

YEAR 1

car



bee

The Phonemic Speller

boat



snail



fish

OXFORD

Tania Hunt

Practise your dictation:

My friend took a funny family photo.

4 Change one letter

Change one letter to make the correct word.



f	o	x



l	e	f	t



f	o	o	d



f	u	n	n	y

5 Mystery word

Write an /f/ word for each clue and find the mystery word.

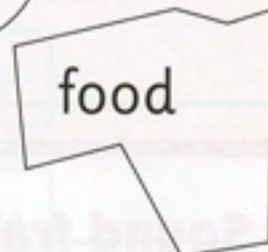
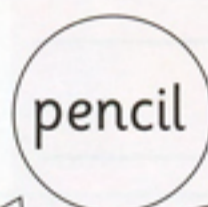
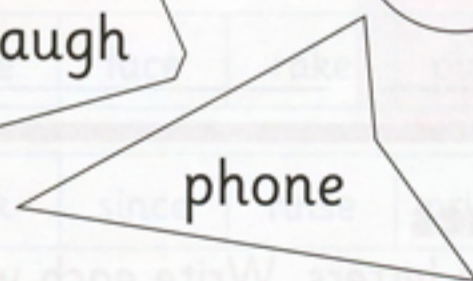
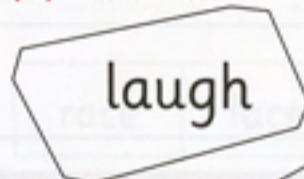
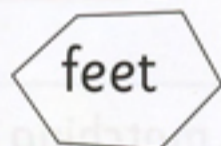
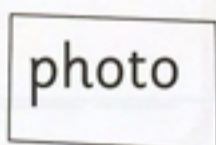
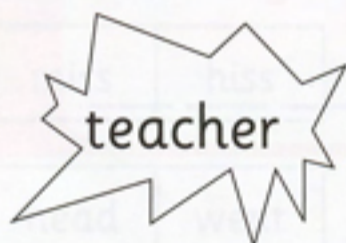
The crossword puzzle grid is as follows:

			e						
				p	h	y			
			e	p	h	a			
		o		e					
							p	i	

What is it? _____

6 Words with /f/

Colour the shapes that have words with an /f/ sound.



Get richer...

/f/

Piggy bank

ph

graph
trophy
dolphin
nephew
elephant

f

left
after
face
foot
forget

ff

stuff
off
office
effort
different

Others

laugh
enough
cough
often
giraffe

Money box

Draw a photo of your family making funny faces.

Design a trophy for a friend.

UNIT 12

as in: **fish**



fish



phone

Other spelling choices:



coffee

laugh

f

ph

ff

gh

Read • Identify • Check • Hide • Spell

fat

fox

food

funny

family

friend

phone

photo

Personal/theme words

Personal/theme words

1 Which word?

Write the correct word.



photo

phone



fat

fox



family

friend

2 Sound frames

Trace the grey letters. Write each word in a matching sound frame, then count the sounds.

fat funny friend photo

= _____

= _____

= _____

= _____

3 Rhyming words

funny _____

fat _____



sunny



hat



bunny



bat

UNIT 13

/s/

as in: sun



sun



circle



dress



horse



fence

Other spelling choices:

S

C

SS

se

ce

Read • Identify • Check • Hide • Spell

see

said

just

city

nice

face

kiss

dress

Personal/theme words

Personal/theme words

1 Which word?

Write the correct word.



face

nice



said

city



kiss

dress

2 Sound frames

Trace the grey letters. Write each word in a matching sound frame, then count the sounds

said just nice kiss

□ □ □ □ □

□ □ □ □ □

□ □ □ □ □

□ □ □ □ □

ear = _____

ear = _____

ear = _____

ear = _____

3 Rhyming words

see _____

said _____



bee



bed



tree



head

Practise your dictation:

Sara kissed her nice sister's face.

4 'c' making a /s/ sound (See Teaching Point)

Colour the bubbles where the letter c makes the sound /s/.

niece cake case juicy

mice face dance circus

5 My face


Label the face with these words.





nose
cheek
chin
ear
eye
mouth


6 Unjumbling sounds


Unjumble these sounds to make words. Match them to the pictures.

 ss k i _____

 ou h se _____

 se or h _____

 g l ss a _____

 p o l ce i _____

7 Odd word out

Which word doesn't rhyme?

kiss mess miss hiss _____

race face rake place _____

said bed head went _____

sink since rinse prince _____

Get richer...

/s/

Piggy bank

c	s	ss	se
cents	stop	class	horse
circus	soft	glass	house
circle	sorry	lesson	ce
pencil	seven	unless	since
decide	sister	guess	police

Money box

Show two different meanings for:
second
using sentences or pictures.

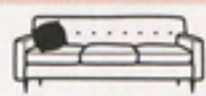
TEACHING POINT

c can make a /s/ sound when followed by the letter e, i or y.
cents
circus
juicy

Revision

1 Rhyming

Write the letters and choose the rhyming word.



cou _ _ _



pouch



cloud



_ _ _ ower



bath



flower



po _ _ _ et



plane



rocket



_ _ _ one



photo



bone



_ _ ox



box



dog



dre _ _ _



press



shirt



_ _ _ ock



knife



clock



ki _ _ _



ring

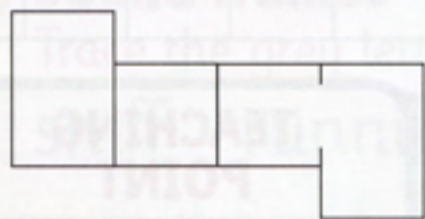


hat

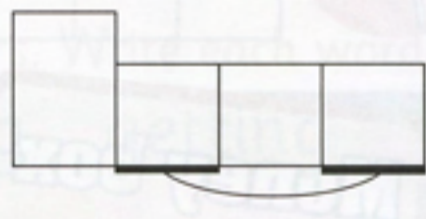
2 Sound frames

Write each word in a matching sound frame, then count the sounds.

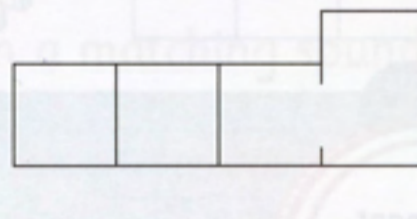
lunch long wash face



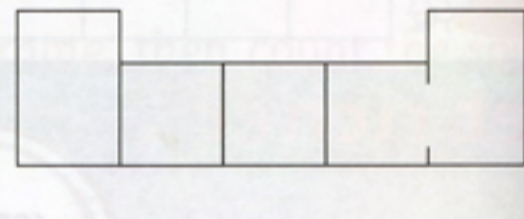
ear = _ _ _



ear = _ _ _



ear = _ _ _



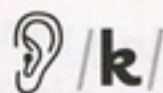
ear = _ _ _

3 Spelling choices

Circle the spelling choice for each sound.



- 7** seven
- city
- dress



- cat
- kite
- duck



- bin
- knife
- knit



- rat
- write
- wrap

Reflection: Units 9–16

What did I learn in units 9–16?

Unit	The sound	as in...	can be written as: (circle one or more)	A word using each spelling choice is:
9	/ch/	chair	ch zz tch	_____ips wa_____
10	/k/	clown	c ck k	_____ake du_____ _____ite
11	/sh/	shoe	th sh mb	_____ell
12	/f/	fish	l f ph	_____oot _____oto
13	/s/	sun	s ss c	_____ix ki_____ _____ircle
14	/n/	nose	n kn ck	_____est _____ife
	/r/	rocket	wr ve r	_____ite _____ing
15	/ng/	ring	ow ng nk	ki_____ wi_____k
16	/f/m/	coffee	ff mm	co_____ee ha_____er
	/n/p/	kennel	nn pp	ke_____el a_____le
	/t/	button	tt	bu_____on

How have I been doing?

Learning my words

How well have I been learning my own weekly spelling words?
Do I practise them enough, and learn the parts I'm unsure of?



Dictation

How well have I been writing the dictation passages?
Do I think about the spelling choices for each sound?



Unit tasks

Have I been finishing as many unit activities as I can?
Is my work my best effort? Do I try to learn as much as I can?



Better writing

When I'm doing other writing, do I think about the sounds in words I want to spell, and the spelling choices I know about?



Spelling strategies

Do I do things like... Sound out words I want to spell?
Think of different spelling choices I could use for each sound?
Make sure my word looks right? Ask others or use a dictionary?






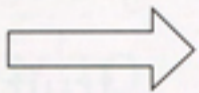






How many 😊 s? _____

Revision

1 Rhyming





Write the letters and choose the rhyming word.

 ca__e	 page	 bird	 tr__n	 plane	 car
 sn__k__	 cake	 lizard	3 thr__	4 four	 bee
 __ight	 light	 left	 cr__	 smile	 fly
 s__p	 boat	 rope	 m__n	 spoon	 star

2 Sound frames

















Write each word in a matching sound frame, then count the sounds.

give jumper rain who

 = ____	 = ____	 = ____	 = ____
--	--	--	--

3 Spelling choices

Circle the spelling choice for each sound:

 /j/  jam  jelly  giant	 /v/  vase  eleven  glove	 /ay/  baby  cake  rain	 /ee/  tree  teacher  angry
--	--	--	--

Reflection: Units 18–24

What did I learn in units 18–24?

Unit	The sound	as in...	can be written as: (circle one or more)	A word using each spelling choice is:
18	/j/	jug	k j t g	_ug _iant
19	/v/	violin	ti ve v y	glo___ ___an
20	/ay/	play	a_e a ay ai	sp___d___ l___dy h___ sn___l
21	/ee/	tree	ee e y ea	tr___ s___cret tedd___ m___t
22	/igh/	light	i i_e y igh	t___ger k___t___ fl___ n___t
23	/oa/	boat	o_e oa o ow	b___n___ t___st ph___t___ wind___
24	/oo/	moon	ue oo ar ew	cl___ r___f bl___

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How many 😊 s? ___

The Phonemic Speller – focusing on spelling for writing in the early years

Focus phonemes

(speech sounds) focus on sounds and spelling choices.

Focus graphemes

(spelling choices) correspond to the pull-out grapheme chart.

Dictation

passages put the spelling choices in context.

Oxford Wordlist® words are incorporated into the units.

Sound frames show how a number of letters can make one sound.

Teaching points are provided where applicable.

The money box provides **extension activities**.

The start of every unit has the same approach, so students can begin working with confidence.

Piggy bank words are linked to **multi-sensory activities**.

Extra features: Pull-out grapheme chart • Self-assessment rubrics • Practice pages • Revision units • Fold-in spelling strategy and alphabet strips

For your FREE copy of the *Oxford Wordlist®* go to: www.oup.com.au/thesuccessfulteacher

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wordlist

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Year 1 6–7 years

Year 2 7–8 years



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