

Why Do We Need Word Up!?

Word Up! Spelling has been designed in response to an identified classroom need – the need for a differentiated student activity book series linked to the national curriculum. Each unit makes explicit links to the Australian Curriculum content descriptions, general capabilities and cross-curricular priorities.

Spelling skills are best learned when integrated with other areas of language. **Word Up!** promotes listening, speaking, reading and writing through a diverse range of open and closed activities. Each skill is introduced through varied and engaging texts that stimulate critical and imaginative thinking.

What's in it for teachers?

Word Up! is a dynamic student activity series anchored by a sound learning scope and sequence. The series is a structured and sequential spelling program that caters for differentiated student learning. It supports learning about sounds and words and how they are spelled.

Each unit provides a word list containing words that support the learning objective or strategy, as well as high frequency and topic words. Use the My Words box in each unit to allow students to practise their new words or as a space for regular spelling tests. We recommend integrating one unit per week into your current literacy program.

What's in it for students?

Topics are interesting, varied and level appropriate. The series engages students by showing them how learning to spell is integral to self-expression in their writing.

Students learn about the varying structures of different types of text. They recognise, for example, sound–letter matches through exciting narratives, learn about onomatopoeia through colourful haikus and identify prefixes and suffixes in instructional texts.

Series overview

Each book contains 25 four-page weekly units of work. Each unit introduces one or two spelling skills and/or concepts in simple language, supported by examples.

Word Up! Lower (books 1 and 2) has a special focus on visual literacy for younger learners. Lower promotes phonemic awareness as students build their knowledge of sounds and sound–letter relationships.

Word Up! Middle and Upper (books 3–6) include annotated sample texts that point out the structure of each text type. Books 3–6 continue to promote

phonemic awareness while progressing students to more complex spelling strategies.

Each book also contains a scope and sequence map and a helpful sound chart at the end of the book.

Because we're all different

All students access learning through gradually increasing levels of difficulty. Each **Word Up!** unit defines the skill, provides examples, models the skill (one has been done for you) and paces activities. Key spelling strategies are revised and built upon from unit to unit to consolidate the teaching aim.

Differentiated student learning is indicated by three icons. Students receive a decreasing level of support as they progress with learning and practice.



Basic, closed activities, with a high level of student support



A mix of closed and open activity types, with a moderate level of student support



Student-led activities that are writing-centred and open response

As well as considering students of differing abilities, **Word Up! Spelling** will appeal to a mix of learning styles. The series contains activities that build:

- **phonological and morphemic knowledge**
 - asking students to identify and hear phonemes (individual sounds) in words
 - checking students' understanding of prefixes / suffixes and spelling strategies
- **kinaesthetic knowledge**
 - asking students to say and write words and to see and visualise letter combinations and to understand letter-sound relationships
- **etymological knowledge**
 - checking students' understanding of word histories and origins, word families and related spelling strategies.

Students can follow the **Word Up!** amazing alien through each unit. When students have completed all units, they receive a certificate of completion at the end of the book.



Endangered Animals



The long vowel sounds /a/, /e/, /i/ and /o/ can be shown by different letter groups:

/a/ as in **play**, **raise**, **face**

/i/ as in **ice**, **try**, **high**

/e/ as in **see**, **sea**, **key**, **only**

/o/ as in **soap**, **hope**, **snow**, **open**.

Science – Information Report

An information report tells us facts about a topic.

Endangered Animals

There are many animals in our world that are endangered.

Endangered animals have a high chance of disappearing from the face of the Earth. Climate change, human activity, changes in landscape and predators play a role in endangering species.

Examples of endangered animals include the Asian elephant, the Ethiopian wolf, the Siberian tiger, the Australian sea lion and the snow leopard.

Many environmental groups have been set up to try to save these animals. We can raise money and awareness as a key to saving our endangered species.

Saving endangered animals is very important for our environment.

Introduction / opening statement.

Important facts about endangered animals.

Final statement.



Sample pages

List Words

| | | | | |
|---------|------------|---------|-------|----------|
| change | endangered | face | many | sea lion |
| species | tree | climate | alive | high |
| might | why | those | going | grow |



1 Say and spell the list words aloud.

2 Circle the list words in the text.

3 Write three list words below.

Circle the letters in each word that make the long vowel sound.

4 Complete these words using the long /a/ sound.

Choose from **ay**, **ai** or **a_e**.

a r _____ n

b t _____ k _____

c st _____

d f _____ c _____



5 Complete these words using the long /i/ sound.

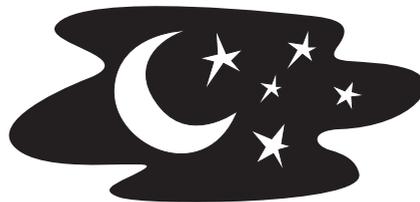
Choose from **i_e**, **y** or **igh**.

a n _____ c _____

b n _____ t

c sh _____

d m _____ c _____



 **6 Write a word with a long vowel sound to match these meanings.**

a Something that opens a door _____

b The opposite of low _____

c The opposite of wrong _____

d Another word for ocean _____

e What we do with our eyes _____

7 Rewrite these words with the correct spelling of the long /e/ sound.

a grean _____

b monkee _____

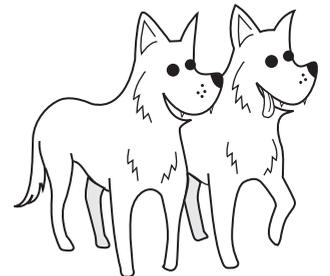
c beyt _____

d ladee _____



8 Write a sentence using these words. Circle the letters that have the long vowel sound.

a go, dingoes, those



b baby, see, donkey

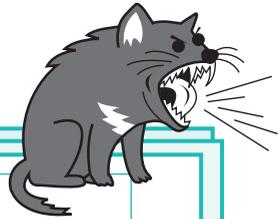


9 Build your own word list using words you have learned today.

| My Words |
|----------|
| |



10 Write an information report about an endangered animal.



| | |
|-------------------------------------|--|
| Title | _____ |
| Introduction | _____ _____ |
| Facts about your animal | _____ _____ _____ _____ _____ _____ |
| Final statement / conclusion | _____ _____ |

Sample pages

Three's a Crowd!

A **contraction** is made by joining two words to make one shorter word, for example, *I am* becomes *I'm*.

An **apostrophe** (') is a punctuation mark used to replace the letters that have been taken out when words are joined, for example, *I'm*.



Narrative – Story

Three's a Crowd!

Alena's best friends are Sophia and Amelia. They're all in the same class. They play netball together and don't stop talking to each other even at lunchtime.

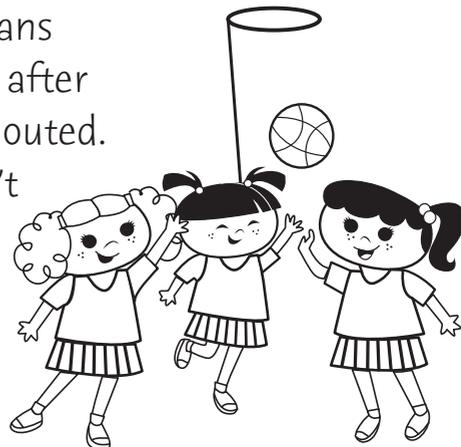
One day Alena told her friends that she was moving away. Her dad was being transferred overseas for work. The girls were very upset. No more playing music or eating chocolate together. They remembered how they all started Year 3 together in a new school and became instant friends.

When the time came for Alena to go, everyone was sad. Fortunately, at the last minute her dad's plans changed. He'd decided to stay in Australia after all. "Now we'll never be apart!" the girls shouted. They say three's a crowd, but the girls can't imagine life without their best friends.

An introduction sets the scene and introduces the characters.

A series of events with a problem/complication.

Resolution.



6 Write the two words represented by each of these contractions.

- a I've _____
- b you'll _____
- c we're _____
- d that's _____

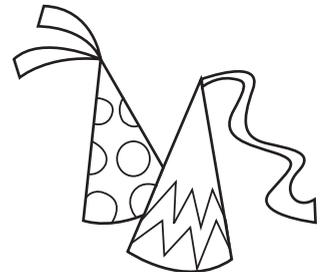
7 Circle the apostrophes that are incorrectly placed.

- a Ther'e hasn't been a sunny day since March.
- b Who's the new teacher at you'r school?
- c We didn't win because our strongest play'er was injured.
- d You're most welcome a'ny time.



8 Complete these sentences using suitable contractions.

- a She _____ go to the party tonight.
- b _____ touch that! _____ hot!
- c I wish _____ known the answers on the test.
- d He _____ be at the game as his foot is sore.



9 Write a sentence using each of these contractions.

- a they've _____
- b it's _____
- c we're _____
- d don't _____



10 Build your own word list using words you have learned today.

| My Words |
|----------|
| |



11 Write your own narrative about two best friends. Include as many contractions as you can.

| | |
|---|---|
| Title | _____ |
| Introduction | _____ _____ |
| Series of events, including a complication | _____ _____ _____ _____ _____ |
| Resolution | _____ _____ |

Sample pages

Phar Lap

The /oy/, /er/ and /or/ sounds can be made by different letter groups:

/oy/ as in joy, poison

/er/ as in her, stir, word, purse

/or/ as in horse, sore, saw, call, sauce.



Recount – Historical Recount

A historical recount retells events from the past, showing their time and place in history.

The Story of Phar Lap

Phar Lap was a champion racehorse that triumphed in the early 1930s. He brought joy to all who saw him race and he was a hero during difficult times.

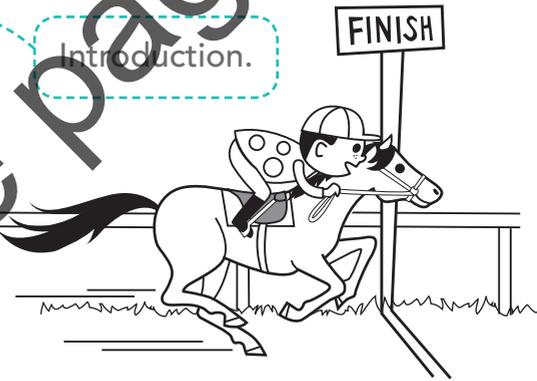
Phar Lap was born in New Zealand, then trained and raced in Australia. Phar Lap was often called “the Wonder Horse” or “Red Terror”.

Phar Lap won 36 of his last 41 starts. He then won North America’s richest race in 1932.

Two weeks later, Phar Lap was struck down by a mystery illness and died. Many believed it was murder and thought Phar Lap had been poisoned.

Phar Lap’s body was placed in the Australia Gallery at the Melbourne Museum. He is remembered as one of the world’s most famous horses.

Introduction.



Events in the correct order.

Summary or final comment.



List Words

| | | | | |
|-----|--------|----------|---------|--------|
| all | early | horse | illness | join |
| joy | murder | never | north | poison |
| saw | story | together | under | work |



1 Say and spell the list words aloud.

2 Find these words in the recount and underline the letters that make the /oy/ sound.

joy poisoned

3 Find these words in the recount and circle the letters that make the /er/ sound in red.

murder world's

4 Find these words in the recount and circle the letters that make the /or/ sound in green.

all saw horse born North



5 Write these words in the correct column below.

world call boy enjoy voice paw core nurse bird

| /oy/ sound | /er/ sound | /or/ sound |
|------------|------------|------------|
| | | |
| | | |
| | | |

6 Complete these words with the /oy/ or the /er/ sound.

a c _____ n

b t _____

c n _____ se

d sw _____ l

e b _____ thday



7 Use the /or/ sound to complete these words.

a m _____ e

b f _____ ll

c s _____ ce

d h _____ k



8 Rewrite these words with the correct spelling.

a werk _____

b stoary _____

c poyson _____



9 Build your own word list using words you have learned today.

My Words

A large rectangular box with a dashed border, intended for writing a word list.





10 Write your own historical recount about an event, person or place. Underline any words with the /oy/, /er/ and /or/ sounds in your recount. Here are some topics.

- The Gold Rush
- Ned Kelly
- Uluru



| | |
|--------------------------------|---|
| Title | <hr/> <hr/> |
| Introduction | <hr/> <hr/> <hr/> <hr/> |
| Events in correct order | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Summary / final comment | <hr/> <hr/> <hr/> |

Sample pages

Camp Chaos!

The **schwa sound** (ə) is a neutral vowel sound within some words. It sounds like the short /u/ sound, but softer. It can be represented by a single vowel, for example, **away**, **dolphin**, **oven**. It can also be represented by a combination of letters, for example, **ladder**, **treasure**.



Recount – Personal Recount

A recount retells a series of events.

Camp Chaos!

There was chaos at our Year 3 camp last week when it was discovered that all the picnic lunches had been stolen. The trouble began soon after breakfast when the boys from Cabin 7 went to pack the lunches for the hike. They raced to find Mrs Wong to report the theft.

A dozen students joined the search, finding little evidence of the missing lunches. The faithful members of Year 3 searched the camp kitchen, finding only a single wrapper.

Further out towards the cabins, more wrappers were found. The trail of wrappers led to a clearing in the bush where the robber was found asleep among the remaining lunches.

We couldn't believe what we saw! Rocky, the camp goat, had enjoyed a feast. What an exciting day!



Orientation – what, when, where and who.

Sequence of events in the correct order.

Conclusion or personal statement.

Sample Pages



List Words

| | | | | |
|--------|----------|----------|---------|-----------|
| among | asleep | believe | below | breakfast |
| cabin | dozen | faithful | member | often |
| stolen | students | towards | wrapper | work |



1 Say and spell the list words aloud.

2 Underline the list words in the recount.

3 Circle the letters in each list word that have the neutral vowel sound (schwa).

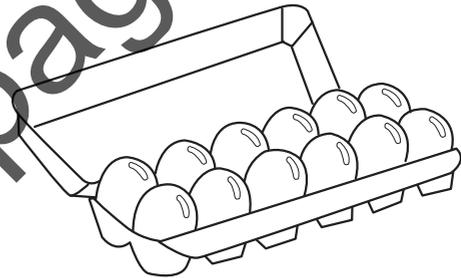
4 Complete these words by writing the correct letter in the spaces.

a doz ___ n

b b ___ lieve

c ___ sleep

d cab ___ n



5 Underline the schwa sounds in these words.

afraid

children

garden

notice

today

broken

seven

village



6 Circle the word in each sentence that has the schwa sound. Then write the letter or letters that make the schwa sound in the word.

a Our TV is broken. _____

b I have a pain in my stomach. _____

c He felt very alone. _____

7 Write these words in a sentence.

a recent _____

b believe _____

c faithful _____

d dollar _____

8 Rewrite these words correctly.

a about _____

b cousun _____

c treasere _____

d laddor _____

e ovah _____

Sample pages



9 Write three words that begin with the letter a that have a schwa sound. Use a dictionary to help.

a a _____

b a _____

c a _____



10 Build your own word list using words you have learned today.

| My Words |
|----------|
| |



11 Write a personal recount about something funny that happened at your school. Read over your words and use a red pencil to underline words with the schwa sound.

| Title | |
|---------------------------------|--|
| Orientation | |
| Events in correct order | |
| Conclusion / personal statement | |

Sample pages