**English Unit Planner**

**Level:** Gr 3/4     **Term:  2    2019**

**Teachers:** Leonie, Fran and Marg

**Language Mode:** Spelling

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| ***Victorian Curriculum Content Descriptions***<http://victoriancurriculum.vcaa.vic.edu.au/english/curriculum/f-10> |
| **Grade 2**Reading and Viewing - Phonics and Word KnowledgeLearn some generalisations for adding suffixes to words [(VCELA217)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA217)Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations [(VCELA218)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA218)Writing - Phonics and Word KnowledgeUnderstand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words [(VCELA226)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA226)Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds [(VCELA227)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA227)**Grade 3** Reading and Viewing - Phonics and Word KnowledgeUnderstand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters [(VCELA249)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA249)Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word [(VCELA250)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA250)Writing - Phonics and Word KnowledgeUnderstand how to use letter–sound relationships and less common letter combinations to spell words [(VCELA263)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA263)Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters [(VCELA260)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA260)**Grade 4** Writing - Phonics and Word KnowledgeUnderstand how to use phonic generalisations to identify and write words with more complex letter combinations [(VCELA294)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA294)Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families [(VCELA295)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA295)Recognise homophones and know how to use context to identify correct spelling [(VCELA296)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA296)**Grade 5** Reading and Viewing - Phonics and Word KnowledgeUnderstand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals [(VCELA312)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA312)Writing - Phonics and Word KnowledgeRecognise and write less familiar words that share common letter patterns but have different pronunciations [(VCELA326)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA326) |
| ***Learning Intentions and Success Criteria*****We are learning to spell.**I will be successful if…I can successfully spell words with (indicate weekly focus)  |
| ***Reporting Statements*****Grade 3**Spell a wider range of commonly used words accurately including words with unfamiliar letter combinations.**Grade 4**Select vocabulary from a range of resources and use accurate spelling. |

***Term I Planner for Spelling Focus (using Grade 3 resource)***

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| --- | --- | --- |
| ***Week*** | ***Spelling Pattern Focus*** | ***Page (SMART Spelling book)*** |
| 4 | The graph /y/ making the sound “E” as in pony. | 128 |
| 5 | The trigraph /are/ making the sound “air” as in square | 132 |
| 6 | The graph /l/ making the sound “eh” as in table.The graph /e/ making the sound “l” as in table. | 130 |
| 7 | The graph /c/ making the sound “s” as in city | 135 |
| 8 | The graph /g/ making the sound “j” as in giant. | 144 |
| 9 | Words ending in the suffix –ful. | 155 |
| 10 | Plural Rule 3 Words ending in 0 >>> add es. | 154 |

***Term II Planner for Spelling Focus (using Grade 3 & 4 resources)***

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| ***Week*** | ***Spelling Pattern Focus*** | ***Page (SMART Spelling book)*** |
| 1 |  |  |
| 2 | The graph /s/ making the sound “zh” as in treasure. | 145 (Yr 3) |
| 3 | The quadgraph /augh/ making the sound ‘or’ as in daughter.The digraph /au making the sound ‘or’ as in sauce. | 160 (Yr 4) |
| 4 | The digraph /ti/ making the sound ‘sh’ as in station. | 146 (Yr 3) |
| 5 | The graph /t/ making the sound ‘ch’ as in nature. | 161 (Yr 4) |
| 6 | The graph /u/ making the sound ‘w’ as in quilt. | 147 (Yr 3) |
| 7 | The digraph /re/ making the sound ‘eh’ as in centre | 162 (Yr 4) |
| 8 | The digraph /se/ making the sound ‘z’ as in cheese. | 148 (Yr 3) |
| 9 | The digraph /tt/ making the sound ‘t’ as in letter. | 163 (Yr 4) |
| 10 | The digraph /aw/ making the sound ‘or’ as in saw. | 149 (Yr 3) |

***Term III Planner for Spelling Focus (using Grade 3 & 4 resources)***

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| ***Week*** | ***Spelling Pattern Focus*** | ***Page (SMART Spelling book)*** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

***Term IV Planner for Spelling Focus (using Grade 4 resource)***

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| ***Week*** | ***Spelling Pattern Focus*** | ***Page (SMART Spelling book)*** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

**SESSIONS**

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| **WHOLE CLASS FOCUS >> INDIVIDUAL / SMALL GROUP / CLASS SESSION** |
| **Day 1 (usually Monday)**Introduce sound pattern and words using SMART routine. Students are assigned to a group (orange, green)Students are given 2 worksheets they must stick into their learning books and complete the tasks allocated for each day of the week.* Highlight words and write them below.
* Spelling Grid – students fill in the grid by sounding out the words and allocating one box for each sound. They must then write the appropriate letters making each sound in the boxes – students may then check their answers against answer sheet in blue literacy folder
* Teacher check to ensure words have been copied correctly.

**Day 2 (usually Tuesday)*** Students choose one of the following to complete in their learning books:

Vowels and Consonants - Write each spelling word twice. Underline each vowel and circle each consonant. Eg. Sound Stickers - Use the round stickers. Put down 1 sticker for each sound, then write the letter/letters that make each sound on the stickers. Do this for all your words. (answer sheet in blue folder)Syllable Stickers – Use the white stickers. Put down 1 sticker for each syllable then write the syllables on the stickers. (answer sheet in blue folder)Spelling Sums - Write each spelling word as a sum. Each vowel is worth 2 points and each consonant 1 point. Eg. b e s i d e 1 + 2 + 1 + 2 + 1 + 2 = 9**Day 3 (usually Thursday)*** Choose 4 words to write 4 times each
* Put 3 of your words into sentences containing at least 8 words.

**Day 4 (usually Friday)*** Write all your words 2 times each
* Complete your weekly spelling test. Student hand their learning book to the teacher and collect their spelling test book. Having worked with the words, they should remember most of them, but the teacher will read each group’s words aloud so all eight words are recorded. Students return their test book to the teacher and collect their learning book.

Spelling results recorded in teacher planning book. |