


Rules help us to read, spell and speak well.

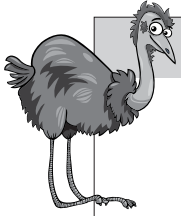
 **Reading rules** tell us which sound to say when we see a phonogram in a word.

 **Spelling rules** tell us which phonogram to write when we hear a sound in a word.

 **Grammar** helps us to know which type of words should be used to do different jobs in a sentence.

This book will show you rules which will help you to read, spell and use many, many words.

Are you ready to
read, spell and go?



A *sentence* is a group of words which tells a complete thought.
A *phrase* is a group of words which forms part of a sentence, but is not a complete thought.

Colour the shape next to each group of words to show if it is a *phrase* or a *sentence*. Write a capital letter over the first letter of any word which begins a sentence. Place full stops at the end of the sentences.

phrase

sentence



my friend Hugo got a bike for his birthday



from his parents



at first he could not ride it



his brother taught him how to ride it



now he speeds along with no help



happy that he can ride

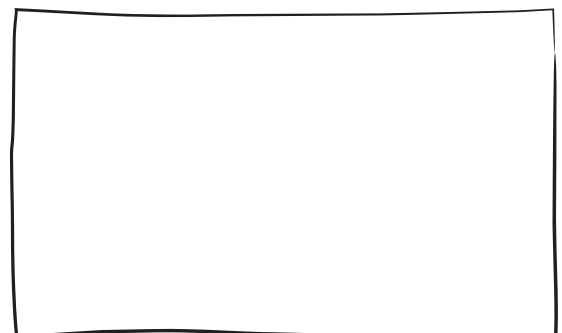


Read the words below and place full stops where the sentences should end. Write capital letters over the first letter when it should be a capital.

my friend Hugo's bike was red with a blue seat his
parents gave it to him he was very thankful to his
parents they taught him how to care for his bike he
rode it down to the park



Write a sentence about your bike and draw a picture of it. If you don't have a bike, write about your favourite toy.

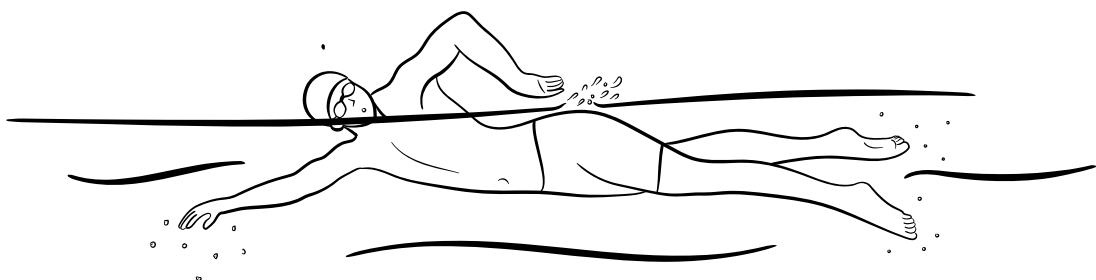


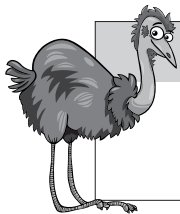
Solving the clues



Fill in the blanks with the correct word from List K1.

- 1 If one leg is hurt, I may need to _____.
- 2 The map shows north, south, east and _____.
- 3 I was _____ when I found my missing toy behind the chair.
- 4 I told my friend a secret. I _____ her.
- 5 At the end of the day, we all need to _____.
- 6 Sentences begin with a _____ letter.
- 7 The running man was too late to catch his _____.
- 8 A _____ is a red-coloured animal with a sharp nose and a bushy tail.
- 9 This summer I will _____ all the way to the end of the pool.





The sound 'oh' at the end of a word

Spelling Rule

The phonogram **o** usually represents the sound 'oh' at the end of a multi-syllable word after the letters **g** or **t**.

Colour the phonograms which can say the sound 'oh'.

o **oe** **a** **oo** **er** **ough** **oa** **ng** **ow**



Read these words. If the word is spelt correctly, tick the box. If it is not correct, write the correct spelling on the line below.

dingoe

potato

tomatow

flamingo

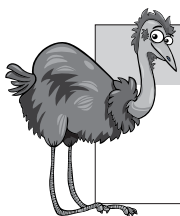
windo

though

toe

cargow

indigo



Adding s or es to words ending in the letter o

Ending Rule

The ending **es** is usually added to a base word ending in the letter **o**, unless the word has something to do with music, where **s** is used.

Add **s** or **es** to these words ending in **o**.

piano → piano_____

tomato → tomato_____

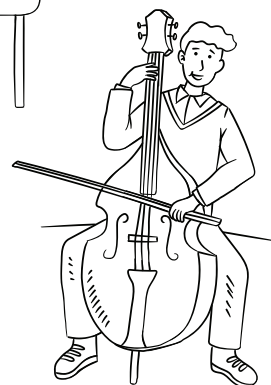
go → go_____

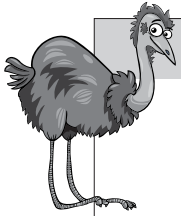
soprano → soprano_____

do → do_____

potato → potato_____

cello → cello_____





Silent e and the phonograms c and g

Reading Rule

c always says its second sound 's' before the letters **e, i** or **y**.

g may say its second sound 'j' before **e, i** or **y** (but not always).

g never says 'j' unless it comes before **e, i** or **y**.

g always says 'j' before silent **e**.

Draw an arch from the **c** or **g** to the silent **e**.

dance

True or false? Write **T** in the circle or **F** in the stop sign.

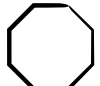
I usually wash my face at night.



I never put a slice of lemon in my drink.



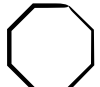
g always says 'j' before **e, i** or **y**.



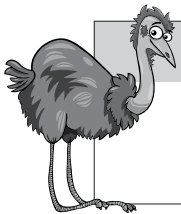
My huge dog may sleep on my bed.



c always says 's' before **e, i** or **y**.



Now find all the words where silent **e** helps **c** or **g** say their second sounds and mark them with an arch from **c** or **g** to the **e**.



Silent e can do two things at once



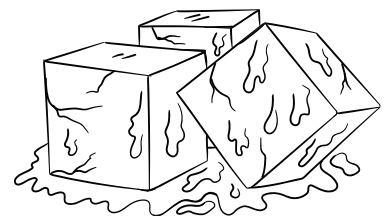
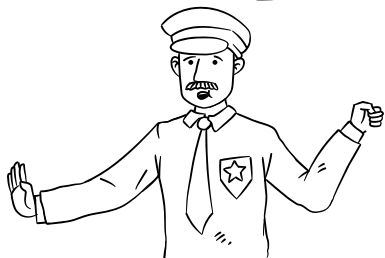
Explanation Marks

e can change a vowel and **c** or **g** at the same time.

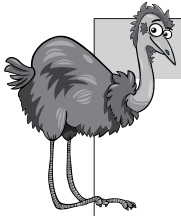
Draw a double arch from the letters to the silent **e**.

face

Find words to match these pictures where silent **e** does two jobs. Write the words underneath and mark them with a double arch.



Go back to the 'true or false' questions and mark an extra arch over all the words where silent **e** also changes a vowel.



Adding endings to silent e words

Ending Rule

If a base word ends with silent **e**, remove the **e** when adding an ending *beginning with a vowel*. If the ending does not begin with a vowel, keep the **e**.

Carefully follow the lines from the base words to the endings and write one word on each line. Some words may have two endings added to them.

engage 1 2

move 3 4

settle 5 6

arrange 7 8

include 9

bride 10

arrive 11

refuse 12 13

care 14 15

hope 16 17

fame 18

nerve 19

ment

ing

ed

al

ful

ly

ous

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

Find the word



Write a word from list L5 to match the clue.

- 1 Water can do this if it is very cold _____
- 2 When you firmly say you will do something _____
- 3 You may take this if you are sick _____
- 4 Something that is most unlike something else _____
- 5 To get bigger or larger _____
- 6 Not silly _____



Now find all six words in the word search below.

H	O	P	R	O	M	I	S	E	P
T	N	G	Z	V	D	X	I	E	K
V	U	A	G	Y	C	Y	E	O	O
M	E	D	I	C	I	N	E	F	P
R	Q	B	D	C	T	R	L	R	P
Z	I	N	C	R	E	A	S	E	O
D	J	S	X	O	N	P	D	E	S
Y	T	L	F	U	W	C	Y	Z	I
W	S	Y	G	R	D	L	F	E	T
O	S	E	N	S	I	B	L	E	E

Poetry



Read aloud the first verse of the poem *Kind Words* by Henry Longfellow below.

Syllable stress lines

Kind **h**eart**s** are the **g**ard**e**ns
 Kind **th**ought**s** are the **r**oot**s**
 Kind **w**ord**s** are the **f**low**e**rs
 Kind **d**eed**s** are the **f**ruit**s**.

Number of syllables Rhyming pattern

6

A

5

B

6

C

5

B

gardens does not rhyme with **f**ruits so they are different letters.

roots rhymes with **f**ruits so they are both shown as **B**.



Now use the guide above to follow these instructions for the poem below.

- 1 Read the poem out loud, or have a friend read it while you listen carefully.
- 2 Draw large circles over the dots for stressed syllables.
- 3 Count the number of syllables in each line and write it in the box.
- 4 Listen carefully to the rhyming words and fill in the rhyming pattern.

I wash my hands before
 I sit to eat my food
 Not dirty anymore
 And filled with gratitude.

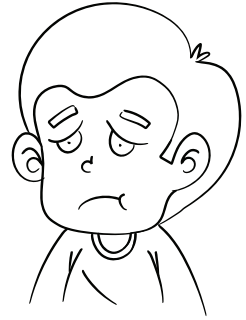
Number of syllables

Rhyming pattern



Draw a picture for one of these poems.

The one one one double rule



Joe has forgotten to use the one one one double rule properly. Circle all the words which have been written wrongly. There are 15 mistakes. See if you can find them all.

Hands

Our hands are so handdy! With them we can do so many things. Claping, holdding, throwing, liffting, pating, sewing, knitting, writting and drawwing are all things to be done with hands.

We can use hands to do good things or wrong things. Hiting a ball in the game of handball or volleyball is not wrong, but it is wrong to hit a person. Slaping another person is not a right thing to do. Grabing things from others is not kind or polite.

Lendding a helpping hand, writing a message to grandparents or a friend, carrying the shoping for our parents or sweeping the floor for them are all thoughtful things to do with our hands.

Let us use our hands to be responsible, helpful and kind.



Write the words you circled on the lines below, writing them correctly so that Joe can learn the right way to spell them.

1 _____	6 _____	11 _____
2 _____	7 _____	12 _____
3 _____	8 _____	13 _____
4 _____	9 _____	14 _____
5 _____	10 _____	15 _____



SCORE CHECK

15 excellent

13–14 very good

11–12 good

9–10 ok

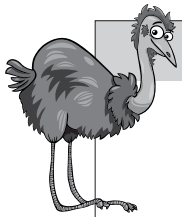
8 or below more review work needed

Practice with the 'er' phonograms



Choose **er**, **ir**, **ur** or **ear** to represent the sound 'er' in these words.

panth___ silv___ p___se int___est s___f
 copp___ t___m p___l wond___ s___ch
 f___th___ v___b d___t sev___al t___tle
 obs___ve c___se g___m p___haps h___t



The pattern **ear** at the end of a word

Reading Rule

The pattern **ear** at the end of a word never says 'er'. In this place it is two phonograms **ea** and **r**, not the phonogram **ear**.

The sound 'eer' can be formed by the sounds 'ee' (¹**ea**) and 'r'.

The sound 'air' can be formed by the sounds 'e' (²**ea**) and 'r'.

Fill in **ear** at the end of these words, then read them.
 Join them to the correct sound and the correct picture.



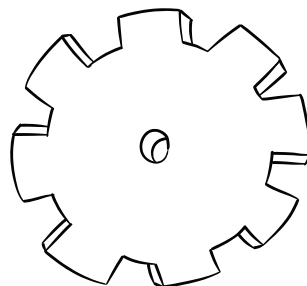
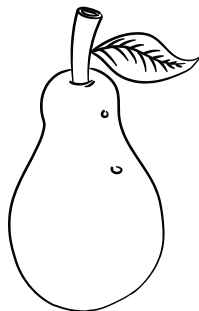
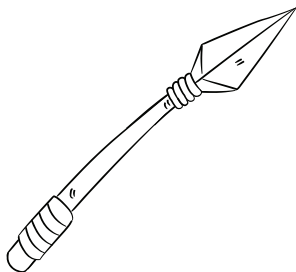
sp_____

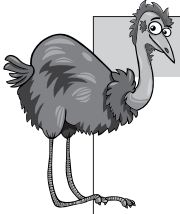
h_____

p_____

b_____

g_____





The sound 'ay'

Spelling Rule

ay usually represents the sound 'ay' at the end of a base word, or before a vowel. Some exceptions use **ey**: **they, obey, grey, hey, prey, whey** and **survey**.

Before a consonant, the sound 'ay' may be represented by the phonogram **a** with silent **e**, or the phonogram **ai**.

Fill in the correct phonogram for the sound 'ay' in these words, then circle the number to show why you chose it. Use the number key in the box.

pr____ [to God]

1 2 3 4 5

pr____ [animal's food]

1 2 3 4 5

t____pe

1 2 3 4 5

r____l

1 2 3 4 5

cr____on

1 2 3 4 5

l____er

1 2 3 4 5

ob____

1 2 3 4 5

r____ke

1 2 3 4 5

gr____

1 2 3 4 5

tr____

1 2 3 4 5

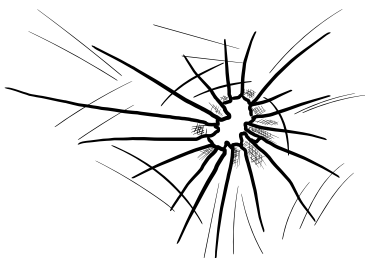
- 1 end of a base word
- 2 before a vowel
- 3 exception using **ey**
- 4 **a** with silent **e**
- 5 the phonogram **ai**



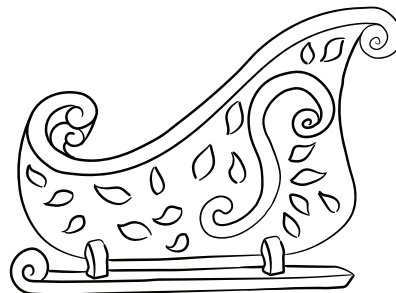
These three pictures use **ea** or **eigh** to represent the sound 'ay'. Complete each word with the right phonogram.

ea

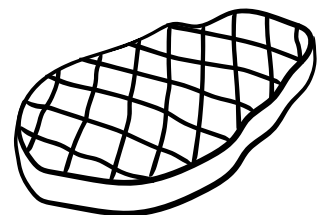
eigh



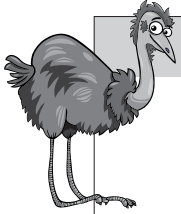
br____k



sl_____



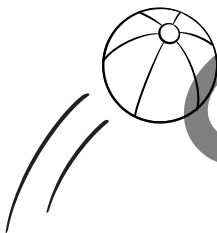
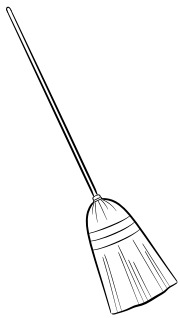
st____k



Tense

Verbs have *tense*, which shows whether something is done before (*past tense*), now (*present tense*) or later (*future tense*). Most verbs use the ending **ed** to create the past tense (except for *irregular verbs*). Future tense usually has the word **will** added.

Colour the shapes red to show the tense of these verbs. If the verb is irregular, colour the shape blue. One of the words is not a verb – do not colour any shape.



	Past	Present	Future
sneezed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will appear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will sweep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will remain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
polished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
threw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Join your coloured shapes. What is the name of this punctuation mark?



What part of speech is the word that is not a verb?

Parts of Speech



Write the answer to each question below. On the lines below the question, write three example words for your answer.

- 1 What do we call the name of a person, place or thing? _____

Write three: _____

- 2 What is a word called which describes a noun?

Write three: _____

- 3 What is a doing word called? _____

Write three: _____

- 4 What is a word called which takes the place of a noun? _____

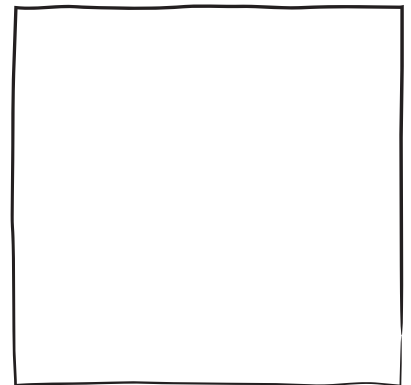
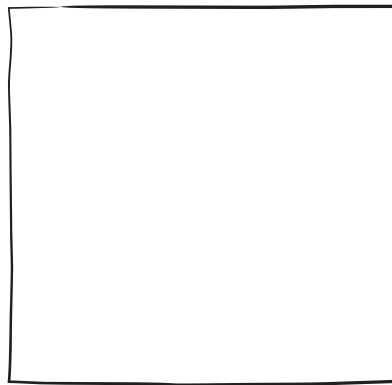
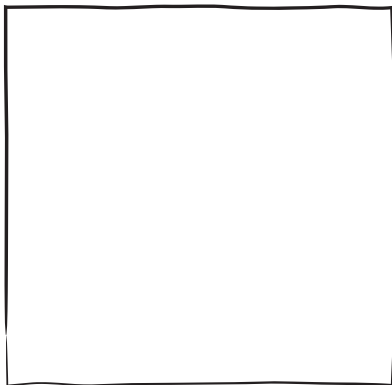
Write three: _____

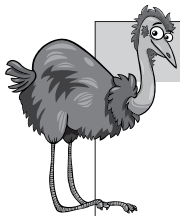
- 5 What do we call a verb which has **ed** added to the end? _____

Write three: _____



Draw three pictures and write the part of speech of your word on the line below.





The sound 'sh'

sh

ch

ti

ci

si

- 1 The phonograms **sh** or **ch** may represent the sound 'sh' at the beginning of a word (**shell**, **chef**).
- 2 **sh** usually represents the sound 'sh' at the end of a word (**fish**).
- 3 **sh** may only represent the sound 'sh' after a short vowel sound (**crash**, **crush**, **bush**). Exception: **leash**
- 4 The phonograms **ti**, **ci** and **si** represent the sound 'sh' in the ending 'shuhn' (never **sh** or **ch**).

Underline the phonograms representing the sound 'sh' in the words in the box. Then write the correct word on the lines below to match the phrases.

motion brush magician session chef shed

sh at the beginning of a word _____

ch at the beginning of a word _____

sh at the end of a word _____

ti in the ending 'shuhn' _____

ci in the ending 'shuhn' _____

si in the ending 'shuhn' _____



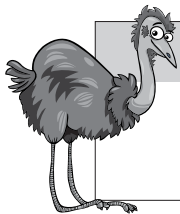
Tick the shapes to answer these questions.

Why can't **ti**, **ci** and **si** end a word?

- The ending **ship** must end a word
- English words don't end with **i**
- ti**, **ci** and **si** are only used at the beginning of a word


Why can't **pa-tient** be spelt **pa-shent**?

- sh** may only represent 'sh' after a short vowel sound
- doctors never run out of patients
- ti** is always used after **a**



Rule for the phonogram ie

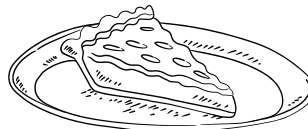
ie

 **ie** ('ee', 'igh') always says its second sound 'igh' at the end of a one-syllable word.

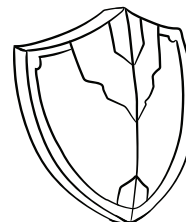
Fill in **ie** in these words and put 1 or 2 above **ie**. Join the words to the pictures.



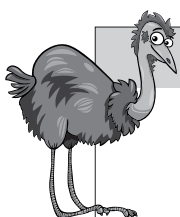
th__f



p__




sh__ld



The phonogram ei

ei

ei ('ee', 'ay') is another successive seventeen phonogram. It is easy to confuse it with **ie** ('ee', 'igh').

 Use **ei** in these places:

1 to represent the sound 'ay' **2** to represent the sound 'ee' after **c**

3 in the exception words **either** and **neither**.

Otherwise, use **ie**.

Choose **ie** or **ei** to complete these words, then join the word to the correct reason.

dec__ve

p__ce

n__ther

r__ns

c__ling

mov__

__ther

v__l

The sound 'ee' after the letter **c**

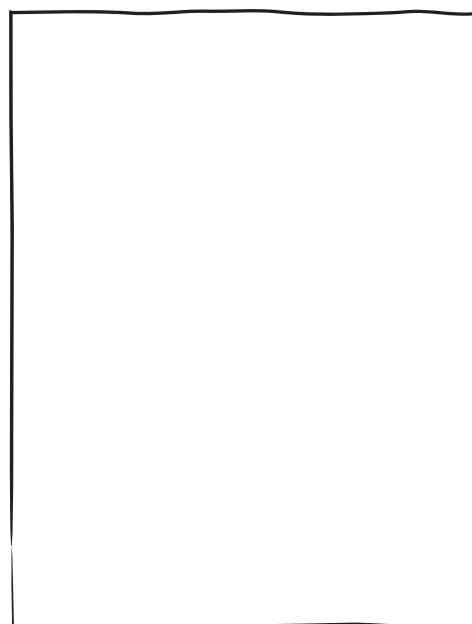
Exception word

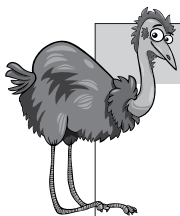
No problem, use **ie**

The sound 'ay'



Draw something that can be on the ceiling.





Silent letters

Reading Rule

- 1 The letter **b** is always silent in the pattern **mb** at the end of a word.
- 2 The letter **l** is always silent in the pattern **alm** at the end of a word.
- 3 The letter **t** is always silent in the pattern **stle**.

Silent letter crossword



The words in this crossword all use silent letters from section Q1. When you have completed the crossword, lightly colour the boxes for the silent letters.

Across

- 2. A tiny little bit of bread
- 3. A high sound made by blowing air
- 4. To pay attention to a sound
- 7. A song or hymn
- 8. To do something many times
- 10. The opposite to rough
- 11. It makes a very big explosion

Down

- 1. You have one of these on each hand
- 2. Where a king lives
- 4. A baby sheep
- 5. A sharp metal weapon
- 6. A type of tree with coconuts
- 9. To travel upwards
- 10. You use it to do your hair

SAMPLE

Australia



Use the map of Australia on the next page to help you find a proper noun for each common noun in the table below.

Common Noun	Proper Noun
state	
city	
lake	
ocean	
plain	
country	
river or creek	
territory	
mountain range	



Complete the table below. Try and do it without the map if you can.

Australian States and Territories

Abbreviation	Full Name	Capital City
Qld		
NT		
NSW		
Vic		
Tas		
ACT		
SA		
WA		