



<b>Kindergarten</b>	
<b>Syllabus Outcome</b>	
<b>ENe-5A:</b> Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	
<b>Syllabus Content</b>	
<b>Students:</b> <ul style="list-style-type: none"> <li>Develop and apply contextual knowledge</li> <li>understand that initial approximations can lead to correct formal spelling</li> <li>Understand and apply knowledge of language forms and features</li> <li>spell unknown words phonetically with closer approximations</li> <li>know how to use onset and rime to spell words (ACELA1438)</li> <li>identify patterns in words leading to the identification of word families</li> <li>use and write beginning and ending sounds of spoken words</li> <li>know that letters are used to represent sounds when writing words some words</li> </ul>	<b>Respond to and compose texts</b> <ul style="list-style-type: none"> <li>use approximations and some conventional spelling</li> <li>attempt to spell unknown words using simple strategies, e.g. segmenting</li> <li>spell some common words accurately in their own writing</li> <li>vocalise or subvocalise words when trying to write them</li> <li>use plural form when spelling</li> </ul>

<b>Literacy Continuum</b>			
Involves making the connection between sounds and letter when reading and spelling. 'Texts' include oral, aural, written visual, electronic and multimodal texts.			
Cluster 1	Cluster 2	Cluster 3	Cluster 4
<ul style="list-style-type: none"> <li>Identifies one letter that is the same in two words</li> </ul>	<ul style="list-style-type: none"> <li>Identifies two or more letters that are the same in words.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies all letters that are the same in more than one context.</li> </ul>	<ul style="list-style-type: none"> <li>Names all letters in a word.</li> </ul>
<ul style="list-style-type: none"> <li>Identifies some letter names, e.g. first letter of own name.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some letters that are the same in more than one context.</li> </ul>	<ul style="list-style-type: none"> <li>Names most letters in a given word.</li> </ul>	<ul style="list-style-type: none"> <li>Says most sounds in a given word.</li> </ul>
	<ul style="list-style-type: none"> <li>Names some letters in a given word.</li> </ul>	<ul style="list-style-type: none"> <li>Says some of the sounds for letters in a given word.</li> </ul>	<ul style="list-style-type: none"> <li>Spells unknown words phonetically with most letters in the correct sequence.</li> </ul>
	<ul style="list-style-type: none"> <li>Says one of the sounds for a letters in a given word.</li> </ul>	<ul style="list-style-type: none"> <li>Blending up to three sounds in words when reading.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises, says and writes names and common sounds of the alphabet.</li> </ul>
	<ul style="list-style-type: none"> <li>Writes approximate letters for some sounds .</li> </ul>	<ul style="list-style-type: none"> <li>Writes letters to correspond with single letter sounds.</li> </ul>	



**Metalanguage**

*To be used orally by the teacher and the students*

word letter sound sounds phoneme graph grapheme consonant double consonant vowel digraph segmenting schwa

**Authoritative Sources**

Begins to use a picture dictionary.  
Can use word walls and wall charts.

**Active Spelling Strategies**

Listen to words, count the phonemes and represent each phoneme.

Proofread and correct errors in written work.

Reread work to identify and circle possible misspellings.

Use 'have-a-go' page

Phonological	Visual	Morphemic	Camera Words
<p><b>vc/ vcc/ cvcc/ ccvc words</b></p> <p><b>Grapheme Phoneme Representations</b></p> <p>s m c t g p a o</p> <p>r l d b f h u i</p> <p>v w y z j n k e</p> <p>ll ss ff zz</p> <p>sh ch th wh</p> <p>ck ng qu x</p> <p>One phoneme many representations c (cat) k (kitten) ck (duck)</p> <p>Introduce schwa er (mother)</p>	<p><b>One phoneme different representations</b></p> <p>c, k, ck l, ll, le f ff s, ss, se z,zz</p> <p><i>(See phonics scope and sequence for more detail)</i></p> <p><b>Common personal words</b> own name, friend's name, family names, words of personal significance</p>	<p><b>Prefixes and Suffixes</b></p> <p>un Plural adding s and es</p> <p>Recognise that ed as a suffix can represent different sounds talked (t), rubbed (d), wanted (ed)</p>	<p><b>Set 1 Camera Words</b></p> <p>I the was to are she</p> <p>day of a he today for</p> <p>all is me no they said</p> <p>you play this come my have</p> <p>like do says what going give</p> <p>away see look very once we</p>



**Year One**

**Syllabus Outcome**

**EN1-5A** : uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

**Syllabus Content**

<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply contextual knowledge</li> <li>• demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently</li> <li>• Understand and apply knowledge of language forms and features</li> <li>• know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words(ACELA1778)</li> <li>• understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</li> <li>• recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)</li> <li>• begin to understand how knowledge of word origins supports spelling and vocabulary</li> </ul>	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>• spell high-frequency and common sight words accurately when composing texts</li> <li>• spell known words using letter names</li> <li>• isolate and write the initial, medial and final sound of a word</li> <li>• exchange one letter in a written word with a different letter to make a new word</li> <li>• use double consonants where appropriate, eg 'hopping'</li> <li>• begin to use a dictionary for spelling activities and word meaning</li> <li>• recognise when a word is spelt incorrectly</li> <li>• use morphemic and phonological knowledge when spelling</li> </ul>
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**Literacy Continuum**

Involves making the connection between sounds and letter when reading and spelling. 'Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 4	Cluster 5	Cluster 6
<ul style="list-style-type: none"> <li>• Says most sounds in a given word.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of letter clusters and vowel digraphs to spell unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Segments sounds in consonant clusters to spell unfamiliar words.</li> </ul>
<ul style="list-style-type: none"> <li>• Spells unknown words phonetically with most letters in the correct sequence.</li> </ul>		<ul style="list-style-type: none"> <li>• Accurately spells an increasing number of high frequency and topic words.</li> </ul>
<ul style="list-style-type: none"> <li>• Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation.</li> </ul>		
<ul style="list-style-type: none"> <li>• Attempts to spell high frequency words that have been taught.</li> </ul>		



**Metalanguage**

*To be used orally by the teacher and the students*

letter consonant vowel phoneme graph digraph split digraph trigraph quadgraph vowel digraph consonant digraph

**Authoritative Sources**

Uses a picture dictionary

Knows alphabetical order and begins to use an early years dictionary.

Can use word walls and wall charts.

Begin to keep a personal dictionary of troublesome words.

**Active Spelling Strategies**

Listen to words, count the phonemes and represent each phoneme.

Proofread and correct errors in written work.

Reread work to identify and circle possible misspellings.

Use 'have-a-go' page

Phonological	Visual	Morphemic	Camera Words
<p><b>revise regular vc/ vcc/ cvcc/ ccvc / ccvcc words</b></p> <p>Secure First Vowel Digraphs Introduce Extension GPCs</p> <p><b>/ee/</b> ea y e <b>e-e ey ie</b></p> <p><b>/igh/</b> y ie i-e l</p> <p><b>/oa/</b> ow o oe o_e ough</p> <p><b>/ai/</b> ay a-e a <b>eigh ei ea ey</b></p> <p><b>/oo/</b> ew u ue u-e ui</p>	<p><b>One phoneme different representations</b></p> <p>a (apple) a (apron) e (egg) e (emu) i (igloo) i (ski) ie (chief) ie (pie) o (open) o (old) ea (eat) ea (great) (yes) y (sky) y (happy)</p> <p><b>Common personal words</b> School name, farm animals, seasons, weather, and own address</p> <p><b>Common school and topic words</b> Days of the week Numbers Colours</p>	<p><b>Prefixes and suffixes and usage</b> Revise un Introduce dis, ing, ly</p> <p>Simple , decodable compound words e.g. sunset, handbag</p> <p>Simple contractions (it is, I am, he is, she is)</p>	<p><b>Set 2 Camera Words</b></p> <p><b>one some want many love has</b></p> <p><b>people live brother sister</b></p> <p><b>house where her out there</b></p> <p><b>about his down because two another</b></p> <p><b>more here our friend their were</b></p> <p><b>your could four half first good</b></p> <p><b>girl saw would</b></p>



Year Two	
Syllabus Outcome	
EN1-5A : uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words	
Syllabus Content	
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Develop and apply contextual knowledge</li> <li>demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently</li> <li>Understand and apply knowledge of language forms and features</li> <li>know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words(ACELA1778)</li> <li>understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</li> <li>recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)</li> <li>begin to understand how knowledge of word origins supports spelling and vocabulary</li> </ul>	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>spell high-frequency and common sight words accurately when composing texts</li> <li>spell known words using letter names</li> <li>isolate and write the initial, medial and final sound of a word</li> <li>exchange one letter in a written word with a different letter to make a new word</li> <li>use double consonants where appropriate, eg 'hopping'</li> <li>begin to use a dictionary for spelling activities and word meaning</li> <li>recognise when a word is spelt incorrectly</li> <li>use morphemic and phonological knowledge when spelling</li> </ul>

Literacy Continuum		
Involves making the connection between sounds and letter when reading and spelling. 'Texts' include oral, aural, written visual, electronic and multimodal texts.		
Cluster 6	Cluster 7	Cluster 8
<ul style="list-style-type: none"> <li>Segments sounds in consonant clusters to spell unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows evidence of revision, editing and proof-reading.</li> </ul>
<ul style="list-style-type: none"> <li>Accurately spells an increasing number of high frequency and topic words.</li> </ul>	<ul style="list-style-type: none"> <li>Applies spelling generalisations when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a range of spelling strategies to spell unfamiliar words.</li> </ul>
	<ul style="list-style-type: none"> <li>Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Knows common sounds for vowel digraphs and uses syllabification when reading/spelling.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognises that common suffixes in words can have different sounds, e.g. <i>wanted, talked</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of word identification strategies including blending, segmenting and letter patterns when reading/spelling.</li> </ul>
	<ul style="list-style-type: none"> <li>Understands that sounds can be represented in various ways when spelling words, e.g. <i>meet, meat</i>.</li> </ul>	



**Metalanguage**

*To be used orally by the teacher and the students*

letter consonant vowel phoneme graph digraph split digraph trigraph quadgraph vowel digraph consonant digraph

**Authoritative Sources**

Use a dictionary with little or no illustrations. Secure alphabetical order.

Begin to use guidewords in a dictionary.

Use a simple thesaurus.

Keep a personal dictionary of troublesome words.

**Active Spelling Strategies**

Proofread and correct errors in written work and identify and circle possible misspellings

Use a variety of sources to find and copy unknown words (word walls, word family charts, dictionaries, spellchecker)

Proofread and correct errors in written work.

Use *Have-a-go* book

Phonological	Visual	Morphemic	Camera Words
<p><b>vcc/ cvcc/ ccvc/ ccvcc/ /cccvc/ words</b></p> <p><b>Secure Year 1 GPCs</b>  <b>Introduce New and Extension GPCs</b></p> <p>/r/ r rr wr <b>rh</b>            /oi/ oi oy <b>ouy</b>            /f/ f ff <b>ph gh</b>            /ow/ ow ou <b>ough</b>            /s/ c s ss se ce sc st ps            /oo/ u oo oul o            /ar/ ar a <b>ear er au</b>            /er/ ir er ear or ur            /or/ or au aw al <b>ore oar oor our ough</b>  <b>ough ar</b>            /air/ air ear are ere eir            /j/ j -dge -ge g gg            /ch/ ch tch tu            /sh/ ci ti sic h            /s/ sig e z</p> <p>Revise schwa (ar ar or ure a e i o u)</p>	<p><b>Revise one phoneme different representations</b></p> <p>a (apple) a (apron)            e (egg) e (emu)            y (yes) y (sky)            i (igloo) i (ski)            ie (chief) ie (pie)            o (open) o (old)            ea (eat) ea (great)</p> <p><b>Common personal words</b>            Fruit and Vegetables.</p> <p><b>Common school words</b>            Days of the week            Numbers            Colours            Words of position</p>	<p><b>Prefixes and suffixes and usage</b>            Revise un dis, ing, ly            Introduce non, over, ness</p> <p>Introduce harder compound words            e.g. cowboy, aircraft, grandchild,            playground, sailboat</p> <p>Contractions  <b>its or it's</b>  <b>More difficult contractions like I would, you would etc.</b></p> <p><b>Homophones too, two and to</b></p>	<p><b>Set 3 Camera Words</b></p> <p><b>ocean gone whose blood flood</b></p> <p><b>buy busy build built</b></p> <p><b>cough muscle listen</b></p> <p><b>enough rough tough trouble double</b></p> <p><b>height island front sword wolf</b></p> <p><b>sew hour great break steak</b></p> <p><b>whole prove sugar sure</b></p> <p><b>yacht eye won son done</b></p>



<b>Year Three</b>	
<b>Syllabus Outcome</b>	
<p><b>EN2-5A</b> : uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	
<b>Syllabus Content</b>	
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply contextual knowledge</li> <li>• understand how accurate spelling supports the reader to read fluently and interpret written text</li> <li>• Understand and apply knowledge of language forms and features</li> <li>• understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)</li> <li>• recognise homophones and know how to use context to identify correct spelling (ACELA1780)</li> <li>• understand how knowledge of word origins supports spelling</li> </ul>	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>• use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts</li> <li>• use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words</li> <li>• discuss and use strategies for spelling difficult words</li> <li>• experiment with spell check applications and develop an awareness of the limitations of their features in digital technology</li> <li>• use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries</li> <li>• identify spelling errors in own writing and unknown texts and provide correct spelling</li> </ul>

<b>Literacy Continuum</b>	
<b>Cluster 8</b>	<b>Cluster 9</b>
<ul style="list-style-type: none"> <li>• Writing shows evidence of revision, editing and proof-reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrates a range of spelling strategies to spell unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of spelling strategies to spell high frequency words correctly.</li> </ul>
<ul style="list-style-type: none"> <li>• Knows common sounds for vowel digraphs and uses syllabification when reading/spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple word processing functions such as spell check, grammar check.</li> </ul>
<ul style="list-style-type: none"> <li>• Uses knowledge of word identification strategies including blending, segmenting and letter patterns when reading/spelling.</li> </ul>	



**Metalanguage**

*To be used orally by the teacher and the students*

consonant vowel phoneme graph digraph split digraph trigraph quadgraph vowel digraph consonant digraph base word root word prefix suffix

**Authoritative Sources**

Use a dictionary with little or no illustrations. Secure alphabetical order to more than 2 letters.

Use guidewords in a dictionary.

Use a simple thesaurus.

Keep a personal dictionary of troublesome words.

**Active Spelling Strategies**

Proofread and correct errors in written work and identify and circle possible misspellings

Use a variety of sources to find and copy unknown words (word walls, word family charts, dictionaries, spellchecker)

Proofread and correct errors in written work.

Use *Have-a-go* book

Phonological	Visual	Morphemic	Etymological
<p><b>Revise GPCs</b></p> <p>/k/ c ck ch qu que</p> <p>/air/ air ear are ere eir</p> <p>/eer/ eer ear eir ier ere</p> <p>/j/ j -dge -ge g</p> <p>/ch/ ch tch tu</p> <p><b>New GPCs</b></p> <p>Unusual consonant digraphs: wr rh mb mn gh gu gue kn gn st</p> <p>/u/ u oo oul /v/ ve /z/ z -zz -se -ze /zh/ -si -s -z</p>	<p><b>One phoneme different representations</b></p> <p>Ensure that visual strategy is secure by using classroom routines such as looking good, consulting a spelling reference and classroom displays.</p> <p><b>Common personal words</b> Countries, own address</p> <p><b>Vocabulary related to units</b></p>	<p><b>Prefixes and suffixes and usage</b></p> <p>Revise ing, ly over, ness</p> <p>Revise un dis, non</p> <p>Introduce mis, il, in, less, anti, re, ful, co, pre.</p> <p><b>Revise compound words</b></p> <p><b>Contractions using 'not'</b> e.g. can't won't etc.</p> <p><b>Homophones too, two and to</b></p>	<p>Introduce the notion of the history of words.</p> <p>Introduce the timeline of English language e.g. old English / Norse/ Roman Latin / Norman French</p> <p><b>/k/ ch - via latin</b> <b>- que – via French</b></p> <p><b>Eponyms - Words that come from the person who invented it. Introduce the notion - (Braille, guillotine, leotard).</b></p>



<b>Year Four</b>	
<b>Syllabus Outcome</b>	
<p><b>EN2-5A</b> : uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	
<b>Syllabus Content</b>	
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Develop and apply contextual knowledge</li> <li>understand how accurate spelling supports the reader to read fluently and interpret written text</li> <li>Understand and apply knowledge of language forms and features</li> <li>understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)</li> <li>recognise homophones and know how to use context to identify correct spelling (ACELA1780)</li> <li>understand how knowledge of word origins supports spelling</li> </ul>	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts</li> <li>use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words</li> <li>discuss and use strategies for spelling difficult words</li> <li>experiment with spell check applications and develop an awareness of the limitations of their features in digital technology</li> <li>use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries</li> <li>identify spelling errors in own writing and unknown texts and provide correct spelling</li> </ul>

<b>Literacy Continuum</b>	
<b>Cluster 9</b>	<b>Cluster 10</b>
<ul style="list-style-type: none"> <li>Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.</li> </ul>
<ul style="list-style-type: none"> <li>Uses a variety of spelling strategies to spell high frequency words correctly.</li> </ul>	
<ul style="list-style-type: none"> <li>Uses simple word processing functions such as spell check, grammar check.</li> </ul>	



**Metalanguage**

*To be used orally by the teacher and the students*

consonant vowel phoneme graph digraph split digraph trigraph quadgraph vowel digraph consonant digraph base word root word prefix suffix

**Authoritative Sources**

Use a dictionary with no illustrations. Secure alphabetical order to more than 3 letters.

Use guidewords in a dictionary.

Use a thesaurus.

Keep a personal dictionary of troublesome words.

**Active Spelling Strategies**

Proofread and correct errors in written work and attempting to correct possible misspellings	Use a variety of sources to find and copy unknown words	Use <i>Have-a-go</i> book	Correct spelling of all known words, including camera words, when constructing texts.
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Phonological	Visual	Morphemic	Etymological
Secure all grapheme-phoneme correspondences	Place names Compass points Australian names Size words Secure all Contractions Troublesome homophones (their, they're, there / here, hear / your, you're) Begins to proofread more complex text for spelling errors.	<b>Prefixes and Suffixes</b> ad (ac, af ag, a, al ad, ap, as, at)  ic  ible, able  Introduce ian / or  al. ial  ist , ish  ary - stationary, dictionary  (homophone stationery and stationary)  <b>Diminuatives</b> - to make something small. ette - kitchenette, mini - minibus, ling - gosling, duckling, ish -childish, smallish.	Revise and secure the history of words and discuss word origins as they arise.  <b>ology (study of)</b>  <b>phobia (fear of)</b>  <b>form ( to shape )</b>  <b>port ( to carry )</b>



Year Five	
<b>Syllabus Outcome</b> EN3-4A : draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	
<b>Syllabus Content</b>	
<b>Students:</b> <ul style="list-style-type: none"><li>• Develop and apply contextual knowledge</li><li>• understand how accurate spelling supports the reader to read fluently and interpret written text with clarity</li><li>• Understand and apply knowledge of language forms and features</li><li>• understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)</li><li>• understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</li></ul>	<b>Respond to and compose texts</b> <ul style="list-style-type: none"><li>• recognise most misspelt words in their own writing and use a variety of resources for correction</li><li>• integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts</li><li>• use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts</li><li>• demonstrate an awareness of the limitations of spell check features in digital communication</li></ul>

Literacy Continuum	
<b>Cluster 10</b>	<b>Cluster 11</b>
<ul style="list-style-type: none"><li>• Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.</li></ul>	<ul style="list-style-type: none"><li>• Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.</li></ul>



**Metalanguage**

*To be used orally by the teacher and the students*

consonant vowel phoneme graph digraph split digraph trigraph quadgraph vowel digraph consonant digraph base word root word prefix suffix

**Authoritative Sources**

Use a dictionary and understand and use all guide words and pronunciation guides.

Secure alphabetical order for all purposes

Use a complex thesaurus.

Keep a personal dictionary of troublesome words.

**Active Spelling Strategies**

Proofread and correct errors in written work and attempting to correct possible misspellings

Use a variety of sources to find and copy misspelled words

Use *Have-a-go* book

Correct spelling of all known words, including camera words, when constructing texts.

Phonological	Visual	Morphemic	Etymological
<p>Secure all grapheme-phoneme correspondences</p>	<p>Secure all homophones</p> <p>Secure all GPCs that require a spelling choice</p> <p>Revise all representations for schwa</p> <p>Uses visual memory to decide on correct spelling choices for all 44 phonemes.</p>	<p><b>Prefixes and Suffixes</b></p> <p>auto, ex, trans, circum, pro, tele,</p> <p>sus, ion</p> <p><b>Superlatives</b>—high, higher, highest, big, bigger, biggest.</p> <p>Revise un, dis, non, il , anti, in, mis</p> <p>Introduce im, counter, contra.</p>	<p><b>Prefixes for number</b></p> <p>bi, di, tri, quad, uni, mono, multi, sept, octo, poly etc.</p> <p><b>Greek and Latin Roots</b></p> <p><b>rupt ( to break )</b></p> <p><b>tract ( to pull )</b></p> <p><b>scrib ( to write )</b></p> <p><b>stru/struct (to build)</b></p> <p><b>dic/dict (to say or tell)</b></p> <p><b>cide - to kill</b></p>



Year Six	
<b>Syllabus Outcome</b> EN3-4A : draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	
<b>Syllabus Content</b>	
<b>Students:</b> <ul style="list-style-type: none"><li>• Develop and apply contextual knowledge</li><li>• understand how accurate spelling supports the reader to read fluently and interpret written text with clarity</li><li>• Understand and apply knowledge of language forms and features</li><li>• understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)</li><li>• understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</li></ul>	<b>Respond to and compose texts</b> <ul style="list-style-type: none"><li>• recognise most misspelt words in their own writing and use a variety of resources for correction</li><li>• integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts</li><li>• use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts</li><li>• demonstrate an awareness of the limitations of spell check features in digital communication</li></ul>

Literacy Continuum	
<b>Cluster 11</b>	<b>Cluster 12</b>
<ul style="list-style-type: none"><li>• Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.</li></ul>	<ul style="list-style-type: none"><li>• Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.</li></ul>



**Metalanguage**

*To be used orally by the teacher and the students*

consonant vowel phoneme graph digraph split digraph trigraph quadgraph vowel digraph consonant digraph base word root word prefix suffix

**Authoritative Sources**

Expert use of dictionary and thesaurus and all spelling reference materials.

Use dictionary to find variant spellings

Secure alphabetical order for all purposes

Keep a personal dictionary of troublesome words.

**Active Spelling Strategies**

Proofread and correct errors in written work and identify and correct possible misspellings

Can proofread text both hard and soft copies for spelling errors.

Correct spelling of all known words, including camera words, when constructing texts.

Use *Have-a-go* book

Phonological	Visual	Morphemic	Etymological
<p>Can represent all 44 phonemes and knows spelling choices for the schwa.</p>	<p>Australian states and territories</p> <p>Government</p> <p>Acronyms</p> <p>Animals</p> <p>Uses visual memory to decide on correct spelling choices for all 44 phonemes.</p> <p>Uses visual memory to spell words containing the schwa.</p>	<p><b>Prefixes and Suffixes</b></p> <p>under/over fore sub inter/ intra syn/sym/syl mid</p> <p>Revise eble and able, ly, full, ness</p> <p>Toponyms (Names that have come from the place they were invented - Bega, Champagne, Panama hats, cashmere)</p> <p>Collective Nouns E.g. Parliament of owls Sloth of bears</p>	<p><b>Prefixes and Suffixes</b></p> <p>hypo - below or under hyper - over, above, excessive extra (in addition, outside, beyond) ify - to make</p> <p><b>Greek and Latin Roots</b></p> <p><b>fac/fact/fect/fic (to make or do)</b> <b>spec/spect/spict(to see to watch)</b> <b>ped (foot)</b> <b>frat/gre (thanks or pleasing)</b> <b>thermo (hot)</b></p> <p><b>Revise prefixes for number</b></p> <p>bi, di, tri, quad, uni, mono, multi, sept, octo etc.</p>





# Green Valley Public School

## 2014 SPELLING SCOPE and SEQUENCE

/sh/	sh shop										ci magician	ti station	si tension	ch chef	s (sure)
/ch/	ch chop										tch switch	tu future			
/th/	th thing														
/th/	th this														
/ng/	ng sing					n(k) pink									
/qu/	qu quit														
/x/	x box					ck(s) socks	xe axe								
/ai/	ai rain	ay hay	a-e cake	a apron		eigh eight	ei vein	aigh straight	ey hey						ea (steak)
/ee/	ee feet	ea meat	y sunny	e emu		e-e eve	ey key	ie thief							i (ski)
/igh/	igh night	y fly	ie pie	i-e mine	i find										is (island)
/oa/	oa boat	ow flow	o open	oe toe	o-e cone	ough dough									ew (sew)
/oo/	oo food	ew flew	u-e flute			ui fruit									
/yu/						ue cue	u tulip	u_e cube	ew few						
/oi/						oi boil	oy boy			ouy bouy					
/ow/						ow cow	ou house			ough plough					ough (bough)
/oo/						u put	oo cook	oul should							
/ar/						ar car	a bath			ear heart	au aunt				er sergeant
/er/						ir bird	er herb	ur furn	or work	ear pearl					
/or/						or for	au haul	aw paw	al walk	ar war	oor door	ore before	our four	ough taught	
/air/						air fair	ear bear	are care	ere there	eir their					
/eer/						eer deer	ear hear	ere here							
schwa	A schwa is an unstressed vowel (it's a vowel growl).						Schwa at the beginning like about / around	Schwa in the middle like elephant / entertainment	Schwa at the end like doctor / mother / fracture	er ar or ure a e i o u					
/zh/										s measure	si division	ge beige			z seizure