

OPTION 1: Reading, editing and writing practice  
**Consonant Blends Dictation Passage 2: The Squinting Spraying Squid**

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

Name \_\_\_\_\_ Date \_\_\_\_\_

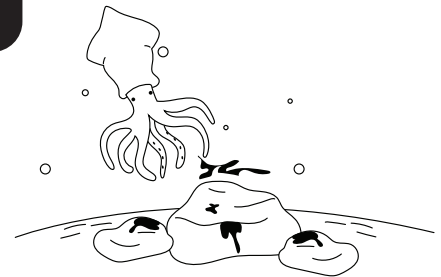
**Task 1: Reading Practice**

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 Squinting Spraying Squid



A squid squinted as he tried to locate a small and hidden spot in the rocks. By squinting the squid was able to see his surroundings more clearly. The squinting squid squealed with delight when he located a perfect spot that would screen and protect him. He sprang over quickly, only to find that he was unable to squeeze into it. Plus all the squeezing attempts had made the squid spray his ink all around.

**Task 2: Reading Comprehension**

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the consonant blends.

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?

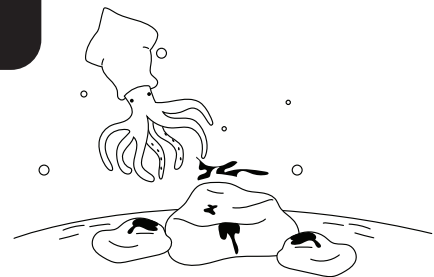
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

## The Squinting Spraying Squid

A squid squint as he tried to locate a small and hidden spot in the rock. By squinting the squid was able to see his surrounding more clear. the squinting squid quealed with light when he located a perfect spot that would screen and protec him. He rang over quick, only to find that he was able to squeeze into it. Plus all the squeezing attempts had made the quid pray his ink all around.



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, ee and y (as ee) Dictation Passage: An Odd Beach Dream**

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

## An Odd Beach Dream

While asleep I had an odd dream. My puppy and I were happy playing at the beach. Out of the deep sea came a seal with a green ice-cream for each of us to eat. Following the feed of ice-cream we tried to seek shelter from the windy and sandy beach air. Next from the deep sea came an eel in a jeep. We both sat on the seats and the eel in the jeep drove us home. What an odd beach dream.



**Task 2: Reading Comprehension**

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

(b) Label the **ea**, **ee** and **y** (as ee) 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?

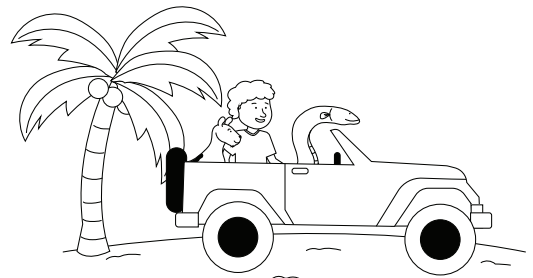
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

## An Odd Beach Dream

While sleep I had an odd dream my puppy and I were happy playing at the beach out of the deep sea came a seal with a green ice-cream for each of us to eat folowing the feed of ice-cream we tryed to seek shelter from the windy and sandy beach air next from the deep sea came an eel in a jeep we bof sat on the seats and the eel in the jeep drove us home. What an odd beach dreem.



How many errors did you locate and correct?

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#### 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  
suffix -ly Dictation Passage: Bird in a Nest

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

Name \_\_\_\_\_ Date \_\_\_\_\_

Task 1: Reading Practice

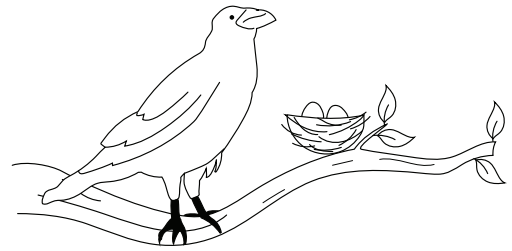
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

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

## Bird in a Nest

First the female crow located a firm branch on a thickly leafed tree. Next the female crow quickly collected a range of twigs, dried grass and vines for her nest. Slowly but neatly and carefully the crow formed a well constructed home. Her eggs would remain safely protected in this nest until ready to hatch.



Task 2: Reading Comprehension

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

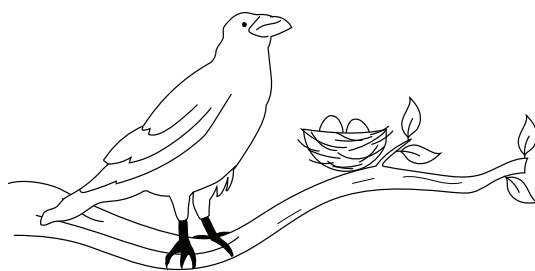
- Yes  No  
 Sometimes

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

## Bird in a Nest

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- The student  
 A peer  
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 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  
**tch (as ch) Dictation Passage: Lucy's Scratch**

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

Name \_\_\_\_\_ Date \_\_\_\_\_

**Task 1: Reading Practice**

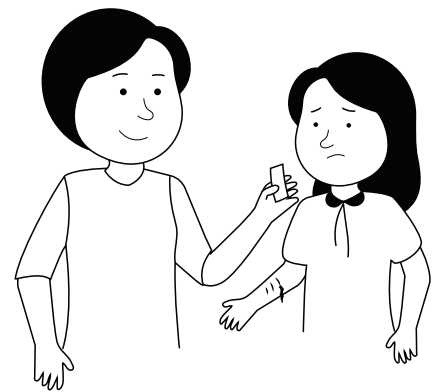
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

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

## Lucy's Scratch

Lucy walked past the hutch and scratched herself on the latch. Lucy clutched her arm. Lucy's arm bled. Lucy did not need to go to hospital to have her arm stitched up. Once home, Lucy's mum placed a patch on the scratch. Luckily the scratch was not deep and did not need stitches. But later the scratch became itchy. Lucy rubbed her scratch to stop it from being itchy. Cleverly, Lucy did resist scratching it as this would have made it bleed.



**Task 2: Reading Comprehension**

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

## Lucy's Scratch

Lucy walked past the huch and  
scatched herself on the latch.

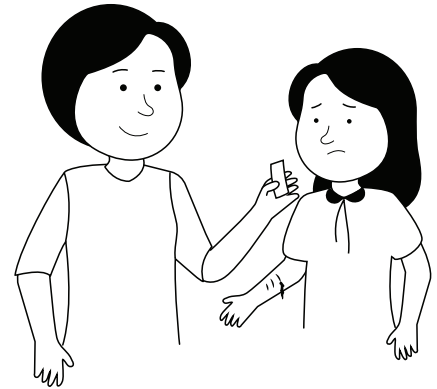
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### Task 5: Dictation

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  
**igh, -y and i-e (as igh) Dictation Passage: Midnight Blackout**

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

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Task 1: Reading Practice</b>	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

## Midnight Blackout

A spy had been hired to determine why each night the lights in a small town went out at midnight. Each night the spy would hide in the streets. The spy would remain wide awake while trying to catch sight of the crime. One night outside the power station he was delighted to observe the crime. A hungry rat strode into the main power box to nibble the wires for his midnight meal.



### Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
- (b) Label the **igh**, **-y** and **i-e** (as igh) 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?

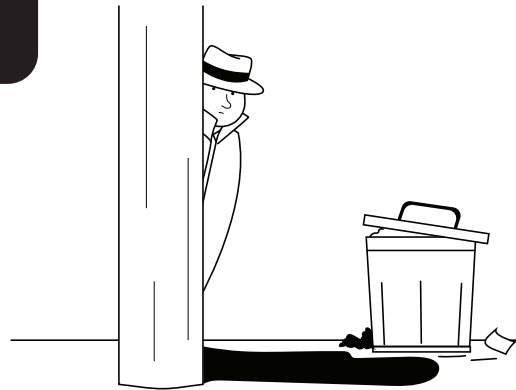
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

## Midnight Blackout

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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  
**tt (as t) Dictation Passage: Mrs Otter**

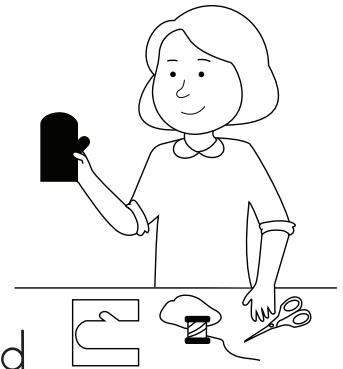
Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Task 1: Reading Practice</b>	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

## Mrs Otter

Mrs Otter had a new pattern. She was going to make mittens. After cutting out the pattern she attached it to the cotton. Wool may be better but this pattern called for cotton. Mrs Otter was cutting out the mittens when she heard chatter from the next room. Her litter of otter kittens were awake. They were jumping on the mattress and getting very hungry. Mrs Otter left her pattern to feed her litter lettuce for lunch.



### Task 2: Reading Comprehension

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

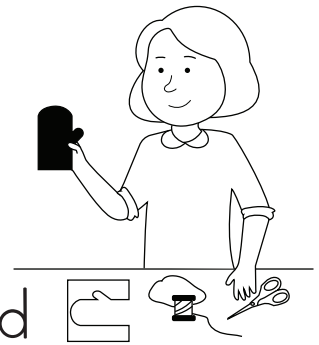
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

## Mrs Otter

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### Task 5: Dictation

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#### 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

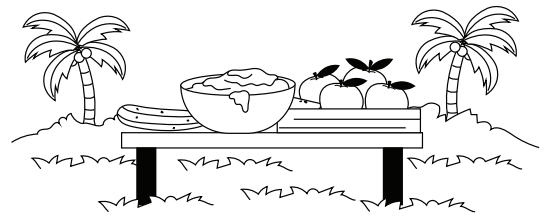
OPTION 1: Reading, editing and writing practice  
**le (as schwa+l) Dictation Passage 4: Trifle, Apples and a Pickle**

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

## Trifle, Apples and a Pickle



In the middle of the jungle a table stood in a puddle. The table had some trifle, a case of apples and a pickle. A beetle longed for the trifle, some cattle longed for the case of apples and a bumble bee longed for the pickle. When the animals ate the food, it made them giggle, gargle, tremble and sniffle. They were baffled and puzzled as to why the food was odd. The animals huddled together and grumbled about their rumbling grumbling bellies.

### Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.  
 (b) Label the **le** (as schwa+l) 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?

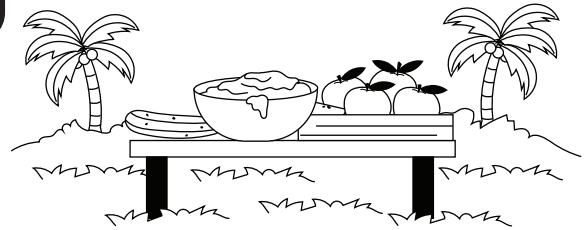
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

## Trifle, Apples and a Pickle

In the middle of the jungle  
a table stood in a puddle.



The table had some trifle a case of apples and  
a pickle a beetle longed for the trifle some  
cattle long for the case of apple and a bumble  
bee longed for the pickle. Wen the animals ate  
the food, it made them giggle gargle tremble  
and sniffle. They was baffled and puzzled as to  
why the food was odd the animls huddle togefere  
and grumbled about their  
rumbling grumbling bellies.

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  
**ti (as sh) Dictation Passage: Solution to Pollution**

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:

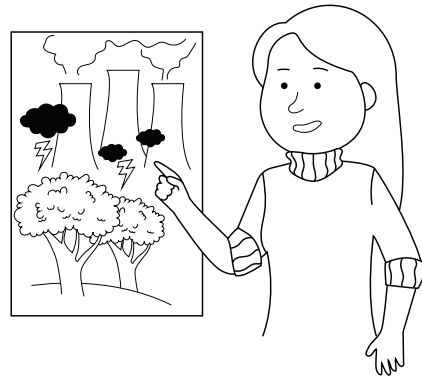
Optional: Time each reading.

<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

## Solution to Pollution

Tonight there is a function at the town hall. There will be a speech on pollution. They will talk about the actions we can take to find a

solution to the town's pollution problem. If we can cut pollution just a fraction it will be a good solution. There will also be a section of the talk to look at the options for new buses. These buses give off a fraction of the pollution of the ones we have now.



**Task 2: Reading Comprehension**

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

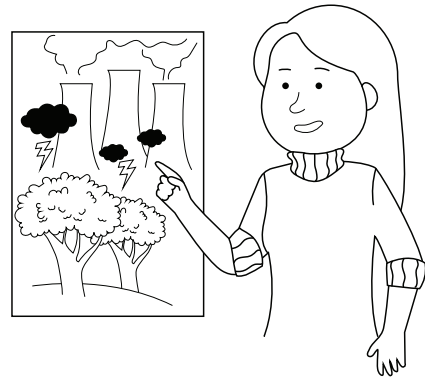
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

## Solution to Pollution

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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  
**Silent b Dictation Passage: A Climbing Lamb**

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

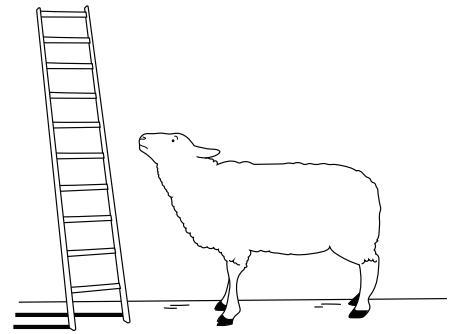
Reading 2  seconds

Reading 3  seconds

Reading 4  seconds

## A Climbing Lamb

There was a lamb that wanted to climb to the top of a ladder. On the way up the ladder, the lamb's limbs became numb and this made it difficult to climb. Following this the lamb's thumb also became numb. This made it even more difficult for the lamb to climb to the top. The poor lamb began to doubt that he could climb the whole way. Luckily the numb feelings disappeared and the determined lamb climbed the whole way.



**Task 2: Reading Comprehension**

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

(b) Label the silent **b** 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?

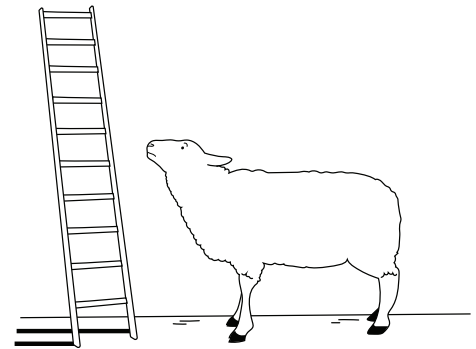
- Yes  No  
 Sometimes

### Task 4: Identify the errors and correct

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

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#### Area of Focus or Goal:

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#### 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