

YEAR 2

turtle



horse



# The Phonemic Speller

moon



monster



hand



OXFORD

Tania Hunt



chair



watch

ch

tch

picture

t

Read • Identify • Check • Hide • Spell

chapter

\_\_\_\_\_

children

\_\_\_\_\_

which

\_\_\_\_\_

witch

\_\_\_\_\_

kitchen

\_\_\_\_\_

catch

\_\_\_\_\_

picture

\_\_\_\_\_

adventure

\_\_\_\_\_

Personal/theme words

Personal/theme words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 Which word?

Choose a list word that best matches each picture clue.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2 Sound frames

Trace the grey letters. Write each word in a matching sound frame and count the **sounds**. Then count the **syllables** in each word and write the number below each sound frame.

which    adventure    witch

 = \_\_\_\_\_  = \_\_\_\_\_

 = \_\_\_\_\_  = \_\_\_\_\_

 = \_\_\_\_\_  = \_\_\_\_\_

3 Rhyming words

catch \_\_\_\_\_

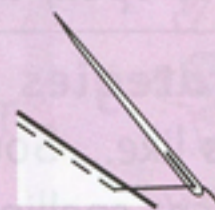
which \_\_\_\_\_



witch



match



stitch



hatch

Practise your dictation:

# Which picture matches the kitchen?

## 4 Homophones

Each of these words has more than one meaning. Match each word to two different pictures.

Homophones are words that sound the same but have different meanings.

night knight



branch  
chest  
march



## 5 Mystery word

Write the correct word for each clue and find the mystery word.

A room used for cooking is a \_\_\_\_\_.

We throw a stick for the dog to \_\_\_\_\_.

Turn the light on by flipping the \_\_\_\_\_.

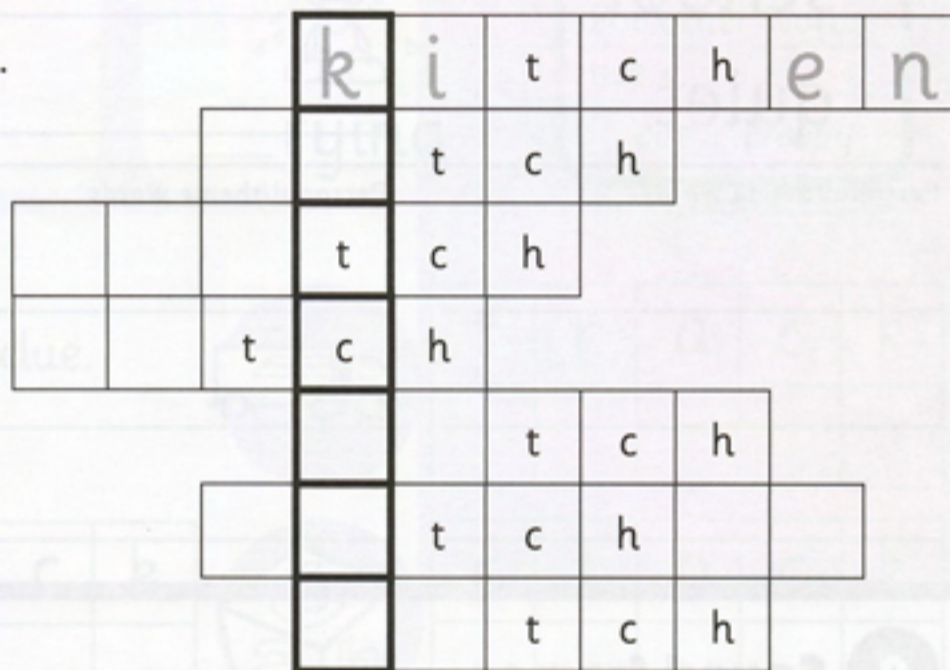
A clock you wear on your wrist is a \_\_\_\_\_.

Chicks \_\_\_\_\_ from eggs.

Buy meat from a \_\_\_\_\_.

Play cricket on a cricket \_\_\_\_\_.

What is it? \_\_\_\_\_



## Get richer...

/ch/

### Piggy bank

#### ch

rich  
branch  
beach  
torch  
touch

cheat  
chose  
choose  
cheese  
charge  
change  
teacher

#### tch

itch  
scratch  
switch  
match  
hatched  
watched  
butcher

#### Others

future  
creature  
cello

### Money box

Use sentences or pictures to show the meaning of which and witch.

### TEACHING POINT

When a /ch/ sound comes straight after a short vowel sound, you usually use tch.

watch kitchen  
catch

Use ch after a long vowel sound or a consonant.

church lunch  
ranch

# UNIT 10

/k/

as in: king

clown king duck school queen

Other spelling choices:

soccer box unique

c k ck ch q

cc X(ks) que

## Read • Identify • Check • Hide • Spell

could  
across  
because  
looked  
ticket  
backyard  
school  
quiet

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personal/theme words

Personal/theme words

## 1 Which word?

Choose a list word that best matches each picture clue.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 2 Sound frames

Trace the grey letters. Write each word in a matching sound frame and count the **sounds**. Then count the **syllables** in each word and write the number below each sound frame.

across because backyard

\_\_\_\_\_

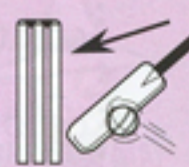
ear = \_\_\_\_\_ hand = \_\_\_\_\_

ear = \_\_\_\_\_ hand = \_\_\_\_\_

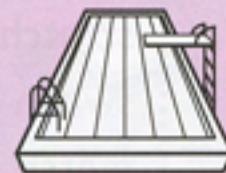
ear = \_\_\_\_\_ hand = \_\_\_\_\_

## 3 Rhyming words

school \_\_\_\_\_  
ticket \_\_\_\_\_



wicket



pool



cricket



stool

clown king duck school queen

c k ck ch q

soccer box (ks) unique

Practise your dictation:

# Could school kids quietly book tickets?

## 4 Suffixes

Write these words.

quick + er = \_\_\_\_\_

quick + est = \_\_\_\_\_

quick + ly = \_\_\_\_\_

## 5 'quite' or 'quiet'?

Write the correct word in each space: **quite** or **quiet**.

Please be \_\_\_\_\_.

Please be \_\_\_\_\_ still.

Are you \_\_\_\_\_ sure?

I'll be as \_\_\_\_\_ as a mouse.

## 6 Does it start with 'c' or 'k'?

Write **c** or **k** in each space.



\_\_\_ite



\_\_\_anary



\_\_\_ey



\_\_\_rying

When a word begins with a /k/ sound, use **k** if the next letter is **e** or **i**.

*keep kite*

For other words, use **c**.

*cat creepy*

## 7 Change one letter

Change one letter of each word to match the clue.



t	r	i	c	k



l	i	c	k



c	l	o	c	k



t	r	a	c	k

## Get richer...

/k/

### Piggy bank

**k**

kept  
koala  
kiosk  
kennel  
looking

**c**

picnic  
camel  
collect  
comma  
caravan  
camera  
computer

**ck**

o'clock  
locker  
sticker  
sticky  
lucky  
luckily  
black

**qu (kw)**

quite  
request

**x (ks)**

fox  
box

### Money box

Design the best backyard you could possibly imagine!

Suffixes are added to the ends of words to change their meaning.  
*care careful carefully*

Common suffixes are:  
**ed, ful, ly, ing, able, ance, ence, ness, ment.**

### TEACHING POINT

The letter **q** is always followed by the letter **u**. Together they make the sounds /k/ + /w/.

So **qu** = /kw/  
**quick**  
**queen**  
**quiet**

# Revision

## 1 Rhyming

Write the letters and choose the rhyming word.




 ca \_\_\_\_\_  match  watch

 s \_\_\_\_\_ ool  spoon  pool

 bru \_\_\_\_\_  flush  push

 \_\_\_\_\_ riend  send  flower

 lau \_\_\_\_\_  scarf  lolly

 \_\_\_\_\_ one  bone  photo

## 2 Sound frames

Write each word in a matching sound frame, and count the **sounds**. Then count the **syllables** in each word and write the number below each sound frame.

catch could looked laugh horse knock thumb

 = \_\_\_\_\_  = \_\_\_\_\_

 = \_\_\_\_\_  = \_\_\_\_\_

 = \_\_\_\_\_  = \_\_\_\_\_

 = \_\_\_\_\_  = \_\_\_\_\_


 = \_\_\_\_\_  = \_\_\_\_\_

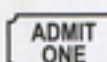
 = \_\_\_\_\_  = \_\_\_\_\_


 = \_\_\_\_\_  = \_\_\_\_\_


## 3 Spelling choices

Circle the spelling choice for each sound.

 /k/

 ticket

 school


 cone

 /sh/


 fish


 station

 ship

 /r/

 rabbit

 write

 carrot

 /n/

 knock

 sun

 bunny

# 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 t	___ild  wa_____  pic___ure
10	/k/	clown	c ck k q ch	___lown  tru_____  ___itten
11	/sh/	shoe	ci sh mb ti	deli_____ous  ___ape  sta_____on
12	/f/	fish	l f ph ff	___oot  tro_____y  co_____ee
13	/s/	sun	ce s ss c se	___ixty  dre_____  ___ircle
14	/n/	nose	n kn ck	___ail  ___ife
	/r/	rocket	wr ve r	___ite  ___ing
15	/m/	mouse	mb ng m	___an  la_____
	/w/	window	p wh w	___ale  ___ater
16	/b//d/	dd ee b d bb	ra_____it  la_____er	
	/g//r/	r ve rr g gg	e_____  ca_____ot	
	/z/	zz	pu_____le	

## 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.


 \_\_\_acket     
 
 racquet     
 
 jumper


 bri\_\_\_ \_\_\_ \_\_\_     
 
 road     
 
 fridge


 sn\_\_\_k\_\_\_     
 
 steak     
 
 lizard


 \_\_\_ \_\_\_ \_\_\_ t     
 
 roast     
 
 bread

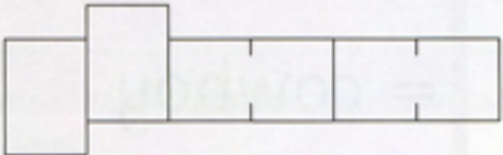



 mon\_\_\_ \_\_\_     
 
 sunny     
 
 coin


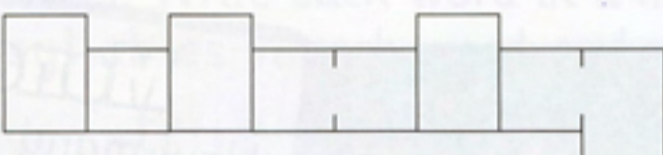
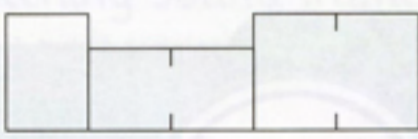
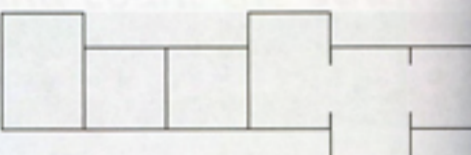

 l\_\_\_ \_\_\_ t     
 
 kite     
 
 sky







## 2 Sound frames









Write each word in a matching sound frame, and count the **sounds**. Then count the **syllables** in each word and write the number below each sound frame.

bridge Saturday eighty please might tooth balloon

 = \_\_\_   
  = \_\_\_     
  = \_\_\_   
  = \_\_\_     
  = \_\_\_   
  = \_\_\_





 = \_\_\_   
  = \_\_\_     
  = \_\_\_   
  = \_\_\_     
  = \_\_\_   
  = \_\_\_     
  = \_\_\_   
  = \_\_\_

## 3 Spelling choices

Circle the spelling choice for each sound.

 / **ee** /  
 fairy  
 tree  
 teacher

 / **ay** /  
 eight  
 steak  
 they

 / **oa** /  
 boat  
 window  
 rope

 / **oo** /  
 tooth  
 screw  
 flute



# 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	ge j t g dge	_ug  _iant  fri _ _ _
19	/ay/	play	a_e a ay ai	sn_k_  b_by  tr_ _ _
20	/ay/	play	eigh ey ea ou	80 _ _ _ _ ty  th_ _ _  br_ _ _ k
21	/ee/	tree	ee e y ea ou	tr_ _ _  s_ _ cret  m_ _ _ t  tedd_ _
22	/igh/	light	i i_e ed y igh	t_ger  k_ t_  fl_  n_ _ _ _ t
23	/oa/	boat	o_e oa o ea ow	b_ n_  t_ _ _ st ph_ t_  wind_ _ _
24	/oo/	moon	u_e ue oo u ew	cl_ _ _  r_ _ _ f  bl_ _ _ fl_ t_  comp_ ter

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How many 😊 s? \_\_\_\_\_ 55

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

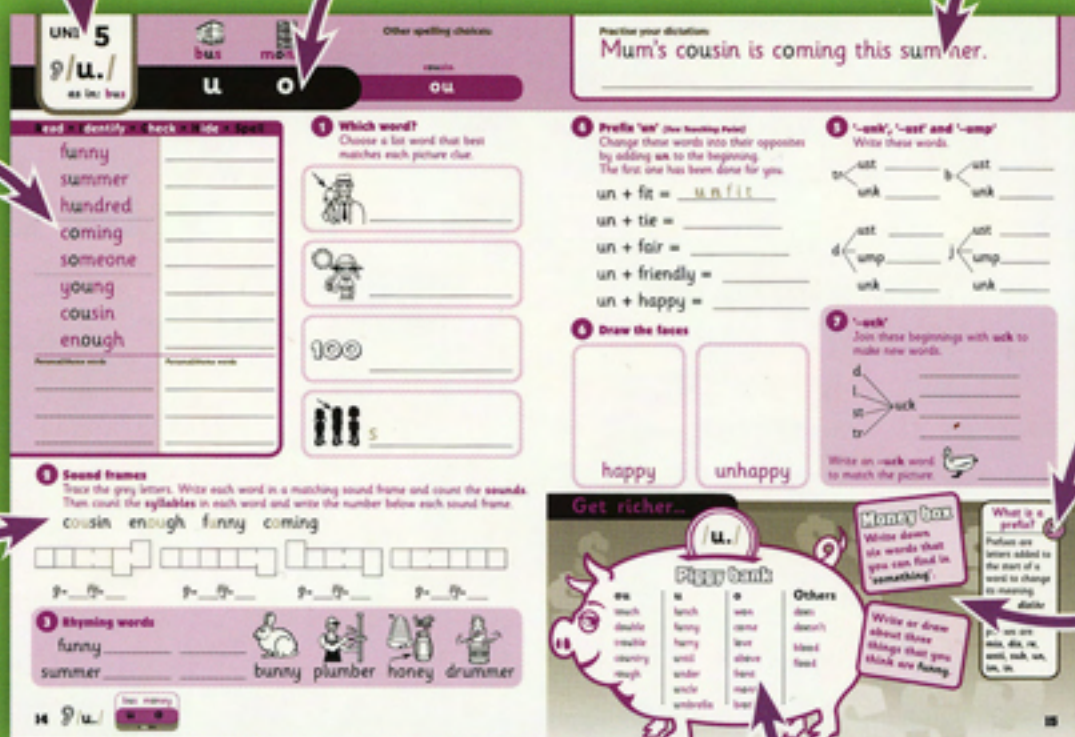
**Focus phonemes**  
(speech sounds) focus on sounds and spelling choices.

**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

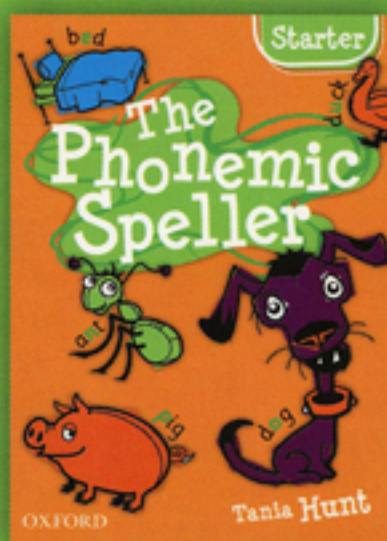
For your FREE copy of the *Oxford Wordlist®* go to: [www.oup.com.au/thesuccessfulteacher](http://www.oup.com.au/thesuccessfulteacher)

**oxford wordlist**

Starter 5–6 years

Year 1 6–7 years

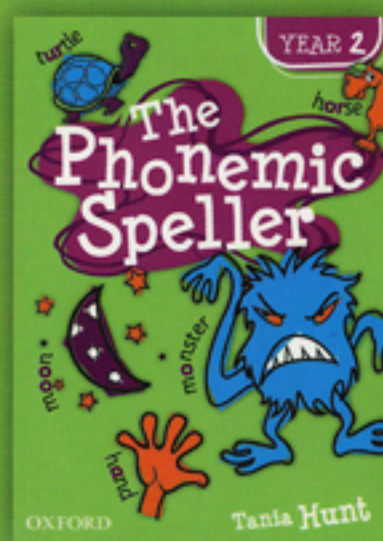
Year 2 7–8 years



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