next week is the point of this part: the number of words we read and write keeps going up.

Everything in VC2E1LY07 is in this part. The children learn an increasing number of high-frequency words and read them independently, including the VCAA-named words one, have and pretty (.E01); and they write them too — in sentences (Q4, Q9), from their head (Q7) and from what the teacher says (Q10). The bank is read independently on the steps (Example 4, Q6) and in Our Pet Hen (Q8), and it comes back in 5A's reading (VC2E1LY09). Tricky spellings, and more high-frequency words, come later (VC2E2LY05); word parts come later too (VC2E2LY06), so they are not in this part.

Word families: grammatical morphemes at work

English 1 · Part 4 · 4F

Owns: VC2E1LY08 (Literacy — Phonic and word knowledge) **Draws on:** VC2E1LY08.E01 · VC2E1LY08.E02

VC2E1LY08, word for word: “*recognise and know how to use grammatical morphemes to create word families*”

Teacher, please read this page out loud. Every task here can be done by talking, pointing, clapping, drawing or writing one or two words. No child has to read this page on their own. The new word parts are in the coloured boxes. You can do the parts one by one, in the way you like best.

What we are learning

Owns	VC2E1LY08
We learn to	recognise and know how to use grammatical morphemes to create word families
Draws on	VC2E1LY08.E01 building word families from common morphemes, for example ‘play’, ‘plays’, ‘playing’, ‘played’ and ‘playground’ VC2E1LY08.E02 using morphemes to read words; for example, by recognising the base word in words such as ‘walk-ed’
From last year	we knew that words are made of little parts that mean things (VC2EFLY08)
On to next year	we will learn even more word parts to grow bigger word families (VC2E2LY06)

In our words: **one little word can grow into a big family of words!** In this part, we look at the little parts inside words. We use them to make new words — and to read them.

The big idea

Part 1 — Words are made of little parts

Look at the word **plays**. It has two parts: **play** and **s**.

- **play** tells us what someone does.
- **s** tells us who does it: she plays, he plays.

Little word parts like these have a big name. They are called **morphemes**.

Morpheme — a big new word! A morpheme is the smallest part of a word that has a meaning or a job. **play** is a morpheme. **s** is a morpheme too.

Some morphemes are whole words: **play, jump, the, my**. Some are the little bits we put on a word: **s, es, ing, ed**.

Part 2 — One word can grow a family

Watch what one little word can do! Take the word **play**:

- **play** — I play at lunch.
- **plays** — She plays with me.
- **playing** — We are playing now.
- **played** — Yesterday, we played.
- **playground** — a place to play!

Five words, all from one little word! A group of words that grow from one word is a **word family**.

Word family — in this part, a word family is a group of words made from one word and its little parts. This is not about words that sound the same, like *cat* and *hat*. Here, all the words in the family come from the same word.

The word the family grows from has a name too. It is the **base word**.

Base word — the word that the family grows from. It is hiding inside all the other words! In the play family, the base word is **play**.

The play family — one word grows five!

English 1 · 4F



A word family tree: the base word play is at the bottom, and plays, playing, played and playground grow on the branches

And here is the play family, all in one place:

The play family chart

English 1 · 4F

word	what we can say
play	I play at lunch.
plays	She plays with me.
playing	We are playing now.
played	Yesterday, we played.
playground	The playground is a place to play!

One base word — five words! All in the same family.

A chart of the play family: play, plays, playing, played and playground, with a sentence for each word

Part 3 — Three little endings and their jobs

The little parts **s**, **es**, **ing** and **ed** go at the end of the base word. So we call them **endings**. Each ending has a job:

Three little endings and their jobs

English 1 · 4F



Endings go at the end of the base word — and do a job!

Three ending cards: s and es, ing and ed, with the job of each ending and a model word

Ending	Job	From play	From jump
s or es	more than one · he, she or it does it	plays	jumps
ing	going on now	playing	jumping
ed	happened before	played	jumped

- **s** and **es** have two jobs. One job: say “more than one” — cat becomes cats, bus becomes buses. The other job: say “he, she or it does it” — she plays, he jumps.
- **ing** says “going on now” — I am playing. We are jumping.
- **ed** says “happened before” — Yesterday we played. Sam kicked the ball.

The endings s, es, ing and ed are morphemes with a job to do. That is why they are called **grammatical morphemes**. Grammatical is a big word! In this part it means the little part has a job in our words: it can tell us *when*, or tell us *how many*.

Look how a base word and an ending join:

Base word + ending = new word

English 1 · 4F



The base word stays. The ending does its job.

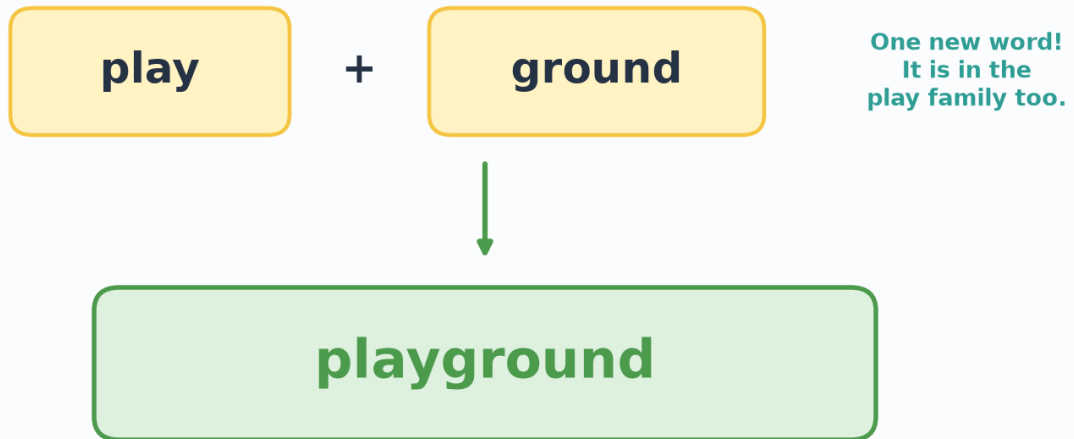
Base word boxes and ending boxes joining to make new words: walk and ed make walked, kick and s make kicks, jump and ing make jumping

Part 4 — Two words can join to make one new word

Here is word magic! Two little words can join hands to make one new word:

play + ground = playground

A playground is a place to play. The new word is in the play family too!



A playground is a place to play.

Two word cards joining hands: play and ground come together to make playground

Part 5 — The base word trick helps us read

When we see a long new word, we can look for the base word hiding inside. Then we read the ending at the end.

Look at **walked**. We know **walk**! So we read it: walk — ed. **walked**!

This is a big reading trick. If you know the base word and you know the ending, you can read lots of new words: helped, kicking, plays, washed.



The trick:

1. Find the base word hiding inside.

2. Read the ending at the end.

You can read the new word!

I know walk... so I can read walk-ed!

Finding the base word inside walked, kicking, helps and washed, with the base word in a circle and the ending in a box

Our song and our story

The Play Family Song — say it together, and clap on the yellow words!

Play, plays, playing, played — look at the words that one word made!

I play. You play. We all play! She plays. He plays. They all play!

I am playing in the sun. Playing, playing — fun, fun, fun! Yesterday we played all day. Play, plays, playing, played — hooray!

Where do we go to play? To the playground — hip hooray!

The Play Family Song

clap on the yellow words!

Play, **plays,** **playing,** **played** —
look at the words that one word made!

I **play** . You **play** . We all **play** !
She **plays** . He **plays** . They all **play** !

I am **playing** in the sun.

Playing , **playing** — fun, fun, fun!

Yesterday we **played** all day.

Play, **plays,** **playing,** **played** — hooray!

Where do we go to **play** ?

To the **playground** — hip hooray!

The Play Family Song, with the play family words in yellow boxes

Story — Mia and Sam Play

Mia and Sam walk to the park. Mia kicks the red ball to Sam. Sam kicks it back. Look! Sam is jumping over the puddle. Yesterday they played in the rain. Today they are playing in the sun. The playground is fun! “I love to play here!” said Mia.

Mia and Sam Play

Mia and Sam walk to the park.

Mia **kicks** the red ball to Sam.

Sam **kicks** it back.

Look! Sam is **jumping** over the puddle.

Yesterday they **played** in the rain.

Today they are **playing** in the sun.

The **playground** is fun!

"I love to **play** here!" said Mia.

play family

ending words

Can you find them all?

The story *Mia and Sam Play*, with the play family words in yellow boxes and the ending words in blue boxes

We do it together

Try 1 — with help: build a word family

Our base word is **jump**. Let us build the jump family!

We add	The new word	What it tells us
nothing	jump	the base word
s	jumps	he, she or it does it — She jumps.
ing	jumping	going on now — I am jumping!
ed	jumped	happened before — We jumped.

Watch out! Some words get their last letter two times when ing or ed comes to stay: hop gets two p's — hopping, hopped. tap gets two t's — tapping, tapped. clap gets two p's — clapping, clapped.

Try 2 — with help: read a long word with the base word trick

The teacher writes **kicked** on the board. How can we read it?

What we do	Why
Look for a word we know inside.	We can see kick!
kick is the base word.	It is at the front.
What is the ending?	ed.
So we read: kick — ed.	kicked! It happened before.

Now try these together: **helped, plays, washing.**

Try 3 — with help: pick the ending

Which ending fits: s, ing or ed?

1. Right now, Mia is danc____. (dance)
2. Yesterday, we walk____ to school. (walk)
3. I can see two dog____. (dog)
4. She kick____ the ball every day. (kick)

Try 4 — with help: the es rule

Most words just take s: cat becomes cats. But some words need **es**! Words that end in s, x, z, ch or sh take es:

The es rule

English 1 · 4F

Some words need es, not just s!

Words that end in s, x, z, ch or sh take es.

wash	+	es	=	washes
watch	+	es	=	watches
fix	+	es	=	fixes
buzz	+	es	=	buzzes

Say "washes" — hard! So we say wash-es.

Words that take es: wash and washes, watch and watches, fix and fixes, buzz and buzzes

Say "washes". Hard! So we put on es: wash-es. Try it!

Try 5 — on your own: make your own family

Pick a base word: kick, help or rain. Make your word family on the My word family page!

Now you try

With help

Q1. Build the help family. Say each word out loud: help, helps, helping, helped. Now use one in a sentence!

Q2. The teacher says a word. You say the base word.

- (a) kicked (b) plays (c) washing (d) jumped (e) helping

Q3. Pick the right word. Say it out loud.

- (a) Yesterday, I (play / played / playing) at the park.
- (b) Look! The bunny is (hop / hops / hopping).
- (c) There are three (cat / cats) on the mat.
- (d) She (kick / kicks) the ball to me.

Q4. Word group game! Put each word card in the right family: the play family or the help family.

Word group game

English 1 · 4F · together

Put each word card in its family!

the play family

play is inside

the help family

help is inside

helping

plays

helped

playing

playground

played

helper

helps

help

A word group game: word cards to put into the play family or the help family

Q5. What does s tell us? Look at each pair. Say the job of s.

- (a) cat → cats — s tells us: _____
- (b) jump → jumps — s tells us: _____

Now try these: dog → dogs · wash → washes · run → runs.

Q6. Read these with the base word trick. Say the base word first, then the ending: walked, jumping, helps, washed, plays.

On your own

Q7. My word family page. Pick a base word: kick, rain or work. Make four family words and write them. Draw a picture for one of them.

My word family page

English 1 · 4F · your turn

My word family

My base word is:

Now grow your family! Write four words.

1.	2.
3.	4.

Draw a picture for one of your words

My word family page: a base word box and four leaves to write on, with a big box to draw in

Q8. Circle the right ending.

- (a) Yesterday we walk____. (ed / ing)
- (b) The dog is sleep____. (s / ing)
- (c) There are two box____. (s / es)

Q9. playground = play + ground. Find the two little words inside playground. Then draw a playground. Show one thing you do there.

Q10. Sing The Play Family Song with the class. Clap when you say a play family word. How many different play family words can you find in the song?

Q11. Word hunt in our story! In *Mia and Sam Play*, find all the words in the play family. Which word has ing? Which word has ed?

Q12. Make up a new sentence with one ing word and one ed word. Say it to a friend. Then your friend says the base words.

Answers

Q1. The help family: help, helps, helping, helped. Sentences will be different — one way: “My friend is helping me.”
Q2. (a) kick (b) play (c) wash (d) jump (e) help. **Q3.** (a) played (b) hopping (c) cats (d) kicks. **Q4.** Play family: plays, playing, played, playground. Help family: help, helps, helping, helped, helper. **Q5.** (a) more than one; (b) he, she or it does it. dog → dogs: more than one. wash → washes: he, she or it does it. run → runs: he, she or it does it. **Q6.** walk-ed walked · jump-ing jumping · help-s helps · wash-ed washed · play-s plays. **Q7.** One way — kick: kicks, kicking, kicked. rain: rains, raining, rained. work: works, working, worked. Pictures will be different. **Q8.** (a) ed (b) ing (c) es. **Q9.** play and ground. Drawings will be different. **Q10.** Five: play, plays, playing, played, playground. **Q11.** The play family words: play, played, playing, playground (and the title, Mia and Sam Play). The ing word is playing. The ed word is played. And kicks has s — it is in the kick family! **Q12.** Answers will be different — one way: “I am jumping. Yesterday I jumped.” The base word is jump — the same base, two jobs!

How the answers work

Q1. The base word help stays the same in every word. The endings do their jobs: s for she, he or it; ing for now; ed for before.

Q2. The base word is the word hiding at the front. Take off the ending, and you hear it: kicked → kick, plays → play.

Q3. Yesterday means before, so we pick the ed word: played. “Look!” means it is going on now, so we pick hopping. Three means more than one, so we pick cats. She means he, she or it does it, so we pick kicks.

Q4. Every card has a base word inside. Cards with play inside go to the play family. Cards with help inside go to the help family. Helper has help inside too!

Q5. s has two jobs. cat → cats: more than one. jump → jumps: he, she or it does it. Listen to the word to find the job: are there more, or is it one person doing it?

Q6. Find the base word first, then read the ending at the end. That is the base word trick.

Q7. Start with the base word, then add s, ing or ed: kick — kicks, kicking, kicked. rain — rains, raining, rained. work — works, working, worked. Pictures can show anything: I kicked the ball! It is raining!

Q8. Yesterday means before: walked, so ed. The dog is doing it now: sleeping, so ing. Two means more than one — and box ends in x, so it takes es: boxes.

Q9. playground is two words that joined hands: play and ground.

Q10. The song says all five of the play family: play, plays, playing, played and playground. It says them lots of times — but they are still five words.

Q11. played has ed. playing has ing. playground is play and ground joined. And the story says play on its own too — “I love to play here!”

Q12. The ing word is going on now. The ed word happened before. One way: “I am jumping. Yesterday I jumped.” Your friend says the base words: jump and jump — the same base, two jobs!

Everything in VC2E1LY08 is in this part. We made word families from common morphemes — ‘play’, ‘plays’, ‘playing’, ‘played’ and ‘playground’ (VC2E1LY08.E01) — and we used morphemes to read words by finding the base word first, like ‘walk-ed’ (VC2E1LY08.E02). The little parts in this part all go at the end of the base word. The word parts that go at the front of words wait for next year (VC2E2LY06) — they are not here yet.

English Level 1 — Chapter 4 check (C4)

Chapter check C4 · Chapter 4 — Literacy: phonic and word knowledge (sections 4A–4F) · 18 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Chapter coverage: Chapter 4 — blending, segmenting and manipulating phonemes (including blends and words with more than one syllable); short vowels, common long vowels, consonant blends and digraphs; letters with more than one sound and the vowel in every syllable; spelling with common letter patterns; high-frequency words; word families and morphemes.

Content descriptions assessed:

- VC2E1LY03 — blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable (section 4A)
- VC2E1LY04 — use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words (section 4B)
- VC2E1LY05 — understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (section 4C)
- VC2E1LY06 — spell one- and 2-syllable words with common letter patterns (section 4D)
- VC2E1LY07 — read and write an increasing number of high-frequency words (section 4E)
- VC2E1LY08 — recognise and know how to use grammatical morphemes to create word families (section 4F)

Marks and structure: 18 marks over 14 items — **Sitting 1:** items 1–7 (9 marks) · **Sitting 2:** items 8–14 (9 marks).

Timing: untimed. No time pressure at all. Guidance: about 10 minutes per sitting, once the teacher has read the stems aloud (about 1 minute per mark).

Permitted materials: none needed. At Level 1 the aids are the teacher’s voice and the pictures. Answers are given on screen.

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 1 achievement standard, not against a mark on this check.

Conditions

- The teacher reads every stem aloud, and says every spoken word slowly and clearly. Items 1–3 and 5–7 are listening items: the child listens, then answers on screen. In items 8–10 the teacher says the target word once and the child looks at the three spellings and marks the right one. Reading is not what is being checked, and the teacher will not help with answers.
- No student sits for more than 15 minutes at once. This check is given in **two sittings** (sitting 1, then sitting 2 on another day). The two sittings are independent — nothing from sitting 1 is needed in sitting 2.
- There is no time limit within a sitting.

Words you need (read these with the children before starting):

- **phoneme** — one little sound in a word; *cat* has three phonemes
- **blend** — two consonant sounds together, and you can hear them both, like *s* and *p* in *spoon*
- **consonant** — a sound like *s*, *p*, *t*, *m* or *f*
- **vowel** — the sounds *a*, *e*, *i*, *o* and *u*
- **syllable** — a part of a word that you can clap; every syllable has a vowel sound
- **short vowel** — the quick vowel sound, like *a* in *cat*
- **long vowel** — the vowel says the letter’s name, like *i* in *time*
- **digraph** — two letters that make one new sound, like *sh* in *wish*
- **high-frequency word** — a word we see a lot and know by sight
- **morpheme** — the smallest part of a word that has a meaning or a job

- **base word** — the word a word family grows from
- **word family** — the family of words that grow from one base word, like *play, plays, playing, played*

Sitting 1 — items 1–7 (9 marks)

Item 1 — Take away the first sound. [1 mark]

The teacher says: “mat”. Then: “Say ‘mat’. Now say ‘mat’ with no /m/ at the start.”

What word do you get?

- A. at
- B. sat
- C. map

Item 2 — Swap the first sound. [1 mark]

The teacher says: “pin”. Then: “Say ‘pin’. Now change the /p/ in ‘pin’ to /w/.”

What new word do you get?

- A. win
- B. pen
- C. wig

Item 3 — Clap the parts of the word. [1 mark]

The teacher says: “picnic”.

Clap the parts in *picnic*. How many parts do you clap?

- A. 1
- B. 2
- C. 3

Item 4 — Match the word to the picture. [3 marks]

The teacher reads each word aloud. These words use the sounds of Part 4: a short vowel, a long vowel, a digraph and a blend. One mark for each correct match, up to 3 marks.

Word	Picture
1. man	A. [Picture: a clock]
2. time	B. [Picture: a man waving hello]
3. wish	C. [Picture: a cat asleep, having a rest]
4. rest	D. [Picture: a birthday cake with candles and a child making a wish]

Item 5 — One letter, more than one sound. [1 mark]

The teacher reads all three words aloud.

The letter *u* makes different sounds in different words. Which word has the same *u* sound as *cut*?

- A. nut

B. put

C. use

Item 6 — One sound, different letters. [1 mark]

The teacher reads all three words aloud.

Look at the three words: *sat*, *cent*, *sun*. Which word starts with the /s/ sound but does not start with the letter *s*?

A. sat

B. cent

C. sun

Item 7 — Every part of a word has a vowel sound. [1 mark]

The teacher reads all three words aloud.

Every syllable has a vowel sound. Which word has two syllables?

A. bed

B. rabbit

C. frog

Sitting 2 — items 8–14 (9 marks)

Item 8 — Mark the word that is spelt right. [1 mark]

The teacher says the word: “flag”. The child looks at the three spellings.

One of these spellings of *flag* is right. Mark the word that is spelt right.

falg · flag · flga

Item 9 — Mark the word that is spelt right. [1 mark]

The teacher says the word: “table”. The child looks at the three spellings.

One of these spellings of *table* is right. Mark the word that is spelt right.

tabel · table · tabul

Item 10 — Mark the word that is spelt right. [1 mark]

The teacher says the word: “nest”. The child looks at the three spellings.

One of these spellings of *nest* is right. Mark the word that is spelt right.

enst · nest · nset

Item 11 — Finish the sentence. Type the missing word. [1 mark]

Word cards: have · one · pretty. The teacher reads the sentence aloud.

I _____ a red hat.

Item 12 — Match the word to the picture. [2 marks]

The teacher reads each word aloud. One mark for each correct match, up to 2 marks.

Word	Picture
1. one	A. [Picture: a pretty flower]
2. pretty	B. [Picture: one red apple]

Item 13 — Match the base word to its family. [2 marks]

The teacher reads each word aloud. A word family grows from a base word. One mark for each correct match, up to 2 marks.

Base word	Same family
1. walk	A. playing
2. play	B. walked

Item 14 — Grow the word. Put the right part in. [1 mark]

The teacher reads the sentence aloud. Put one card in the blank to finish the word.

Look! The frog is jump_____.

Cards: **ing · s · ed**

End of Chapter 4 check (C4). The solutions and marking key start on the next page.

English Level 1 — Chapter 4 check (C4) — Solutions and marking key

Teacher copy · 18 marks · Keep this block with the check. The check is auto-marked on screen; this key is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E1LY03 (4A), VC2E1LY04 (4B), VC2E1LY05 (4C), VC2E1LY06 (4D), VC2E1LY07 (4E), VC2E1LY08 (4F) — Chapter 4.

This is the marking key for a school-designed check. It is not a VCAA instrument.

How to administer. Give the check in two sittings; the sittings are independent. Sitting 1: items 1–7. Sitting 2 (another day): items 8–14. Read every stem aloud at a normal pace and repeat any item once if a child asks. For items 1–3 and 5–7 say the spoken words slowly and clearly; these are listening items. For items 8–10 say the target word once (“flag”, “table”, “nest”) and let the child look at the three spellings and mark the right one — do not sound out the printed spellings. For item 14 read the sentence aloud. The child answers on screen. No time limit. Picture support appears with every picture-based item.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F1 Multiple Choice	VC2E1LY03	A. at — <i>mat</i> is /m/–/a/–/t/; delete the onset /m/ and <i>at</i> remains. B adds a sound instead of taking one away; C substitutes the final sound.	1
2	F1 Multiple Choice	VC2E1LY03	A. win — substitute /p/ with /w/: /w/–/i/–/n/ = <i>win</i> . B substitutes the medial vowel (the <i>pin/pen/pan</i> operation); C changes two sounds.	1
3	F1 Multiple Choice	VC2E1LY03	B. 2 — <i>pic-nic</i> : two claps, two syllables, and each part has a vowel sound.	1
4	F5 Matching	VC2E1LY04	1 man→B (a man waving hello) · 2 time→A (a clock) · 3 wish→D (a birthday cake with candles, making a wish) · 4 rest→C (a cat asleep, having a rest). Four pairs covering the row's four named sound types (short vowel <i>a</i> in <i>man</i> ;	3

Item	Family (H5P)	CD	Answer	Mark
			common long vowel <i>i-e</i> in <i>time</i> ; digraph <i>sh</i> in <i>wish</i> ; end blend <i>st</i> in <i>rest</i>); 1 mark per correct match, up to 3 marks.	
5	F1 Multiple Choice	VC2E1LY05	A. nut — the short <i>u</i> in <i>nut</i> matches the <i>u</i> in <i>cut</i> (VCAA’s own exemplar set <i>cut</i> / <i>put</i> / <i>use</i> : <i>put</i> has the other short-u sound, <i>use</i> has the long <i>u</i>).	1
6	F1 Multiple Choice	VC2E1LY05	B. cent — <i>cent</i> starts with the /s/ sound, spelled by the letter <i>c</i> (the CD’s own <i>sat</i> / <i>cent</i> example of one sound from different letters).	1
7	F1 Multiple Choice	VC2E1LY05	B. rabbit — <i>rabbit</i> : two syllables, each with a vowel sound. <i>bed</i> and <i>frog</i> are one syllable.	1
8	F4 Mark the Words	VC2E1LY06	Mark flag only (beginning blend <i>fl</i> ; the other two are non-word pattern variants of the same letters).	1
9	F4 Mark the Words	VC2E1LY06	Mark table only (the <i>bl</i> pattern of the CD’s exemplar, in a 2-syllable word; the other two are non-word pattern variants).	1
10	F4 Mark the Words	VC2E1LY06	Mark nest only (end blend <i>st</i> ; the other two are non-word pattern variants).	1
11	F2 Fill in the Blanks	VC2E1LY07	have — “I have a red hat.” Accepted answer: <i>have</i> only (from the word cards <i>have</i> · <i>one</i> ·	1

Item	Family (H5P)	CD	Answer	Mark
			<i>pretty</i> ; <i>one</i> and <i>pretty</i> do not make a sentence here).	
12	F5 Matching	VC2E1LY07	1 one→B (one red apple) · 2 pretty→A (a pretty flower). Both words are the section's star high-frequency words (VC2E1LY07.E01 exemplars). 1 mark per correct match, up to 2 marks.	2
13	F5 Matching	VC2E1LY08	1 walk→B (walked) · 2 play→A (playing). 1 mark per correct match, up to 2 marks.	2
14	F3 Drag Text	VC2E1LY08	Drag ing : "Look! The frog is jumping ." Accepted answer: <i>ing</i> only — <i>s</i> and <i>ed</i> do not fit "The frog is jump...".	1
Total				18

CD marks on this check: VC2E1LY03 3 · VC2E1LY04 3 · VC2E1LY05 3 · VC2E1LY06 3 · VC2E1LY07 3 · VC2E1LY08 3 — as scheduled in TOC §7.3 (18 marks; 3 marks per CD in a chapter check).

Model answers — construction and selection items (P2)

Item 11 (cloze, high-frequency word in a sentence). The model completion is *have*: "I have a red hat." The three word cards are all star high-frequency words from the section 4E bank (VC2E1LY07.E01 exemplars *one*, *have*, *pretty*); the child selects the one that makes the sentence read. On screen H5P Fill in the Blanks accepts the typed word; the accepted-alternatives list contains exactly *have* (case-insensitive). Teachers may let a child point at the word card instead of typing; the selection is the mark.

Item 14 (drag-text, word family). The model completion is *jump* + *ing* = *jumping*: the sentence "The frog is **jumping**" needs the *-ing* morpheme, the same inflection the section 4F *play* family teaches (*play* / *plays* / *playing* / *played*). The child drags the *ing* card into the blank. Accepted answer: *ing* only — *jumps* does not fit after "is" for one frog in this sentence frame and *jumped* does not fit "is jump..."; the key is unambiguous. Exemplar variations for classroom practice (not on the check): "The frog jumps." / "The frog jumped."

Items 8–10 (mark the correctly spelled word). The accepted-mark list for each item is the single real word — *flag*, *table*, *nest* — and the distractors are non-word transpositions built only from the target word's own letters, so the task is the letter pattern itself (beginning blend *fl*; the *bl* pattern in a 2-syllable word; end blend *st*). All three target words sit inside the D11 phonics scope taught in sections 4B–4D and contain no Level 2 pattern (no vowel digraph, no silent letter).

Items 4, 12, 13 (matching). Complete accepted-match lists are in the key above. Item 4 carries four pairs for the row's four named sound types but awards at most 3 marks, as the row's 3-mark allocation directs; items 12 and 13 award 1 mark per pair with no cap.

Per-item content-description mapping

Item	CD	Elaborations drawn on
1	VC2E1LY03	.E02 (deletion of the initial phoneme of a spoken word), .E03 (deletion in a one-syllable word of 3 phonemes)
2	VC2E1LY03	.E02 (substitution of the initial phoneme), .E03 (substitution in a one-syllable word up to 4 phonemes)
3	VC2E1LY03	the CD's own wording — words with more than one syllable (<i>picnic</i> , a 2-syllable word)
4	VC2E1LY04	.E01 (short vowel <i>man</i> and common long vowel <i>time</i> — VCAA's own exemplars), .E02 (consonant digraph <i>wish</i> and consonant blend <i>rest</i> — VCAA's own exemplars)
5	VC2E1LY05	.E01 (the letter <i>u</i> in <i>cut</i> , <i>put</i> , <i>use</i> — the CD's own exemplar set)
6	VC2E1LY05	.E02 (the /s/ sound in <i>sat</i> and <i>cent</i> — the CD's own exemplar set)
7	VC2E1LY05	the CD's own wording — a syllable must contain a vowel sound (two syllables in <i>rabbit</i> , each clapped with a vowel sound)
8–10	VC2E1LY06	.E01 (words containing known blends — beginning blend <i>fl</i> , the <i>bl</i> pattern, end blend <i>st</i> ; one- and 2-syllable words)
11–12	VC2E1LY07	.E01 (the star words <i>have</i> , <i>one</i> , <i>pretty</i> — the CD's own exemplars — read independently)
13	VC2E1LY08	.E02 (recognising the base word in inflected forms — <i>walk</i> → <i>walked</i> , <i>play</i> → <i>playing</i> , as in the CD's <i>walk-ed</i> exemplar)
14	VC2E1LY08	.E01 (building word families from common morphemes — the <i>-ing</i> morpheme on a base, as in the CD's <i>play / playing</i> exemplar)

Exclusions honoured: Chapter 4 has no §2A exclusion (0 excluded elaborations — TOC §3 chapter totals). All six CDs are drawn on in full.

Level discipline check (TOC §6): every student-facing sentence is a simple sentence; boundary punctuation only; no compound sentences. Tested words sit inside the D11 phonics scope — consonant blends at the beginning and end (*flag*, *stop*-family, *nest*, *table*), short vowels (*man*, *nut*, *cut*), one common long vowel pattern (*time*, i-e), the digraph

sh (wish) — with no vowel digraphs, no less common long-vowel patterns and no silent letters. No Level 2 pattern is tested. Non-word distractors in items 8–10 are transpositions of the target word’s own letters and carry no new pattern.

Sourcing: all items, picture descriptions and sentences are original compositions written for this book (TOC D7, §6; P5). No published text, no NAPLAN/VCAA item content is reproduced; the check draws only on the VCAA curriculum’s own exemplar words, which are curriculum text (D4 exemption 1).

End of C4 solutions. This block is removable as a whole page unit (L1).