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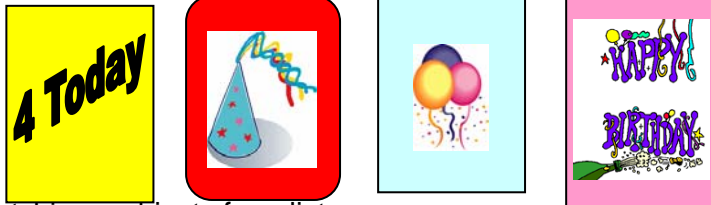
# CATEGORY 1 – Preparatory Activities

Pattern matching – simple

Pattern matching – more advanced

Sorting – cards into boxes

- Matching: Put each birthday card in the matching box.



Matching – objects from list

- Look at the shopping list. Put the matching item from each shelf in the shopping basket.

Continuing object patterns

- What comes next? Object patterns – simple – same shape, same object, 2-part pattern
- Object patterns – more difficult – up to 3 different objects

Continuing letter patterns – based on alpha order

Continuing letter patterns – based on letter shape distinction

- Letter recognition patterns: non-alpha order e.g. **a o c a o ?**  
**m w m w m ?**                      **b d d b d d ?**

Shape distinction - Shadow match

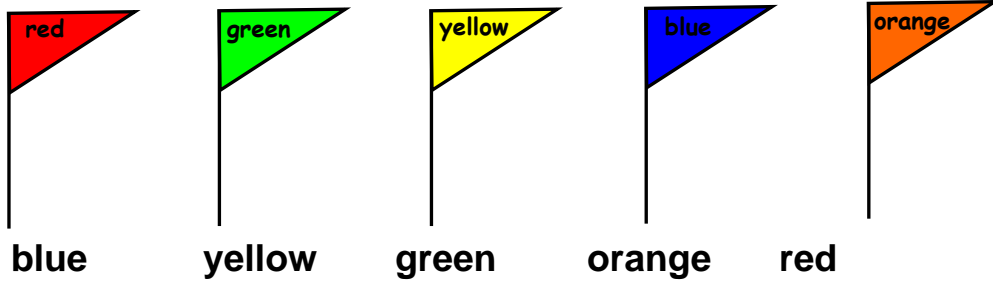
- Letter shadows. Put letters with their shadows, upper and lower case.

Letter recognition

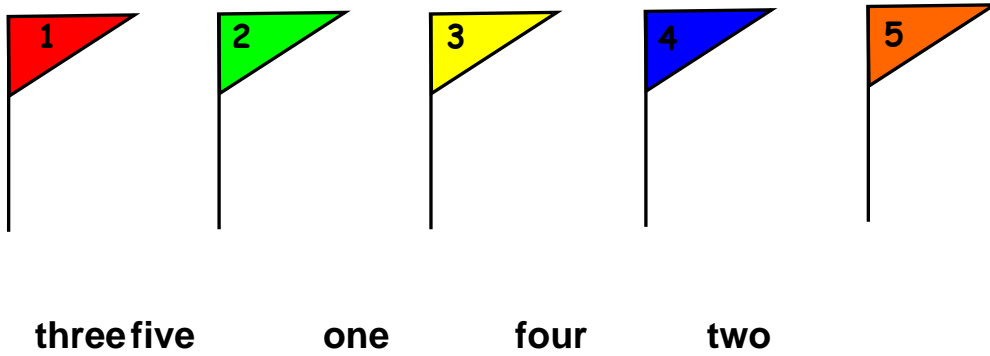
- Letter match: Put upper case letters with their matching lower case letters.
- Click on the word that is different in each line.

**it    if    it    it**  
**so    no    no    no**  
**on    no    no    no**  
**to    to    at    to**  
**of    of    of    if**  
**in    it    in    in**  
**etc.**

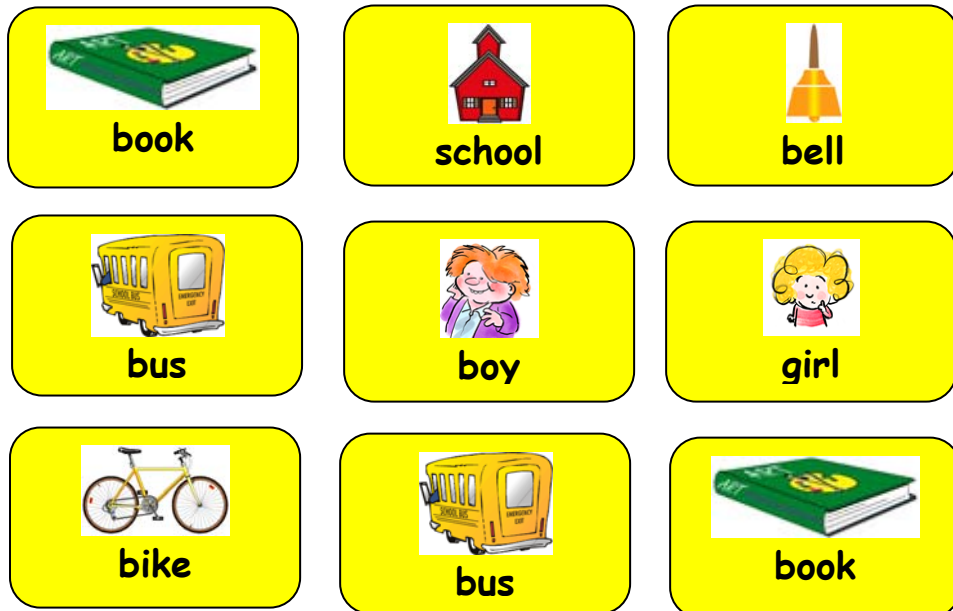
- Capture The Flag: Colours: Match the colours and words.



- Numbers: Match the numbers and words.



- Snap! Put the matching pairs together.



## CATEGORY 2 – Spelling Patterns & Rules

### Level 2 and following

1. Recognise the difference between vowels and consonants
2. High frequency words (Sight words)

#### High Frequency Word List

a	get	not	there
about	go	now	these
all	had	number	they
an	has	of	this
and	have	oil	time
are	he	on	to
as	her	one	two
at	him	or	up
be	his	other	use
been	how	out	was
but	if	over	water
by	in	part	way
call	into	people	we
can	is	said	were
come	it	see	what
could	like	she	when
day	long	so	which
did	look	some	who
do	made	than	will
down	make	that	with
each	many	the	word
find	may	their	would
first	more	their	write
for	my	them	you
from	no	then	your

3. Onset-rime patterns
  - at, et, it, ot, ut families
  - an, en, in, on, un families
  - ad, id, od, ud families
  - ag, eg, og, ig, ug families
  - ap, ip, op, up families
  - ab, ib, ob, ub families
  - am, im, om, um families
4. Word recognition
5. Word shapes
6. Letter-to-number correspondences
7. Words within words
8. Look, Cover, Write
9. Link words to meanings
10. Link words to a context

### Level 3 and following

1. Onset-rime patterns:

#### Common Rimes – Level 3

-ack	-ate	-ick	-ock
-ail	-aw	-ide	-oke
-ain	-ay	-ight	-ore
-ake	-eat	-ill	-uck
-ame	-ell	-ine	-ump
-ank	-est	-ing	-unk
-ash	-ice	-ink	

7. Recognise mis-spelt words and understand how to correct them.
8. Long vowel phonemes – same spelling, e.g. snake, tame, tale, gate/ snail, rain, drain, jail, daisy, sailor/ treat, meal, seal, bean, dream/ feed, peel, seed, feet, reef, wheel/ etc
9. Long vowel phonemes – same sound, different spelling, e.g. snake-snail, baby-play, boat-bone-toe, bear-hare-where, child-sky, first-church, bee-leaf, ball-paw-fork-door-board-more, car-bath, house-cow, boy-foil, moon-shoe-blue-new
10. Modifying e: e at the end of a word makes the preceding vowel say its name e.g.

make	take	shade	game
bake	fade	spade	came
cake	made	came	same
snake	grade	name	
wage	cave	date	lace
page	brave	gate	face
cage	wave	mate	race
stage	gave	hate	space
rage	save	plate	
case			

5. Two-syllable words with double consonants
6. Nouns when an *s* is added
  - Plurals - Words ending in *y*
7. *le* words
8. Spellings of verbs with *ed* as past tense ending – add *ed*
9. Spellings of verbs with *ed* as past tense ending – short vowel: double the last letter, then add *ed*
10. Spellings of verbs with *ed* as past tense ending – long vowel, silent *e*: drop the *e*, then add *ed*.
11. Spellings of verbs with *ing* as present tense ending
  - Add *ing* without changing root word
12. Spellings of verbs with *ing* as present tense ending
  - Short vowel: double the last letter, then add *ing*
13. Spellings of verbs with *ing* as present tense ending
  - Long vowel, silent *e*: drop the *e*, then add *ing*  
e.g. Combine each of these words with the ending *ing*: *give use take hope, wave*
  - Fill in the blank spaces in this table:

fire	firing	fired
climb		
mine		
dry		
cry		
fine		

- Double Up: If a word has a short vowel before the last letter, the last letter must be **doubled** before adding *ing* or *ed*.  
Complete the Double Up table:

stop	stopped	stopping
slip		
knot		
bat		
rip		
rub		
beg		

14. Spellings of verbs with *s* as plural ending

## Level 5 and following

1. Plurals - Words ending in *x, sh, ch* or *s* (add *es*)
2. Plurals - Words ending in *f* or *fe* (change the *f* or *fe* to *v* before adding *es*)
3. Exceptions to the *f* and *fe* rule – e.g. *cafe-cafes, handkerchief-handkerchiefs*
4. Identify mis-spelt words
5. Recognise words from common spelling patterns
6. Common letter strings as a feature of words
  - e.g. (nt) words:  
to desire something \_\_\_nt;  
put something in a garden to grow \_\_\_nt;

to make handwriting go in a certain direction \_\_\_\_nt;

a small piece of wood in your finger \_\_\_\_nt\_\_;

He has gone. He \_\_\_\_nt;

to come into a room \_\_\_\_nt\_\_;

to make a picture with water colours \_\_\_\_nt;

A season of the year \_\_\_\_nt\_\_

## Level 6 and following

7. Recognise common letter strings and patterns in different contexts.

- Change-A-Word: Change “play” to “grim”:

play

(to speak to God)\_\_\_\_\_

(a colour)\_\_\_\_\_

(a metric mass measurement)\_\_\_\_\_

grim\_\_\_\_\_

- Rearrange the letters in this word to spell a new word:

*heat:* to dislike something

*tea:* to have food

*read:* to do something risky

*sleep:* he skins an orange

*three:* in that place

*teach:* to be dishonest in a game

*left:* to feel something yesterday

- Drop one letter off this word to make a new word:

*fine flies climb ride fire open want clock stopping wash*

- Find the word in the box that means (a wild animal similar to a large dog).  
Take the letters of that word out and put them in the (other box).

w	o	r	s	t	e	d
e	n	o	w	o	l	f
n	d	o	o	r	w	e
g	o	l	f	e	w	o
f	l	w	o	u	l	f
o	c	x	d	i	n	g

- Change one letter in each word to make a word matching the clue:

blow - a splash of ink on a page

post - time gone by

close - selected

hold - an opening

road - what you do to text

open - where food is baked

post – a person who writes poetry

8. Words with common letter strings but different pronunciation

9. Words with silent letters

- Sound Management

Click on all the words with a silent ‘b’.

*climb bulb bomb sombrero benign absorb limb*

Click on all the words with a silent ‘n’.

*align, alien, autumn, numb, neutral, design*

Click on all the words with a silent 'p'.

*pamphlet, phantom, psychiatrist, physiotherapist, plumber*

etc.

10. Meanings, spelling and use of common homophones
11. KS2 List 2
12. Use known spellings as a basis for spelling other words
13. Build from other words with similar patterns and meanings
14. Spell by analogy with known words

### **Level 8 and following**

15. Words with common endings
16. Words with common roots

### **Level 10 and following**

17. Patterns of consonants

### **Level 12 and following**

18. Unstressed vowels in polysyllabic words
19. Words ending in a modifying e, words ending in y
20. Words ending in vowels other than e
21. Spell complex polysyllabic words which do not conform to regular patterns

## CATEGORY 3 – Vocabulary

### Level 2 and following

1. Alliteration

### Level 4 and following

2. Connectives - and, but

### Level 6 and following

3. Synonyms and shades of meaning
  - Click on all the words that are synonyms for the underlined word:  
glad : plant : began : many    *happy, sow, started, lots, numerous, commenced, dig, joyful*
  - Choose a better word to substitute for “nice” in each of these sentences:  
Angela picked the nice flowers from the garden.  
The meal we had at the restaurant tasted nice.  
We had a nice holiday at Tropical Daydream resort.  
The new girl in our class is nice.
    - Cross out any words on each line which do not have a similar meaning to the first word:  
**right:** *correct true wrong precise suitable*  
**find:** *discover locate hide look unearth*

4. Antonyms

hesitate	
----------	--

- Move one of these words into the Antonym box:  
(pause, dither, act, rest, slide )
- Click on the two words that are opposites in this sentence: *I came to school **early** but my friend was **late**.*  
*When you **spoke**, everyone **heard** what you said.*
- Choose the word that means the opposite of the word in the box and put it in the sentence.  
*In the \_\_\_\_\_, we went home on the bus. (afternoon)*
- Complete each sentence. Put the word that is opposite to the underlined word in the space.  
Use the hoe to wet the very \_\_\_ garden.  
If you lose your pencil, you will have to \_\_\_\_ it.  
Is this book yours, or is it \_\_\_\_\_?  
The plane had to fly \_\_\_\_ above the low cloud.
- Adjectives, nouns and opposites:

ADJECTIVE
absent

OPPOSITE

Fill in the blank spaces with the correct word:

NOUN

OPPOSITE

## Level 8 and following

5. Correctly label parts of a diagram
6. Connectives implying time or sequence - after, meanwhile, during, before, then, next, suddenly

## Level 10 and following

7. Form words from longer words
  - **Time For A Change**  
Find a small word inside the bigger word that fits the clue; farmer (a part of the body)
8. Homonyms
  - Choose the correct word and put it in each space: here, hear; there, their; its it's; etc
  - Choose the correct word and put it in the space:  
*Did you get all your work \_\_\_\_\_ ? (right, write)*  
*The motorist was \_\_\_\_\_ for driving too fast. (fine, fined)*  
*Anna had to \_\_\_\_\_ her baby sister, (mined, mind)*  
*Harrison was riding his bike on the \_\_\_\_\_ (rode, road, rowed)*
  - **Homo Sapiens** **Homophones** are pronounced exactly the same but have different meanings and spellings. **Homographs** are spelled the same but have different meanings and often a different pronunciation. Together these two groups of words are called **homonyms**.  
**Homophones:** bow bough weather whether wether  
red read aloud allowed
  - **Homographs:** bow bow bear bear  
read read
  - **Looks Aren't Everything**  
Click to choose the words in this sentence that sound the same.  
*"Sister Susie, would you please sew shirts for soldiers?" begged the other girls so eagerly that Susie could not refuse.*  
*The sweet sounds of harp and flute mingled in the recording studios of Suite Sixteen.*  
*Mrs Mant's maid Ellen brought in the muffins she had made for afternoon tea.*  
*In a bold move to unsettle the batsmen, the captain himself bowled the last over before tea.*  
*As if on cue, people began arriving to queue for tickets to the rock concert as the first rays of dawn appeared in the sky.*
9. Prepositions
  - **Preposition Precision**  
Use the correct preposition to complete each sentence:  
*I felt uncomfortable \_\_\_\_\_ telling Pamela I didn't like the colours she had chosen.*  
*The teacher's absence \_\_\_\_\_ the classroom was longer than expected.*  
*Ninety-five percent of those surveyed expressed dissatisfaction \_\_\_\_\_ the standard of Sydney's rail services.*  
*Harold gave Thelma some flowers to express his gratitude \_\_\_\_\_ all her help with his garden.*  
*This software program is not compatible \_\_\_\_\_ my new computer.*  
*to, for, in, about, by, with, towards, on, from*
  - **A Question of Direction**  
Use the correct preposition to complete these common verbal phrases.  
*When it became too dark for Elena to read, she turned \_\_\_\_\_ the light.*  
*Although she was feeling unwell, Marcia managed to sit \_\_\_\_\_ in bed to talk to the doctor.*

*Reg was an old-fashioned gentleman, who would never sit \_\_\_\_\_ in a bus while there was a lady still standing.*

*Judy arranged to pick Nathan \_\_\_\_\_ from day-care by five o'clock every afternoon.*

*The bus had the right to pull \_\_\_\_\_ in front of other traffic.*

*Having become completely lost in an unfamiliar area of the city, I pulled \_\_\_\_\_ to the edge of the road to look at a street directory.*

*The psychiatrist encouraged Lynn to take \_\_\_\_\_ line dancing for stress relief, as her job was really getting her \_\_\_\_\_.*

*The desk clerk informed Alfred that the latest time he could check \_\_\_\_\_ of his room was midday.*

*up, down, in out, on, off*

10. Words implying gender

11. Meanings of proverbs

### **Level 11 and following**

12. Connectives implying cause - since, because, therefore, so, given that

13. Compound words

14. Word roots and derivations

15. Collective nouns

- **Collectively Speaking** – a herd of cattle, a flock of birds, a gaggle or skein of geese, a parliament of fowls, a kindle of kittens, a murder of crows, a sleuth of bears etc

16. Onomatopoeia

17. Words borrowed from other languages

18. How words and expressions have changed over time

19. Archaic words and expressions

20. Cliches

21. Idiomatic phrases and expressions:

- **Fine Phrasing**

Complete this sentence with a phrase containing the given word, so that the sentence has a similar meaning to the sentence in the box.

There is almost no water left in the water dispenser.

There is \_\_\_\_\_ water left in the water dispenser. (hardly)

Glenice couldn't wait to see the latest Larry Rotter film.

Glenice \_\_\_\_\_ to see the latest Larry Rotter film. (dying)

Ralph and Elaine are considering buying a yacht.

Ralph and Elaine are \_\_\_\_\_ buying a yacht. (thinking)

The match was so exciting that Martha stayed till the end. .

It was \_\_\_\_\_ match that Martha stayed till the end.  
(such)

- A Little Formality Please!

Choose the correct more formal word to replace the underlined verb phrase in these sentences.

Neil suggested that we take a break and carry on with the meeting after lunch.

Neil's suggestion was backed up by the other committee members.

I bumped into Rachael at the shops today.

Rachael's baby really takes after Tom's family.

Rachael was very pleased to see us, so we said we'd drop in on her at home some time soon.

Rachael told us Tom finally gave up smoking after his father died of lung cancer.

*supported, resembles, continue, stopped, visit, adjourn, met*

- Body Language

Complete each sentence with the correct body part.

After lying awake all night thinking about the situation, Daryl requested an interview with his boss to get the matter off his \_\_\_\_\_.

Libby was certainly in a bad mood. Tom asked an innocent question about her sales figures and she nearly bit his \_\_\_\_\_ off.

Thinking about the amount of money they would have to borrow to purchase Trelawney House, Norton began to get cold \_\_\_\_\_ about the deal.

I didn't really feel like going to the football, but Freddy twisted my \_\_\_\_\_ so I said I would.

You only have to look at Scott and Kirsty to know they are \_\_\_\_\_ over \_\_\_\_\_ in love.

It's very annoying the way we can't have a private conversation without Nigel coming and sticking his \_\_\_\_\_ in.

I would really like to have lunch with Harry today, but I'm up to my \_\_\_\_\_ in work and I doubt that I will have time.

My grandmother often said, "Don't say anything behind someone's \_\_\_\_\_ that you wouldn't say to their face."

## 22. Words for introducing and concluding dialogue

- Vocabulary Enrichment: All of the words in the box mean the same as "said". Write one of the words in the box for "said" in each sentence below: *told spoke asked questioned informed advised instructed explained accused*

The student \_\_\_\_\_ the teacher about how to do the work.

The policeman \_\_\_\_\_ the suspect of the robbery.

The girl \_\_\_\_\_ her name when she was asked.

## Level 12 and following

23. Metaphorical expressions and figures of speech

24. Metaphors and similes

25. Confusable words

- I'm Sorry – I'll Reword That....

In these sentences, only one of the blue words correctly fits the context. Click to choose the correct word.

*The day we spent at Dreamtime Beach was (fun funny).*

*Matilda and Ivan had a superb (landscape scenery view) from their hotel room.*

*Dr Foster listened to Albert's hacking cough and gave him a ( recipe receipt prescription) for an antibiotic.*

*Muriel's grandmother is ( died dead death).*

*Andrew and Gemma lived in Schenectady (during for since) three years, and returned here five years (since already ago).*

*The basketball team is (actually currently) on tour overseas and is scheduled to (return resume) in May.*

*Although Hetty lives by herself, she says she never gets (alone lonely).*

*I think Elton would be reluctant to leave Frawley and Company, because he has a very good (work job activity) there.*

- Ed or Ing?

Choose the correct form of the adjective to complete these sentences.

*Jasper's form during the golf tournament has been simply ( amazed amazing).*

*Sheila felt quite (embarrassing embarrassed) to realise that Marco had overheard her last remark.*

*While some people regard tripe as a delicacy, others find the thought of eating it quite ( revolted revolting).*

*The way that Francis never talks about anything except his children is very (bored boring).*

*Standing up in a classroom all day teaching inattentive children is very (tired tiring). By evening I am always (exhausted exhausting).*

*Madeline looked absolutely (stunned stunning) in her evening gown.*

*Clayton's enthusiasm for the project was (overwhelming overwhelmed) by the projected cost.*

*Harvey heard some (worried worrying) rumours about a possible land rezoning in Hampshire Street.*

*Pamela felt greatly (refreshing refreshed) after a long, cool, (relaxed relaxing) swim.*

*Verity, Priscilla and Paul found Wonderland rather (disappointed disappointing).*

*The only (frightened frightening) ride was the Volcanic Panic.*

- Verb Abuse

*I promised David his father would (learn teach) him to drive in the summer vacation.*

*The price of oil (raised rose) dramatically during the Gulf War.*

*From*

26. How new words are added to the language

27. Origins of proper names - Christian names, family names, place names

28. Technical words including integrated vocabulary from other subject areas

## Level 13 and following

29. Puns, word games

30. Useful terms/phrases for persuasion and argument

31. Irony

32. Tautology

33. Hyperbole
34. Distinguish between the everyday uses of words and their specific technical use e.g. energy, work, resistance
35. Connectives - therefore, notwithstanding, furthermore

## CATEGORY 4 – Grammar & Punctuation

### Level 2 and following

1. Sentences
2. Identify words that tell who or what in texts (nouns and noun groups)
3. Identify action words (verbs)
4. Identify words that tell when or where something happens
5. Capital letters - First person singular pronoun, beginning of sentences
6. Capital letters - proper nouns, titles of books, etc, headings e.g. newspapers

### Level 3 and following

7. Full stops

### Level 5 and following

8. Question marks

### Level 6 and following

9. Question forms - *wh* words, e.g. *what, where, why, when, who*

### Level 8 and following

10. Nouns and pronouns
11. Possessive pronouns
  - Possessive pronouns such as *hers, his* and *its* do not need an apostrophe because the possession is already 'built in' to the word.  
*This drink must be hers.*                      NOT    *This drink must be her's.*

### Level 9 and following

12. Adjectives
13. Verbs - regular conjugation
14. Comparatives and superlatives
  - Comparatively Speaking – Good, Better, Best. Fill in the blank space.  
Fast/faster/fastest – near/?/nearest
  - When using terms of comparison, do not use *more* and *-er* together, or *most* and *-est* together.  
*Marmalade was the **most prettiest** of the three kittens, but Honeycomb was the **most bravest**.*  
*Friday was **more colder** than Saturday.*
  - Adjectives such as *perfect, unique, full, empty, flawless*, etc are not capable of greater or lesser degree, so they cannot sensibly be modified, either by adding an ending or by using *more* or *most*.  
*Mr Hanson was the **most unique** teacher at our school.*  
*Your glass is **emptier** than mine.*

## Level 10 and following

15. Apostrophes - contractions
  16. Apostrophes – possession
  17. Adverbs
  18. Verbs - irregular conjugation
  19. Verbs - tense, changing tense
- Build the correct verb part to complete the sentence: I **hear** the firebell ringing. Yesterday I ----- the firebell ringing.  
Mum hears me read each day. Mum was ----- me read when the phone rang.

*We finish our work on time. Yesterday, we \_\_\_\_\_ our work on time.*

*The golfer swings his club at the ball. Yesterday, the golfer \_\_\_\_\_ his club at the ball.*

*The children swim in the ocean. Yesterday, the children \_\_\_\_\_ in the ocean.*

*Lina and Marc drink wine with their meal. Yesterday, they \_\_\_\_\_ wine with their meal.*

20. Verbs - number, changing number
  21. Verbs - person, changing person
  22. Nouns –
- Make sure that you do not accidentally make a change in person;  
*NOT If students aren't careful, you will be left behind.*
  - Compound nouns form their plurals by adding an s to the first element of the noun if this is the most important word;  
*mothers-in-law brigadiers-general*
  - Don't confuse plural nouns with nouns showing ownership.

### **NOT The player's needed to**

- Nouns such as *kind, type* and *sort* are singular and require singular demonstrative adjectives.  
***That** kind of building **is** modern. NOT **Those** kind of buildings **are** modern.  
**This** type of fertiliser **is** best for azaleas. NOT **These** type of fertilizers **are** good for azaleas.*
23. Pronouns
- Pronouns only have meaning if there is a noun they can stand for or refer to. This noun is called the **antecedent** of the pronoun. Pronouns must clearly refer to their antecedents, otherwise the meaning will be confused.  
*NOT To stop the cat from catching the pet mouse, put a bell around its neck.*  
*NOT David told Ben that he had won first prize.*  
*NOT I gave the lamb some milk that was five weeks old*

### 24. Reflexive pronouns

- A reflexive pronoun should not be used instead of a personal pronoun in the objective case.  
*Thank you for entertaining James and **me**. NOT Thank you for entertaining James and **myself**.*

### 25. Relative pronouns

- The relative pronoun *who* changes its form in a sentence, depending on whether it is functioning as a **subject** (doing the action) or an **object** (receiving the action).  
***Who** took my book? NOT **Whom** took my book?  
From **whom** did you get that book? NOT **Who** did you get that book from?*  
*I disliked the candidate **who** was chosen. (correct) AND I disliked the candidate **whom** they chose. (also correct)*

*NOT I disliked the candidate **whom** was chosen*

- **That** and **which** The relative pronoun *which* can be used with both defining and non-defining clauses. The relative pronoun *that* is used only for defining clauses.  
*This is the book **that** I finished reading last night **which** I think you will enjoy.*

## 26. Interrogative pronouns

- Interrogative pronouns also take person and case:  
***What** course should we be following?*  
***Which** mark should we be rounding?*  
***Who** will volunteer to fold the sails?*  
*Of the five crew members, **whom** should we send to the foredeck?*  
***Whose** turn is it to make the coffee?*

## 27. Indefinite pronouns

- Most indefinite pronouns refer to a single unspecified person or thing and take a singular verb.  
*Something **is** wrong here.*  
*Neither of the answers **is** correct.*  
*None of the gates **was** open.*

## 28. Phrases

### 29. Terms and definitions - sentence

### 30. Terms and definitions - sentence, noun, verb, prefix, suffix, adverb, adjective, pronoun, plural, singular, tense

### 31. Verbs - irregular tense changes - e.g. catch/caught, see/saw, go/went

### 32. Making nouns and adjectives into verbs

### 33. Making nouns and verbs into adjectives

### 34. Verbs - active and passive

## Level 12 and following

### 35. Clauses

- When using an adjectival clause, make sure that the relative pronoun is next to the antecedent (the noun to which it relates).  
*NOT Arabella found some pies in the fridge **that** her brother had made.*
- Make sure that there actually **is** a noun to which the clause refers (an antecedent):
- *NOT It was quite a boring book set for the class to read **which** was a concern to many students.*
- **Comma splices!!!** Do **not** join two main clauses with a comma.  
*The circus elephant came into the ring. It was the biggest one I had ever seen.*  
**NOT NOT NOT** *The circus elephant came into the ring, it was the biggest one I had ever seen.*
- Do **not** break up a sentence consisting of only one main clause, even if it looks long.  
**NOT** *Realising that a storm was coming and that play was unlikely to continue for very long. The umpires told the players to leave the field.*

### 36. Stylistic conventions of non-fiction writing - information, recount, explanation, instruction, persuasion, discourse

### 37. Impersonal formal language - present tense passive

### 38. Terms and definitions - preposition, conjunction, auxiliary verb

### 39. Terms of qualification - e.g. slightly, fully, similarly, mostly

### 40. Common confusions - fewer/less, number/amount, like/as, etc

### 41. Apostrophes - possession

- **A Short History of Ownership** Hundreds of years ago, nouns in Old English changed their form to show ownership or possession. They ended in **-es**.  

boyes books	doges bone	lordes castle
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There have been many changes to the language since then, but this idea has been kept in the use of **-'s**. The apostrophe is there to show that the **e** has been left out.

boy's books	dog's bone	lord's castle
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- **Two or More Owners** If two or more people share ownership, only the second (or last-places) owner has an apostrophe.  
*Michelle and Karen's bedroom is a mess.*  
 If two or more people own different things, each owner has an apostrophe.  
*Monet's and Picasso's styles are quite different.*
- **Caution! Apostrophes At Large!** There is no need to use apostrophes to show more than one.  
*NOT Banana's and apple's for sale.*  
*Home-made hamburger's.*  
*The book sales' have now started.*

#### 42. Adjectives and adverbs

- Adjective or adverb? **good / well** *Jamie is a **good** basketball player. Jamie played **well** today.* *NOT Jamie played **good** today.*  
**real / really** *Brandon swims **really well**.* *NOT Brandon swims **real well**.* *AND NOT Brandon swims **real good**.*  
**friendly** is an adjective, even though it ends in **-ly**, and it can't be turned into an adverb. There are no such words as *friendlyly* or *friendlily*.  
*NOT She spoke to me **friendly**.* *BUT She spoke to me **in a friendly way**.*
- Distributive adjectives describe how things are shared. They are usually singular because they refer to an individual in a group. They are followed by singular nouns and verbs, even when they are joined by *and*.  
***Each** boy in the school **was** asked to bring **his** hat.*  
***Every** boy and girl in the school **was** asked to bring a toy for the Christmas Toy Appeal.*  
***Neither** Daniel **nor** Bryce **had** a hat, so neither of the boys **was** able to play outside.*
- When quantity is being described, the adjective *less* is used. When number is being described, the adjective *fewer* is used.  
*There is **less** water in Kirsty's bucket than there is in Marc's bucket.*  
*There are **fewer** fish in the pond than in the ocean.*  
*INCORRECT: There are **less** fish in the pond than in the ocean.*

#### 43. Verbs –

- Do not use the past participle instead of the past-tense form of the verb.  
*The choir **sang** out of tune.* *NOT The choir **sung** out of tune.*  
*The Australian team **swam** to victory.* *NOT The Australian team **swum** to victory.*  
*I had **written** him a letter, which I had, for want of better knowledge, sent to where I met him down the Lachlan, years ago.*  
*NOT I had **wrote** him a letter etc*
- **Lay and lie** – The verb **lay** is transitive, so it always needs an object (e.g. *lay the table, lay an egg*)  
*The whale just **lay** there, waiting to be rescued.* *NOT The whale just **laid** there, waiting to be rescued.*  
*The kitten has **laid** its head on the cushion.* *NOT The kitten has **lain** its head on the cushion.*
- Be careful when the subject is separated from the verb by other nouns of a different number. Do not be tempted to make the verb agree with a noun that is not its subject.

The list of rules and regulations **confuses** many people.  
**NOT** The list of rules and regulations **confuse** many people.  
 The nature of these migration patterns **is** summarised in the report.  
**NOT** The nature of these migration patterns **are** summarised in the report.

- Subjects joined by **and** are usually plural.  
*Hard work and effort **pay** off in the end. NOT Hard work and effort **pays** off in the end.*
- However, when the words joined by **and** are a double subject, forming a single idea, they take a singular verb.  
*Fish and chips **is** my favourite meal. NOT Fish and chips **are** my favourite meal.*
- When phrases beginning with words such as *together with*, *along with* and *as well as* occur in the subject they have no effect on the number of the verb.  
*Lisa, together with several of her friends, **is** planning a camping holiday.*
- Collective nouns can take singular or plural verbs depending on the meaning. If the group is being treated as one unit, use the singular form of the verb:  
*The team **wins** each match easily.  
 My family **lives** in a large haunted house.*
- The collective noun **number** may be singular or plural. **A number** is plural; **the number** is singular:  
*A number of people **are** confused by the changed regulations.  
 The number of people confused by the changed regulations **is** growing daily.*

#### 44. Hyphenation

- **Highfalutin' Hyphenatin'** When two or more words are joined together to form an adjective before a noun, a hyphen is used to make the connection clear:  
*He was a well-known sports commentator.  
 I enjoyed visiting the fourteenth-century ruins at Castle Kilderry.*

A hyphen is **not** needed if one part of the compound adjective is an adverb ending in **-ly**.

*The bandits jumped from the swiftly moving train.  
 The workers requested clearly defined areas of management accountability.*

Use hyphens to join the numerator and denominator of fractions:

*Three-fifths of the students travel to school by public transport.*

Use hyphens when part of the compound is omitted but implied:

*They looked at both short- and long-term finance.*

**If end-of-line hyphens are used**, do not divide words of one syllable:

**NOT** *Have you ever seen on-  
 e of these plants?*

Do not break syllables:

**NOT** *Leading the circus parade were the acrobats riding on the elepha-  
 nts.*

Do not hyphenate if there will be a one-letter syllable at the end of a line, or a one- or two-letter syllable at the beginning of a line:

**NOT** *Consultation was intended to allay residents' concerns a-  
 bout the council's new rezoning laws.  
 The most exciting concert of the year was a pian-  
 o recital by the fourteen-year-old Soong Yang Zhang.  
 A four-week suspension from playing was warrant-  
 ed in Harrison's case, because of the nature of his misdemeanour.*

#### 45. Subjunctive mood and conditionals - if...then, may, might, could, would

#### 46. Prepositions

- Do not repeat prepositions unnecessarily.  
**NOT** *It was the condition **in** which he found himself **in**.*

- Do not add prepositions when they are already implied in the verb.  
*NOT The hikers **descended down** the mountain.*

#### 47. Conjunctions

- **Like and as** **Like** is a preposition; it should not be used as a subordinating conjunction to introduce a clause.  
*You should try to play this phrase **as** I do. NOT You should try to play this phrase **like** I do.*
- Linking with coordinating conjunctions: Sentence elements linked by coordinating conjunctions should be parallel in structure;  
*NOT You can travel by bus, train, car or fly.*  
*NOT Three reasons why steel companies keep losing money are that their plants are inefficient, high labour costs, and foreign competition is increasing.*  
*NOT The protestors stood up for their principles by not allowing the bulldozers to pass and spending a night in gaol.*
- Linking with correlative conjunctions: Pairs of connectors such as *both...and* and *neither...nor* stress the relationship between two element. The element after the second connector must match the element after the first connector, even when separated by long phrases and clauses:  
*NOT Your favourite Paris restaurant may have a menu giving prices both in francs and euros.*  
*NOT The accused man refused either to admit his guilt or acknowledge any part in the crime.*

#### 48. Modifiers

- Misplaced modifiers: Descriptive words need to be near the thing they are describing, otherwise meaning is confused:  
*NOT Losing his way, the sun set as the hiker scrambled through the jungle.*  
*NOT We served cordial to the children in paper cups.*  
*NOT I have worked out the logistics of stocking the trout pond with my business partners.*  
*NOT Cats kill many native animals when their owners let them out at night.*
- Dangling modifiers: Descriptive words or phrases need to have something to modify in the sentence; otherwise the sentence has no clear meaning.  
*NOT Travelling north, the landscape became more exotic.*  
*NOT After drinking the cordial, the cups were recycled.*

#### 49. Parentheses

- **(Parenthetically speaking...)** If you put a complete sentence in brackets, the end punctuation goes inside the brackets.  
*At last I know the difference between a colon and a semicolon. (I had been confused for years.) NOT (I had been confused for years).*

#### 50. Commas

- **How many sisters do you have?** Commas act as signs to convey meaning. In the first sentence the lack of commas indicates that the name is essential to identify the sister (there is more than one sister). In the second sentence the commas show that there is only one sister, so the name is not necessary.  
*My sister Lesley spends many hours in the garden.*  
*My sister, Lesley, spends many hours in the garden.*
- **Are you talking to me?** The names of people who are directly addressed are separated by commas, no matter where they occur in the sentence:  
*Please pass the pepper, Peter.*  
*Peter, please pass the pepper.*  
*Please, Peter, would you pass the pepper?*
- Commas are used to separate adjacent numbers.

*They left on April 23, 1914.*

*The crowd totalled 2000, 1500 of whom had paid to attend.*

- **Comma-Free Zone!** Although there are many instances in which commas are optional, there are particular cases where commas should **not** be used.
  - Separating subject-verb, verb-object or preposition-object  
*Anyone with an interest in roses, should read this book.*
  - Separating pairs of words, phrases or subordinate clauses joined by coordinating conjunctions.  
*Roses are affected by aphids, and thrips.*
  - Setting off restrictive elements.  
*Even people, who are not interested in roses, will enjoy this book.*

#### 51. Question marks

- **Direct And To The Point!** Use a question mark after a direct question. Use a fullstop after an indirect question.

**NOT** *The principal asked me why I was always late for class?*

#### 52. Subjects and objects

- Subject or object?  
*Ray and I went to the beach.* NOT *Ray and me went to the beach.*  
*The vet handed the puppy to Tess and me.* NOT *The vet handed the puppy to Tess and I.*  
*My sister stood between Alex and me.* NOT *My sister stood between Alex and I.*

#### 53. Speech and quotation marks

- **Punctuated Remarks** If a punctuation mark is part of the quotation, it is placed inside the quotation marks. If it is part of the sentence, it goes outside the quotation marks.  
*Did I hear you say 'three-headed creatures roam about at random'?*  
NOT *Did I hear you say 'three-headed creatures roam about at random?'*

#### 54. General grammar and punctuation:

- In each of these sentences, ONE word needs to be changed and ONE punctuation mark needs to be added.  
*Despite thousands of commuters use city rail services minimal funding has been set aside to improve them.*  
*Firstly of all, there should be a proper survey to identify which trains are most congested*  
*Three of the main causes of commuter dissatisfaction are peak hour congestion, train breakdown and lack of secure parking at suburban stations.*  
*The minister, Tony James does not accept that the government is responsible providing commuter parking at all stations.*  
*Many question have been asked both in parliament and in the media in fact radio stations have been swamped with calls from irate rail users.*  
*The government have shown itself reluctant to meet with members of the B.R.A.T.S organisation (Better Rail for All TravellerS).*

# Words Rock!™

## *Level Information & Examples*

### **Level 2**

Students working in this level will have experience with:

- Identifying and typing beginning consonants,
- Focussing on simple CVC words Identifying simple initial blends (e.g. sh)
- Matching sight words such as he, of, in and the
- Building common CVC words by matching initial consonants to appropriate endings
- Making letter patterns for given CVC words (e.g. log = ) Using 'a' and 'an' appropriately

### **Level 3**

Students working in this level will have experience with:

- Sorting CVC words by their endings (e.g. -in,-ot)
- Identifying and typing simple initial blends (e.g. dr)
- Identifying and typing one and two letter word endings to make three and four letter words
- Building words by matching initial consonant blends to appropriate endings (e.g. wh + at = what, dr + ess = dress)
- Making letter patterns for three and four letter words
- Matching sight words such as not, him
- Unjumbling CVC words to match a correct list Using 'you' and 'your' appropriately

### **Level 4**

Students working in this level will have experience with:

- Identifying middle sounds as well as initial and final sounds
- Finding small words in longer words (e.g. is - listen)
- Matching words to their letter patterns
- Differentiating between vowels and consonants
- Ordering letters to spell given words (e.g. ohseu = house)
- Choosing the correct word from a list to fill a given space (e.g. \_i\_ = dice)
- Identifying 3 letter word endings (e.g. -ock)

### **Level 5**

Students working in this level will have experience with:

- Identifying and using three letter blends to make words
- Adding initial blends to a variety of endings to make correct words
- Matching sight words such as people, write
- Identifying base words (e.g. the base word of 'picking' is 'pick')
- Changing words from singular to plural by adding –s

- Matching words to their letter patterns
- Completing simple sentences by choosing between given words
- Unjumbling three and four letter words to match a correct list

## **Level 6**

Students working in this level will have experience with:

- Selecting and copying the correct spelling of a word from a list (e.g. thm, them, tham, thim)
- Identifying whether or not a word is spelled correctly and correcting it if necessary
- Matching words to their letter patterns
- Identifying and using words with double letters
- Adding the suffixes -ed and -ing to verbs
- Using vowel pairs in words (e.g. beach, goat)
- Matching words from a word bank to given clues (e.g. a word that ends in 'ck' = stick)

## **Level 7**

Students working in this level will have experience with:

- Identifying and correcting errors in words of up to 4 letters
- Identifying the number of syllables given words
- Differentiating between short and long vowel sounds in given words
- Locating vowels and consonants in words
- Changing one letter in a word to make a new word
- Matching words to their letter patterns
- Using word endings such as -able and -ible

## **Level 8**

Students working in this level will have experience with:

- Using 'there' and 'their' appropriately
- Removing letters from the beginning or end of words to make smaller words
- Finding words in a grid Using homophones correctly in sentences (e.g. son/sun)
- Differentiating between singular and plural words in a group
- Adding -s/-es, -ed, -ing and -er
- Changing verbs from present to past tense and using them correctly in sentences
- Identifying spelling errors in a given sentence

## **Level 9**

Students working in this level will have experience with:

- Identifying an initial blend that can be added to a variety of word endings to make correct words

- Making compound words from given words
- Identifying words with silent letters
- Identifying words that are the same in both their singular and plural forms (e.g. sheep)
- Changing words that end in -y into their plural forms (e.g. baby, babies)

## **Level 10**

Students working in this level will have experience with:

- Identifying and spelling words with silent letters
- Unscrambling multiple four letter words to match those in a given list
- Identifying and fixing errors in capitalisation of nouns
- Identifying initial and final blends that can be added to a variety of word endings and beginnings to make correct words

## **Level 11**

Students working in this level will have experience with:

- Identifying and spelling words which are exceptions to plural and suffix rules
- Using they're and their appropriately
- Solving clues to make spelling words from a set of given letters
- Recognising and making simple anagrams

## **Level 12**

Students working in this level will have experience with:

- Identifying related words given the meaning of a base word (e.g. enter => entry, entrant, entrance but not entity)
- Proofreading and selecting correctly spelled words
- Reordering groups of five or more letters to spell both anagrams and real words
- Transforming words by removing or changing one letter to make a new word
- Spelling comparative and superlative forms by adding -er and -est

## **Level 13**

Students working in this level will have experience with:

- Selecting between two commonly misused or misspelt words and spelling the correct word to complete sentences (e.g. accept or except)
- Completing words in a list to find a secret word
- Identifying rhyming words that have different endings (e.g. choir and buyer)
- Matching words to descriptions of the rule they follow

## **Levels 14, 15 and 16**

Students working in this level will have experience with:

- Identifying the correctly spelled word from a variety of common misspellings and using it in context (e.g. decendant, descendent, descendant)
- Using common acronyms
- Spelling increasingly complex words to solve anagrams and puzzles
- Identifying and correcting spelling errors in given sentences and paragraphs
- Spelling technical words (e.g. catalyst)