



Essential List 3 Literacy Contracts - Using List 3 Words

A few other notes that may be of use.

- 'Online Version' means that the worksheet is done solely on the computer using Microsoft WORD programme.
- Except for the listed words and sentences, the main point is for the child to get used to the actual list words rather than it being about getting all the spelling correct (depending on their ability).
- For the 'Printable Version' of the unit, it may also be an idea to enlarge the sheets from A4 to A3 to give the child (especially the younger/less able children) more room to write.
- A blank copy of the worksheet (Teacher Created A1 and A2) has also been attached for the teacher to write in/type in their own ideas/letters/words/images etc.
- A copy of the words from **'Essential List 3' (30 words used in 10% of writing)** spelling words has also been included in this resource. These have been included in lighter text so the child can trace over them. All the actual spelling words used in this resource include all of the words from **Essential List 3**. Each contract (A and B) has 5 different words from the list.

Please feel free to use this resource in any way that you see fit with the child/person you are using it with. It is about increasing their confidence, spelling skills and literacy skills. How you do it is up to you. I hope that you find it useful.

Section 1 – Me, Me, Me, Me

Children simply fill out all the sections about their personal life. The whole point of this is to get the children familiar in recognising and writing common words/things to do with them so they are familiar with them. Repetition of this section remains the same on all worksheets (except for the 'something else about me', where they can write anything else about themselves, such as hair colour, likes, tv programmes, dislikes etc).

Section 2 – Visual Language/Images

Children write down what the photo/image shows. Then they write 4 different words about anything to do with the image. They then try to write one or more colours and/or shapes that they can see in the image.

Section 3 – Handwriting/Letters/Blends

Children handwrite (or type if doing this on computer) a line based on the lower case, then upper case of the letter shown (just like normal handwriting). Upper (capital) and Lower (small letters) letters are both focussed on. They then do the same based on the blend shown. Then they try to write down three words based on each letter and blend shown.

Section 4 – Similar Sounds/Endings/Trace the Letters

Children try to write three words that have the shown letters/parts of a word shown. E.g; '_an' could be 'fan, can, pan'. Then they copy the words again in the blue boxes. The letters at the bottom of the page are for the child to trace over. If this is being done as an 'Online' worksheet, then the child could do each one different colours on the computer (as they will be unable to physically write on the sheet).

Section 5 – List 3 (actual Spelling) Words-Word Study

Each colour is related (so for example, all the green boxes are related to the word in the first green box). Each word/sentence has three boxes. The first has the list word written in black (there are 5 different words from the list). The second box has the same word but done with a lighter colour for the child to trace over. The third box is empty for the child to write/copy the word into that box.

Section 6 – Mixed Up Sentences

These boxes are also done using colours and are related to the spelling (list) words originally used in Section 5. The child tries to unscramble the sentence so that it makes sense and is the same as the original sentence in the same coloured box in section 5. The capital letter for the start of the sentence and the full stop at the end of the sentence has also been included for the child to get use to those concepts.

Section 7 – Odd One Out

Three of the four words are related and one does not belong. The child says which one is the odd one out and why (there is also a space for the child to also list the colour of the box that the odd word out is in). Depending on the ability of the child, this maybe done orally only and/or may simply be where the child copies the word.

Signature

The child writes in their name in the space in the bottom right hand corner.

My Literacy Contract-Teacher Created A1



Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:



What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



words

words



Copy the words again

Trace the letters

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



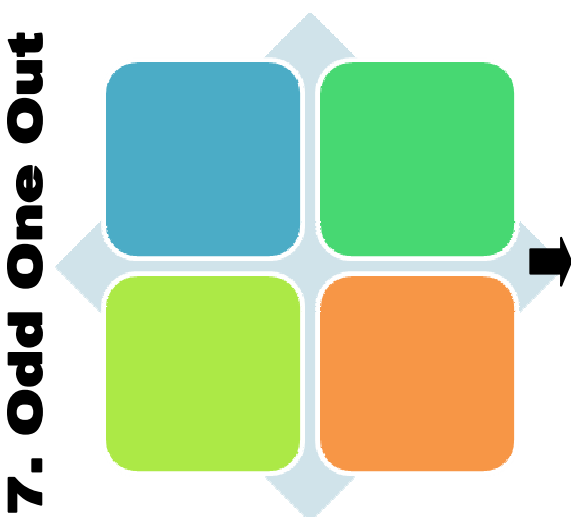
My Literacy Contract-Teacher Created A2

					Trace / Copy

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

A word to do with you (like your name, address etc).

6. Mixed Up Sentences.



Write down which one you think is the odd one out. Remember to say why and what colour box it is in.

Colour used:

Sign/type Your name:



My Alphabet - Upper and Lower Case

Aa Bb Cc Dd

Ee Ff Gg Hh

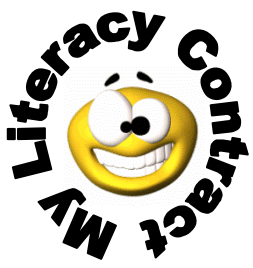
Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz



Essential List 3 Basic Words (30 words used in 10% of writing)

about be go into our
after because going
just out all came
have like said are
day her mum some
as down his not
were back get
one Home with



My Literacy Contract 7A

Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:



What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



g

G

fr

Gg words

fr words

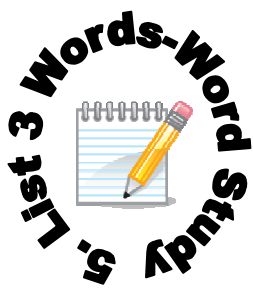


_ all

Copy the words again

Trace the letters

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



My Literacy Contract 7B

about	be	go	into	our	Trace / Copy
about	be	go	into	our	

It was about me.	I will be there.	I can go fast.
It was about me.	I will be there.	I can go fast.
I got into the car.	It was our car.	A word to do with you (like your name, address etc).
I got into the car.	It was our car.	

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

6. Mixed Up Sentences.

me. about was It	
I be there. will	
fast. I go can	
into car the got I	
our was It car.	

7. Odd One Out

Write down which one you think is the odd one out. Remember to say why and what colour box it is in.

Colour used:

Sign/type Your name:

My Literacy Contract 8A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:



What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



h

H

gr

Hh words

gr words

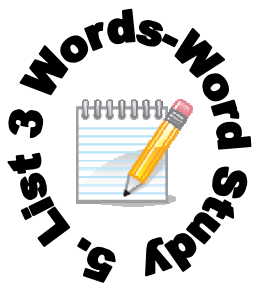


_ am

Copy the words again

Trace the letters

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



My Literacy Contract 8B

after	because	going	just	out
after	because	going	just	out

I went after lunch.

I was hot because the sun was out.

I was going home.

I went after lunch.

because the sun was out.

I was going home.

He is just about 10.

I let the dog out.

A word to do with you (like your name, address etc).

He is just about 10.

I let the dog out.

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

6. Mixed Up Sentences.

lunch. after went I

out. was the sun because

going I home. was

10. just is about He

out. the let dog I

7. Odd One Out



Write down which one you think is the odd one out. Remember to say why and what colour box it is in.

Colour used:

Sign/type
Your name:

My Literacy Contract 9A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:



What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



i

I

sl

Ii words

sl words

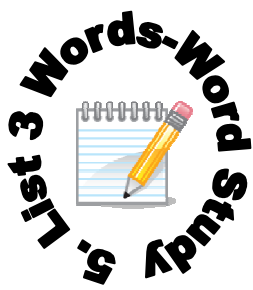


_ ill

Copy the words again

Trace the letters

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



My Literacy Contract 9B

all	came	have	like	said
all	came	have	like	said

We are all happy.

The dog came in.

I have a bed.

We are all happy.

The dog came in.

I have a bed.

I like my friends.

I said, "let's play".

A word to do with you (like your name, address etc).

I like my friends.

I said, "let's play".

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

6. Mixed Up Sentences.

happy. are all We	→	
The in. dog came	→	
a I have bed.	→	
friends. I my like	→	
"let's play". I said	→	

7. Odd One Out

<table border="1"> <tr> <td>2</td> <td>two</td> </tr> <tr> <td>2+1</td> <td>1+1</td> </tr> </table>	2	two	2+1	1+1	<p>Write down which one you think is the odd one out. Remember to say why and what colour box it is in.</p> <p>Colour used: <input type="text"/></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Sign/type Your name:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
2	two					
2+1	1+1					

My Literacy Contract 10A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:



What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



j

J

tr

Jj words

tr words

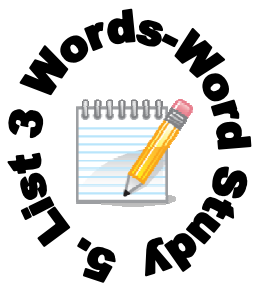


_ in

Copy the words again

Trace the letters

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



My Literacy Contract 10B

are	day	her	mum	some
are	day	her	mum	some

We are at school.

The day is sunny.

It is her brush.

We are at school.

The day is sunny.

It is her brush.

I have a mum.

Some people are boys.

A word to do with you (like your name, address etc).

I have a mum.

Some people are boys.

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

6. Mixed Up Sentences.

school. at We are

The is day sunny.

brush. is her It

Mum. have a I

people are Some boys.

7. Odd One Out



Write down which one you think is the odd one out. Remember to say why and what colour box it is in.

Colour used:

Sign/type
Your name:

My Literacy Contract 11A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:

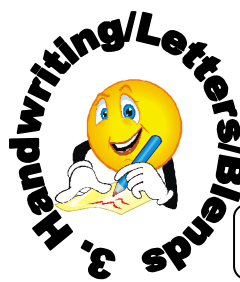


What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



k

K

sw

Kk words

sw words

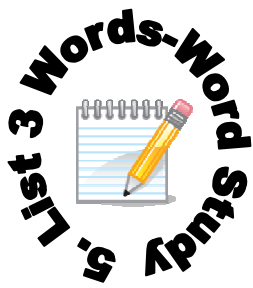


_ ice

Copy the words again

Trace the letters

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



My Literacy Contract 11B

as	down	his	not	were
as	down	his	not	were

I was as fast as a car.

I went down the hill.

It was his pencil.

I was as fast as a car.

I went down the hill.

It was his pencil.

I was not hungry.

We were hungry.

A word to do with you (like your name, address etc).

I was not hungry.

We were hungry.

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

6. Mixed Up Sentences.

car. a as fast as was I

I went the down hill.

pencil. was It his

hungry. I not was

hungry. We were

7. Odd One Out



Write down which one you think is the odd one out. Remember to say why and what colour box it is in.

Colour used:

Sign/type
Your name:

My Literacy Contract 12A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

Parent name/s:

My Address:

My Phone Number: My Town/City/Area:

My Friends:

Something else about me:



What is it?

Word 1: Word 2:

Word 3: Word 4:

Colours/Shapes:



I

L

st

LI words

st words

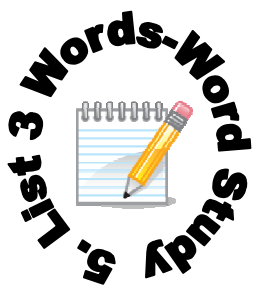


_ing

Copy the words again

Trace the letters

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



My Literacy Contract 12B

back	get	home	one	with
back	get	home	one	with

My back was sore.

I will get the pen.

I ran home.

My back was sore.

I will get the pen.

I ran home.

I had one pencil.

I went with my friend.

A word to do with you (like your name, address etc).

I had one pencil.

I went with my friend.

Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

6. Mixed Up Sentences.

My was sore. back	→	
pen. the get will I	→	
ran I home.	→	
one had pencil. I	→	
my with went I friend.	→	

7. Odd One Out

Write down which one you think is the odd one out. Remember to say why and what colour box it is in.

Colour used:

Sign/type Your name: