

Welcome to



Word Up!

Differentiated Grammar and Spelling for the Australian Curriculum



Teach Australian Curriculum Grammar and Spelling to students of all abilities.

Word Up! Grammar teaches grammar skills sequentially through engaging texts that stimulate critical and imaginative thinking skills.

Word Up! Spelling is a structured and sequential spelling program that supports learning about sounds, words and how they are spelled.

Pearson's **Word Up!** offers a clear and simple teaching and learning structure that securely embeds spelling and grammar skills within a literacy block.

At Pearson, we believe that grammar and spelling skills are best learned when integrated with other areas of language. **Word Up!** is a flexible, energetic student activity series that promotes listening, speaking, reading and writing through a diverse range of open and closed activities. Each skill is introduced through varied and engaging texts stimulating critical and imaginative thinking.

Word Up! Grammar demonstrates how grammar features and structures work at a word, sentence and text level. **Word Up!** Spelling is a structured and sequential spelling program that supports learning about sounds, words and how they are spelled. Each book is anchored to a clear learning scope and sequence.

Students learn about the varying structures of different types of text. They recognise, for example, sound – letter matches through exciting narratives, learn about onomatopoeia through colourful haiku and learn the art of persuasion through modal verbs and emotive language.

Each **Word Up!** book contains an annotated unit structure, scope and sequence and 25 units of work. Each **Word Up!** Grammar book provides a glossary and each **Word Up!** Spelling book provides a Sound Chart. Improving grammar and spelling results within the context of the Australian Curriculum is now achievable, through integrating one unit of both Grammar and Spelling per week into your current literacy program.

Word Up! is designed to make teaching grammar and spelling easier.

- **Created to align specifically to the Australian Curriculum.** **Word Up!** is written specifically for the AC, so your curriculum requirement is covered. Each unit includes a sample text with pointers to text type structure and features. The scope and sequence map at the start of each book links these sample texts to the key content descriptions, the general capabilities and cross-curriculum priorities, so you can see specifically which areas of the curriculum you're covering. The series also addresses other relevant learning areas within each unit.
- **Unique Writing Focus.** At the end of each unit students are asked to create their own texts, so **Word Up!** acts as a student's own writing log. Text structure prompts are provided so students know how to develop their writing.
- **Differentiation.** Catering for differing abilities within the same class was a key priority in the creation of **Word Up!** There are 25 four-page units in each book, allowing for a great deal of practice and assessment. Throughout each, a simple icon system is used to identify differentiated learning levels. All students access learning through activities that become gradually more difficult with less student support.
- **Relevant content and visual appeal.** Topics are broad and pitched at specific age levels. Students are shown how grammar lives and breathes in their world, with units that include blogs, treasure maps, film reviews, ballads and interviews. Humour is ever present throughout, with units featuring parody in narratives ('Little Rude Riding Hood') and alliteration in poetry (e.g. 'Dreamy Dusty Dangerfield').



What's in a Unit?

Unit anchor

Defines the "skill in focus" and provides examples

Unit icons

Indicate the question type and level of difficulty

Sunshine activities

Basic, closed questions with extra student support

Text type sample

Short sample texts provide a learning context

Moon activities

Closed and open questions

Lightning bolt activities

Student-led, writing-centred, open-response activities

Unit 2 The Magic Cape

A complex sentence is a sentence with a main clause and at least one subordinate clause. For example, I loved the cake (main clause) because you baked it (subordinate clause). Complex sentences often contain joining words called subordinate conjunctions (after, as, until). A noun group is a group of words on a noun.

Narrative - Legend

A legend is a type of narrative that people tell as a true story.

The Magic Cape

There once was a glamorous, magical girl. She lived in a penthouse on a hill. She wore expensive silk clothes but her most prized possession was a tailored red cape.

As the sun rose on the first day each year, the cape turned gold and granted one wish. It shined like real gold.

A boy in a nearby village tried to convince the girl to allow him to use the cape, but every year she refused.

The boy waited for the magic to end. Distracted the girl with her shining eyes. One day, the cape was his. He wish made his life rich and famous and he moved into the penthouse next door.

The magic cape became famous throughout the land.

Complex sentence with a subordinate clause

after because before

1. I went to school _____ I ate breakfast.

2. We visited the zoo _____ it closed.

3. This old lady smiled _____ the boy helped her across the street.

4. Draw a line to match the main clause to the correct subordinate clause.

1. I went to the doctor _____ since she was five years old.

2. Jane has played tennis _____ before he went to bed.

3. Henry brushed his teeth _____ because I was sick.

5. Complete the sentences below to make noun groups.

1. The _____ coffee.

2. A _____ fish.

3. _____ striped scarf.

Complete these precise sentences using prepositions from the box.

between in after over

1. You can play _____ you finish your homework.

2. The gold coin fell _____ the footstool.

3. She jumped _____ the hurdle.

4. They play hide-and-seek _____ the dark.

Complete these sentences. The preposition has been underlined for you.

1. _____ in the dark.

2. _____ at the beach.

3. _____ under the ground.

4. _____ on my head.

Write your own precise sentences using these prepositions.

1. (under)

2. (over)

3. (before)

4. (and)

Write a precise sentence to match each picture. Underline the preposition.

1. _____



Write a procedure about how to make a paper hat. Use precise sentences. Underline all your prepositions.

How to Make a Paper Hat

You will need:

• _____

• _____

What to do:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____