

OPTION 1: Reading, editing and writing practice
sh Dictation Passage: Bree's 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

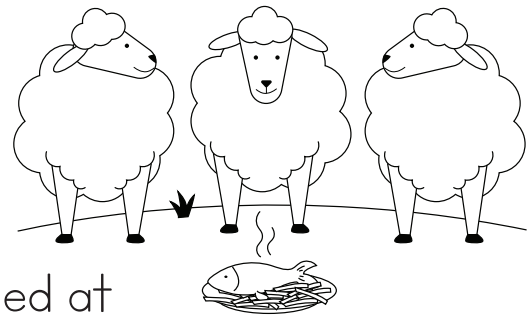
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

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

Bree's Shop

Bree had a hot food shop. Three sheep rushed into the hot food shop.



The sheep made such a din. Bree yelled at the sheep to hush up. The sheep wished for hot fish and chips on a dish. Bree got the three sheep hot fish and chips to snack on and the sheep gave Bree cash for the food. Then the three sheep made a dash from the hot food shop. It was very odd as most sheep do not eat fish and chips.

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?

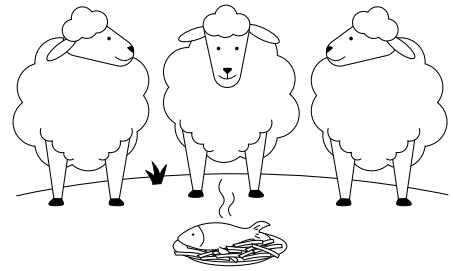
- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

Bree's Shop

Bree had a hot food shop
Three sheep rush into the
hot food shop. The sheep made sush a din.
bree yell at the sheep to hush up
The shep
wish for hot fish and chips on a dish. bree
got the three sheep hot fish and chips to
snack on and the shep gave Bree cash for
the fod. Then the free sheep made a dash
from the hot food shop
It was very odd as
most sheep do not eet
fish and ships.



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
Short oo Dictation Passage: Mook's Book

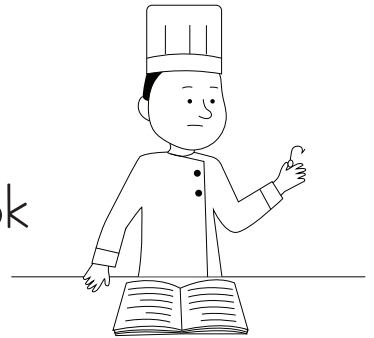
Select from the range of activities below. Select the activities that specifically match the needs of the students.

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

Mook's Book

Mook was a good cook. Mook the cook was looking in his cookbook when a hook got stuck in his foot. Mook the cook shook his foot this way and that. The hook that was stuck in his foot did fling into Mook's cookbook. 'Look,' yelled Mook the cook. 'The hook is stuck in my book.' So Mook the cook took the hook off his cookbook and got back to cooking.



Task 2: Reading Comprehension	(a) Illustrate as many aspects of the passage as possible. (b) Label the short oo 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?

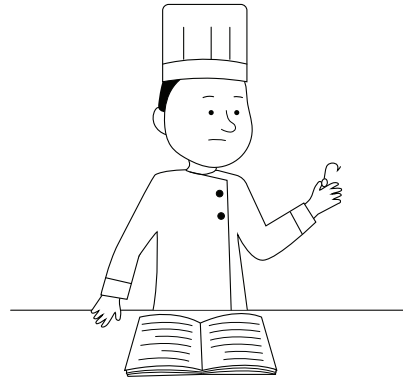
- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

Mook's Book

Mook was a god cook. Mook the cook was look in his cookbok when a hooc got stuck in his foot. Mook the cook shook his foot dis way and vat. The hook that was stuck in his foot did fing into Mook's cookbok. 'Look,' yelled Mook the cook. 'The hook is suck in mi book.' So Mook the cok took the hok off him cookbook and got bak to cook.



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
(i)ng Dictation Passage: The King's Ring

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

Name _____ Date _____

Task 1: Reading Practice

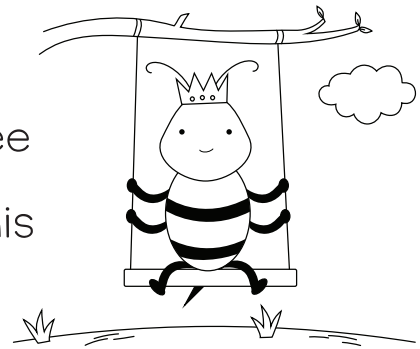
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

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 King's Ring

The king bee sat on a swing. The king bee got his kids to sing a song as he sat on his swing. At the end of the song the king bee yelled to his kids to bring him his gold ring. The king's oldest boy had the ring resting on his sting. As he got the king's ring, it fell and went 'ping' as it rolled along. The king was cross that his boy had the gold ring resting on his sting. The king told him off for taking the king's gold ring.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the **(i)ng** 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?

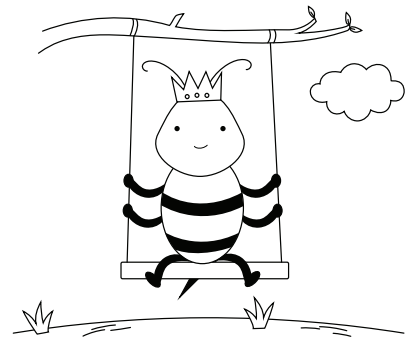
- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

The King's Ring

The king bee sat on a sing. The king bee got his kids to sing a song as he sat on him swing. at the end of the song the king bee yell to his kids to bing him his god ring. The king's oldest boy had the ring resing on his ting. as he got the king's ring, it fell and went 'ping' as it rolled along. The king was cwoss that his boy had the gold ring resping on him sting. the king told his off for taking the king's gold ping.



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
II Double Consonant Dictation Passage: Under a Spell

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

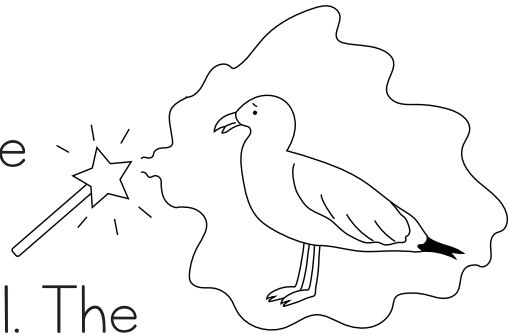
Reading 2 seconds

Reading 3 seconds

Reading 4 seconds

Under a Spell

A troll put a spell on a gull. The gull did not feel well. The ill gull with a spell on it got a chill. The gull stood still but then the poor gull fell. The gull then started to roll. The gull rolled by a mill and by a well. The gull rolled over a doll and over a shell. It was when the troll did yell and ring a bell that the spell ended.



Task 2: Reading Comprehension

(a) Illustrate as many aspects of the passage as possible.

(b) Label the II 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

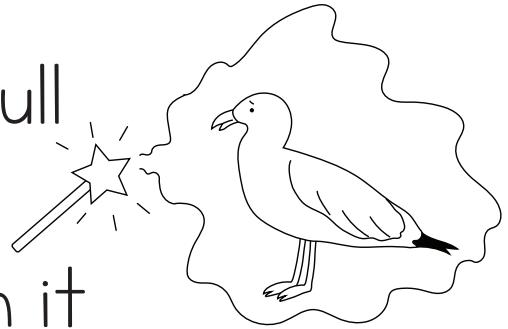
Task 4: Identify the errors and correct

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

Under a Spell

A troll put a spell on a gull

The goll did not fel well.



The ill goll with a spell on it

got a shill. the gull stood sill but then

the poor gulla fell. The gull then start

to roll. The gull roll by a mill and bi a

well. The gull roll over a doll and ovu a

shell. It was when the twoll did yill and

ring a bell that the pell

ended.

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 and CCCVC Dictation Passage: Scram!

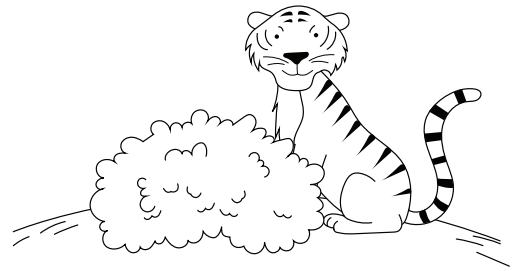
Select from the range of activities below. Select the activities that specifically match the needs of the students.

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

Scram!

A tiger hid in the scrub next to a stream. Behind the screen of the shrub the tiger waited to spring. The tiger waited for a stork to stroll by. The tiger wanted the stork to scam. With a screech, the strong tiger sprang from the shrub. The stork was quick to scam.



Task 2: Reading Comprehension

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

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?

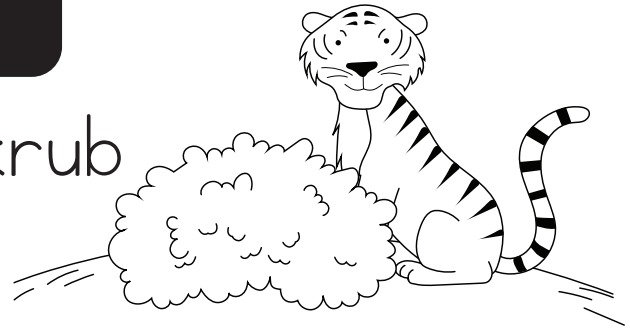
- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

Scram!

A tiger hid in the skrub
next to a strem.



behind the screen of the srub the
tiger wayted to spring The tiger
wated for a sork to stoll by. the tiger
wonted the stork to scam. with a
screesh, the strong tiger spang from
the shrub. The sork
was quick to scam.

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
CCVCC Dictation Passage: Drenching Rain

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

Drenching Rain

It rained so much the man was drenched. He had to squint to see the branches as he went past the trees. But he did not flinch. His trench coat kept him warm. He thrust his hands in his pockets to keep warm. The mud squelched under his boots but he clenched his teeth and kept going.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the words that have consonant blends at the beginning or end.

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.

Drenching Rain

It rayned so mush the man was drenched. he had to skint to see the branch as he wnt past the trees But he did not finch. His tresh coat kept him warm. he thrust his hads in his pokets to keep warm. The mud squeched under his boots but He cleched his teeth and kept going.



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
oa Dictation Passage 2: The Boasting Toad

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

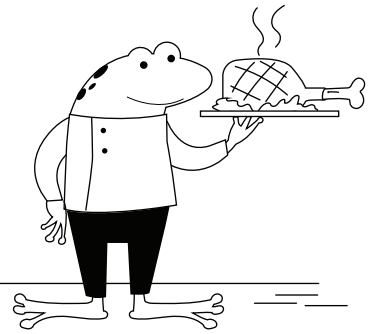
Reading 2 seconds

Reading 3 seconds

Reading 4 seconds

The Boasting Toad

Tom the toad lived on a boat that sailed around a moat. Tom the toad liked to croak and boast about his roasts. He gloated that his roasts were the best in the land. But when the croaking, gloating toad saw that his boasting made the other toads moan and groan, Tom the toad put an end to his boasting ways.



Task 2: Reading Comprehension

(a) Illustrate as many aspects of the passage as possible.

(b) Label the **oa** 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?

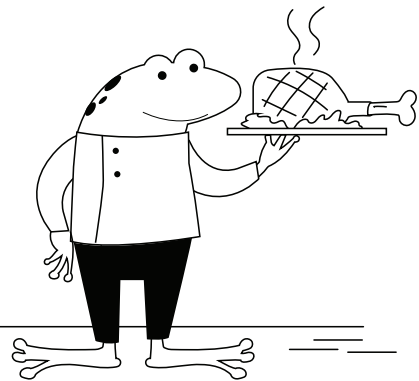
- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

The Boasting Toad

Tom the toad lived on a
boat that sail around a
moat Tom the tod
liked to crok and boast about his roasts.
he goated that his roasts were the
best in the land. but went the croaking,
gloating toad saw dat his boast made
the othu toads moan and gran, tom the
tod put an end to his
bosting ways.



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
ow (as ou) Dictation Passage 2: The Brown Clown

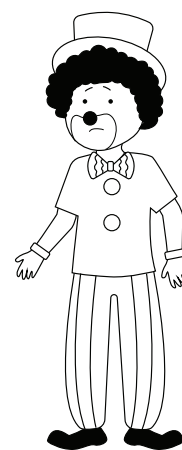
Select from the range of activities below. Select the activities that specifically match the needs of the students.

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

The Brown Clown

A clown had a frown. The clown was dressed in brown. The clown had brown jeans, a brown shirt, a brown crown and brown boots. The clown was all in brown and he felt down. He began to think, 'I will not make the people in town glad. I will make them growl as I am all in brown.' So the frowning clown vowed to find red, green and yellow to wear. The clown had a shower and put on a gold crown and a dress with flowers on it. The crowd will now be glad to see him.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the **ow** (as ou) 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



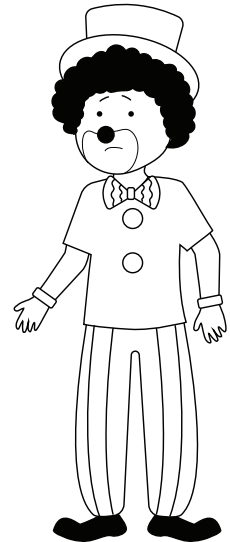
Correct writing?

- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

The Brown Clown



A clown had a frown. The clown was dress in brown. The clown had broun jeans, a broun shirt, a broun crown and brown boots. The clown was all in brown and he felt doun. He began to think, 'I will not make the people in toun glad. I will make them groul as I am all in brown.' So the frouning clown vowed to find red, gren and yellow to wear. The clown had a showu and put on a gold crown and a dress with flouers on it. The crowd will now be gad to see him.

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
ea and ee Dictation Passage: A Day at the Beach

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

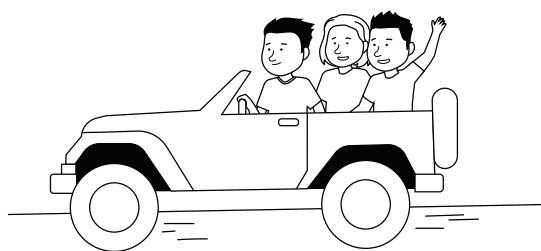
Reading 2 seconds

Reading 3 seconds

Reading 4 seconds

A Day at the Beach

The three of us went to the beach in a jeep for a week's holiday. We took beef, beans, peas and ice-cream for each of us to eat. At the beach the heat from the sun was strong. We screamed with joy all the way to the sea. We swam in the deep sea and we also swam at the reef. But the reef was filled with seaweed so we spent most of our time on the beach.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the **ea** and **ee** 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?

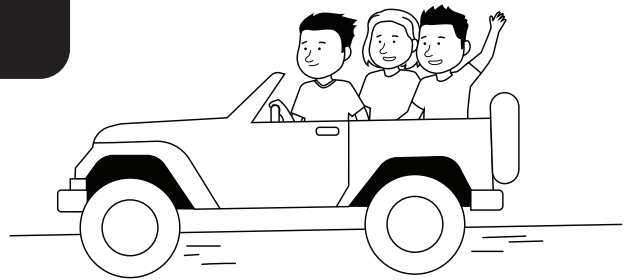
- Yes No
 Sometimes

Task 4: Identify the errors and correct

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

A Day at the Beach

The threa of us whent
to the beech in a jeep
for a weak's holiday. We took beef, beens,
peas and ice-cream for eech of us to eat. At
the beach the heet from the sun was srong.
We scream with joy all the wa to the sea.
We swam in the deap sea and we also swam
at the reaf. But the reaf was filled with
seawead so we spent most
of our time on the beech.



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