

English Level 3

Chapter 4 — Literacy: speaking, listening and word knowledge

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Interaction skills for conversations and discussions

This section owns VC2E3LY01 and draws on VC2E3LY01.E01, VC2E3LY01.E02, VC2E3LY01.E03 and VC2E3LY01.E04. It is part of the Level 3 Speaking and Listening standard: students “use cooperation strategies and interaction skills to contribute to discussions.”

What the Victorian Curriculum says

VC2E3LY01 — Students learn to: use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas.

This may involve students:

VC2E3LY01.E01 — building on and connecting ideas and opinions expressed by others.

VC2E3LY01.E02 — listening actively, including listening for specific information, recognising the value of others’ contributions and responding through comments, recounts and summaries of information.

VC2E3LY01.E03 — learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter.

VC2E3LY01.E04 — using language appropriately in different situations; for example, explaining a procedure to a group or engaging in a game with friends.

Word box

A **conversation** is talk that shares time together — you chat with a friend at lunch.

A **discussion** is talk with a job — a group shares information and ideas to get something done, like planning the class pet’s weekend care.

Interaction skills are the ways you talk and listen with other people: taking turns, asking questions, building on ideas.

Active listening means listening carefully so you can use what you hear.

To **build on** an idea is to add more to it. To **connect** ideas is to link them together.

A **comment** says what you think. A **retell** says back what you heard, in order — a retell is also called a recount. A **summary** gives just the main parts in a few words.

A **contribution** is what one person adds to the talk — an idea, a question or a comment. Your **opinion** is what you think about something.

A **procedure** tells how to do something, step by step: first, next, then, last.

Three group jobs: the **leader** shares turns and keeps the talk on the job. The **note-taker** writes down the big ideas. The **reporter** sums up and talks for the group.

The **situation** is what is going on around the talk — who is listening, and what the talk is for.

Two kinds of talk, one rule. Conversation or discussion, the rule is the same: take turns, listen to each other, and be kind with your words.

Learn

At Level 2 you learned to listen, take turns and ask questions that fit the talk. This section starts there and gives your talk bigger jobs.

Part 1 — Our class text. We will work from one information text all the way through this section. Read it once, just for the facts. Then we will use it to talk.

Sunny, Our Class Pet

Our class has a pet lizard. Her name is Sunny. She is a bearded dragon. Sunny is about as long as a ruler.

Sunny lives in a big glass tank. One end has a warm lamp. The other end is cool. Sunny likes to sit on her log under the warm lamp.

Sunny eats leafy greens every day. Twice a week, she eats small bugs too. We spray water in the tank so she can drink.

We take turns to care for Sunny. The feeder gives the greens. The helper checks the water. The watcher writes down what Sunny does.

Sunny is calm and friendly. We talk softly near her tank, and Sunny watches us right back.

Our class text

Read it once for the ideas. We will talk about it all the way through this section.

Sunny, Our Class Pet

Our class has a pet lizard. Her name is Sunny. She is a bearded dragon. Sunny is about as long as a ruler.

Sunny lives in a big glass tank. One end has a warm lamp. The other end is cool. Sunny likes to sit on her log under the warm lamp.

Sunny eats leafy greens every day. Twice a week, she eats small bugs too. We spray water in the tank so she can drink.

We take turns to care for Sunny. The feeder gives the greens. The helper checks the water. The watcher writes down what Sunny does.

Sunny is calm and friendly. We talk softly near her tank, and Sunny watches us right back.

Our class text for Section 4A

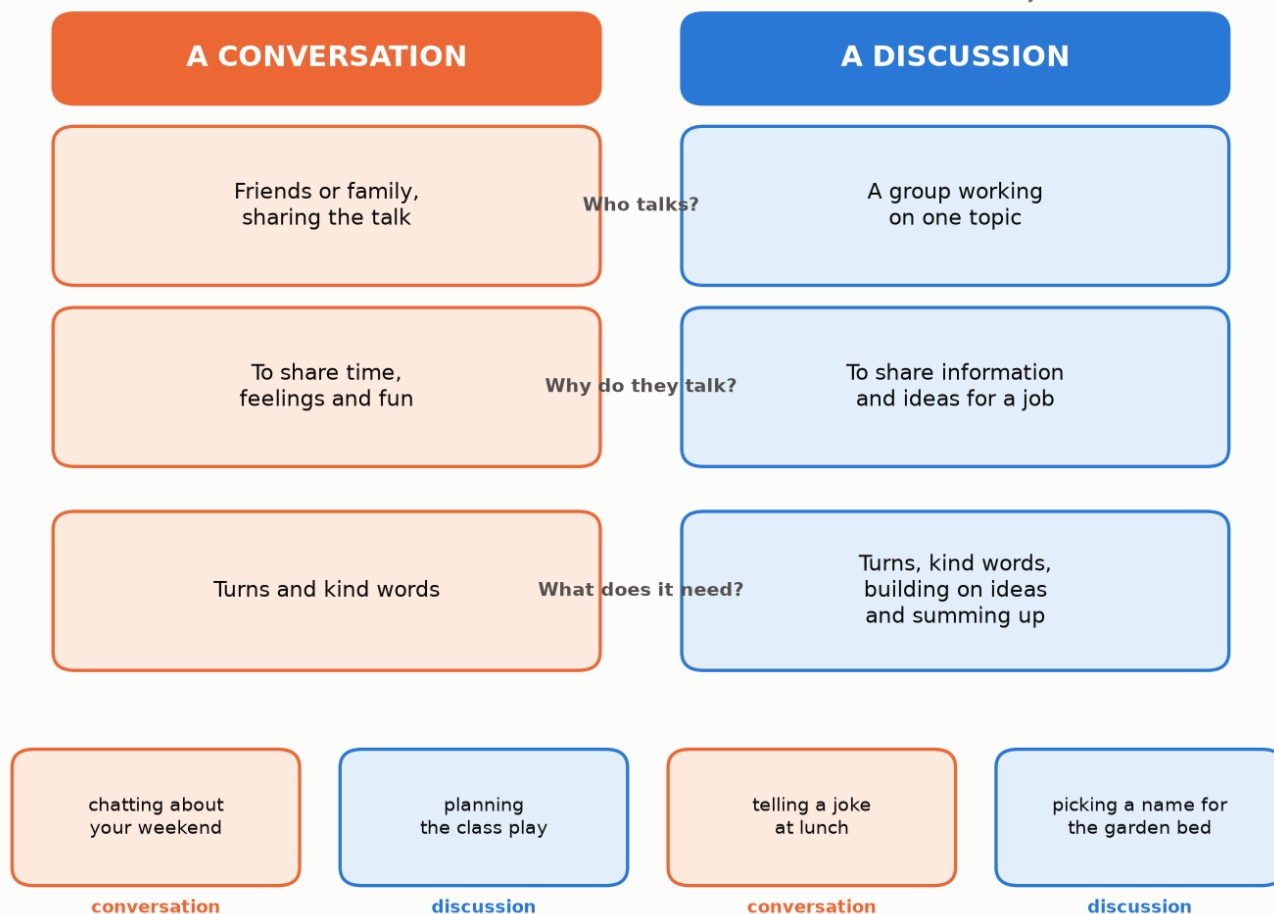
The class text Sunny, Our Class Pet on a text card: our pet bearded dragon lives in a glass tank with a warm lamp, eats leafy greens every day and small bugs twice a week, and the class takes turns as feeder, helper and watcher.

Part 2 — Two kinds of talk. When you chat with a friend about your weekend, that is a **conversation** — talk that shares time together. When your group plans how to care for Sunny over the weekend, that is a **discussion** — talk with a job.

The chart sorts the two kinds:

Two kinds of talk

A conversation and a discussion both share ideas. A discussion also has a job to do.



Both kinds of talk need turns. Both need listening.

A poster sorting two kinds of talk: a conversation shares time and fun, like chatting with friends at lunch, while a discussion shares information and ideas for a job, like planning a party — with four labelled example chips and the note that both kinds need turns and listening.

This section is about discussions — the kind of talk that shares information and ideas about a topic, like our class text about Sunny.

Part 3 — Build on ideas. Connect them. A discussion grows when people do more than take turns. Listen to Sam's idea, then watch Ava and Kai grow it:

Sam: Sunny needs her greens every day.

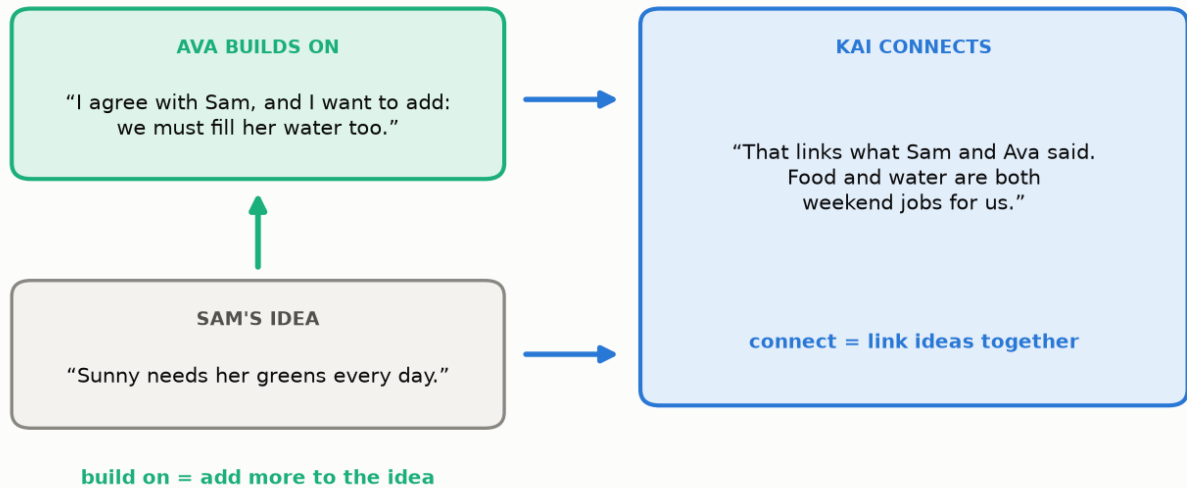
Ava: I agree with Sam, and I want to add: we must fill her water too.

Kai: That links what Sam and Ava said. Food and water are both weekend jobs for us.

Ava **built on** Sam's idea — she agreed, then added more. Kai **connected** the ideas — he showed how they go together.

Build on ideas. Connect them.

A discussion grows when you add to an idea and link ideas together.



Sentence starters to use:

I agree with ___, and I want to add ___ · That links with what ___ said

Idea cards showing Sam's idea, Ava building on it with I agree with Sam and I want to add, and Kai connecting both ideas — with the sentence frames for building on and connecting.

Part 4 — Listen so you can use what you hear. Building and connecting only work if you listen first. **Active listening** has three jobs:

Be an active listener

Active listening means listening carefully so you can use what you hear.

1

LISTEN FOR INFORMATION

Hold the facts in your head.
Who? What? When?
What are the steps?

2

SHOW YOU ARE LISTENING

Look at the speaker.
Wait for your turn.
Nod when you follow.

3

SHOW THE IDEA IS GOOD

Say what you liked.
"Good idea!"
"That helps our plan."

Good listeners do all three jobs at once:

they listen, they show it, and they answer.

A poster titled Be an active listener with three numbered jobs: listen for information (who, what, when, what are the steps), show you are listening (look at the speaker, wait for your turn, nod), and show the idea is good (Good idea! That helps our plan.).

After you listen, you can answer a speaker in three ways:

Three ways to answer a speaker

After you listen, you can answer with a comment, a retell or a summary.

COMMENT	RETELL	SUMMARY
Say what you think about it.	Say back what you heard, in order. The curriculum calls this a recount.	Just the main parts, in a few words.
"I like the part about Sunny's warm lamp."	"Sunny eats greens every day. We spray water for her to drink."	"Sunny needs food, water and warmth."
<i>a model sentence</i>	<i>a model sentence</i>	<i>a model sentence</i>

A comment adds your idea. A retell checks you heard. A summary pulls out the main parts.

Three cards showing three ways to answer a speaker: a comment says what you think, a retell says back what you heard in order (also called a recount), and a summary gives just the main parts — each with a model sentence about Sunny.

When you say "Good idea!" or "That helps our plan," you show the speaker that their contribution has value. Every idea in the group gets a fair listen.

Part 5 — Group jobs make the talk work. In a discussion, each person can take a job. Three jobs help a group talk work:

Group roles, and the skills each one needs

Every role has speaking jobs and listening jobs.

GROUP LEADER	NOTE-TAKER	REPORTER
Speaking: share the turns, keep the talk on the job, check everyone got it.	Speaking: check what you wrote. "I have that down."	Speaking: sum up the main parts and talk for the group.
Listening: hear every idea.	Listening: catch the big ideas and write them down.	Listening: use the notes to build the summary.
"What do you think, Ava?"	"So that is greens every day?"	"Our group decided..."

One person can hold a role for a week, then swap, so everyone practises every role.

Everyone in the group still shares ideas and listens.

Three group role cards: the leader shares turns, keeps the talk on the job and checks everyone gets it; the note-taker listens and writes down the big ideas; the reporter sums up the talk and speaks for the group — each with a model sentence.

Here is a group doing its jobs. Kai is the leader, Ruby is the note-taker and Sam is the reporter. Their job: plan Sunny's weekend care.

Kai: Our job is to plan Sunny's weekend care. Please share one idea each.

Ava: Sunny needs her greens on Saturday and Sunday.

Kai: Good idea, Ava. Ruby, can you write that down?

Ruby: Greens on both days. I have that down.

Sam: I agree with Ava, and I want to add: fill her water before we go.

Kai: Thanks, Sam. Now — who can feed Sunny each day?

Ava: I can feed her on Saturday.

Ruby: Saturday is Ava. I can do Sunday.

Kai: Greens every day, water filled, Ava Saturday, Ruby Sunday. Did we all get it?

Sam: Our group planned Sunny's weekend. She gets greens and fresh water every day. Ava feeds her Saturday, Ruby feeds her Sunday.

A group talk that works

LEADER STARTS THE TALK	Kai: Our job is to plan Sunny's weekend care. Please share one idea each.
SHARES AN IDEA	Ava: Sunny needs her greens on Saturday and Sunday.
LEADER SHOWS VALUE	Kai: Good idea, Ava. Ruby, can you write that down?
NOTE-TAKER RECORDS	Ruby: Greens on both days. I have that down.
BUILDS ON AND CONNECTS	Sam: I agree with Ava, and I want to add: fill her water before we go.
LEADER SHARES TURNS	Kai: Thanks, Sam. Now — who can feed Sunny each day?
SHARES AN IDEA	Ava: I can feed her on Saturday.
NOTE-TAKER RECORDS	Ruby: Saturday is Ava. I can do Sunday.
LEADER CHECKS	Kai: Greens every day, water filled, Ava Saturday, Ruby Sunday. Did we all get it?
REPORTER SUMS UP	Sam: Our group planned Sunny's weekend. She gets greens and fresh water every day. Ava feeds her Saturday, Ruby feeds her Sunday.

Kai is the leader, Ruby the note-taker and Sam the reporter. Every line has a job.

A modelled group talk with ten lines, each labelled by its job: the leader starts the talk, shows value, shares turns and checks; members share ideas and build on them; the note-taker records; the reporter sums up.

Every line has a job. That is what makes the talk work.

Part 6 — Fit your talk to the situation. The same topic can need two different kinds of talk. Look at feeding Sunny — once as class talk, once as a game:

Same topic, two situations

Your words change to fit the situation you are in.

EXPLAINING TO THE CLASS

How to feed Sunny

"Here is how to feed Sunny.
First, wash your hands.
Next, get the leafy greens.
Then, put them in her bowl.
Last, write your name
on the feeding chart."

steps in order • clear voice
everyone needs to hear and learn

A GAME WITH FRIENDS

Guess-the-animal at lunch

"Guess my animal!
It is small with a long tail,
and it loves the warm sun.
No, you can't see it!
Hurry — your turn!"

quick turns • fun words
friends are listening to play

Both talks are good. The first teaches. The second plays.

The situation picks the words, the voice and the pace.

Two cards with the same topic in two situations: explaining how to feed Sunny to the class uses steps in order (first, next, then, last) and a clear voice, while playing guess-the-animal with friends uses quick turns and fun words.

One is serious class talk. One is relaxed game talk. They are both good talks — each one fits its situation. The situation picks the words, the voice and how fast you talk. Ask three quick questions before you speak:

Fit your talk to the situation

Ask three quick questions before you speak.

1. WHO IS LISTENING?

your friends · your group
your class · your teacher



2. WHAT IS THE JOB?

to play and have fun
or to teach, plan or decide



3. PICK WORDS THAT FIT

quick, fun words for a game
clear steps and full sentences
to teach or plan

SO YOU MIGHT...

use short, quick words
in a game with friends

OR YOU MIGHT...

use steps and clear words
to explain to a group

There is no one right way to talk — only the way that fits.

A three-step flow for fitting your talk to the situation: who is listening, what is the job, then pick words that fit — quick fun words for a game, or clear steps and full sentences to teach or plan.

When you explain a **procedure** to a group, use steps in order and a clear voice. When you play a game with friends, quick turns and fun words fit.

Part 7 — A word bank for discussions. Keep these sentence frames beside you when you talk. Pick a frame, then add your own words:

Word bank for discussions

Pick a starter, then add your own words.

BUILD ON	"I agree with ___, and I want to add..." · "Yes, and we could also..."
CONNECT	"That links with what ___ said." · "___'s idea goes with ___'s idea."
SHOW VALUE	"Good idea!" · "That helps our plan."
ASK FOR MORE	"Can you tell us more about ___?" · "How would that work?"
INVITE A VOICE	"What do you think, ___?" · "We have not heard from you yet."
CHECK	"Did we all get it?" · "Should we say the plan back?"
SUM UP	"The main parts are..." · "So our group decided..."

These starters help you build on ideas, connect them and keep the talk kind.

A word bank poster with seven discussion moves and their sentence frames: build on, connect, show value, ask for more, invite a voice, check, and sum up.

Worked examples

Example 1 — building on and connecting in a discussion

Mia's group is talking about Sunny. Mia says:

Mia: Sunny looks happy when we talk softly.

You want to grow Mia's idea. Three ways to do it:

Your line	What it does
I agree with Mia, and I want to add: she sits still and watches us.	You built on — you agreed, then added more.
That links with what our text says: we talk softly near her tank.	You connected — you joined Mia's idea to our class text.
Good idea, Mia! Can you tell us more?	You showed Mia's idea has value, then asked for more.

All three lines keep the talk going. A discussion stops when people only say their own ideas.

Example 2 — fitting your talk to the situation

You know how to feed Sunny. Now two different jobs:

Job	Your talk
Explain feeding to the class (a procedure)	First, get Sunny's greens. Next, put them in her tank. Then check her water. Last, wash your hands.
Play guess-the-animal with friends (a game)	It sits under a warm lamp! It eats greens! What is it?

Same facts, two kinds of talk. The class job needs steps in order and a clear voice. The game needs quick, fun lines. The situation picked the words both times.

Practice questions

With help

Q1. Sort each talk: is it a conversation or a discussion? (a) You chat with a friend about the weekend at lunch. (b) Your group plans Sunny's weekend care. (c) You play a guessing game with friends.

Q2. Ava says: *Sunny needs her greens every day.* Write one sentence that **builds on** Ava's idea. Use this frame: *I agree with Ava, and I want to add...*

Q3. Kai says: *Food and water are both weekend jobs.* Write one sentence that **connects** Kai's idea to our class text. Start with: *That links with...*

Q4. Fill each blank with a group job: **leader**, **note-taker** or **reporter**. (a) The _____ writes down the big ideas. (b) The _____ sums up the talk and speaks for the group. (c) The _____ shares turns and keeps the talk on the job.

Q5. Which active listening job is each one: *listen for information*, *show you are listening*, or *show the idea is good*? (a) You look at Sam and wait for your turn. (b) You hold the facts in your head: who, what, when. (c) You say: "Good idea! That helps our plan."

Q6. Which talk fits each situation: serious class talk or relaxed game talk? (a) You explain how to feed Sunny to the class. (b) You play guess-the-animal with friends at lunch.

On your own

Q7. Write a group talk with four lines. Start each line with the speaker's name, like this:

Kai: Let's read the farm book.

Topic: pick a book to read to the class on Friday. One line must **build on** an idea, and one line must **show the idea is good**.

Q8. Your group talked about how to keep Sunny's tank clean. Write the reporter's sum-up in three sentences: what your group talked about, what your group picked, and one question for the class.

Q9. Same message, two ways. Write *The game starts after lunch* two times: once for serious class talk, and once for relaxed game talk with friends.

Q10. A new student joins your group, but no one has asked for their idea yet. Write one line that asks for their idea, and one line that helps them join the talk.

Text task

Back to *Sunny, Our Class Pet*. Your group has a job: plan Sunny's weekend care, then share your plan with the class.

T1. In your group, give each person a job: leader, note-taker or reporter. Say each job's work in one sentence.

T2. Have the discussion. What does Sunny need over the weekend? The leader shares turns. Every person adds one idea. Build on or connect at least two ideas, and show that each idea has value.

T3. Reporter: use this frame to sum up your group's talk for the class.

The reporter's summary frame

The reporter tells the class what the group decided.

OUR GROUP'S SUMMARY

Our group talked about _____ .

We decided _____ .

First, _____ .

Next, _____ .

Last, _____ .

Do you have any questions?

REPORTER TIPS

- 1 the main parts only
- 2 put them in order
- 3 use a clear voice
- 4 look at your listeners
- 5 ask for questions at the end

You can say your summary out loud, write it, or both.

A fill-in frame for the reporter's sum-up: our group talked about, we picked, first, next, last, and do you have any questions — with five reporter tips beside it.

T4. Class: listen to each group's reporter. After each sum-up, ask one question or add one comment.

T5. Self-check: can you tick all six boxes?

Discussion checklist

Check yourself after your next talk.

☐	I built on an idea or connected two ideas.
☐	I listened for information — who, what, when.
☐	I waited for my turn and looked at the speaker.
☐	I showed that other people's ideas were good.
☐	I used words that fit the situation.
☐	I helped my group do its job.

Six ticks means your talk worked.

A discussion checklist poster with six tick boxes: I built on or connected an idea; I listened for information; I waited my turn and looked at the speaker; I showed other ideas were good; I picked words that fit the situation; I helped my group do its job.

Answers

Q1. (a) conversation — sharing time together. (b) discussion — talk with a job. (c) conversation — sharing time and fun.

Q2. Example answer: I agree with Ava, and I want to add: we should give her fresh greens each morning.

Q3. Example answer: That links with what our text says — Sunny eats leafy greens every day, so weekend feeding is a big job.

Q4. (a) note-taker. (b) reporter. (c) leader.

Q5. (a) show you are listening. (b) listen for information. (c) show the idea is good.

Q6. (a) serious class talk. (b) relaxed game talk.

Q7. Example answer:

Kai: Let's pick a book for Friday. What does everyone like?

Mia: I like the farm book. It has funny animals.

Kai: Good idea, Mia. I agree with Mia, and I want to add: it has big pictures too.

Ruby: Then let's read that one. I can hold it up so everyone sees.

Q8. Example answer: Our group talked about how to keep Sunny's tank clean. We picked: the helper checks the water each day, and we clean the tank on Friday. Do you have any questions?

Q9. Example answer: Class talk — The game will start after lunch. Please come ready. Game talk — Hey, the game's on after lunch. See you there!

Q10. Example answer: What do you think? We have not heard from you yet. Come in — pick a job and join our talk.

T1. Example answer: The leader shares turns and keeps the talk on the job. The note-taker writes down the big ideas. The reporter sums up and speaks for the group.

T2. Each group's talk will be different. Check: every person added one idea, at least two ideas were built on or connected, and the group showed each idea had value.

T3. Example answer: Our group talked about Sunny's weekend care. We picked: greens every day and fresh water. First, Ava feeds her on Saturday. Next, Ruby feeds her on Sunday. Last, Sam tells the class the plan. Do you have any questions?

T4. Example answers: Who checks the water on Sunday? / That links with what the feeder does at school. / Good plan — Sunny will be happy.

T5. Six ticks means your talk worked. Any empty box tells you what to try next time.

Delivering spoken texts to an audience using features of voice

Curriculum focus — This section teaches **VC2E3LY02** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Interacting with others):

“Deliver spoken texts to an audience using features of voice.”

It draws on the elaboration id below. This is a linkage key for the question bank and coverage records — an illustration of the CD, not a lesson checklist (TOC D7):

- **VC2E3LY02.E01** — “adjusting tone and pace to purpose and audience”

Related achievement standard (Speaking and Listening): “When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice.”

Level discipline (TOC D9): this section stops at delivering short spoken texts with features of voice. *Structured* spoken texts are Level 4 content (VC2E4LY02) and are not taught here; planning an oral presentation belongs to section 5E (VC2E3LY11).

Entry state (TOC §4): students arriving from Level 2 have given short spoken texts using features of voice (VC2E2LY02). That experience is re-established in one sentence in the teaching sequence, not re-taught.

Contested term (CONTESTED_TERMS Rule 1): the curriculum uses the word *tone* without defining it. This section therefore treats *tone* as the feeling a speaker’s voice shows, in the sense implied by the elaboration’s pairing of tone with purpose and audience, and every question in this section is answerable on that definition alone.

What you will learn

In this section you will learn to:

1. know the job of a spoken text: **what** you say, **who** listens and **why** you speak;
2. change four parts of your voice: **tone**, **pace**, **loudness** and **pause**;
3. match your voice to your **purpose** and your **audience**;
4. add speaker’s signs to a script, then stand up and deliver it.

New words

These words are used a lot in this section. Each one is defined at its first use too.

Word	What it means
spoken text	words you say out loud for people to hear. A talk, a news item and a poem read out loud are all spoken texts.
audience	the people who listen when you speak.
purpose	the reason you are speaking.
deliver	to give a spoken text to an audience — to stand up and say it.
feature of voice	one of the parts of your voice that you can change. A <i>feature</i> is a part of something.
tone	the feeling your voice shows.
pace	how fast or slow you speak.
loudness	how loud or soft your voice is.
pause	a short, quiet stop when you speak.
script	the words of a talk, written down for the speaker.
speaker’s signs	small marks on a script that tell the speaker how to say

One word we use in a set way. In this section, *tone* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA) when it pairs tone with purpose and audience: **the feeling your voice shows**. Other books may use *tone* in other ways, but in this section this is what it means.

Our text for this section

Maybe you have given a short talk before, and your voice helped people listen. This section starts there and teaches your voice to do more.

Our class text is a short talk for three speakers. It is called **The News at Wattle Park**. Read it once, just to hear the news. Then we will look again at *how* each speaker says it.

The News at Wattle Park

Mia: Good morning, Wattle Park! Friday is Sports Day! Races start at ten. Wear your sport shoes and bring your water bottle. Come and cheer for your team!

Tom: Now, a careful notice. The yard is wet from the rain. Please walk, do not run. Play under the cover, and keep off the wet grass. That keeps everyone safe.

Ruby: One last thing. We found a red hat with a yellow star. If it is your hat, come to the office, and it can go home with you. We will keep it safe. That is all — have a great day!

The News at Wattle Park

Our class text — a talk for three speakers

Mia

to share happy news

Good morning, Wattle Park!
Friday is Sports Day!
Races start at ten. Wear your sport shoes and bring your water bottle.
Come and cheer for your team!

Tom

to keep everyone safe

Now, a careful notice.
The yard is wet from the rain.
Please walk, do not run.
Play under the cover, and keep off the wet grass.
That keeps everyone safe.

Ruby

to help a lost hat go home

One last thing. We found a red hat with a yellow star.
If it is your hat, come to the office, and it can go home with you. We will keep it safe.
That is all — have a great day!

Each speaker has a different job for their voice.

The class text The News at Wattle Park on three speaker cards: Mia shares the happy Sports Day news, Tom gives a careful notice about the wet yard, and Ruby tells kind news about a found red hat with a yellow star.

Teaching sequence

Step 1 — A spoken text has a job

When you speak to people, three things are at work:

- **What** you say — your words.
- **Who** listens — your **audience**.

- **Why you speak — your purpose.**

The people listening are your audience. Your purpose is your reason for speaking. Mia, Tom and Ruby all speak to the same audience — the whole school — but each has a different purpose:

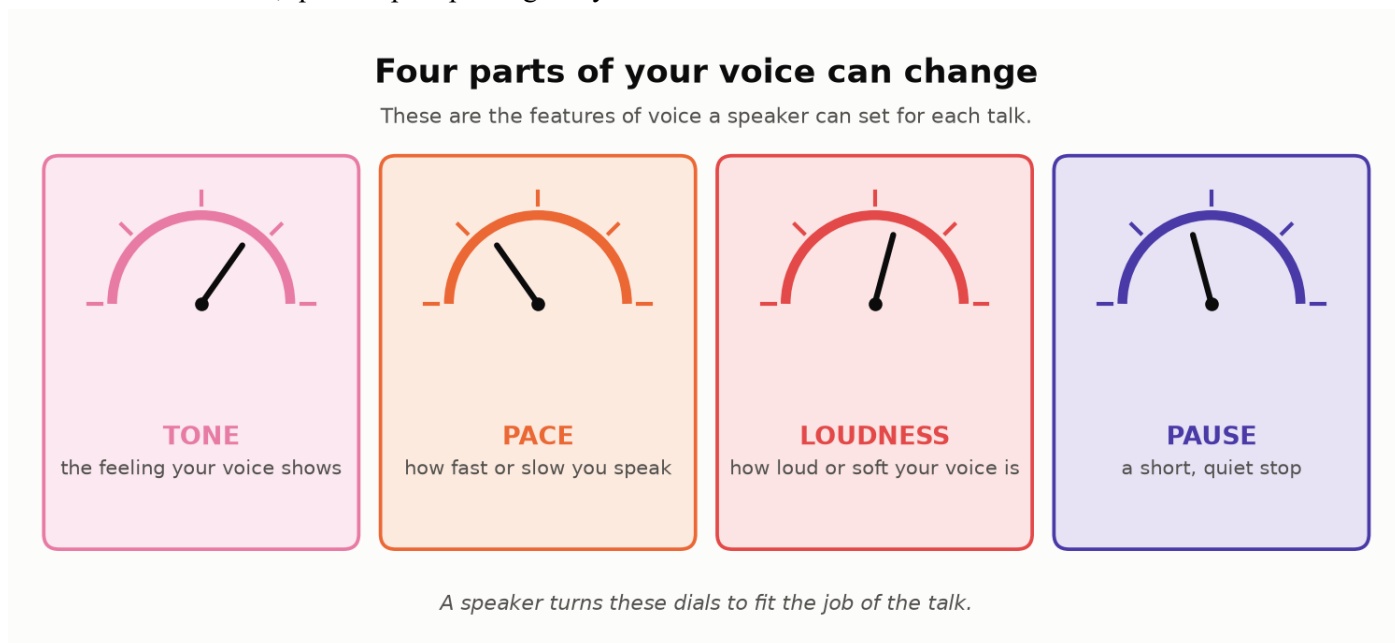
Speaker	Purpose
Mia	to share big, happy news
Tom	to keep everyone safe
Ruby	to help a lost hat go home

When you **deliver** a spoken text, you stand up and give your words to your audience. Your words do one job, and your voice helps them do it.

Step 2 — Four parts of your voice can change

Your voice is not stuck. Four **features of voice** can change:

- **Tone** — the feeling your voice shows. A happy tone, a serious tone, a warm tone.
- **Pace** — how fast or slow you speak.
- **Loudness** — how loud or soft your voice is.
- **Pause** — a short, quiet stop. A pause gives your listeners time to think.



Four voice dials a speaker can turn: tone the feeling your voice shows, pace how fast or slow you speak, loudness how loud or soft your voice is, and pause a short quiet stop.

Step 3 — Same words, new voice, new message

Look at one line from Mia's news: **Friday is Sports Day!**

Say it fast and loud, with a happy tone. It sounds like big news! Now say it slow and soft, with no feeling in your voice. It sounds like no big deal at all.

Same words. New voice. New message. Your voice tells your audience how to feel about your words.

Same words, new voice, new message

One line from Mia's news, said two different ways.

"Friday is Sports Day!"

said

FAST

LOUD

happy tone

Sounds like

BIG NEWS!

"Friday is Sports Day!"

said

SLOW

SOFT

flat tone

Sounds like

no big deal.

Same words. New voice. New message.

The same line Friday is Sports Day said two ways: a fast loud happy way that sounds like big news, and a slow soft flat way that sounds like no big deal.

Step 4 — Your purpose picks your voice

Before you deliver, ask: **why am I speaking?** Your purpose picks your voice.

Purpose

Voice that fits

to share happy news

bright tone, a little fast, loud enough for everyone

to keep people safe

slower pace, serious steady tone, clear voice, pauses after the important bits

to be kind and gentle

soft and slow, warm tone

Your purpose picks your voice

Ask: why am I speaking? Then set your voice to match.

to share happy news

bright tone, a little fast,
loud enough for everyone

to keep everyone safe

slower pace, serious steady tone, clear voice,
pauses after the important bits

to be kind and gentle

soft and slow, warm tone

Purpose first. Voice second. Words last.

A purpose picker matching three purposes to voice choices: share happy news goes with a bright tone and a little fast pace, keep people safe goes with a slower serious voice and pauses, and be kind goes with a soft slow warm voice.

Step 5 — Your audience changes your voice too

Same talk, different audience — different voice.

Mia reads her Sports Day news to two audiences:

- **The kindergarten class.** The little ones need time to hear every word. Mia slows her pace and uses a warm tone.
- **The whole school at assembly.** Everyone must hear, right to the back. Mia uses more loudness and a steady pace, and she says each word clearly.

Mia did not change her words. She changed her voice to fit her audience.

Your audience changes your voice too

Mia reads the same Sports Day news to two audiences.

Same talk — Mia's Sports Day news

Audience 1

the kindergarten class

- **slower pace**
little ones need time to hear every word
- **warm tone**
a warm voice helps little ones feel safe
- **clear voice**
say each word so it can be caught

Audience 2

the whole school at assembly

- **more loudness**
everyone must hear, right to the back
- **steady pace**
a steady pace keeps the whole room together
- **clear words**
each word lands, even far away

Mia keeps her words. She changes her voice to fit her audience.

The same talk to two audiences: for the kindergarten class a slower pace and a warm tone, and for the whole school at assembly more loudness, a steady pace and clear words.

Step 6 — Mark up your script like a speaker

Speakers often put small marks on their script to remember their voice choices. This section uses five **speaker's signs**:

Speaker's signs

Speakers put these small marks on a script to remember their voice choices.

SLOW	slow down here
FAST	speed up a little here
LOUD	more loudness here
SOFT	less loudness here
// //	pause here — stop, count one beat in your head, then go on

The signs sit above the words in a marked-up script.

The five speaker's signs: a blue SLOW tag means slow down here, an orange FAST tag means speed up a little, a red LOUD tag means more loudness, an aqua SOFT tag means less loudness, and two purple lines // mean pause for one beat then go on.

- **SLOW** — slow down here.
- **FAST** — speed up a little here.
- **LOUD** — more loudness here.
- **SOFT** — less loudness here.
- // — pause here. Stop, count one beat in your head, then go on.

Step 7 — Get ready to deliver

Before you stand up, check four things:

Ready to deliver?

Check four things before you stand up to speak.



BODY

Stand tall. Keep your hands still.
Look at your audience.



BREATH

Take one slow breath before you start.



VOICE

Check your tone, pace, loudness and pauses.



WORDS

Know how your talk starts, so your
first line comes out strong.

Body ready. Breath ready. Voice ready. Words ready. Go!

A delivery checklist with four boxes: body stand tall and look at your audience, breath take one slow breath, voice check your tone pace loudness and pauses, and words know how your talk starts.

1. **Body.** Stand tall. Keep your hands still. Look at your audience.
2. **Breath.** Take one slow breath before you start.
3. **Voice.** Check your tone, pace, loudness and pauses.
4. **Words.** Know how your talk starts, so your first line comes out strong.

Worked examples

Both worked examples use our class text, **The News at Wattle Park**.

Worked example 1 — Plan the voice for big news

Mia's purpose is to share big, happy news. Let's plan her voice, line by line.

Line	Job of the line	Voice choice	Why
"Good morning, Wattle Park!"	to say hello to the whole school	loud, bright tone	Everyone must hear the hello. A bright tone says <i>I am happy to be here</i> .
"Friday is Sports Day!"	to share the big news	a little fast, loud, excited tone	Happy news sounds excited.
"Races start at ten."	to tell an important time	slower, clear voice	Everyone must catch the time, so slow it down.
"Come and cheer for your team!"	to get everyone excited	loud, warm tone	A warm, big voice helps everyone want to come.

One talk can need more than one voice choice. The speaker changes voice as the job of each line changes.

Worked example 2 — Add speaker's signs to a script

Ruby's news is kind and gentle. Let's mark up her script so her voice fits.

Step	What we do	Why
1. Read it all.	Read Ruby's part once, from start to	Know the words first.



Step	What we do	Why
	end.	
2. Find the purpose.	Ruby's news is kind: a lost hat can go home.	Purpose picks the voice.
3. Pick the voice.	Kind news wants a soft, slow, warm voice.	Tone, pace and loudness match the purpose.
4. Add the signs.	Put SLOW and SOFT where the kind news starts. Put // pauses so listeners have time to think.	The signs help the speaker remember.
5. Read it out loud.	Say it, then ask: does it sound kind?	Your ear is a great checker.

Here is Ruby's script with the signs in place:

Ruby's script, marked up for kind news

The signs tell the speaker how to say the words.

Ruby:

One last thing. //

SLOW

SOFT

We found a red hat with a yellow star. //

If it is your hat, come to the office, and it can go home with you. //

We will keep it safe. That is all — have a great day!

The signs say:

SLOW

slow down

SOFT

less loudness

//

pause for one beat

Ruby's script marked up with speaker's signs: a // pause after One last thing, then SLOW and SOFT tags before We found a red hat with a yellow star, and // pauses between the kind lines.

Practice — with help

Use the steps and the figures from the teaching sequence. The answers are at the end of this section.

Q1. Match each voice word to what it means. Draw a line.

Voice word	Meaning
tone	a short, quiet stop
pace	the feeling your voice shows
loudness	how fast or slow you speak
pause	how loud or soft your voice is

Q2. Which part of the voice is each helper talking about? Write *tone*, *pace*, *loudness* or *pause*.

- (a) “Say it a little faster.”
- (b) “Let your voice sound warm.”
- (c) “Everyone at the back must hear you.”
- (d) “Stop for one beat after the big news.”

Q3. Tick the voice that fits the purpose.

- (a) Sharing happy news:
 - ☐ bright tone, a little fast
 - ☐ slow pace, flat tone
- (b) A safety notice:
 - ☐ slow and clear, with pauses
 - ☐ very fast and very loud, with no pauses
- (c) A kind message for a sad friend:
 - ☐ loud and fast
 - ☐ soft, slow and warm

Q4. Mia reads her news to the kindergarten class. Circle the better choice.

- (a) She speaks (slower / faster) so the little ones can catch every word.
- (b) She uses a (warm / cross) tone.
- (c) She says each word (clearly / fast).

Q5. Put one pause mark // where a pause helps most:

“Friday is Sports Day races start at ten.”

Q6. Mark up this line with two speaker’s signs: **LOUD** and **FAST**.

“Come and cheer for your team!”

Sorting game. Cut out the cards in the figure below, or copy them onto paper. Match each purpose card to the voice card that fits it. Draw a line for each match.

Sorting game — match the purpose to the voice

Cut out the cards. Draw a line from each purpose card to the voice card that fits.

PURPOSE cards

share happy news

keep everyone safe

help someone feel better

VOICE cards

soft, slow and warm

bright tone, a little fast and loud

slower, serious voice with pauses

Purpose picks the voice — say your match out loud and say why.

Sorting cards: three purpose cards — share happy news, keep everyone safe, help someone feel better — and three voice cards — bright tone a little fast and loud, slower serious voice with pauses, soft slow and warm.

Practice — on your own

No hints this time. Use the steps from the teaching sequence.

Q7. Same line, two ways. Fill in the table for this line: **“The library has new books.”**

Way to say it	Tone	Pace	Loudness
Way 1: sharing happy news with your class			
Way 2: quiet news, because people are reading nearby			

Q8. Fix the delivery. Sam reads the safety notice very fast and very soft. No one at the back can hear it, and no one catches the important bits. Write two things Sam should change.

Q9. You are reading this line to the kindergarten class as a gentle reminder:

Your turn — add speaker's signs
This line is a gentle reminder for the kindergarten class.

?

?

?

Please walk in the hall.

Put your signs in the slots above the words.

A practice line on a card: Please walk in the hall, with space above the words for speaker's signs.

Add speaker's signs to the line so your voice fits a gentle reminder for little ones.

Q10. Voice check. Priya reads “Friday is Sports Day!” slow, soft and flat. Does her voice fit her purpose? Say why or why not, and write one thing she could change.

Text task — The News at Wattle Park

Read the class text again. Then do the five tasks below in your book.

- Mia: Good morning, Wattle Park! Friday is Sports Day! Races start at ten. Wear your sport shoes and bring your water bottle. Come and cheer for your team!
- Tom: Now, a careful notice. The yard is wet from the rain. Please walk, do not run. Play under the cover, and keep off the wet grass. That keeps everyone safe.
- Ruby: One last thing. We found a red hat with a yellow star. If it is your hat, come to the office, and it can go home with you. We will keep it safe. That is all — have a great day!

- (a) Match each speaker to their purpose. Write the purpose next to each name: Mia, Tom, Ruby.
- (b) Pick one speaker's part. Add at least three speaker's signs to it, including at least one // pause.
- (c) Finish the delivery plan for your part.

Part of voice	My choice	Why it fits
tone		
pace		
loudness		
one pause		

- (d) Deliver your part to your group. Use the checklist from Step 7. Listeners: use your best listening, and give the speaker one thing they did well. (Section 4A teaches these listening and turn-taking skills.)
- (e) Think back: what did you change in your voice to fit your purpose and your audience? Write one sentence.

Answers

Q1. tone — the feeling your voice shows. pace — how fast or slow you speak. loudness — how loud or soft your voice is. pause — a short, quiet stop.

Q2. (a) pace. (b) tone. (c) loudness. (d) pause.

Q3. (a) bright tone, a little fast. (b) slow and clear, with pauses. (c) soft, slow and warm.

Q4. (a) slower. (b) warm. (c) clearly.

Q5. “Friday is Sports Day // races start at ten.” The pause sits between the two ideas.

Q6. LOUD and FAST go on the line, for example: **LOUD FAST** “Come and cheer for your team!”

Sorting game. share happy news → bright tone, a little fast and loud; keep everyone safe → slower, serious voice with pauses; help someone feel better → soft, slow and warm.

Q7. Example answers — Way 1: happy tone, a little fast, loud enough for the class. Way 2: calm tone, slow, soft.

Q8. Example answer: Sam should slow his pace, and he should use more loudness so the back of the room can hear.

Q9. Example answer: **SLOW SOFT** “Please walk // in the hall.”

Q10. Example answer: No. Sports Day is happy news, but a slow, soft, flat voice sounds like no big deal. Priya could use a bright tone and a little more pace and loudness.

Text task. (a) Mia — to share big, happy news. Tom — to keep everyone safe. Ruby — to help a lost hat go home. (b) Example answer for Tom: “Now, a careful notice. // **SLOW** Please walk, do not run. // Play under the cover, and keep off the wet grass. **SOFT** That keeps everyone safe.” (c) Example answer for Tom: tone — serious and steady, because safety is the job; pace — slow, so everyone catches each word; loudness — loud enough for the whole room; one pause — after “notice”, so listeners know something important is coming. (d) Group delivery — answers will be different for each group. (e) Example answer: I slowed my pace and used a warm tone, because my news was kind.

Full answers with every step

Q1. Think of the four voice features from Step 2. *Tone* is about feeling, so it matches “the feeling your voice shows.” *Pace* is about speed, so it matches “how fast or slow you speak.” *Loudness* is about loud and soft, so it matches “how loud or soft your voice is.” *Pause* is a stop, so it matches “a short, quiet stop.”

Q2. Ask: which feature does each helper change? (a) “Faster” changes speed — that is **pace**. (b) “Warm” is a feeling in the voice — that is **tone**. (c) “Hear you at the back” is about how loud the voice is — that is **loudness**. (d) “Stop for one beat” is a quiet stop — that is **pause**.

Q3. Use Step 4: purpose picks the voice. (a) Happy news wants a bright tone and a little speed, so tick **bright tone, a little fast**. (b) A safety notice must be caught and understood, so tick **slow and clear, with pauses**. (c) A kind message for a sad friend wants gentle, so tick **soft, slow and warm**.

Q4. Use Step 5: the audience changes the voice. The kindergarten children are little and need time, so (a) **slower**. A warm tone helps little ones feel safe, so (b) **warm**. Little ones must catch every word, so (c) **clearly**.

Q5. A pause sits between two ideas so listeners can take in the first one. The line has two ideas: *Friday is Sports Day* and *races start at ten*. Put the pause between them: “Friday is Sports Day // races start at ten.”

Q6. LOUD means more loudness, and FAST means a little more pace. Both fit the big cheer at the end of Mia’s news. Put the two tags in front of the line: **LOUD FAST** “Come and cheer for your team!”

Sorting game. Ask the purpose question from Step 4 for each card. *Share happy news* fits a bright, happy voice: **bright tone, a little fast and loud**. *Keep everyone safe* fits a careful voice people can follow: **slower, serious voice with pauses**. *Help someone feel better* fits a gentle voice: **soft, slow and warm**.

Q7. Start with the purpose of each way, then pick the voice to match. Way 1 is happy news for your class: tone — **happy**, pace — **a little fast**, loudness — **loud enough for the class**. Way 2 is quiet news near people who are reading: tone — **calm**, pace — **slow**, loudness — **soft**.

Q8. Find what went wrong, then pick the feature to fix it. “Very fast” is a pace problem — Sam should **slow his pace** so people catch the words. “Very soft, no one at the back can hear” is a loudness problem — Sam should **use more loudness**. Two changes, one for each problem.

Q9. The purpose is a gentle reminder, and the audience is little ones. Gentle means **SOFT** and **SLOW**. Little ones need time, so add a // pause: **SLOW SOFT** “Please walk // in the hall.”

Q10. First ask the purpose question: Sports Day news is happy news. Then check the voice: slow, soft and flat does not sound happy — it sounds like no big deal. So the voice does **not** fit the purpose. One fix is enough, for example: “Priya could use a bright tone.” More pace or more loudness would also work.

Text task.

- (a) Read each part and ask *why is this speaker talking?* Mia’s part is about Sports Day — her purpose is **to share big, happy news**. Tom’s part says walk, do not run — his purpose is **to keep everyone safe**. Ruby’s part is about a lost hat going home — her purpose is **to help a lost hat go home**.
- (b) Start with the purpose of your part, pick the voice from Step 4, then choose signs that match. Example answer for Tom’s part: a // pause after “notice” so listeners get ready, **SLOW** before “Please walk, do not run” so every word lands, and a second // pause before the last line.
- (c) Each row needs a choice and a reason. Example answer for Tom’s part: tone — **serious and steady**, because safety is the job; pace — **slow**, so everyone catches each word; loudness — **loud enough for the whole room**; one pause — **after “notice”**, so listeners know something important is coming.
- (d) This is a live task. Speakers use the Step 7 checklist; listeners give one thing the speaker did well.
- (e) Name the change and the reason. Example answer: “I slowed my pace and used a warm tone, because my news was kind.”

Multisyllabic words: complex letter patterns, digraphs and blends

Curriculum trace — Victorian Curriculum F–10 Version 2.0, English, Level 3 (teacher reference).

Strand: Literacy · Sub-strand: Phonic and word knowledge. Content description **VC2E3LY03** (verbatim): “understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns”. Draws on elaboration ids .E01 and .E02 (verbatim). These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LY03.E01** — “reading and writing more complex words with consonant digraphs and consonant blends, for example ‘shrinking’, ‘against’ and ‘rocket’”
- **VC2E3LY03.E02** — “reading and writing consonant digraphs representing different sounds, for example ‘machine’, ‘change’ and ‘school’”

Related achievement standard: Reading and Viewing — students “read multisyllabic words with more complex letter patterns”; Writing — students “spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words”. Level 3 boundary: this section teaches reading and writing with these letter patterns. Prefixes and suffixes are taught in Section 4D (VC2E3LY04); further spelling patterns, such as ‘dge’ words and three-letter blends, are taught in Section 4E (VC2E3LY05); high-frequency words and homophones are taught in Section 4F (VC2E3LY06). Spelling generalisations with double letters are Level 4 content (VC2E4LY04) and are not taught in this section.

What you will learn

In this section you will learn to:

1. clap the **syllables** in a long word;
2. tell the difference between a **digraph** and a **blend**;
3. spot digraphs and blends in words;
4. know that the one digraph can make different sounds (like **ch** in *change*, *machine* and *school*);
5. use these letter patterns to read and write long words.

New words

These words are used a lot in this section. Each one is defined at its first use too.

Word	What it means
syllable	a sound part of a word that you can hear. Clap a word as you say it. Each clap is one syllable.
multisyllabic	having more than one syllable. The word <i>rocket</i> is a multisyllabic word.
digraph	two letters that work as one team to make one new sound. The <i>sh</i> in <i>ship</i> is a digraph.
blend	two consonants sitting together. You can still hear both sounds. The <i>st</i> in <i>stop</i> is a blend.
consonant	a letter that is not a vowel. The vowels are <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> . All the other letters are consonants.
decode	to work out how to read a word.
phoneme	a sound in a word. In this section we say <i>sound</i> most of the time.
grapheme	the letter or letters that spell a sound. In this section we say <i>letter pattern</i> most of the time.

Our passage for this section

Here is a short passage we made for this section. We will use it all the way through, so read it once now.

Chip the robot

After school, Ruby and her brother Tom played with Chip. Chip was a small robot with a shiny tin body. He could march, clap and spin. The children put a red scarf on Chip and a paper hat on his head. March, Chip! said Ruby. Chip marched and bumped against a bucket. Crash! The bucket tipped over on the step with a big splash. Tom chuckled. Ruby giggled. Chip just blinked his green eyes and clapped his hands. Good robot! said the children.

Chip the robot

Our passage for 4C

After school, Ruby and her brother Tom played with Chip. Chip was a small robot with a shiny tin body. He could march, clap and spin.

The children put a red scarf on Chip and a paper hat on his head. March, Chip! said Ruby.

Chip marched and bumped against a bucket. Crash! The bucket tipped over on the step with a big splash.

Tom chuckled. Ruby giggled. Chip just blinked his green eyes and clapped his hands. Good robot! said the children.

The passage Chip the robot, set out like a page from a story book

Teaching sequence

Step 1 — Long words are made of syllables

You already know how to put sounds together to read a word. Now the words get longer.

Every word is made of **syllables**. A **syllable** is a sound part of a word that you can hear. Clap a word as you say it. You clap once for each syllable.

- rocket — 2 claps

- machine — 2 claps
- against — 2 claps
- shrinking — 2 claps

A word with more than one syllable is **multisyllabic**. All four words above are multisyllabic.

Try this. Hold your hand flat under your chin. Say a word. Your chin drops down once for each syllable.

Clap the syllables

One clap for each syllable

rock	et	2 claps
•	•	
ma	chine	2 claps
•	•	
a	gainst	2 claps
•	•	
shrink	ing	2 claps
•	•	

Say the word and clap. Your chin drops once for each syllable.

Four words split into syllables, with a clap dot under each syllable: rocket, machine, against and shrinking

Figure 1 — Clap each word. One clap for each syllable.

Step 2 — Do not sound out letter by letter

When a word is long, do not read it one letter at a time. That is slow, and you can lose your place. Instead, look for letter patterns you already know.

The two big kinds of letter pattern in this section are **digraphs** and **blends**.

- A **digraph** is two letters that work as one team to make one new sound.
- A **blend** is two consonants sitting together. You can still hear both sounds.

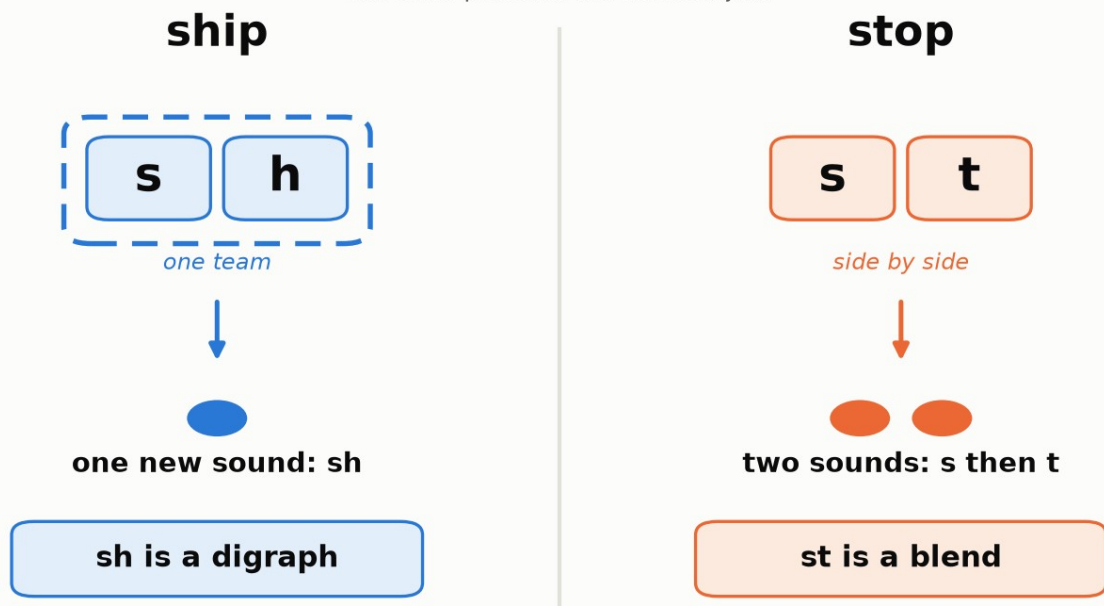
Look at the difference:

Letters	Word	What you hear	Pattern
sh	ship	one new sound: <i>sh</i>	a digraph
st	stop	two sounds: <i>s</i> then <i>t</i>	a blend

A note about these two words. This section uses *digraph* and *blend* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may use these words in other ways, but in this section this is what they mean.

Digraph or blend?

Two letter patterns, two different jobs



The letters s and h in ship make one new sound, a digraph; the letters s and t in stop keep both sounds, a blend

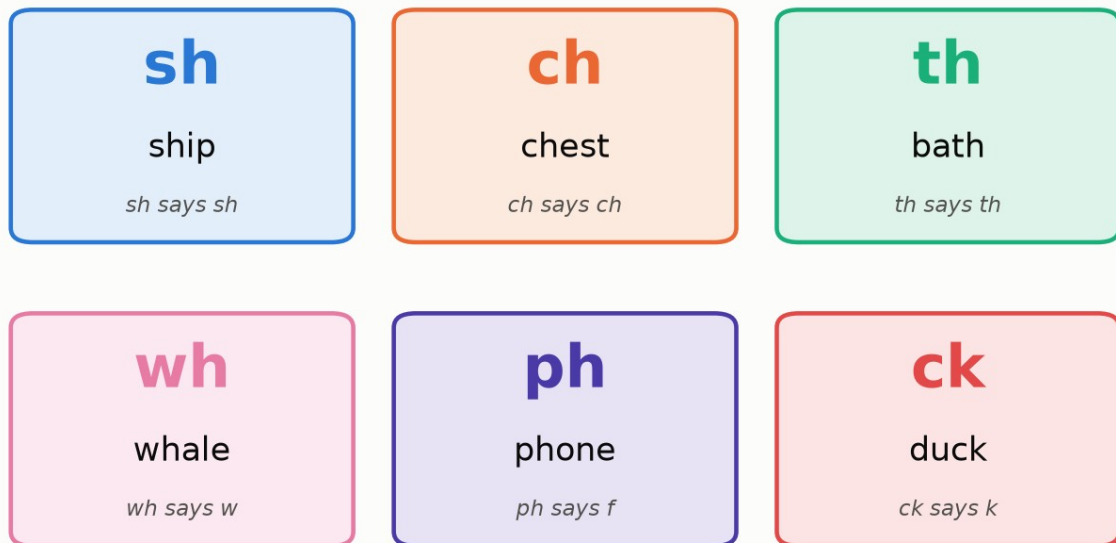
Figure 2 — A digraph makes one new sound. A blend keeps both sounds.

Step 3 — Digraphs: two letters, one sound

Here is the digraph family to know. Each digraph is two letters making one sound.

The digraph family

Two letters, one sound



A digraph is two letters that work as one team to make one new sound.

Poster of six consonant digraphs with an example word for each: *sh* as in *ship*, *ch* as in *chest*, *th* as in *bath*, *wh* as in *whale*, *ph* as in *phone*, *ck* as in *duck*

Figure 3 — The digraph family.

- **sh** says *sh*, as in *ship* and *brush*.
- **ch** says *ch*, as in *chest* and *lunch*. Step 5 has a trick about *ch*.
- **th** says *th*, as in *bath* and *thin*.
- **wh** says *w*, as in *whale* and *when*.
- **ph** says *f*, as in *phone* and *dolphin*.
- **ck** says *k*, as in *duck* and *clock*.

Step 4 — **Blends: two sounds, side by side**

A **blend** is two consonants sitting together. You can hear both sounds, one after the other. Blends can sit at the start of a word or at the end of a word.

- At the start: crab (cr), drum (dr), flag (fl), stop (st), grape (gr), plum (pl)
- At the end: jump (mp), tent (nt), camp (mp), desk (sk), milk (lk), crisp (sp)

Blends

Two consonants side by side — you can hear both sounds

blends at the start		blends at the end	
crab	cr	jump	mp
drum	dr	tent	nt
flag	fl	camp	mp
stop	st	desk	sk
grape	gr	milk	lk
plum	pl	crisp	sp

Say crab: you hear c, then r. Say jump: you hear m, then p.

A chart of blends at the start of words, like crab and drum, and blends at the end of words, like jump and tent

Figure 4 — Blends at the start and at the end.

Watch out! A blend is not a digraph. Look at these two words:

- *ship* — the *sh* is a digraph. You hear one sound: *sh*.
- *slip* — the *sl* is a blend. You hear two sounds: *s* then *l*.

Say both words. In *ship* the two letters make one new sound. In *slip* each letter still says its own sound.

Step 5 — The one digraph can say different sounds

Here is the tricky part. A digraph does not always say the same sound. The digraph **ch** can say three different sounds!

- **ch** says *ch*, as in *change*, *chest* and *chicken*.
- **ch** says *sh*, as in *machine* and *chef*.
- **ch** says *k*, as in *school*, *stomach* and *echo*.

The tricky digraph: ch

Same two letters, three different sounds

ch says ch	ch says sh	ch says k
<i>like chest</i>	<i>like ship</i>	<i>like clock</i>
change	machine	school
chest	chef	stomach
chicken		echo

Say the word each way. Pick the sound that makes a word you know.

Three boxes for the three sounds of *ch*: *ch* says *ch* as in *change*, *ch* says *sh* as in *machine*, *ch* says *k* as in *school*

Figure 5 — Same two letters, three sounds.

What do you do with a new *ch* word? Say the word each way. Pick the sound that makes a word you know.

Two more digraphs with two sounds:

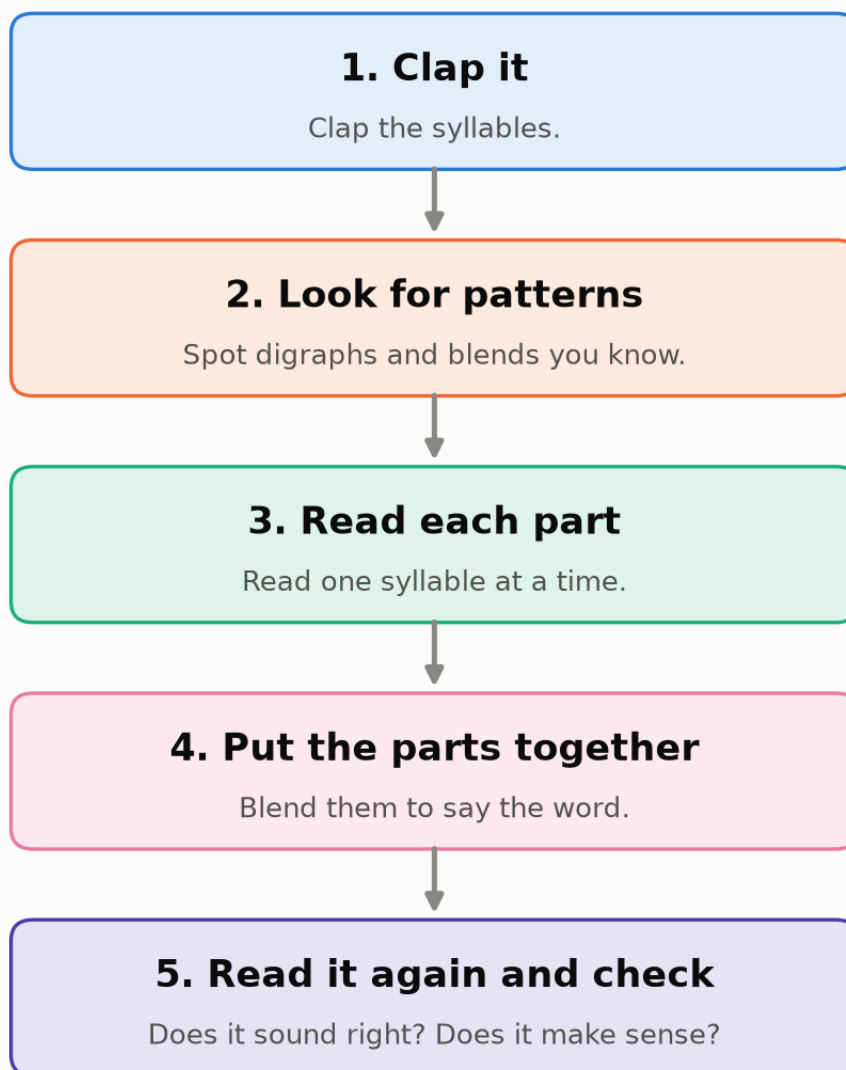
- **th** has two sounds. Say *thin*, then say *then*. The *th* is not quite the same.
- **wh** says *w* in *whale*, and *h* in *who*.

Step 6 — Your moves for a new long word

When you meet a new long word, use these five moves.

1. **Clap it.** Clap the syllables.
2. **Look for patterns.** Spot the digraphs and blends you know.
3. **Read each part.** Read one syllable at a time.
4. **Put the parts together.** Blend them to say the word.
5. **Read it again and check.** Does it sound right? Does it make sense?

Your five moves for a new long word



Poster of the five decoding moves: clap it, look for patterns, read each part, put the parts together, read it again and check

Figure 6 — The five moves for a new long word.

You can use the same moves to **write** long words. Say the word. Clap the syllables. Listen for digraphs and blends in each syllable. Write the letter patterns you hear. Then read your word back to check it.

Step 7 — Your checking habit

Use the same checks every time, for reading and for writing.

Your checking habit

Use the same checks every time

When reading	When writing
☐ Say the word again.	☐ Clap the word.
☐ Read the whole sentence.	☐ Check each syllable has its letters.
☐ Check it makes sense.	☐ Read it back.

A checklist poster with two sides: when reading, say the word again, read the whole sentence, check it makes sense; when writing, clap the word, check each syllable has letters, read it back

Figure 7 — Your checking habit for reading and writing.

Worked examples

Both worked examples use the five moves from Step 6.

Worked example 1 — Read a word with a digraph and a blend

Read this word: **shrinking**

Step	What we do	Why
1. Clap it.	shrink-ing — 2 claps	Split the word into syllables.
2. Look for patterns.	sh is a digraph. nk is a blend. ing is a part we know.	Patterns are quicker than single letters.
3. Read each part.	<i>shrink ... ing</i>	Read one syllable at a time.
4. Put the parts together.	<i>shrink-ing</i> → shrinking	Blend the syllables.
5. Read it again and check.	“The sock is shrinking in the wash.” It makes sense.	Check the word in the sentence.

Answer: shrinking. The *sh* is a digraph, and the *nk* is a blend.

Worked example 2 — Read a word with a tricky *ch*

Read this word: **machine**

Step	What we do	Why
1. Clap it.	2 claps	Split the word into syllables.
2. Look for patterns.	ch is a digraph. But which sound does it say?	<i>ch</i> can say three sounds.
3. Try the sounds.	Say it with the <i>ch</i> from <i>chest</i> . Hmm — not a word we know. Say it with the <i>sh</i> sound: <i>ma-sheen</i> . Yes — that says <i>machine</i> !	Say the word each way. Pick the sound that makes a word you know.
4. Put the parts together.	Blend the two syllables to say machine	Blend the syllables.
5. Read it again and check.	“Ruby’s robot is a clever machine.” It makes sense.	Check the word in the sentence.

Answer: machine. In *machine*, the digraph *ch* says *sh*. In *change* it says *ch*, and in *school* it says *k*.

Practice — with help

Use the steps and the figures from the teaching sequence. The answers are at the end of this section.

Q1. Clap each word. Write the number of syllables. *Hint: one clap for each syllable.*

- (a) rocket — _____ syllables
- (b) machine — _____ syllables
- (c) chicken — _____ syllables
- (d) against — _____ syllables
- (e) sunset — _____ syllables
- (f) elephant — _____ syllables

Q2. Circle the digraph in each word. *Hint: a digraph is two letters that make one new sound.*

- (a) ship (b) chest (c) bath (d) phone (e) clock (f) whisper

Q3. Circle the blend in each word. *Hint: in a blend, you can still hear both sounds.*

- (a) crab (b) drum (c) flag (d) jump (e) snack (f) grape

Q4. Write each word in the right box: **Digraph** or **Blend**. *Hint: how many sounds do the pattern letters make?*

shell · stop · thin · plum · chess · brush

Example: fish → Digraph

Q5. Say each word out loud. Listen to the *ch*. Write each word under the right sound.

change · chest · machine · chef · school · stomach

ch says *ch*

ch says *sh*

ch says *k*

Q6. Finish each word. Choose **sh**, **ch**, **th** or **ck**. *Hint: say the word and listen to the last sound.*

(a) fi_____ (b) du_____ (c) ba_____ (d) lun_____

Sorting game. Cut out the cards in the figure below, or copy them onto paper. Sort each word card into the Digraph box or the Blend box. Draw a line from each card to its box.

Sorting game: digraph or blend?

Cut out the cards. Sort each word into the right box.

✂	ship	crab	thin	drum
✂	chess	stop	phone	flag

Digraph box

Blend box

Eight word cards to cut out and sort into a Digraph box or a Blend box: ship, crab, thin, drum, chess, stop, phone, flag

Figure 8 — Sorting game: digraphs and blends.

Practice — on your own

No hints this time. Use your five moves from Step 6.

Q7. Pattern hunt. Read the sentences. Write three words with a digraph and three words with a blend.

The duck swam in the pond with ten fish. The chef made chicken and chips for lunch. The drum and trumpet played at the camp.

Words with a digraph: _____, _____, _____

Words with a blend: _____, _____, _____

Q8. Build the word. Write each word from its syllables.

- (a) rock + et = _____
- (b) chick + en = _____
- (c) shrink + ing = _____
- (d) a + gainst = _____
- (e) trum + pet = _____
- (f) sun + set = _____

Q9. Say each word out loud. Listen to the *ch*. Write each word in the right box in the figure.

echo · chase · chop · chef · choir · machine

Sort the ch words

Say each word out loud. Listen to the *ch*. Write it in the right box.

echo

chase

chop

chef

choir

machine

ch says ch

ch says sh

ch says k

Three boxes for the *ch* sounds with six word cards to sort: *echo, chase, chop, chef, choir, machine*

Figure 9 — Sort the *ch* words by their sound.

Q10. Read each sentence out loud to a partner. Circle the multisyllabic words. Clap each one.

- (a) Rocket the robot can march and spin.
- (b) The children clapped for the shiny robot.
- (c) Ruby watched the bucket bump on the step.

Digraph or blend? For each word in the figure, circle **Digraph** or **Blend**.

Digraph or blend?

Circle the right answer for each word

word	digraph	blend
shell	☐	☐
stop	☐	☐
chip	☐	☐
drum	☐	☐
thin	☐	☐
flag	☐	☐
chest	☐	☐
jump	☐	☐

A chart of eight words to classify as digraph or blend: shell, stop, chip, drum, thin, flag, chest, jump

Figure 10 — Circle digraph or blend for each word.

Text task — Chip the robot

Read the passage again. Then do the six tasks below in your book.

After school, Ruby and her brother Tom played with Chip. Chip was a small robot with a shiny tin body. He could march, clap and spin. The children put a red scarf on Chip and a paper hat on his head. March, Chip! said Ruby. Chip marched and bumped against a bucket. Crash! The bucket tipped over on the step with a big splash. Tom chuckled. Ruby giggled. Chip just blinked his green eyes and clapped his hands. Good robot! said the children.

- (a) Find five multisyllabic words in the passage. Underline them. Clap each one and write how many syllables it has.
 - (b) Find three words in the passage with a digraph. Write them down, and name the digraph in each one.
 - (c) Find three words in the passage with a blend. Write them down.
 - (d) Find the word in the passage where *ch* says *k*. Write it down.
 - (e) Read the passage out loud to a partner or your teacher. Ask them to listen for your smooth reading.
 - (f) Write one sentence about Chip. Use at least one word with a digraph and at least one word with a blend.
-

Answers

Q1. (a) 2. (b) 2. (c) 2. (d) 2. (e) 2. (f) 3. **Q2.** (a) sh. (b) ch. (c) th. (d) ph. (e) ck. (f) wh. **Q3.** (a) cr. (b) dr. (c) fl. (d) mp. (e) sn. (f) gr. **Q4.** Digraph: shell, thin, chess, brush. Blend: stop, plum. **Q5.** ch says *ch*: change, chest. ch says *sh*: machine, chef. ch says *k*: school, stomach. **Q6.** (a) sh — fish. (b) ck — duck. (c) th — bath. (d) ch — lunch. **Sorting game.** Digraph: ship (sh), thin (th), chess (ch), phone (ph). Blend: crab (cr), drum (dr), stop (st), flag (fl). **Q7.** Digraph words — any three of: duck (ck), with (th), fish (sh), chef (ch), chicken (ch), chips (ch), lunch (ch). Blend words — any three of: swam (sw), pond (n-d), chips (p-s), played (pl), drum (dr), trumpet (tr), camp (mp). **Q8.** (a) rocket. (b) chicken. (c) shrinking. (d) against. (e) trumpet. (f) sunset. **Q9.** ch says *ch*: chase, chop. ch says *sh*: chef, machine. ch says *k*: echo, choir. **Q10.** (a) rocket, robot. (b) children, shiny, robot. (c) Ruby, bucket. **Digraph or blend?** shell — digraph (sh). stop — blend (st). chip — digraph (ch). drum — blend (dr). thin — digraph (th). flag — blend (fl). chest — digraph (ch). jump — blend (mp). **Text task.** (a) Example answers: after (2), brother (2), robot (2), shiny (2), body (2), children (2), paper (2), against (2), bucket (2), chuckled (2), giggled (2). (b) Example answers: shiny — sh; Chip — ch; children — ch; brother — th; bucket — ck. (c) Example answers: played — pl; small — sm; brother — br; Crash — cr; step — st; splash — s-p-l; clapped — cl; blinked — bl; bumped — mp. (d) school. (e) Done out loud. (f) Example: “Chip can march and spin.” — march has the digraph ch, and spin has the blend sp.

Full answers with every step

Q1. Clap each word as you say it, one clap for each syllable. (a) rock-et — 2 claps. (b) machine — 2 claps. (c) chicken — 2 claps. (d) a-against — 2 claps. (e) sun-set — 2 claps. (f) elephant — 3 claps.

Q2. Look for two letters that make one new sound. (a) In *ship*, **sh** says one sound. (b) In *chest*, **ch** says one sound. (c) In *bath*, **th** says one sound. (d) In *phone*, **ph** says the *f* sound. (e) In *clock*, **ck** says the *k* sound. (f) In *whisper*, **wh** says the *w* sound.

Q3. Look for two consonants where you can still hear both sounds. (a) *crab* starts with the blend **cr** — you hear *c* then *r*. (b) *drum* starts with **dr**. (c) *flag* starts with **fl**. (d) *jump* ends with the blend **mp** — you hear *m* then *p*. (e) *snack* starts with **sn**. (f) *grape* starts with **gr**.

Q4. Say each word and listen to the pattern letters. *shell* — the *sh* makes one sound, so it is a digraph. *stop* — you hear *s* then *t*, so *st* is a blend. *thin* — the *th* makes one sound, so it is a digraph. *plum* — you hear *p* then *l*, so *pl* is a blend. *chess* — the *ch* makes one sound, so it is a digraph. *brush* — the *sh* makes one sound, so it is a digraph.

Q5. Say each word out loud and listen to the *ch*. *change* and *chest* start with the *ch* sound. In *machine* and *chef*, the *ch* says *sh*. In *school* and *stomach*, the *ch* says *k*.

Q6. Say each word and listen to the last sound. (a) *fish* ends with the *sh* sound, so the letters are **sh**. (b) *duck* ends with the *k* sound after a short vowel, so the letters are **ck**. (c) *bath* ends with the *th* sound, so the letters are **th**. (d) *lunch* ends with the *ch* sound, so the letters are **ch**.

Sorting game. Say each word and ask: do the pattern letters make one new sound, or can you hear both? Digraph cards: *ship* (sh), *thin* (th), *chess* (ch), *phone* (ph). Blend cards: *crab* (cr), *drum* (dr), *stop* (st), *flag* (fl).

Q7. Read each sentence and look for letter patterns. Digraph words: duck (ck), with (th), fish (sh), chef (ch), chicken (ch), chips (ch), lunch (ch) — pick any three. Blend words: swam (sw), pond (n-d), chips (p-s), played (pl), drum (dr), trumpet (tr), camp (mp) — pick any three.

Q8. Say each syllable, then put them together. (a) rock + et → **rocket**. (b) chick + en → **chicken** (the ck says *k*). (c) shrink + ing → **shrinking**. (d) a + gainst → **against**. (e) trum + pet → **trumpet**. (f) sun + set → **sunset**.

Q9. Say each word and listen to the *ch*. *chase* and *chop* start with the *ch* sound. In *chef* and *machine*, the *ch* says *sh*. In *echo* and *choir*, the *ch* says *k*.

Q10. Read each sentence out loud. Count the claps in each word to find the multisyllabic words. (a) rocket has 2 claps and robot has 2 claps. (b) children has 2 claps, shiny has 2 claps and robot has 2 claps. Clapped has 1 clap. (c) Ruby has 2 claps and bucket has 2 claps.

Digraph or blend? Say each word and listen to the pattern letters. *shell* — *sh* makes one sound: digraph. *stop* — you hear *s* then *t*: blend. *chip* — *ch* makes one sound: digraph. *drum* — you hear *d* then *r*: blend. *thin* — *th* makes one sound: digraph. *flag* — you hear *f* then *l*: blend. *chest* — *ch* makes one sound: digraph. *jump* — you hear *m* then *p*: blend.

Text task.

- (a) Clap the words in the passage to find ones with more than one syllable: after (2), brother (2), robot (2), shiny (2), body (2), children (2), paper (2), against (2), bucket (2), chuckled (2), giggled (2). Underline any five of these.
- (b) Look for two letters that make one sound: *shiny* and *splash* have the digraph *sh*; *Chip*, *children* and *chuckled* have the digraph *ch*; *brother* has the digraph *th*; *bucket* has the digraph *ck*. Write any three, with the digraph.
- (c) Look for two consonants where you hear both sounds: played (pl), small (sm), brother (br), Crash (cr), step (st), splash (s-p-l), clapped (cl), blinked (bl), bumped (mp). Write any three.
- (d) Use Step 5. The word *school* is in the passage. In *school*, the *ch* says *k*.
- (e) Read the whole passage out loud. Use your five moves on any word you get stuck on, then read it again from the start of the sentence.
- (f) Start with something Chip can do. Check that your sentence has a digraph word and a blend word. Example: “Chip can march and spin.” The word *march* ends with the digraph *ch*, and the word *spin* starts with the blend *sp*. Read your sentence back and check every syllable has its letters.

Base words, prefixes and suffixes for reading new words

This section owns VC2E3LY04 and draws on VC2E3LY04.E01 and VC2E3LY04.E02. It feeds the Level 3 Reading and Viewing standard: students read using “phonic, morphemic and vocabulary knowledge”, and they “spell multisyllabic words using phonic and morphemic knowledge”. Students may have met word families from prefixes and suffixes at Level 2 (VC2E2LY06); Beat 1 re-establishes the idea rather than assuming it (TOC §4).

Curriculum focus — This section teaches **VC2E3LY04** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Phonic and word knowledge):

“Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words.”

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LY04.E01** — “understanding how to use knowledge of prefixes to change the meaning of a base word, for example ‘undone’, ‘remove’ and ‘misunderstand’”
- **VC2E3LY04.E02** — “using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in ‘ss’, ‘sh’, ‘ch’ or ‘z’, add ‘es’”

Level 3 stops at the rules in this section: prefixes that change meaning, and suffix rules for plurals and past tense. Spelling generalisations with double letters are Level 4 content (VC2E4LY04, TOC D9) and are not taught here.

Learn

Our class text. We will work from one short story all the way through this section. It is called “The Shed Job”. Read it once, just for the story. Then we will look at how its words are built.

The Shed Job

Our class text for this section

Our class had a big job on Friday.

The old shed by the garden was a mess.

Ms Lee **unlocked** the door, and we went in.

The **benches** were dusty. Maya **brushed** the dirt off them.

Maya found two old **brushes**. Sam found a wagon with a broken wheel.

The rope on the wagon had a knot, and the knot was **undone**.

"We can fix this," said Ms Lee. "But first, we must clean it all."

Tom **watched** while Ben **cleaned** the **benches**.

The first fix did not work. The wheel came off, so Sam had to **redo** it.

At lunch, Ms Lee **reopened** the door to check.

The shed was clean, and the wagon could roll again. "Good work, class!" said Ms Lee.



has a prefix



ends in -ed



more than one, ends in -es

unlocked and reopened are blue — the prefix is the big clue — and they end in -ed as well.

The class text called The Shed Job. It is eleven sentences about a class cleaning a shed and fixing a wagon. Some words are blue because they have a prefix. Some words are green because they are plural and end in es. Some words are orange because they end in ed.

Figure 1 — Our class text, "The Shed Job". Blue words have a prefix. Green words tell about more than one and end in **-es**. Orange words end in **-ed**. Two words, *unlocked* and *reopened*, are blue, because the prefix is the big clue — and they end in **-ed** as well.

Beat 1 — Words are built from parts

You may have seen before that one word can grow into a whole family of words. Look at the word **help**.

- help → helps · helped · helper · helping

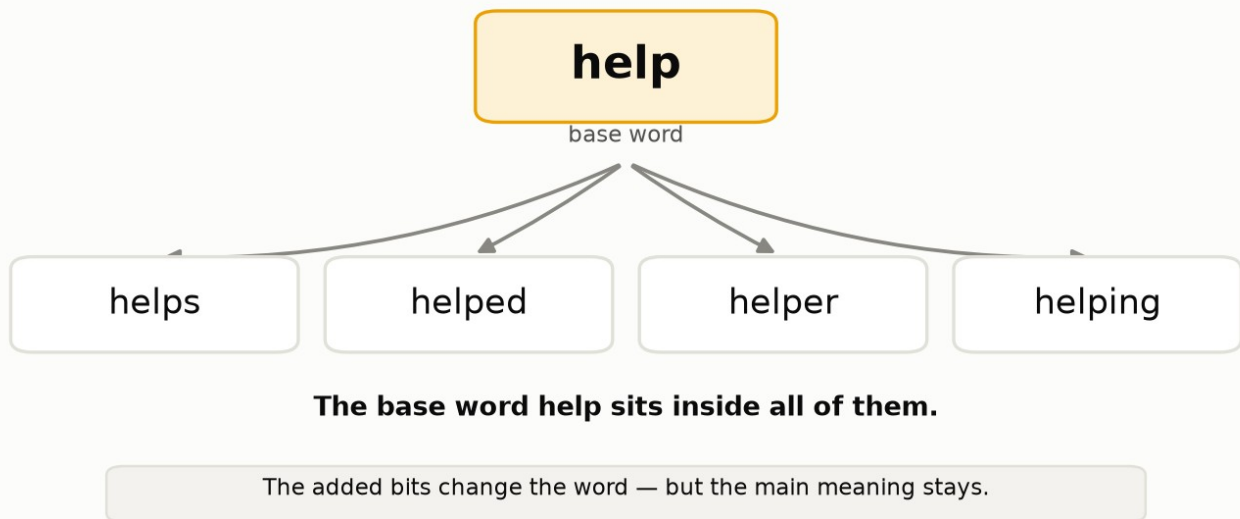
One word sits inside all of them. That word is the **base word**.

base word — the part of a word that holds the main meaning. A base word is a word on its own. This section uses *base word* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may use other names, but in this section this is what it means.

In *helps*, *helped*, *helper* and *helping*, the base word is **help**. The other bits are added on. They change the word, but the main meaning stays.

Words are built from parts

The base word holds the main meaning. It is a word on its own.



A poster with the base word help in the middle. Four arrows point out to the words helps, helped, helper and helping. A note says the base word is inside all of them.

Figure 2 — The base word **help** sits inside its word family.

Some words have more than one added part. The word *unlocked* has **three** parts. We will break it into parts later in this section.

Beat 2 — Prefixes go at the front

prefix (say it: *PREE-fiks*) — a small word part that goes at the front of a base word. A prefix changes the word's meaning. This section uses *prefix* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may use the word in other ways, but in this section this is what it means.

This section teaches three prefixes.

- **un-** means **not**. *happy* → **unhappy** (not happy). *lock* → **unlock** (make it not locked).
- **re-** means **again**. *do* → **redo** (do again). *write* → **rewrite** (write again).
- **mis-** means **the wrong way**. *spell* → **misspell** (spell the wrong way). *understand* → **misunderstand** (understand the wrong way).

Three prefixes

A prefix goes at the front of a base word. It changes the meaning.



unhappy = not happy redo = do again misspell = spell the wrong way

Three prefix cards. The first card says un means not, with the words unhappy, unlock and unsafe. The second card says re means again, with the words redo, rewrite and reopen. The third card says mis means the wrong way, with the words misspell, miscount and misunderstand.

Figure 3 — The three prefixes of this section: **un-**, **re-** and **mis-**.

A prefix sits at the very front. The base word still shows through. When you see a word you do not know, check the front first. A prefix may be your clue.

Beat 3 — Suffixes go at the end

suffix — a small word part that goes at the end of a base word. A suffix changes the word's meaning or how the word is used. This section uses *suffix* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may use the word in other ways, but in this section this is what it means.

A word that tells about more than one is called **plural**. The plural suffix makes a word tell about more than one.

The rule for most words: add **-s**. *cat* → cats · *book* → books · *wagon* → wagons.

The rule for words that end in ss, sh, ch or z: add **-es**.

- *dress* ends in **ss** → dresses
- *brush* ends in **sh** → brushes
- *watch* ends in **ch** → watches
- *buzz* ends in **z** → buzzes

The plural rule

A plural word tells about more than one.



Say it out loud: dress-ez. The e gives the ending a beat of its own.

A poster with two panels for the plural rule. The left panel says add *s*, with *cat* to *cats*, *book* to *books* and *wagon* to *wagons*. The right panel says the word ends in *ss*, *sh*, *ch* or *z*, so add *es*, with *dress* to *dresses*, *brush* to *brushes*, *watch* to *watches* and *buzz* to *buzzes*.

Figure 4 — The plural rule. Most words take **-s**. Words that end in **ss**, **sh**, **ch** or **z** take **-es**.

Why **-es**? Say *dresss* out loud. The three letters crowd together. The **e** gives the ending a beat of its own: *dress-ez*. That is easier to say, and it is how the word is spelled.

Beat 4 — The **-ed** suffix tells about the past

In Section 2C, we met tense. Tense tells **when** a verb happens. The **past tense** tells about things that already happened.

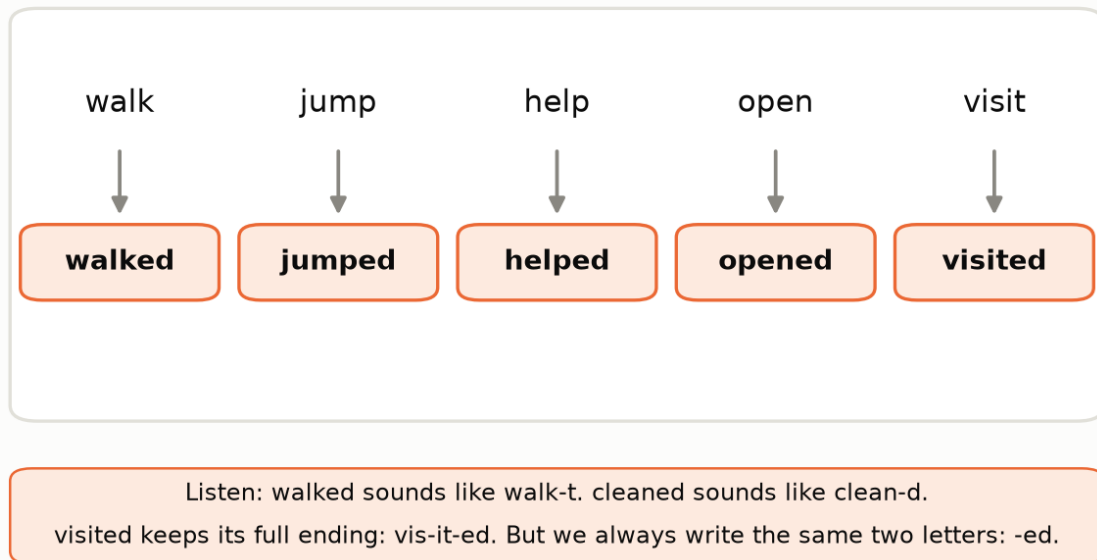
past tense — the form of a verb that tells about things that already happened. This section uses *tense* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA).

To make most verbs past tense, add **-ed**.

- *walk* → walked · *jump* → jumped · *help* → helped
- *open* → opened · *visit* → visited · *clean* → cleaned

Add -ed to tell about the past

The suffix -ed says it already happened.



A poster for the ed suffix. It says add ed to tell about the past, with walk to walked, jump to jumped, help to helped, open to opened and visit to visited. A note at the bottom says ed can sound three ways, but we always write ed.

Figure 5 — Add -ed to tell about the past.

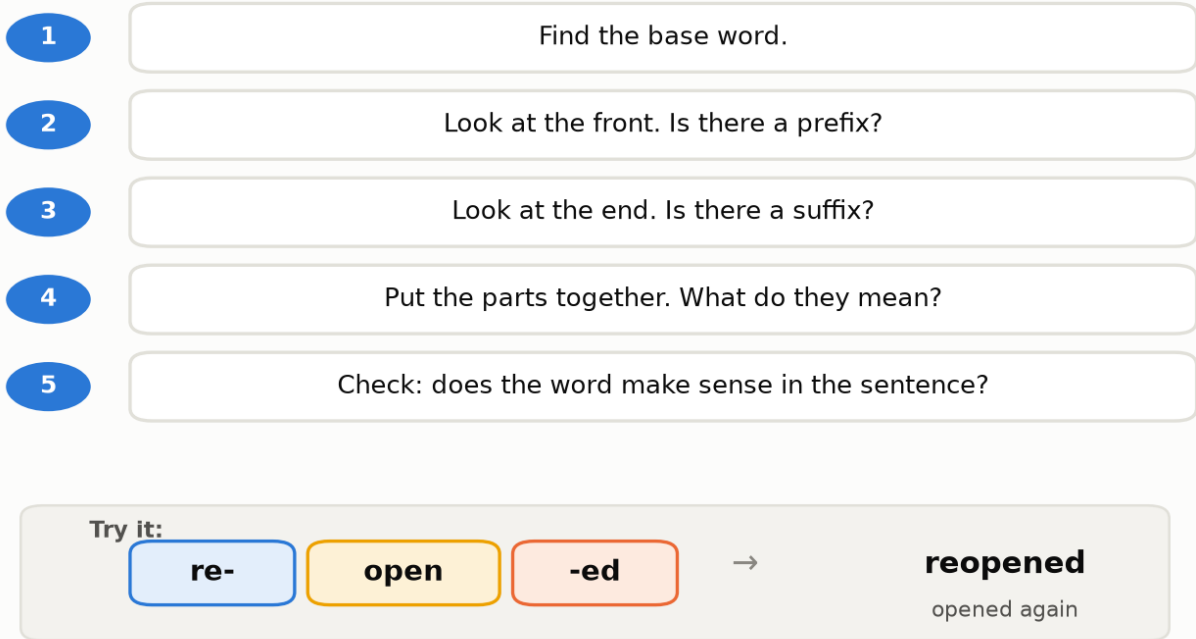
Listen to this. The letters **-ed** can sound different in different words. *walked* sounds like *walk-t*. *cleaned* sounds like *clean-d*. *visited* keeps its full ending: you can hear every letter, *vis-it-ed*. But we always **write** the same two letters: **-ed**. When you read, trust your eyes, not just your ears.

Beat 5 — Break new words into parts

Now we put it all together. You are reading, and you meet a long word you do not know. Do not skip it. Break it into parts.

Break new words into parts

Five steps for reading a word you do not know.



A poster with five steps for reading a new word. Step 1, find the base word. Step 2, look at the front and check for a prefix. Step 3, look at the end and check for a suffix. Step 4, put the parts together and say the meaning. Step 5, check that the word makes sense in the sentence. Under the steps, the word *reopened* is broken into *re*, *open* and *ed*.

Figure 6 — My five steps for reading a new word.

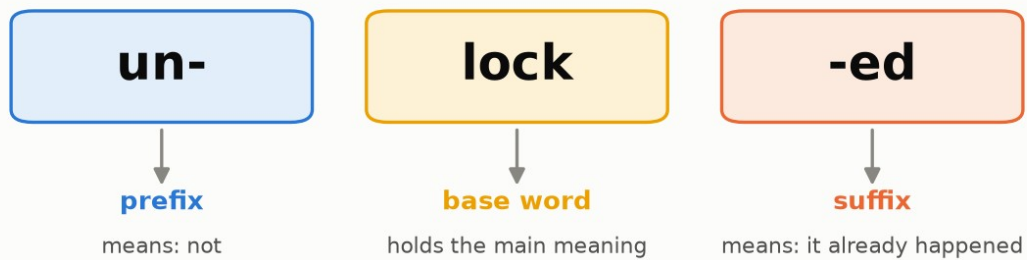
Look at the word *reopened* at the bottom of Figure 6.

- Step 1 — Find the base word: **open**.
- Step 2 — Look at the front: **re-**. That means *again*.
- Step 3 — Look at the end: **-ed**. That means it already happened.
- Step 4 — Put the parts together: opened again.
- Step 5 — Check the sentence: *At lunch, Ms Lee reopened the door to check*. Yes — she opened the door again. The word makes sense.

Here is the same idea as a picture of one word.

One word, three parts

unlocked = prefix + base word + suffix



un + lock + ed

Ms Lee unlocked the door — she made the door not locked.

Find the word you know in the middle. Then read the parts at the front and the end.

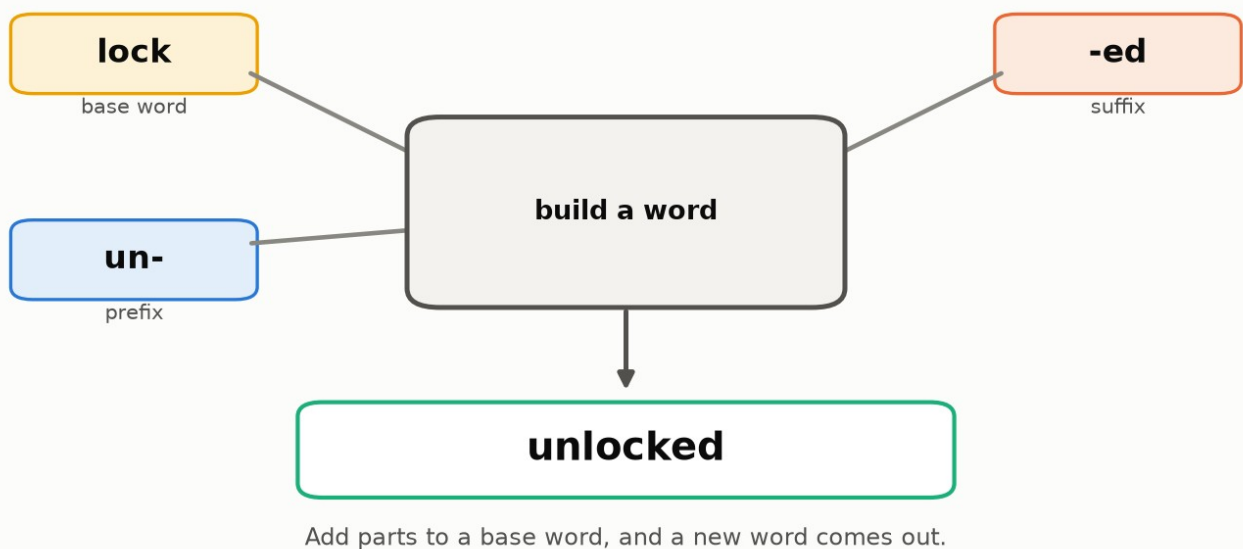
The word unlocked split into three labelled boxes. Un is a prefix and means not. Lock is the base word. Ed is a suffix and means it already happened. Under the boxes, the meaning reads made the door not locked.

Figure 7 — The word *unlocked* has three parts: prefix + base word + suffix.

And here is the same idea as a machine. Feed a base word in. Add a part at the front, a part at the end, or both. A new word comes out.

The word machine

Feed in a base word. Add parts. A new word comes out.



A word machine. The base word lock goes into the machine. The prefix un is added at the front and the suffix ed is added at the end. The word unlocked comes out of the machine.

Figure 8 — A word machine. Add parts to a base word, and a new word comes out.

Beat 6 — Watch out!

Word parts are strong clues, but they are not magic. Watch out for two things.

Watch out!

Word parts are strong clues, but they are not magic.

Check the whole word

remove looks like re- + move.

But remove does not mean
move again. It means take away.

If your meaning does not fit,
stop and check the word.

The sentence must make sense.

-ed is always spelled -ed

walked sounds like walk-t.

cleaned sounds like clean-d.

Your ears may hear a t.

Your pencil still writes -ed.

Trust your eyes when you read and write.

A watch out box in two parts. Part 1 says parts help, but check the whole word. The word remove looks like re plus move, but remove does not mean move again. It means take away. Part 2 says ed is always written ed, even when it sounds like t, as in walked.

Figure 9 — Two things to watch out for.

1. **Check the whole word.** The word *remove* looks like *re-* + *move*. But *remove* does not mean “move again”. It means *take away*. The parts help, but the sentence has to make sense. If your meaning does not fit, stop and check the word.
2. **-ed is always spelled -ed.** You say *walked* like *walk-t*. Your ears hear a *t*, but your pencil writes **-ed**.

Beat 7 — My new-word checklist

Keep these five questions in your head. Use them every time you meet a new word.

My new-word checklist

Use these five questions every time you meet a new word.

☐

Can I find a base word I know?

☐

Is there a prefix at the front?

☐

Is there a suffix at the end?

☐

What do the parts mean together?

☐

Does the whole word make sense in my sentence?

If step 5 does not fit, stop and check the word.

A checklist poster with five questions for reading a new word. Can I find a base word I know. Is there a prefix at the front. Is there a suffix at the end. What do the parts mean together. Does the whole word make sense in my sentence.

Figure 10 — My new-word checklist.

Worked examples

Both worked examples use the steps from Figure 6 and Figure 10.

Example 1 — reading a word with a prefix and a suffix

Read this sentence from “The Shed Job”: “Ms Lee **unlocked** the door, and we went in.”

What does *unlocked* mean? Break it into parts.

Working

Step 1 — Find the base word: **lock**.

Step 2 — Look at the front: **un-**.

Step 3 — Look at the end: **-ed**.

Step 4 — Put the parts together: made it not locked.

Step 5 — Check the sentence.

Why

Lock is a word we know. It holds the main meaning.

un- is a prefix. It means *not*.

-ed is a suffix. It means it already happened.

Prefix + base word + suffix.

The door was locked. Ms Lee made it not locked, so the class could go in. The word makes sense.

Answer: *unlocked* means made the door not locked. It has three parts: **un-** + **lock** + **-ed**.

Example 2 — adding the right plural suffix

Make these words plural: *buzz*, *dress*, *cat*.

Working

Look at *buzz*. It ends in **z**.

buzz + **-es** = **buzzes**.

Why

The rule says: after **ss**, **sh**, **ch** or **z**, add **-es**.

One bee buzzes. Many bees buzz.

Working

Look at *dress*. It ends in **ss**.

dress + **-es** = **dresses**.

Look at *cat*. It ends in **t**, not **ss**, **sh**, **ch** or **z**.

cat + **-s** = **cats**.

Why

After **ss**, add **-es**.

Say it out loud: *dress-ez*. The **e** gives the ending its own beat.

Most words just take **-s**.

No **e** needed.

Answer: *buzzes, dresses, cats*. First check the ending, then pick **-es** or **-s**.

Practice questions

With help

Q1. Circle the base word inside each word. *Hint: the base word is a word you already know.* (a) unhappy (b) redo (c) reopened (d) misspell (e) unlocked (f) miscount

Q2. Match each prefix to what it means. Draw a line for each match.

Prefix	Meaning
un-	again
re-	the wrong way
mis-	not

Q3. Sorting game. Cut out the cards in Figure 11, or copy them onto paper. Sort them onto the three mats: **base words**, **prefixes** and **suffixes**.

Sort the word parts

Cut out the cards. Put each card on the right mat.

lock	un-	-s	do	re-	-es
open	mis-	-ed	spell	count	happy

Hint: a base word is a word on its own. A prefix only goes at the front. A suffix only goes at the end.

base words

prefixes

suffixes

A set of cut-out cards for a sorting game. There are base word cards with *lock, do, open, spell, count* and *happy*, prefix cards with *un, re* and *mis*, and suffix cards with *s, es* and *ed*. Three mats are labelled **base words**, **prefixes** and **suffixes**.

Figure 11 — Word-part cards. Sort them onto the three mats.

Q4. Add **-s** or **-es** to make each word plural. *Hint: look at the ending first. After ss, sh, ch or z, add -es.* (a) dress → _____ (b) watch → _____ (c) cat → _____ (d) buzz → _____ (e) brush → _____ (f) book → _____

Q5. Add **-ed** to make each verb past tense. (a) walk → _____ (b) jump → _____ (c) help → _____ (d) open → _____ (e) visit → _____

Q6. Fill each blank with a word from the box. Then say which part you added: a prefix, or a suffix?

Box: *unhappy · unlock · redo · misspelled*

- (a) My tower came down. I feel _____.
- (b) The door is locked. Please _____ it.
- (c) You _____ the word. It is “light”, not “lite”.
- (d) My drawing was a mess, so I had to _____ it.

On your own

Q7. Break the word *reopened* into its three parts. Name each part, and say what each part means.

Q8. Each sentence has a word built the wrong way. Fix the word. (a) Maya found two old brushs. (b) The shop sells three gold watchs.

Q9. Make your own new word. Pick a base word from the box. Add **un-**, **re-** or **mis-** at the front. Write your new word, and use it in a sentence.

Box: *tie · pack · hook · fair · kind · do · spell*

Q10. Read this sentence: “Ben **miscounted** the brushes.” What does *miscounted* mean? Use the parts of the word to help you answer.

Tick or cross. Look at each word in Figure 12. Tick ✓ the ones built the right way. Cross ✕ the ones built the wrong way. Fix the ones you cross.

Tick or cross?

Tick the words built the right way. Cross the ones built the wrong way.

dresss	☐
buzzes	☐
watchs	☐
brushes	☐

Hint: after ss, sh, ch or z, add -es. Fix the words you cross.

A tick-or-cross chart with four words to judge, each with an empty box: *dresss*, *buzzes*, *watchs* and *brushes*.

Figure 12 — Tick or cross? Then fix the ones you cross.

Text task

Back to “The Shed Job” (Figure 1).

Our class had a big job on Friday. The old shed by the garden was a mess. Ms Lee unlocked the door, and we went in. The benches were dusty. Maya brushed the dirt off them. Maya found two old brushes. Sam found a wagon with a broken wheel. The rope on the wagon had a knot, and the knot was undone. “We can fix this,” said Ms Lee. “But first, we must clean it all.” Tom watched while Ben cleaned the benches. The first fix did not work. The wheel came off, so Sam had to redo it. At lunch, Ms Lee reopened the door to check. The shed was clean, and the wagon could roll again. “Good work, class!” said Ms Lee.

T1. Find all the words with a prefix. Write each word and its base word.

T2. Find all the words that end in **-ed**. How many are there?

T3. Two words in the story are plural and end in **-es**. Find them. Why do they take **-es**, not **-s**?

T4. Break the word *reopened* into its three parts. What does each part mean? What does the whole word mean?

T5. Your turn. Write one new sentence about the shed. Use a word with **un-** or **re-** in it.

Answers

Q1. (a) happy. (b) do. (c) open. (d) spell. (e) lock. (f) count. **Q2.** un- → not. re- → again. mis- → the wrong way. **Q3.** Base words: lock, do, open, spell, count, happy. Prefixes: un-, re-, mis-. Suffixes: -s, -es, -ed. **Q4.** (a) dresses. (b) watches. (c) cats. (d) buzzes. (e) brushes. (f) books. **Q5.** (a) walked. (b) jumped. (c) helped. (d) opened. (e) visited. **Q6.** (a) unhappy. (b) unlock. (c) misspelled. (d) redo. (a), (b) and (d) take a prefix. (c) takes a prefix **and** the suffix **-ed**. **Q7.** re + open + ed. *re-* means again. *open* is the base word. *-ed* means it already happened. *reopened* means opened again. **Q8.** (a) brushes. (b) watches. **Q9.** Answers can be different. One answer: *untie*. “I untied the rope on the wagon.” **Q10.** Ben counted the brushes the wrong way. *mis-* means the wrong way, *count* is the base word, and *-ed* means it already happened. **Tick or cross.** *x* (dresss → dresses), ✓, *x* (watchs → watches), ✓. **T1.** unlocked (lock), undone (done), redo (do), reopened (open). **T2.** Five: unlocked, brushed, watched, cleaned, reopened. **T3.** benches and brushes. *bench* ends in **ch** and *brush* ends in **sh**, so they take **-es**. **T4.** re + open + ed. *re-* means again, *open* is the base word, *-ed* means it already happened. The whole word means opened again. **T5.** Answers can be different. One answer: “We rewrote the list of shed jobs.”

Full answers

Q1. The base word is the word you already know, sitting inside the bigger word. (a) *unhappy* is *un-* + *happy*, so the base word is *happy*. (b) *redo* is *re-* + *do*, so the base word is *do*. (c) *reopened* is *re-* + *open* + *-ed*, so the base word is *open*. (d) *misspell* is *mis-* + *spell*, so the base word is *spell*. (e) *unlocked* is *un-* + *lock* + *-ed*, so the base word is *lock*. (f) *miscount* is *mis-* + *count*, so the base word is *count*.

Q2. Learn the three prefixes by heart. *un-* means **not**: *unhappy* means not happy. *re-* means **again**: *redo* means do again. *mis-* means **the wrong way**: *misspell* means spell the wrong way.

Q3. Ask each card: is it a word on its own, a front part, or an end part? *lock*, *do*, *open*, *spell*, *count* and *happy* are words on their own, so they are base words. *un-*, *re-* and *mis-* only go at the front of a base word, so they are prefixes. *-s*, *-es* and *-ed* only go at the end of a base word, so they are suffixes.

Q4. First look at the ending, then pick the rule. (a) *dress* ends in **ss**, so add **-es**: *dresses*. (b) *watch* ends in **ch**, so add **-es**: *watches*. (c) *cat* ends in **t**, so just add **-s**: *cats*. (d) *buzz* ends in **z**, so add **-es**: *buzzes*. (e) *brush* ends in **sh**, so add **-es**: *brushes*. (f) *book* ends in **k**, so just add **-s**: *books*.

Q5. Add **-ed** to each verb. (a) walked. (b) jumped. (c) helped. (d) opened. (e) visited. Remember: the ending can sound different in different words, but we always write **-ed**.

Q6. (a) My tower came down. I feel **unhappy** — *un-* + *happy* means not happy. (b) The door is locked. Please **unlock** it — *un-* + *lock* means make it not locked. (c) You **misspelled** the word — *mis-* + *spell* + *-ed* means spelled it the wrong way. (d) My drawing was a mess, so I had to **redo** it — *re-* + *do* means do again. In (a), (b) and (d) you added a prefix. In (c) you added a prefix **and** the suffix **-ed**.

Q7. Use the five steps from Figure 6. Step 1, find the base word: *open*. Step 2, look at the front: *re-* means again. Step 3, look at the end: *-ed* means it already happened. Step 4, put the parts together: opened again. So *reopened* means opened again, and it already happened.

Q8. Look at the ending of the base word, then pick the rule. (a) *brush* ends in **sh**, so it takes **-es**, not just **-s**. Fixed: “Maya found two old **brushes**.” (b) *watch* ends in **ch**, so it takes **-es**. Fixed: “The shop sells three gold **watches**.”

Q9. Pick a base word, add a prefix, then check that your new word makes sense. One answer: *tie* + *un-* = **untie**. “I untied the rope on the wagon.” Another answer: *fair* + *un-* = **unfair**. “It is unfair to go first every time.” Other answers are fine if the new word is a real word and the sentence makes sense.

Q10. Break the word into parts: *mis-* + *count* + *-ed*. *mis-* means the wrong way. *count* is the base word. *-ed* means it already happened. So *miscounted* means counted the wrong way. Ben counted the brushes, but his count was wrong.

Tick or cross. Check the ending of the base word, then check the suffix. *dress* ends in **ss**, so it needs **-es**: *dresss* is wrong — fix it to **resses**. *buzz* ends in **z**, so *buzzes* is right. *watch* ends in **ch**, so it needs **-es**: *watchs* is wrong — fix it to **watches**. *brush* ends in **sh**, so *brushes* is right.

T1. Hunt for the three prefixes from this section. *unlocked* is *un-* + *lock* + *-ed*, so its base word is *lock*. *undone* is *un-* + *done*, so its base word is *done*. *redo* is *re-* + *do*, so its base word is *do*. *reopened* is *re-* + *open* + *-ed*, so its base word is *open*. That is four words with a prefix.

T2. Hunt for words that end in **-ed**: *unlocked*, *brushed*, *watched*, *cleaned* and *reopened*. That is five words.

T3. The two words are *benches* and *brushes*. *bench* ends in **ch**, and *brush* ends in **sh**. The rule says: after **ss**, **sh**, **ch** or **z**, add **-es**.

T4. *reopened* breaks into three parts: *re-* + *open* + *-ed*. *re-* means again. *open* is the base word. *-ed* means it already happened. The whole word means opened again — Ms Lee opened the door again at lunch.

T5. Answers can be different. Pick a base word and add *un-* or *re-*. Then check your sentence with step 5: does the word make sense? One answer: “We rewrote the list of shed jobs.” Another answer: “We unlocked the shed and cleaned it.”

Spelling with phoneme–grapheme relationships and less common letter patterns

This section owns **VC2E3LY05** and draws on **VC2E3LY05.E01** and **VC2E3LY05.E02**. It feeds the Level 3 Literacy standard: students “use phoneme–grapheme relationships and less common letter patterns to spell words”.

Curriculum focus — This section teaches **VC2E3LY05** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Phonic and word knowledge):

“use phoneme–grapheme relationships and less common letter patterns to spell words”

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LY05.E01** — “using phonic knowledge to explore less common letter patterns after short vowels, for example words that end in ‘dge’, such as ‘badge’, ‘edge’ and ‘fridge’”
- **VC2E3LY05.E02** — “using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends, for example ‘str-ip’”

Level 3 stops at letter patterns after short vowels and at 3-letter blends. Spelling generalisations for double letters are Level 4 content (VC2E4LY04), prefixes and suffixes are taught in 4D, and homophones are taught in 4F (TOC D9). None of these are taught here.

To the teacher: This part is guided. Read the teaching pages out loud with your class, and have the students read along. Every sentence, passage and picture in this part was written for this book. The spelling moves taught here come back as a checking habit in the writing parts of this book.

Words to know

You already know about sounds and letters. Words are made of sounds, and we write sounds with letters. This part adds a few new words for that idea. These words come from the learning plan for our year level. In this book, they have the meanings below.

- A **phoneme** is a sound you can hear in a word. The word *badge* has three phonemes: /b/ /a/ /j/.
- A **grapheme** is the letter or letters for one sound. In *badge*, the grapheme for /j/ is *dge*.
- The **vowels** are the letters *a*, *e*, *i*, *o* and *u*. Every other letter is a **consonant**, like *b*, *m*, *s* and *t*.
- A **short vowel** is the quick sound a vowel makes, like the *a* in *badge* and the *i* in *fridge*.
- A **letter pattern** is a group of letters. They often work together to spell one sound. *dge* is a letter pattern for the sound /j/.
- A **blend** is two or three consonants in a row. You can still hear each sound. *str* is a blend: you can hear /s/ /t/ /r/.

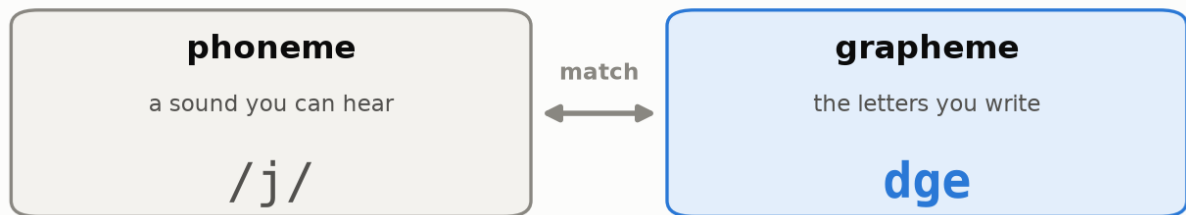
Learn

Beat 1 — Sounds and letters go together

We spell by matching each sound to its letters. Look at Figure 1.

Sounds and letters go together

A phoneme is a sound. A grapheme is the letters that spell it.



When we spell, we match each phoneme (sound)
to its grapheme (letters).

phoneme = sound

grapheme = letters

Two cards joined by a match arrow. The phoneme card shows the sound /j/, a sound you can hear. The grapheme card shows the letters dge, the letters you write.

Figure 1 — A phoneme is a sound. A grapheme is the letters for that sound.

Sound boxes help us count the sounds. Say *badge* slowly: /b/ /a/ /j/. Three sounds, three boxes.

Sound boxes: badge

Say the word. Break it into sounds. Write the letters for each sound.

badge

phonemes — the sounds you hear

/b/

/a/

/j/

b

a

dge

graphemes — the letters you write

badge has 3 sounds. The letters d-g-e work together
to spell the one sound /j/.

dge = the pattern

Three sound boxes for the word *badge*. Above the boxes sit the sounds /b/, /a/ and /j/. In the boxes sit the letters b, a and dge, so the three letters dge fill one sound box.

Figure 2 — Sound boxes for *badge*. Three sounds. The last sound is spelled with the three letters *dge*.

- Sound 1: /b/ → *b*
- Sound 2: /a/ → *a*
- Sound 3: /j/ → *dge*

One sound can be spelled with more than one letter. So count the sounds first, then write the letters for each sound.

Beat 2 — The dge pattern

The dge pattern

dge spells the sound /j/. It comes straight after a short vowel.

b a dge	short vowel
e d ge	short vowel
f r i d ge	short vowel

Say it. Hear the short vowel. Then write dge for the /j/ sound.

short vowel

dge = /j/

The words badge, edge and fridge in big letters. In each word the short vowel is yellow and the letters dge are blue, and a label reads short vowel.

Figure 3 — In each word, the short vowel sits just before *dge*.

Look at Figure 3. In *badge*, *edge* and *fridge*, the letters *dge* come just after a short vowel. Together they spell the sound /j/.

Say it together: Short vowel, then *dge*, says /j/ at the end.

Here is a word bank of *dge* words, sorted by their short vowel.

dge words, sorted by their short vowel

Every word ends in dge, straight after the short vowel at the top.

a	e	i	o	u
badge	edge	fridge	dodge	fudge
	hedge	bridge	lodge	nudge
		ridge		judge

All of these end with the same sound: /j/.

dge = the /j/ sound

A word bank of dge words in five groups, one under each vowel a, e, i, o and u. Every word ends in dge: badge; edge and hedge; fridge, bridge and ridge; dodge and lodge; fudge, nudge and judge.

Figure 4 — A word bank of *dge* words. The short vowel is yellow. The pattern *dge* is blue.

Count with a partner: How many words can you find with a short *i* before the *dge*?

Beat 3 — dge or ge?

The sound /j/ has two spellings. After a short vowel, we write *dge*. After a long vowel, we often write *ge*, like in *cage*, *page* and *huge*.

The sound /j/ has two spellings

After a short vowel we write *dge*. That is the pattern to learn.

short vowel + dge	long vowel + ge
badge	cage
edge	page
fridge	huge

Both endings say the same sound, /j/.

Listen for the vowel first: short vowel, then *dge*.

dge = our pattern

ge = same sound

Two boxes side by side. The blue box is short vowel plus dge, with badge, edge and fridge. The grey box is long vowel plus ge, with cage, page and huge.

Figure 5 — Same sound /j/, two spellings. Our pattern is *dge* after a short vowel.

Listen for the vowel first. Short vowel? Write *dge*. That is the pattern for this part.

Beat 4 — Three-letter blends

Some words start with three consonants in a row, and you can hear all three sounds. That is a 3-letter blend.

3-letter blends: hear all three sounds

In a blend, every letter keeps its own sound. Write all three letters.

str
stri**p**
stre**et**
stri**ng**

spr
s**pr**ay
s**pr**ing
s**pr**ead

spl
s**pl**ash
s**pl**it

scr
s**cr**atch
s**cr**een

s-t-r says /s/ /t/ /r/. Hear each sound, write each letter.

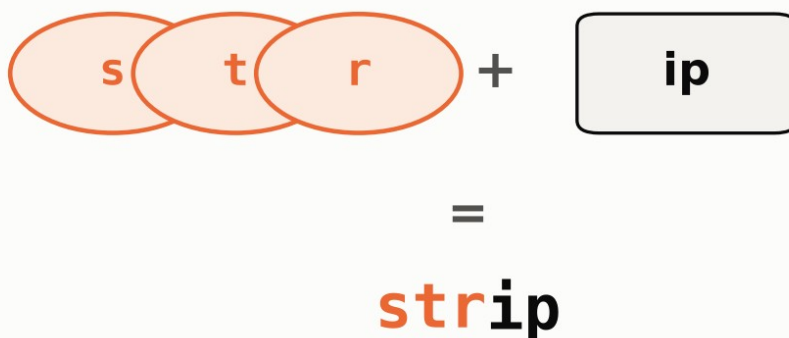
Four cards for the 3-letter blends *str*, *spr*, *spl* and *scr*. Each card lists example words with the blend in orange: *strip*, *street* and *string*; *spray*, *spring* and *spread*; *splash* and *split*; *scratch* and *screen*.

Figure 6 — Four 3-letter blends. In each blend, you can hear all three sounds.

Look at *str*. You can hear /s/ /t/ /r/. You can hear three sounds, so you write three letters.

The blend **str** + **ip** = **strip**

Hear the three sounds in the blend. Then add the rest.



In the blend *str* you hear /s/ /t/ /r/. Write all three letters.

str = 3-letter blend

Three joined circles holding *s*, *t* and *r*, plus a box holding *ip*, make the word *strip*. The blend *str* is orange in the word.

Figure 7 — The blend *str* plus *ip* makes *strip*.

Say it together: In a blend, every letter keeps its own sound. Hear each sound, write each letter.

Beat 5 — Four moves to spell a new word

Use the same four moves every time you spell a word from its sounds.

Four moves to spell a new word

The same moves every time. Here they are, spelling *strip*.

1

Say it.

strip

2

Break it into sounds.

/s/ /t/ /r/ /i/ /p/

3

Find the pattern.

str

4

Write the letters. Read it back.

s t r i p

A numbered poster with four moves, shown with the word strip: 1 say it; 2 break it into sounds, /s/ /t/ /r/ /i/ /p/; 3 find the pattern, the blend str; 4 write the letters and read it back, s t r i p in letter tiles.

Figure 8 — The four moves, shown with the word *strip*.

1. **Say it.** Say the word out loud.
2. **Break it into sounds.** Count the sounds.
3. **Find the pattern.** Look for a short vowel before *dge*, or a 3-letter blend.
4. **Write the letters. Read it back.** Write the letters for each sound, then read the word.

Keep this checklist in your book. Use it every time you write.

My spelling checklist

Use these moves every time you spell a word from its sounds.

- 1 Say the word out loud.
- 2 Break it into sounds. Count them.
- 3 Look for a pattern you know: a short vowel before dge, or a 3-letter blend.
- 4 Write the letters for each sound.
- 5 Read the word back. Does it look and sound right?

Patterns to look for: short vowel + dge, and blends like str.

A checklist card with five steps: 1 say the word out loud; 2 break it into sounds and count them; 3 look for a pattern you know, a short vowel before dge or a 3-letter blend; 4 write the letters for each sound; 5 read the word back and ask, does it look and sound right?

Figure 9 — My spelling checklist.

Beat 6 — Our class text

This is our class text for this part. It is called “The old bridge”. Read it with your class. The blue words carry the *dge* pattern. The orange words begin with a 3-letter blend.

Our class text — The old bridge

Blue words carry the dge pattern. Orange words begin with a 3-letter blend.

Sam and Mia went for a walk.

They went to the old **bridge** at the **edge** of the creek.

“Look at the frog on the log!” said Mia.

Sam got his **badge** from his bag.

The **badge** was on a **string**. It had a bright red **stripe**.

“I can jump!” said Sam. He did a big jump. **Splash!**

Mud flew all over the path. Mia had to **nudge** Sam to get up.

They had to **dodge** the mud on the way home.

It was fun at the old **bridge**.

dge pattern

3-letter blend

The class text *The old bridge*, nine lines. Blue words carry the dge pattern: *bridge*, *edge*, *badge*, *nudge* and *dodge*. Orange words begin with a 3-letter blend: *string*, *stripe* and *Splash*.

Figure 10 — Our class text, “The old bridge”. Blue words carry the dge pattern. Orange words begin with a 3-letter blend.

Count with a partner: How many blue words can you find? How many orange words?

Worked examples

Both worked examples use the four moves from Figure 8.

Worked example 1 — spell fridge

Spell the word you hear: /f/ /r/ /i/ /j/.

Working

Say it: /f/ /r/ /i/ /j/

Count the sounds: 4.

Find the pattern: the last sound is /j/, and the sound before it is a short vowel (short i).

Write the letters: *fr* + *i* + *dge* = **fridge**.

Read it back: *fridge*.

Why

Say the word out loud.

We need letters for all four sounds.

Short vowel + /j/ at the end → write *dge*.

/f/ → *f*, /r/ → *r*, /i/ → *i*, /j/ → *dge*.

It looks and sounds right.

Answer: *fridge* — four sounds, and the last one is spelled *dge* after the short vowel.

Worked example 2 — spell strip

Spell the word you hear: /s/ /t/ /r/ /i/ /p/.



Working	Why
Say it: /s/ /t/ /r/ /i/ /p/	Say the word out loud.
Count the sounds: 5.	Five sounds, and five letters here.
Find the pattern: the first three sounds /s/ /t/ /r/ are the blend <i>str</i> .	In a blend, every letter keeps its own sound.
Write the letters: <i>str</i> + <i>ip</i> = strip .	/s/ /t/ /r/ → <i>str</i> , /i/ → <i>i</i> , /p/ → <i>p</i> .
Read it back: <i>strip</i> .	It looks and sounds right.
Answer: <i>strip</i> — the blend <i>str</i> is three letters for three sounds, then <i>i</i> and <i>p</i> .	

Practice questions

With help

Q1. Say *edge* slowly: /e/ /j/. Two sounds. Fill in the sound boxes. *Hint: the sound /j/ after a short vowel is spelled dge.*

Sound	/e/	/j/
Letters	_____	_____

Q2. Circle the word that ends with the *dge* pattern. *Hint: listen for the short vowel before the /j/ sound.* (a) bridge or bright (b) frog or fridge

Q3. Each word below is missing its ending. Write *dge* to finish it, then read the word. (a) ba_____ (b) e_____ (c) he_____ (d) nu_____

Q4. Listen for the vowel. Which word has a short vowel before the /j/ sound: *cage* or *badge*? So which one is spelled with *dge*?

Q5. Circle the 3-letter blend at the start of each word. *Hint: say the word slowly and listen for three sounds.* (a) spring (b) splash (c) string

Q6. Match each blend to a word. Draw a line for each match.

Match the blend to a word

Draw a line from each blend to a word that starts with it.

str	splash
spr	string
spl	scratch
scr	spring

Say each word slowly. Which three sounds come first?

A matching game. On the left, four blend cards: str, spr, spl and scr. On the right, four word cards with the first letters in orange: splash, string, scratch and spring.

Figure 11 — Match each blend to a word that starts with it.

On your own

Q7. Spell these sound sets as words. Use the four moves. (a) /b/ /r/ /i/ /j/ (b) /d/ /o/ /d/ /j/ (c) /f/ /u/ /d/ /j/

Q8. Write two words that end with a short *o* + *dge*. Then write two words that end with a short *u* + *dge*.

Q9. Spell these sound sets as words. Watch for a blend at the start. (a) /s/ /p/ /l/ /i/ /t/ (b) /s/ /p/ /r/ /ay/

Q10. This word has a mistake. The blend is missing a letter. Fix it. “The badge was on a **srip**.” Fixed word: _____
Which letter was missing? _____

Text task

Back to “The old bridge” (Figure 10). Read it once more, just for the story. Then do the tasks.

T1. Find all the blue words in the text. Write them as a list. How many did you find?

T2. Pick one blue word. Write its sounds, then write its letters, the way Figure 2 does for *badge*.

T3. Find the orange words in the text. Write them as a list.

T4. Circle the blend in each orange word. How many sounds can you hear in each blend?

T5. Your turn: write three sentences about a walk or a park. Use at least one *dge* word and one blend word. Then run your checklist (Figure 9) over what you wrote.

Answers

Q1. /e/ → *e*; /j/ → *dge*. **Q2.** (a) bridge. (b) fridge. **Q3.** (a) badge (b) edge (c) hedge (d) nudge. **Q4.** *badge* has the short vowel, so *badge* is spelled with *dge*. (*cage* has a long vowel, so it is spelled with *ge*.) **Q5.** (a) spr (b) spl (c) str. **Q6.** str → string; spr → spring; spl → splash; scr → scratch. **Q7.** (a) bridge (b) dodge (c) fudge. **Q8.** One answer: short *o* — dodge, lodge; short *u* — fudge, nudge. **Q9.** (a) split (b) spray. **Q10.** strip — the letter *r* was missing. **T1.** 7 blue words: bridge (two times), edge, badge (two times), nudge, dodge. **T2.** One answer: *bridge* — /b/ /r/ /i/ /j/ → *b, r, i, dge*. **T3.** string, stripe, Splash — 3 orange words. **T4.** str (in string and stripe) and spl (in Splash). Three sounds in each blend. **T5.** Answers will be different. Check: one *dge* word, one blend word, and the checklist run.

Full answers

Q1. Say *edge*: /e/ /j/. Two sounds, two boxes. The first sound /e/ is the short vowel *e*. The second sound /j/ comes just after a short vowel, so it is spelled *dge*.

Q2. (a) *bridge* — short *i*, then *dge*. *bright* ends with the letters *h* and *t*, not *dge*. (b) *fridge* — short *i*, then *dge*. *frog* has no /j/ sound at the end.

Q3. Add *dge* to each start: ba + *dge* = *badge*; e + *dge* = *edge*; he + *dge* = *hedge*; nu + *dge* = *nudge*. Read each word back to check.

Q4. Say both words. *badge* has a short vowel (/a/), so it takes *dge*. *cage* has a long vowel (/ay/), so it takes *ge*. Same /j/ sound, different spelling.

Q5. (a) *spring* — /s/ /p/ /r/. (b) *splash* — /s/ /p/ /l/. (c) *string* — /s/ /t/ /r/. Each blend keeps all three sounds, so it keeps all three letters.

Q6. Say each word slowly and listen for the first three sounds. *string* starts with /s/ /t/ /r/ → str. *spring* starts with /s/ /p/ /r/ → spr. *splash* starts with /s/ /p/ /l/ → spl. *scratch* starts with /s/ /k/ /r/ → scr.

Q7. (a) /b/ /r/ /i/ /j/ → *br* + *i* + *dge* = **bridge**. (b) /d/ /o/ /d/ /j/ → *d* + *o* + *d* + *dge* = **dodge**. (c) /f/ /u/ /d/ /j/ → *f* + *u* + *d* + *dge* = **fudge**. In each word, the /j/ after the short vowel is spelled *dge*.

Q8. One answer: short *o* — *dodge* and *lodge*; short *u* — *fudge* and *nudge*. Other words from the word bank (Figure 4) are fine too.

Q9. (a) /s/ /p/ /l/ /i/ /t/ → *spl* + *it* = **split**. (b) /s/ /p/ /r/ /ay/ → *spr* + *ay* = **spray**. The blend is three letters, one letter for each sound you can hear.

Q10. The word is **strip**. The blend *str* needs all three letters, and *srip* was missing the *r*. Fixed: “The badge was on a **strip**.”

T1. Hunt the blue words line by line: *bridge*, *edge*, *badge*, *badge*, *nudge*, *dodge*, *bridge*. That is 7 blue words.

T2. One answer: *bridge*. Say it: /b/ /r/ /i/ /j/ — four sounds. The first two sounds /b/ and /r/ are the letters *b* and *r*. The short vowel /i/ is *i*. The /j/ after the short vowel is *dge*. So *b* + *r* + *i* + *dge* = *bridge*.

T3. *string* (str), *stripe* (str) and *Splash* (spl). That is 3 orange words.

T4. *string* and *stripe* start with the blend *str* — /s/ /t/ /r/, three sounds. *Splash* starts with the blend *spl* — /s/ /p/ /l/, three sounds.

T5. Answers will be different. One answer: “We went for a walk. We saw a frog on a log at the **edge** of the path. Then it made a big **splash**!” Check the list: *edge* is a *dge* word; *splash* is a blend word.

In the next part, we look at words we use a lot, including words that sound the same but are not spelled the same.

High-frequency words, including homophones

This section owns **VC2E3LY06** and draws on **VC2E3LY06.E01**. It feeds the Level 3 Writing standard: students “spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.”

Curriculum focus — This section teaches **VC2E3LY06** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Phonic and word knowledge):

“Students learn to: recognise and know how to write most high-frequency words, including some homophones.”

It draws on the elaboration id below. It is a linkage key for the question bank and coverage records — an illustration of the CD, not a lesson checklist (TOC D7):

- **VC2E3LY06.E01** — “using context and syntactic knowledge to spell homophones, for example ‘break’ and ‘brake’ or ‘ate’ and ‘eight’”

Spelling generalisations with double letters, and synonym and antonym word work, are Level 4 content (TOC D9) and are not taught here.

Learn

Our class text. We will work from one short passage all the way through this section. It is called “The bike ride”. Read it once, just for the story. Then we will look at its words.

Our class text — “The bike ride”

Read it once for the story. Then look at the coloured words.

Sam was eight.
He got a new bike, and it was red.
Sam and his dad rode to the park.
The path went down a long hill.
Sam pressed the brake, and the bike stopped.
The brake kept him safe.
At lunch, Sam ate an apple and some bread.
What a great ride!

 high-frequency words — words we see a lot  same-sound words

The class text *The bike ride* shown as eight sentences. Many words sit on yellow chips: they are the high-frequency words. Three words sit on orange chips: *eight*, *brake* and *ate*, the same-sound words. A key at the bottom names the two chip colours.

Figure 1 — Our class text, “The bike ride”. The yellow words are high-frequency words. The orange words are same-sound words we will meet soon.

Beat 1 — Words we see a lot

high-frequency — a word that is seen a lot, again and again. A high-frequency word turns up all the time in what we read and write.

Words like *was*, *they*, *said* and *have* are high-frequency words. They are on most pages of most books. You already know many of them.

What are high-frequency words?

They are the words we see a lot, again and again, in what we read and write.

was	they	said	have	what
when	with	your	from	because
people	about	then	them	were
like	come	made	find	time

1. You see them all the time.

Open any book or page. These words are there.

2. Knowing them helps you read and write.

Read them fast. Write them with no long stops.

A poster with twenty yellow word chips: was, they, said, have, what, when, with, your, from, because, people, about, then, them, were, like, come, made, find, time. Two blue cards below say these words turn up all the time, and that knowing them helps you read and write.

Figure 2 — Some high-frequency words. You will see these all the time.

Beat 2 — Know them so well they read fast

When you know a high-frequency word, you do not have to sound it out. You see it and you know it. That makes reading easier and faster, and it makes writing easier too.

New high-frequency words are best learnt with five steps.

Learn a word in five steps

Use these steps for new words and for words that are hard for you.



Wrong? Look again, say it, cover it, write it, check it — one more time.

Five numbered circles joined by arrows: Look, Say, Cover, Write, Check. Under each circle is a one-line help: look at the word and say each letter; say the whole word out loud; cover the word so you cannot see it; write the word from what you remember; look again and check.

Figure 3 — Learn a word in five steps.

Beat 3 — Hunt them in what you read

Look back at Figure 1. The yellow words are high-frequency words. There are many of them in a short passage — most pages are like that.

Beat 4 — Some words sound the same: homophones

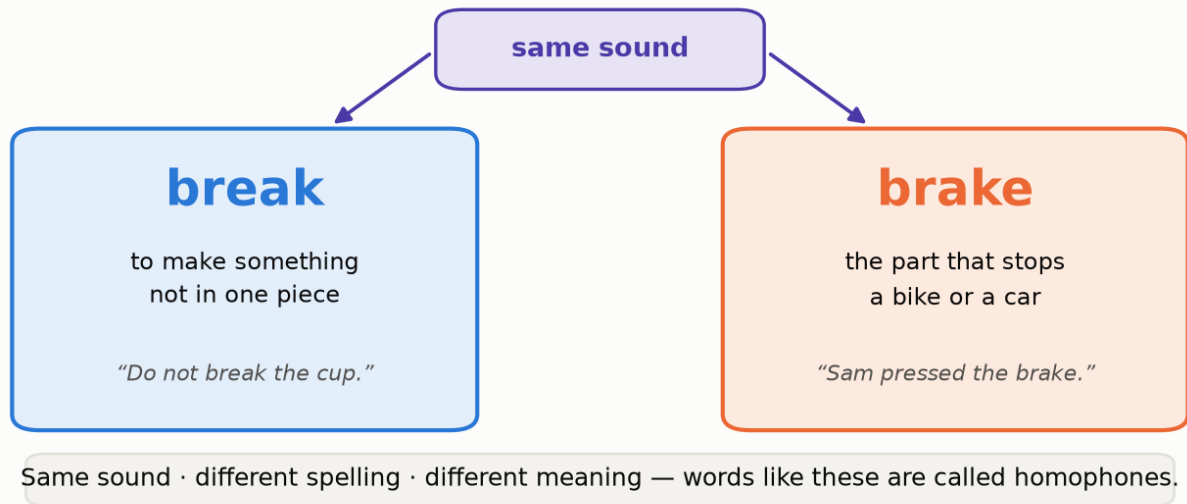
Now look at the orange words in Figure 1: *eight*, *brake* and *ate*. Each one has a partner word that sounds just the same.

homophone — a word that sounds the same as another word but has a different spelling and a different meaning. *break* and *brake* are homophones.

Say *break* and *brake* out loud. They sound the same. But they are not the same word.

One sound — two different words

Say them out loud: break ... brake. They sound the same.



Two cards under a sign that says same sound. The blue card is break: to make something not in one piece, with the example Do not break the cup. The orange card is brake: the part that stops a bike or a car, with the example Sam pressed the brake. A strip below says same sound, different spelling, different meaning: words like these are called homophones.

Figure 4 — One sound, two different words.

Here are more homophone pairs. Say each pair out loud.

Homophone pairs

Say each pair out loud. They sound the same, but they are not the same word.

break not in one piece	brake stops a bike or car	ate eat, in the past	eight the number 8
sea the big water at the beach	see to look with your eyes	hear to take in sound	here in this place
meet to come together	meat food from animals	week seven days	weak not strong

One sound, two spellings, two meanings.

Six cards, one homophone pair on each card, every word with its meaning: *break* (not in one piece) and *brake* (stops a bike or car); *ate* (eat, in the past) and *eight* (the number 8); *sea* (the big water at the beach) and *see* (to look with your eyes); *hear* (to take in sound) and *here* (in this place); *meet* (to come together) and *meat* (food from animals); *week* (seven days) and *weak* (not strong).

Figure 5 — Homophone pairs. One sound, two spellings, two meanings.

Beat 5 — How to pick the right word

When two words sound the same, how do you write the right one? You use the other words in the sentence.

context — the other words around a word. The context tells you what a word has to mean in that sentence.

Three steps:

1. **Say the word.** Hear it in the sentence.
2. **Think about the meaning.** What is the sentence about? What meaning fits?
3. **Pick the spelling with that meaning.** Then read the sentence again.

Look at a sentence from our class text: “Sam pressed the brake, and the bike stopped.” The words *pressed* and *the bike stopped* are the context. A bike stops with a **brake**. The word *break* means to make something not in one piece — that meaning does not fit. So the spelling is *brake*.

How to pick the right word

Two words sound the same. Which one do you write? Use three steps.

Step 1

Say the word.

Say the sentence out loud. Hear the word.

Step 2

Think about the meaning.

What is the sentence about? What meaning fits?

Step 3

Pick the spelling with that meaning.

Each word has its own meaning. Match them.

"Sam pressed the (brake, break)." — a bike stops with a brake,
so brake is the word. Then read the sentence again to check.

A three-step poster: step 1 say the word; step 2 think about the meaning and what the sentence is about; step 3 pick the spelling with that meaning. At the bottom, an example: Sam pressed the brake, because a bike stops with a brake; then read the sentence again to check.

Figure 6 — How to pick the right word. The meaning picks the word.

Beat 6 — Your checking habit

When you write, use the same three steps as a check. You will use this same habit later in this book, when you edit your writing.

My homophone checklist

Use it when you write. It keeps sound-alike words in their right place.

☐

Does my word sound like another word?

If yes, slow down. There is a pick to make.

☐

Does my spelling match the meaning?

Think about what the sentence is about.

☐

Did I read my sentence again?

Read it out loud. It should make sense.

Three checks. Same-sound words stay right.

A checklist with three questions, each with an empty tick box: Does my word sound like another word? Does my spelling match the meaning? Did I read my sentence again? A strip below says three checks keep same-sound words in their right place.

Figure 7 — My homophone checklist. Use it when you write.

Worked examples

Example 1 — with help

Pick the right word: “Sam pressed the (brake, break) on his bike.”

Working

Read the sentence out loud: “Sam pressed the (brake, break) on his bike.”

Say the two words: *brake*, *break*.

Think about the meaning. The sentence is about a bike. Sam pressed a part of it.

A *brake* is the part that stops a bike. To *break* is to make something not in one piece.

Pick *brake*, and read the sentence again.

Why

Say it first. Hear the word.

They sound the same. They are homophones.

The context tells you what the word has to mean.

Each spelling has its own meaning.

The meaning fits, so the spelling fits.

Answer: brake. “Sam pressed the **brake** on his bike.”

Example 2 — with help

Fill the gap with *ate* or *eight*: “Sam was _____ years old.” (Figure 8 shows the same thinking.)

ate or eight?

They sound the same. The meaning of the sentence picks the word.

"Sam was _____ years old."

eight

A number fits here. eight is the number 8.

"Sam _____ an apple."

ate

The doing word for eat fits here. ate means eat, in the past.

The trick: ask what the sentence is about.

The meaning picks the word, and the word picks its spelling.

Two fill-the-gap sentences with the picked word and the reason: Sam was blank years old takes eight, because a number fits there; Sam blank an apple takes ate, because it means eat in the past. A strip says the meaning of the sentence picks the word.

Figure 8 — ate or eight? The sentence picks the word.

Working

Read the sentence. It is about how old Sam is.
eight is the number 8. *ate* means eat, in the past.
Pick *eight*.

Read it again: "Sam was eight years old."

Why

The context asks for a number.
Each word has its own meaning.
A number fits "how old".
It makes sense.

Answer: eight. "Sam was **eight** years old."

Practice questions

With help

Q1. Circle the high-frequency words in this sentence. The word box shows them. *Hint: high-frequency words are the words we see a lot.*

we · went · to · the · because · it · was

We went to the park because it was sunny.

Q2. Fill each gap with a word from the box. *Hint: read the sentence, then try each word.*

when · with · because

- (a) I play _____ my friends at lunch.
- (b) The grass was wet _____ it rained.
- (c) _____ the bell rings, we line up.

Q3. Draw a line to join each word to its homophone. They sound the same.

break · sea · meet · week ↔ see · weak · meat · brake

Q4. Pick the right word. *Hint: see means to look with your eyes.* I can (sea, see) the moon.

Q5. Pick the right word. *Hint: ate means eat, in the past.* We (ate, eight) lunch at noon.

Q6. What do these words mean? (a) Come **here**, please. (b) I can **hear** the bell.

Matching game. Look at Figure 9. Draw a line from each word card to its meaning card.

Matching game — same sound, which meaning?

Draw a line from each word card to its meaning card.

brake	food from animals
sea	the part that stops a bike
eight	to take in sound with your ears
meat	the number 8
weak	the big water at the beach
hear	not strong

Hint: say the word first. Then ask, what does it mean?

A matching game: six word cards on the left (brake, sea, eight, meat, weak, hear) and six meaning cards on the right, in a different order: food from animals; the part that stops a bike; to take in sound with your ears; the number 8; the big water at the beach; not strong.

Figure 9 — Same sound, which meaning? Join each word to its meaning.

On your own

Q7. Fill each gap with *brake* or *break*. (a) Dad fixed the _____ on my bike. (b) Be careful not to _____ the cup.

Q8. Fill each gap with *ate* or *eight*. (a) There were _____ eggs in the box. (b) I _____ my dinner, and then I had fruit.

Q9. Write one sentence with *sea*. Write one sentence with *see*.

Q10. Each sentence has the wrong homophone. Find it and fix it. (a) The car stopped at the break. (b) I can sea the hill.

Tick or fix. Look at Figure 10. Tick ✓ the sentences that use the right word. Write the fix for the ones that do not.

Tick or fix

Tick ✓ the sentences that use the right word. Write the fix for the ones that do not.

Sam pressed the brake.

☐ Tick? _____

Fix: _____

I can here a bird.

☐ Tick? _____

Fix: _____

We meet for lunch every day.

☐ Tick? _____

Fix: _____

The glass will brake if it falls.

☐ Tick? _____

Fix: _____

A tick-or-fix chart with four sentences, each with an empty tick box and a fix line: Sam pressed the brake; I can here a bird; We meet for lunch every day; The glass will brake if it falls.

Figure 10 — Tick the right ones. Fix the wrong ones.

Text task

Back to “The bike ride” (Figure 1).

The bike ride

Sam was eight. He got a new bike, and it was red. Sam and his dad rode to the park. The path went down a long hill. Sam pressed the brake, and the bike stopped. The brake kept him safe. At lunch, Sam ate an apple and some bread. What a great ride!

T1. Find eight high-frequency words in the passage. Write them.

T2. Two words in the passage are homophones of words you know. Find them. Write each word and the word it sounds the same as.

T3. Look at “Sam pressed the brake, and the bike stopped.” How do the other words in the sentence help you know that *brake* is the right word?

T4. This sentence has the wrong homophone: “Sam was ate years old.” Fix it, and say why your fix is right.

T5. Your turn: write two sentences about a ride or a walk. Use one homophone in one of your sentences.

Answers

Q1. we, went, to, the, because, it, was. (*park* and *sunny* are naming and describing words, not high-frequency words.)
Q2. (a) with. (b) because. (c) when. **Q3.** break–brake; sea–see; meet–meat; week–weak. **Q4.** see. **Q5.** ate. **Q6.** (a) in this place. (b) to take in sound. **Matching game.** brake — the part that stops a bike; sea — the big water at the beach; eight — the number 8; meat — food from animals; weak — not strong; hear — to take in sound with your ears. **Q7.** (a) brake. (b) break. **Q8.** (a) eight. (b) ate. **Q9.** Answers can be different. One answer: “The sea is big.” and “I can see the boat.” **Q10.** (a) The car stopped at the **brake**. (b) I can **see** the hill. **Tick or fix.** 1 ✓. 2 ✗ — fix: “I can **hear** a bird.” 3 ✓. 4 ✗ — fix: “The glass will **break** if it falls.” **T1.** Any eight of: a, an, and, at, he, his, it, some, the, to, was, went, what. **T2.** *brake* sounds the same as *break*; *ate* sounds the same as *eight*. **T3.** The words *pressed* and *the bike stopped* tell us the sentence is about stopping a bike. A brake stops a bike; a break means to make something not in one piece, and that does not fit. **T4.** “Sam was **eight** years old.” — *eight* is the number 8, and the sentence says how old Sam is; *ate* means eat, in the past, and that does not fit. **T5.** Answers can be different. One answer: “We went for a walk. I could hear the birds.”

Full answers

Q1. High-frequency words are the words we see a lot: **we, went, to, the, because, it, was.** *park* names a place and *sunny* tells what the day was like, so they are not on the list.

Q2. (a) “I play **with** my friends at lunch.” — *with* fits: it joins *play* and *my friends*. (b) “The grass was wet **because** it rained.” — *because* fits: the rain is the reason. (c) “**When** the bell rings, we line up.” — *when* fits: it tells the time.

Q3. Homophones sound the same: *break–brake, sea–see, meet–meat, week–weak.*

Q4. The sentence is about looking at the moon with your eyes. That meaning belongs to the spelling **see**. *sea* is the big water.

Q5. The sentence is about eating lunch. *ate* means eat, in the past, so the answer is **ate**. *eight* is the number 8.

Q6. (a) *here* means in this place: “Come here” means come to this place. (b) *hear* means to take in sound: “I can hear the bell” means the sound of the bell comes to my ears.

Matching game. Say each word, then ask what it means: *brake* is the part that stops a bike; *sea* is the big water at the beach; *eight* is the number 8; *meat* is food from animals; *weak* means not strong; *hear* means to take in sound with your ears.

Q7. (a) The part on a bike is a **brake**: “Dad fixed the brake on my bike.” (b) To make the cup not in one piece is to **break** it: “Be careful not to break the cup.”

Q8. (a) How many eggs? A number fits: “There were **eight** eggs in the box.” (b) Eating dinner: “I **ate** my dinner, and then I had fruit.”

Q9. Answers can be different. Check each sentence: does the spelling match the meaning? One answer: “The **sea** is big.” and “I can **see** the boat.”

Q10. (a) The sentence is about a car stopping, so the word is *brake*: “The car stopped at the **brake**.” (b) The sentence is about looking with your eyes, so the word is *see*: “I can **see** the hill.”

Tick or fix. Sentence 1: “Sam pressed the brake.” — stopping a bike uses a *brake*: ✓. Sentence 2: “I can here a bird.” — a bird is taken in with the ears, so the word is *hear*: ✗, fix: “I can **hear** a bird.” Sentence 3: “We meet for lunch every day.” — coming together is *meet*: ✓. Sentence 4: “The glass will brake if it falls.” — glass ends up not in one piece, so the word is *break*: ✗, fix: “The glass will **break** if it falls.”

T1. Any eight of: a, an, and, at, he, his, it, some, the, to, was, went, what. These are words you see on most pages of most books.

T2. *brake* (its partner is *break*) and *ate* (its partner is *eight*). They sound the same as their partners but mean different things.

T3. The words *pressed* and *the bike stopped* are the context. They tell us the sentence is about stopping a bike. A *brake* stops a bike; a *break* means to make something not in one piece, and that meaning does not fit. So the right spelling is *brake*.

T4. “Sam was **eight** years old.” The sentence says how old Sam is, so it needs the number *eight*. *ate* means eat, in the past, and that does not fit.

T5. Answers can be different. One answer: “We went for a walk. I could **hear** the birds.” — *hear* is the homophone of *here*, and the sentence is about sound, so the spelling *hear* is right. Read your own sentences again and check the spelling matches the meaning.

Checkpoint C4 — Speaking and word knowledge

This is a school-designed classroom check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 3 achievement standard, not against a mark on this paper.

Checkpoint C4 · Chapter 4 — Speaking, listening and word knowledge (sections 4A–4F)

English Level 3 (Year 3) · Victorian Curriculum 2.0 · ClassBasics English 3

Codes assessed: VC2E3LY01 (4A) · VC2E3LY02 (4B) · VC2E3LY03 (4C) · VC2E3LY04 (4D) · VC2E3LY05 (4E) · VC2E3LY06 (4F)

Name: _____ Date: _____

Total marks

24

Section structure

Section A Talking and listening with others (4 marks) ·
Section B Using your voice (4 marks) · Section C Long words and letter patterns (4 marks) · Section D Word parts (4 marks) · Section E Spelling patterns (4 marks) ·
Section F Same-sound words (4 marks)

Guidance time

About 30 minutes — about 1 minute per mark, plus reading time

Sittings

This check is done in **one sitting**.

Timing

This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.

Reading support

Your teacher may read any question or sentence to you.

Permitted materials

A pencil or pen. Nothing else is needed.

This check looks at what you learned in Chapter 4: talking and listening with others, using your voice, long words and letter patterns, word parts, spelling patterns, and same-sound words. Your talking and your voice delivery are checked another way — by your teacher, during class talk. Attempt every question.

Section A — Talking and listening with others (4 marks)

Question 1 (1 mark)

Your group plans the class picnic. You share ideas to get a job done. What kind of talk is this?

- A. A conversation — talk that shares time together
- B. A discussion — talk with a job
- C. A song
- D. A cheer

Answer: _____

Question 2 (1 mark)

Ada says: *The picnic needs fruit for everyone.* Which line **builds on** Ada's idea?

- A. "I agree with Ada, and I want to add: apples are easy to share."
- B. "I like dogs."
- C. "Can I go first?"
- D. "It is nearly lunch."

Answer: _____

Question 3 (1 mark)

You look at the speaker and wait for your turn. Which active listening job is this?

- A. Listen for information
- B. Show you are listening
- C. Show the idea is good
- D. Sum up the talk

Answer: _____

Question 4 (1 mark)

Which group job **sums up the talk** and speaks for the group?

- A. The leader
- B. The note-taker
- C. The reporter
- D. The reader

Answer: _____

Section B — Using your voice (4 marks)

Question 5 (1 mark)

How fast or slow you speak is called your _____.

- A. tone
- B. pace
- C. loudness
- D. pause

Answer: _____

Question 6 (1 mark)

You share happy news with your class. Which voice fits?



- A. A bright tone, a little fast
- B. Slow, soft and flat
- C. A whisper
- D. No voice at all

Answer: _____

Question 7 (1 mark)

Nik reads his news to the little ones at school. What should he change?

- A. His words — he must use all new words
- B. His voice — a slower pace and a warm tone
- C. Nothing at all
- D. His name

Answer: _____

Question 8 (1 mark)

Ada gives a safety notice: *The yard is wet. Please walk.* Which voice fits best?

- A. Fast and silly
- B. Slow and clear, with pauses
- C. Very fast and very loud
- D. Quiet and giggly

Answer: _____

Section C — Long words and letter patterns (4 marks)

Question 9 (1 mark)

Clap the word *rabbit* as you say it: *rab-bit*. How many syllables does *rabbit* have?

- A. One
- B. Two
- C. Three
- D. Four

Answer: _____

Question 10 (1 mark)

Which word has **three** syllables?

- A. rocket

- B. elephant
- C. machine
- D. sunset

Answer: _____

Question 11 (2 marks)

Say each word out loud. Listen to the *ch*. Sort the words into the right box. Write the letter of each word in its box.

Words: **a.** change · **b.** machine · **c.** school · **d.** chest

ch says *ch*

ch says *sh*

ch says *k*

Marking: 2 marks for all four words in the right box; 1 mark for exactly one word in the wrong box.

Section D — Word parts (4 marks)

Question 12 (2 marks)

The words *undone*, *remove* and *misunderstand* are built from parts. Sort the parts into the right box. Write the letter of each part in its box.

Parts: **a.** un- · **b.** re- · **c.** mis- · **d.** done · **e.** move · **f.** understand

Prefix

Base word

Marking: 2 marks for all six parts in the right box; 1 mark for exactly one part in the wrong box.

Question 13 (1 mark)

The prefix *mis-* means **the wrong way**. What does *misunderstand* mean?

- A. Understand again
- B. Understand the wrong way
- C. Not understand at all
- D. Understand a lot

Answer: _____

Question 14 (1 mark)

The word *remove* looks like *re-* + *move*. What does *remove* really mean?

- A. Move again

- B. Not move
- C. Take away
- D. Move fast

Answer: _____

Section E — Spelling patterns (4 marks)

Question 15 (1 mark)

Fill the blank to finish the word. After a short vowel, the /j/ sound is spelled *dge*. Choose from the box.

The little bird sat on the he _____.

Box: **dge** · **ge**

Answer: _____

Question 16 (1 mark)

Fill the blank. In a blend, every letter keeps its own sound — hear each sound, write each letter. Choose from the box.

The flag has a red and white _____.

Box: **strip** · **srip**

Answer: _____

Question 17 (1 mark)

Which word is spelled with *dge* after a short vowel?

- A. cage
- B. page
- C. bridge
- D. huge

Answer: _____

Question 18 (1 mark)

In the word *street*, the first three letters are the blend *str*. How many sounds can you hear in *str*?

- A. One
- B. Two
- C. Three
- D. Four

Answer: _____

Section F — Same-sound words (4 marks)

Question 19 (1 mark)

Fill the blank. Choose from the box.

The _____ helps a bike stop.

Box: **brake** · **break**

Answer: _____

Question 20 (1 mark)

Fill the blank. Choose from the box.

There were _____ birds on the wire.

Box: **eight** · **ate**

Answer: _____

Question 21 (1 mark)

Brake and *break* sound the same, but they have different spellings and different meanings. What do we call words like these?

- A. Homophones
- B. Prefixes
- C. Base words
- D. Blends

Answer: _____

Question 22 (1 mark)

Which sentence uses the **right word**?

- A. “The ship sailed across the see.”
- B. “We ate our picnic in the park.”
- C. “Use the break to stop your bike.”
- D. “I can here the drums.”

Answer: _____

Total: 24 marks

Checkpoint C4 — Solutions

Teacher-facing. C4 is a classroom check, not an exam: about 30 minutes guidance in one sitting, pencil only. All items are objectively markable. Achievement is reported against the Level 3 achievement standard, not against this mark. The oral performance and voice delivery halves are checked separately by observation (O1), not on this paper.

Answer key

Q	Section	Answer	Marks
1	A (4A)	B — a discussion, talk with a job	1
2	A (4A)	A — “I agree with Ada, and I want to add: apples are easy to share.”	1
3	A (4A)	B — show you are listening	1
4	A (4A)	C — the reporter	1
5	B (4B)	B — pace	1
6	B (4B)	A — a bright tone, a little fast	1
7	B (4B)	B — his voice: a slower pace and a warm tone	1
8	B (4B)	B — slow and clear, with pauses	1
9	C (4C)	B — two (rab-bit)	1
10	C (4C)	B — elephant	1
11	C (4C)	ch says <i>ch</i> : a (change), d (chest) · ch says <i>sh</i> : b (machine) · ch says <i>k</i> : c (school)	2
12	D (4D)	Prefix: a (un-), b (re-), c (mis-) · Base word: d (done), e (move), f (understand)	2
13	D (4D)	B — understand the wrong way	1
14	D (4D)	C — take away	1
15	E (4E)	dge (makes <i>hedge</i>)	1
16	E (4E)	strip	1
17	E (4E)	C — bridge	1
18	E (4E)	C — three	1
19	F (4F)	brake	1
20	F (4F)	eight	1
21	F (4F)	A — homophones	1
22	F (4F)	B — “We ate our picnic in the park.”	1
Total			24

Cloze accepted variants (§7.4)

C4's cloze items (Q15, Q16, Q19, Q20) each print a two-form box, so the key accepts exactly one form per blank. Accepted forms:

Q	Blank in	Box shown	Accepted form
15	he _____	dge · ge	dge (completes <i>hedge</i>)
16	_____	strip · srip	strip
19	_____	brake · break	brake
20	_____	eight · ate	eight

No other spelling is accepted. On the platform these run as H5P *Fill in the Blanks* with the single accepted form keyed.

Marking notes

- **Drag items (Q11, Q12) — whole marks only:** 2 marks for all cards in the right box; 1 mark for exactly one card in the wrong box; 0 marks otherwise. On the platform these run as H5P *Drag the Words* with the same key.
- **Q1:** a discussion is talk with a job (4A). The group has a job — plan the picnic — and shares ideas to get it done. A conversation shares time together but has no set job. A song and a cheer are not talk that shares ideas to do a job.
- **Q2:** building on an idea uses the 4A frame: agree or link, then add. Option A agrees with Ada and adds to her fruit idea. B and D change the subject, and C asks for a turn without linking to Ada's idea.
- **Q3:** looking at the speaker and waiting for your turn is one of the active-listening jobs 4A names: show you are listening. Listening for information and showing the idea is good are different jobs.
- **Q4:** the reporter sums up the talk and speaks for the group (4A group jobs). The leader shares turns and keeps the group on the job; the note-taker writes down the big ideas.
- **Q5:** pace is how fast or slow you speak (4B voice features). Tone is the feeling in your voice, loudness is how loud you are, and a pause is a stop.
- **Q6:** happy news fits a bright tone, a little fast (4B). Slow and soft and flat, a whisper, or no voice do not match sharing good news.
- **Q7:** reading to the little ones means changing the voice — a slower pace and a warm tone help them follow (4B). The words and the name do not need to change.
- **Q8:** a safety notice needs a voice that is slow and clear, with pauses, so everyone hears and understands (4B). Fast and silly, very fast and loud, or quiet and giggly would not keep people safe.
- **Q9:** *rabbit* claps into *rab-bit* — two beats, so two syllables (4C). One clap per syllable.
- **Q10:** *elephant* claps into *el-e-phant* — three syllables (4C). *Rocket*, *machine* and *sunset* each have two.
- **Q11:** the *ch* spelling says three different sounds (4C). In *change* and *chest* it says *ch*; in *machine* it says *sh*; in *school* it says *k*. The fourth card (*chest*) is added so a single misplacement is possible under the whole-marks rubric — see structure map note (1).
- **Q12:** a prefix joins to the front of a base word (4D). The prefixes are *un-*, *re-* and *mis-*; the base words are *done*, *move* and *understand*. *Undone* = *un-* + *done*; *remove* = *re-* + *move*; *misunderstand* = *mis-* + *understand*.
- **Q13:** the prefix *mis-* means the wrong way, so *misunderstand* means understand the wrong way (4D). It does not mean not understand at all, or understand again, or understand a lot.
- **Q14:** *remove* looks like *re-* + *move*, but it does not mean move again — it means take away (4D watch-out). This is the one word 4D flags where the prefix look-alike does not give the meaning.
- **Q15:** after a short vowel, the /j/ sound is spelled *dge* (4E). The short *e* in *he* _____ takes *dge*, giving *hedge*. *Ge* is used after a long vowel.
- **Q16:** in a blend, every letter keeps its own sound (4E). The *str* blend needs all three letters — s, t and r — so *strip* is correct. *Srip* drops the *t* sound.
- **Q17:** *bridge* has *dge* after the short vowel *i* (4E). *Cage*, *page* and *huge* use *ge* after a long vowel.

- **Q18:** in the blend *str*, each letter keeps its own sound — s, t and r — so you hear three sounds (4E). A digraph, by contrast, is two letters making one sound.
- **Q19:** a *brake* is the part that helps a bike stop (4F homophones). A *break* is a crack or a rest — a different meaning, same sound.
- **Q20:** *eight* is the number (4F). *Ate* is the past of *eat* — a different meaning, same sound.
- **Q21:** words that sound the same but are spelled differently and mean different things are homophones (4F). Prefixes, base words and blends are word parts, not same-sound words.
- **Q22:** Option B uses the right word — *ate* is the past of *eat*, which fits eating a picnic. Option A should read *sea* (not *see*); option C should read *brake* (not *break*); option D should read *hear* (not *here*).

Per-item CD and family mapping (coverage audit)

Q	CD	Section	Item family	H5P type	Marks
1–4	VC2E3LY01	4A	F-MC (Q1, Q2, Q3, Q4)	Multiple Choice	4
5–8	VC2E3LY02	4B	F-MC (Q5, Q6, Q7, Q8)	Multiple Choice	4
9–11	VC2E3LY03	4C	F-MC (Q9, Q10) · F-DRAG (Q11)	Multiple Choice · Drag the Words	4
12–14	VC2E3LY04	4D	F-DRAG (Q12) · F-MC (Q13, Q14)	Drag the Words · Multiple Choice	4
15–18	VC2E3LY05	4E	F-CLOZE (Q15, Q16) · F-MC (Q17, Q18)	Fill in the Blanks · Multiple Choice	4
19–22	VC2E3LY06	4F	F-CLOZE (Q19, Q20) · F-MC (Q21, Q22)	Fill in the Blanks · Multiple Choice	4
Total					24

C4's three §7 families all appear: F-MC (Q1–Q10, Q13, Q14, Q17, Q18, Q21, Q22), F-CLOZE (Q15, Q16, Q19, Q20), F-DRAG (Q11, Q12). C4 carries no F-MARK, no F-CONS and no F-IMG (per §7.1 and the §7.2 row), and so no construction exemplar block. The oral performance and delivery halves that the §7.2 cells reserve are recorded on the O1 observation checklist, not here.

End of Checkpoint C4 solutions. The next instrument in this book's assessment layer is Checkpoint C5 (Reading and constructing texts), hosted at the end of Chapter 5.