

English Level 2

Chapter 4 — Literacy: speaking and listening, decoding and fluent reading

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Interacting with others about topics and texts

Teacher, please read this page out loud. Every task here can be done by talking, drawing, or writing with help. No child has to read this page on their own. The story on this page, *The Garden Box*, is original; it was made for this book, and it is the text the tasks talk about.

Curriculum focus (teacher)

Section	4A · Chapter 4 — Literacy: speaking and listening, decoding and fluent reading
Owns	VC2E2LY01 · strand Literacy · sub-strand Interacting with others
Draws on	VC2E2LY01.E01 VC2E2LY01.E02 VC2E2LY01.E03 VC2E2LY01.E04 — none excluded (§2A does not touch Chapter 4; all four elaborations are live)
Assumes	Level 1 turn-taking, active listening and contributing ideas (VC2E1LY01)
Hands to	contributing text- and topic-based information and ideas in conversations and discussions (VC2E3LY01); 4B in this book takes the presentation half of the oral work (short spoken texts using features of voice, VC2E2LY02)

Content description (verbatim from the authority export). Students learn to:

use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY01.E01	exploring ways to comment on what others say, including using sentence starters such as ‘I like the way you ...’, ‘I agree that ...’, ‘I have a different thought ...’, and ‘I’d like to say something different ...’	The big idea Part 2 · Figure 4a_comment_cards.png · Example 2 · Q2, Q3, Q10
VC2E2LY01.E02	demonstrating appropriate listening behaviours, responding to and paraphrasing a partner’s contribution to a discussion, for example in think-pair-share activities	The big idea Parts 1, 3 and 4 · Figures 4a_good_listener.png, 4a_think_pair_share.png, 4a_say_back.png · Example 3 · Q1, Q4, Q9, Q11
VC2E2LY01.E03	asking relevant questions and making connections with personal experiences and the contributions of others	The big idea Part 4 · Figure 4a_ask_and_link.png · Example 3 · Q5, Q14
VC2E2LY01.E04	understanding how to disagree or respectfully offer an alternative	The big idea Part 5 · Figure 4a_kind_disagree.png · Example 4 · Q7, Q12

The CD's remaining facets — receiving instructions, making statements, giving instructions, speaking appropriately, extending own ideas — are carried in The big idea Part 6, Figures 4a_seed_steps.png and 4a_words_for_places.png, Example 5 and Q6, Q8, Q13, Q14.

Scope (binding, from the §3 chapter notes). This section is the oral half of Chapter 4's literacy work: interaction skills about topics and texts. It recurses on Level 1 turn-taking and active listening (VC2E1LY01) at Level 2 pitch — what is new is **formality** (language choices that vary with the situation, kept here to familiar classroom contexts) and **opinion-handling** (expressing opinions, responding to others' opinions, disagreeing with respect). Presentation work (short spoken texts using features of voice) belongs to 4B and is not taught here. Per D10 the section is not structured as a walk through E01–E04; coverage is judged against the CD text and the Speaking and Listening sentence of the achievement standard: “When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.” The read-aloud story is the shared text the interaction happens about; it is teacher-read per the house F–2 convention, and its vocabulary still holds the Yr2 ceiling (the read-aloud relaxation is an MCQ-administration rule only and never touches body text, D4).

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: src/_gate_4a.py, run python _gate_4a.py). Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA's quoted elaboration wording keeps its own punctuation in this teacher block only. The CD's own terms — *opinion*, *statement*, *instruction*, and *agree* (from E01) — are defined at first use in the student text.

Teaching sequence (teacher)

One sequence, six episodes (about 6 × 20–30 minutes). Figures live in diagrams/; all are original.

Episode 1 — The story (hook and shared text). Read *The Garden Box* out loud (Figure 4a_the_garden_box.png). Ask: *what did Sam want? what did Ava want? what did the class do?* Draw out: two children thought different things, and the class found a way. Tell the class this section is about how we talk and listen when we think about topics and texts together. Read the *What we are learning* block and define the four new words with Figure 4a_new_words.png: topic, opinion, statement, instruction.

Episode 2 — Good listeners. Teach Part 1 with Figure 4a_good_listener.png. Choral routine: you name the body part, the class says its job (“Eyes — look at our friend!”). Run one 30-second practice: a child talks about their favourite food; the partner shows whole-body listening; swap. Introduce the think-pair-share routine (Figure 4a_think_pair_share.png) — it is used through the rest of the section.

Episode 3 — Sentence starters. Teach Part 2 with Figure 4a_comment_cards.png. Model each starter on the story: “I agree that sunflowers are pretty.” Choral repeat, then children finish each starter out loud about the story. Note that “I have a different thought” and “I would like to say something different” are the speaking-up starters — they lead into episode 5.

Episode 4 — Say it back, ask, link. Teach Part 4 with Figures 4a_say_back.png and 4a_ask_and_link.png. Work Example 3. Then a think-pair-share: each child says one thing about the story; the partner says it back, then asks a question or makes a link. This is the E02/E03 core; paraphrasing is called “saying it back” in child-facing language.

Episode 5 — When you think different things. Teach Part 5 with Figure 4a_kind_disagree.png. Work Example 4. Note the steelman built into the story: both positions in *The Garden Box* carry reasons (sunflowers are pretty; carrots are food we can eat), and neither idea is the wrong one — the work is disagreeing well, not winning. Children practise in pairs on a low-stakes topic (for example, which pet is more fun to play with).

Episode 6 — Clear speakers. Teach Part 6 with Figures 4a_seed_steps.png and 4a_words_for_places.png. Work Example 5. Children give a partner instructions (for example, how to pack up the mats) and make statements about a class garden. Close with the summary card (Figure 4a_we_can_talk.png), then send the class to the practice tasks. *My turn* is the one response prompt for this section.

Differentiation notes. Emerging readers and speakers: keep to the oral and picture-supported tasks (Q1–Q8 and the figures); accept pointing and one-word answers, and scribe where a task asks for writing. Extend confident speakers with Q12 and *My turn*, and by asking them to say back a partner’s idea before giving their own in every pair task. For children who find disagreement hard, rehearse episode 5 with toys first — it is easier to disagree when two toys hold the two ideas.

What we are learning

Every day we talk and listen with other people. We talk about **topics**. A **topic** is what we are talking about. Lunch is a topic. Our garden is a topic too.

We also talk about **texts**. A **text** is a story, a poem, a song, or a book. A text can have words and pictures.

When we talk and listen together, our ideas grow. We hear new ideas from our friends. Our friends hear new ideas from us!

In this part of the book we will learn to:

- listen with our whole body
- wait for our turn to talk
- say what we think in a kind way
- say more about our ideas
- give steps and follow steps

New words

topic

A topic is what we are talking about.

opinion

An opinion is what you think about something.

statement

A statement tells about something.

instruction

An instruction tells someone what to do.

Four word cards for topic, opinion, statement and instruction, each with a short meaning

Four new words

- **An opinion is what you think about something.** *I like carrots* is my opinion. Your opinion can be different from mine. That is all right!
- To **agree** means to think the same thing. When I think the same as you, I agree with you.
- **A statement is something you say.** It tells about something. *The garden box is big* is a statement.
- **An instruction tells someone what to do.** *Stand up* is an instruction. *Sit down* is an instruction too.

The story

A story to listen to. Your teacher will read this story out loud. Listen for what Sam wants and what Ava wants.

The Garden Box

Our class has a big box in the yard. Today we can plant one thing in the box. “Sunflowers!” says Sam. “Let us plant sunflowers. They grow big and tall. They are so pretty.” “I want to plant carrots,” says Ava. “We can eat carrots. They are good for us.” Sam and Ava like their ideas. What can the class do? Our teacher smiles. “First, listen to one another,” she says. Sam looks at Ava. Ava looks at Sam. They wait. They listen. “You want carrots because we can eat them,” says Sam. “You want sunflowers because they are pretty,” says Ava. Then Mia has an idea. “We can plant both! Sunflowers on this side, carrots on that side.” “I

agree," says Sam. "That is a good idea," says Ava. So we plant the seeds. Soon the garden box is full of green.

The Garden Box

Our class has a big box in the yard.

Today we can plant one thing in the box.

"Sunflowers!" says Sam. "Let us plant sunflowers.

They grow big and tall. They are so pretty.

"I want to plant carrots," says Ava. "We can eat carrots. They are good for us.

Sam and Ava like their ideas. What can the class do?

Our teacher smiles. "First, listen to one another," she says.

Sam looks at Ava. Ava looks at Sam. They wait. They listen.

"You want carrots because we can eat them," says Sam.

"You want sunflowers because they are pretty," says Ava.

Then Mia has an idea. "We can plant both! Sunflowers on this side, carrots on that side."

"I agree," says Sam. "That is a good idea," says Ava.

So we plant the seeds. Soon the garden box is full of green.



The story The Garden Box on a reading card, with sunflowers and carrots at the bottom

The big idea

Part 1 — Good listeners

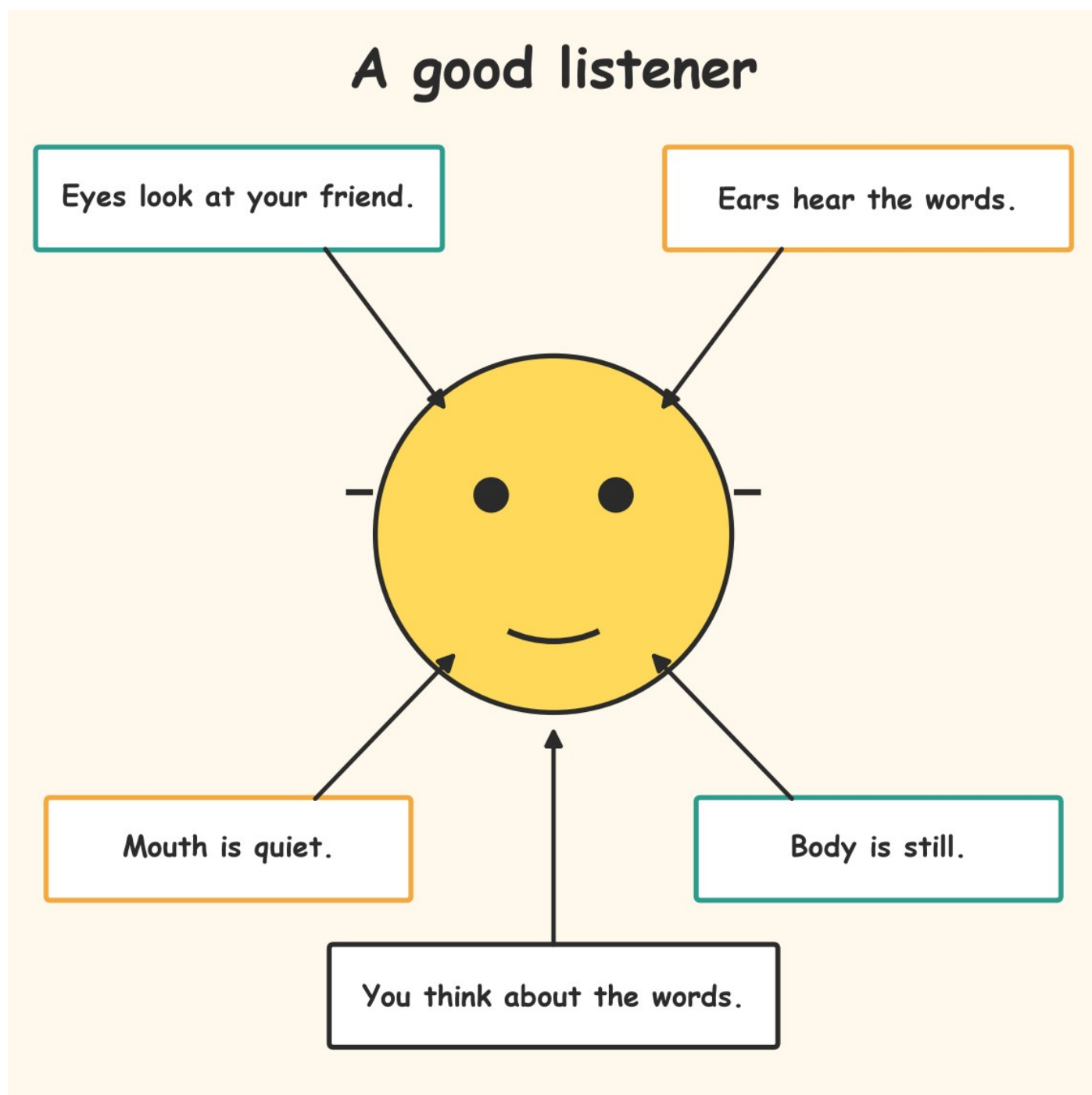
To listen means to hear with your ears. But good listeners do more. They listen with their whole body! This is called **active listening**.

How do you show you are listening?

- Your eyes look at your friend.
- Your body is still.
- Your mouth is quiet.

- You think about the words you hear.
- You can nod or smile.

When you listen like this, your friend can tell. Your friend knows you are listening. That feels good!



A labelled picture of a good listener: eyes look at your friend, ears hear the words, mouth is quiet, body is still, and you think about the words

Part 2 — Sentence starters

When your friend talks, you can say what you think about it. A **sentence starter** gives you the first words. You finish the sentence!

Here are four starters we will use:

Starter	When you use it	One way to finish it
I like the way you ...	to say something good	I like the way you read so well.
I agree that ...	to say you think the same	I agree that the bear was kind.

Starter	When you use it	One way to finish it
I have a different thought ...	to say a new idea	I have a different thought. I think the cat was sad.
I would like to say something different ...	to have your turn with another idea	I would like to say something different. What if the bird helps them?

Sentence starters

A sentence starter gives you the first words. You finish it!

I like the way you ...

I like the way you read so well.

I agree that ...

I agree that the bear was kind.

I have a different thought ...

I have a different thought.
I think the cat was sad.

I would like to say something different ...

I would like to say something different. What if the bird helps?

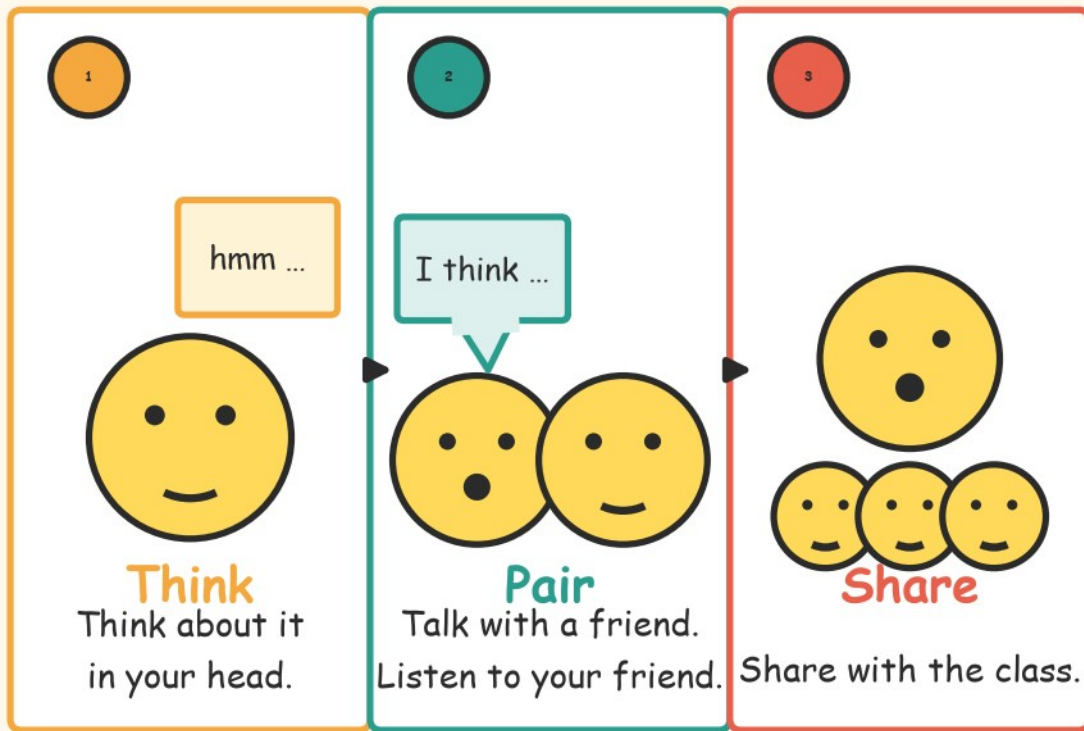
Four sentence starter cards, each with a finished sentence

Part 3 — Talk with a plan: think, pair, share

When we talk in class, we use a plan. It is called **think, pair, share**.

1. **Think.** Think about it in your head.
2. **Pair.** Talk with a friend. Listen to your friend.
3. **Share.** Share with the class.

Think — Pair — Share



Three step cards: think about it, talk with a friend, share with the class

Part 4 — Say it back, ask, link

Three moves make you a great talk friend.

Move 1: Say it back. When your friend is done, you can say their idea back in your own words. It shows you listened.

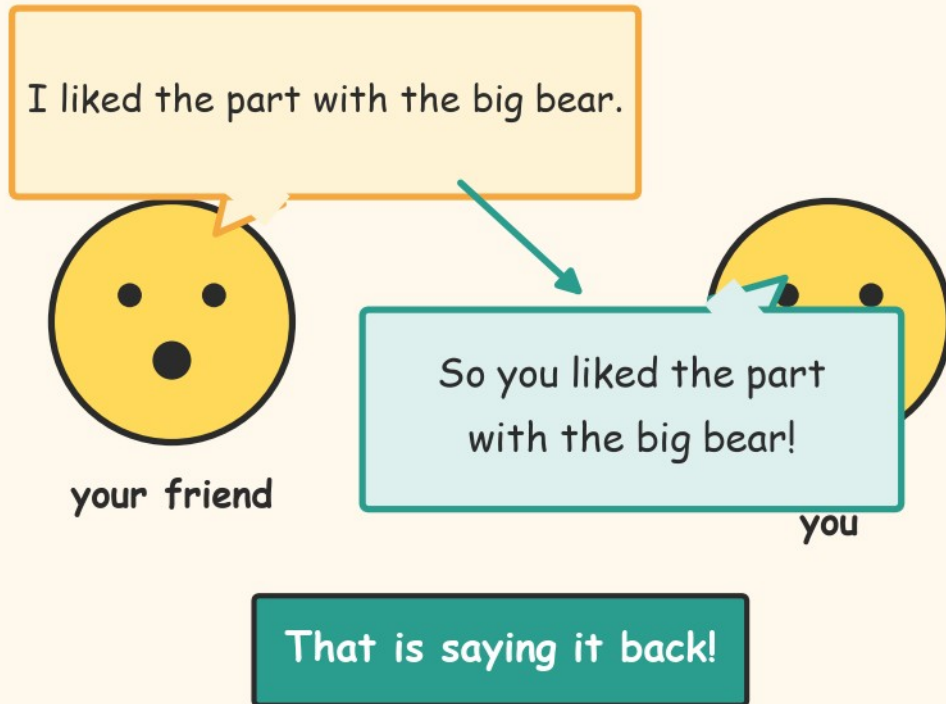
Your friend says: *I liked the part with the big bear.* You say: *So you liked the part with the big bear!*

Move 2: Ask. You can ask a question about what you heard: *What did the bear do next?*

Move 3: Link. You can link the talk to you: *I saw a bear in a book too!*

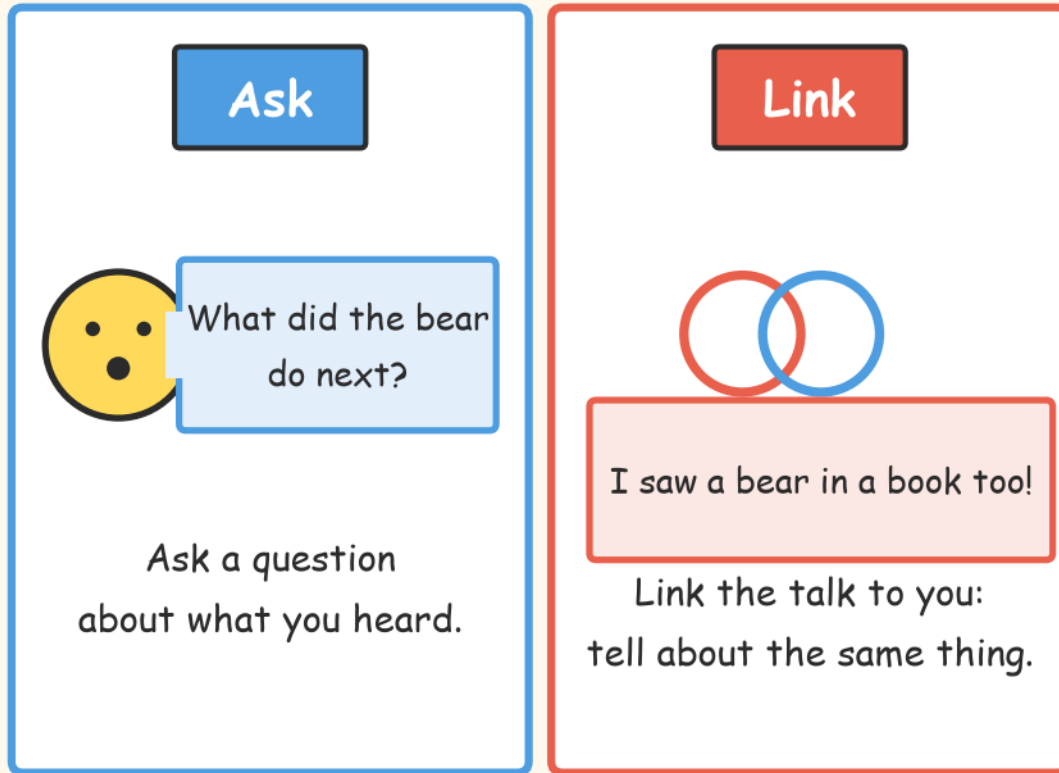
Say it back

Say the idea back in your own words. It shows you listened!



The say-back move: a friend says an idea, and you say it back

Ask and link



Two move cards: ask a question about what you heard, and link the talk to you

Part 5 — When you think different things

Sometimes you and your friend think different things about the same topic. That is all right! Your opinion is yours. Your friend can have another opinion. Opinions tell about the people who say them. Two people can think different things, and both can still be right.

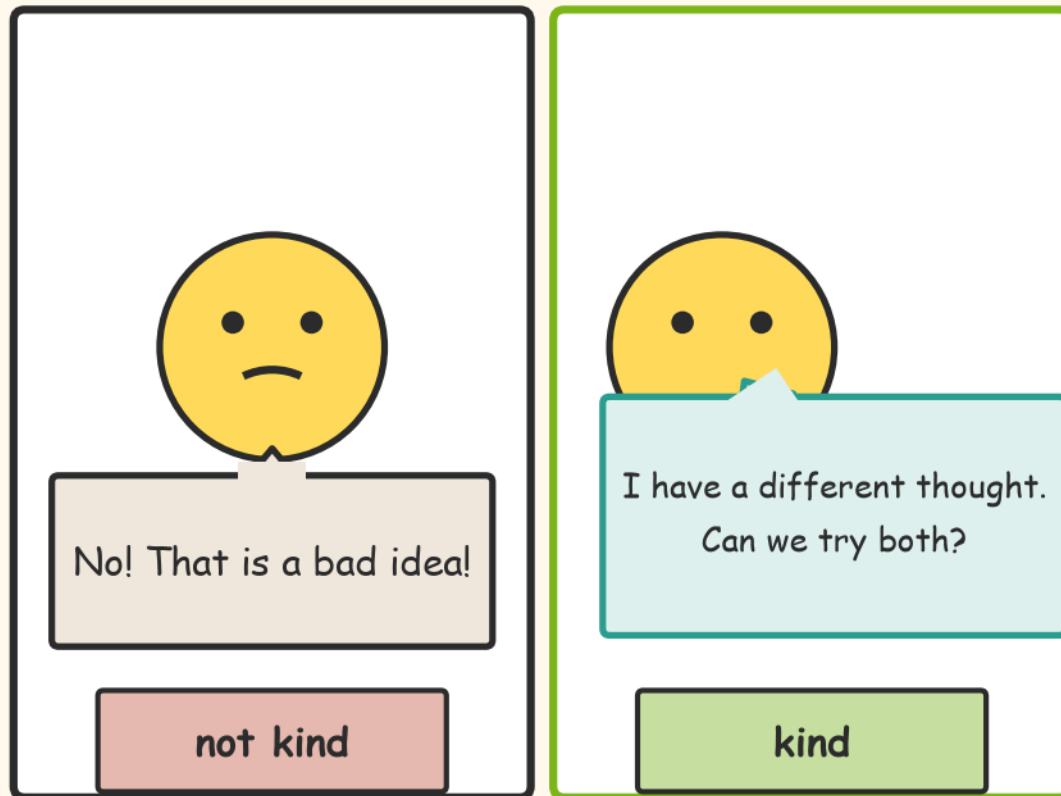
Look at Sam and Ava. Both had good ideas. Sunflowers are pretty. Carrots are food we can eat. Both ideas were good!

Here are two ways to disagree:

- **The hard way:** *No! That is a bad idea!* This is not kind. It can make your friend sad.
- **The kind way:** *I have a different thought. Can we try both?* This is kind. Your friend can hear you.

Then listen to your friend. Your friend has a reason too. Maybe you can find a way to use both ideas!

Two ways to disagree



Two people can think different things.
Both can still be friends!

Two ways to disagree: a hard way that is not kind, and a kind way with a different thought

Part 6 — Clear speakers

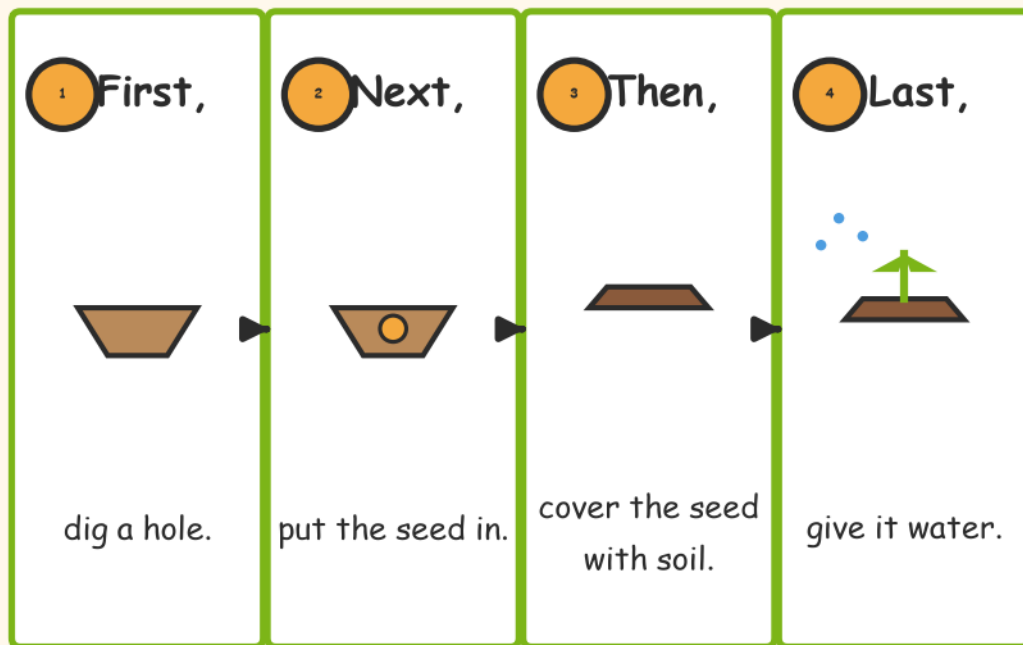
Good speakers say things in a clear way.

A **statement** tells about something. Listen to this statement: *The garden box needs water.*

An **instruction** tells someone what to do. Clear instructions have steps. Step words help: **First, Next, Then, Last.**

How to plant a seed

An instruction tells someone what to do. Clear instructions have steps.



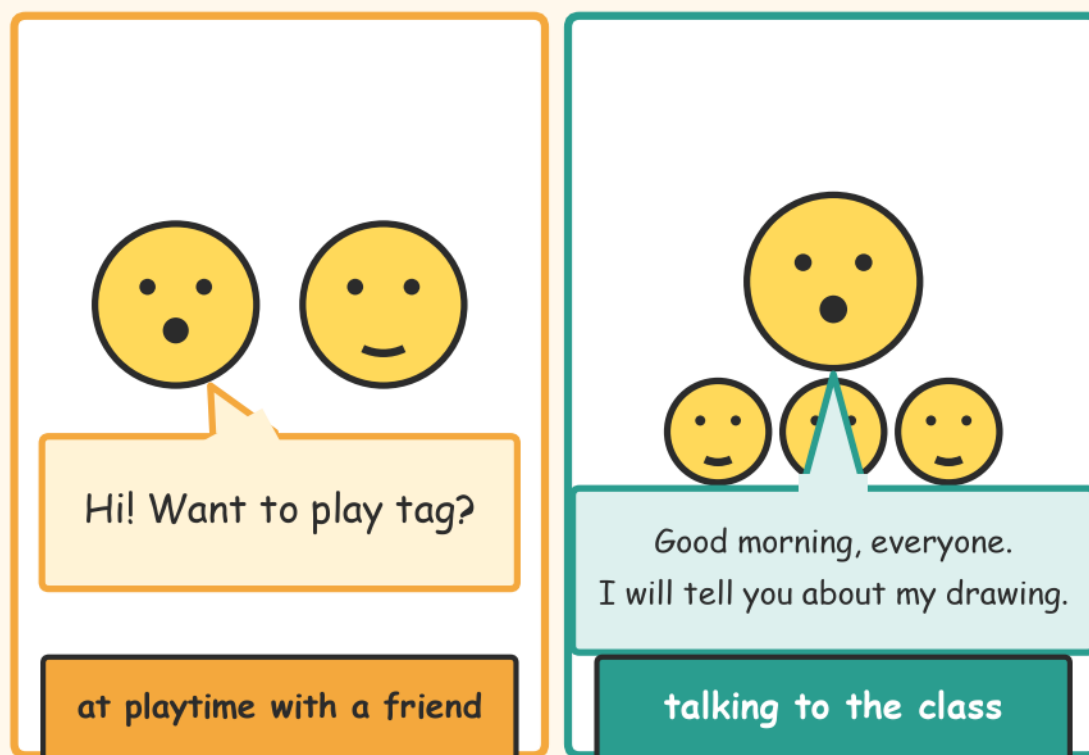
Step words: First · Next · Then · Last

Four steps to plant a seed: First dig a hole, Next put the seed in, Then cover the seed with soil, Last give it water

Words for places. We change our words for the place and the time. At playtime with a friend, you might say: *Hi! Want to play tag?* When you talk to the class, you might say: *Good morning, everyone. Today I will tell you about my drawing.* Both ways are good. The words just fit the place.

Words for places

We change our words for the place and the time. Both ways are good!



Two pictures with words for the place: words for playtime with a friend, and words for talking to the class

Examples to look at

Example 1 — a model talk (read it together)

Sam, Ava and their teacher talk about the garden box. Listen for the moves: a starter, saying back, a question, and kind words. In the picture, each move has its own colour. The little picture at the bottom tells you which colour is which.

A model talk



What should we plant in the garden box?

Our teacher



I want to plant sunflowers. They grow tall.

Sam



I have a different thought. I want to plant carrots.
We can eat them!

Ava



You want carrots because we can eat them. I hear you!

Sam



I agree that sunflowers are pretty.

Ava



Can we plant both?

Ava



Yes! That is a good idea. Sunflowers on this side,
carrots on that side.

Sam

a starter

saying back

a question

kind words

A model talk about the garden box, with each move in a colour

Who talks	What they say	The move
Ava	I have a different thought. I want to plant carrots.	a starter
Sam	You want carrots because we can eat them.	saying back
Ava	Can we plant both?	a question
Sam	Yes! That is a good idea.	kind words

Example 2 — with help: pick the starter

Which starter fits?

- (a) Your friend drew a picture of the garden. You think it is great. → **I like the way you ...** ... *drew the garden!*
- (b) Your friend says the story was good. You think the same. → **I agree that ...** ... *the story was good.*

Example 3 — with help: say back, ask, link

Your friend says: *I liked the end of the story. The box was full of green!*

Move	What you can say
Say it back	So you liked the end of the story!
Ask	What would you plant in the box?
Link	My nan has a garden box too!

Example 4 — with a partner: the kind way

Mia wants to play tag. Leo wants to swing. Leo says: *No! Tag is not fun!*

Talk about it: what is wrong with that? Then make a kind answer for Leo. One way: *I have a different thought. I want to swing. Can we swing first?*

Example 5 — on your own: the steps

Look at the seed steps in the picture. What comes first? What comes last? Now tell a friend how to pack up the mats. Use **First, Next, Last**.

Practice

Try together

Q1. Tick the things a good listener does.

looks at the friend who is talking · talks at the same time · sits still · thinks about the words

Q2. Draw a line from each starter to its job.

Starter	Job
I like the way you ...	you think the same
I agree that ...	you say something good
I have a different thought ...	you say a new idea

Q3. Finish the sentence, then say it out loud: *I agree that the story was* _____.

Q4. Say it back. Your friend says: *I liked the big red bus in the story.* What do you say back? *So you liked* _____.

Q5. Link the talk to you. Your friend says: *I have a pet fish.* Say something about you: *I* _____.

Q6. Put the seed steps in order. Write 1, 2, 3, 4.

give it water · cover the seed with soil · dig a hole · put the seed in

Q7. Which answer is kind? (a) *No! That is a bad idea!* (b) *I have a different thought. Can we try both?* Say why.

Q8. Pick the words for talking to the class: (a) *Hi! Want to play tag?* (b) *Good morning, everyone.*

Try on your own

Q9. Draw a good listener. Tell a friend about your picture: *My eyes* _____ . *My mouth* _____ .

Q10. Say or write a sentence with *I like the way you ...* about what your friend made.

Q11. Say it back. Your friend says: *The story was funny. The dog ran in the mud!* You say: _____

Q12. You want to play tag. Your friend wants to swing. Say or write two kind sentences. Use a starter.

Q13. Give instructions. Tell a friend how to pack up the mats. Use **First, Next, Last**.

Q14. Make a statement about a garden. Then ask a question about it.

My turn — say why you liked it

You and your friend read the same story. You liked different parts. That is all right!

Draw the part you liked in the box. Then say or write:

My favourite part was _____ because _____. My friend liked _____. That is all right, because _____.

My turn

Draw the part of the story you liked.

My favourite part was _____

because _____

My friend liked _____

That is all right, because _____

Say it or write it. Both count!

A page with a draw box and lines to write on, with the words My turn at the top

We can talk and listen!



We can listen with our whole body



We can wait for our turn



We can say what we think in a kind way



We can say back what our friend said



We can ask a question and link the talk to us



We can give steps and follow steps

A card that lists what we can do: listen with our whole body, wait for our turn, say what we think in a kind way, say back what our friend said, ask a question and link the talk, give steps and follow steps

Answers (teacher)

Modelled examples. Example 2: (a) *I like the way you ...*, (b) *I agree that* Example 3: see the table in the section — award any say-back that keeps the friend's meaning, any question about the story, any link to the child's own life. Example 4: the problem with Leo's answer is that it says Mia's idea is bad instead of saying what Leo wants; award any kind version that states Leo's own idea and invites a way forward. Example 5: first = dig a hole; last = give it water.

Try together. Q1. Tick: *looks at the friend who is talking, sits still, thinks about the words.* (Talking at the same time is not listening.) Q2. *I like the way you ...* → you say something good; *I agree that ...* → you think the same; *I have a different thought ...* → you say a new idea. Q3. Any true finish, e.g. *... good / funny / about a bear.* Listen for the full stem. Q4. *So you liked the big red bus in the story.* Q5. Any true link, e.g. *I have a pet fish too* or *I saw a fish at the shop.* Q6. dig a hole = 1, put the seed in = 2, cover the seed with soil = 3, give it water = 4. Q7. (b) — it says a different thought in kind words and finds a way for both. Award the “why” in any clear child's words: it does not say the other idea is bad. Q8. (b).

Try on your own. Q9. Look for eyes/ears/mouth/body in the drawing and the telling. Q10. Any true, kind sentence with the stem. Q11. *So you liked the funny part, because the dog ran in the mud!* — any say-back that keeps the meaning. Q12. Award any two kind sentences, e.g. *I would like to say something different. I want to play tag. Can we play tag first, then swing?* Q13. Listen for First/Next/Last and clear steps, e.g. *First, pick up the mats. Next, put them by the wall. Last, sit down.* Q14. Any statement plus a matching question, e.g. *The garden has flowers. When will they grow?*

My turn. What counts: the child names a part, gives a reason with *because*, and says why a different liking is all right (opinions tell about the person who says them; two people can like different parts of the same story). Speaking the answers to the teacher counts the same as writing them.

Short spoken texts to an audience: using features of voice

Curriculum focus (teacher)

Section	4B · Chapter 4 — Literacy: speaking and listening, decoding and fluent reading
Owns	VC2E2LY02 · strand Literacy · sub-strand Interacting with others
Draws on	VC2E2LY02.E01 VC2E2LY02.E02 — none excluded (§2A does not touch this CD; both elaborations are live)
Assumes	Level 1 short spoken texts to an audience (VC2E1LY02), incl. experimenting with volume and pace for particular purposes; turn-taking, active listening and contributing ideas (VC2E1LY01)
Hands to	Level 3 spoken texts to an audience using features of voice (VC2E3LY02)

Content description (verbatim from the authority export). Students learn to:

deliver short spoken texts to an audience using features of voice

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY02.E01	preparing and delivering oral presentations using more formal language and specific vocabulary about content area topics	Example 1 · Example 2 · Get ready, then talk! · Q4, Q6
VC2E2LY02.E02	adjusting volume and tone when speaking in more formal situations	Examples 3–4 · voice levels chart · Q2, Q3, Q5, Q8, Say why

Term note — “features of voice” (CONTESTED_TERMS Rule 1). The Victorian Curriculum uses the term *features of voice* in the VC2E2LY02 content description (and in the Level 1 predecessor VC2E1LY02) but does not enumerate them. This section therefore treats *features of voice* as the parts of a speaker’s voice that can be changed on purpose: **volume** (how loud or quiet the voice is), **tone** (the feeling the voice carries) and **pace** (how fast or slow the speaker talks). That operational definition follows VCAA’s own elaboration for this CD, which names volume and tone (VC2E2LY02.E02); pace recurs from the Level 1 elaborations for VC2E1LY02 (“experimenting with volume and pace for particular purposes”). Every task in the section is answerable on those three features alone.

Term note — “formal”. VC2 uses *more formal language* (E01) and *more formal situations* (E02) without a definition. This section treats *formal* as a register of speaking: careful, full sentences; polite opening and closing words; voice adjusted so the whole audience can hear. Its pair here is everyday chatting with friends. The Level 2 achievement standard frames the setting: topics “for a familiar audience and appropriate for purpose” — so every audience in this section is a known one (the class, the teacher, a group, family at school).

Scope (binding, from the §3 chapter notes). This is the formal-presentation half of the oral strand: short, prepared talks about learnt and content-area topics, delivered to familiar audiences, using more formal language and topic words (E01) and adjusting volume and tone for the occasion (E02). **Formality is the Level 2 step beyond Level 1.** Pace is prior learning from Level 1 and is touched only as one of the three voice features, not re-taught as new content. Opinion-handling and discussion stems belong to 4A (VC2E2LY01). No body-language apparatus beyond standing tall and looking up is used; gesture and facial-expression terminology is not scope for this CD.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_4b.py`). The curriculum’s own words — *audience, deliver, formal, presentation, volume, tone* — are used in student text and defined at first use; they are gate-exempt as the CD and elaboration text (WORD_LEVEL_POLICY Rule 2 exemption

1). *Pace* recurs from Level 1 and is gate-exempt as subject terminology defined at first use (exemption 2). Model texts are decodable at this level and are still introduced as teacher read-alouds first, per the house read-aloud convention for F–2; the read-aloud relaxation is an MCQ-administration rule and never touches this body text. Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA’s quoted elaboration wording keeps its own punctuation in this teacher block only.

Teaching sequence (teacher)

One sequence, five episodes (about 5 × 20–30 minutes). Figures live in diagrams/; all are original.

Episode 1 — Two ways to say one thing (hook). Without any metalanguage yet, give the class the same piece of news twice: once as a playground chat (“Hey! Look at this worm I found!”), once as a formal class talk (“Good morning, everyone. Today I will tell you about a worm I found.”). Ask: *what changed? what did you notice about my words? my voice?* Collect their noticings. Then open Example 1 (Figure 4b_two_talks.png) and name the two registers: chatting words and talking-to-an-audience words.

Episode 2 — Name the tools. Read “What we are learning” with the class. Define **audience**, **formal**, **deliver** and **features of voice** at first use, then the three dials: **volume**, **tone**, **pace** (Figure 4b_voice_dials.png). Choral drill each dial: say one sentence loud, then quiet (volume); say “Welcome!” warm, then “Stop, please.” in a careful tone (tone); say one sentence fast, then slow (pace). Pace is the Level 1 callback — keep it brief.

Episode 3 — Study a model talk. Project Figure 4b_model_talk.png. Read the model talk “All about worms” aloud twice: once straight through, once pointing at the voice marks (strong-and-clear dot, slow wave, warm smile). Hunt the topic words together (worm, soil, leaves, garden — science words about living things). Ask: *where did the speaker go loud? where did they slow down? what tone is the last line?*

Episode 4 — Voice practice. Work Examples 3, 4 and 5 (tone cards, voice levels, pace strip), then Q1–Q3. The point of the episode is *adjusting*: the same voice does not fit every place and purpose. Check Q2 and Q3 orally — children say the voice level and tone, then give a reason.

Episode 5 — Get ready, then talk (prepare and deliver). Children plan a short talk with the Q4 frame (scaffolded) or their own opening lines from Q6 (unscaffolded). Walk the four steps in Figure 4b_get_ready.png; rehearse with Q8’s three tries. Children deliver their talk to a small group (or the class); listeners use Figure 4b_checklist.png to listen for voice features, not just content. Close with the Say why prompt: two versions of the same talk, one adjusted and one not — children judge and give a reason using *volume*, *tone* or *pace*.

Differentiation notes. Emerging readers: keep to the oral tasks; read the scripts and frames to the child and let them deliver with the figure in front of them. Extend confident speakers by asking for topic words from another learning area in their talk (E01) and by having them mentor a partner through the checklist. Children who are reluctant to stand: deliver seated, to one listener, then to a group — the audience may grow, but the voice features are practised the same way.

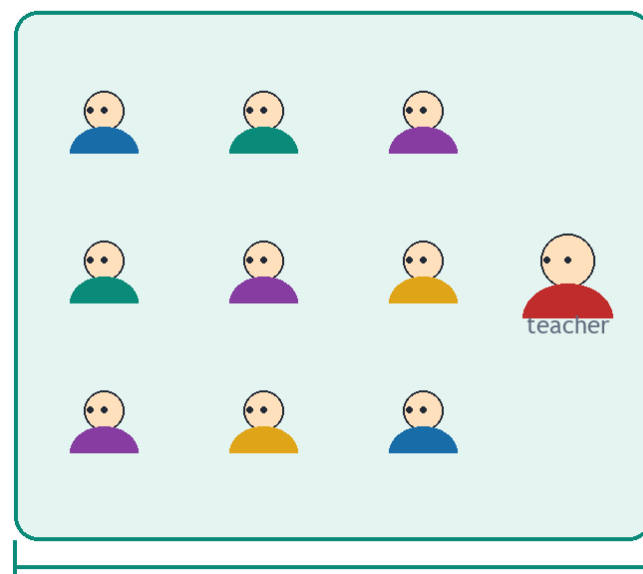
What we are learning

Have you ever had news for the whole class? Maybe you grew a plant. Maybe you found a worm. Maybe you made something great.

When you stand up and talk, and people listen, you give a **talk**. The people who listen are your **audience**. At school, your audience is often your class and your teacher. Your audience is people you know.

Who is your audience?

when you talk, the people who listen



the audience = the people who listen

At school, your audience is often your class and your teacher.

A child stands at the front of the room and talks. The class and the teacher sit and listen. A label points to the listeners and says "the audience".

A class talk is a **formal** time. Formal means careful and polite. You stand tall. You use your best words. You say "Good morning", not "Hey!". A talk like this is also called a **presentation**. To **deliver** a talk means to give it: you stand up and say your words to your audience.

In a talk, your voice is your tool. There are three parts of your voice that you can change:

- **Volume** is how loud or quiet your voice is.
- **Tone** is the feeling in your voice. Your voice can sound warm, careful, calm or glad.
- **Pace** is how fast or slow you talk. You know this one from last year!

Volume, tone and pace are **features of voice**. Good speakers change them to fit the time and the place.

Your three voice dials

the features of voice you can change



Good speakers change their volume, their tone and their pace.

Three voice dials. One dial goes from quiet to loud and is called volume. One dial shows faces for feelings and is called tone. One dial goes from slow to fast and is called pace.

Examples to look at

Example 1 — chat words, talk words (read aloud together)

Leo found a worm. He can tell his friend at lunch, or he can tell the class. The news is the same. The words are not!

The same news, two ways

Leo found a worm

At lunch with a friend

Hey! Look at this worm!



chat words
short, quick and fun

To the class

Good morning, everyone. Today I will tell you about a worm I found.



talk words
full, careful and polite

Chat words are great at lunch. Talk words are great at the front of the room.

Two pictures with the same news. In the lunch picture Leo says “Hey! Look at this worm!”. In the class talk picture Leo says “Good morning, everyone. Today I will tell you about a worm I found.”

- At lunch with his friend: “Hey! Look at this worm!” Chat words are short and quick and fun.
- To the class: “Good morning, everyone. Today I will tell you about a worm I found.” Talk words are full and careful and polite.

Chat words are great at lunch. Talk words are great at the front of the room. Picking the right kind of words is the first part of a good talk.

Example 2 — a model talk with voice marks (read aloud together)

Here is a class talk about worms. Worms are living things, so this talk fits our science work. The marks tell the speaker how to use their voice:

- a red dot ● means use a strong, clear voice
- a blue wave ~ means slow down
- a smile means use a warm, friendly tone

A model talk: All about worms

read it with the voice marks

All about worms

Good morning, everyone. ●

Today I will tell you about worms. ~

A worm is an animal. It has no legs. It has no bones.

Worms live in the soil. They like wet soil.

Worms eat dead leaves. ~

Worms help our garden. They make the soil good for plants.

Thank you for listening. ● 😊

The voice marks

● a red dot means use a strong, clear voice

~ a blue wave means slow down

😊 a smile means use a warm, friendly tone

Topic words

(science words)

worm

soil

leaves

garden

The speaker goes loud and clear at the start and the end, and slows down on the facts.

A model talk called “All about worms” with voice marks. It has topic words at the bottom: worm, soil, leaves, garden.

Good morning, everyone. ●

Today I will tell you about worms. ~

A worm is an animal. It has no legs. It has no bones.

Worms live in the soil. They like wet soil.

Worms eat dead leaves. ~

Worms help our garden. They make the soil good for plants.

Thank you for listening. ● and a smile

We notice:

- The speaker goes loud and clear at the start and at the end, so the audience can hear the important parts.
- The speaker slows down on the facts, so the audience can think.
- The last line has a warm tone. It is a polite way to close.
- The talk uses **topic words**: worm, soil, leaves, garden. A topic word is a word that fits the topic. Good talks use topic words.

Example 3 — pick the tone (talk about it)

Tone is the feeling in your voice. Which tone fits each line: **careful**, **glad** or **calm**?

Tone is the feeling in your voice

which tone fits each line?

 careful "Mind out! The floor is wet."	 glad "Guess what? We got a class pet!"	 calm "It is rest time. Close your eyes."
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Say each line with its tone.

Three tone cards with faces. The careful card says "Mind out! The floor is wet.". The glad card says "Guess what? We got a class pet!". The calm card says "It is rest time. Close your eyes."

1. "Mind out! The floor is wet." — a careful tone. You want people to be safe!
2. "Guess what? We got a class pet!" — a glad tone. It is happy news.
3. "It is rest time. Close your eyes." — a calm tone. Soft and slow.

Example 4 — pick the volume (talk about it)

You do not use one volume all day. Think of three voice levels:

- a **quiet voice** — for one friend, or for the library
- a **table voice** — for your group at a table
- a **room voice** — for everyone in the room, like a class talk

Three voice levels

pick the one that fits the place



quiet voice

for one friend, or for the library



table voice

for your group at a table



room voice

for everyone in the room, like a class talk

You do not use one volume all day.

A chart of three voice levels. Quiet voice is for one friend. Table voice is for your group. Room voice is for everyone in the room.

Which voice level fits each one?

- giving a talk to the class — a room voice
- reading with a buddy — a quiet voice
- working with your group — a table voice

Example 5 — pace: not too fast, not too slow (read aloud together)

When we go too fast, our words bump together:

Pace: not too fast, not too slow



TodayIwilltellyouaboutworms.

→ the words bump together

too fast!



Today ... I will tell you ... about worms.

→ every word is clear

a good pace

Slow down on the big parts. Take a breath at each full stop.

Two strips of words. The top strip is all run together and is hard to read. The bottom strip has the same words with spaces, and is easy to read.

TodayIwilltellyouaboutworms.

That is hard to hear! Now say it at a good pace:

Today ... I will tell you ... about worms.

Slow down on the big parts. Take a breath at each full stop. Your audience can hear every word.

Practice

Try together

Q1. Sort the word cards. Chat words go in one box. Talk words go in the other box. Say each card aloud as you sort it.

Sort the word cards

chat words or talk words?

"Hey! Look!"

"Good morning,
everyone."

"Guess what?"

"Today I will tell you
about ..."

"See you later!"

"Thank you for
listening."

Chat words

Talk words

Say each card aloud as you sort it.

Six word cards to sort into two boxes: chat words and talk words. The cards say "Hey! Look!", "Good morning, everyone.", "Guess what?", "Today I will tell you about ...", "See you later!" and "Thank you for listening."

Q2. Draw a line from each place to the right voice level.

Match the place to the voice level

draw a line from each place to the right voice level

a class talk	table voice
reading with a buddy	quiet voice
working with your group	room voice

Which voice level fits each place?

A matching task. Three places — a class talk, reading with a buddy, and group work — sit beside the three voice levels: quiet voice, table voice and room voice.

Q3. Pick the tone. Say the line aloud, then write **careful**, **glad** or **calm**.

1. “Watch out! The bus is coming!” — _____
2. “It is my birthday today!” — _____
3. “The baby is sleeping. Let us be soft.” — _____

Q4. Fill in the talk plan. Use the word bank. Then read your talk aloud to a friend.

Good _____, everyone. Today I will tell you about _____. First, _____. Next, _____. Thank you for _____.

Word bank: *morning · listening · my plant · it has five leaves · it grows in the sun*

Try on your own

Q5. Mark the talk. Here is a short talk. Put a red dot ● where you will be strong and clear. Put a blue wave ~ where you will slow down. Put a smile where you need a warm tone.

Good morning. Today I will tell you about our class garden. We made the soil soft. We put in the seeds. We gave them water. Now we have sunflowers! Thank you for listening.

Q6. Write your opening. Write the first two lines of a talk about something you learnt at school. Start like this:

Good morning, everyone. Today I will tell you about _____.

Q7. Fix up the talk. Sam stands up. He looks at the floor. He talks very fast and very quiet. No one can hear him. Name two things Sam can change. Use the words **volume**, **tone** or **pace**.

Q8. Three tries. Say this line to a friend three ways: “Today I will tell you about my plant.”

- Try 1: a quiet voice.
- Try 2: a table voice.
- Try 3: a room voice.

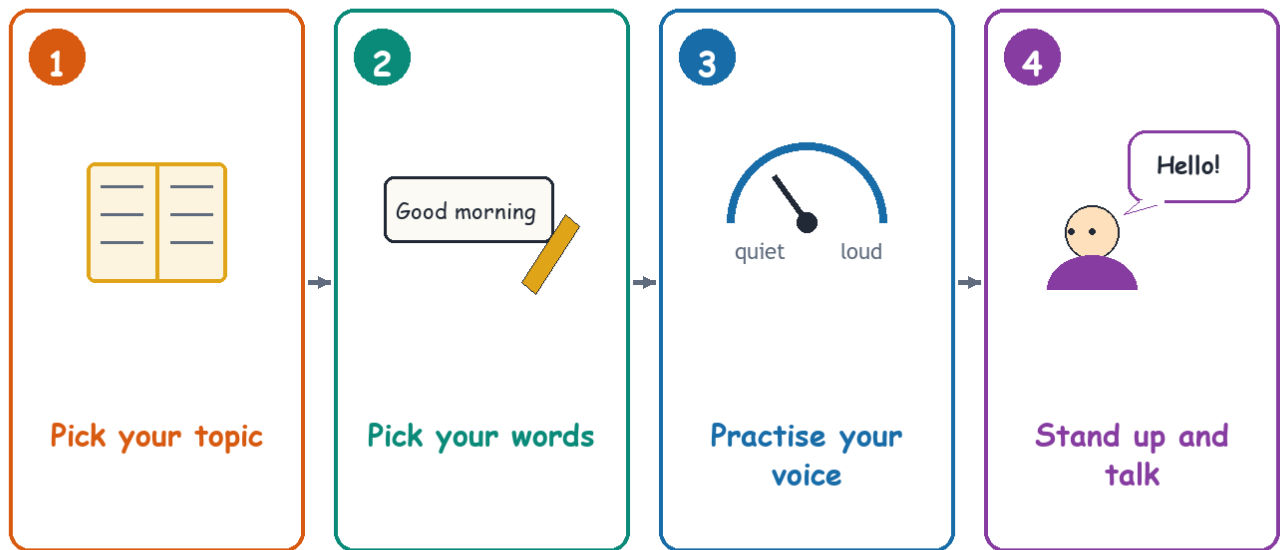
Now say it slow and clear. Which try was the best for a class talk? Say why.

Get ready, then talk!

You have looked at talks. You have practised your voice. Now it is your turn to prepare and deliver a talk!

Get ready for your talk

four steps



Then deliver your talk to your group or your class.

Four steps to get ready for a talk. Step 1 is pick your topic. Step 2 is pick your words. Step 3 is practise your voice. Step 4 is stand up and talk.

1. **Pick your topic.** Choose something you learnt at school or love to know about.
2. **Pick your words.** Use talk words and topic words. Write a start and an end.
3. **Practise your voice.** Try your volume, your tone and your pace. Do your three tries!
4. **Stand up and talk.** Deliver your talk to your group or your class.

Here is a list to help your audience listen well. Listeners, tick the box when your friend does each thing!

Talk day!

a list to help your audience listen well

My talk list

- ☐ I stand tall.
- ☐ I look at my audience.
- ☐ My voice is loud enough.
- ☐ I go slow.
- ☐ I use my topic words.

Listeners, tick the box when your friend does each thing!

A list with five boxes to tick: I stand tall. I look at my audience. My voice is loud enough. I go slow. I use my topic words.

Say why

Ana and Ben give the same talk about worms.

- Ana talks fast and quiet. She looks at the floor.
- Ben uses a clear voice. He goes slow on the big words. He looks up and smiles.

Who can the audience hear and understand? Say why.

Here is a start: I think _____, because _____.

Use one of these words in your answer: **volume** · **tone** · **pace**

Answers (teacher)

Examples. Example 3: 1 careful, 2 glad, 3 calm. Example 4: class talk — room voice; reading with a buddy — quiet voice; group work — table voice.

Try together. Q1. Chat words: “Hey! Look!”, “Guess what?”, “See you later!”. Talk words: “Good morning, everyone.”, “Today I will tell you about ...”, “Thank you for listening.”. Accept reasoned moves (e.g. a child who argues “Guess what?” can open an excited class talk) if the child says why. Q2. Class talk → room voice; reading with a buddy → quiet voice; group work → table voice. Q3. 1 careful, 2 glad, 3 calm. Q4. “Good morning, everyone. Today I will tell you about my plant. First, it has five leaves. Next, it grows in the sun. Thank you for listening.” (Children may swap the two middle lines — order both work; listen for a clear, full sentence at each gap.)

Try on your own. Q5. Sample marking: ● on “Good morning.” and “Thank you for listening.”; ~ on “Now we have sunflowers!” or on any fact line; a smile on “Now we have sunflowers!” or the closing line. Any reasoned marking is fine — ask the child to say why. Q6. Sample: “Good morning, everyone. Today I will tell you about our weather chart.” Accept any learnt topic with a formal opening. Q7. Sample: Sam can use a room voice (volume up) and slow his pace. He can also look up. Award two voice changes using the section words. Q8. Try 3 (room voice) is the best fit for a class talk, slow and clear; listen for the child saying why the quiet voice would not reach the audience.

Get ready, then talk! The delivery episode: a talk of three to six sentences is enough at this level. The checklist is a listening tool, not a mark; the teaching focus is voice features (volume, tone, pace) adjusted for the formal occasion.

Say why. Sample response: “I think the audience can hear and understand Ben, because he uses a room voice and a good pace. Ana is too quiet and too fast, so the words are hard to hear.” Award any answer that picks Ben and gives a reason using at least one of volume, tone or pace. A child who says something kind about Ana (e.g. “Ana can practise and go again”) is also showing the point of the section.

Phonemic awareness: blending, segmenting and manipulating sounds

Teacher read-aloud. This section is oral first: every trick is done out loud, with ears and mouths, before pencils come out. Read the two chants (*A Cloudy Day* and *The Sound Machine*) aloud and let the children chant along, and use the figures as picture cards to point at while you talk. No new letter knowledge is introduced here — the work operates on the sounds inside spoken words, extending last year’s phoneme work (VC2E1LY03: blend, segment and manipulate phonemes in words, including words with consonant blends at the beginning and end, and words with more than one syllable) to the Level 2 bar of “increasingly complex words”. Model each trick with your own voice first (“Listen to my mouth: s-c-r-a-tch”), then hand it over in pairs. Accept each child’s own pronunciation as the source of truth when counting sounds — accents differ, and phonemic awareness is about what a speaker hears in their own speech. Child-facing text uses plain language (*stretch the word, push the sounds together, take away, swap, first sound, middle sound*) plus the defined terms *phoneme, blending* and *syllable*, and the curriculum’s own words *phonemic awareness, segmenting* and *manipulating*, each defined at first use; the metalanguage consonant, digraph, onset and rime lives only in these notes and in *How the answers work*.

Plan for the teacher: 1 · read *What we are learning* (the curriculum map) · 2 · teach *The big idea* Parts 1–5 aloud with the figures · 3 · read the two chants and chant them together · 4 · work through *We do it together* (modelled, then supported, then independent) · 5 · send the children to *Now you try* (With help, then On your own) · 6 · finish with the *My turn* response prompt (Q14); answers and teaching notes at the end.

What we are learning

Code	We learn to (content description, verbatim)	Draws on (elaborations, verbatim)	From last year	Later in this book	On to next year
VC2E2LY03 (Literacy)	use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness)	.E01 blending and segmenting sounds in words, for example ‘b-r-o-th-er’ or ‘c-l-ou-d-y’ · .E02 deleting and substituting sounds (phonemes) in spoken words to form new words (for example, deleting the initial ‘scr’ in ‘scratch’ and substituting new initial sounds to form words such as ‘catch’, ‘batch’ and ‘hatch’) and substituting a medial sound to form a new word (for example, ‘stack’ becomes ‘stick’)	VC2E1LY03 — we blended, segmented and manipulated phonemes in words, including words with consonant blends at the beginning and end and words with more than one syllable (‘s-p-oo-n’, ‘f-i-s-t’)	4D spells the letter patterns these sounds map to (vowel digraphs, long vowel patterns, consonant blends, silent letters); 4G reads with them fluently	VC2E3LY03 — blending, segmenting and manipulating phonemes across multisyllabic words with complex letter patterns

The big idea

Part 1 · A word is a string of sounds

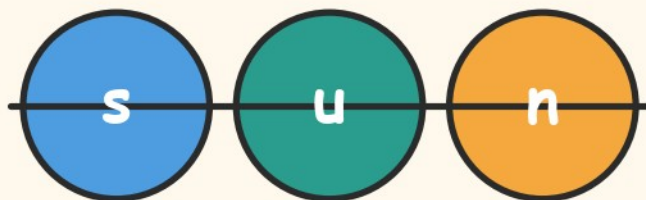
Say *sun*. Now say it very slowly, like a robot: *s ... u ... n*. You can hear three little sounds. Each little sound in a word is called a **phoneme** (say: *foe-neem*). Every word is a string of phonemes, like beads on a string: *sun* has three beads.

Hearing the little sounds in words — pushing them together, stretching them out, moving them about — is a super power for reading and spelling. That skill has a big name: **phonemic awareness**. Here we train our ears to hear the sounds inside words.

A word is a string of sounds



Say it: sun



Say it slowly: *s ... u ... n*

One word. Three little sounds!

A child saying the word sun, and its three sounds s, u, n as beads on a string

Part 2 · Blending: push the sounds together

Blending is pushing sounds together to hear a word. Last year you blended s-p-oo-n into *spoon*. This year the words get a little longer, but the trick is the same.

Listen: *b-r-o-th-er*. Push the sounds together, faster and faster... *brother*! Five little sounds, one whole word.

Blend: push the sounds together



push them together...



brother

b-r-o-th-er makes brother!

Blend the sounds to read the word.

Sound cards b, r, o, th, er with arrows pushing them together into the word brother

Part 3 · Stretching a word into its sounds

The other trick is stretching a word out into its sounds, one by one. The grown-up name for stretching a word into its sounds is **segmenting** (say: *seg-men-ting*).

Listen to *cloudy*. Stretch it out: *c-l-ou-d-y*. Count on your fingers: c (1), l (2), ou (3), d (4), y (5). Five sounds! So *cloudy* gets five sound boxes, with one counter in each box.

The tricky bit: *ou* is two letters but ONE sound. We count sounds, not letters, so the two letters *ou* share one box.

And claps are not taps! We clap the big beats — the **syllables** (say: *sil-la-buls*): *cloud-y*, 2 claps. We tap the little sounds: *c-l-ou-d-y*, 5 taps. Both counts are right; they count different things.

Segment: stretch the word into sounds



cloudy



stretch it out...



5 sounds: c-l-ou-d-y

ou is two letters but ONE sound

One counter for every sound you hear.

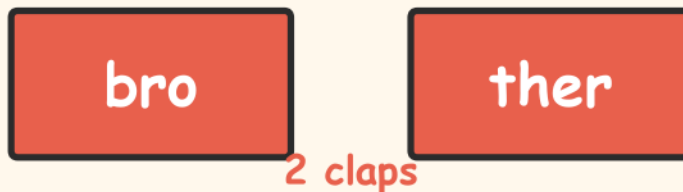
The word cloudy stretched into five sound boxes c, l, ou, d, y with a counter under each box, and the ou box coloured because two letters make one sound



One word, two ways to count



Clap the word: broth-er



Tap the sounds: b-r-o-th-er



2 claps and 5 sounds - both right!

Claps count the big beats. Taps count the little sounds.

The word brother counted two ways: 2 claps for the two big beats, and 5 taps for the sounds b, r, o, th, er



Sound boxes to fill



3 sounds

4 sounds

5 sounds

Say the word slowly. Push one counter into each box.



counters

Blank sound boxes to fill: 3 boxes for rain, 4 boxes for frog, 5 boxes for cloudy, with a pot of counters

Part 4 · Moving sounds about

Now the fun part: we can change a word's sounds to make new words. The grown-up name for moving sounds about is **manipulating** (say: *ma-nip-you-lay-ting*). Our sound machine has three dials: take away, swap, add.

Take away. Say *scratch*: s-c-r-a-tch, 5 sounds. Now take away the first sounds s-c-r. What is left? *atch*! You can hear atch — but it is not a word yet. Add a new first sound and it becomes one:

- atch + c = *catch*
- atch + b = *batch*
- atch + h = *hatch*

Swap the middle. Say *stack*. Swap the middle sound: a out, i in. s-t-i-ck... *stick*! One small swap, a whole new word.

Swap the first. Say *chip*. Swap the first sound ch for sh... *ship*!

Add. Say *rain*. Add a t at the start: t-r-ai-n... *train*!

Take away a sound

s-c-r gone!



scratch without the scr ...



atch

You can hear atch - but it is not a word yet!

Add a new first sound to make a word.



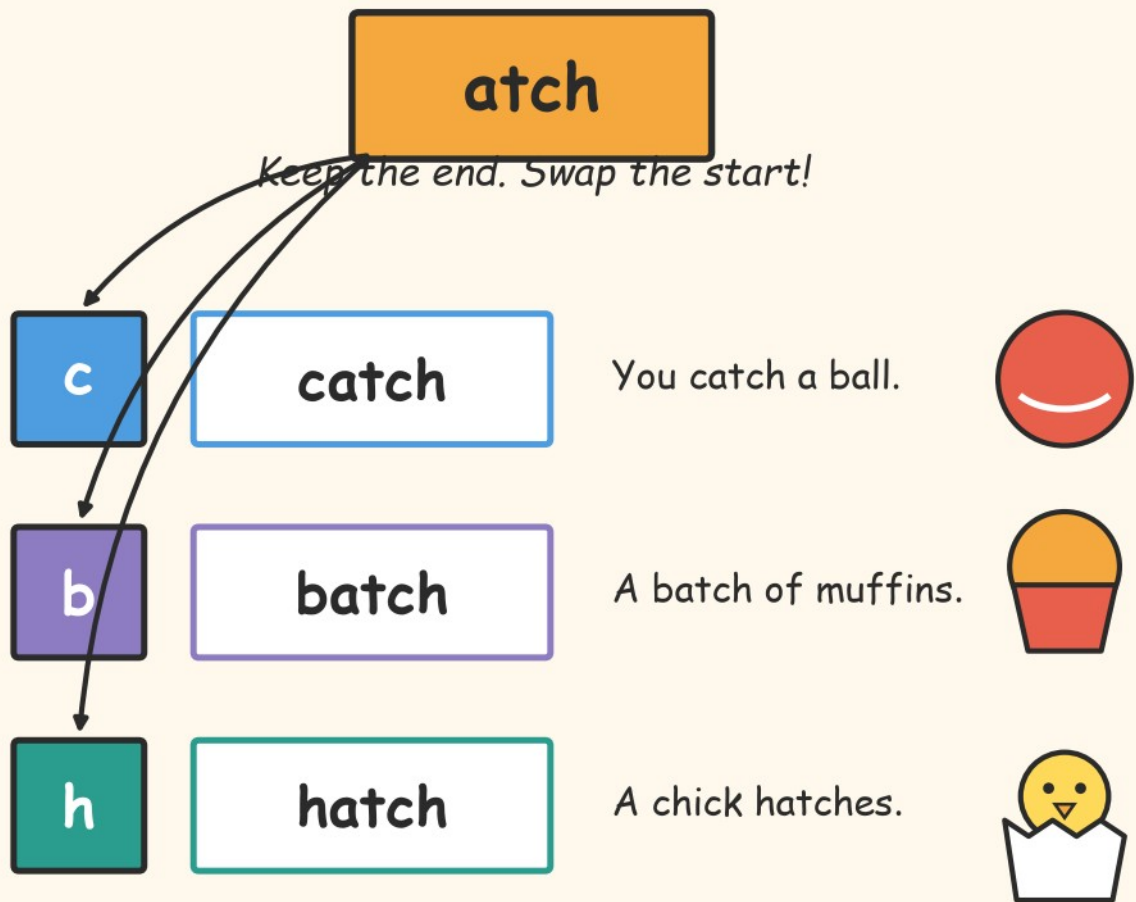
atch + c = catch

atch + b = batch

atch + h = hatch

The word scratch in sound cards s, c, r, a, tch with s, c, r crossed out and floating away, leaving atch, then catch, batch and hatch below

Swap the first sound: the -atch family



Three words, one shared sound: atch.

The atch family: adding c, b or h in front of atch makes catch, batch and hatch, shown with a ball, a batch of muffins and a hatching chick

Swap the middle sound



stack s t a ck

swap a for i



stick s t i ck

Only the middle sound changed:

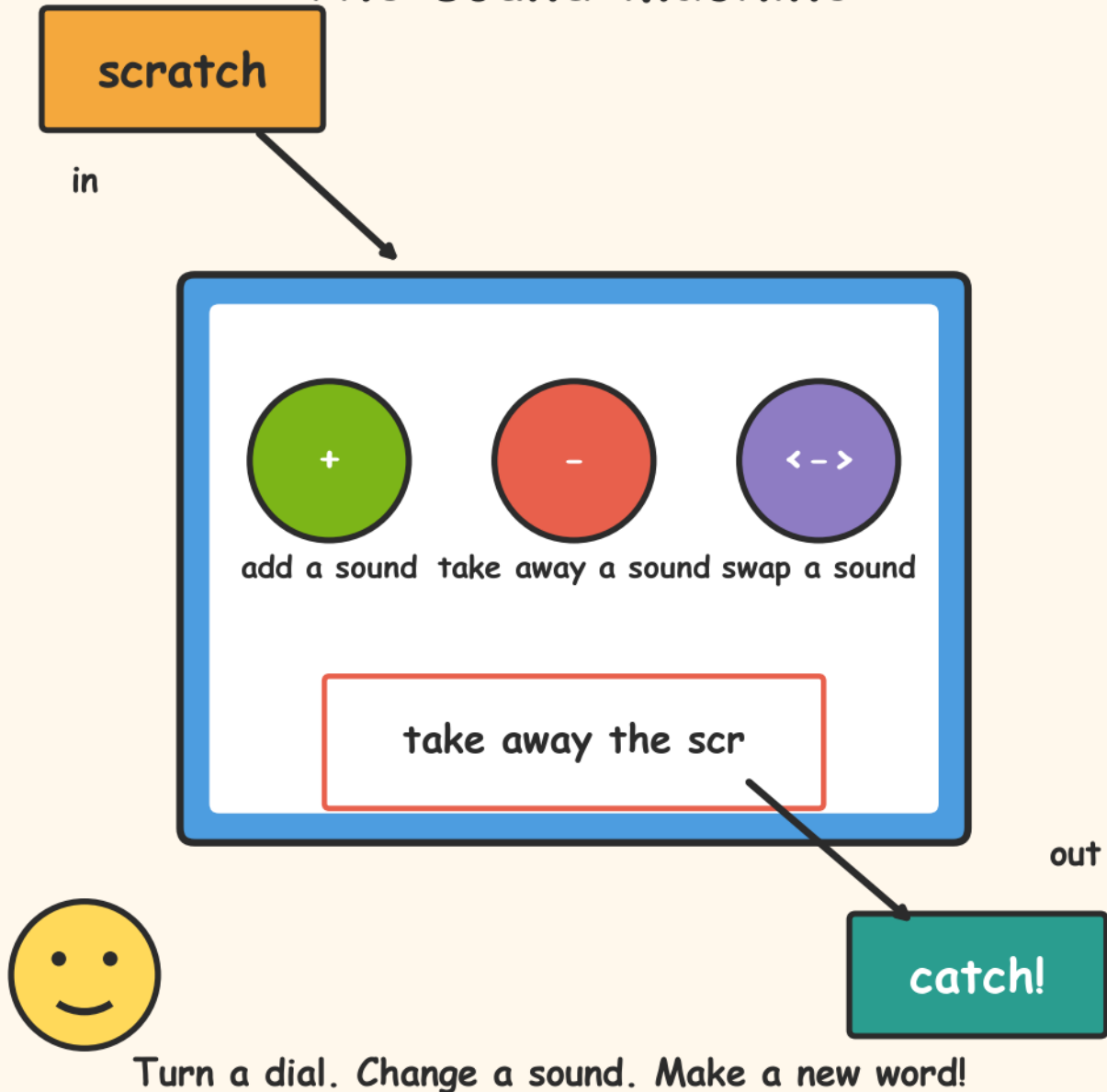
s-t-a-ck ... s-t-i-ck

stack becomes stick!

One small swap, a whole new word.

Sound boxes for stack and stick showing only the middle sound changing: s, t, a, ck becomes s, t, i, ck

The sound machine



A sound machine with three dials — add a sound, take away a sound, swap a sound — taking in the word scratch and giving out the word catch

Part 5 · Why we play with sounds

Reading and spelling are the same sounds, going different ways.

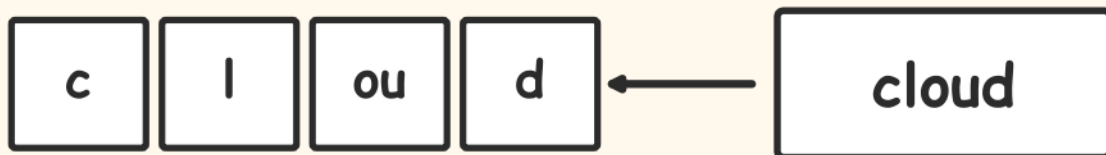
- To **read**, blend: push the sounds together.
- To **spell**, stretch: one box for each sound, then give each sound its letter or letters.

And when you can take away, swap and add sounds, a long new word does not scare you — you can hear the little bits in it.

Why we play with sounds



Blend: sounds make a word. That helps you READ.



Segment: a word makes sounds. That helps you WRITE.

And when you change sounds, you find word friends:

catch - batch - hatch

Top: sound cards s, p, oo, n blended with an arrow into the word spoon, which helps reading; bottom: the word cloud stretched with an arrow into four sound boxes c, l, ou, d, which helps writing; plus the word family catch, batch, hatch

Chant · A Cloudy Day — read it aloud together. Then clap the 2 beats of *cloud-y* and tap the 5 sounds of *c-l-ou-d-y*.

Up the hill we go, my brother and me. A big white cloud is all we can see. The wind blows hard. The rain comes down. It splashes the puddles all over the town.

Chant time



A Cloudy Day

Up the hill we go, my brother and me.

A big white cloud is all we can see.

The wind blows hard. The rain comes down.

It splashes the puddles all over the town.



Listen for words you can stretch into sounds.

Chant card with the four lines of A Cloudy Day above a cloud and raindrops

Chant • The Sound Machine — read it aloud together and act out turning the dials with your hands.

My sound machine goes hum, hum, hum. In goes a word, and a new word will come! In goes scratch. Take away the scr. Out comes catch! Out comes hatch! Take away, swap, or add - what fun! The sound machine is never done!

Chant time



The Sound Machine

My sound machine goes hum, hum, hum.

In goes a word, and a new word will come!

In goes scratch. Take away the scr.

Out comes catch! Out comes hatch!

Take away, swap, or add - what fun!

The sound machine is never done!



Say a word - change a sound!

Chant card with the six lines of *The Sound Machine* above three dial buttons — add, take away, swap — and a smiling face

We do it together

Example 1 — blend (with help). I say the sounds; you push them together, and say the whole word fast at the end.

- s-p-oo-n → *spoon* (4 sounds)
- b-r-o-th-er → *brother* (5 sounds)

Example 2 — stretch (with help). Stretch *cloudy* into its sounds: c-l-ou-d-y. Five sounds, five boxes. The ou box holds two letters making one sound. Push one counter into each box as you say each sound.

Example 3 — take away (with help). *scratch* without the s-c-r? Say it: s-c-r-a-tch. Now keep only a-tch. *atch*! Not a word — so add a first sound: c makes *catch*, b makes *batch*, h makes *hatch*. The -atch family!

Example 4 — swap (with help). *stack*: swap the middle sound a for i → s-t-i-ck, *stick*. *chip*: swap the first sound ch for sh → *ship*.

Example 5 — on your own. Blend r-ai-n-b-ow → ? Then take away the first sound of *train* (t-r-ai-n) → ? Check with your partner. (*rainbow*; *rain*)

Now you try

With help

Q1 · Blend these sounds into a word. (a) sh-i-p (b) ch-i-p (c) m-oo-n

Q2 · Count the sounds on your fingers. (a) frog (b) cloud

Q3 · Stretch *stick* into sound boxes. How many boxes do you need?

Q4 · Stretch *rain*. How many sounds? Which box holds two letters making one sound?

Q5 · Say *scratch*. Take away the s-c-r. What is left? Now add h to make a word.

Q6 · Match each word to its picture. catch · batch · hatch ↔ a ball you catch · a batch of muffins · a chick hatching

Q7 · Swap the middle sound of *stack* (a → i). What is the new word?

On your own

Q8 · Blend. (a) s-p-l-a-sh (b) star word: b-r-igh-t

Q9 · *cloud* and *cloudy*. (a) How many sounds in cloud? (b) How many in cloudy? (c) In cloudy, which box holds two letters making one sound?

Q10 · *brother*. Tap the little sounds — how many? Clap the big beats — how many?

Q11 · Take away the first sound. (a) coat (b) train (c) frog

Q12 · Swap a sound to make a new word. (a) chip: swap the first sound (ch → sh) (b) hatch: swap the first sound (h → m) (c) stick: swap the middle sound (i → a)

Q13 · Make your own. Pick a word. Change one sound — take away, swap or add. Say the new word to your partner.

Q14 · My turn. What is the funniest word change you made today? Say the old word, say the new word, and say what you changed. Write or draw your favourite in your book.

My turn



Draw how sounds help you

When I meet a new word, I can

Sounds help me because



My turn page: a draw box and two writing lines — When I meet a new word, I can; Sounds help me because

Answers

- Q1 (a) ship (b) chip (c) moon
- Q2 (a) frog: f-r-o-g, 4 sounds (b) cloud: c-l-ou-d, 4 sounds
- Q3 s-t-i-ck: 4 boxes (the ck is two letters, one sound)
- Q4 r-ai-n: 3 sounds; the ai box
- Q5 atch; hatch
- Q6 catch–ball; batch–muffins; hatch–chick
- Q7 stick
- Q8 (a) splash (b) bright
- Q9 (a) 4 (b) 5 (c) the ou box
- Q10 5 taps; 2 claps
- Q11 (a) oat (b) rain (c) log
- Q12 (a) ship (b) match (c) stack
- Q13 Answers will be different. Check: one sound changed, and the new word is a real word.
- Q14 Answers will be different.

How the answers work

Teacher-facing notes; the professional metalanguage is used freely here.

Phoneme counts and notation. Hyphen strings are phoneme strings (VCAA style): one unit per phoneme, graphemes of more than one letter kept together. sun /s ʌ n/ 3; spoon /s p uː n/ 4; brother /b r ə ð ə/ 5 phonemes, 2 syllables; cloudy /k l aʊ d i/ 5, 2 syllables; scratch /s k r æ tʃ/ 5; catch, batch, hatch /- æ tʃ/ 3; stack, stick /s t æ k/ 4; cloud /k l aʊ d/ 4; rain /r eɪ n/ 3; train /t r eɪ n/ 4; rainbow /r eɪ n b oʊ/ 6; bright /b r aɪ t/ 4; splash /s p l æ ʃ/ 5; ship, chip 3; frog /f r ɒ g/ 4; log 3; coat /k oʊ t/ 3; oat /oʊ t/ 2; moon /m uː n/ 3. Graphemes in play: vowel digraphs and trigraphs ou, ai, igh, oa, oo; consonant digraphs and trigraphs th, sh, ch, ck, tch; blends scr-, spl-, br-. Letter patterns are *named* here only where a box holds two letters for one sound; they are formally taught for spelling in 4D.

Why deleting ‘scr’ is the Level 2 bar. VC2E1LY03 already had children manipulating single phonemes and blends. VC2E2LY03’s elaboration .E02 deletes the three-phoneme onset /s k r/ and substitutes new onsets onto the rime /ætʃ/ — onset–rime work with a complex onset, which is what “increasingly complex words” means at Level 2. Holding /ætʃ/ in mind with no onset is true phoneme-level manipulation, not whole-word rhyming. Use the fact that *atch* is a speakable rime but not a word to sharpen the “is it a word?” ear: English syllables want an onset.

Accent frame. Counts are speaker-relative. Where a child’s accent merges or drops a phoneme (for example /r/ in some speakers’ *brother*), the child’s own pronunciation is the data; the skill is hearing structure in one’s own speech, not matching a prescribed accent. The tasks above were chosen to be stable across mainstream Australian accents.

Scaffold ladder. Examples 1–4 are modelled with the teacher’s voice and the figures; *With help* Q1–7 reuse the same word shapes; *On your own* Q8–13 add a stronger blend (spl-), a three-letter vowel grapheme (igh) and two-letter counters (ck); Q13 reverses direction so the child generates the change; Q14 is the section’s reasoning/response prompt — accept any real-word change with the changed phoneme named, spoken or drawn.

Segmenting vs letter-counting. The classic error is counting letters (5 in *stack*). The ou, ai and ck boxes are the tell: one box per sound, letters go in afterwards. Sound boxes hold phonemes; spelling choices are 4D’s territory.

Handoffs. The graphemes children meet orally here (ai, igh, ou, oa, oo, tch, ck) are exactly the patterns 4D teaches for spelling, and 4G then reads them fluently; next year VC2E3LY03 takes blending, segmenting and manipulating into multisyllabic words with complex letter patterns. No cross-curriculum priorities content is referenced or required by this CD.

Phonic knowledge: vowel digraphs, long vowel patterns, consonant blends, silent letters

Curriculum focus (teacher)

Section	4D · Chapter 4 — Literacy: speaking and listening, decoding and fluent reading
Owens	VC2E2LY04 · strand Literacy · sub-strand Phonic and word knowledge
Draws on	VC2E2LY04.E01 VC2E2LY04.E02 VC2E2LY04.E03 — none excluded (§2A does not touch this CD; all three elaborations are live)
Assumes	Level 1 phonic knowledge: short vowels, common long vowels, consonant blends and digraphs in one- and two-syllable words (VC2E1LY04); letter-sound knowledge (VC2E1LY05); high-frequency words (VC2E1LY07); oral blending, segmenting and manipulating, which 4C recurs this year (VC2E2LY03)
Hands to	4E: words not fully decodable from sound, with context to disambiguate (VC2E2LY05); 4F prefixes and suffixes on known bases (VC2E2LY06); 4G reading with phrasing, fluency and self-correcting (VC2E2LY07); Level 3: multisyllabic words with complex letter patterns (VC2E3LY03) and spelling with less common patterns (VC2E3LY05)

Content description (verbatim from the authority export). Students learn to:

use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge)

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY04.E01	reading words with digraphs where one letter is not pronounced (for example, ‘knife’ and ‘thumb’) and using them in writing	Example 6 · Figure 4d_silent_letters.png · Q6, Q7, Q10
VC2E2LY04.E02	providing the sounds for less common sound–letter matches (for example, ‘ight’) and using them in writing	Example 4 · Figure 4d_ight_family.png · Q4, Q8, Q12
VC2E2LY04.E03	reading words with vowel digraphs (‘ee’, ‘oo’, ‘ai’, ‘ay’ and ‘ea’)	Examples 1–3 · Figures 4d_vowel_digraph_chart.png, 4d_ai_ay_rule.png, 4d_oo_two_sounds.png · Q1–Q3, Q7, Q9

Scope (binding, from the §3 chapter notes). 4D carries the new phonic content of the decoding spine (4C → 4D → 4E → 4F → 4G). It assumes Level 1 phonics (VC2E1LY04: short vowels, common long vowels, blends and digraphs in one- and two-syllable words) and recurses on “increasingly complex words” — the Level 2 verb. New here: the vowel digraphs ee, oo, ai, ay, ea; less common long-vowel spellings (the ight family); consonant blends extended to three-letter blends; silent letters (knife, thumb and their families). Two hard boundaries: **multisyllabic words with complex letter patterns are Level 3** (VC2E3LY03) — the two-syllable stretch words in Q12 (rainy, sleepy,

moonlight) are built only from patterns already taught; and **words not fully decodable from sound** (one, once, only, lone) belong to 4E (VC2E2LY05), not here. The CD says “read and write”: every pattern family is also written (Q7, Q8, Q10, Q11).

Term note (CONTESTED_TERMS Rule 1). VCAA uses *vowel digraph* without defining it. This section treats it operationally as *two letters together that spell one vowel sound*, following the curriculum’s own list (ee, oo, ai, ay, ea); the status of *y* in *ay* as a vowel letter is the curriculum’s classification, not a phonetic claim. The same operational care applies to *consonant blend* (two or three consonant letters together whose sounds are all heard) and *silent letter* (a letter written but not pronounced). All terms are defined at first use in the student text.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_4d.py`); the only words above the ceiling are the CD’s own terms *digraph* and *consonant*, defined at first use and exempt per WORD_LEVEL_POLICY Rule 2. All texts in the section are original, including the story *The night train*. No apostrophes for contractions or possession appear in student-facing text (apostrophes are Level 3 content, VC2E3LA12); VCAA’s quoted wording keeps its own punctuation in this teacher block only.

Teaching sequence (teacher)

One sequence, six episodes (about 6×20 –30 minutes). Figures live in `diagrams/`; all are original.

Episode 1 — Sounds and letters (hook). Write *sheep* large. Ask: how many sounds do you hear? (sh–ee–p: three.) How many letters do you see? (five.) Something is going on — some letters work together to spell one sound. Project Figure `4d_sound_letter_map.png`. Define phoneme and grapheme. Say: this section teaches new ways that letters spell sounds.

Episode 2 — Vowel digraphs. Read the “What we are learning” block with the class. Work through Figure `4d_vowel_digraph_chart.png` chorally: say the sound, then read the words. Model the think-aloud: “*I see ee in sheep. I know ee spells long e. sh–ee–p ... sheep.*” Then Example 2 (the ai/ay position rule, Figure `4d_ai_ay_rule.png`) and Example 3 (the two sounds of oo, Figure `4d_oo_two_sounds.png`). Oral check: call a word; children hold up the right digraph card.

Episode 3 — The ight family. Teach ight as one known part that says /ite/ (rhymes with kite). Build the family orally first — that is 4C’s blending skill put to work — then on Figure `4d_ight_family.png`. Note the letters that are written but not sounded (gh) as the bridge to Episode 5. Model writing: dictate light, night, bright.

Episode 4 — Consonant blends. Quick revision of two-letter blends from Level 1 (stop, frog, clap, swim, drum), then teach three-letter blends with Figure `4d_blends_chart.png`: str, spr, spl, scr. Keep the contrast alive: in a blend you hear every sound; in a digraph the letters make one new sound. Children segment *street* orally (s–t–r–ee–t) before reading it.

Episode 5 — Silent letters. Example 6 with Figure `4d_silent_letters.png`: knife and thumb first (VCAA’s own examples), then the kn family, the mb family, and wr as the stretch. Children read each word, name the silent letter, and write the words — the CD’s “using them in writing”.

Episode 6 — Read and write it all. Shared reading of *The night train* (Figure `4d_model_text.png`): children hunt and name the pattern words. Then writing: each child writes one sentence with a digraph word and one with a blend or a silent-letter word (Q11). Scaffolded practice (Q1–Q6) suits same-day consolidation; unscaffolded (Q7–Q12) and the Say how prompt suit the following day.

Differentiation notes. Emerging readers: keep to the oral and picture-supported tasks (Q1–Q4, the figures) and let them point to the patterns in *The night train*. Extend confident readers with the wr family, the Q12 stretch words, and by having them spot a blend and a digraph in their own reading book and say which is which.

What we are learning

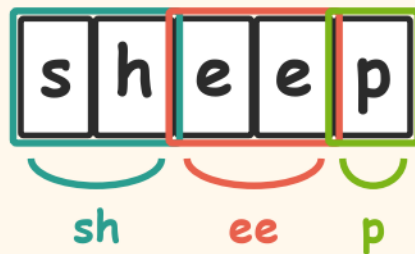
Words are made of sounds. When we read, we look at letters and say the sounds. When we write, we say the sounds and write the letters.

Here are two names we will use:

- Each sound in a word is a **phoneme**. The word **sheep** has three sounds: **sh** – **ee** – **p**.
- The letter or letters that spell a sound are a **grapheme**. In **sheep**, the letters **sh** spell one sound, the letters **ee** spell one sound, and the letter **p** spells one sound.

Sounds and letters

How many sounds do you hear in sheep?



Three sounds. Five letters!

3 sounds

5 letters

Some letters work together to spell one sound.

The word sheep split into three parts, sh, ee and p, with the sound for each part under it

You know the vowels: **a, e, i, o, u**. The other letters are **consonants**.

A **digraph** is two letters that work together to spell one sound. In **sheep**, the **ee** is a digraph. Here are four new things to learn:

1. **Vowel digraphs** — two letters that spell one vowel sound
2. **The ight family** — a new way to spell the long i sound
3. **Consonant blends** — three letters together, and you hear every sound
4. **Silent letters** — letters that are written but say nothing

Here we go!

Examples to look at

Example 1 — vowel digraphs: two letters, one vowel sound (read aloud together)

A **vowel digraph** is two letters together that spell one vowel sound. Read the table with your teacher. Say the sound, then say the words.

Vowel digraph	The sound it spells	Words to read
ee	long e	see · tree · sheep · green · sleep
oo	long oo	moon · food · spoon · cool · boot
ai	long a	rain · train · paint · tail · wait
ay	long a	play · day · tray · stay · spray
ea	long e	sea · tea · eat · leaf · peach

Vowel digraphs — two letters, one sound

digraph	sound	words to read
ee	long e	see tree sheep green sleep
oo	long oo	moon food spoon cool boot
ai	long a	rain train paint tail wait
ay	long a	play day tray stay spray
ea	long e	sea tea eat leaf peach

A chart of the five vowel digraphs with the sound each one spells and words to read

Example 2 — ai in the middle, ay at the end (read aloud together)

ai and **ay** spell the same sound: long a. There is a good rule to help you:

- **ai** sits in the middle of a word: **rain**, **train**, **paint**.
- **ay** sits at the end of a word: **play**, **day**, **tray**.

ai and ay both spell long a

ai sits in the middle

r a i n

t r a i n

p a i n t

ay sits at the end

p l a y

d a y

t r a y

ai in the middle · ay at the end

Two groups of words, ai words with ai in the middle and ay words with ay at the end

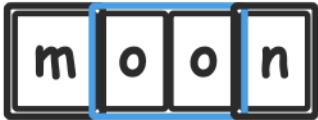
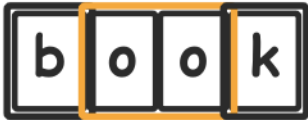
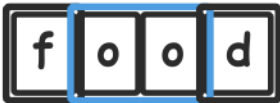
Example 3 — oo has two sounds (read aloud together)

oo most often spells the long sound in **moon**: **moon**, **food**, **spoon**.

oo can also spell a short sound, like the sound in **book**: **book**, **look**, **foot**.

When you see **oo**, try the long sound first. If the word does not sound right, try the short sound.

oo has two sounds

the long sound	the short sound
	
	
	

Try the long sound first!

The two sounds of oo, the long sound in moon and the short sound in book, with words for each one

Example 4 — the ight family: a new way to spell long i (read aloud together)

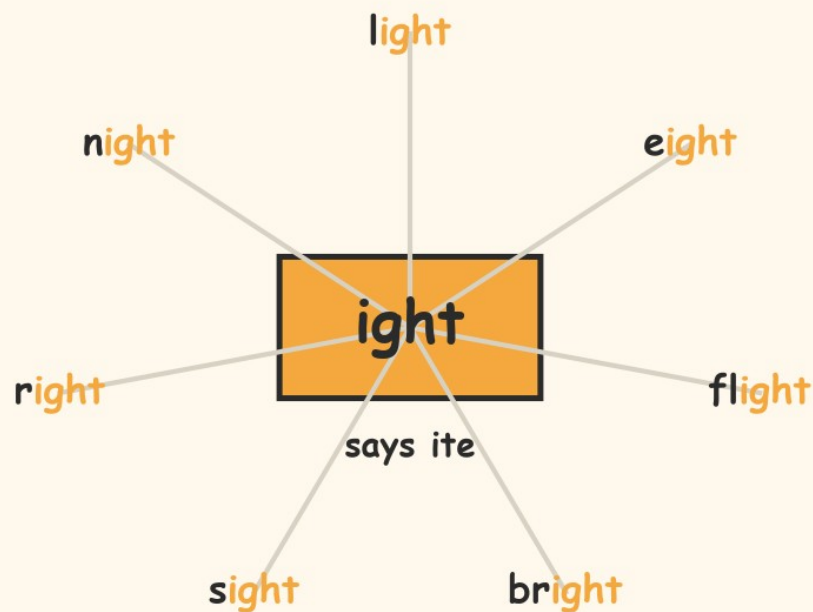
You know the long i sound in **kite**. Here is a new way to spell it: **igh**. The letters **ight** work as one part. They say **ite**.

Read the ight family out loud:

light · night · right · sight · bright · flight · eight

Look! The **gh** is there, but it spells no sound.

The ight family — a new way to spell long i



The gh is there, but it says no sound.

The ight family, with the letters ight in the middle and seven words that end in ight around them

Example 5 — consonant blends: hear every sound (read aloud together)

A **blend** is two or three consonants together. In a blend, you can hear every sound. That is not like a digraph! In the digraph **ee**, two letters make one new sound. In the blend **st**, you hear the **s** and you hear the **t**.

Two-letter blends from last year: **stop** (st) · **frog** (fr) · **clap** (cl) · **swim** (sw) · **drum** (dr)

New three-letter blends: **street** (str) · **spring** (spr) · **splash** (spl) · **scrub** (scr)

Say the sounds, then blend them: **s – t – r – ee – t** → **street**.

Consonant blends — hear every sound!

two-letter blends

st	s	t	o	p
fr	f	r	o	g
cl	c	l	a	p
sw	s	w	i	m
dr	d	r	u	m

three-letter blends

str	s	t	r	e	e	t
spr	s	p	r	i	n	g
spl	s	p	l	a	s	h
scr	s	c	r	u	b	

In a blend you hear every sound. In a digraph, the letters make one new sound.

Two-letter and three-letter consonant blends with words, showing every sound you can hear

Example 6 — silent letters: written but quiet (read aloud together)

A **silent letter** is a letter that is written but makes no sound.

- **knife** — the **k** is silent. The **kn** says **n**. More kn words: **knee, knock, knot, know**.
- **thumb** — the **b** is silent. The **mb** says **m**. More mb words: **comb, lamb, climb, crumb**.
- **write** — the **w** is silent. The **wr** says **r**. More wr words: **wrist, wrong**.

Silent letters — written but quiet



knee · knock · knot · know

the k is silent · kn says n



comb · lamb · climb · crumb

the b is silent · mb says m



wrist · wrong

the w is silent · wr says r

Say the word. Name the quiet letter. Write the word.

The words knife, thumb and write with the silent letter crossed out, and more words for each family

Example 7 — read it all: The night train (read aloud together)

Your teacher will read this story first. Then read it together. Then hunt the pattern words.

The night train

The sun is down. It is night. Meg and Ben get on the train. The train goes fast in the rain. They see a light. The light is bright! The sheep eat the green grass. Then the sheep sleep. Meg has a drum. Ben has a kite. A lamb sits with Meg. The lamb is soft. “Good night, sheep. Good night, lamb,” says Meg.

Hunt in the story:

Find	The words
words with ai	train, rain
words with ee	see, sheep, sleep, green
a word with ea	eat
words with igh	night, light, bright
words with a blend	train (tr), grass (gr), drum (dr), fast (st)
a word with a silent letter	lamb (the b is silent)

The night train

The sun is down. It is **night**.

Meg and Ben get on the **train**.

The **train** goes **fast** in the **rain**.

They **sheep** a **light**. The **light** is **bright**!

The **sheep** **eat** the **green** **grass**.

Then the **sheep** **sleep**.

Meg has a **drum**. Ben has a kite.

A **lamb** sits with Meg. The **lamb** is soft.

"Good **night**, **sheep**. Good **night**, **lamb**," says Meg.

 ai

 ee

 ea

 igh

 blend

 silent letter

The story The night train on a reading card, with the pattern words in colour

Practice

Try together

Q1. Sort the word cards into the five boxes. Say each word as you sort it.

Sort the word cards

bee	moon	rain	play
sea	sleep	spoon	train
day	tea	boot	wait

ee

oo

ai

ay

ea

Say each word. Which box does it go in?

Word cards to sort into five boxes labelled ee, oo, ai, ay and ea

Cards: bee · moon · rain · play · sea · sleep · spoon · train · day · tea · boot · wait

Q2. Fill each gap with **ai** or **ay**: (a) r _ _ n · (b) pl _ _ · (c) tr _ _ n · (d) d _ _ · (e) p _ _ nt · (f) st _ _

Q3. Fill each gap with **ee** or **ea**: (a) gr _ _ n · (b) t _ _ (a drink) · (c) sl _ _ p · (d) l _ _ f · (e) s _ _ (with your eyes) · (f) p _ _ ch (a fruit)

Q4. Read these words: **light**, **night**, **bright**, **flight**. Circle the **ight** part in each word. Then say the words out loud.

Q5. Blend or digraph? Say each word. Is the start a blend (you hear every sound) or a digraph (one new sound)? (a) stop · (b) sheep · (c) frog · (d) rain

Q6. Which letter is silent? (a) knife · (b) thumb · (c) knee · (d) comb

Try on your own

Q7. Write these words: **rain**, **moon**, **sheep**, **light**. Then write one sentence using one of the words.

Q8. Write three words from the **ight** family. Use one of them in a sentence.

Q9. Write each word in the right box: **boot** · **tray** · **peach** · **spray** · **tree** · **wait**. The boxes are ee, oo, ai, ay and ea.

Q10. Write these words. Underline the silent letter in each one: **knock**, **lamb**, **write**, **knot**.

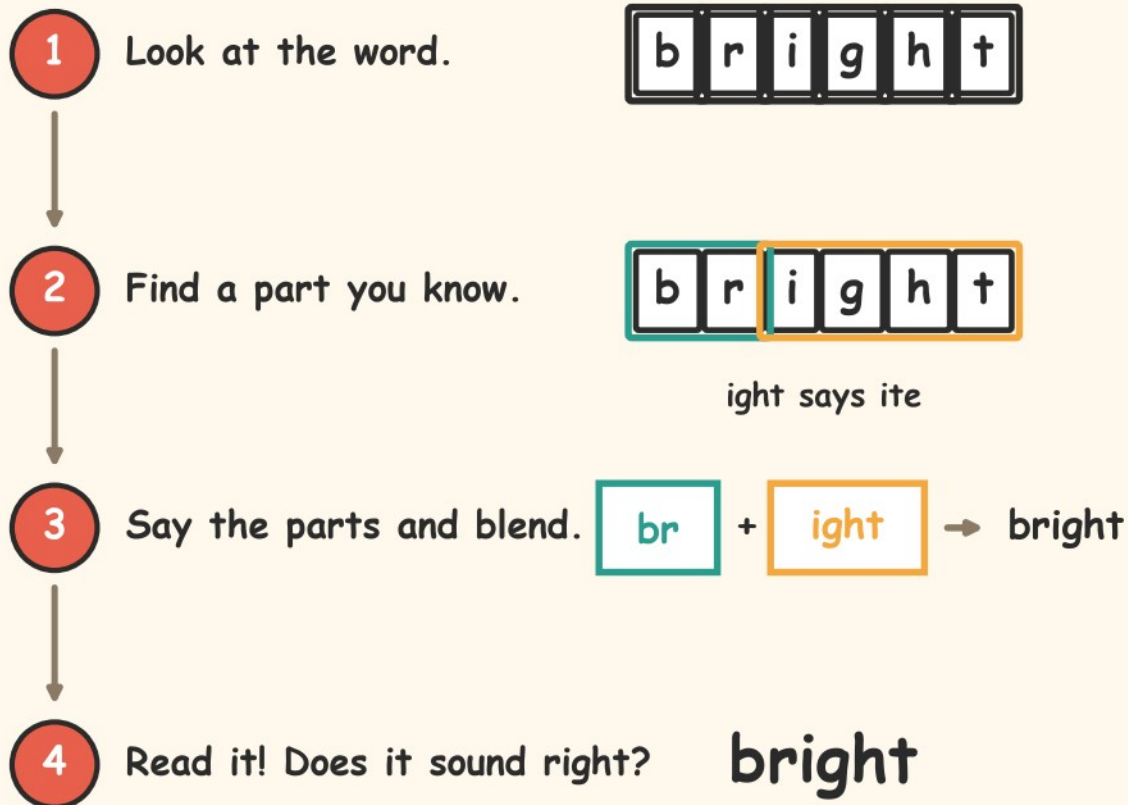
Q11. Write a short sentence about the night. Use two pattern words from this page.

Q12. Stretch: read these long words. What parts do you know? **rainy** · **sleepy** · **moonlight**

Say how

Look at the word **bright**.

How do you read a new word?



Four steps to read a new word, with the word bright worked as an example

How do you read it? Say the steps out loud to a friend. Use the words **sound**, **letter**, **blend** or **part**.

Here is a start: *I see the part ____ . I know it says ____ . So I read ____ .*

Then ask your friend: how do you read **splash**? Listen to their steps.

Answers (teacher)

Examples. Example 3: oo says the long sound in moon and the short sound in book. Example 4: light, night, right, sight, bright, flight, eight — the gh is written but not sounded. Example 7 (*The night train* hunt): ai — train, rain; ee — see, sheep, sleep, green; ea — eat; igh — night, light, bright; blends — train (tr), grass (gr), drum (dr), fast (st); silent letter — lamb (b).

Try together. Q1. ee: bee, sleep · oo: moon, spoon, boot · ai: rain, train, wait · ay: play, day · ea: sea, tea. Q2. rain, play, train, day, paint, stay. Q3. green (ee), tea (ea), sleep (ee), leaf (ea), see (ee), peach (ea). Q4. All four words end in ight. Q5. stop — blend; sheep — digraph (ee); frog — blend; rain — digraph (ai). Q6. knife — k; thumb — b; knee — k; comb — b.

Try on your own. Q7. rain, moon, sheep, light; any sensible sentence, e.g. “The sheep can see the moon.” Q8. Any three of light, night, right, sight, bright, flight, eight, plus a sentence. Q9. ee: tree · oo: boot · ai: wait · ay: tray, spray · ea: peach. Q10. knock (k), lamb (b), write (w), knot (k). Q11. Sample: “The moon is bright at night.” Award any sentence about the night that uses two pattern words. Q12. rainy = rain + y; sleepy = sleep + y; moonlight = moon + light. Every part is a pattern from this section, and the words have two syllables.

Say how. Sample for bright: “I see the part ight. I know ight says ite. I blend br and ight, so I read bright.” Sample for splash: “s – p – l – a – sh. The first three letters are a blend; I hear every sound. splash.” Award clear steps in the child’s own words.

Spelling patterns and morphemes for words that are not predictable from sound

Curriculum focus (teacher)

Section	4E · Chapter 4 — Literacy: speaking and listening, decoding and fluent reading
Owns	VC2E2LY05 · strand Literacy · sub-strand Phonic and word knowledge
Draws on	VC2E2LY05.E01 VC2E2LY05.E02 — none excluded (§2A does not touch this CD; both elaborations are live)
Assumes	increasing high-frequency words (VC2E1LY07); Level 1 phonics — short vowels, common long vowels, blends and digraphs in one- and two-syllable words (VC2E1LY04) — and letter-sound knowledge (VC2E1LY05); the spine order 4C (VC2E2LY03) then 4D (VC2E2LY04), whose patterns this section reuses but does not teach
Hands to	4F: prefixes and suffixes on known bases (VC2E2LY06); 4G: phrasing, fluency, monitoring and self-correcting (VC2E2LY07); Level 3: spelling with less common patterns (VC2E3LY05), multisyllabic words with complex letter patterns (VC2E3LY03), and most high-frequency words including homophones (VC2E3LY06)

Content description (verbatim from the authority export). Students learn to:

use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY05.E01	using known words and knowledge of spelling patterns and morphemes to write unknown words, for example ‘one’, ‘once’, ‘only’ and ‘lone’	Example 3 · Figures 4e_one_family.png, 4e_family_blanks.png, 4e_word_hunt.png · Q2, Q3, Q6
VC2E2LY05.E02	using context to read the correct word when an unknown word has more than one plausible pronunciation	Example 4 · Figures 4e_two_sounds.png, 4e_context_clues.png · Q5

Scope (binding, from the §3 chapter notes). 4E sits in the decoding spine (4C → 4D → 4E → 4F → 4G) and owns two things: words whose spelling is not fully decodable from sound — the *one* family (one, once, only, lone) plus the tricky high-frequency words said, was, come, they, love, what, who — and using context to pick the right saying when one spelling has two plausible pronunciations. Hard boundaries: vowel digraphs and silent letters are 4D content and are only *reused* here (the ai in said, the digraphs inside story words); prefixes and suffixes on known bases belong to 4F (VC2E2LY06), and the suffix-adding generalisations are Level 3 (VC2E3LY04) — so the *one* family is taught as a known word inside longer words (the move E01 makes), never as base-plus-affix; multisyllabic words with complex letter patterns are Level 3 (VC2E3LY03); apostrophes for contractions and possession are Level 3 (VC2E3LA12) and appear nowhere in this section, in any text. The CD says “read and write”, so every family and every tricky word is

also written (Q3, Q4). For E02 the section uses read, wind, tear and close — homographs with two genuinely plausible pronunciations each — and not same-sound cases (saw) or above-ceiling words (bow).

Term note (CONTESTED_TERMS Rule 1). *Morpheme* is defined at first use in the student text as a known word part that helps us read and write a longer word; the student work stays with word families, which is Level 2's morphemic scope. *High-frequency word* is defined at first use as a word we see very often when we read and write. *Tricky word* is the operational term of this section for a high-frequency word whose letters do not all say the sounds we expect. The terms *homograph* and *homophone* appear only in this teacher block.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_4e.py`); the only words above the ceiling are the own terms of the CD and its elaborations (morphemes, predictable, pronunciation, frequency, context, unknown, lone), exempt per WORD_LEVEL_POLICY Rule 2 exemption 1, and every subject term is defined at first use (exemption 2). The story *One Windy Day* and every sentence, card and saying in this section are original. No apostrophes appear in student-facing text.

Source. VCAA VC2 English export (VC2_AS-CD-Elab_29-07-2026.csv), retrieved 2026-07-29.

Teaching sequence (teacher)

One sequence, five episodes (about $5 \times 20\text{--}30$ minutes). Figures live in diagrams/; all are original.

Episode 1 — Sounding out, and the word that spoils it (hook). Project Figure `4e_sound_it_out.png`. Sound out map, ship, frog chorally — the letters say what we expect. Then meet one: sound it out and get “w-u-nee”. Define *tricky word* and *high-frequency word*. Project Figure `4e_tricky_words.png`; read each card and its note. Model look–say–cover–write–check with one (Example 2), thinking aloud: *the o says “w” — that is the part my mind has to hold*.

Episode 2 — The one family (E01). Project Figure `4e_one_family.png`. Define *morpheme* as a known word part. Choral read: once, only, lone; children point to the letters of one inside each word. Model writing from the known word (Example 3): start with one, then build once and lone on the whiteboard; children write only from memory of the pattern. Oral check: dictate lone, once; children write them and underline the one part (or the on part in only).

Episode 3 — One Windy Day (listen and hunt). Read the story aloud from the blockquote (children follow the highlighted words on Figure `4e_story.png`). First listen: just enjoy. Second listen: raise a hand when you hear a family word. Then the word hunt, Figure `4e_word_hunt.png` (this is also Q6): pairs find and tick each word in the printed story.

Episode 4 — One spelling, two sayings (E02). Project Figure `4e_two_sounds.png`. Model the think-aloud with wind: “*The wind blew my hat off. The other words — blew, hat — tell me this is the wind that blows, so the i says the sound in win.*” Contrast You wind the clock. Repeat with read (sun/moon), tear, close. Children chorally say both sayings, then the saying the sentence needs.

Episode 5 — Practice and respond. Same day: Try together (Q1–Q3). Next day: Try on your own (Q4–Q6) and the Say why pair share. Keep Q4 as a game — the sentences are dressed up wrong and the children are the fixers.

Differentiation notes. Emerging readers and writers: keep to the oral and picture-supported work (Q1, Q5, the figures), let them write only the one family in Q3, and accept dictated or shared writing anywhere. Extend confident children by fixing the Q4 sentences from memory without rereading them, by writing a new sentence for each saying of close, and by hunting one more tricky word (the word *the* is a good provocation: nothing about it says what we expect) in their own reading book.

What we are learning

Most words we can sound out. We say the sounds and put them together, and there is the word!

But some little words do not play fair. Their letters do not all say what we think. We see these words **a lot** when we read and write, so they are called **high-frequency words** — and the tricky ones we learn to know by heart.

Here are the three big ideas:

1. **Tricky words.** A **tricky word** is a little word we see a lot, and some of its letters do not say the sounds we expect. We hold the tricky part in our mind.
2. **Word families.** A known word can be a **morpheme** — a known word part — hiding inside a longer word. If we know **one**, we already know a big part of **once**, **only** and **lone**!
3. **Two sayings.** Some words are spelled one way but said two ways. The other words in the sentence help us pick the right saying.

Examples to look at

Example 1 — sound it out: it works most of the time (read aloud together)

Say the sounds under each box, then read the word.

Sound it out — it works most of the time!

m a p

m a p



yes!

sh i p

sh i p



yes!

f r o g

f r o g



yes!

The letters say what we expect — most of the time!

But then we meet this word ...

o n e

w?

u

ee?



one

Some words are tricky.

Their letters do not play fair.



'w-u-nee'? That is not the word!

Letter boxes for map, ship and frog with a happy face under each word, then letter boxes for one with a sad face

map, ship and frog play fair. But **one** does not. If we sound it out we say “w-u-nee” — and that is not the word! Words like one are **tricky words**. We need a plan for them.

Example 2 — tricky words we see a lot (read aloud together)

These eight little words come up all the time in books. The red part is the part that does not say what we think.

Tricky words — little words we see a lot

The red part is the part that does not say what we expect.



ai says 'e' as in 'bed'



a says 'o' as in 'hot'



o says 'u' as in 'cup'



the o says 'w'!



ey says 'ay' as in 'play'



o says 'u' as in 'cup'



a says 'o' as in 'hot'



the wh says 'h'!

We see these words all the time in books —

so they are worth learning well!

Eight tricky word cards: said, was, come, one, they, love, what and who, with the tricky part of each word in red

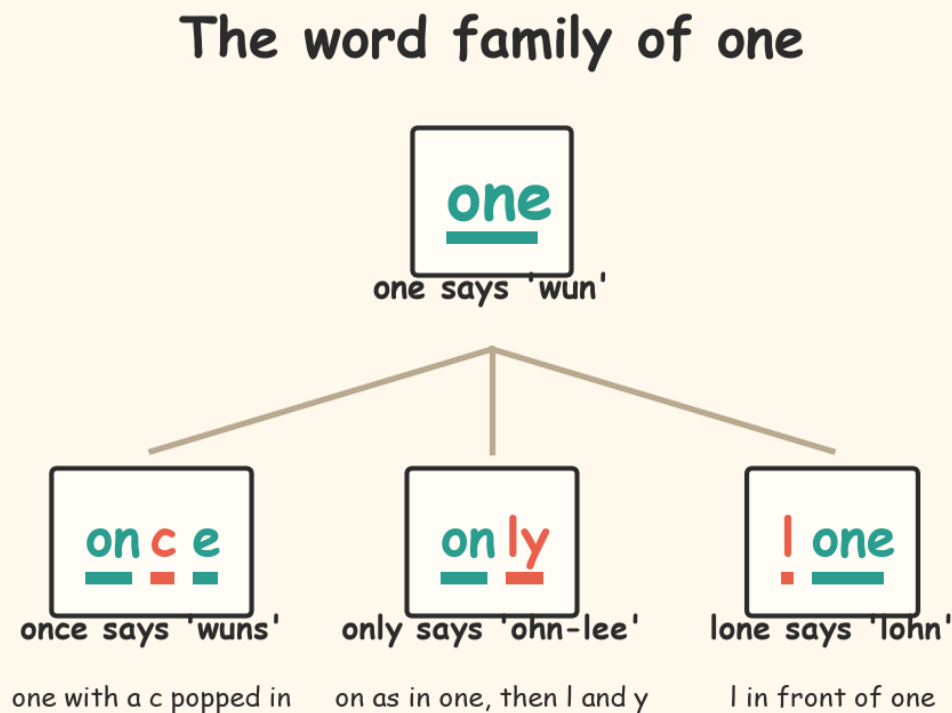
The plan is called **look, say, cover, write, check**:

1. **Look** at the word. Say it out loud.
2. **Say** the tricky part to yourself. (*In one, the o says “w”!*)
3. **Cover** the word.
4. **Write** the word from your mind.
5. **Check** it! If it is wrong, look, say, cover, write, check again.

Watch the teacher do it with **one**: look — o, n, e, and it says “wun”; say — *the o says “w”*; cover; write — one; check — yes!

Example 3 — the one family: a known word inside new words (read aloud together)

The word **one** is a **morpheme** — a known word part. It hides inside three more words:



The sounds change — but the letters of one stay together in the family.

If you can spell one, you already know a big part of once, only and lone!

The word family of one: one at the top, and below it once, only and lone with the letters of one shown in green in each word

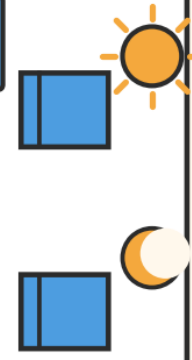
Say the three family words out loud: once, only, lone. The sounds change — but the letters of one stay together in the family. So when we write **once** or **lone**, we start with a word we already know how to spell. That is the trick: **use a known word to write an unknown word.**

Example 4 — one spelling, two sayings (read aloud together)

Some words are spelled the same but said two ways!

The same letters — two ways to say them!

The other words in the sentence help you pick which one to say.

wind The wind blew my hat off. says: the i as in win You wind the clock with a key. says: the i as in find 	read I can read my book. says: the ee as in feed Last night I read a big book. says: the e as in bed 
tear A tear fell from her eye. says: rhymes with ear Do not tear my paper! says: rhymes with air 	close Please close the door. says: ends with a z sound Stand close to me. says: ends with an s sound 

Four cards for wind, read, tear and close; each card shows the word with two sentences and the two different sayings

How do we pick the saying? **The other words in the sentence tell us.** *The wind blew my hat off.* Blew and hat tell us this is the wind outside — the i says the sound in win. *You wind the clock with a key.* Clock and key tell us the other saying — the i says the sound in find.

Example 5 — story time: One Windy Day (listen and spot)

Your teacher will read this story out loud. Listen — and spot the words in the one family!

One Windy Day

One day, Meg went to the park with her dog Pip. The wind was big. The trees were wild. “Come on, Pip!” said Meg. “We can fly the kite!” Meg had only one kite. It was a red one. Meg held the string. Pip held on too. Once the wind blew, up went the kite! Up, up, up. Over the trees. Over the pond. Then Pip saw a duck. Pip ran! The string ran through her hands. Down came the kite. It came to rest on the pond. “Oh, Pip,” said Meg. “You silly dog!” A lone duck sat on the kite. The duck did not move. Meg looked at the duck. The duck looked back. Then the duck opened its wings ... quack! ... and flew away. Meg laughed and laughed. “Well, Pip,” she said, “that was one fun day!” At home, Meg read her book about ducks. Pip went to sleep.

One Windy Day

a story to listen to — spot the words in the one family!



One day, Meg went to the park with her dog Pip.

The wind was big. The trees were wild.

"Come on, Pip!" said Meg. "We can fly the kite!"

Meg had **only one** kite. It was a red **one**.

Meg held the string. Pip held on too.

Once the wind blew, up went the kite!

Up, up, up. Over the trees. Over the pond.

Then Pip saw a duck. Pip ran! The string ran through her hands.

Down came the kite. It came to rest on the pond.

"Oh, Pip," said Meg. "You silly dog!"

A **lone** duck sat on the kite. The duck did not move.

Meg looked at the duck. The duck looked back.

Then the duck opened its wings ... quack! ... and flew away.

Meg laughed and laughed.

"Well, Pip," she said, "that was **one** fun day!"

At home, Meg read her book about ducks. Pip went to sleep.



The story *One Windy Day* printed on a card, with the words *One*, *only*, *one*, *Once* and *lone* shown in green

We notice together:

- Which family word did we hear the most? (**one** — four times!)
- Which tricky word did we hear when Meg talked? (**said**)
- Did we hear a word with two sayings? (**wind** — and in this story it is the blowing kind!)

Practice

Try together

Q1. Say each word out loud. Does it play fair, or is it tricky? Draw a line from each card to its box.

Task 1 — Sort the words

Say each word out loud. Where does it go?

sun
—

said
—

map
—

was
—

ship
—

one
—

frog
—

come
—

Draw a line from each card to its box.

You can sound it out

Tricky! Hold it
in your mind

Task 1: eight word cards — sun, said, map, was, ship, one, frog, come — and two boxes to sort them into

Q2. Write a family word on each line. Each word is used one time.

Task 2 — Pick the right family word

word bank: one once only lone

1. Meg had _____ one kite.

2. _____ the wind blew, up went the kite!

3. A _____ duck sat on the kite.

4. Meg had only _____ kite.

Write a family word on each line. Each word is used one time.

Task 2: four sentences with a blank in each, and a word bank with one, once, only and lone

Q3. Look, say, cover, write, check! Write each word in the boxes. Watch the pink part as you write.

Task 3 — Look, say, cover, write, check

Look at the word. Say it. Cover it. Write it in the boxes. Check it!

said

s ai d

the ai says 'e' as in 'bed'

was

w a s

the a says 'o' ... and the s says 'z'!

come

c o me

the o says 'u' as in 'cup'

one

o ne

the o says 'w' — one starts with a w sound!

The pink box is the tricky part. Watch it as you write!

Task 3: the words said, was, come and one in letter boxes, with the tricky part of each word in a pink box

Try on your own

Q4. Find and fix! Each sentence has a word spelled the wrong way. Write the sentence again with the word fixed.

1. Mum sayd yes.
2. It wuz a fun day.
3. Coom and play!
4. I luv my dog.
5. Thay went to the park.
6. We had onl one kite.

Q5. Read each sentence. Draw a line to the picture that matches. Then say the word out loud the right way.

Task 5 — Which saying fits?

Read each sentence. Draw a line to the picture that matches. Then say the word out loud.

wind	The wind blew my hat off.	
	You wind the clock with a key.	
read	I can read now.	
	Last night I read a big book.	

Ask a friend: did you both say the words the same way?

Task 5: sentences for wind and for read, with pictures to match each sentence to — wind blowing, a clock with a key, a book in the sun and a book at night

Q6. Word hunt! Find these words in *One Windy Day*. Tick each box when you find one.

Task 6 — Word hunt in One Windy Day

Find these words in the story. Tick each box when you find one.

☐	<u>one</u>	a family word	☐	<u>once</u>	a family word
☐	<u>only</u>	a family word	☐	<u>lone</u>	a family word
☐	s ai d	a tricky word	☐	w a s	a tricky word
☐	c o me	a tricky word	☐	<u>wind</u>	the word with two sayings
☐	<u>read</u>	the word with two sayings			



Task 6: a tick list of nine words to find in the story — one, once, only, lone, said, was, come, wind and read

Say why

Pick one tricky word we met today. Tell a friend about it. Start like this:

My word is _____. It is tricky because _____. I will remember it by _____.

Then ask your friend: which word will you remember, and how?

Answers (teacher)

Examples. Example 1: map, ship, frog are decodable with Level 1 and 4D patterns; one is not — its o says /w/.

Example 2: the tricky parts are ai in said (says /e/), a in was (says /o/ and the s says /z/), o in come and love (says /u/), o in one (says /w/), ey in they (says /ai/), a in what (says /o/), wh in who (says /h/). Example 3: once and lone contain the letters of one; only begins with the same letters (on) — accept either description at this level, and note that the sounds change while the pattern holds. Example 4: context does the work — blew/hat versus clock/key; last night versus I can now. Example 5 (One Windy Day): one ×4 (One day; only one kite; a red one; one fun day), only ×1, once ×1, lone ×1; said ×3; wind ×2 (the blowing saying both times).

Try together. Q1. Sound it out: sun, map, ship, frog. Tricky: said, was, one, come. Q2. 1 only · 2 Once · 3 lone · 4 one. Q3. said (ai says /e/), was (a says /o/, s says /z/), come (o says /u/), one (o says /w/).

Try on your own. Q4. 1 Mum said yes. · 2 It was a fun day. · 3 Come and play! · 4 I love my dog. · 5 They went to the park. · 6 We had only one kite. Q5. The wind blew my hat off → the wind picture (i as in win). You wind the clock with a key → the clock picture (i as in find). I can read now → the book in the sun (ee as in feed). Last night I read a big book → the book at night (e as in bed). Q6. All nine words appear: one ×4, once ×1 (Once the wind blew), only ×1, lone ×1 (A lone duck), said ×3, was ×3, come ×1 (Come on, Pip), wind ×2, read ×1 (Meg read her book — the past saying, a good talk-about moment).

Say why. Award any true reason and any honest memory hook, e.g. “My word is one. It is tricky because the o says w. I will remember it by the one family — once, only, lone.” The reasoning, not the spelling of the response, is what is being assessed here.

Morphemic word families: prefixes and suffixes

Teacher, please read this page out loud. Every task here can be done by talking, drawing, or writing with help. No child has to read this page on their own. The story on this page — *Beep the Helper Robot* — is original; it was made for this book, and it is the story the tasks talk about.

Sequence for the teacher: 1 · read *What we are learning* · 2 · teach *The big idea*, Parts 1 to 5 · 3 · read *Beep the Helper Robot* out loud and show the card · 4 · work through *We do it together* · 5 · send the children to *Now you try* · Q12 is the one response question for this section.

What we are learning

Code	VC2E2LY06 — word knowledge
We learn to	build morphemic word families using knowledge of prefixes and suffixes
Draws on	VC2E2LY06.E01 using morphemic knowledge of words to spell unknown words, for example ‘one’, ‘once’, ‘cover’, ‘covering’ and ‘uncover’ VC2E2LY06.E02 writing unknown words using morphemic knowledge; for example, using the known word ‘friend’ to write ‘friendly’ and ‘friendship’
From last year	we built word families by adding little parts like -s and -ing to words we knew (VC2E1LY08)
Later in this book	we make our reading sound good in 4G, and we go back to fix our writing in 5E
On to next year	we learn more about adding suffixes to base words (VC2E3LY04)

Last year we made word families like *cat* → *cats* and *play* → *playing*. This year we grow bigger families, using parts that change what a word means — parts like the *not* part in *unhappy*, the *again* part in *replay*, and the end part in *helpful*.

The big idea

Part 1 — Words are made of parts

Look at a long word: **uncovering**. It looks big, but it is made of parts you know: the *not* part + **cover** + **-ing**.

The part **cover** is a word on its own. You can say it and spell it. A word that stands on its own, inside a bigger word, is called a **base word**.

The small parts that mean something are called **morphemes**. In *uncovering*, the front part, *cover* and *-ing* are all morphemes.

Words are made of parts

Look at a long word you may not know:

uncovering



"un" + "cover" + "ing" = not covered any more, right now

The small parts that mean something are called morphemes.

un- and *re-* are prefixes. They go at the front.

-ing, *-ed* and *-s* are suffixes. They go at the end.

cover is the base word. It is a word you already know.

The word uncovering in three coloured part-boxes: the front part in red, the base word cover in green and the end part in gold, labelled front, base word and end

Part 2 — A base word grows a family

One base word can grow into a whole family of words. All the words in the family share the base word, so they are called a **word family**.

Here is the cover family:

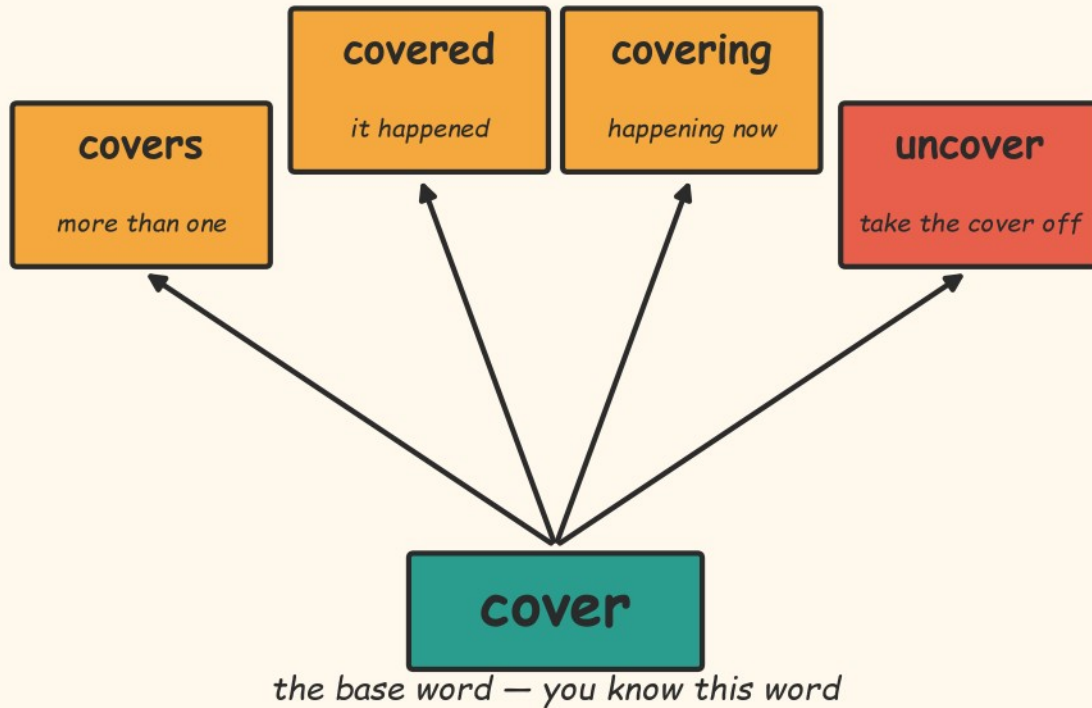
Family word	What it means
covers	more than one cover, or it covers
covered	it happened
covering	happening now
uncover	take the cover off

If you know the base word, you can read and spell the whole family.

A word family: cover

One base word can grow into a whole family of words.

All of these words share the base word cover,
so they are a word family.



A family tree: the base word cover at the bottom, with arrows up to covers, covered, covering and uncover

Part 3 — Prefixes go at the front

Prefixes are small parts put in front of a base word. They change what the word means. Two prefixes we know are the *not* part and the *again* part. The picture shows their cards.

- the *not* part — unhappy, uncover, unfair: each means *not*, or *the other way*
- the *again* part — replay, refill, reuse: each means *again*

Say the base word first, then say the whole word: cover ... **uncover!**

Prefixes go at the front

Prefixes are small parts put in front of a base word. They change the meaning.

un-

*means: not,
or the other way*

unhappy

not happy

uncover

open or take the cover off

unfair

not fair

re-

means: again

replay

play again

refill

fill again

reuse

use again

Say the base word first, then the prefix: un ... cover ... uncover!

Two cards, one for each of our prefixes: the not part means not or the other way, with unhappy, uncover and unfair; the again part means again, with replay, refill and reuse

Part 4 — Suffixes go at the end

Suffixes are small parts put at the end of a base word. They change what the word means too. A suffix can be added to a base word without changing the base word's spelling, like *friend* + *ship*.

Suffixes go at the end

Suffixes are small parts put at the end of a base word.

-s / -es more than one covers, boxes	-ing happening now covering	-ed it happened covered, helped	-er someone who does helper, player
-ly how it is done slowly, kindly	-ful full of that thing helpful, playful	-ness being that thing kindness	-ship being friends friendship

Say the base word, then the suffix: friend ... ship ... friendship!

Eight suffix cards: -s and -es more than one (covers, boxes); -ing happening now (covering); -ed it happened (covered, helped); -er someone who does (helper, player); -ly how it is done (slowly, kindly); -ful full of that thing (helpful, playful); the end part from kindness, being that thing; and -ship being friends (friendship)

Part 5 — Word families help you read and spell new words

When you see a new word, look for the parts you know. Say the parts. Then say the whole word. Then think about what it means.

When you write a new word, start from a word you know. If you can spell *friend*, you can spell *friendly* and *friendship*.

Build new words from parts you know



Front part + base word, or base word + end part. Say each part, then say the whole word.

Build new words from parts you know: the not part plus cover makes uncover; friend plus ship makes friendship; the again part plus play makes replay

A story to listen to

Your teacher will read this story out loud. Listen for the word-family words.

Beep the Helper Robot

Beep is a little robot. Beep is a helpful robot. Kim and Sam play in the garden. Their toys are in a box. A big coat is over the box, so the box is covered. "We cannot get our toys!" says Kim. "I will help," says Beep. Beep uncovers the box. Out come the toys! Kim and Sam replay their game. Sam refills the cup for Beep. "Thank you, Beep. You are a kind, friendly robot," says Kim. Helping feels good.

Shared reading

Beep the Helper Robot

Beep is a little robot. Beep is a **helpful** robot.

Kim and Sam play in the garden. Their toys are in a box.

A big coat is over the box, so the box is **covered**.

"We cannot get our toys!" says Kim.

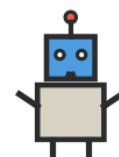
"I will **help**," says Beep.

Beep **uncovers** the box. Out come the toys!

Kim and Sam **replay** their game. Sam **refills** the cup for Beep.

"Thank you, Beep. You are a kind, **friendly** robot," says Kim.

Helping feels good.



The green words are word-family words. Can you see the parts you know?

The story Beep the Helper Robot on a reading card, with the word-family words helpful, covered, help, uncovers, replay, refills, friendly and Helping in green

The green words are word-family words. Can you see the parts you know?

We do it together

Example 1 — with help: find the parts

Here is the word **uncover**. Let's find its parts.

Part	Where it goes	What it means
the <i>not</i> part	front	not, or the other way
cover	base word	you know this word

So *uncover* means: take the cover off. Say it by parts, as the picture in Part 1 shows: the *not* part ... cover ... **uncover!**

Example 2 — with help: grow the cover family

Let's add suffixes to the base word **cover**.

Base word	Suffix	Family word
cover	-s	covers
cover	-ed	covered
cover	-ing	covering

And with one of our prefixes at the front — the *not* part — **uncover**. Four family words, all from one base word!

Example 3 — with help: spell from a word you know

Sam wants to write *friendly* and *friendship*. Sam knows the word **friend**.

Step	What Sam does	What Sam writes
1 · Write the base word	friend is a word Sam knows	friend
2 · Add the suffix -ly	like a friend, kind	friendly
3 · Add the suffix -ship	being friends	friendship

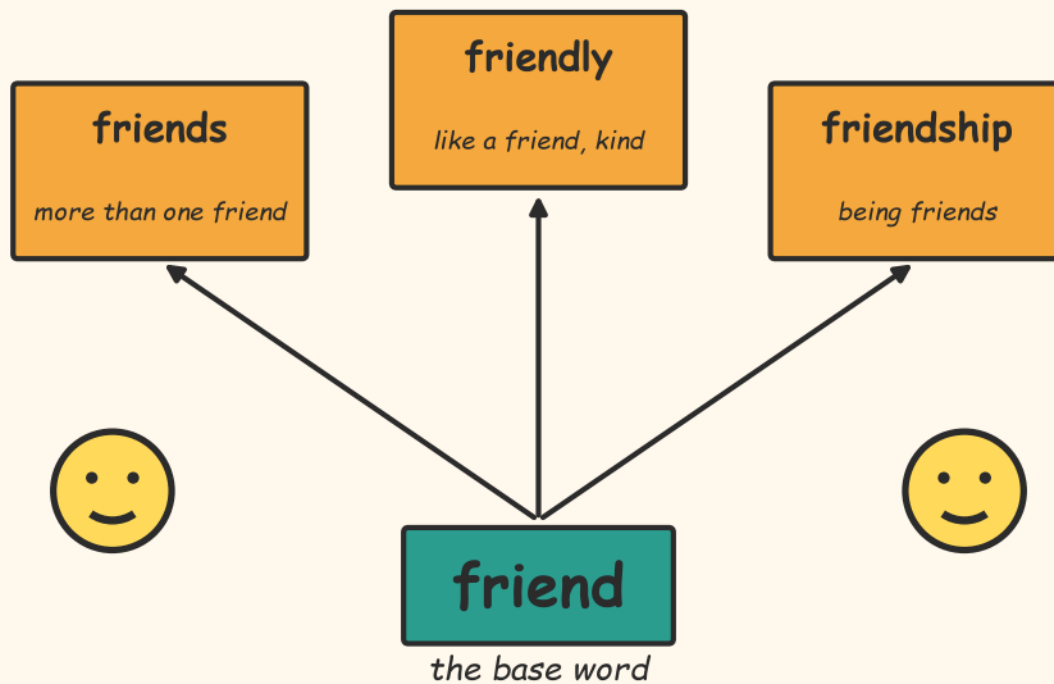
If you can spell the base word, you can spell the family words.

A word family: friend

You know the word friend. Watch its family grow:

If you can spell friend, you can spell all of these.

friend + ly = friendly friend + ship = friendship



A family tree: the base word friend at the bottom, with arrows up to friends, friendly and friendship, and the sums friend plus ly and friend plus ship

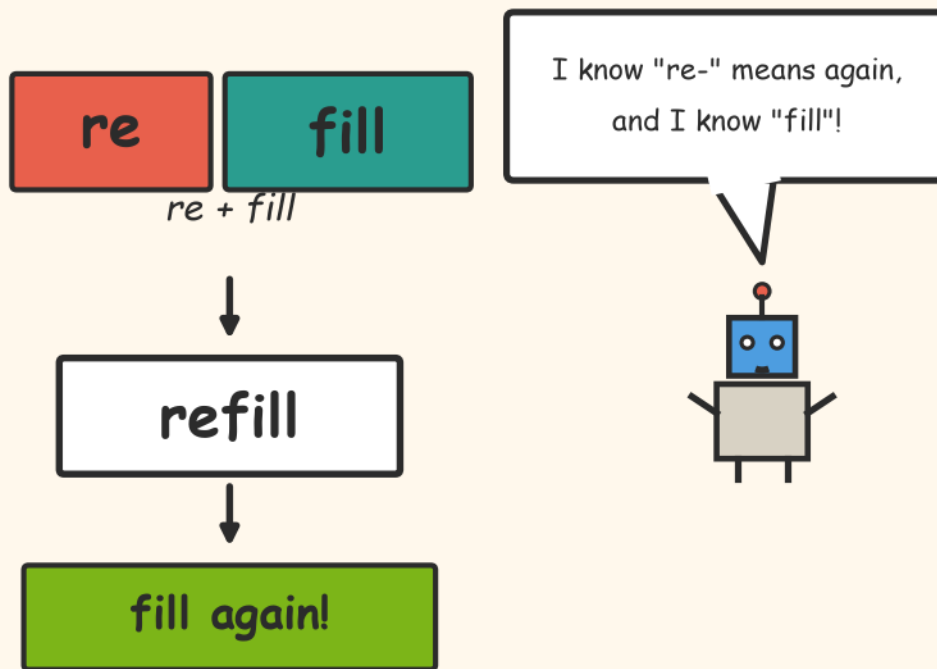
Example 4 — on your own: read a new word by its parts

Beep sees the word **refill**. Watch how Beep reads it.

Step	What Beep says
1 · Find the parts	I see re and fill.
2 · Say the parts	re ... fill ...
3 · Say the whole word	refill!
4 · Think about the meaning	re- means again, so refill means fill again!

Read new words by their parts

Beep sees a word it does not know. Watch how Beep reads it:



Try it the other way: cover + ing, un + lock, kind + ness.

Say the parts. Then say the whole word. Then think about what it means.

Beep the robot reads the word refill by its parts: re and fill go together to make refill, which means fill again

Example 5 — on your own: which word does not fit?

The help family: **helps** · **helping** · **helpful** · **hello**

Hello does not fit. It does not have the base word *help* in it. The other three all share the base word *help*, so they are the help family.

Now you try

With help

Q1. Sort the part cards into two groups: *front parts* and *end parts*. Say why each card goes where it goes.

Sort the word parts

Look at each card. Does it go at the front, or at the end?

un-

-ing

re-

-ed

-ful

-ness

front parts

(they go before the base word)

end parts

(they go after the base word)

Cards: un- · -ing · re- · -ed · -ful · -ness

Talk with a friend about where each card goes, and say why.

Six word-part cards above two sorting boxes labelled *front parts* and *end parts*: two front-part cards (the parts you hear at the start of *unhappy* and *replay*) and four end-part cards (the parts you hear at the end of *covering*, *helped*, *helpful* and *kindness*)

Q2. Draw a line from the word to what it means.

Word	What it means
unhappy	fill again
refill	not happy
replay	take the cover off
uncover	play again
helpful	full of help

Q3. Build the words. Say each part, then say the whole word.

- (a) cover + ing = _____
- (b) the *not* part + cover = _____
- (c) friend + ship = _____
- (d) re + play = _____

Q4. Find the base word.

- (a) uncover → _____
- (b) helpful → _____
- (c) replay → _____
- (d) friendly → _____

Q5. Listen to your teacher read these words: *cat · uncover · dog · covering · sun · covered*. Circle the words that are in the cover family. Tell a friend how you knew.

Q6. Fill each gap with a front part: the *not* part, or the *again* part.

- (a) ____ happy — not happy
- (b) ____ play — play again
- (c) ____ fill — fill again
- (d) ____ fair — not fair

On your own

Q7. Here is the base word **help**. Build three family words. Say them out loud, then write them.

Q8. Write these words by their parts. Say the parts as you write: *unfair · replay · joyful*.

Q9. Beep sees a new word: **unlocks**. Read it by its parts, then say what it means.

Q10. Word hunt! Look in a book you can read. Find two word-family words — words with a front part or an end part. Add them to the class chart, and say which base word they belong to.

Our word-family chart

We found these word-family words in the books we read.

cover family	friend family	help family
cover	friend	help
covering	friendly	helps
covered	friendship	helping
uncover	friends	helpful

Can you add more words to each family?

A class word-family chart with three family boxes — cover, friend and help — and blank lines to add more words

Q11. Talk with a friend. Ask, “What part goes at the front of *happy* to mean *not happy*?” Your friend answers. Then ask, “What part goes at the end of *help* to mean *full of help*?” Then it is your friend’s turn to ask you one.

Q12 · My turn — the response question. Pick a base word you know. It can be *cover*, *friend*, *help*, *play*, or one of your own. Build a word family. Draw it in the box, then write or say:

My base word is _____. My family words are _____ and _____. The base word helped me because _____.



My turn



Pick a base word you know. Build a word family.

cover friend help play

Draw your word family here

Write about your word family

My base word is _____.

My family words are _____ and _____.

The base word helped me because _____.

Say your answers out loud, or write them. Both count!

A My turn page with a word box — cover, friend, help, play — a box to draw the word family in, lines to write on, and the three sentence starts

Answers

Q1. Front parts: the cards from *unhappy* and *replay* (they go before the base word). End parts: the cards from *covering*, *helped*, *helpful* and *kindness* (they go after the base word). **Q2.** *unhappy* → not happy. *refill* → fill again. *replay* → play again. *uncover* → take the cover off. *helpful* → full of help. **Q3.** (a) *covering* (b) *uncover* (c) *friendship* (d) *replay*. **Q4.** (a) *cover* (b) *help* (c) *play* (d) *friend*. **Q6.** (a) the *not* part (b) the *again* part (c) the *again* part (d) the *not* part. **Q9.** the *not* part + *lock* + *s* → *unlocks*. It means: not locked any more; opens the lock. **Q5, Q7, Q8, Q10–Q12.** Answers will be different — see *How the answers work* for what to look for.

How the answers work

This section is about using parts you know to read and spell words you do not know yet. A good answer always leans on the base word. If a child says *uncover* but cannot say what it means, ask, “What does *cover* mean? And what does the *not* part do to it?”

Q1. The cards from *unhappy* and *replay* go at the front, so they are front parts; the cards from *covering*, *helped*, *helpful* and *kindness* go at the end, so they are end parts. The *why* matters as much as the *sort*: listen for “it goes at the front because it is the *not* part”.

Q2. Each word is a base word plus one part: *unhappy* = the *not* part + *happy* (not happy); *refill* = the *again* part + *fill* (fill again); *replay* = the *again* part + *play* (play again); *uncover* = the *not* part + *cover* (take the cover off); *helpful* = *help* + *ful* (full of help).

Q3 and Q4. Building and finding are the same skill, run in two directions. If a child can build *friendship* from *friend* + *ship*, and can find *friend* inside *friendly*, the word family is working for them.

Q5. The *cover* family words are *uncover*, *covering* and *covered*. *Cat*, *dog* and *sun* do not share the base word *cover*. Listen for the child saying the parts: “the *not* part and *cover* — I can hear *cover* in it.”

Q6. The *not* part means not, or the other way; the *again* part means again. So: *unhappy*, *replay*, *refill*, *unfair*.

Q7. Any three *help*-family words work: *helps*, *helping*, *helped*, *helpful*, *helper*. What counts is that each word keeps the base word *help*.

Q8. Listen and look for the parts: *the not part* + *fair*, *the again part* + *play*, *joy* + *ful*. The spelling of the base word stays the same.

Q9. *unlocks* = the *not* part + *lock* + *s*. The *not* part means the other way, so *unlocks* means: not locked any more; opens the lock. Reading by parts turns a long new word into three old friends.

Q10. Any two word-family words from a book the child can read. The child must name the base word: “*helpful* — it belongs to the *help* family.”

Q11. One way: “What part goes at the front of *happy* to mean *not happy*?” — “The *not* part! *Unhappy*.” The listener waits for their turn, then asks one back.

Q12. One way: a child picks *play*, draws *play* → *plays*, *playing*, *replay*, and says, *My base word is play. My family words are playing and replay. The base word helped me because I knew how to spell play.* What counts: the child names a base word, builds two family words from it, and says how the base word helped. Speaking the answers to the teacher counts the same as writing them.

For the teacher — what we do not teach here. Sometimes adding a suffix changes how the base word looks (like *make* becoming *making*). Those spelling changes are for next year (VC2E3LY04), so every example in this section joins parts and keeps the base word the same. Long words with hard letter patterns are also next year (VC2E3LY03). This year is about word families: knowing *cover* helps with *covering* and *uncover*, and *friend* helps with *friendly* and *friendship*.

Reading with phrasing and fluency; monitoring meaning, re-reading, self-correcting

Part 4 — speaking and listening, decoding and smooth reading · 4G · English 2

Owens: VC2E2LY07 (Building fluency and making meaning) **Draws on:** VC2E2LY07.E01 · VC2E2LY07.E02

The big goal: “*read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correcting*”

VC2E2LY07.E01 — “*using phonic (sound–letter) and morphemic knowledge, and knowledge of high-frequency words when decoding text*” VC2E2LY07.E02 — “*monitoring their own reading, self-correcting or reading back, and re-reading when meaning does not make sense*”

We build on last year’s reading (we read books and got more smooth, VC2E1LY09), our growing bank of words we know in a flash (VC2E1LY07) and our letter–sound knowledge (VC2E1LY05). In this book it comes after the sound play of 4C, the new letter patterns of 4D, the tricky words of 4E and the word families of 4F — 4G puts it all together in real reading. Next school year you will read fast and smooth, and keep the meaning strong (VC2E3LY07).

Teacher note. This part is about reading out loud and reading for meaning. The three texts here — the story *The red kite*, the fact text *All about kites* and the chant *Fly, kite, fly!* — are original, made for this book, and sit inside what the children can read on their own. Read each task out loud. For the model reads, use “I read, you read”: you read a line, and the children read it back to you. Then let the children read with a partner. Every task can also be done by talking.

What we are learning

Part 1 — What is fluency?

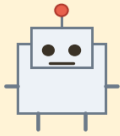
Fluency (say it: FLOO-en-see) means reading in a smooth way, at talking speed, so the words make sense.

There are two ways to read the same sentence:

- **Bumpy reading.** One word at a time. Like a robot. Up. (pause) Went. (pause) The. (pause) Red. (pause) Kite.
- **Smooth reading.** The words flow together, like talking. *Up went the red kite.*

Smooth reading is kind to your ears. It is kind to your brain too — when the words flow, you can think about what they mean.

Bumpy reading — one word at a time, like a robot



Up went the red kite.

Hard to hear. Hard to get the meaning.

Smooth reading — the words flow, like talking



Up went the red kite.

Kind to your ears — and the meaning comes through.

Fluency means reading in a smooth way, at talking speed, so the words make sense.

Two readings of the same sentence: a robot reads one word at a time in boxes, and a smiling reader reads the words flowing together with curved lines

Part 2 — Read in phrases

A **phrase** is a little group of words that goes together. Look at this sentence:

One day, Sam and Mia went to the park.

It has three phrases:

Phrase	What it tells
One day,	when it happened
Sam and Mia	who it is about
went to the park.	what happened

When you read, say each phrase together: *One day*, (little pause) *Sam and Mia* (little pause) *went to the park*. That is **phrasing** — reading word groups together, not one word at a time.

The marks tell you where to pause. A comma is a little pause. A full stop is a stop. A question mark and the ! mark are stops with feeling.

One day, Sam and Mia went to the park.

Say each word group together. Pause at the marks — the dots show you where.

One day,

when it happened

Sam and Mia

who it is about

went to the park.

what happened

A phrase is a little group of words that goes together. Reading in phrases is called phrasing.

The sentence 'One day, Sam and Mia went to the park.' with a curved line under each word group and pause dots at the comma and the full stop

Part 3 — Your word kit

When you meet a word you do not know, you do not have to guess. You have a **word kit** — all the word knowledge you have learnt. It has three tools.

Tool	The big name	What it means	In our story
Sounds and letters	phonic knowledge	you say the sounds in the word: s-t-i-ck	stuck → s-t-u-ck
Word parts	morphemic knowledge (say it: mor-FEE-mik)	you know parts of words: help + ing → helping	poked → poke + d
Words you know in a flash	high-frequency words	words you see a lot, so you know them at once	the · said · was · one

Decoding means working out a word you do not know. When you work out a new word, use your kit! Try sounds and letters. Try word parts. And know this: some words, like *said*, do not play fair with sounds. You just know them in a flash.



When you meet a new word, use your kit! Working out a new word is called decoding.

The word kit: three tool cards for sounds and letters, word parts, and words you know in a flash, each with an example

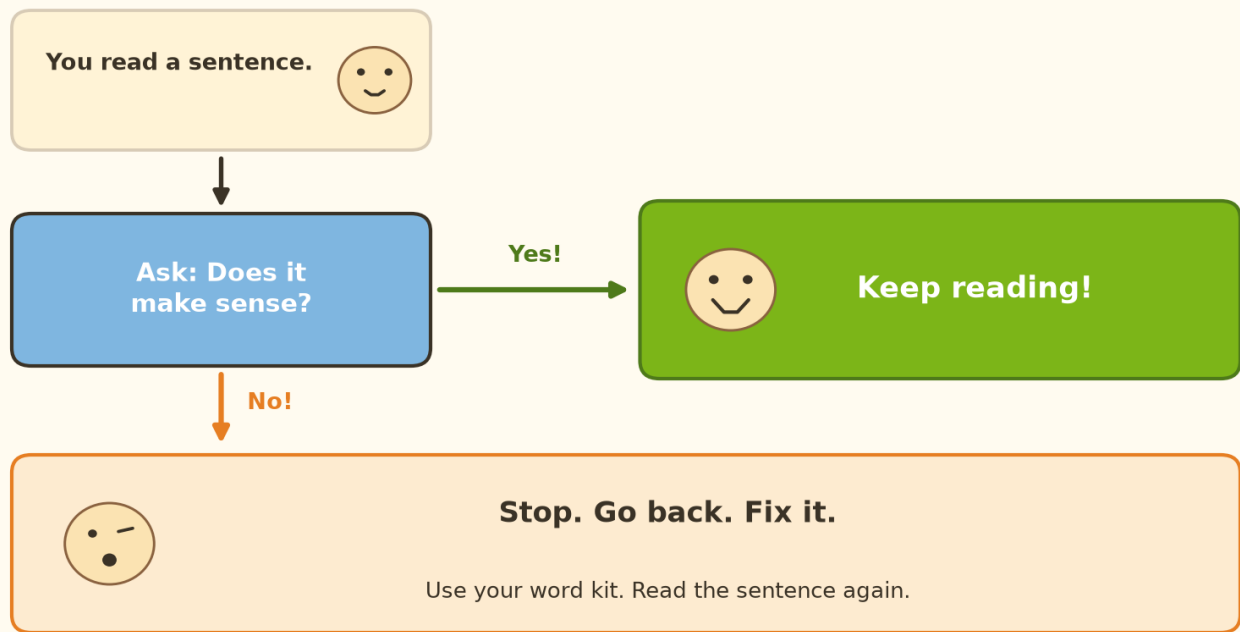
Part 4 — Watch the meaning

Here is the big secret of good reading: **the words must make sense.**

To **monitor** your reading means to watch your reading as you go, and ask: *Does that make sense?*

- **Yes, it makes sense.** Keep reading!
- **No, it does not make sense.** Stop. Go back. Fix it.

Even great readers make mix-ups. The difference is this: great readers notice. They ask the meaning question, and they fix it.



Good readers ask the meaning question as they go.

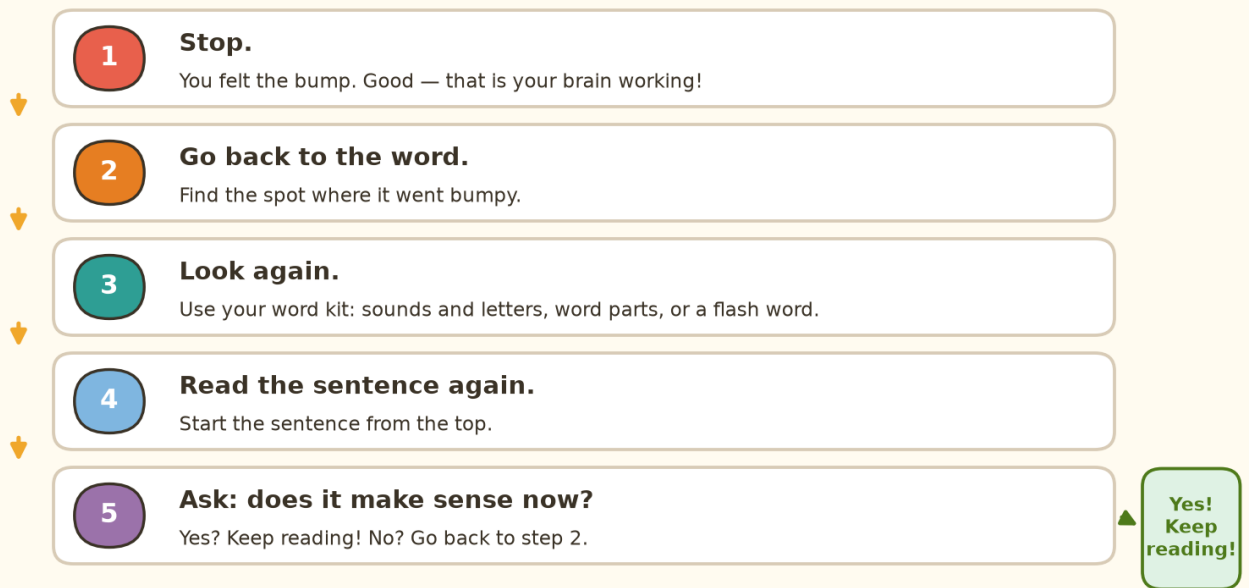
A flow chart: you read a sentence, then ask 'Does it make sense?' — yes goes to a green 'Keep reading!' card, and no goes to an orange 'Stop. Go back. Fix it.' card

Part 5 — Fix it up!

To **self-correct** means to fix your own reading. Here are the five fix-it-up steps:

1. **Stop.** You felt the bump. Good — that is your brain working!
2. **Go back** to the word or the phrase.
3. **Look again.** Use your word kit: sounds and letters, word parts, or a flash word.
4. **Read the sentence again.**
5. **Ask: does it make sense now?** Yes? Keep reading! No? Go back to step 2.

Re-reading means reading again. When meaning is lost, re-read the sentence. When a whole page felt bumpy, re-read the whole page. Each re-read gets more smooth, because your brain now knows the words.



Fixing your own reading is called self-correcting.

The five fix-it-up steps on numbered cards: stop, go back, look again, read again, and ask if it makes sense now

Watch a reader fix a word. The sentence says *boat* — but you cannot wear a boat! The reader stops, looks at the letters, and fixes it to *coat*.

Mia put on her **boat.**

You cannot wear a boat!

It does not make sense.



b o a t

change one letter



Mia put on her **coat.**



It makes sense now!

Stop, look at the letters, fix the word, and read on.

A model of fixing a word: 'Mia put on her boat.' with boat crossed out, one letter is changed, and the fixed sentence reads 'Mia put on her coat.'

Texts to read

Three texts, three types — a story, a fact text and a chant. The curved lines show the phrases. The dots show the pauses.

A story: *The red kite*

One day, Sam and Mia went to the park. The wind was big. "Let's fly the kite!" said Mia. Up went the red kite. Up and up! Then the kite came down. It sat in a tree. "Oh no! Our kite is stuck," said Sam. Mia had an idea. She got a long stick. She poked the kite. Down it came! "We did it!" said Sam and Mia.

One day, Sam and Mia went to the park.

The wind was big. "Let's fly the kite!" said Mia.

Up went the red kite. Up and up!

Then the kite came down. It sat in a tree.

"Oh no! Our kite is stuck," said Sam.

Mia had an idea. She got a long stick.

She poked the kite. Down it came!

"We did it!" said Sam and Mia.



The curved lines show the phrases. The dots show the pause spots.

The story The red kite on a reading card, with curved lines under the word groups and a little red kite in the corner

A fact text: All about kites

A kite is a toy. Kites need wind to fly. A kite has a long string. You hold the string. Kites can be red, blue, or green. Kites go up high in the sky. I like to fly my kite!

A kite is a toy.

Kites need wind to fly.

A kite has a long string.

You hold the string.

Kites can be red, blue, or green.

Kites go up high in the sky.

I like to fly my kite!



A fact text tells you true things. The curved lines show the phrases.

The fact text All about kites on a reading card, with curved lines on two of the lines and a kite with a long string in the corner

A chant: Fly, kite, fly!

Fly, kite, fly! Up in the sky. Over the park, up so high.

Wind, wind, blow! Watch it go. Down comes the kite, back to me.

Pause at the end of each line. Give it big feeling!

Fly, kite, fly!

Up in the sky.

Over the park,

up so high.

Wind, wind, blow!

Watch it go.

Down comes the kite,

back to me.



Pause at the end of each line — the dots show you where. Give it big feeling!

The chant Fly, kite, fly! on a reading card, with pause dots at the end of each line and a kite with a curly tail

Let's try together

Example 1 — we do it together

Your teacher reads *Up went the red kite* two ways.

Read	How it sounds
Read 1	Up. (pause) Went. (pause) The. (pause) Red. (pause) Kite.
Read 2	Up went the red kite!

Which read is smooth? Read 2. The words flow together, like talking. Read 1 is bumpy — one word at a time, like a robot.

Example 2 — we do it together

Let's find the phrases in *One day, Sam and Mia went to the park.*

What we do	What we find
Ask: when did it happen?	One day, — that is phrase 1. Pause at the comma.
Ask: who is it about?	Sam and Mia — that is phrase 2.
Ask: what happened?	went to the park. — that is phrase 3. Stop at the full stop.

Now read it in phrases: *One day, — Sam and Mia — went to the park.*

Example 3 — we do it together

Use the word kit on a new word: **stuck**.



Tool	What we do
Sounds and letters	s-t-u-ck → /s/ /t/ /u/ /k/ → stuck
Does it make sense?	“It sat in a tree. Our kite is stuck.” Yes — stuck means it cannot move.

Now look at **said**. Can we sound it out? Not really — the sounds and letters do not match. *Said* is a flash word. You know it in a flash: said.

Example 4 — we do it together

Listen to this sentence: *The duck swims in the sky.*

What we do	What we say
Ask the meaning question	Does it make sense?
Think	Ducks do swim — but in the sky? No. The sky is for flying.
Fix it	The duck swims in the pond .

We monitored, and we fixed it. That is what good readers do.

Example 5 — we do it together

The fix-it-up steps are all mixed up! Let's put them in order.

Mixed up: *Read the sentence again.* · *Stop.* · *Does it make sense now?* · *Go back to the word.* · *Look at it again — sounds, letters, word parts.*

In order: **1** Stop. **2** Go back to the word. **3** Look at it again — sounds, letters, word parts. **4** Read the sentence again. **5** Does it make sense now?

Example 6 — you have a go

Match the sentence to the voice. The marks help you.

Sentence	Voice
Can we fly the kite?	the asking voice — it has a question mark
We did it!	the excited voice — it has a ! mark
Our kite is stuck.	the worried voice — Sam and Mia feel sad for their kite

Match the sentence to the voice

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Can we fly the kite?	-----	 the asking voice ?
We did it!	-----	 the worried voice
Our kite is stuck.	-----	 the excited voice !

Draw a line from each sentence to its voice. The marks help you!

Three sentences to match with three voices: an asking face, an excited face and a worried face

Example 7 — you have a go

Find the word that does not make sense: *I put my shoes on my hands.*

Shoes go on feet, not hands! Fix it: *I put my shoes on my **feet**.*

Have a go

Teacher note. Read each task out loud. The children can answer by talking, reading, pointing or writing. Answers are at the end.

With help

Q1. Smooth or bumpy? Your teacher reads *Up went the red kite* two ways. Read 1: *Up. Went. The. Red. Kite.* Read 2: *Up went the red kite!* Which read is smooth? Which read is bumpy?

Q2. Where do you pause? Put a dot at each pause spot in this sentence:

Can we fly the kite, Sam?

Q3. Sort the cards into the three word-kit tools: *sounds and letters* · *word parts* · *words you know in a flash*.

Cards: s-t-ick · said · help + ing → helping · the · f-l-y · friend + ly → friendly

Q4. Does it make sense? Listen to each sentence. Tick *yes* or *no*. If *no*, fix it.

- (a) The sun comes up in the morning.
- (b) Fish swim in the tree.
- (c) We went to the park to play.

Q5. Fix the word. The sentence is: *Mia put on her boat.*

- (a) Which word does not make sense?
- (b) Look at the letters: b-o-a-t. Change one letter to make a word you can wear. What is the new word?

Q6. Put the fix-it-up steps in order. Write 1 to 5.

Read the sentence again. · Stop. · Does it make sense now? · Go back to the word. · Look at it again — sounds, letters, word parts.

Q7. Match the sentence to the voice. Draw a line.

Sentence	Voice
Can we fly the kite?	the excited voice
We did it!	the worried voice
Our kite is stuck.	the asking voice

Q8. Flash words. Circle the words you know in a flash in this sentence:

One day, Sam and Mia went to the park.

On your own

Q9. Partner read. Read *The red kite* to your partner. Read in phrases. Pause at the marks. Your partner ticks the chart. Then swap!

My partner ...

tick

read in phrases

paused at the marks

made sense

Q10. Read *All about kites* one time. Then re-read it. Which read was better? Colour the face that matches your reading. How many times did you read it?

How did I read?

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Still working	Getting there	Smooth!
 my reading was bumpy	 most of it was smooth	 I read in phrases, and it made sense

Colour the face that matches your reading.

I read it these many times — colour the stars:



A reading check card with three faces — still working, getting there, and smooth — and three stars to colour for how many times the text was read

Q11. Read the chant *Fly, kite, fly!* with big feeling. Pause at the end of each line. Say it to your group. Add actions if you like!

Q12. Find and fix. Each sentence has a mixed-up word. Write the sentence the right way.

- (a) I put my shoes on my hands.
- (b) The duck swims in the sky.
- (c) The bird flies in the sea.

Q13. Think and say. You are reading, and a sentence stops making sense. What do you do? Say the five fix-it-up steps to your partner.

Q14. Finish the sentence, then say it out loud: *I re-read my book because* _____.

Q15. Read with feeling. Read these two sentences out loud. Make your voice match the marks.

- (a) Is the kite in the tree?
- (b) Look at my kite!

Q16. Be a reading helper. Read a book you know with a friend. Take turns. Then give your friend one kind tip: *I liked how you _____*.

Q17. The meaning check. Read this to yourself: *Sam got a long stick. He poked the kite. Down it came!* Ask: does it make sense? What happened in the story? Tell your partner.

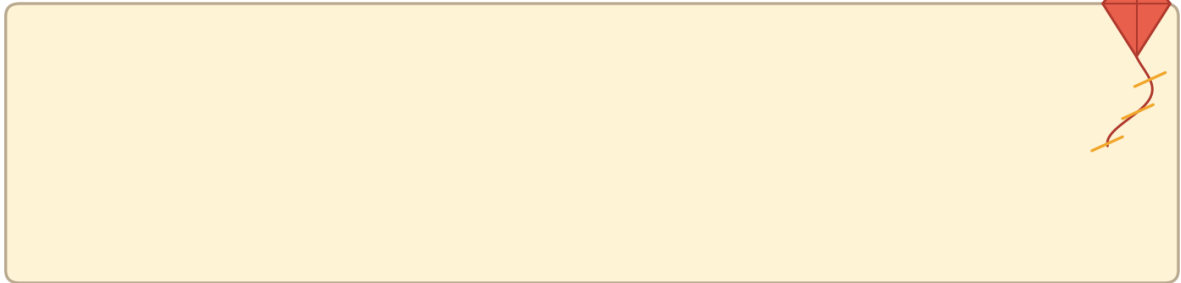
Q18 · My turn — put it all together. Pick a text you can read. It can be a book, a poem, or a page from class. Read it two times. Draw your text in the box. Then write, or say to your teacher:

I read _____ two times. The second time was better because _____.

My turn — put it all together

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Draw your text here:



I read _____ two times.

The second time was better because

Pick a text you can read — a book, a poem, or a page from class. Read it two times!

A My turn page with a box to draw in and lines to write on, with the words I read it two times at the top

Answers

Q1. Read 2 is smooth. Read 1 is bumpy. **Q2.** A dot after *kite*, and a dot after *Sam*? **Q3.** Sounds and letters: s-t-ick, f-l-y. Word parts: help + ing → helping, friend + ly → friendly. Flash words: said, the. **Q4.** (a) yes. (b) no — fish swim in the water (or the sea, or a pond). (c) yes. **Q5.** (a) boat. (b) coat. **Q6.** 1 Stop. 2 Go back to the word. 3 Look at it again — sounds, letters, word parts. 4 Read the sentence again. 5 Does it make sense now? **Q7.** *Can we fly the kite?* → the asking voice. *We did it!* → the excited voice. *Our kite is stuck.* → the worried voice. **Q8.** one, and, to, the. (day is a flash word too.) **Q9.** Both partners read and tick. Answers will be different. **Q10.** Answers will be different — look for a child who notices the re-read was more smooth. **Q11.** Answers will be different. **Q12.** (a) I put my shoes on my feet. (b) The duck swims in the pond. (Any water word is right.) (c) The bird flies in the sky. **Q13.** The five steps in order, as in Q6. **Q14.** One answer: *I re-read my book because the first time was bumpy, and re-reading made it smooth.* Any true reason is right. **Q15.** (a) The voice goes up at the end — it is a question. (b) A big, happy voice — the ! mark says read it with feeling. **Q16.** Answers will be different. **Q17.** Yes, it makes sense: Sam used the stick to move the kite, and the kite came down from the tree. **Q18.** Answers will be different — see *How we worked it out*.

How we worked it out

Q1. Smooth reading flows like talking. Bumpy reading goes one word at a time, with a hard stop after every word. Read 1 stops after every word, so it is bumpy. Read 2 flows, so it is smooth.

Q2. You pause at the marks. The comma after *kite* is a little pause. The question mark after *Sam* is a stop with feeling. So the dots go after *kite*, and after *Sam*?

Q3. We asked: which tool works here? s-t-ick and f-l-y are sounded out, letter by letter — that is sounds and letters. helping (help + ing) and friendly (friend + ly) are built from word parts. said and the are words you see a lot and know at once — flash words, the high-frequency words.

Q4. We read each sentence, then asked the meaning question. The sun does come up in the morning — yes. Fish swim, but not in trees — no; water is the fix. Going to the park to play makes sense — yes.

Q5. You wear a coat, not a boat — so *boat* is the word that does not make sense. b-o-a-t and c-o-a-t look almost the same. Change the b to a c, and the word is fixed: coat. Looking at the letters is the word kit at work.

Q6. First you must stop — you cannot fix a mix-up while you are still racing on. Then go back to the word. Then look at it again with your word kit. Then read the sentence again from the start, so it flows. Last, ask the meaning question: does it make sense now?

Q7. The marks tell the voice. A question mark asks, so *Can we fly the kite?* gets the asking voice. A ! mark brings big feeling, so *We did it!* gets the excited voice. *Our kite is stuck.* is sad news for Sam and Mia, so it gets the worried voice.

Q8. Flash words are the words you see a lot and know at once — the high-frequency words. In this sentence: one, and, to, the. Day is one too. Sam, Mia, went, park and the other words you can work out with sounds and letters.

Q9. Each child reads the whole story once, in phrases, while the partner listens and ticks the chart. Then they swap. What to listen for: word groups kept together (not one word at a time), little pauses at the commas and stops at the full stops, and voices with feeling for the talk parts (“Oh no! Our kite is stuck.”).

Q10. The first read of a new text is often bumpy — the brain is meeting the words for the first time. The re-read is more smooth, because the brain now knows what is coming. Look for the child who picks *getting there* or *smooth* after the second read and can say why: “The second time, I knew the words.”

Q11. Look for a pause at the end of each line and big feeling on *Fly, kite, fly!* and *Wind, wind, blow!* Actions are welcome — arms up for *up so high*, a blow for *Wind, wind, blow!*

Q12. We read each sentence and asked: does that make sense? (a) Shoes go on feet, not hands — fix: feet. (b) Ducks swim in water, not the sky — fix: pond, or any water word. (c) Birds fly in the sky, not the sea — fix: sky.

Q13. The steps go in the fix-it-up order: stop, go back, look again (sounds and letters, word parts, or a flash word), read the sentence again, and ask if it makes sense now. If a child starts with “go back” before “stop”, that is still the right idea — the order is a help, not a trap.

Q14. A good reason names what re-reading does: it makes the reading more smooth, it brings the meaning back, or it helps you fix a mix-up. One answer: *I re-read my book because I missed a word, and re-reading helped the story make sense.*

Q15. The question mark in (a) makes the voice go up at the end — someone is asking. The ! mark in (b) calls for a big voice with feeling — someone is excited about the kite.

Q16. A kind tip names something the friend did well: “I liked how you read in phrases.” “I liked how you stopped and fixed the word.” Tips about feeling and pausing count too. This is the liking talk from 1B at work.

Q17. We read, then asked the meaning question. It makes sense: Sam used the long stick to poke the kite, so the kite came down from the tree. A partner who can tell what happened is monitoring well.

Q18. What counts: the child names a text, reads it two times, and gives a reason for the second read. One answer: a child draws the class book and says, *I read the kite chant two times. The second time was better because I knew the words and I could go fast and smooth.* Speaking the answer to the teacher counts the same as writing it.

4G gives VC2E2LY07 in full. The curved phrase lines, the bumpy and smooth reads, and the partner reads build phrasing and fluency across three types of texts — a story, a fact text and a chant. The word-kit work carries .E01: sounds and letters (phonic knowledge), word parts (morphemic knowledge) and flash words (high-frequency words) all used while decoding real text. The meaning check, the five fix-it-up steps, the find-and-fix sentences and the re-reading tasks carry .E02: monitoring, self-correcting, reading back, and re-reading when meaning does not make sense.

English Level 2

Check C4 — Sounds, letters and word families

This is a school-designed check made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this check.

Check C4 · Chapter 4 · Sounds, letters and word families

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 4 — Literacy: phonic knowledge, spelling patterns and morphemic word families · Sections 4D, 4E and 4F.

Content description codes assessed: VC2E2LY04 · VC2E2LY05 · VC2E2LY06

Name: _____ Date: _____

Total marks	10
Section structure	Questions 1–10 · one sitting
Timing	Untimed. Your teacher will pace this check and let you finish. The sitting takes about 12 minutes or less.
Reading support	Your teacher may read any question or answer to you.
Sound	Questions 3 and 4 play sound. Tap play to listen. You can listen two times. If the sound will not play, your teacher will say the word.
Equipment	One device for you or your pair. Nothing else is needed.

This check looks at what you learned in Chapter 4: new ways that letters spell sounds, tricky words, and word families. Every question is worth 1 mark. Have a go at every question.

Words you will see: you met these words in Chapter 4 — *digraph, blend, silent letter, tricky word, base word, word family, prefix, suffix*. They are the same words your teacher taught you.

Question 1 — The long a sound (1 mark)

Which two letters spell the long a sound in the middle of the word *rain*?

- A. ai
 - B. ay
 - C. ea
 - D. ee
-

Question 2 — The quiet letter (1 mark)

Read the word *knife*. Which letter is silent?

- A. k
- B. n
- C. f

D. e

Question 3 — Listen and write (1 mark)

Tap play and listen. Write the word you hear. The word has the part *ight*.

Answer: _____

Question 4 — Listen and write (1 mark)

Tap play and listen. Write the word you hear. The word has the digraph *ee*.

Answer: _____

Question 5 — Find and fix (1 mark)

One word is spelled the wrong way. Write the word the right way.

It wuz a fun day.

Answer: _____

Question 6 — Find and fix (1 mark)

One word is spelled the wrong way. Write the word the right way.

I luv my dog.

Answer: _____

Question 7 — The word that fits (1 mark)

Read this sentence:

Meg had _____ one kite.

Which word fits the sentence?

A. only

B. lone

C. once

D. one

Question 8 — Match the base word to its family word (1 mark)

Match each base word to its family word. On your device, put each card in its place.

Base word

cover

help

Family word

covering

helpful

Base word

play
friend

Family word

replay
friendship

Question 9 — Match the parts to the word (1 mark)

Match each part sum to the word it makes. On your device, put each card in its place.

Parts

the not part + fair
the again part + fill
the not part + happy
the again part + play

Word

unfair
refill
unhappy
replay

Question 10 — Build the word (1 mark)

Build the word from parts you know. If you can spell *friend*, you can spell this word.

friend + *ship* = _____

End of Check C4. Well done! Your teacher will show you the answers when everyone has finished.

Check C4 — Solutions and marking key

For the teacher. Remove this page before issuing the check to children. Every item is worth 1 mark. Total: 10 marks. One sitting, about 12 minutes or less, untimed.

Objective key

Q	Answer	Mark
1	A — ai	1
2	A — k	1
3	light	1
4	sheep	1
5	was	1
6	love	1
7	A — only	1
8	cover → covering · help → helpful · play → replay · friend → friendship	1
9	the not part + fair → unfair · the again part + fill → refill · the not part + happy → unhappy · the again part + play → replay	1
10	friendship	1

Teacher audio scripts — Questions 3 and 4 (DJB-3)

Questions 3 and 4 are the audio-assessed receptive-spelling items and carry embedded studio-recorded audio (DJB-3: studio-recorded audio only for the audio-assessed family). Record or select audio saying each word twice, at a natural pace, with the sentence after:

- **Q3:** “light ... light. The light is bright.”
- **Q4:** “sheep ... sheep. The sheep eat the green grass.”

The audio plays twice on the device. If the sound will not play, read the scripts above out loud — this is the only moment in C4 where the teacher voice replaces the recording; every other read-aloud in this check is live teacher reading by request. The dictation format follows the NAPLAN spelling section at format level only; no NAPLAN word list, item or content is reproduced (P5).

Per-item CD and family map (coverage audit)

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
1	VC2E2LY04	4D	Phonics — vowel digraphs, long-vowel patterns, silent letters	Multiple Choice	Choosing the vowel digraph <i>ai</i> for the long a sound mid- word (the ai/ay position pattern of 4D, Example 2; E03)
2	VC2E2LY04	4D	Phonics — vowel digraphs, long-vowel patterns, silent	Multiple Choice	Naming the silent letter in <i>knife</i> (E01, with the kn family of

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
			letters		Example 6)
3	VC2E2LY04	4D	Phonics — vowel digraphs, long-vowel patterns, silent letters	Fill in the Blanks (typed, audio-prompted)	Writing the dictated word <i>light</i> from the ight family (E02, less common sound –letter match)
4	VC2E2LY04	4D	Phonics — vowel digraphs, long-vowel patterns, silent letters	Fill in the Blanks (typed, audio-prompted)	Writing the dictated word <i>sheep</i> with the vowel digraph <i>ee</i> (E03)
5	VC2E2LY05	4E	Spelling patterns and high-frequency words	Fill in the Blanks (typed)	Writing the tricky high-frequency word <i>was</i> correctly (the find-and-fix shape of 4E, Q4)
6	VC2E2LY05	4E	Spelling patterns and high-frequency words	Fill in the Blanks (typed)	Writing the tricky high-frequency word <i>love</i> correctly (the tricky-part teaching of Example 2)
7	VC2E2LY05	4E	Spelling patterns and high-frequency words	Multiple Choice	Choosing the one-family word that fits the sentence context — <i>Meg had only one kite</i> (E01, with the context skill of E02: the other words pick the right word)
8	VC2E2LY06	4F	Morphemic word families	Drag and Drop (matching)	Matching each base word to its derived family word — cover/covering, help/helpful, play/replay, friend/friendship (E01 and E02)
9	VC2E2LY06	4F	Morphemic word families	Drag and Drop (matching)	Matching each prefix-plus-base

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
					sum to the word it makes — the not part and the again part of 4F, Parts 3 and 4 (E01)
10	VC2E2LY06	4F	Morphemic word families	Fill in the Blanks	Completing the derived word <i>friendship</i> from the known base <i>friend</i> plus the suffix <i>ship</i> (the example given in E02)

Notes for marking

- **Q3, Q4, Q5, Q6 and Q10** are typed items. Award the mark only for the correct spelling — *light, sheep, was, love, friendship*. On the device the Fill in the Blanks interaction marks the typed word. If a child answers on paper instead, accept the exact correct spelling; do not accept phonically plausible misspellings (the item tests the spelling itself). Upper-case and lower-case forms are both accepted.
- **Q8 and Q9** require all four pairs correct for the mark, matching the 1-mark-per-item rule (TOC §7). There is no part-marking.
- All items carry 1 mark each (TOC §7).

Coverage statement

All three assessed Chapter 4 CDs are present in C4 in their stated §7 family counts: Phonics 4 (Multiple Choice 2; Fill in the Blanks typed, audio-prompted, 2) · Spelling patterns and high-frequency words 3 (Fill in the Blanks typed 2; Multiple Choice 1) · Morphemic word families 3 (Drag and Drop matching 2; Fill in the Blanks 1). None of the §2A exclusions touch LY04, LY05 or LY06; every elaboration is drawn on — LY04 E01 (Q2), E02 (Q3), E03 (Q1, Q4); LY05 E01 (Q5, Q6, Q7) with the context skill of E02 in Q7; LY06 E01 (Q8, Q9) and E02 (Q8, Q10). Phonemic awareness (VC2E2LY03) is oral production and is evidenced by checklist O3, not here. There is no Aboriginal or Torres Strait Islander content, and all stimulus is original or from this book.