



Essential Lists 1 & 2 Literacy Contracts - Using Lists 1 & 2 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 the 'Essential List 1 and 2' 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 Lists 1 and 2.
- 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 1 and 2 (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. 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:



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<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

words

words



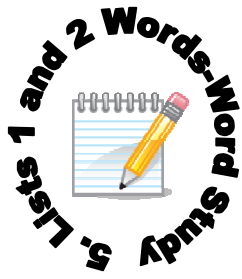
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Copy the words again	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Trace the Letters

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

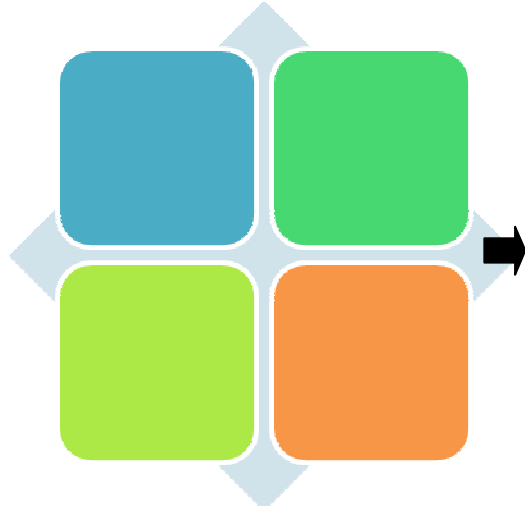


Read the sentence with the teacher, circle the word used, trace the word, then copy the word into the last box.

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

6. Mixed Up Sentences.

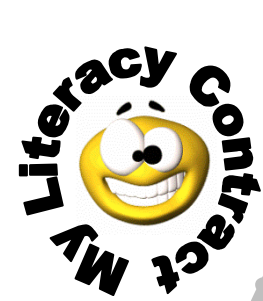
7. Odd One Out



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 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 1 Basic Words (10 words used in 25% of writing)

a I it

the was

and in

my to

we



Essential List 2 Basic Words (20 words used in 15% of writing)

at had of that

up but he on

then went for

is she there

when got me

so they you

My Literacy Contract 1A



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:



a

A

bl

Aa words

Bl words



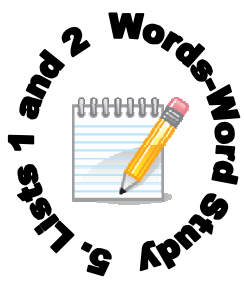
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Copy the words again

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 1B



a	and	I	in	the
a	and	I	in	the

That is a cat.	You and me.	I am working.
That is a cat.	You and me.	I am working.
The cat is in the hat.	The cat is fluffy.	A word to do with you (like your name, address etc).
The cat is in the hat.	The cat is fluffy.	

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.

cat. is That a	
and me. You	
am working. I	
cat in hat. the The is	
The is cat fluffy.	

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 2A



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:



b

B

fl

Bb words

fl words



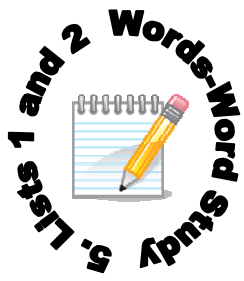
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Copy the words again

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 2B



in	my	to	was	we
in	my	to	was	we

The cat is in the hat.

That is my cat.

I went to lunch.

The cat is in the hat.

That is my cat.

I went to lunch.

It was hot.

We are hot.

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

It was hot.

We are hot.

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.

cat in hat. the The is	→	
cat. my is That	→	
lunch. to went I	→	
hot. was It	→	
We hot. are	→	

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 3A



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:



c

C

dr

Cc words

dr words



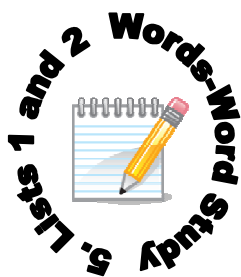
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Copy the words again

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 3B



at	had	of	that	up
at	had	of	that	up

I am at school.

I've had lunch.

It was because of the sun that I was hot.

I am at school.

I've had lunch.

because of the sun

That is a cat.

The cat was up the tree.

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

That is a cat.

The cat was up the tree.

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.

I at am school.	→	
lunch. had I've	→	
sun of the because	→	
a is cat. That	→	
tree. the up was cat The	→	

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 4A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

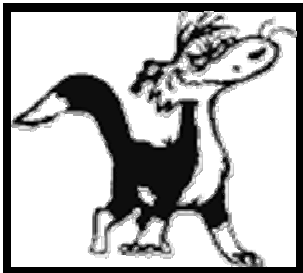
Parent name/s:

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:



d

D

br

Dd words

br words



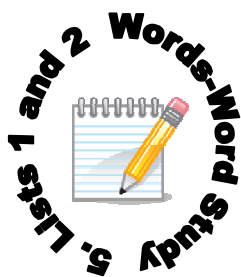
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Copy the words again

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 4B



but	he	on	then	went
but	he	on	then	went

But it is hot.	He is a boy.	I turned the TV on.
But it is hot.	He is a boy.	I turned the TV on.
Then we had tea.	We went home.	A word to do with you (like your name, address etc).
Then we had tea.	We went home.	

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.

hot. is it But	→	
He a is boy.	→	
on. TV the turned I	→	
tea. had Then we	→	
home. went We	→	

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 5A



Name: School:

Class: Year: Age: Day:

Date: Teacher:

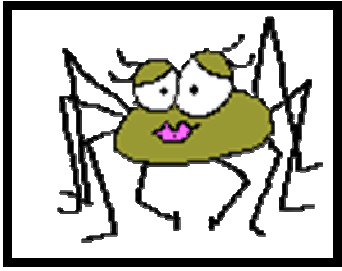
Parent name/s:

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:



e →

E →

gl →

Ee words → → →

gl words → → →



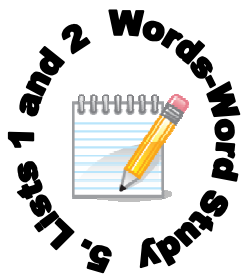
_ u t

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 5B



for	is	she	there	when
for	is	she	there	when

We went for a walk.

That is a cat.

She is a girl.

We went for a walk.

That is a cat.

She is a girl.

There is a cat.

When do we go?

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

There is a cat.

When do we go?

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.

We went a walk. for	→	
cat. a is That	→	
She girl. a is	→	
cat. a is There	→	
go? we do When	→	

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 6A



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:



f

F

pl

Ff words

pl words



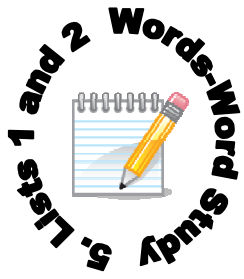
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Copy the words again

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 6B



got	me	so	they	you
got	me	so	they	you

He got a lolly.

It was me.

So are you hungry?

He got a lolly.

It was me.

So are you hungry?

They are cold.

Are you happy?

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

They are cold.

Are you happy?

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.

He a lolly. got	→	
It me. was	→	
hungry? you So are	→	
cold. They are	→	
happy? Are you	→	

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: