

OPTION 1: Reading, editing and writing practice
CVC Dictation Passage 1: Pam and the Pup

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

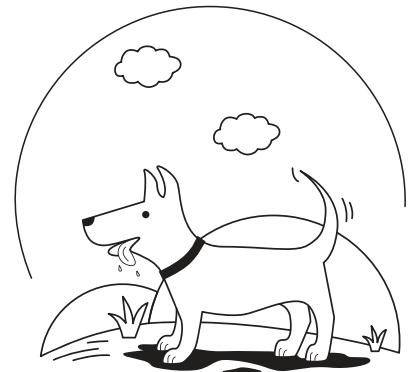
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

Pam and the Pup

Pam got a pup. The pup dug in the mud.



The pup hid in the log. The pup began to beg and yap. Pam and the pup had fun.

Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the CVC words.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

Pam and the Pup

Pam get a pup

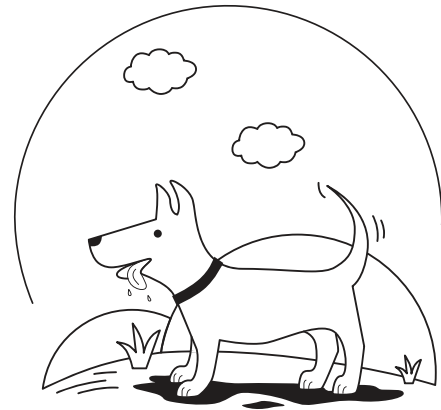
The pup dug

in the mad. the pup hed in

the log The pap bega to

deg and yap. pam and the

pup had fan.



How many errors did you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
CVC Dictation Passage 2: The Man Tom

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____

Date _____

Task 1: Reading Practice

Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

Once

Twice

Three Times

Four Times

Reading 1 seconds

Reading 2 seconds

Reading 3 seconds

Reading 4 seconds

The Man Tom

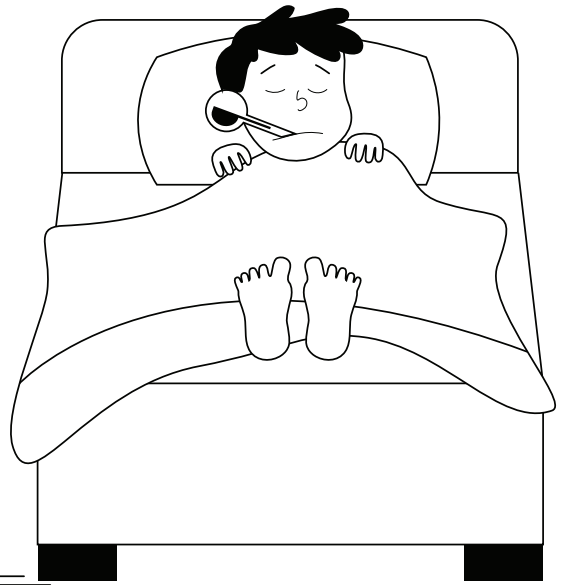
Tom was in bed.

Tom had a nap.

Tom got up. Tom

went for a run.

Tom was hot and red.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the CVC words.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

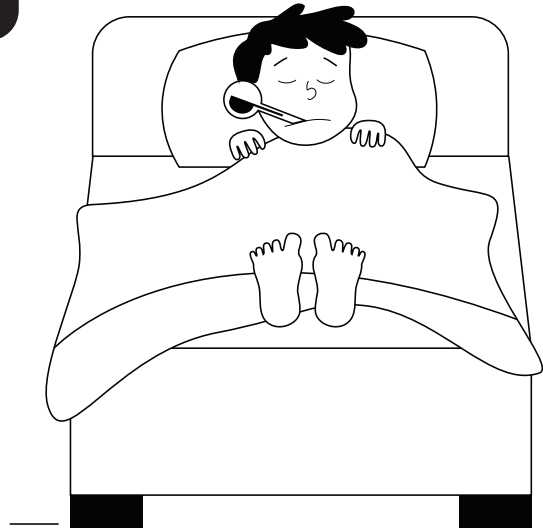
- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

The Man Tom

Tom was it
bed Tom hid
a nap tom
got up Tom wet for
a run Tom was hot
an wed.



How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
CVC Dictation Passage 4: Dad's Bag

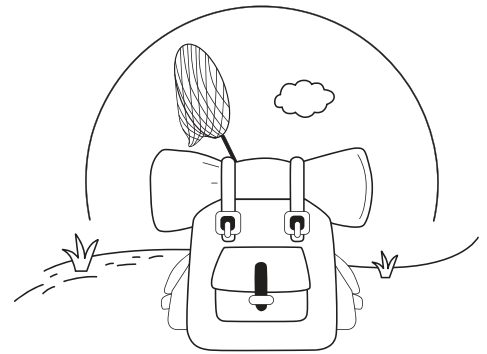
Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice	Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:			
	<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Optional: Time each reading.	Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

Dad's Bag

Dad had a bag. The bag was big. In the bag Dad had a net, a pot, a pan and a mug. Dad had lots in his bag.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the CVC words.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

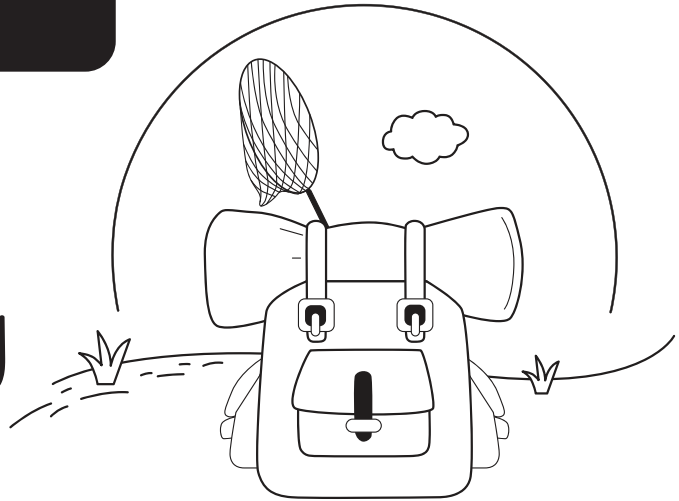
- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

Dad's Bag

Dad had a bag The big was big At the bag Dab had a nop, a pot, a pan and a mug Dab had lot in his bag



How many errors did you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
sh CVC Dictation Passage 2: Going Fishing

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

Once

Twice

Three Times

Four Times

Reading 1 seconds

Reading 2 seconds

Reading 3 seconds

Reading 4 seconds

Going Fishing

A man was in a rush.
He got on a ship. He
went to get fish. But
the ship had a crash. The ship
did not go. The man did not fish.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the sh words.

Blank area for student response to Task 2.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

Going Fishing

A man was in a
rash He got on
a ship He wet
to get fish. dut the ship
had a crash. the chip
did not go. The Man did
not fich.



How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
sh CVC Dictation Passage 1: Trish and Her Fish

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

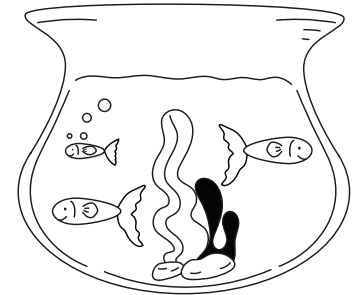
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

Trish and Her Fish

Trish had a fish tank. Trish had ten big fish in the tank.



But Trish began to wish for a red fish too. Trish had ten fish but no red fish. Trish had lots of fish. But Trish had no red fish.

Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the sh words.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

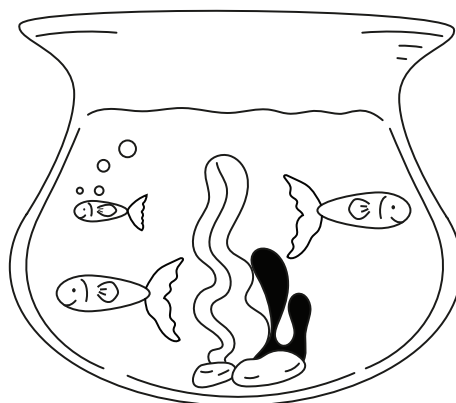
- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

Trish and Her Fish

trish had a fish
tank trish had ten
big fis in the tank
but trish began to wit for a
wed fish too. Trish had ten
fish but no red fish. Trish had
lots of fish But Trish had
no red fish.



How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
sh CVC Dictation Passage 3: The Shut Shop

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

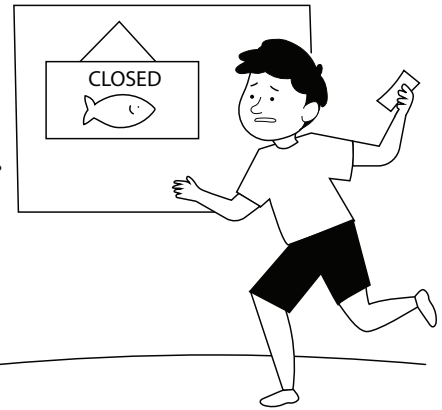
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

The Shut Shop

I rush to the fish shop.
I rush so it will not be
shut. I run and run. I
dash with my cash. But the fish
shop is shut. No, no, no! The fish
shop is shut.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the sh words.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

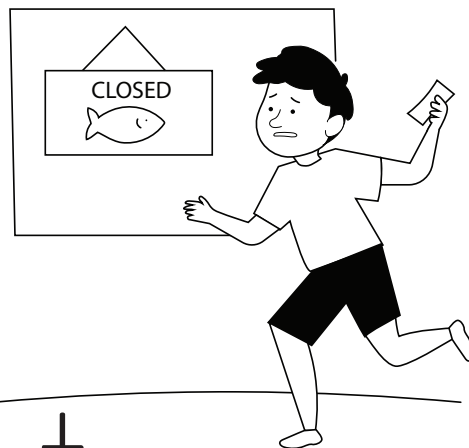
- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

The Shut Shop

I rush to the
fis shop I rush
so it wil not be shut
I ran and run. i dash wiv
my cash But the fis shop
is shut No, no, no! The fish
shop is hut.



How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
CCVC Dictation Passage 1: The Club Flag

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

Once

Twice

Three Times

Four Times

Reading 1 seconds

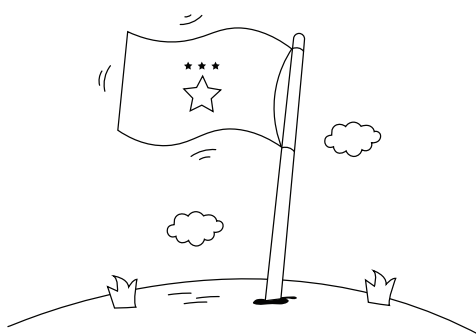
Reading 2 seconds

Reading 3 seconds

Reading 4 seconds

The Club Flag

Up went the club flag.
The flag did flip, flop
and flap in the wind. The flag did
swish in the wind. The club did clap.
The club flag was flash.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the words with a consonant blend at the beginning.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

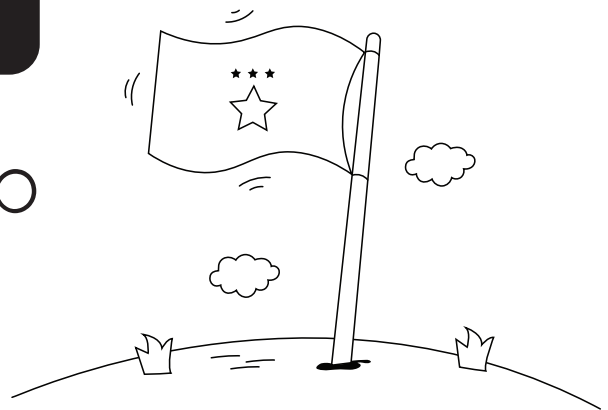
- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

The Club Flag

Up went the club
fla the flag did



flip, flop and flap in the wind

The flag did swish in the wind

The cub did clap the club fleg

was flash

How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
CCVC Dictation Passage 2: Fred's Trip

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

Fred's Trip

Fred went on a trip in his truck. Fred went on a track in his truck. Crash, smash, bang! Fred's truck hit a tree. Fred cannot go on his trip.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the words with a consonant blend at the beginning.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

Fred's Trip

Fred went on
a twip in his twuck.



Fred wnt on a

twack in his truck Crash,

smash, bang! fred's truck hit

a twee. Fwed cannot go in

hims trip.

How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't

OPTION 1: Reading, editing and writing practice
CCVC Dictation Passage 4: The Crab's Plan

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

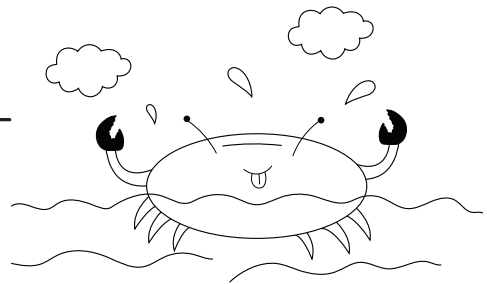
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

The Crab's Plan

The crab had a plan to get wet. The crab went for a swim. Swish, swish, the crab got wet. Splish, splash, the crab went for a swim. The crab swam and swam. That was a good plan. The crab had fun.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the words with a consonant blend at the beginning.

Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

- Yes No
 Sometimes



Correct grip?

- Yes No
 Sometimes



Correct writing?

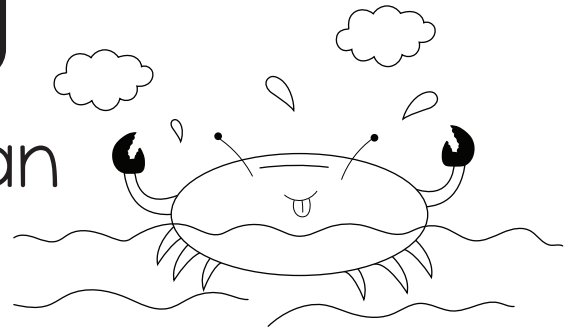
- Yes No
 Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

The Crab's Plan

The cab had a plan to get wet. The crab went for a wim. Swish, swish, the cwab got wet. Splish, splash, the crab wnt for a sim. The cab swam and swam Dat woz a good plan. The crab had fun



How many errors did you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite it. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- The student
 A peer
 Teacher
 Assistant

Goal: Today I aim to _____

- Yes I achieved this Sometimes I achieved this No I didn't