

English Level 4

Chapter 4 — Literacy: word knowledge and fluency

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
Multisyllabic words: phonological and morphological knowledge	2
Spelling: letter patterns, morphemes and word origins	19
High-frequency words and homophones	38
Reading fluently and for meaning	51

Multisyllabic words: phonological and morphological knowledge

This section owns **VC2E4LY03** and draws on **VC2E4LY03.E01** and **VC2E4LY03.E02**. It carries all three modes: Speaking and Listening in the oral tasks, Reading and Viewing in the text task, and Writing in the assessed item. It feeds both word-knowledge sentences of the Level 4 standards: the Reading and Viewing standard (“They read by integrating phonic, morphemic and vocabulary knowledge”) and the Writing standard (“They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge”).

Curriculum focus — This section teaches **VC2E4LY03** (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Literacy, Phonic and word knowledge):

“Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.”

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):

- **VC2E4LY03.E01** — “recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example ‘builder’ and ‘animal’”
- **VC2E4LY03.E02** — “using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example ‘straightaway’ and ‘thoughtful’”

Builds on, does not re-teach: Level 3 delivered phoneme–grapheme knowledge, base words, prefixes and suffixes, and high-frequency words (VC2E3LY03–VC2E3LY06). This section builds on that knowledge without re-teaching it (TOC §4). **Hands forward:** multisyllabic and morphemic word work feeds VC2E5LY03–VC2E5LY05 at Level 5 (letter patterns; base words, prefixes, suffixes and word origins; plurals and suffix meaning).

You can already read and spell many short words. Now you are ready for the big ones — words like *butterfly*, *elephant* and *afternoon*. Long words look hard, but they are not random strings of letters. Every long word is built from sound beats you can clap, and many long words are built from small word parts you already know. In this section you will learn to take long words to pieces and put them back together — when you read them, and when you write them.

Learn

Beat 1 — Words have beats

Say the word *picnic* out loud. Now say it slowly and clap every time your voice gets a beat. You get two beats — two claps. Those beats have a name.

syllable — a beat of sound in a word. Every syllable has a vowel sound in it. Different books give this word different meanings; in this section, a syllable means a beat of sound you can hear when you say a word slowly.

Picnic has two syllables. *Butterfly* has three. *Umbrella* has three too. Every word has at least one syllable, and a long word is just a word with more beats. Figure 1 shows the beats in each word.

multisyllabic — having two or more syllables. *Multisyllabic* is a long word for “a long word”! *Sunset* (*sun-set*) is multisyllabic. *Cat* is not.

Here is a tip for counting syllables. Count the vowel **sounds** you hear, not the vowel **letters** you see. The word *cake* has two vowel letters — *a* and *e* — but only one vowel sound, so *cake* has just one syllable. The word *sunset* has two vowel sounds (*u* and *e*), so it has two syllables.

Clap the beats — how many syllables?

picnic	 pic	 nic	2 claps	
elephant	 el	 e	 phant	3 claps
butterfly	 but	 ter	 fly	3 claps
umbrella	 um	 bre	 la	3 claps

Say each word slowly. One clap for every beat — every syllable.

Four words shown as clap cards: picnic with 2 claps, elephant with 3 claps, butterfly with 3 claps, and umbrella with 3 claps

Figure 1 — Clap the beats. Each clap is one syllable.

Beat 2 — Robot talk: split it, then blend it

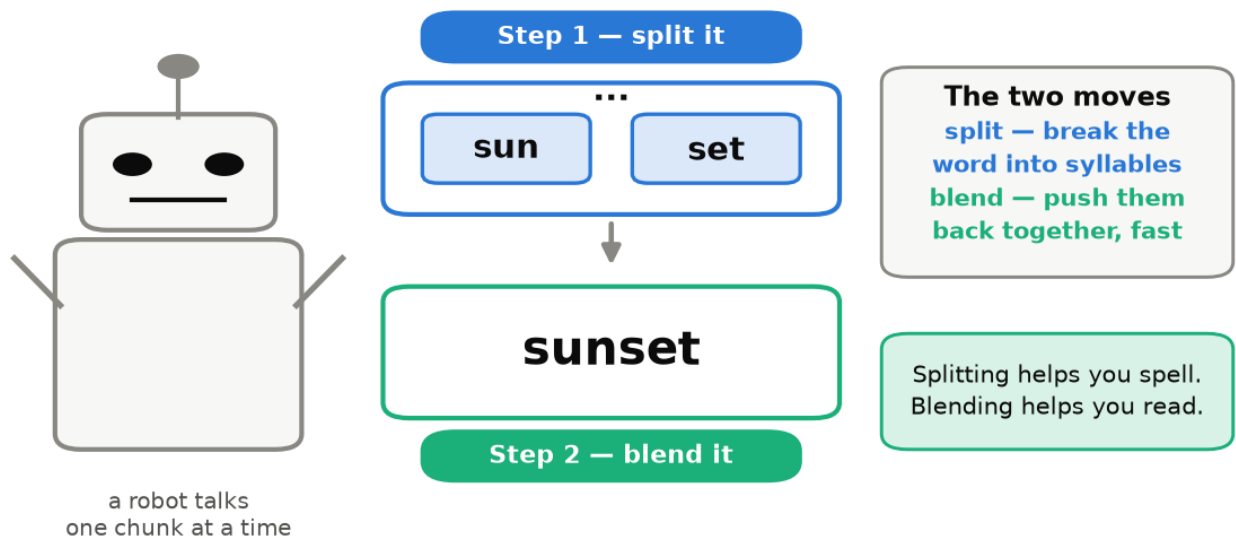
A robot talks one chunk at a time: *sun ... set*. You can talk like a robot too, and it is one of the best tricks for long words.

split — to break a word into its syllables. (Some books call this *segmenting*. Same job, different name.)

blend — to push the syllables back together, fast, to say the whole word.

Work with a partner. Robot-talk these words, taking turns: *sunset, basket, camel*. Say each syllable on its own — *sun ... set* — then blend it back together — *sunset*. Splitting helps you spell. Blending helps you read. The two moves always work as a pair.

Robot talk — split it, then blend it



Robot-talk the word, then blend it back into one word.

A robot splitting the word sunset into the syllables sun and set, with an arrow pushing the two syllables back together to blend the whole word

Figure 2 — Robot talk. Split the word into syllables, then blend them back.

Beat 3 — The strong beat: stress

Say *butterfly* out loud again. One syllable comes out stronger than the others. You say **BUT**terfly — the first beat is loud and strong, and the other two are quick and quiet.

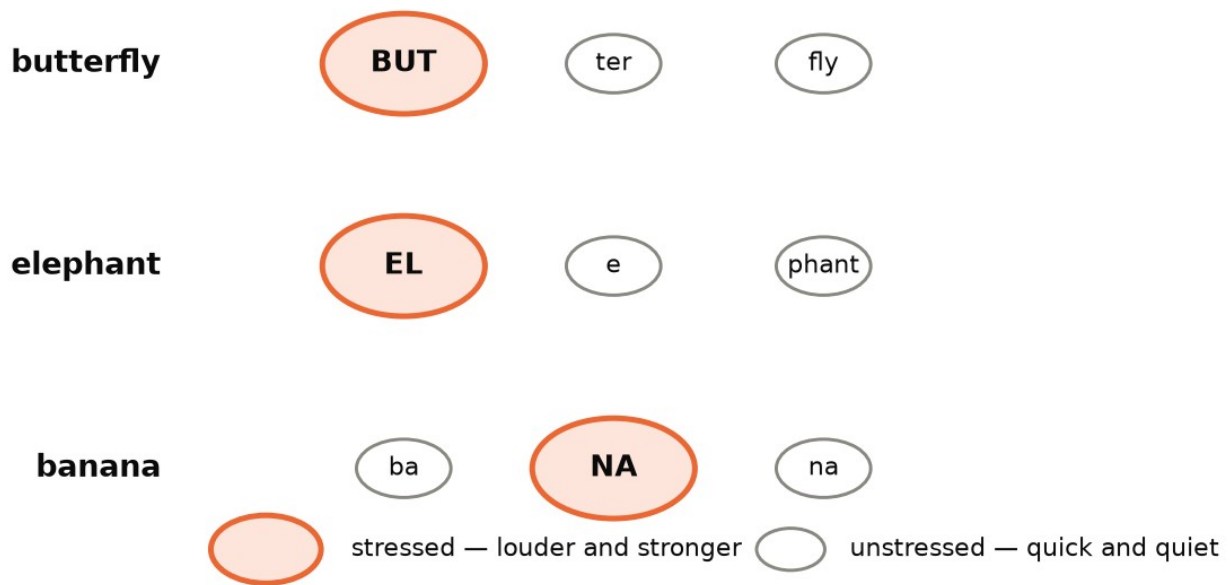
stress — the strong beat in a word. The **stressed** syllable is the syllable you say louder and stronger. The **unstressed** syllables are the quick, quiet ones.

Every multisyllabic word in English has a stressed syllable. Listen for it:

- *butterfly* → **BUT**terfly
- *elephant* → **EL**-e-phant
- *banana* → ba**N**ana

Clap the pattern — one loud clap for the strong beat, small soft claps for the quiet ones. The stressed syllable works like the word's name tag. Say **BUT**terfly and everyone knows the word. Say butter**FLY** with the strong beat in the wrong place, and people have to guess. When you read and spell long words, finding the strong beat helps you know which word you have.

The strong beat — stress in long words



Clap the pattern: one loud clap for the big circle, soft claps for the small ones.

Stress patterns shown as big and small circles for the words butterfly, elephant and banana, with the stressed syllable as the big circle

Figure 3 — The stress pattern. The big circle is the strong beat.

Beat 4 — The quiet vowels

Now for the tricky part of long words. In an unstressed syllable, the vowel goes quiet. It often turns into a short, muddy *uh* sound. Listen to *builder*: **BUILD**-er. The last syllable is quick and quiet. Its letters are *e-r*, but the sound is just *uh*.

The same muddy *uh* sound can be written with almost any vowel letter. Look at these words:

- *animal* → **AN**imal (three syllables) — the middle *i* sounds like *uh*
- *pencil* → **PEN**-cil — the *i* sounds like *uh*
- *button* → **BUT**-ton — the *o* sounds like *uh*
- *lesson* → **LES**-son — the *o* sounds like *uh*
- *family* → **FAM**-i-ly — the middle *i* sounds like *uh*

Quiet vowels — the muddy uh sound

Word	Syllables	The quiet syllable	Letter for uh
builder	build-er	er	e
animal	an-i-mal	i	i
pencil	pen-cil	cil	i
button	but-ton	ton	o
lesson	les-son	son	o
family	fam-i-ly	i	i

Say each word. The quiet syllable sounds like uh — but different letters write it.

A table of words with quiet unstressed vowels — builder, animal, pencil, button, lesson and family — showing the quiet syllable and the letter that writes the uh sound

Figure 4 — Quiet vowels. The same *uh* sound is written with different letters.

This means you cannot always trust your ears when you spell the quiet syllable. Your ears say *uh*, but the letters might be *a*, *e*, *i*, *o* or *u*. So use what you know instead: known word parts, and words you have learned to read. *Builder* is the known word *build* plus *-er*. *Animal* is a word you can learn by heart, beat by beat: **ANimal**, three beats. (Section 4B will teach you more about letter patterns in spelling. Here, you use the parts you know.)

Beat 5 — Word parts with meaning

Sounds are not the only clues. Many long words are built from smaller parts that carry meaning. These parts have a name.

morpheme — the smallest part of a word that has a meaning. A word like *thoughtful* is built from two morphemes: *thought* and *-ful*.

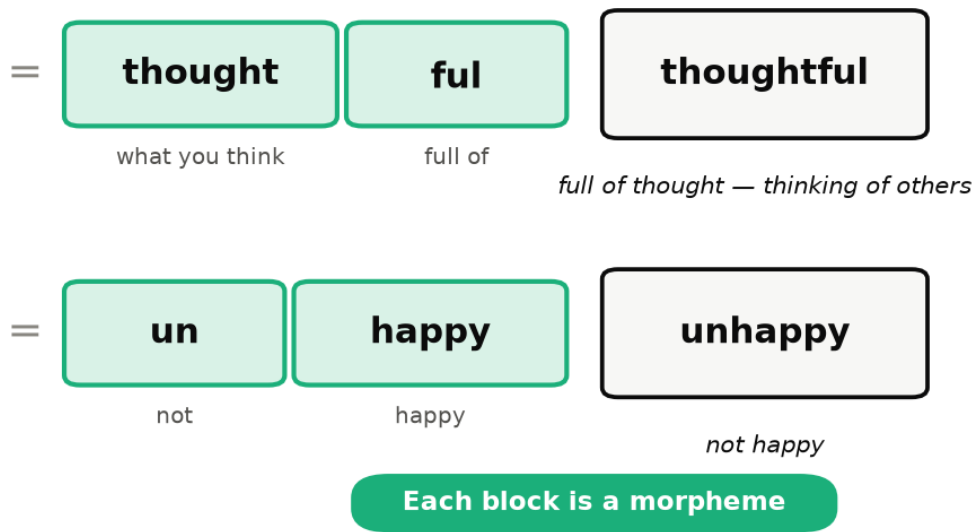
base word — the main part of a word, the part that carries the core meaning.

prefix — a morpheme added to the **front** of a base word to change its meaning.

suffix — a morpheme added to the **end** of a base word to change its meaning.

Look at *thoughtful*. It is built from *thought* + *-ful*. The base *thought* does the heavy work, and the suffix *-ful* means “full of”. So *thoughtful* means full of thought — thinking of other people. Look at *unhappy*. It is *happy* with a prefix at the front that means “not” (Figure 6 shows this prefix), so *unhappy* means not happy.

Words are built from parts with meaning



A morpheme is the smallest part of a word that has a meaning.

Word part blocks showing that thoughtful is built from thought and ful, and unhappy is built from a part meaning not added to happy, with the meaning written on each block

Figure 5 — Words built from morphemes. Each block is a part with a meaning.

You met prefixes and suffixes in Level 3. Here are the ones to know for long words:

Known prefixes and suffixes

Prefixes — go at the front		Suffixes — go at the end	
un-	not <i>unfair — not fair</i>	-ful	full of <i>helpful — full of help</i>
re-	again <i>replay — play again</i>	-less	without <i>careless — without care</i>
pre-	before <i>preheat — heat before</i>	-ness	being ... <i>kindness — being kind</i>
dis-	not, the opposite <i>dislike — not like</i>	-ly	in a ... way <i>slowly — in a slow way</i>
		-er	someone who <i>builder — someone who builds</i>

A prefix changes the front of a base word. A suffix changes the end.

A chart of four prefixes and five suffixes, each with its meaning written next to it

Figure 6 — Known prefixes and suffixes, and what they mean.

When you know the parts, a long word is not long any more. It is just small parts stuck together: *re* + *play* = *replay* (play again), *kind* + *-ness* = *kindness* (being kind), *slow* + *-ly* = *slowly* (in a slow way).

Beat 6 — Read a long word: put it all together

You now have four tools: syllables, stress, quiet vowels, and word parts. Here is how a reader uses them all on a new long word.

Read a long word — four steps



Use the four steps every time you meet a new long word.

A poster with four steps for reading a long word: find the parts you know, split the word into syllables, blend the syllables, and check that the word makes sense

Figure 7 — Four steps for reading a long word.

Try the steps on the word *straightaway*.

1. **Find the parts you know.** *Straightaway* is built from two known words: *straight* and *away*.
2. **Split it into syllables.** *straight-a-way* — three syllables. Notice that *straight* is one syllable with a tricky letter team, *aight*, and *away* splits into *a-way*.
3. **Blend it.** Say the syllables, then push them together fast: *straight ... a ... way* → *straightaway*. Find the strong beat: **STRAIGHT**-a-way.
4. **Check it.** *Straightaway* means at once, without waiting. “Mum said yes straightaway.” It makes sense — you have the word.

Beat 7 — Spell a long word: put it all together

The same tools work in reverse when you write.

Spell a long word — four steps

1



2



3



4

Say it slowly and clap

how many syllables? which beat is strong?

Write each part

syllables and word parts you know

Watch the quiet vowels

use parts you know — do not trust your ears

Read it back

does it look right? does it make sense?

Try it: won-der-ful → wonder + ful → wonderful

Say it, split it, write the parts, then read it back.

A poster with four steps for spelling a long word: say the word slowly and clap the syllables, write each syllable or known part, watch the quiet vowels, and read the word back

Figure 8 — Four steps for spelling a long word.

Try the steps to spell *wonderful*.

1. **Say it slowly and clap.** *won-der-ful* — three syllables. The strong beat is first: **WON**-der-ful.
2. **Write each part.** You know *wonder*. The ending is the suffix *-ful*. Write *wonder + ful*.
3. **Watch the quiet vowels.** The middle syllable *der* is quick and quiet, but you still write its vowel with *e*, because it comes from the known word *wonder*.
4. **Read it back.** *Wonderful*. It looks right and it makes sense.

Worked examples

Example 1 — reading the word *thoughtful* (with help)

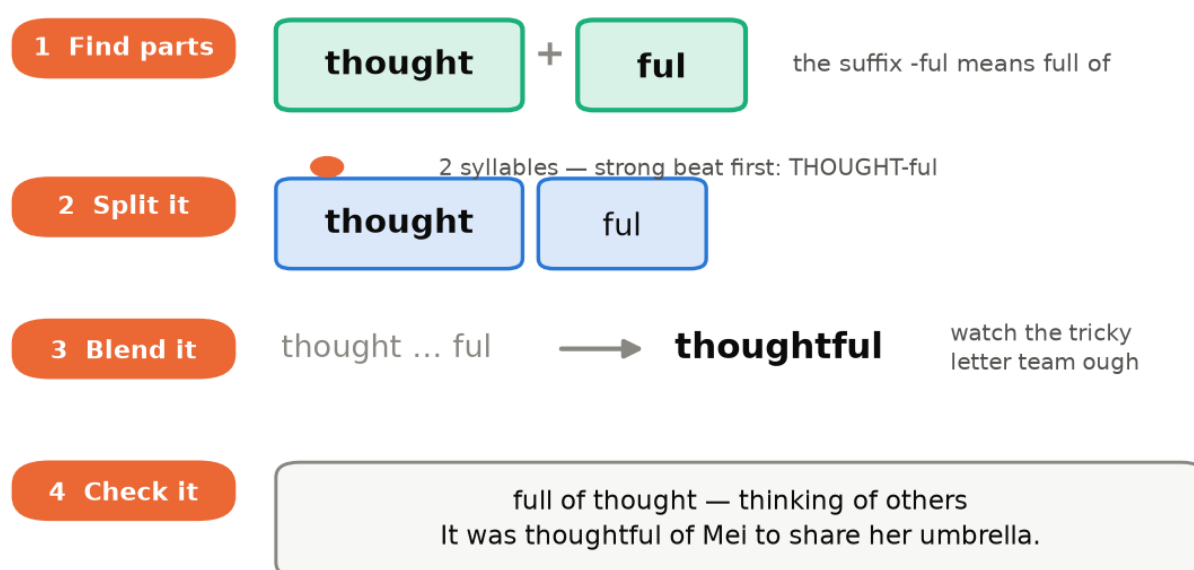
You meet a new word in a story: *thoughtful*. Use the four steps from Beat 6.

Step	What you do	For <i>thoughtful</i>
1	Find the parts you know.	<i>thought + -ful</i> . The suffix <i>-ful</i> means “full of”.
2	Split it into syllables.	<i>thought-ful</i> — two syllables. The

Step	What you do	For <i>thoughtful</i>
3	Blend it.	first beat is strong: THOUGHT -ful. <i>thought ... ful</i> → <i>thoughtful</i> . Watch the tricky letter team <i>ough</i> in <i>thought</i> .
4	Check it makes sense.	Full of thought — thinking of others. “It was thoughtful of Mei to share her umbrella.” Yes — it makes sense.

Answer: *thoughtful* = *thought* + *-ful*, two syllables, stressed on the first beat, meaning full of thought.

Worked example — reading the word thoughtful



Four steps turn a new long word into a word you know.

Worked example for reading the word thoughtful: split into thought and ful, two syllables, blended together, with the meaning full of thought

Figure 9 — Example 1, step by step.

Example 2 — spelling the word builder (with help)

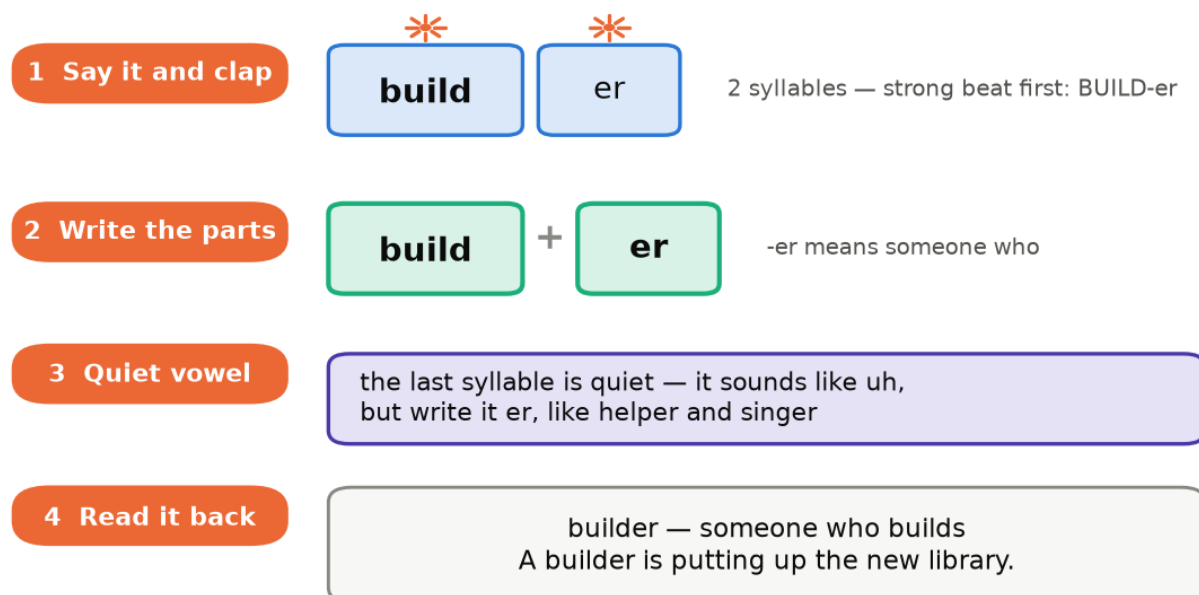
You want to write the word *builder*. Use the four steps from Beat 7.

Step	What you do	For <i>builder</i>
1	Say it slowly and clap.	<i>build-er</i> — two syllables. Strong beat first: BUILD -er.
2	Write each part.	You know the word <i>build</i> . The ending <i>-er</i> means “someone who”. A builder is someone who builds.
3	Watch the quiet vowel.	The last syllable is quiet — it sounds like <i>uh</i> . Write it <i>-er</i> , because <i>-er</i> is the known ending for “someone

Step	What you do	For <i>builder</i>
4	Read it back.	who", like <i>helper</i> and <i>singer</i> . <i>builder</i> — it looks right and it makes sense.

Answer: *builder* = *build* + *-er*. The quiet last syllable is written *-er*.

Worked example — spelling the word builder



Known word + known ending — that is how you spell the quiet part.

Worked example for spelling the word builder: the known base word build plus the ending er, with the quiet unstressed syllable marked

Figure 10 — Example 2, step by step.

Practice questions

With help

Q1. Clap and count. Say each word slowly and clap the beats. Write how many syllables each word has. Do this one out loud with a partner.

Word	Syllables
picnic	
basket	
sunset	
elephant	
butterfly	
umbrella	

Q2. Robot talk. Split each word into syllables with a slash, the way the robot would say it. The first one is done for you. Take turns to robot-talk your answers to a partner, then blend each word back together.

sunset → *sun* / *set*

- (a) basket →
- (b) camel →
- (c) trumpet →
- (d) robot →
- (e) tunnel →

Q3. Find the strong beat. Each word is split into syllables. Circle the stressed syllable — the one you say louder and stronger.

- (a) um — brel — la
- (b) el — e — phant
- (c) but — ton
- (d) pen — cil
- (e) to — geth — er

Q4. Quiet vowels. Copy the table. For each word, find the quiet unstressed syllable and write the letter that writes its muddy *uh* sound. The first one is done for you.

Word	Syllables	Quiet syllable	Letter you hear as <i>uh</i>
builder	build-er	er	e
animal			
pencil			
button			
lesson			
family			

Q5. Build a word. Match each word part on the left to a base word on the right to make a real word. Then write what the new word means. The first one is done for you.

Word part	Base word	New word	What it means
dis-	like	dislike	not like
re-	kind		
pre-	play		
-ful	heat		
-ly	help		
-ness	slow		

Q6. Sort the cards. Cut out the eight word cards in Figure 11, or copy them. Sort them into four groups: **has a prefix** · **has a suffix** · **two known words stuck together** · **no parts I know**.

Word cards — sort them into four groups



Groups: has a prefix · has a suffix · two known words stuck together · no parts I know

Cut out the cards or copy them, then sort them into the four groups.

A set of eight word cards to sort into four groups: has a prefix, has a suffix, two known words stuck together, and no parts I know

Figure 11 — Word cards for Q6.

On your own

Q7. Read a long word with the four steps from Beat 6.

Read this sentence: “We saw an **enormous** elephant at the zoo.”

- (a) Split *enormous* into syllables.
- (b) Circle the stressed syllable.
- (c) What does *enormous* mean? Use the sentence to help you.

Q8. Spell these words yourself. For each one, split it into syllables or known parts first — then write the whole word.

- (a) sunset
- (b) replay
- (c) thoughtful
- (d) kindness

Q9. Be the teacher. This short piece has three misspelled words. Find them and write them correctly. Then tell which tool helped you fix each one: *syllables* · *word parts* · *quiet vowel*.

At the zoo, we saw a big **animul** with long grey ears. A **buterfly** landed on my hat. It was a **wondaful** day.

Q10. Write two or three sentences about a day out with your family or friends. Use at least three multisyllabic words. Underline each multisyllabic word. Then choose one of them and show its syllables, and mark the stressed syllable with a big loud clap mark (write it in CAPITAL LETTERS).

Text task

Our class text is called “Saturday at the Park” (Figure 12). Read it once, just for the story. Then read it again, looking for long words.

Our class text — Saturday at the Park

Saturday at the Park

Last **Saturday**, our **family** had a **picnic** in the park. The sun was warm, and a soft wind moved through the trees. Mum packed a **basket** with **sandwiches**, **bananas** and a **bottle** of **lemon** drink. We spread our **blanket** **under** a big tree. A **little butterfly landed** on my **sister's** hand, and a **robin** hopped near us, **looking** for crumbs. My **brother** asked Mum to **replay** our **favourite** song, and we sang **together**. **After** lunch, we watched the clouds **drifting slowly over** the hills. Then my **brother** found a **turtle** by the pond. It slid **into** the **water** and was gone! We walked home at **sunset**, tired but **happy**. It was a **wonderful afternoon**.

The blue words have two or more syllables — clap them and see.

Read it once for the story. Read it again looking for long words.

The class text Saturday at the Park, with the multisyllabic words printed in blue

Figure 12 — Our class text. The multisyllabic words are blue.

Saturday at the Park

Last Saturday, our family had a picnic in the park. The sun was warm, and a soft wind moved through the trees. Mum packed a basket with sandwiches, bananas and a bottle of lemon drink. We spread our blanket under a big tree. A little butterfly landed on my sister's hand, and a robin hopped near us, looking for crumbs. My brother asked Mum to replay our favourite song, and we sang together. After lunch, we watched the clouds drifting slowly over the hills. Then my brother found a turtle by the pond. It slid into the water and was gone! We walked home at sunset, tired but happy. It was a wonderful afternoon.

T1. Find five multisyllabic words in the text. Write them here.

T2. Choose one of your words. Robot-talk it: write its syllables with a slash, then write the whole word again.

T3. Choose one of your words. Say it out loud. Which syllable is stressed? Write the word with the stressed syllable in CAPITAL LETTERS.

T4. Word parts in the text. (a) Find the word with the suffix *-ly*. What is the base word? (b) Find the word made from two known words stuck together. What are the two words?

T5. Find one word in the text with a quiet unstressed vowel — one where a letter sounds like *uh*. Write the word and the quiet letter.

Marked task — Writing

Your class is making a book called *Big Words We Can Spell*. Your job is to write one page for it.

1. **Write** a short recount about a day out with your family or friends — a picnic, a trip to the park, a visit, or a day you remember well. Write 4 to 6 sentences.
2. **Use** at least four multisyllabic words in your recount. At least one of them must have a prefix or a suffix (for example, *replay*, *kindness*, *slowly*, *unhappy*).
3. **Show your work.** Under each sentence, list your multisyllabic words. For each one, show its syllables (for example, *sun* / *set*) and mark the stressed syllable in CAPITAL LETTERS (for example, **SUN**set).

Success checklist — can you tick every box?

Can I...	Yes
write 4 to 6 sentences about a day out?	☐
use at least four multisyllabic words?	☐
use at least one word with a prefix or a suffix?	☐
show the syllables for each of my multisyllabic words?	☐
mark the stressed syllable for each one?	☐
check the quiet vowels using parts I know?	☐

Teacher marking guide (teacher-facing). Score the product against the Level 4 Writing achievement standard, in particular: “They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.” Credit correct syllable splits and stress marks even where a spelling is imperfect; the section’s construct is strategic word attack (splitting, blending, morpheme use, unstressed-vowel awareness), not perfect recall. The Speaking-and-Listening face of VC2E4LY03 is carried by the oral partner tasks (Q1, Q2, Q3, T3); the Reading-and-Viewing face is carried by the Text task (T1–T5). Assumed coming in, not re-taught here: phoneme–grapheme knowledge, base words, prefixes and suffixes, high-frequency words (Level 3 VC2E3LY03–VC2E3LY06). Hands forward to VC2E5LY03–VC2E5LY05. Spelling generalisations for adding affixes (hope → hoping) and word origins belong to Section 4B (VC2E4LY04) and are not taught here; homophone choice belongs to Section 4C (VC2E4LY05). All texts in this section are original, written for this book; no published text is reproduced.

Answers

Q1. picnic 2 · basket 2 · sunset 2 · elephant 3 · butterfly 3 · umbrella 3. **Q2.** (a) bas / ket (b) cam / el (c) trum / pet (d) ro / bot (e) tun / nel. **Q3.** (a) **brel** (the middle one) (b) **el** (c) **but** (d) **pen** (e) **geth** (the middle one) (to-**GETH**-er). **Q4.** animal: **ANimal** (3 syllables), quiet syllable *i*, letter *i*. pencil: pen-cil, quiet syllable *cil*, letter *i*. button: but-ton, quiet syllable *ton*, letter *o*. lesson: les-son, quiet syllable *son*, letter *o*. family: fam-i-ly, quiet syllable *i*, letter *i*. **Q5.** dis- + like = *dislike* (not like). re- + play = *replay* (play again). pre- + heat = *preheat* (heat before). help + -ful = *helpful* (full of help). slow + -ly = *slowly* (in a slow way). kind + -ness = *kindness* (being kind). **Q6.** Has a prefix: *unhappy*, *replay*. Has a suffix: *kindness*, *slowly*. Two known words stuck together: *sunset*, *rainbow*. No parts I know: *elephant*, *umbrella*. **Q7.** (a) e-nor-mous (b) the middle one: e-**NOR**-mous (c) very big. **Q8.** (a) sun-set → *sunset* (b) re-play → *replay* (c) thought-ful → *thoughtful* (d) kind-ness → *kindness*. **Q9.** animul → *animal* (quiet vowel — the middle *uh* is written with *i*; the three beats help too). buterfly → *butterfly* (syllables — three beats). wondaful → *wonderful* (word parts — the known word *wonder* + -ful; quiet vowel *e* in *der*). **Q10.** Answers will change. Check that three multisyllabic words are used and underlined, and that one is split with its stressed syllable marked. **T1.** Any five of: Saturday, family, picnic, basket, sandwiches, bananas, bottle, lemon, blanket, under, butterfly, little, sister's, robin, looking, brother, replay, favourite, together, after, drifting, slowly, over, turtle, into, water, sunset, happy, wonderful, afternoon. **T2.** Answers will change. Example: *umbrella* → *um / brel / la* → *umbrella*. **T3.** Answers will change. Examples: **BUT**terfly, **SUN**set, **WON**derful, ba**N**anas. **T4.** (a) *slowly* — base word *slow*. (b) *sunset* — *sun* + *set*. **T5.** Answers will change. Examples: *butterfly* — the quiet *e* in the middle beat sounds like *uh*; *wonderful* — the quiet *e* in *der*; *bananas* — the middle *a*; *family* — the quiet *i*. **Marked task.** Answers will change. Check the six boxes in the success checklist.

Full answers

Q1. Clap as you say each word slowly. *picnic* — 2 claps. *basket* — 2 claps. *sunset* — 2 claps. *elephant* — 3 claps. *butterfly* — 3 claps. *umbrella* — 3 claps. Count the vowel sounds you hear: each beat has one.

Q2. Robot-talk each syllable, then blend the word back together. (a) *bas / ket* (b) *cam / el* (c) *trum / pet* (d) *ro / bot* (e) *tun / nel*.

Q3. Say the word out loud and listen for the beat that comes out strong. (a) *um-**BREL**-la* — the strong beat is in the middle. (b) ***EL**-e-phant* — strong beat first. (c) ***BUT**-ton* — strong beat first. (d) ***PEN**-cil* — strong beat first. (e) *to-**GETH**-er* — strong beat in the middle.

Q4. Find the stressed beat first; the quiet syllables are the unstressed ones. Say each quiet syllable — you will hear the muddy *uh*. Then look at the letter that writes it. *animal*: **ANimal**, three beats — the middle *i*. *pencil*: pen-cil — the *i*. *button*: but-ton — the *o*. *lesson*: les-son — the *o*. *family*: fam-i-ly — the middle *i*. Same sound, different letters — that is why quiet vowels are tricky.

Q5. Use the meanings of the prefixes and suffixes from Figure 6. *dis-* + *like* = *dislike* — not like (done for you). *re-* + *play* = *replay* — play again. *pre-* + *heat* = *preheat* — heat before. *help* + -ful = *helpful* — full of help. *slow* + -ly = *slowly* — in a slow way. *kind* + -ness = *kindness* — being kind.

Q6. Look for the parts you know. *unhappy* has the “not” prefix from Figure 6, and *replay* = *re-* + *play* — both have a prefix. *kindness* = *kind* + -ness, and *slowly* = *slow* + -ly — both have a suffix. *sunset* = *sun* + *set*, and *rainbow* = *rain* + *bow* — both are two known words stuck together. *elephant* and *umbrella* have no parts you know — you spell them beat by beat, and you learn them by heart: *el-e-phant*, *um-brel-la*.

Q7. (a) Split *enormous* into syllables: *e-nor-mous*. (b) Say it out loud and find the strong beat: *e-**NOR**-mous* — the middle syllable is stressed. (c) An elephant is very, very big — so *enormous* means very big.

Q8. Split first, then write. (a) *sun-set* → *sunset* — two known words stuck together. (b) *re-play* → *replay* — prefix *re-* + *play*. (c) *thought-ful* → *thoughtful* — *thought* + suffix -ful. (d) *kind-ness* → *kindness* — *kind* + suffix -ness.

Q9. *animul* → **animal**. The middle syllable is quiet — your ears hear *uh*, but the letter is *i*: **ANimal**, three beats. Tool: quiet vowel (and syllables). *buterfly* → **butterfly**. Split it into three beats — each one written clearly. Tool: syllables. *wondaful* → **wonderful**. Use the parts you know: *wonder* + -ful. The quiet middle syllable *der* is written with *e* because you know the word *wonder*. Tool: word parts (and quiet vowel).

Q10. Answers will change. A strong answer looks like this:

Last Sunday, our family had a picnic by the river. We had sandwiches and bananas under a big tree. A butterfly landed on my hat, and we all laughed. It was a wonderful afternoon.

Multisyllabic words used: *family, picnic, river, sandwiches, bananas, under, butterfly, wonderful, afternoon*. One word split and marked: **BUTterfly** (three syllables, strong first beat).

T1. Find the blue words in Figure 12, or count the vowel sounds in any word you choose. Any five multisyllabic words from the text are correct — for example: *family, picnic, basket, butterfly, wonderful*.

T2. Robot-talk your word, one syllable at a time, then blend it back. Example: *umbrella* → *um / brel / la* → *umbrella*. Example: *together* → *to / geth / er* → *together*.

T3. Say the word out loud and listen for the strong beat. Examples: **BUTterfly** (strong first beat), **SUNset** (strong first beat), **toGETHer** (strong middle beat), **WONderful** (strong first beat).

T4. (a) *slowly* has the suffix *-ly*. The base word is *slow*. (b) *sunset* is made from two known words stuck together: *sun* + *set*.

T5. Look for a quick, quiet syllable where a vowel sounds like *uh*. Examples: *butterfly* — the *e* in the middle beat; *wonderful* — the *e* in *der*; *bananas* — the middle *a*; *family* — the *i* in the middle. Any one, with its quiet letter, is correct.

Marked task. Answers will change. Mark against the six boxes in the success checklist. A strong page reads like this:

Last term, my family went on a picnic at the park. Mum packed sandwiches, bananas and a bottle of lemon drink. We replayed our favourite game after lunch. The clouds drifted slowly over the hills, and we walked home at sunset. It was a wonderful afternoon.

family — **FAM**-i-ly · *picnic* — **PIC**nic · *sandwiches* — **SAND**wiches · *bananas* — ba**N**Anas · *replayed* — **RE**-played (prefix *re-* + *play*) · *favourite* — **FAV**-our-ite · *slowly* — **SLOW**-ly (suffix *-ly*) · *sunset* — **SUN**-set · *wonderful* — **WON**-der-ful · *afternoon* — after**NOON**

It has five sentences, ten multisyllabic words, two words with a prefix or a suffix (*replayed, slowly*), and every word is split with its stressed syllable marked.

Spelling: letter patterns, morphemes and word origins

This section owns **VC2E4LY04** and draws on **VC2E4LY04.E01** and **VC2E4LY04.E02**. It feeds both Level 4 standards: the Reading and Viewing standard (students read by integrating “phonic, morphemic and vocabulary knowledge”) and the Writing standard (“They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge”).

Curriculum focus — This section teaches **VC2E4LY04** (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Literacy, Phonic and word knowledge):

“Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex 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):

- **VC2E4LY04.E01** — “applying generalisations for adding affixes; for example, ‘hope’ becomes ‘hoping’, ‘begin’ becomes ‘beginning’, ‘country’ becomes ‘countries’”
- **VC2E4LY04.E02** — “building morphemic word families and exploring word origins, for example ‘tricycle’, ‘tripod’ and ‘triangle’”

Builds on, does not re-teach: Level 3 delivered sound–letter knowledge, base words, simple prefixes and suffixes, and high-frequency words (VC2E3LY03–VC2E3LY06). This section builds on that knowledge without re-teaching it (TOC §4). **Hands forward:** letter patterns, base words, prefixes, suffixes and word origins feed VC2E5LY03–VC2E5LY05 at Level 5.

Learn

Our class text. We will work from one short piece of writing all the way through this section. It is called “The Big Race”. Read it once, just for the story. Then we will look at how its tricky words are spelled.

The Big Race

our class text — each mark under a word names the spelling guide that built it

- 1 Last Friday was Sports Day.
- 2 Sam hoped to win the big race. drop the e
- 3 At the beginning of the race, Sam was slow. double it
- 4 His feet pumped hard, and the other riders were quick.
- 5 Then his friend Mei called out, “You can do it, Sam!”
- 6 Sam smiled and kept going. drop the e
- 7 He ran and ran. remember word
- 8 At the end, Sam came first!
- 9 He was the happiest kid in the park. y → i

The guides:

drop the silent e

double the last consonant

change y to i

remember word — no guide works here

The class text *The Big Race* shown as nine sentences, with five words marked: *hoped* and *smiled* marked drop the e, *beginning* marked double it, *happiest* marked y to i, and *ran* marked remember word

Figure 1 — Our class text, “The Big Race”. The marked words are the tricky ones. Each mark names the spelling guide that built the word.

Beat 1 — Words are built from parts

You already know that words can be built from smaller parts. Look at the word **unhelpful**:

- **un-** means *not*
- **help** is the main idea
- **-ful** means *full of*

Put the parts together and you get *not full of help*. Three small parts, and each one carries its own meaning.

morpheme — the smallest bit of a word that carries meaning. *Unhelpful* is built from three morphemes: *un-*, *help* and *-ful*. In this section, *morpheme* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA).

Some morphemes can stand alone as words. Some cannot.

base word — the part of a word that can stand alone and holds the main idea. *Help* is the base word inside *unhelpful*.

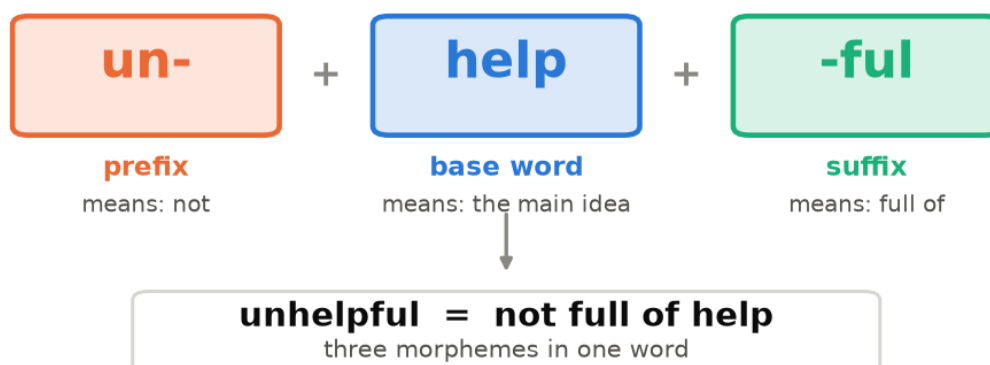
prefix — a morpheme added to the front of a base word. *Un-* is a prefix.

suffix — a morpheme added to the end of a base word. *-ful* is a suffix.

affix — the family name for prefixes and suffixes. An affix is any morpheme you add to a base word.

One word, three morphemes

the base word holds the main idea — the affixes change it



affix = the family name for prefixes and suffixes
a prefix goes at the front of a base word · a suffix goes at the end

The word *unhelpful* split into three labelled boxes: the prefix *un-* meaning not, the base word *help* meaning the main idea, and the suffix *-ful* meaning full of

Figure 2 — One word, three morphemes. The base word holds the main idea. The affixes change it.

Even short words can hold more than one morpheme. *Cats* is *cat* + *s*, and that little *s* means *more than one*. *Hoped* is built from *hope*. When you see words as parts, you have less to remember — and you can spell many more words.

Beat 2 — Letter patterns and double letters

English words are not just random letters in a row. Letter patterns turn up again and again.

letter pattern — a group of letters that keeps turning up in words. In this section, *letter pattern* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). The **ing** at the end of *running* and the double **tt** in *letter* are both letter patterns.

One of the most common letter patterns is **double letters** — the same letter twice, side by side.

double letters — two of the same letter next to each other in one word, like the **gg** in *egg* or the **bb** in *rabbit*.

Some words carry double letters right inside them:

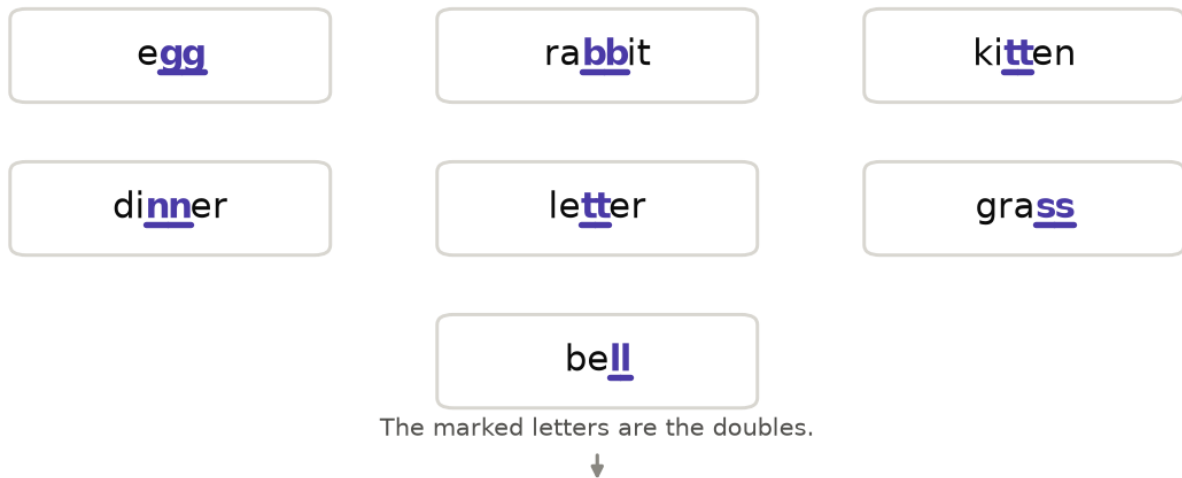
egg · rabbit · kitten · dinner · letter · grass · bell

Double letters are good news for a writer, because you can hear them. The sound is held a little longer. Say *rabbit* slowly: *rab-bit*. You can hear the *b* held. When you are not sure how to spell a word, say it slowly and listen for a held sound.

Some doubles are made when we add a suffix. *Begin* becomes *beginning* — the *n* doubles. You will meet that guide in Beat 4.

Double letters

two of the same letter, side by side — listen for the held sound



begin → beginning
the n doubles when -ing is added

A set of word cards each showing a word with double letters, the double letters marked: egg, rabbit, kitten, dinner, letter, grass, bell. Below them, one longer card shows begin becoming beginning with the doubled n marked

Figure 3 — Double letters. The marked letters are the doubles. The last card shows a double made when a suffix is added.

Beat 3 — Guide 1: drop the silent e

The *e* at the end of *hope* is silent — you do not hear it. Here is the first guide for adding a suffix:

spelling generalisation — a guide that works for many words, but not for every word. In this section, *spelling generalisation* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). English always keeps a few words that break a guide, so a generalisation is a strong helper, not a perfect rule.

Guide 1. When a word ends in a silent *e*, and the suffix starts with a vowel (like *-ing* or *-ed*), drop the silent *e*:

- *hope* + *ing* → **hoping**
- *smile* + *ed* → **smiled**
- *use* + *ing* → **using**

But when the suffix starts with a consonant, the *e* stays:

- *hope* + *ful* → **hopeful**

Guide 1 — drop the silent e

the silent e drops before a suffix that starts with a vowel

silent e at the end + suffix starting with a vowel → drop the e

hop~~e~~ + **-ing** → **hoping**
drops!

smil~~e~~ + **-ed** → **smiled**
drops!

us~~e~~ + **-ing** → **using**
drops!

When the suffix starts with a consonant, the e stays:

hope + -ful → hopeful

hope → hoping · smile → smiled · use → using — but hope → hopeful
the base word tells you what to do

Three panels for the drop-the-e guide: *hope* plus *ing* becomes *hoping* with the *e* shown dropping away, *smile* plus *ed* becomes *smiled* with the *e* dropping away, and *hope* plus *ful* becomes *hopeful* with the *e* staying because *-ful* starts with a consonant

Figure 4 — Guide 1: drop the silent *e* before a suffix that starts with a vowel. Keep the *e* before a suffix that starts with a consonant.

Beat 4 — Guide 2: double the last consonant

Look at these words: *run* → **running** · *hop* → **hopping** · *big* → **bigger** · *win* → **winner**.

Guide 2. When a word ends in one short vowel sound and then one consonant letter, double that last consonant before you add *-ing*, *-ed*, *-er* or *-est*:

- *run* + *ing* → **running**
- *stop* + *ed* → **stopped**
- *big* + *er* → **bigger**

syllable — one beat of sound in a word. *Begin* has two syllables: *be-gin*.

The guide works in longer words too, when the last syllable carries the beat: *begin* → **beginning**.

When do you **not** double?

- Two consonants already sit at the end: *help* + *ing* → **helping**.
- Two vowel letters come before the end: *rain* + *ing* → **raining**.

Watch two words that look almost the same: **hoping** and **hopping**. *Hoping* comes from *hope* — Guide 1, drop the *e*. *Hopping* comes from *hop* — Guide 2, double the *p*. The base word tells you which guide to use.

Guide 2 — double the last consonant

one short vowel sound + one consonant at the end → double it

one short vowel sound + one consonant at the end → double it

run + -ing → **run**ning

stop + -ed → **stop**ped

big + -er → **big**ger

When do you NOT double?

help + -ing → **helping** two consonants already at the end (lp)

rain + -ing → **raining** two vowel letters before the end (ai)

hoping comes from hope (drop the e) · hopping comes from hop (double the p)

the base word tells you which guide to use

Two panels for the doubling guide: the top panel shows run plus ing becoming running, stop plus ed becoming stopped, and big plus er becoming bigger, each with the doubled letter marked. The bottom panel shows help plus ing becoming helping and rain plus ing becoming raining, each marked no double

Figure 5 — Guide 2: double the last consonant after one short vowel sound. No double after two consonants or two vowel letters.

Beat 5 — Guide 3: change y to i

Country becomes **countries**. Baby becomes **babies**. Happy becomes **happier**.

Guide 3. When a word ends in a consonant letter + y, change the y to i before you add -es, -er, -est or -ed:

- country + es → **countries**
- happy + er → **happier**
- try + ed → **tried**

When do you keep the y?

- When a vowel letter sits before the y: play + ed → **played** · enjoy + ed → **enjoyed**.
- Before -ing, the y always stays: try + ing → **trying** · cry + ing → **crying**.

Guide 3 — change y to i

the y changes after a consonant, and stays after a vowel

consonant + y → change the y to i before -es, -er, -est, -ed

country~~x~~ + -es → countries
changes!

happ~~x~~ + -er → happier
changes!

tr~~x~~ + -ed → tried
changes!

When do you keep the y?

vowel before the y: play + -ed → played enjoy + -ed → enjoyed
before -ing, the y stays: try + -ing → trying cry + -ing → crying

country → countries · happy → happier · try → tried

played · enjoyed · trying · crying — the y stays

Two panels for the y guide: the top panel shows country plus es becoming countries, happy plus er becoming happier, and try plus ed becoming tried, each with the y changed to i marked. The bottom panel shows play plus ed becoming played, enjoy plus ed becoming enjoyed, and try plus ing becoming trying, each marked the y stays

Figure 6 — Guide 3: change y to i after a consonant — but keep the y after a vowel, and always keep it before -ing.

Beat 6 — Word families

word family — a group of words built from the same base word. In this section, *word family* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA).

Look at the family of *hope*:

hope · hoping · hoped · hopeful · hopeless

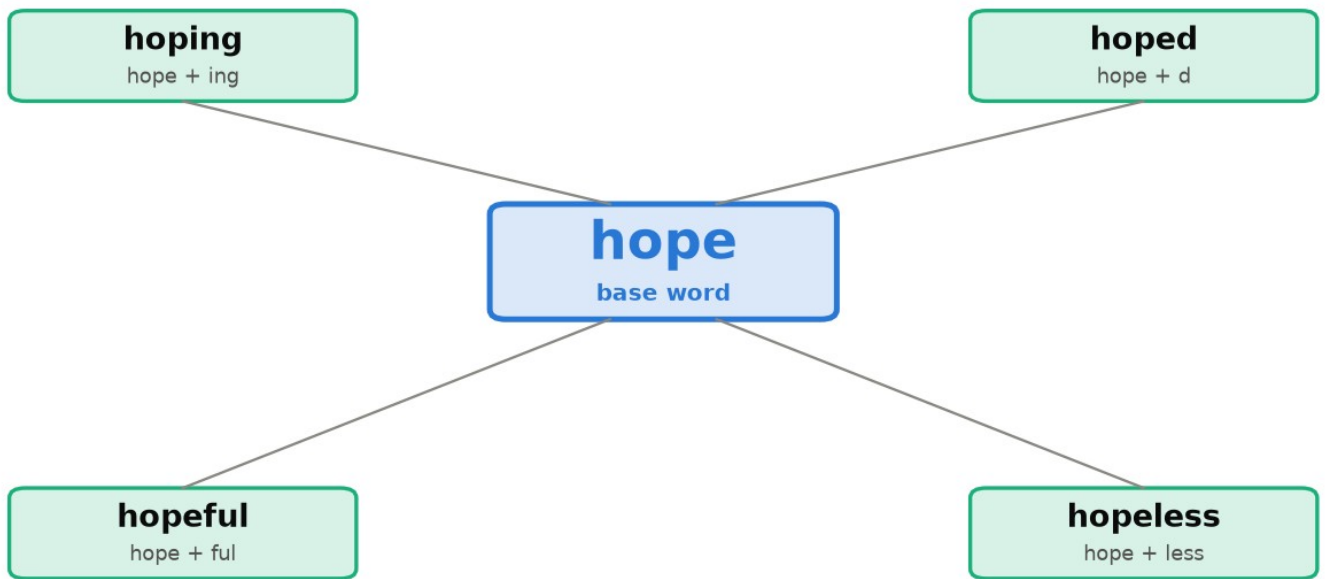
Every word in the family carries the same base idea. And here is the good news for spelling: if you can spell *hope*, you can spell the whole family. The base word holds still while affixes are added. (Did you spot Guide 1 at work? *Hope* drops its *e* in *hoping* and *hoped*, but keeps it in *hopeful*.)

Word families are all around you:

- *help*: *helper, helpful, helpless, helping*
- *care*: *careful, careless, caring, cared*

The hope word family

one base word holds still — the family grows around it



four family members, one base word — the base holds still

A word family map: the base word hope in a large box in the middle, with four family words joined to it, hoping, hoped, hopeful and hopeless. A note underneath says the base word holds still

Figure 7 — The *hope* word family. One base word, four family members.

Beat 7 — Word origins: where word parts came from

word origin — where a word or a word part came from. In this section, *word origin* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA).

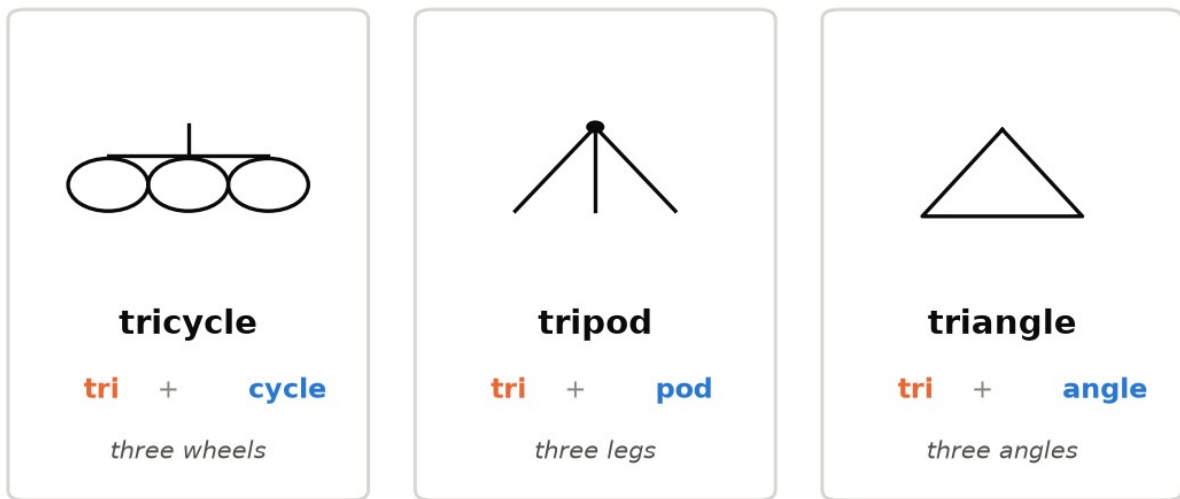
Words have a history. Many word parts in English came from older languages long ago. A lot of them came from Latin and Greek. When you know what a word part means, whole families of words open up to you.

The word part **tri-** means **three**. Watch it work:

- **tricycle** — *tri* + *cycle*: a ride with three wheels
- **tripod** — *tri* + *pod*: a stand with three legs (*pod* means *foot* in Greek)
- **triangle** — *tri* + *angle*: a shape with three angles

Tri- means three

each picture has three of something



tri- comes from an old language and means three

learn the part, unlock the words

Three cards for the word part tri- meaning three: a tricycle drawn with three wheels, a tripod drawn with three legs, and a triangle drawn with three angles. Each card splits the word into its parts

Figure 8 — *Tri-* means three. Each picture has three of something.

Number parts like *tri-* are tools for spelling. Once you know the part, you can work out the spelling and the meaning of many new words.

Part	It means	Words to know
<i>uni-</i>	one	<i>uniform, unicycle</i>
<i>bi-</i>	two	<i>bicycle</i>
<i>tri-</i>	three	<i>tricycle, triangle, tripod</i>
<i>quad-</i>	four	<i>quad bike</i>

Number parts from old languages

learn the part, unlock the words

uni-	one	uniform · unicycle
bi-	two	bicycle
tri-	three	tricycle · triangle · tripod
quad-	four	quad bike

these word parts keep the same meaning in every word they join

A chart of four number word parts: uni- means one with uniform and unicycle, bi- means two with bicycle, tri- means three with tricycle, triangle and tripod, and quad- means four with quad bike

Figure 9 — Number parts from old languages. Learn the part, unlock the words.

Beat 8 — Common prefixes and suffixes and their jobs

Here are affixes you will meet all the time, with the job each one does.

Prefix	Its job	Words to know
<i>un-</i>	not	<i>unhappy, unlock</i>
<i>re-</i>	again	<i>replay, rewrite</i>
<i>dis-</i>	not, or the other way	<i>dislike, disagree</i>
<i>pre-</i>	before	<i>preview, prepare</i>
Suffix	Its job	Words to know
<i>-ful</i>	full of	<i>hopeful, careful</i>
<i>-less</i>	without	<i>hopeless, careless</i>
<i>-er</i>	one who does	<i>helper, teacher</i>
<i>-est</i>	most	<i>fastest, biggest</i>
<i>-ly</i>	done in that way	<i>slowly, quickly</i>

Affixes and their jobs

each affix does one small job in a word

Prefixes — go at the front

un- not

unhappy · unsafe

re- again

replay · rewrite

dis- not, or the other way

dislike · disconnect

pre- before

preview

Suffixes — go at the end

-ful full of

hopeful · careful

-less without

hopeless · careless

-er one who does

helper · teacher

-est most

fastest · biggest

-ly done in that way

slowly · quickly

spell the base word first, then add the affix

Two columns of affix jobs: the left column lists four prefixes, *un-* not, *re-* again, *dis-* not or the other way, *pre-* before, each with example words. The right column lists five suffixes, *-ful* full of, *-less* without, *-er* one who does, *-est* most, *-ly* done in that way, each with example words

Figure 10 — Affixes and their jobs.

When you write a word with an affix, spell the base word first, then add the affix — and check whether one of the three guides has any work to do: drop the silent *e*? Double the last consonant? Change *y* to *i*?

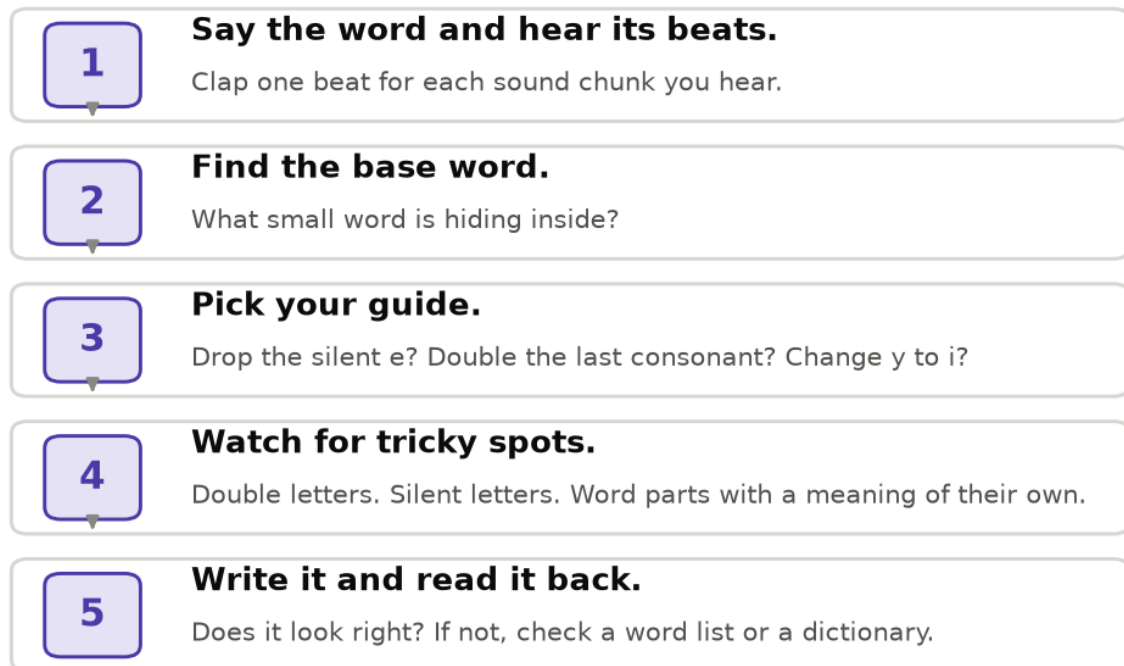
Beat 9 — Put it all together: a spelling plan

When you meet a word you are not sure of, use this plan:

1. **Say it.** Say the word out loud. Hear its beats (its syllables) and its sounds.
2. **Find the base word.** What is the word built from? Can you see a prefix or a suffix?
3. **Pick your guide.** Are you adding a suffix? Then ask: drop the silent *e*? Double the last consonant? Change *y* to *i*?
4. **Watch for tricky spots.** Double letters. Silent letters. Word parts with a meaning of their own.
5. **Write it and read it back.** Does it look right? If you are still not sure, check a word list or a dictionary.

My spelling plan

five steps when you meet a word you are not sure of



keep this plan in your head — it works on any new word

A checklist poster with five steps: say the word and hear its beats, find the base word, pick your guide, watch for tricky spots, write it and read it back

Figure 11 — My spelling plan. Use it when you meet a word you are not sure of.

Worked examples

Example 1 — with help

Look back at “The Big Race” (Figure 1). The tricky words in it did not just happen. Watch a writer work each one out, step by step.

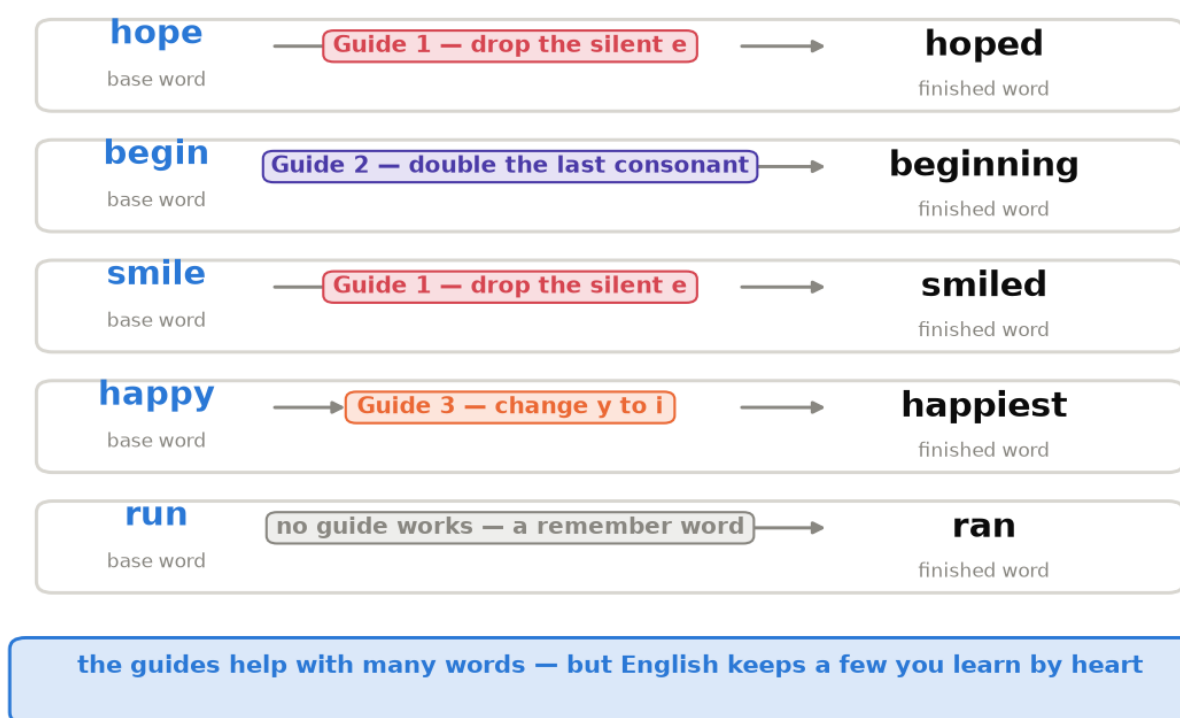
Word	The writer thinks	The guide at work	Spelled
hoped	My base word is <i>hope</i> . I am adding <i>-ed</i> . It starts with a vowel, so the silent <i>e</i> drops.	Guide 1: drop the silent <i>e</i>	hoped
beginning	My base word is <i>begin</i> . The last syllable ends in one short vowel sound + one consonant (<i>i, n</i>), so the <i>n</i> doubles before <i>-ing</i> .	Guide 2: double the last consonant	beginning
smiled	My base word is <i>smile</i> . Drop the silent <i>e</i> , add <i>-ed</i> .	Guide 1: drop the silent <i>e</i>	smiled

Word	The writer thinks	The guide at work	Spelled
happiest	My base word is <i>happy</i> . Consonant + y, so the y changes to i before -est.	Guide 3: change y to i	happiest
ran	No guide works here. <i>Run</i> just changes to <i>ran</i> . Some words you learn and remember.	(a remember word)	ran

That last row is important. The guides help with many words, but English keeps a few words that you simply learn by heart.

A writer's thinking

the five tricky words in The Big Race — base word, guide, finished word



hope → hoped · begin → beginning · smile → smiled · happy → happiest · run → ran

A flow for worked example 1: five rows, each showing a base word, an arrow naming the guide used, and the finished word: hope to hoped by dropping the e, begin to beginning by doubling, smile to smiled by dropping the e, happy to happiest by changing y to i, and run to ran as a remember word

Figure 12 — A writer's thinking for the five tricky words in "The Big Race".

Example 2 — with help

Here are ten word cards:

helpful · replay · tricycle · helper · tripod · rewrite · hopeless · triangle · hopeful · trip

Sort the cards into word families, then find the odd one out.

Step	What to do	The sort
1	Look for the base word inside each card.	<i>hope</i> sits inside <i>hopeful</i> and <i>hopeless</i> . <i>help</i> sits inside <i>helper</i> and

Step	What to do	The sort
		<i>helpful</i> . <i>re-</i> starts <i>replay</i> and <i>rewrite</i> . <i>tri-</i> starts three cards. <i>Trip</i> stands on its own.
2	Sort the cards into families.	<i>hope</i> family: <i>hopeful</i> , <i>hopeless</i> . <i>help</i> family: <i>helper</i> , <i>helpful</i> . <i>re-</i> family: <i>replay</i> , <i>rewrite</i> . <i>tri-</i> family: <i>tricycle</i> , <i>tripod</i> , <i>triangle</i> . On its own: <i>trip</i> .
3	Check the meaning of each family.	The <i>hope</i> family carries the idea of hoping. The <i>help</i> family carries the idea of helping. <i>Re-</i> means <i>again</i> . <i>Tri-</i> means <i>three</i> : a tricycle has three wheels, a tripod has three legs, a triangle has three angles.
4	Find the odd one out.	Trip. It starts with the letters <i>t-r-i</i> , but there is no <i>three</i> in it. A trip is a journey — or the catch of a foot that almost makes you fall.

Careful eyes spot the tricks here. *Hope* and *help* look almost the same, but they are different base words. And *tri-* (three) is not the same as a word that just starts with the letters *t-r-i*.

Practice questions

With help

Q1. Write the new word. Add the suffix to the base word. Use the guides: drop the silent *e*, double the last consonant, or just add.

Base word	Suffix	New word
hope	<i>-ing</i>	_____
run	<i>-ing</i>	_____
make	<i>-ing</i>	_____
big	<i>-er</i>	_____
smile	<i>-ed</i>	_____
stop	<i>-ed</i>	_____
help	<i>-ful</i>	_____
win	<i>-er</i>	_____

Q2. Each sentence has one word spelled the wrong way. Find it, fix it, and write the sentence correctly.

- At the begining of the game, everyone smiled.
- The rain stoped at lunch time.
- Mia was runing to the gate.
- The girl was smileing at her friend.
- We made three triangel in our books.
- Tom hoped to see two ladys at the shop.

Q3. To double or not to double? Look at each base word + suffix. Does the last consonant double? Tick (✓) yes or no, then write the new word. *Hint: does the base word end in one short vowel sound + one consonant letter?*

Base word + suffix	Double?	New word
swim + <i>ing</i>	yes ☐ no ☐	_____
help + <i>ing</i>	yes ☐ no ☐	_____
grab + <i>ed</i>	yes ☐ no ☐	_____
rain + <i>ing</i>	yes ☐ no ☐	_____
sit + <i>ing</i>	yes ☐ no ☐	_____
read + <i>ing</i>	yes ☐ no ☐	_____

Q4. Follow the y. Does the y change to i, or does it stay? Write the new word. *Hint: is there a vowel letter before the y? Is the suffix -ing?*

Base word + suffix	y → i or y stays?	New word
baby + <i>es</i>	_____	_____
play + <i>ed</i>	_____	_____
happy + <i>er</i>	_____	_____
enjoy + <i>ed</i>	_____	_____
country + <i>es</i>	_____	_____
try + <i>ing</i>	_____	_____

Q5. Sort the word cards into two families: the *hope* family and the *help* family. Then underline the base word in each card.

hopeful · helper · hopeless · helpful · hoping · helped · hoped · helpless

Q6. Affix jobs. Part A: match each affix to its job. Part B: build one word for each pair.

Part A:

Affix	Job
<i>un-</i>	full of
<i>re-</i>	without
<i>-ful</i>	not
<i>-less</i>	again
<i>-er</i>	most
<i>-est</i>	one who does

Part B:

un- + happy → _____ · re- + play → _____ · care + -ful → _____ fear + -less → _____
 _____ · teach + -er → _____ · fast + -est → _____

On your own

Q7. Read “Our Garden”, written just for this book.

Last week, our class started a garden. We hoped the seeds would grow fast. We unlocked the gate and started to dig. Digging was hard work, but no one stopped. Mei carried the water. Tom smiled and said, “This is fun!”

Now tiny green shoots are popping up. Our teacher says we must keep the soil wet. I can’t wait to see our flowers. At the beginning of spring, our garden will be the happiest place in the school!

- (a) Find and write down: two words that dropped a silent *e* · two words with a doubled consonant made by adding a suffix · one word that changed *y* to *i* · one word with a prefix.
- (b) For each word you found, write its base word.

Q8. Grow a word family. The base word is *care*. Write at least five words in the *care* family. Then choose two of them and use each one in a sentence.

Q9. Word origins. Use the clues to write each word. Then answer the three questions.

- (a) A ride like a bike, but with three wheels: _____
- (b) A stand with three legs, used to hold up a camera: _____
- (c) A shape with three angles: _____
- (d) One set of clothes that everyone in the class wears: _____
- (e) A cycle with two wheels: _____

What does *tri-* mean? _____ What does *bi-* mean? _____ What does *uni-* mean? _____

Q10. Write your own. Write three or four sentences about a game or a race you played or watched. Use all five of these words, spelled correctly:

beginning · running · stopped · smiled · happiest

Text task

Back to “The Big Race” (Figure 1).

Last Friday was Sports Day. Sam hoped to win the big race. At the beginning of the race, Sam was slow. His feet pumped hard, and the other riders were quick. Then his friend Mei called out, “You can do it, Sam!” Sam smiled and kept going. He ran and ran. At the end, Sam came first! He was the happiest kid in the park.

- T1.** Find two words in the text that dropped a silent *e*. Write them.
- T2.** Find the word in the text that doubled its last consonant. Write it. Then write its base word.
- T3.** Find the word in the text that changed *y* to *i*. Write it. Then write its base word.
- T4.** One word in the text breaks all the guides — you just have to learn it and remember it. Which word is it? What is its base word?
- T5.** Find the base word of each of these words from the text: *hoped, beginning, smiled, happiest, called*.
-

Show what you know

Teacher note — this is the section’s assessed task, assessed as a Writing product (this CD’s modes are Reading and Viewing, and Writing; the Reading and Viewing face is covered by the Text task T1–T5 and the reading side of Q3–Q7 and Q9). Assess against the Level 4 Writing achievement-standard paragraph, in particular “They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and

grammatical knowledge.” The assessed construct is spelling through morphemic and letter-pattern knowledge: credit correct use of the three adding-suffix guides (silent-e drop, consonant doubling, y→i), correct spelling of word-bank words carrying prefixes, suffixes and double letters, and a word-family tree showing one base word generating at least three family words. Content and story shape are not the construct here — a well-organised piece with weak spelling should be marked accordingly, and vice versa.

Writing — Something I tried

Your class magazine wants a short piece called “Something I tried”. Think of something you tried to do — riding a bike, a new game, cooking with someone, building something. You may make one up.

Your piece needs:

- 2 to 3 paragraphs, about 100 to 150 words
- at least **eight** words from the word bank below, spelled correctly
- one **word-family tree** after your piece: choose one base word from your piece and show the base word with at least three family words

Word bank:

beginning · hoping · tried · running · stopped · smiled · happiest · biggest · careful · helpful · replay · winning

My checklist — tick each one when you can say yes.

Can I...	Yes
tell what I tried, what happened, and how it ended?	☐
use at least eight words from the word bank, spelled correctly?	☐
check my guides: drop the silent <i>e</i> , double the last consonant, change <i>y</i> to <i>i</i> ?	☐
check for double letters?	☐
show a word-family tree with one base word and at least three family words?	☐
write clearly, with my letters joined?	☐

Answers

Q1. hoping · running · making · bigger · smiled · stopped · hopeful · winner. **Q2.** (a) beginning. (b) stopped. (c) running. (d) smiling. (e) triangles. (f) ladies. **Q3.** swim + ing → yes, swimming. help + ing → no, helping. grab + ed → yes, grabbed. rain + ing → no, raining. sit + ing → yes, sitting. read + ing → no, reading. **Q4.** baby + es → y → i, babies. play + ed → y stays, played. happy + er → y → i, happier. enjoy + ed → y stays, enjoyed. country + es → y → i, countries. try + ing → y stays, trying. **Q5.** *hope* family: hopeful, hopeless, hoping, hoped. *help* family: helper, helpful, helped, helpless. **Q6.** Part A: un- → not. re- → again. -ful → full of. -less → without. -er → one who does. -est → most. Part B: unhappy, replay, careful, fearless, teacher, fastest. **Q7.** (a) Dropped a silent *e*: *hoped*, *smiled*. Doubled consonant: *stopped*, *popping*. Changed *y* to *i*: *carried*. Prefix: *unlocked* (the prefix is *un-*). (b) Base words: hope, smile, stop, pop, carry, lock. **Q8.** Answers can be different. Family: *careful*, *careless*, *caring*, *cared*, *cares*. **Q9.** (a) tricycle. (b) tripod. (c) triangle. (d) uniform. (e) bicycle. *Tri-* means three. *Bi-* means two. *Uni-* means one. **Q10.** Answers will be different. Check that all five words are used and spelled correctly. **T1.** *hoped*, *smiled*. **T2.** *beginning* — base word *begin*. **T3.** *happiest* — base word *happy*. **T4.** *ran* — base word *run*. **T5.** hoped → hope. beginning → begin. smiled → smile. happiest → happy. called → call.

Full answers

Q1. *hope* + *-ing*: the silent *e* drops before a suffix that starts with a vowel — **hoping**. *run* + *-ing*: one short vowel sound + one consonant, so the *n* doubles — **running**. *make* + *-ing*: drop the silent *e* — **making**. *big* + *-er*: double the *g* — **bigger**. *smile* + *-ed*: drop the silent *e* — **smiled**. *stop* + *-ed*: double the *p* — **stopped**. *help* + *-ful*: *-ful* starts with a consonant, so just add it — **helpful**. *win* + *-er*: double the *n* — **winner**.

Q2. (a) *begin* doubles its *n* before *-ing*: “At the **beginning** of the game, everyone smiled.” (b) *stop* doubles its *p* before *-ed*: “The rain **stopped** at lunch time.” (c) *run* doubles its *n* before *-ing*: “Mia was **running** to the gate.” (d) *smile* drops its silent *e* before *-ing*: “The girl was **smiling** at her friend.” (e) *triangle* keeps the *e* when *-s* is added: “We made three **triangles** in our books.” (f) *lady* changes *y* to *i* before *-es*: “Tom hoped to see two **ladies** at the shop.”

Q3. *Swim* ends in one short vowel sound + one consonant, so the *m* doubles: **swimming**. *Help* ends in two consonants (*lp*), so no double: **helping**. *Grab* ends in one short vowel sound + one consonant, so the *b* doubles: **grabbed**. *Rain* has two vowel letters before the end, so no double: **raining**. *Sit* ends in one short vowel sound + one consonant, so the *t* doubles: **sitting**. *Read* has two vowel letters before the end, so no double: **reading**.

Q4. *Baby* ends in a consonant + *y*, so the *y* changes to *i* before *-es*: **babies**. *Play* has a vowel before the *y*, so the *y* stays: **played**. *Happy* ends in a consonant + *y*: **happier**. *Enjoy* has a vowel before the *y*: **enjoyed**. *Country* ends in a consonant + *y*: **countries**. *Try* ends in a consonant + *y*, but before *-ing* the *y* always stays: **trying**.

Q5. The *hope* family: *hopeful*, *hopeless*, *hoping*, *hoped* — the base word *hope* sits inside each one. The *help* family: *helper*, *helpful*, *helped*, *helpless* — the base word *help* sits inside each one. *Hope* and *help* look almost the same, but they are different base words, just like in Example 2.

Q6. Part A: *un-* means not. *Re-* means again. *-ful* means full of. *-less* means without. *-er* means one who does. *-est* means most. Part B: **unhappy**, **replay**, **careful**, **fearless**, **teacher**, **fastest**.

Q7. (a) Words that dropped a silent *e*: **hoped** and **smiled**. Words with a doubled consonant made by adding a suffix: **stopped** and **popping**. The word that changed *y* to *i*: **carried**. A word with a prefix: **unlocked** — the prefix is *un-*. (b) Base words: *hope*, *smile*, *stop*, *pop*, *carry*, *lock*. Notice that *unlocked* holds three morphemes: *un-* + *lock* + *-ed*.

Q8. The *care* family can hold: *careful*, *careless*, *caring*, *cared*, *cares*. Answers will be different for the sentences. One answer: “Mia was **careful** with her cup of water.” and “A **careless** hop made him drop the ball.”

Q9. (a) **tricycle** — *tri* + *cycle*: three wheels. (b) **tripod** — *tri* + *pod*: three legs. (c) **triangle** — *tri* + *angle*: three angles. (d) **uniform** — one set of clothes (*uni-* means one). (e) **bicycle** — *bi* + *cycle*: two wheels. *Tri-* means **three**. *Bi-* means **two**. *Uni-* means **one**.

Q10. Answers will be different. A strong answer uses all five words, spelled correctly, in three or four sentences that make sense together. One answer:

“At the **beginning** of the race, I was **running** fast. Then I **stopped** to help my friend up. She **smiled** at me. At the end, our team came first, and I was the **happiest** kid there.”

T1. *Hoped* (from *hope*) and *smiled* (from *smile*). Both drop the silent *e* before *-ed*.

T2. *Beginning*. The base word is *begin*. The last syllable ends in one short vowel sound + one consonant (*i, n*), so the *n* doubles before *-ing*.

T3. *Happiest*. The base word is *happy*. Consonant + *y*, so the *y* changes to *i* before *-est*.

T4. *Ran*. Its base word is *run*. No guide turns *run* into *ran* — it is a remember word.

T5. *hoped* → *hope*. *beginning* → *begin*. *smiled* → *smile*. *happiest* → *happy*. *called* → *call* (*call* ends in two consonants, *ll*, so the *-ed* is just added).

Show what you know. Answers will be different. Check the six points on My checklist. A strong answer reads like this:

“Something I tried

Last term, I tried riding my bike with no training wheels. At the **beginning**, I was scared. My dad was **helpful**. He **stopped** me from falling.

I kept **trying**. I **tried** and **tried** again. I **smiled** when I **stopped** wobbling. It was the **biggest** surprise of my life. I was the **happiest** kid on the street.

Word-family tree: base word *try* — *trying, tried, tries*.”

It uses eight word-bank words spelled correctly (*beginning, helpful, stopped, trying, tried, smiled, biggest, happiest*), and its word-family tree shows one base word with three family members. Note the guide work: *try* keeps its *y* in *trying* but changes it in *tried*; *stop* doubles its *p* in *stopped*; *big* doubles its *g* in *biggest*.

High-frequency words and homophones

This section owns VC2E4LY05 and draws on VC2E4LY05.E01. It feeds all three Level 4 modes: Speaking and Listening (saying words and sound twins out loud, and sharing choices with a partner), Reading and Viewing (using context to pick the right spelling while reading), and Writing (spelling homophones correctly in your own writing).

Curriculum focus — This section teaches VC2E4LY05 (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Literacy, Phonic and word knowledge):

“read and write high-frequency words including homophones and know how to use context to identify correct spelling”

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):

- **VC2E4LY05.E01** — “recognising that contextual and syntactical clues can be used to determine the use of homophones, for example ‘We grow wheat on our farm.’ and ‘The train trip will take about an hour.’”

Builds on, does not re-teach: Level 3 delivered high-frequency words and phoneme–grapheme knowledge (VC2E3LY03–LY06). This section builds on that knowledge without re-teaching it (TOC §4). **Hands forward:** high-frequency word and homophone work feeds VC2E5LY03–LY05 at Level 5 (letter patterns; base words, prefixes, suffixes; plurals and suffix meaning).

Learn

Our class text. We will work from one short piece of writing all the way through this section. It is called “The Garden Club”. Read it once, just for the story. Then we will look carefully at the orange words.

Our class text — “The Garden Club”

The orange words have sound twins. Can you find them?

- 1 Every Tuesday, **our** garden club meets after school.
- 2 We have one **hour** to work before the bell rings.
- 3 Miss Hill says **flowers** need **sun**, soil, and water.
- 4 **Flour** goes into the bread we bake, and **flowers** grow in our garden.
- 5 We can **see** the **sea** from the top of the hill.
- 6 I **write** new words in my book when I get them **right**.
- 7 The **sun** feels warm on my back while I dig.
- 8 I **know** all the garden words now.

orange word = a word with a sound twin

Our class text *The Garden Club* shown as eight numbered sentences, with the words that have sound twins printed in orange

Figure 1 — Our class text, “The Garden Club”. The orange words are the ones to watch.

Beat 1 — High-frequency words: a quick look back

You already know these.

high-frequency word — a word you meet so often in reading and writing that you know it on sight. Words like *the*, *and*, *was*, *you*, *they*. In this section, *high-frequency word* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA).

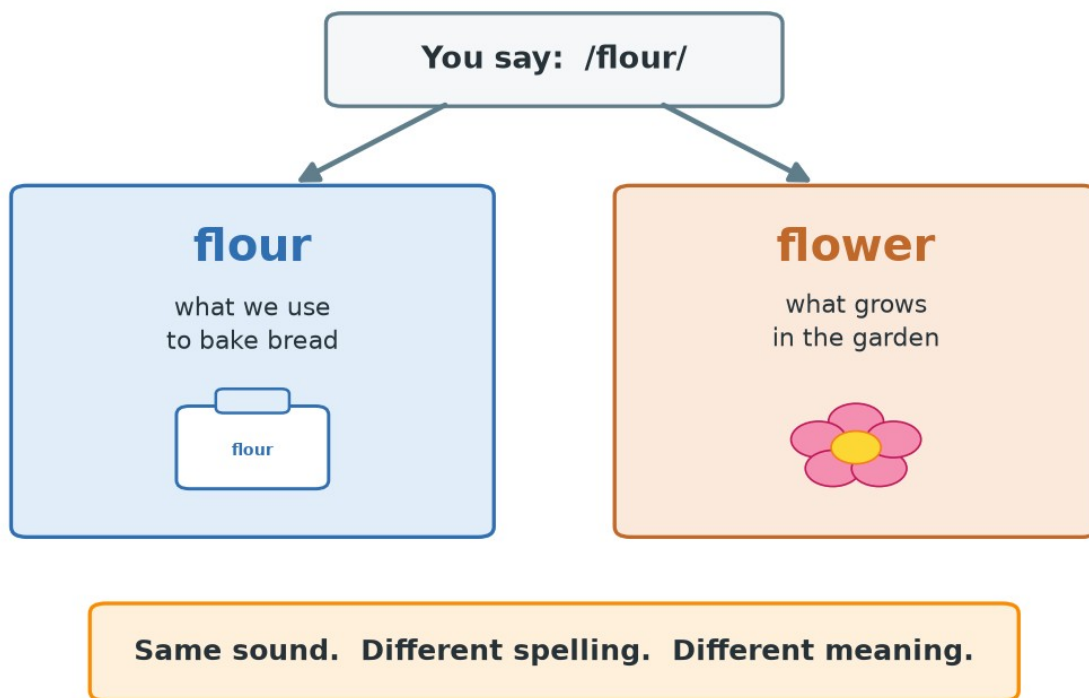
You do not have to sound out a high-frequency word. Your eyes just know it. This section adds some new words to your sight list — and a trick for spelling them.

Beat 2 — Words with sound twins

Say these two words out loud: *flour* and *flower*.

They sound exactly the same. But they have different spellings, and they mean different things.

One sound, two spellings



One sound, two spellings: the sound /flour/ at the top with two arrows down to two cards, flour (what we use to bake bread, with a picture of a flour bag) and flower (what grows in the garden, with a picture of a pink flower)

Figure 2 — One sound, two spellings.

homophone — one of two or more words that sound the same but have different spellings and different meanings. The name is built from two old parts that mean *same* and *sound*. Same sound, different spelling.

Flour and *flower* are homophones. So are *our* and *hour*, *see* and *sea*, *sun* and *son*. When you say a homophone out loud, nobody can tell which spelling you mean. Your ears cannot do the job — so your eyes have to.

Beat 3 — The problem, and the way out

Here is the problem. When you write a homophone, you must pick one spelling out of two (or three!). And when you read one, you must match the spelling on the page to the right meaning.

The way out is the same in both cases: **the other words in the sentence tell you.**

Beat 4 — Context clues

context — the words around a word. In this section, *context* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA): the words around a word help you identify its correct spelling.

context clue — a word nearby that helps you pick the right spelling.

Look at these two sentences. The blank could be *our* or *hour* — say them and hear how they match. The green clue words solve it.

Use the words around it

Green words = context clues

Clue hunt 1

We **grow** wheat on ? **farm.** → **our ✓**

The farm belongs to us — so the word is our.

Clue hunt 2

The train trip will **take about an** ? → **hour ✓**

An hour tells time — so the word is hour.

**The other words around a word are your context clues.
They help you pick the right spelling.**

Two clue hunts. Clue hunt 1 shows the sentence We grow wheat on a blank farm, with the clue words grow and farm in green, and the answer our with a tick. Clue hunt 2 shows the sentence The train trip will take about an blank, with the clue words take, about and an in green, and the answer hour with a tick

Figure 3 — The words around a word are your clues.

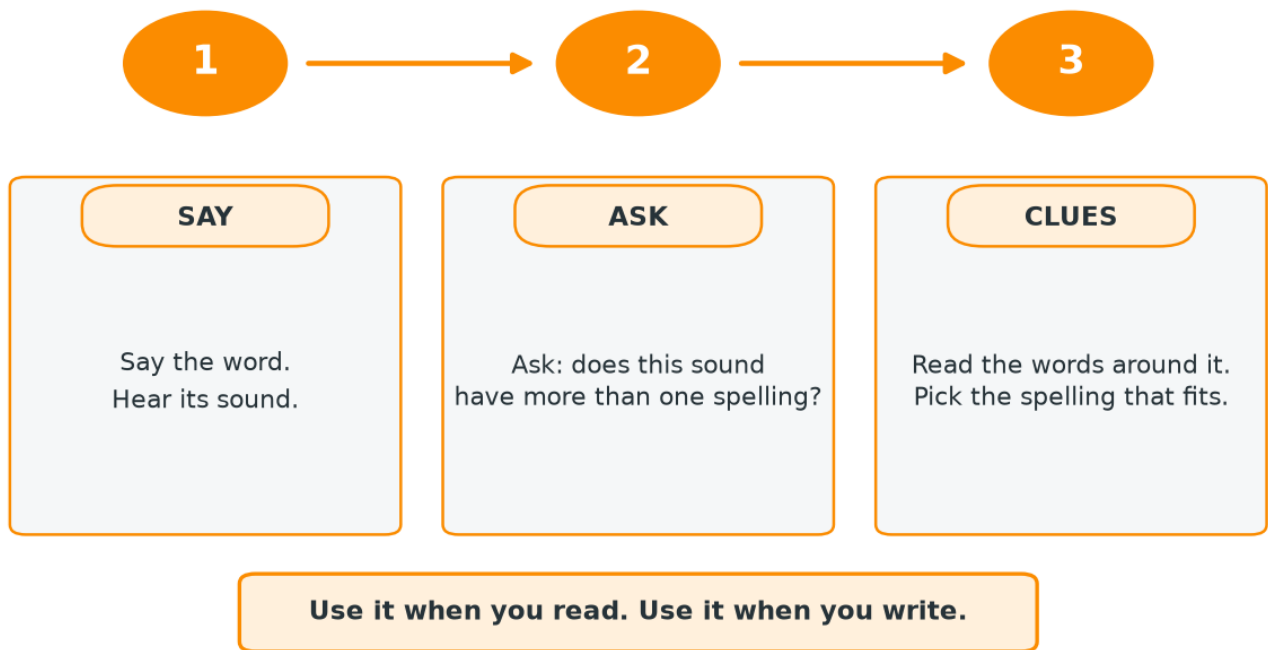
- “We **grow** wheat on _____ **farm.**” The farm belongs to the people who grow the wheat — so the word is *our*.
- “The train trip will **take about an** _____.” An *an* before the blank, and a trip that takes time — so the word is *hour*.

Some clues are meaning words (*grow, farm, take*). Some clues are little grammar words (*an* — you say “an hour”, never “an our”). Both kinds are context clues.

Beat 5 — The 3-step check

Use these three steps every time you meet a homophone, reading or writing.

The 3-step check



The 3-step check in three numbered orange steps: 1 SAY, say the word and hear its sound; 2 ASK, does this sound have more than one spelling; 3 CLUES, read the words around it and pick the spelling that fits

Figure 4 — The 3-step check.

Beat 6 — Our homophone word wall

Here are pairs (and one trio) to add to your sight list. Say each pair out loud and hear the match.

Our homophone word wall

Say each pair out loud. They sound the same!

see with your eyes	sea the big water
sun in the sky	son a boy in a family
no not yes	know in your mind
right not wrong	write with a pencil
meat food	meet come together
our belongs to us	hour 60 minutes
hear with your ears	here in this place
week seven days	weak not strong
mail letters	male a boy or man
three spellings, one sound to too two go to bed me too number 2	

A word wall of ten cards. Nine cards each hold a homophone pair with a short meaning under each spelling: *see* (with your eyes) and *sea* (the big water), *sun* (in the sky) and *son* (a boy in a family), *no* (not yes) and *know* (in your mind), *right* (not wrong) and *write* (with a pencil), *meat* (food) and *meet* (come together), *our* (belongs to us) and *hour* (60 minutes), *hear* (with your ears) and *here* (in this place), *week* (seven days) and *weak* (not strong), *mail* (letters) and *male* (a boy or man). The last card holds the trio *to* (go to bed), *too* (me too) and *two* (number 2)

Figure 5 — The homophone word wall.

Beat 7 — Tricky pairs, and how to beat them

Some pairs trick lots of writers. Here is a remember-this for each.

Tricky pairs, and how to beat them		
Pair	In a sentence	How to remember
their / there	The birds hid their food over there .	there has here in it — it tells a place. their means it belongs to them.
to / too / two	I have two cats, and I love them too .	too has one o too many. two is the number.
our / hour	We had one hour to work in our garden.	hour tells time. our tells who it belongs to.
it's / its	It's time to water the garden.	it's means it is. Try saying it is — if it works, use it's.

Say the pair out loud first. Then use the remember-this to pick.

A four-row table of tricky homophone pairs. Their/there: the birds hid their food over there; there has here in it and tells a place, their means it belongs to them. To/too/two: I have two cats and I love them too; too has one o too many, two is the number. Our/hour: we had one hour to work in our garden; hour tells time, our tells who it belongs to. It's/its: it's time to water the garden; it's means it is, try saying it is and if it works use it's

Figure 6 — Tricky pairs, and how to beat them.

Beat 8 — Be a word detective

A detective looks for clues before deciding. You now have everything a word detective needs: the 3-step check, the word wall, and the remember-this cards. Use the checklist in Figure 8 whenever you hand in writing.

Worked examples

Example 1 — with help

Pick the right word. Then name the clue that helped you.

“We sat on the (**sea** / **see**) wall and watched the big waves.”

Working

Say the sentence out loud. The sound is /see/.
Ask: which words have this sound? *see* and *sea*.
Look at the words around the blank: *wall*, *waves*.
Waves are big water. *Sea* is big water.

Why

Step 1 of the 3-step check.
Step 2 — a homophone pair.
Step 3 — context clues.
The clue picks the spelling.

Answer: *sea*. “We sat on the sea wall and watched the big waves.” The clue word is *waves*.

Example 2 — with help

Pick the right word from three spellings.

“It was (**to** / **too** / **two**) hot to play, so we went inside.”

Working

Why

Say it: the sound is /too/.

Step 1.

Ask: the spellings are *to*, *too* and *two*.

Step 2 — a trio.

Try each one. *two hot* would count hot things — silly. *to hot* does not fit at all. *too hot* means hotter than you want.

Step 3 — the meaning must fit.

Read the whole sentence with *too*.

It makes sense.

Answer: *too*. “It was too hot to play, so we went inside.”

Practice questions

With help

Q1. Pick the right word. *Hint: it is about ears.* Can you (**here** / **hear**) the bell?

Q2. Pick the right word. *Hint: cakes are baked.* Mum put the (**flower** / **flour**) in the bowl to make a cake.

Q3. Pick the right word. *Hint: count the apples.* There are (**too** / **two**) apples in my bag.

Q4. Circle the clue word, then pick the spelling. It rained for one (**our** / **hour**) while we stayed inside.

Q5. Partner card game. Cut out the cards in Figure 7, or copy them onto paper. Take turns with a partner: match each word card to the sentence it fits, and say the pair out loud together.

Homophone pair cards

Cut out the cards. Match each word card to the sentence it fits.

flower sea write hour word cards	Please _____ your name at the top. The trip will take one _____. This red _____ smells sweet. We can see the _____ from the hill. sentence cards
--	--

Each word fits exactly one sentence. Say both out loud — they sound the same!

Matching cards in two columns: four blue word cards (flower, sea, write, hour) and four mixed-up orange sentence cards with blanks (Please blank your name at the top, The trip will take one blank, This red blank smells sweet, We can see the blank from the hill)

Figure 7 — Homophone pair cards. Match each word to its sentence.

Q6. Write the sound twin of each word. (a) see → _____ (b) no → _____ (c) right → _____

On your own

Q7. Pick the right word and write the clue word that helped you. The (**sun / son**) went in behind a cloud. My word: _____ My clue word: _____

Q8. Pick the right word and write the clue word that helped you. I (**know / no**) the way home from the park. My word: _____ My clue word: _____

Q9. Each sentence has a homophone that does not fit. Rewrite the sentence with the right spelling. (a) I sea a black bird in the tree. (b) It is to cold for the beach today.

Q10. Pick one pair from the word wall. Write two sentences of your own — one for each spelling.

Text task

Back to “The Garden Club” (Figure 1).

T1. The orange words have sound twins. Write each orange word next to its twin. (The twins are not in the text.)



- T2.** Pick two orange words. For each one, circle the clue words in its sentence that tell you which spelling to use.
- T3.** Read sentences 1 and 2 out loud to a partner. Your partner keeps their eyes shut. Can your partner hear any difference between *our* and *hour*? Now write one line about why the two words need different spellings.
- T4.** Sentence 6 uses *write* and *right*. Which one is the sound twin of the other? Write the clue words that tell you *right* is the correct spelling there.
- T5.** Partner game. Take turns to read the whole text out loud. When you reach an orange word, stop and say its sound twin.
-

Assessed task

Writing — a place I love

Write 5 to 6 sentences about a place you love. It could be a garden, the beach, a park, or your home. You may pick your own place.

Your piece needs:

- at least 3 different homophone pairs, used with the right spelling
- each homophone underlined
- one pair circled, with its clue words written next to it

Then read your piece to a partner. Tell your partner your three pairs and the clue that helped you pick each spelling. Use the checklist in Figure 8 before you hand it in.

My homophone checklist

☐ I used at least 3 homophone pairs.

☐ I said each word and found its twin.

☐ I used context clues to pick the right spelling.

☐ I can show my clue words to a friend.

Tick each one before you hand in your writing.

A checklist poster with four tick boxes: I used at least 3 homophone pairs; I said each word and found its twin; I used context clues to pick the right spelling; I can show my clue words to a friend

Figure 8 — My homophone checklist.

Success criteria — tick each one when you can say yes.

Can I...	Yes
use at least 3 homophone pairs with the right spelling?	☐
underline each homophone?	☐
circle one pair and write its clue words?	☐
read my piece to a partner and tell my pairs and clues?	☐

Teacher note — assess against the Level 4 Writing achievement-standard paragraph, in particular “They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge”, and the Speaking and Listening paragraph, in particular “They share and extend ideas and information”. The Reading and Viewing face of VC2E4LY05 is covered by the Text task (T1–T5).

Answers

Q1. hear. **Q2.** flour. **Q3.** two. **Q4.** Clue: *rained* (or *while*). Word: *hour*. **Q5.** flower → “This red _____ smells sweet.” sea → “We can see the _____ from the hill.” write → “Please _____ your name at the top.” hour → “The trip will take one _____.” **Q6.** (a) sea. (b) know. (c) write. **Q7.** sun; clue: *cloud* (the sun goes behind a cloud). **Q8.** know; clue: *the way home* (you can know a way). **Q9.** (a) I **see** a black bird in the tree. (b) It is **too** cold for the beach today. **Q10.** Answers can be different. Check each spelling against its meaning. **T1.** Sentence 1: our → hour. 2: hour → our. 3: flowers → flour, sun → son. 4: Flour → flower, flowers → flour. 5: see → sea, sea → see. 6: write → right, right → write. 7: sun → son. 8: know → no. **T2.** Answers can be different. See Full answers. **T3.** No — they sound the same. The spellings differ because the meanings differ (*our* tells who something belongs to; *hour* tells time). **T4.** *right* is the sound twin of *write*. Clue: *get them* — you get things *right*, and *write* would not fit. **T5.** Partner check. **Assessed task.** Answers will be different. Check the four success criteria.

Full answers

Q1. /hear/ has two spellings, *here* and *hear*. A bell is heard with your ears — *hear*.

Q2. /flour/ has two spellings, *flour* and *flower*. Cakes are baked, and *flour* is what we bake with — *flour*. Clue: *cake* (and *bowl*).

Q3. /too/ has three spellings. Apples can be counted — *two*.

Q4. It rained for one **hour**. The clue is *rained*: rain is timed, and an *hour* tells time. (*While we stayed inside* also helps.)

Q5. Read each sentence and try the words: “Please **write** your name at the top.” “The trip will take one **hour**.” “This red **flower** smells sweet.” “We can see the **sea** from the hill.” Saying them out loud, each pair sounds the same — your ears cannot pick, the sentence does.

Q6. (a) *see* → *sea*. (b) *no* → *know*. (c) *right* → *write*.

Q7. The **sun** went in behind a cloud. *Cloud* is the clue: clouds sit in the sky, where the *sun* is. A *son* is a boy in a family, and he cannot go in behind a cloud.

Q8. I **know** the way home. *The way home* is the clue: you can *know* a way. *No* means “not yes”, and that does not fit.

Q9. (a) “I **see** a black bird in the tree.” — *sea* is the big water; you *see* with your eyes. (b) “It is **too** cold for the beach today.” — *too cold* means colder than you want; *to* does not fit.

Q10. Answers can be different. One answer: “I can **hear** the band.” and “Come and sit over **here**.” Check: each spelling matches its meaning.

T1. Sentence 1 *our* → twin *hour*. Sentence 2 *hour* → twin *our*. Sentence 3 *flowers* → twin *flour*; *sun* → twin *son*. Sentence 4 *Flour* → twin *flower*; *flowers* → twin *flour*. Sentence 5 *see* → twin *sea*; *sea* → twin *see*. Sentence 6 *write* → twin *right*; *right* → twin *write*. Sentence 7 *sun* → twin *son*. Sentence 8 *know* → twin *no*.

T2. Answers can be different. Sentence 2: *work* and *before the bell rings* — an *hour* is a time, and work and bells run on time. Sentence 5: *see* and *from the top of the hill* — you *see* the *sea*, the big water, from a high spot.

T3. No difference — *our* and *hour* sound exactly the same. They need different spellings because they mean different things: *our* says something belongs to us; *hour* tells a time.

T4. *right* is the sound twin of *write*. In “when I get them right”, the clue is *get them*: you get words *right* (not wrong). *Write* would not fit after *get them*.

T5. Partner check. Take turns; the listener says whether each twin is right.

Assessed task. Answers will be different. Mark against the four success criteria: at least 3 homophone pairs with the right spelling; each homophone underlined; one pair circled with its clue words written; the piece read to a partner with the pairs and clues told. A strong answer reads like this:

“At the beach I can see the sea. The sun feels hot on my back. We stay for two hours, and it is too good to leave. Our dog digs a big hole. I know I will go back, and I will write all about it.”

It has five sentences and six word-wall pairs: *see/sea*, *sun/son*, the *to/two/too* trio (*two*, *too* and *to* all appear), *our/hour* (with *hours* as its plural), *know/no* and *write/right*. On the page, each homophone is underlined and one pair is circled with its clue words written next to it.

Reading fluently and for meaning

This section owns **VC2E4LY06** and draws on **VC2E4LY06.E01**. It feeds the Level 4 Reading and Viewing standard: students “read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as the use of clauses and phrases to provide details and indicate relationships; and knowledge of punctuation for dialogue”, and they “build literal and inferred meanings”.

Curriculum focus — This section teaches **VC2E4LY06** (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Literacy, Building fluency and making meaning):

“read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed”

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):

- **VC2E4LY06.E01** — “reading increasingly complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and language features”

Builds on, does not re-teach: Level 3 delivered reading accurately and fluently (VC2E3LY07). This section builds on that without re-teaching it (TOC §4). **Hands forward:** fluent reading for meaning feeds VC2E5LY06 at Level 5 (increasingly complex texts).

Have you ever heard a story read so well that you could see it happening? The reader did not just say the words. They made the story come through. In this section you will learn to be that kind of reader yourself. You already know your letters and sounds. Now you will learn to read so well that your mind is free to think about the meaning — and to notice and fix it yourself when something goes wrong.

Words to know first

These words do the heavy work in this section. Each one is defined here, and this is the meaning it has all the way through this book. Other books may use some of these words in ways that are a little different.

Word	What it means here
fluent reading	reading that is right, smooth and full of meaning. In this section, <i>fluent</i> means: you read the words right, you move at a good pace, you read in phrases, your voice has feeling — and you understand what you read
pace	how fast or slow you read
phrase	a group of words that belong together. Reading in phrases means reading by groups, not word by word
expression	the feeling your voice shows when you read aloud
slip	when a reader says a word in a way that is different from what is on the page. Every reader slips sometimes
self-correct	to notice your own slip and fix it yourself, without being told. (The focus box at the top of this page uses the word <i>self-correcting</i> for this.)
cross-check	to use two or more kinds of knowledge at the same time to check a word

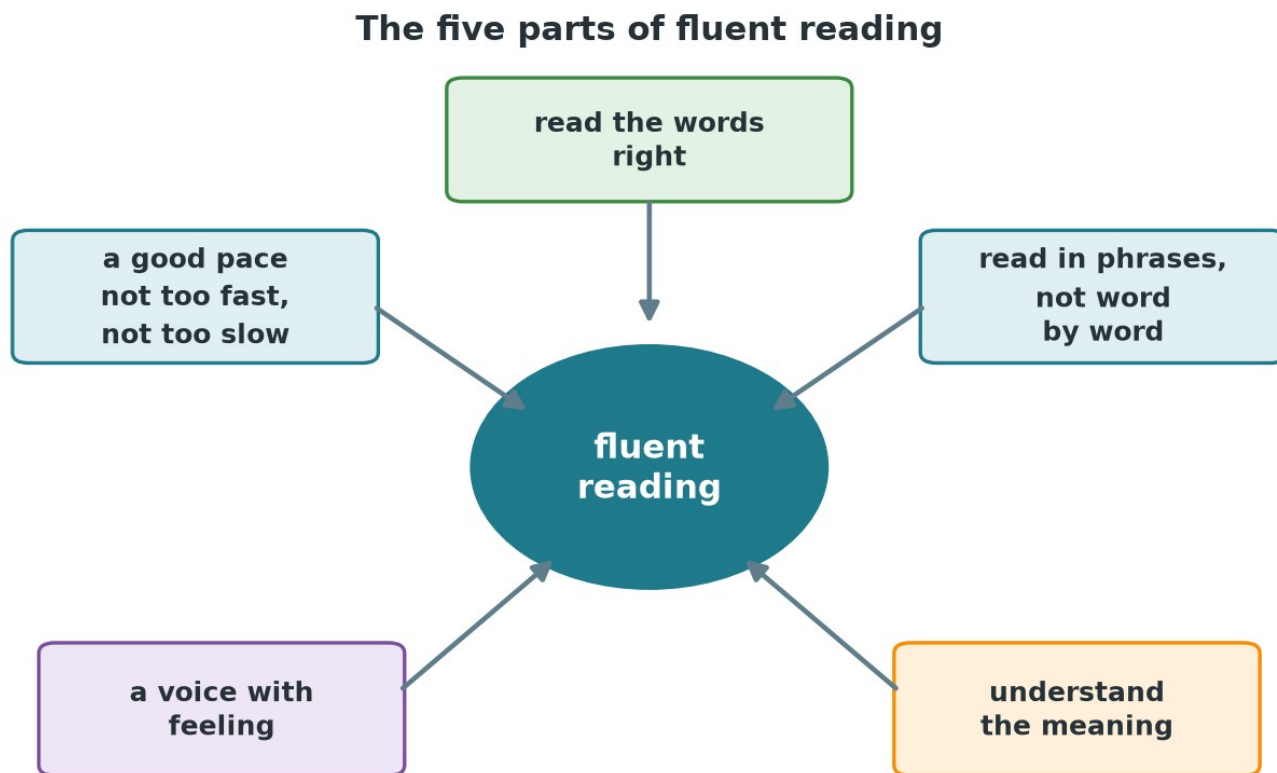
Why a meanings box? The focus box at the top of this page says readers read “accurately and fluently for meaning”, but it does not say exactly what that looks like. So this book gives the words in the table above the meanings it uses, and every task in this section can be answered using those meanings alone.

Learn

Our class story. We will meet a short story called “The Kite” in Worked example 1, and a short poem called “The Night Train” in Worked example 2. Both were written just for this book.

Beat 1 — What fluent reading is

Reading is not just saying words. If you can say every word but you do not know what the text was about, the reading has not done its job. Fluent reading has five parts working at once.



When all five work together, reading feels smooth — and the meaning comes through.

A diagram with “fluent reading” in a centre circle and five boxes around it: read the words right, a good pace, read in phrases, a voice with feeling, and understand the meaning

Figure 1 — The five parts of fluent reading.

Here is a quick test for meaning. After you read, can you tell someone what the text was about? If you can, you were reading for meaning, not just saying words.

Beat 2 — Three kinds of knowledge you use together

When you read, your brain uses three kinds of knowledge at the same time:

- **Letter–sound knowledge** — what the letters on the page tell you.
- **Sentence knowledge** — how sentences work, and what kind of word can sit in each spot.
- **Meaning knowledge** — what the text is about, and what you know about the world.

Each kind of knowledge gives you a check you can use on any word.

The three checks

letter-sound knowledge	sentence knowledge	meaning knowledge
Does it LOOK right?	Does it SOUND right?	Does it MAKE SENSE?
The letters match: c-a-t spells cat.	A doing word fits here: She ran home.	Birds build nests, not shops.

Fluent readers use all three at once. If one check fails, stop and fix it.

Three columns, one for each kind of knowledge. Letter-sound knowledge asks “Does it LOOK right?”, sentence knowledge asks “Does it SOUND right?”, and meaning knowledge asks “Does it MAKE SENSE?”, each with a short example below

Figure 2 — The three checks.

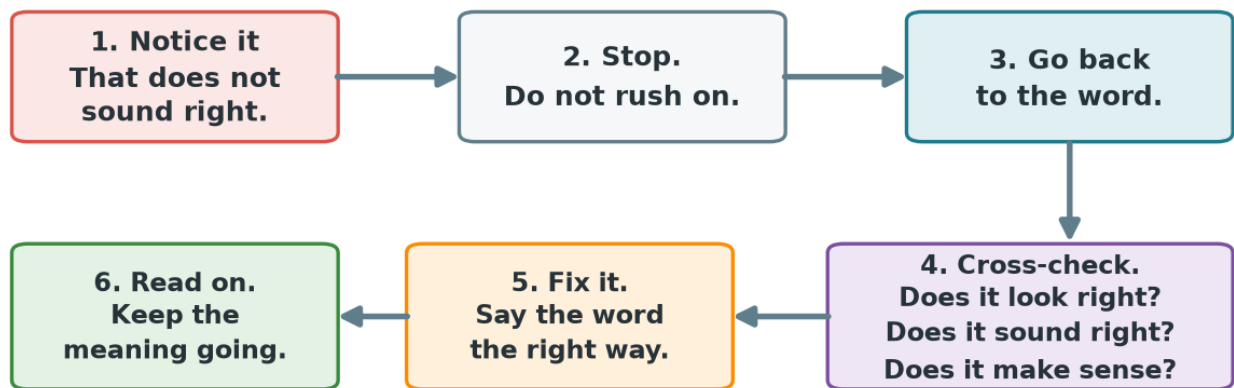
Fluent readers use all three at once, without even thinking about it. But when a word goes wrong, you can slow the checks down and use them on purpose. That is what Beat 3 is about.

Beat 3 — When you slip

Even the best readers slip. The thing that makes a strong reader is not that they never slip — it is that they notice, and they fix it. Noticing and fixing your own slip is called **self-correcting**, and it is a sign you are reading for meaning.

Here is the flow to follow when a word goes wrong.

The fix-it flow — what to do when a word goes wrong



Good readers slip sometimes. Fixing the slip is what good readers do.

A six-step flow chart: 1 Notice it, 2 Stop, 3 Go back to the word, 4 Cross-check (does it look right, sound right, make sense), 5 Fix it and say the word the right way, 6 Read on and keep the meaning going

Figure 3 — The fix-it flow.

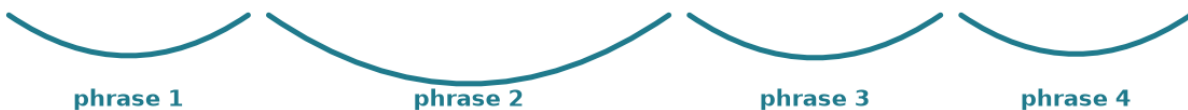
Beat 4 — Read in phrases

New readers often read one word at a time: *After ... school ... Mia ... and ...* That is slow and bumpy, and the meaning leaks away before the sentence ends. Fluent readers group words into **phrases** — chunks that belong together — and say each chunk in one smooth go.

You can mark phrases with a little scoop under each chunk, like this:

Read in phrases, not word by word

After school, Mia and her brother walked home in the rain.



phrase 1 phrase 2 phrase 3 phrase 4

**The comma is a pause sign. Each phrase is one chunk of meaning.
Say a phrase in one smooth breath, then move to the next.**

*The sentence “After school, Mia and her brother walked home in the rain.” with scoop marks under four phrases:
After school, / Mia and her brother / walked home / in the rain., plus a note that the comma is a pause sign*

Figure 4 — Scoop marks show the phrases.

Try it yourself. Say the sentence in Figure 4 one word at a time. Then say it in its four phrases. Feel the difference? The phrase way is smoother — and it is much easier to hold the meaning.

Beat 5 — Your voice follows the marks

The marks on the page are signs for your voice. They tell your voice what to do, and they help your listener understand.

Your voice follows the marks

.	full stop	Stop. Take a breath.
,	comma	A short pause — keep the words coming.
?	question mark	Your voice goes up at the end.
!	exclamation mark	Strong feeling — surprise, joy or fear!
“ ”	quotation marks	Someone is talking. Use a talking voice.

The marks are signs for your voice. They help the listener understand.

A five-row chart pairing each punctuation mark with what your voice does: full stop means stop and take a breath; comma means a short pause; question mark means your voice goes up; exclamation mark means strong feeling; quotation marks mean someone is talking, so use a talking voice

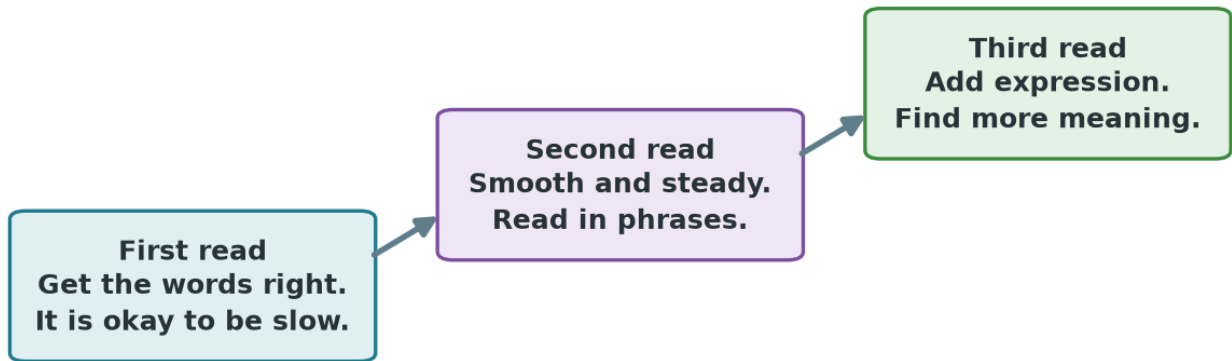
Figure 5 — The marks are signs for your voice.

Quotation marks mean someone is talking. When you read their words, use a talking voice — maybe a different voice for each character. **Dialogue** (the talking parts of a story) is one of the best places to let your voice do some work.

Beat 6 — Reading again makes you stronger

Fluent readers read things more than once. Each read has a job:

Reading again makes you stronger



Each read is easier than the one before — and each read brings more meaning.

Three rising steps: First read — get the words right, it is okay to be slow; Second read — smooth and steady, read in phrases; Third read — add expression, find more meaning

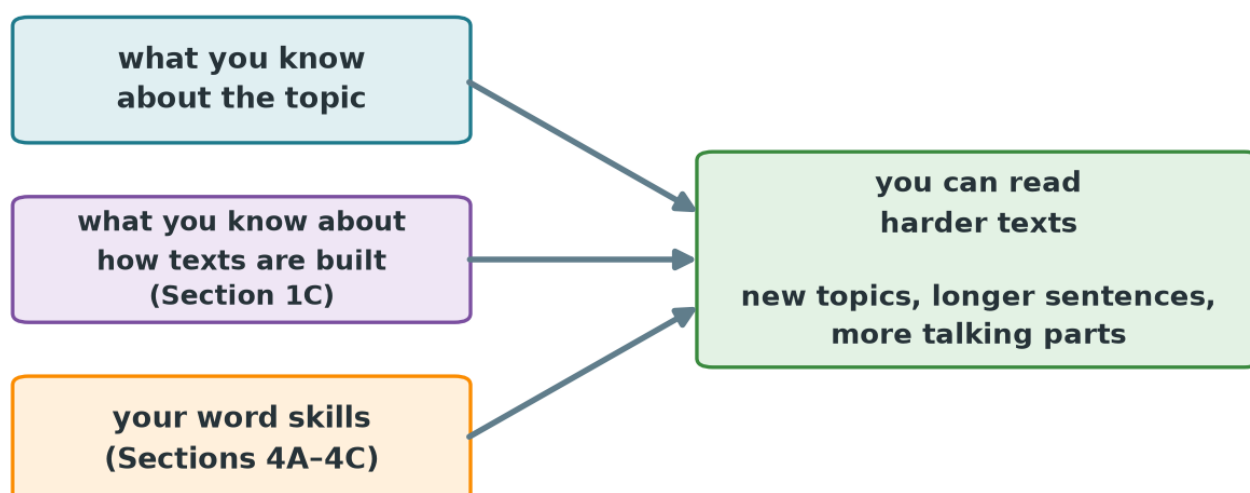
Figure 6 — The three reads.

Reading a favourite book again and again is not a chore — it is training. Each read is easier than the one before, and each read brings a little more meaning.

Beat 7 — Three tools for harder texts

This year you will meet harder texts: new topics, longer sentences, more talking parts. You already own three tools that make them easier.

Three tools for harder texts



Three tool cards — what you know about the topic, what you know about how texts are built (Section 1C), and your word skills (Sections 4A to 4C) — with arrows into a box saying “you can read harder texts”

Figure 7 — Three tools for harder texts.

- **Topic knowledge.** If you already know about frogs, a text about frogs is easier. Before you read, think: *What do I already know about this topic?*
- **Text structure.** You know how texts are built — stories have a set-up, a problem and an ending; reports have parts. Knowing the shape tells your brain what to expect. (That is Section 1C.)
- **Word skills.** Your letter-sound knowledge, your knowledge of letter patterns and big words, and your habit of choosing the right word from the sentence — all of these help you work out new words on the run. (Those are Sections 4A to 4C.)

When a hard bit comes, slow down, use the three checks, and use the fix-it flow. Harder texts are not a wall. They are a hill — and you climb a hill by going one careful step at a time.

Worked examples

Example 1 — with help

Read “The Kite”, written just for this book. Then watch how a fluent reader deals with a slip.

The Kite

1. Last Sunday, Tom and his dad took the new kite to the hill.
2. The wind was strong.
3. Tom held the string, and Dad let the kite go.
4. Up it climbed, high over the trees.
5. Then the wind stopped, and the kite dipped and dropped.
6. Tom pulled the string in fast.
7. “One more try!” he laughed.

On sentence 6, the reader said: “*Tom pulled the string in last.*” Now watch the fix.

Step	What the reader does
1. Notice it	<i>Last?</i> That does not sound right. A slip!
2. Stop	Do not rush on. The meaning matters more than speed.
3. Go back	Back to the word: <i>fast</i> .
4. Cross-check	Look right? <i>Last</i> starts with <i>l</i> , but the word on the page starts with <i>f</i> . Sound right? <i>In last</i> does not sound right. Make sense? You pull a kite string in fast — <i>in last</i> does not fit. All three checks fail.
5. Fix it and read on	Say <i>fast</i> , then read on. The meaning keeps going.

Watch a reader fix a slip

- 1 Last Sunday, Tom and his dad took the new kite to the hill.
- 2 The wind was strong.
- 3 Tom held the string, and Dad let the kite go.
- 4 Up it climbed, high over the trees.
- 5 Then the wind stopped, and the kite dipped and dropped.
- 6 Tom pulled the string in fast.**
- 7 "One more try!" he laughed.

The Kite — a story written just for this book

The reader said: "Tom pulled the string in LAST." Wait — that does not sound right!

Look right?

last starts with *l*,
but the word on the
page starts with *f*.

Sound right?

"in last" does not
sound right in
this sentence.

Make sense?

You pull a kite string
in fast — "in last"
does not fit.

Fix it: "Tom pulled the string in FAST." Say it, then read on. The meaning keeps going.

The Kite passage with sentence 6 highlighted, the slip "last" in a red alert box, the three checks failing it (look right, sound right, make sense), and the fix "fast" in a green box

Figure 8 — Watch a reader fix a slip.

Answer: The slip was *last* for *fast*. The reader noticed it (it did not sound right), went back, cross-checked it with all three checks, fixed it, and read on. Fixing the slip is what strong readers do.

Example 2 — with help

Now watch a fluent reader plan the voice for a poem, "The Night Train", written just for this book.

The Night Train

The night train, hums a sleepy song, Its wheels go round, the ride is long. It rolls past farms where the sheep are all right, And carries dreams across the night.

The reader's first read is just for the words. The second read adds the phrases and the voice. Here is the plan:

Line	Phrases	Voice choice	Why — the meaning
1	[The night train,] [hums a sleepy song,]	soft and hum-like	the train hums; the night is quiet
2	[Its wheels] [go round,] [the ride is long.]	slow and steady	like wheels turning, turning
3	[It rolls past farms] [where the sheep are all right,]	gentle	the sheep are safe and asleep — do not wake them!
4	[And carries dreams] [across the night.]	slow and quiet at the end	the poem is putting you to sleep too

Read the poem with expression

The night train, hums a sleepy song,

Its wheels go round, the ride is long.

It rolls past farms where the sheep are all right,

And carries dreams across the night.

a soft, hum-like voice

slow and steady

gentle — the sheep are asleep

slow and quiet at the end

The scoops show the phrases. The notes show what your voice can do.

The Night Train poem with scoop marks under each phrase and a voice note beside each line: a soft hum-like voice; slow and steady; gentle, the sheep are asleep; slow and quiet at the end

Figure 9 — Read the poem with expression.

Answer: The scoops show the phrases, and the voice choices follow the meaning — soft, slow, gentle, quiet. Read the poem aloud now, using the plan. Notice how much more of the poem comes through when your voice does its part.

Practice questions

With help

Q1. Match each word to its meaning. Draw a line from each word to the meaning that fits.

Word	Meaning
fluent reading	a group of words that belong together
phrase	to notice your own slip and fix it yourself
expression	reading that is right, smooth and full of meaning
slip	the feeling your voice shows when you read aloud
self-correct	to use two or more kinds of knowledge to check a word
cross-check	when a reader says a word the wrong way

Q2. Pick the word that passes all three checks. For each sentence, choose the word, then say which checks help you.

- (a) The farmer gave food to the _____. hens · chairs · clouds
- (b) The bird built its _____ in the tree. nest · next · nut
- (c) The sun came out, and the snow began to _____. melt · milk · meet

Q3. Copy each sentence and mark the phrases with scoops, like Figure 4. The number at the end tells you how many phrases to make.

- (a) On Saturday, our class walked to the library. (3)
- (b) The little boat rocked on the big waves. (3)
- (c) When the bell rang, we lined up at the door. (3)

Q4. Match each mark to what your voice does.

Mark	Your voice
full stop	Your voice goes up at the end.
comma	Strong feeling!
question mark	Stop. Take a breath.
exclamation mark	Someone is talking.
quotation marks	A short pause.

Q5. A reader read these sentences aloud and made one slip in each. Find the slip, fix it, and say which check caught it.

- (a) Mia poured the milk into the ball.
- (b) Dad took the car to the ships.
- (c) The baby cried because she was full.

Q6. Read this short text three times. After each read, use the reading log in Figure 10: tick every box you can say yes to.

Our class has a new job. Each day, two friends feed the class fish. The fish is called Pip. Pip swims to the top when the food comes. We take turns, so everyone helps. Pip is a quiet pet.

My reading log

read	I read the words right	I read in phrases	my voice had feeling
read 1	☐	☐	☐
read 2	☐	☐	☐
read 3	☐	☐	☐

my goal for next time: _____

After each read, tick the boxes you can say yes to.

A practice sheet titled “My reading log” with rows for read 1, read 2 and read 3, and tick boxes under “I read the words right”, “I read in phrases” and “my voice had feeling”, plus a line for a goal

Figure 10 — My reading log.

On your own

Q7. Read this short passage.

- The storm came at night. Rain hit the roof, and the wind shook the trees. Mia sat up in bed and listened. Was someone at the window? She held her breath — but it was only a branch, tapping, tapping, tapping.
- (a) Mark the phrases with scoops.
 - (b) Circle two marks that change what your voice does, and say what your voice does at each.
 - (c) How would you read the last few words — *tapping, tapping, tapping* — and why?

Q8. Be the teacher. A reader read this sentence aloud, and made two slips. Find both slips, fix them, and say which check caught each one.

The children built a sand castle at the party. The tide came in and washed it under.

Q9. Write your own fix-it plan. Finish the steps in your own words.

When I am reading and a word goes wrong: 1. First, I stop and _____. 2. I go back and _____. 3. I ask my three checks: Does it _____? Does it _____? Does it _____? 4. Then I _____ and read on.

Q10. Pick a book you would like to read from your class library. Look at one page.

- (a) Name one part of that page you think will need careful reading — a new topic word, a long sentence, or a talking part.
 - (b) Which of your three tools (topic knowledge, text structure, word skills) will help you most with that page? Say why.
-

Show what you know — Reading and Viewing

The Bell in the Garden. Read the passage three times, as your reading log taught you.

On Monday, our class found an old bell in the school garden. It was green with age and full of dirt. Mei picked it up and rang it softly. The sound was small and sad.

“It belonged to the old school house,” said Mr Lee, our teacher. “That house closed a long time ago.”

We cleaned the bell with water and a soft cloth. Bit by bit, it began to shine. When Mei rang it again, the sound was bright and clear.

We put the bell by the library door. Now it rings at the end of every lunch. When we hear it, we think of the old school house, and the children who rang the same bell a long time ago.

Part 1 — read. Read the passage once to yourself, for the meaning. Then read it aloud to your teacher or a partner.

Part 2 — answer. Read the passage again, then answer in full sentences.

- 1. Where did the class find the bell?
- 2. What did Mr Lee tell the class about the bell?
- 3. At the start, the bell’s sound was “small and sad”. At the end, it was “bright and clear”. Why do you think the sound changed?
- 4. When the bell rings now, what do the children think about? Why do they think about that?
- 5. You read this passage more than once. Tell one thing that was easier on your second read.

My checklist — tick each one when you can say yes.

Can I...	Yes
read the words right?	☐
read in phrases, not word by word?	☐
let my voice follow the marks?	☐
tell what the passage is about?	☐

Teacher note — this is the section’s assessed task, assessed as a Reading and Viewing comprehension (the CD’s mode is Reading and Viewing, TOC D9). Score against the Level 4 Reading and Viewing achievement standard: students “read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as the use of clauses and phrases to provide details and indicate relationships; and knowledge of punctuation for dialogue”, and “consider storylines, ideas and relationships between characters to build literal and inferred meanings”. Q1–Q2 are literal; Q3–Q4 are inferred; Q5 and the Part 1 read-aloud evidence the fluency construct itself (accurate, fluent reading for meaning, re-reading and self-correcting). Credit sensible inferences even where wording differs; the construct is meaning-making, not recall.

Answers

Q1. Fluent reading → reading that is right, smooth and full of meaning. Phrase → a group of words that belong together. Expression → the feeling your voice shows when you read aloud. Slip → when a reader says a word the wrong way. Self-correct → to notice your own slip and fix it yourself. Cross-check → to use two or more kinds of knowledge to check a word. **Q2.** (a) hens — meaning knowledge (hens eat food; chairs and clouds do not). (b) nest — meaning knowledge and letter-sound knowledge (*next* and *nut* do not fit the letters and the meaning). (c) melt — meaning knowledge (snow melts in the sun) and sentence knowledge (a doing word fits). **Q3.** (a) [On Saturday,] [our class] [walked to the library.] (b) [The little boat] [rocked] [on the big waves.] (c) [When the bell rang,] [we lined up] [at the door.] **Q4.** Full stop → stop, take a breath. Comma → a short pause. Question mark → your voice goes up at the end. Exclamation mark → strong feeling! Quotation marks → someone is talking. **Q5.** (a) *ball* → bowl (make sense, and look right). (b) *ships* → shops (make sense, and look right). (c) *full* → hungry (make sense). **Q6.** Your ticks will change with each read. Most readers find read 3 smoother than read 1 — that is the point of the log.

Model answers

These are model answers for the on-your-own tasks. Your own words are fine if your thinking is right.

Q7. (a) For example: [The storm] [came at night.] [Rain hit the roof,] [and the wind shook the trees.] [Mia sat up in bed] [and listened.] (b) The question mark — my voice goes up at the end of *Was someone at the window?* The full stops — my voice stops and takes a breath. (c) Slow and quiet, with a little tap on each *tapping* — because it is a branch knocking, and because Mia is a bit scared.

Q8. Slip 1: *party* → beach. You build a sand castle at the beach, and the tide only comes in at the beach — make sense. Slip 2: *under* → away. The tide washes a sand castle *away* — make sense, and *washed it under* does not sound right.

Q9. Answers will be different. One answer: 1. stop and go back to the word. 2. look at it again and say it quietly. 3. Does it look right? Does it sound right? Does it make sense? 4. fix the word.

Q10. Answers will be different. One answer: (a) the page has a long sentence and a big topic word I do not know yet. (b) word skills — I can break the big word into parts, and my topic knowledge about rain and the sun will help me work out what it means.

Show what you know. 1. The class found the bell in the school garden. 2. Mr Lee told the class that the bell belonged to the old school house, and that house closed a long time ago. 3. The class cleaned the bell, so it could ring clearly again — the dirt and age were gone. (Another sensible answer: the bell is cared for now, so it rings its true sound.) 4. They think about the old school house and the children who rang the same bell long ago, because the bell joins the two times together. 5. Answers will be different. For example: on the second read I did not have to stop on *belonged*, so the story flowed better and I noticed how the sound changed.

Teacher note — Assumed coming in, not re-taught here: students can already read accurately and fluently at Level 3 (VC2E3LY07), and can name simple text types and stages (used in Beat 7 via Section 1C) and use word-building knowledge (used in Beat 7 via Sections 4A–4C). Hands forward to Level 5 VC2E5LY06 (increasingly complex texts). No §2A exclusions apply to this CD. All texts in this section — The Kite, The Night Train, the storm passage, the Pip fish text and The Bell in the Garden — are original, written for this book; no published text is reproduced.