



Gulgong Public School
LEARNING TODAY - LEADING TOMORROW

Year 3

Booklet number 2

Deep-sea Diving - Editing

Add editing marks to text. There are 20 errors.

the deep-see diver looked nervously at the ocean around him One by one, waves crashed into the side of his rocking boat. in a few seconds, he was going to have to enter these dangerus waters. He anxiously put on his goggles flippers and oxyjen mask he dived into the frezing waters below and hoped for the best.

he felt the icy water cover him like a blanket. Rainbow fish darted in and out of the coral For a few minutes he feeled calm and happy. Sudenly, a giant shark apeared out of nowhere the diver swam furiously back towards his boat. He decided never to dive in this part of the oshean ever again

Editing Marks:

Capital letter	≡
End punctuation	◦ ! ?
Insert a word	∧
Change to lower case	/l.c.
Take something out	9
Check spelling	^{SP} ○
New paragraph	¶

Re-write the text correctly:

Blank lined paper for writing.

Professor Fizz's Potion - Editing

Add editing marks to text. There are 20 errors.

professor fizz clutched the miracle potion in his gloved hand. for many days and nights, he had been trying to purfect this recipe. Now that the brew was exactly write, it was time for a test removing his gloves, he pulled the cork from the top of the bubling beaker. In one gulp, he drunk the entire potion and waited

Almost immediately Professor Fizz began to feel very strange. In a matter of seconds, his eyes started to feel very hot The hairs on his arms and legs started to twitch. While that were happening, he heard a strange whistling sound coming from inside his ears. professor Fizz hoped that he wouldn't have any more strange re-actions to his potion

Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
Insert a word	↗
Change to lower case	/l.c.
Take something out	↘
Check spelling	^{SP} ◯
New paragraph	¶

Re-write the text correctly:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Staying at Home

Molly hated going to school. She would rather be at home where she could stay in her pyjamas all day and not have to wear her school uniform. At home, she could raid the cupboard whenever she wanted and eat whatever food she felt like. She could watch TV, play computer games, go outside or just do nothing!

At school, Molly had to do everything the teacher told her. She could only eat what was in her lunch box. She kept getting in trouble for lying on the floor when the teacher was talking... and for taking her shoes off!

Sadly, at home, Molly had no one to play with, no one to talk to and no one to eat with. Sometimes, she got bored at home and got sick of watching the same TV show.

Molly enjoyed being with her friends at school. She liked doing all the different art and craft activities and looked forward to playing the musical instruments in music class on Fridays.

Soon, Molly started to like going to school, but she still loved being at home on the weekends where she could have a 'pyjama day'!



Staying at Home

1. Create a pros and cons list for Molly staying at home.
2. Create a pros and cons list for Molly going to school.
3. What is something Molly can do at school that she cannot do at home?
4. Create a Venn diagram for your own home and school life.

CRAZY CREATIVE CHALLENGE

Create your own 'All about Me' poster.

Draw a picture of yourself with some of the following details:

- ① Name
- ① Birthday
- ① What I like learning about
- ① Friends
- ① Favourite Activity
- ① Food
- ① Why I am Special

Name _____

Date _____

Staying at Home

1. Create a pros and cons list for Molly staying at home.

2. Create a pros and cons list for Molly going to school.

3. What is something Molly can do at school that she cannot do at home?

4. Create a Venn diagram for your own home and school life.



Making Inferences

Scenario 1

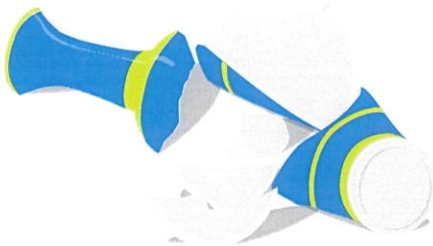
Dad was home from work and looking forward to sitting down and relaxing. As he came around the corner, he saw his wife's special vase shattered on the floor. Lying a short distance away was his son's football. "Hudson!" Dad yelled, but Hudson was nowhere to be seen.

Scenario 2

'Closed Today' said the sign on the front gate. Sabrina's shoulders sagged and she tried not to let her tears show. She removed her swimming cap and goggles and walked back to the car with her parents.

Scenario 3

Senith had just placed the lid back on the tin and finished packing up his equipment. He needed to wash out his brushes and try and get as much paint off his hands as he could. He would be back again tomorrow to finish the back of the house.



Making Inferences

1. What happened to the vase?
2. Why do you think Hudson left?
3. Where do you think Sabrina was planning on going?
How did Sabrina feel? How do you know?
4. What is Senith's job?
What clues in the text make you think that?

CRAZY CREATIVE CHALLENGE

Create your own 'Who Am I?' clues.

- ① Give the clues to a partner to see if they can guess who or what your clues are for.

Name _____

Date _____

Making Inferences

1. What happened to the vase?

2. Why do you think Hudson left?

3. Where do you think Sabrina was planning on going?
How did Sabrina feel? How do you know?

4. What is Senith's job?
What clues in the text make you think that?



Making Predictions

What's for Dinner?

I was so hungry! I walked through the front door and yelled, "What's for dinner?"

"Your favourite!" Mum replied.

"Great," I mumbled grumpily. That means it could be anything!

I stomped across the sitting room and into the kitchen. Mum was slowly unpacking the groceries. "What's this?" I asked.

"It's for your dinner," Mum responded.

She pulled out some spaghetti, then some mince. In the other bag was a jar of sauce, onions, tomatoes and some green herbs. "What's this called?" I asked, holding up the bunch of leaves.

"Basil," Mum replied with a smile. "It makes everything taste so much better!"

I went to my room to get changed. As I was getting out of my training gear, I could smell a delicious aroma coming from Mum's cooking. My stomach began to rumble. I quickly finished getting changed and ran back into the kitchen.

Dinner was finally ready. To my surprise, Mum really did make my favourite!



Comprehension Task

✓ Teach Starter.com

Making Predictions

What's for Dinner?

1. *As I was getting out of my training gear...*

What might the main character have been training for?

Why do you think this?

2. Who might the main character be?

Why do you think this?

3. Predict who lives in the house.

Why do you think this?

4. What do you think Mum cooked for dinner?

Give three reasons to support your answer.

CRAZY CREATIVE CHALLENGE

Create a menu of your favourite dinner.

Include drinks, entrée, the main and desserts.

Comprehension Task

✓ Teach Starter.com

Name _____

Date _____

What's for Dinner?

1. *As I was getting out of my training gear...*

What might the main character have been training for?

Why do you think this?

2. Who might the main character be?

Why do you think this?

3. Predict who lives in the house.

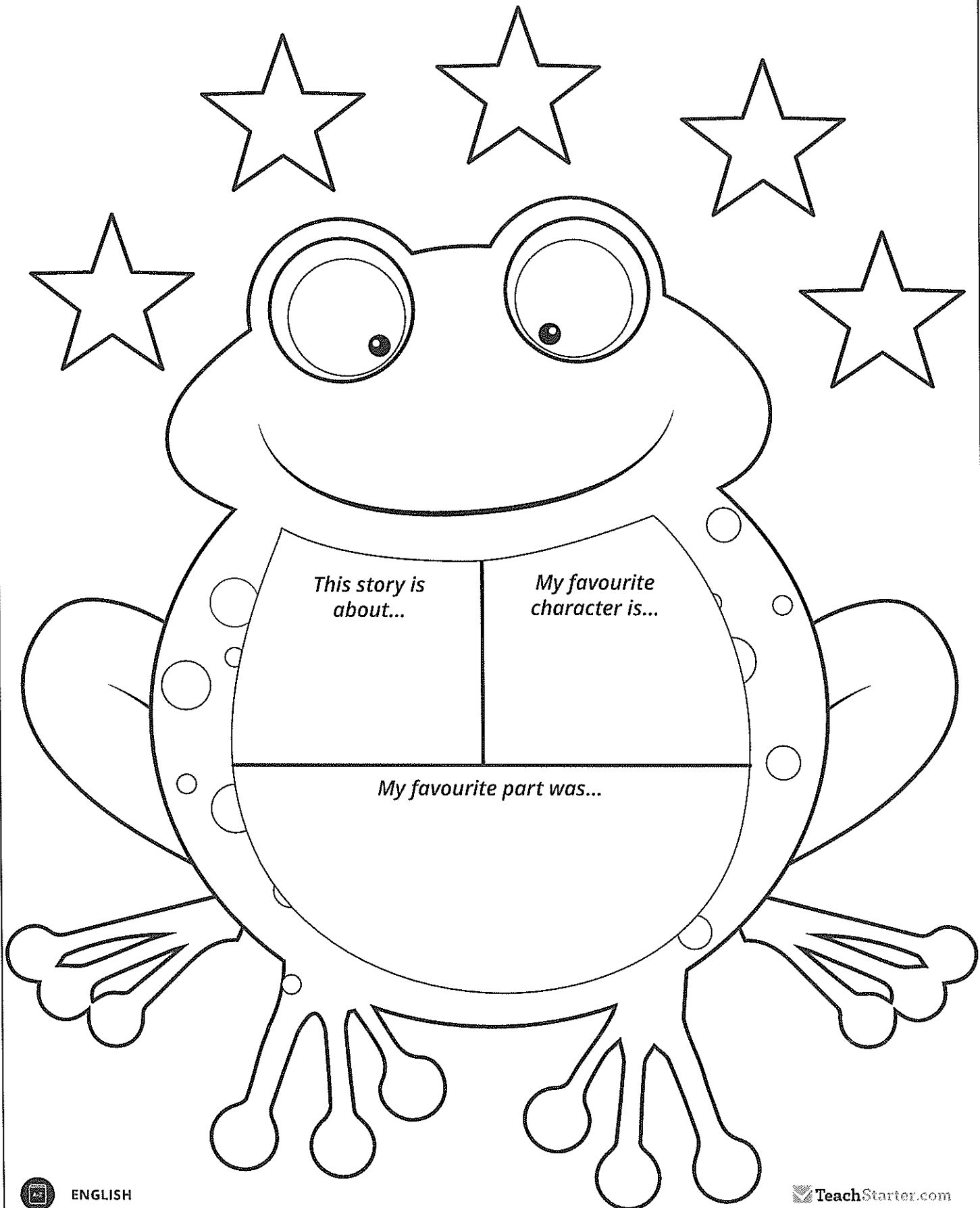
Why do you think this?

4. What do you think Mum cooked for dinner?

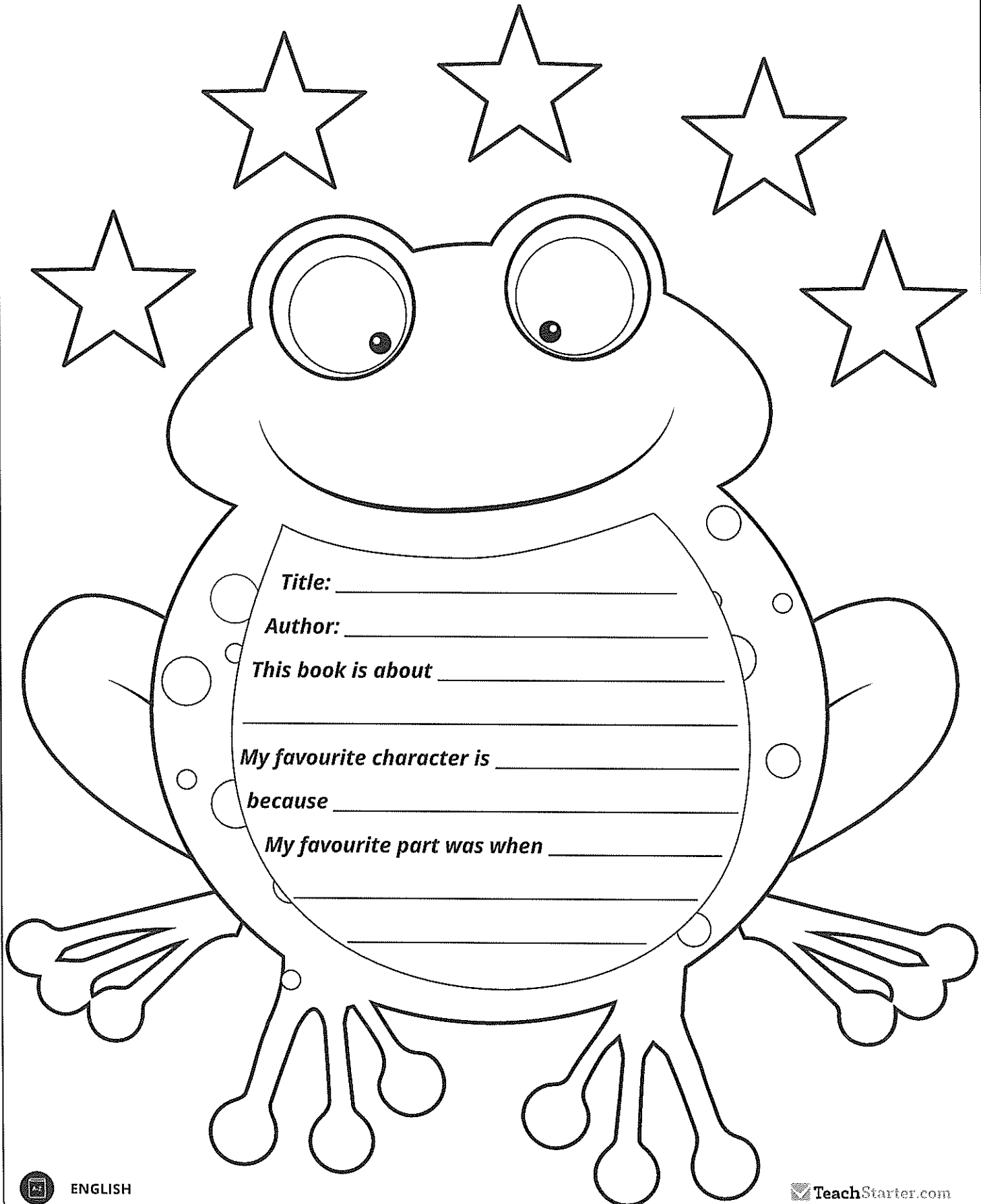
Give three reasons to support your answer.



My Book Report for



My Book Report



Title: _____

Author: _____

This book is about _____

My favourite character is _____

because _____

My favourite part was when _____

Name _____

Date _____

Punctuation Sentence Challenge

After completing a punctuation lesson in class, think of topic to write about.

In the space below, write a paragraph about your chosen topic. You should use at least one of each of the punctuation features that your class has discussed, highlighting the types of punctuation in the boxes below.

After you have finished, edit your work. Highlight the punctuation you have used in your writing and add in any you have forgotten to include.

Topic _____

C	.	,	?	!	'
“ ”	:	;	...	()	

Name _____

Date _____

What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping
around the yard

around the horse track.

The bunch of red roses

in their bee hives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was
waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.



Name _____

Date _____

Simple Sentences

Underline the subject and the verb in these simple sentences.

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our bird bath.
- Tom can read chapter books.
- I went to the beach.

Use the correct word from the word bank to complete the sentences.

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat _____.

My brother likes to play with his toy _____.

Evie went swimming in the school _____.

The jet _____ has two wings.

My _____ team won the final match on the weekend.

There were ten red _____ ready to be picked.

I went for a long ride on my _____.



Name _____

Date _____

Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so

and

but

yet

I would like to go to the football game _____ I don't have a ticket.

Jane is coming over _____ we can go swimming in my pool.

The children went for a bushwalk _____ they saw many different types of birds.

I like orange juice _____ Susie likes apple juice.

It was late at night _____ the weather was hot.

Jack doesn't like to eat vegetables _____ he likes to eat meat.

Rewrite the sentences below to create a compound sentence.

The boy painted with blue paint. He painted with yellow paint.

Zack ran fast. Tom ran faster.



Name _____

Date _____

Complex Sentences

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless

that

despite

which

when

while

Beetles keep their wings folded _____ they are flying.

My grandma made a chocolate cake _____ everyone enjoyed.

I will make the beds _____ you cook breakfast.

He returned his book to the library _____ he was finished with it.

Here is the basketball _____ you lost yesterday.

My soccer team still played yesterday _____ it raining heavily.

Highlight the independent clause that can stand alone as a sentence.

When the town flooded many properties were damaged.

Once the sun goes down it is time to come home.

The children saw many exhibits when they went on their excursion.

We enjoyed playing on the beach even though it was cold.

I did not see Scott today because he was playing football.



Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

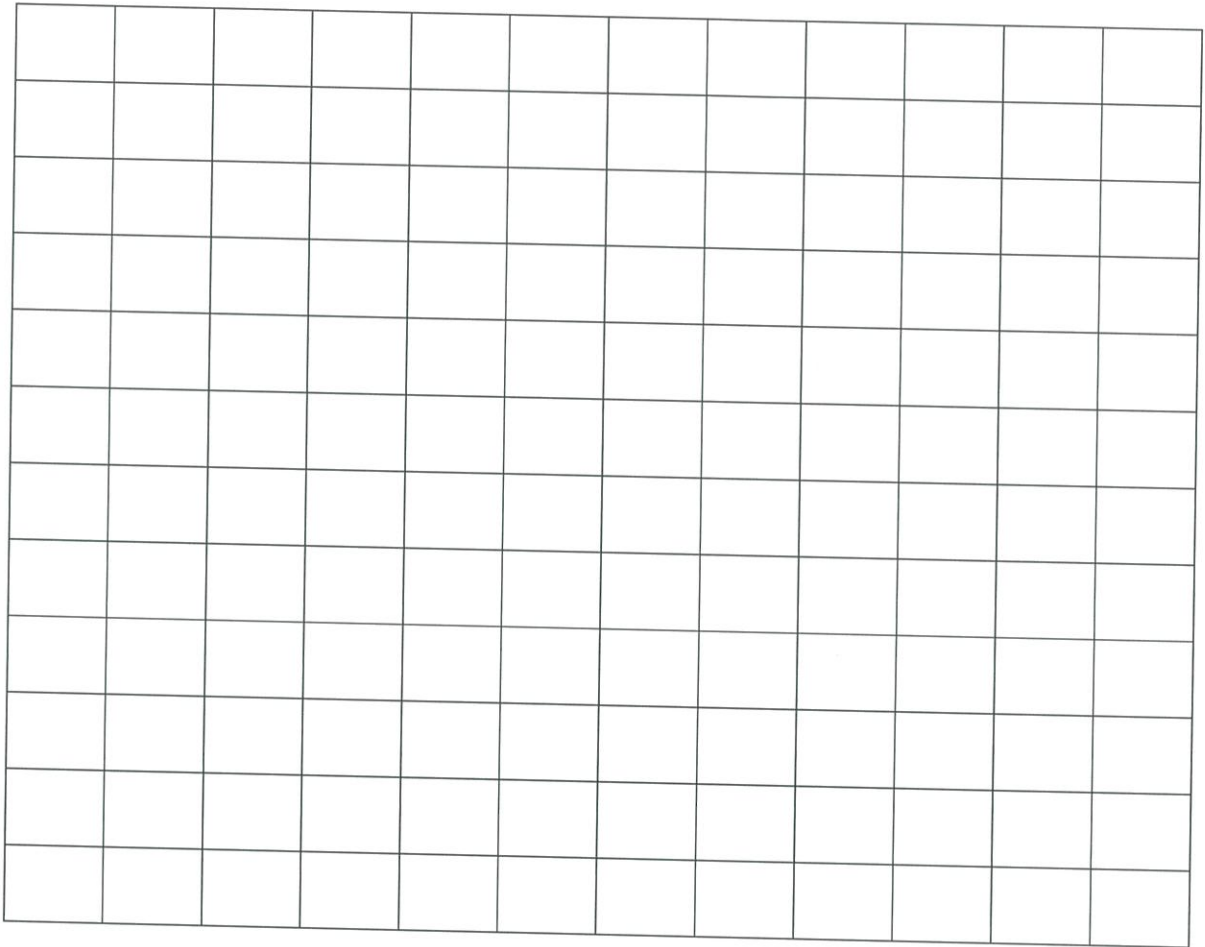
b) _____

c) _____

a) _____

b) _____

c) _____



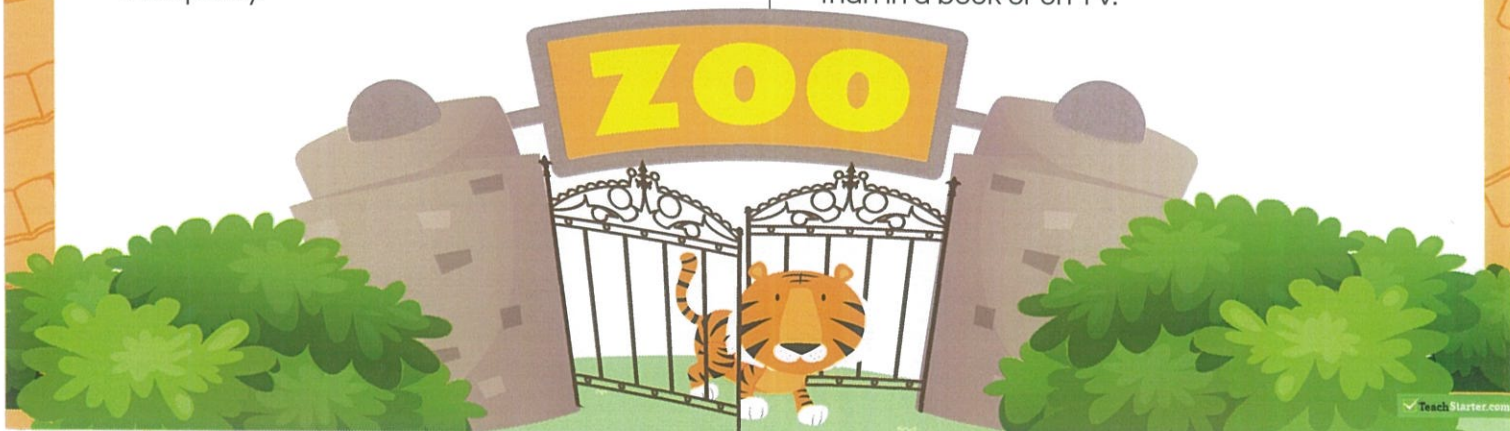
Zoos Are No Place for Animals

Reasons For

- Keeping animals in zoos denies them their basic right to freedom.
- Zoos have negative effects on the animals' physical and emotional health.
- Animals should not be put on display for the enjoyment of humans.
- Taking animals from their homes means less animals in the wild for breeding.
- Some animals have a shorter lifespan when kept in captivity.

Reasons Against

- Zoos provide a safe place for animals that are being hunted illegally.
- Zoos have breeding programs for animals on the verge of extinction.
- Zoos play an important role in educating the public about animals.
- A family trip to the zoo is an enjoyable way to spend time together.
- Seeing an animal in real life is more memorable than in a book or on TV.



Name _____

Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:



Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:



Name _____

Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).



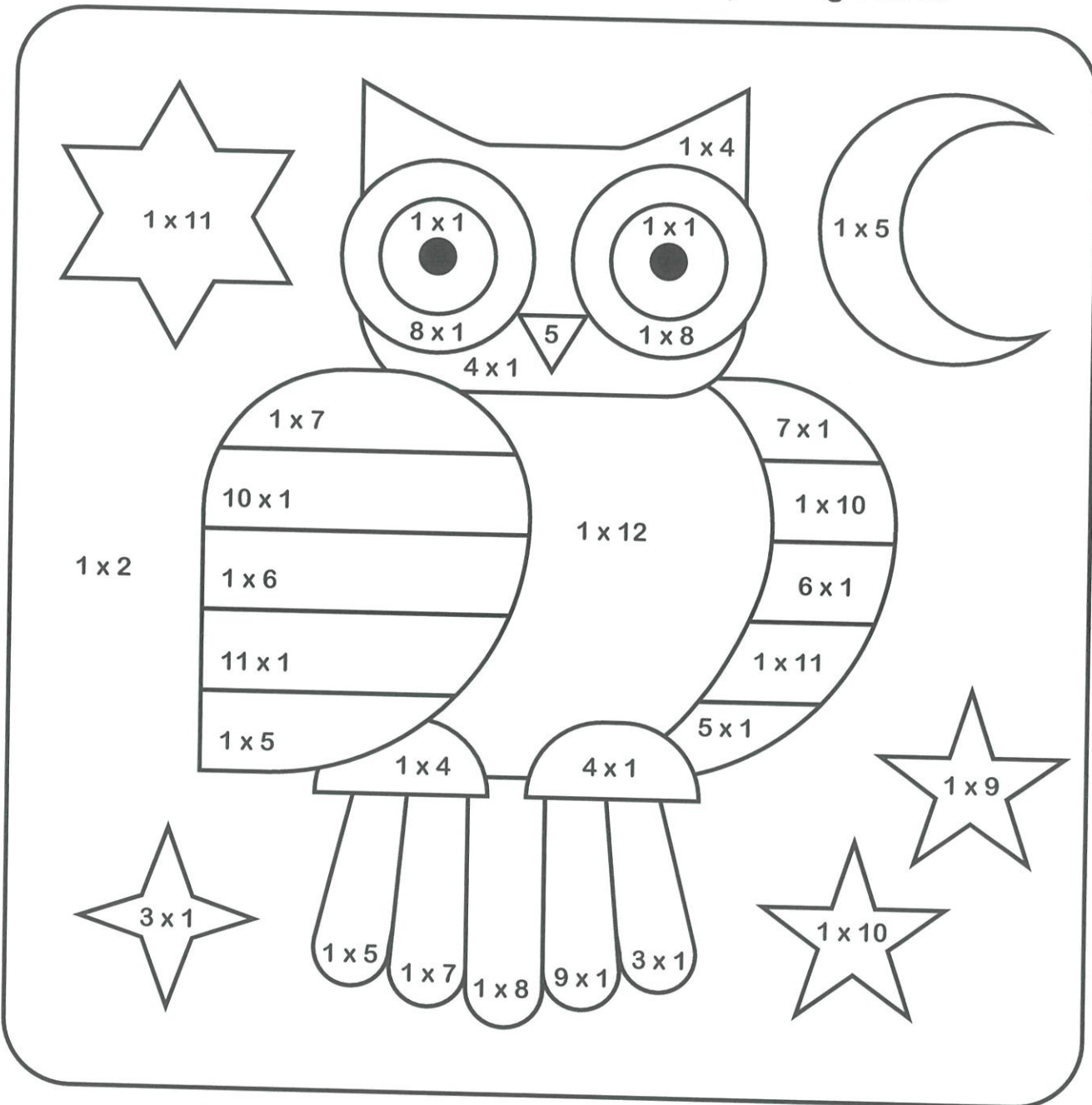
Name:

Date:

1 x Colour Fun!

3 x 1

Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



1 white

2 black

3 red

4 orange

5 yellow

6 dark green

7 dark blue

8 purple

9 pink

10 light blue

11 light green

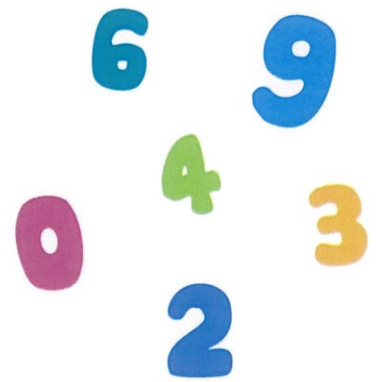
12 brown

1 x 6

1. Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?



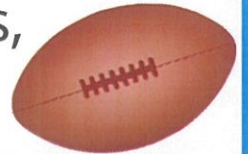
2. What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?



3. Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?



4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



✓Teach Starter.com

5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?



✓Teach Starter.com

6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?



✓Teach Starter.com

7. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?



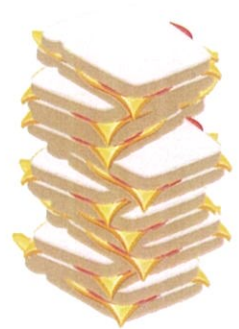
8. There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?



9. A shop buys skateboards for \$83 and sells them for \$159.95. If they have a sale and sell them for \$20 less, what is the profit on each skateboard sold?



10. How many sandwiches were sold in total? 15 chicken were sold. Vegetarian sold 8 less than chicken. Beef was the most popular sandwich and sold 14 more than vegetarian.



11. A total of 96 239 fans attended the grand final of the World Cup. If 36 829 supported Germany and 48 293 supported Argentina, how many neutral supporters were in the stadium?



12. Susan loves sushi! She ordered a plate with 4 chicken and avocado rolls, 6 California rolls and 3 prawn rolls. Her second plate had two less of each. How many sushi rolls did she have in total?



13. Kevin is great at basketball. His team scored 24 points in the first quarter, 32 in the second, 19 in the third and 25 in the fourth. If his team mates scored 54 points, how many points did Kevin score?



14. Jill's family fly 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have flown 6 212 km. If the plane's tank of fuel can allow it to fly for 12 000 km, how much further could they fly from their current location?



15. The class had their biggest exam of the year. The first half of the exam took 1 hour 40 minutes. They were allowed a 30 minute break before beginning the second part of the exam. If the exam began at 11.00 am and finished at 2.00 pm, how long did the second half of the exam take?



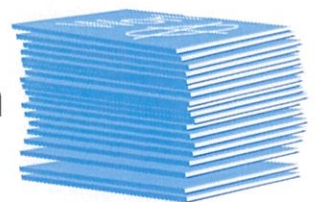
16. The car's tank had 8.2 L of fuel remaining. It used 1.8 L driving to the supermarket and 2.4 L driving to the beach. If it needs 6 L to travel to the petrol station, will it make it without running out of fuel?



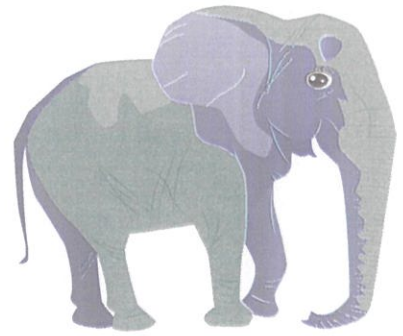
17. Scott wanted to get to work at 8.00 am sharp. He stops at the shops for 13 minutes, after walking for 19 minutes. He then catches a bus for 32 minutes, then walks an additional 6 minutes. What time does he leave home?



18. The book stand sold 678 magazines in the first month and 46 less than that in the second month. How many magazines did they sell in these two months?



19. There are 88 elephants in the herd. 36 are male adults and 23 are children of which 10 are male. How many females are there in the herd?



20. On Monday, Jose had 198 apples, 139 oranges, and 55 pears available at his shop. That day, he sold 15 apples, 22 oranges, and 18 pears. How many pieces of fruit were remaining on Tuesday?



Name _____

Date _____

My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

never

once a day

for every meal

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

all of it

vegetables and fruit

it all has packaging

3. How many bedrooms and bathrooms does your house have all together?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

If the number is greater than 7, just mark 7.

4. What material is the outside of your house made from?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

straw

bamboo

wood

brick

concrete

adobe

steel



My Ecological Footprint - Worksheet

Name _____

Date _____

5. How many people live in your household?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

If the number is greater than 7, just mark 7.

6. Do you use energy efficient appliances and lights in your home?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

every appliance

energy saving light bulbs

none at all

7. What percentage of your electricity comes from 'Green' energy sources?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

100%

more than 20%

0%

8. Compared to your neighbours, how much rubbish do you generate?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

much less

about the same

much more

9. How do you mostly get to and from school and other places you regularly visit?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

always walk

public transport

always drive



My Ecological Footprint - Worksheet

Name _____

Date _____

10. How much does your family spend on petrol each week?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

nothing

between \$20 and \$50

more than \$50

11. How often do members of your family carpool?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5 days a week

2 days a week

never

12. How far do you travel on public transport each week?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

more than 100 km

more than 50 km

less than 5 km

13. How many hours do you fly each year?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

none

around 5

more than 10

14. How often does your family plant trees, vegetables or other plants?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

everyday

weekly

never



Name _____

Date _____

15. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

Ecological Footprint - Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint. Discuss your class data.

0 - 19	20 - 39	40 - 59	60 - 79	80 - 100
You have a very low ecological footprint. In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.	Your ecological footprint is small enough that it will reduce the growth of ecological destruction but it will not provide a long-term solution to the problem.	You have an average ecological footprint. Remember that even though it is average, this number must be reduced.	Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.	A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now.



Gulgonq Public School

LEARNING TODAY - LEADING TOMORROW

Spelling Yearly Program Year 3

EN2-5A

Uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words



High Frequency Words					Morphemic	
Phonological		Visual				
his also mine instead until unless while still address able angle decade close dollar decimal edge graph interest screen surface value male person flora similar habitat true his also mine instead until unless while still	attend occupy yesterday program record close remember repeat multiply subtract must travel understand explore protect vibrate	bought iron brought laugh caught move taught open break worry could build always bury would cough will cycle might design ought sure	half council breakfast whole country recess litre cycle enough metre earth even money group month answer dictionary capital symbol history sentence choice dozen breath poor group parent rough idea child tough	children suitable which whose whom everything ahead during since towards either however though whether	their they're myself herself itself ourselves you're yourself	

Additional words from concepts will be included			
These are words which could be taught using any of the four forms of knowledge but they would usually be presented together. At this stage, they would be modelled for students and used by students from sources around the room. Many students should then be able to spell these words independently in their writing.			
<p>Significant place names</p> <p>Physical land features, e.g. mountain, river, coast, inland, bight, peninsula</p> <p>Compass points: north, south, east, west</p> <p>Subject names, e.g. science, English, mathematics Australian animals, e.g. kangaroo, emu, platypus</p> <p>Ordinal numbers, e.g. fourth, fifth, sixth</p> <p>Shapes, e.g. prism, cylinder, pyramid, hexagon, octagon, quadrilateral, surface, edge</p>	<p>Body systems, e.g. muscle, stomach, oxygen, skeleton, blood, heart</p> <p>Types of food, e.g. vegetable, potato, tomato, cauliflower, pumpkin, zucchini, fruit, banana, peach, pear</p> <p>Words describing size, e.g. enormous, huge, large, small, tiny, short</p> <p>Descriptive words, e.g. gorgeous, amazing, weary, bored</p> <p>Words expressing feelings, e.g. angry, joyful, anxious, furious, calm, peaceful</p> <p>Place names relevant to the local area</p>		
Phonological Word Groupings			
<p>Words ending with e making the preceding vowel long: a-e, take; i-e, time; o-e, tone; u-e, tune.</p> <p>Common words with silent letters, e.g. combwalk, wrong</p> <p>Words with regular letter groupings, e.g. -are, -air, -igh</p>	<p>Prefixes and suffixes e.g. happy, unhappy, happiness</p> <p>Forming plurals</p> <ul style="list-style-type: none">• by adding -es• with words ending in -f or -fe, e.g. half, knife.• by changing y to i and adding -es <p>Forming comparatives and superlatives e.g. happy, happier, happiest</p> <p>Forming compound words e.g. homework, classroom</p>	<p>Words which double the final consonant before adding -ing, -ed, -en e.g. rotting, rotting, rotten.</p> <p>Forming adverbs by adding -ly e.g. sad, sadly quick, quickly</p>	
Etymological Knowledge			
<p>support</p> <p>decimal</p> <p>December</p> <p>decade</p> <p>final</p> <p>finish</p>	<p>recall</p> <p>reset</p> <p>repeat</p> <p>reply</p> <p>October</p>	<p>export</p> <p>portable</p>	<p>circle</p> <p>circus</p>

Stage Two- Year Three

Week	Term One			Term Two			Term Three			Term Four		
	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule
1				while	cow	shake	they're	mice	annoy	until	bomb	bone
				chose	howl	chase	slice	delay	unless	comb	breeze	
				poor	fowl	shine	price	display	edge	dumb	ice	
				build	crown	skate	twice	stay	earth	climb	juice	
				their	crowd		children	advice		protect	thumb	
Rule				When a word ends in a vowel and y (ay, ey, oy) just add the ending (-s, -ing, -ed).								
2				also	trace	touch	caught	use	dry	instead	sigh	busy
				primary	pace	catch	break	fly	graph	high	dirty	
				sure	race	bush	laugh	carry	enough	sight	easy	
				study	face	smash	bury	hurry	rough	right	happy	
				screen	lace		multiply	fume		October	bright	
Rule				Words that end in 'ch' and; sh' have 'es' added to them to make them plural								
3				still	lone	cross	myself	mile	leaf	which	wrong	angry
				answer	clone	wax	yourself	file	wolf	whose	wreck	crazy
				tough	stone	box	herself	while	shelf	whom	wrist	hungry
				must	drone	fox	himself	smile	knife	repeat	write	chilly
				reply	alone		ourselves	awhile		subtract	wrap	
Rule				Words that end in 's', 'ss', 'z' and 'x' also need to add 'es' to make them plural								
4				during	yellow	report	towards	blew	king	ahead	dirt	certain
				whole	bellow	warm	value	main	interest	soil	cloth	
				attend	hollow	jump	true	slow	yesterday	spoil	decide	
				settle	pillow	help	cough	bold	explore	chew	cuddle	
				dream	shadow		empty			you're	cloud	
Rule				When 'ly' is added to most words, the words remain unchanged e.g king – kingly								
5				When followed by 'e' 'i' or 'y' the consonant 'c' has the sound of an 's' In many other words 'c' has the sound of a 'k'								
				Revision								
				Revision								

Stage Two- Year Three

Week	Term One				Term Two				Term Three				Term Four			
	High Frequency	Phonics	Rule		High Frequency	Phonics	Rule		High Frequency	Phonics	Rule		High Frequency	Phonics	Rule	
6	dozen travel reset group next	male pale stale tale whale	trap swim dig big		address angle money close November	rose close chose those suppose	sharp fast turn pinch		December sentence suitable example together	south couch pouch cloud proud	delay monkey essay valley		though decimal design bought brought	hair fair chair airport repair	choose words form children reading	
Rule	For words where the last syllable is a short vowel, double the last letter before adding 'er'				Words that end in two consonants do not double the last letter when adding 'er', 'ed' and 'ing'.				Words ending in 'ay', 'ey' or 'oy' add 's' to make them plural e.g. day-days				When one person owns something, we write down the owner's name and add an apostrophe			
7	metre woman recall support important	toe doe tiptoe potatoes tomatoes	run skip begin program		however surface breath occupy iron	easy plea leave squeak weave	run sun fun dad		final bottom remember share summer	oil coil soil spoil spoilt	wind might silk health		either dictionary vibrate active decimal	bridge ridge edge hedge lodge	die tie untie retie	
Rule	For words where the last syllable is a short vowel, double the last letter before adding 'er'				If you have a word that ends in a single consonant vowel coming before it. DOUBLE the last letter when adding 'y'				Words that end in double consonants add 'y' only when making adjectives e.g. dirt-dirty				For words ending in 'ie' change the 'ie' to a 'y' before adding 'ing e.g. lie-lies, lied, lied, lying			
8	person itself record second sometimes	cake make stake brake shake	take make come brake		flora health program would move	head read bread breath leather	family berry baby copy		finish idea cycle mountain receive	dirt birth bird third whirl	cheer thank hurt fear		whether half understand export decade	ought fought bought thought brought	knife self scarf shelf	
Rule	For words where the last letter is an 'e'. drop the 'e' before adding 'ing'				When the letter before the 'y' is a consonant change the 'y' into and 'i' before adding 'es'				When 'full' is added to the end of a word drop one of the 'ls' e.g. hope+ full = hopeful				Many words that end in 'f' or 'fe' change to a 'v' before adding 'es' when making a plural E.g. leaf- leaves			
9	habitat taught everything could young	poke woke smoke stroke spoke	watch wish finish beach		Sydney symbol recess ought Newcastle	near dear fear spear beard	array delay relay prey		circus council country colour question	saw law prawn fawn awful	carry copy cry try		Words from writing Christmas Words	while white whip whether whistle	bright smooth wise clever	
Rule	Words that end in 'ch' and 'sh' have 'es' added to them to make them plural				When a word ends in a vowel and y, just add -ed.				When the letter before 'y' is a consonant, change the 'y' to 'i' before adding 'es' or 'ed' e.g. copy- copies/ copied				Most base words remain unchanged when adding the suffixes -er or -est. If a word ends in e, just add -r or -st			
10	Revision				Revision				Revision				Revision			

NAPLAN Difficult WORDS

abandoned	breathless	dangerous	enormous	glacier	insane
absolutely	brethren	decided	ensure	global	insolent
access	brief	decision	episode	gnawed	insurance
acknowledge	burglar	decorate	especially	goblet	intelligent
actually	business	defense	esteem	government	intention
adjusted	calm	delicious	except	graphics	interest/ing
advantage	carriage	demolished	exciting	grumble	interrupt
affect	category	demonstrate	exert	guess	invisible
agencies	celebration	depot	expensive	hammock	irrational
agreeable	certain	depression	experience	haphazard	issue
alien	character	deprived	explosion	haste	jeopardy
allergic	cheques	deserts	extremely	haul	jettison
amuse	chocolate	dessert	famous	healthy	journey
annual	circuit	designed	favourite	heir	kidnapped
answer	college	detective	features	herd	kiosk
area	community	digest	February	hesitated	knowledge
assess	competition	disappear	fellowship	hilarious	language
attachment	complaining	disappointed	fete	history	league
attempt	complete	discover	fibre	hoarse	library
attention	concerned	drawer	fiction	honest	lightning
attractive	confidence	drought	field	horrified	litany
auction	consider	dye	fierce	hostel	literacy
author	considerate	easiest	formal	humorous	lullaby
autograph	continued	edible	formation	hurriedly	lunar
awesome	contraptions	educational	fractures	hygiene	lyrebird
barely	convince	eerie	fragile	illegal	majestic
beautiful	coordinator	effect	frenzied	imagination	malt
behaviours	corpses	effective	frightened	imaginative	martial
benefit	creature	emerged	furniture	implicate	matted
beware	crevice	endangered	further	improvement	mayor
bough	criminal	energy	galaxy	including	measured
boulder	crystal	engage	generation	inexpert	medicine
boundary	curious	engine	gesture	information	medieval
brake/break	damage	enjoyable	gigantic	informative	minerals

NAPLAN Difficult WORDS

molecule	pedestal	relevant	success	verdant
molten	personalities	reliving	suitable	vessel
moult	pincer	reluctant	summoned	victory
mucus	plait	remnant	supervision	villages
muscle	pleasure	remorse	surrounded	violence
muscular	prankster	replenish	survive	vision
museum	pray	require	system	voyage
mysterious	precious	resources	taffeta	vultures
mystery	predators	responsible	talons	wary
mystic	presence	rhyme	tarantula	weary
myth	prey	ridiculous	taught	wearisome
natural	principal	rogue	technique	weighed
negligent	principle	saxophone	temperature	weight
neighbour	professor	scavenger	tension	weird
niece	pumpkin	scene	tentacles	wholly
normality	punctual	sceptical	terrace	witchery
nutrition	pure	schnitzel	terrible	women
notice	pursuit	scientific	terribly	wonderful
oblige	quaint	seize	territory	wrapped
observe	quay	sewage	thermonuclear	wrinkle
obviously	quench	sewerage	travelled	written
occur	query	shoulder	treasure	yacht
ogre	queue	shrieked	uncomfortable	yearn
omit	radial	signal	unexpectedly	yield
opportunity	ravine	skeleton	unfortunately	youngster
opposition	razor	slaughter	unique	youthful
optical	realistic	society	unnatural	zany
optimist	receive	sought	upholsterer	zenith
option	recent	spectacular	urban	zodiac
organise	recognise	stammered	urgency	zoology
origami	recommend	stomach	useless	
oxygen	rectangular	submarine	valuable	
parallel	relationships	subsided	vegetation	

NAPLAN Challenging Words

accelerating	complementary	furnace	litigious	personally	scimitar
accidentally	complimentary	futile	longevity	persuade	scintillate
accommodation	conscience	gauge	luminescent	persuasive	separate
accumulate	conscious	ghoul	magnificent	pessimistic	silhouette
acquainted	consequently	grandeur	malaria	phosphorescent	skulduggery
acquire	correspond	guaranteed	mandible	physically	sovereign
adrenaline	courageous	guillotine	manoeuvre	plateau	stationary
aisle	cylinder	haemoglobin	mathematician	population	stationery
annihilate	debris	hallucinate	mediaeval	precise	sufficient
annoyance	decomposed	helium	miniature	prevalence	telekinesis
appearance	deficient	hesitant	minions	privileged	temperamental
appreciated	definitely	humanitarian	mischievous	proposition	temporary
appropriate	delicious	imaginable	misconstrue	psychiatrist	therapeutic
archaeology	dependency	incandescent	misogyny	psychic	thoroughly
awkwardly	desiccate	incompetent	naivety	psychology	tournament
balk	desperate	inconsequential	narcissist	purest	tsunami
beige	desperation	inconsolable	necessary	purist	ubiquitous
belligerence	dominant	incorporate	nonchalant	quiescent	unconscious
benefited	draught	indecipherable	noticeable	racquet	unnecessary
benevolent	dungeon	insanity	notoriety	rancour	vertebrates
blasé	effervescent	interrogate	nuisance	realistically	vicious
brevity	efficient	intrigue	obedience	recognisable	voila
brilliance	embarrassed	intriguing	obnoxious	redemption	vulnerable
brusque	environment	iridescent	obscure	reign	waive
buoy	esteem	irrelevant	observation	rein	wilful
camouflage	euphoric	irresponsible	obsessed	reminiscent	wondrous
carcasses	exaggerate	judicial	obsessive	responsibility	wraith
changeable	exhilarating	kaleidoscope	occasionally	resurrect	wrought
climatic	explanatory	kayaking	occasions	resuscitate	zephyr
colloquial	facilities	lacerate	occurrence	rhythm	
colossal	fascinating	leisure	opaque	ricochet	
column	fluorescent	lieutenant	oscillate	rigorous	
competence	fuchsia	liquefy	peculiar	sabotage	