

**Capricornia School of Distance Education**

# **WHOLE SCHOOL SPELLING OVERVIEW**

**Semester One, 2008**

*A year by year exploration into the different phonological awareness, morphemic and etymological skills to be addressed.*

**The information in this spelling program is taken from**

## **Spelling: Improving Learning Outcomes**

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# Why a Whole School Spelling Program?

Parents are often anxious when they see their child's spelling approximations. Many might remember their own schooling where perhaps they were taught differently. The opportunities children had to write then, particularly in the early years, were more limited than today and less was known about spelling development. Effective learning responds to the needs of the individual, but effective teaching across a school, follows a plan that ensures continuity and consistency in teaching.

Effective spelling programs incorporate a range elements, including:

- Spelling lists – organised around phonological or visual knowledge and reinforce morphemic and etymological knowledge.
- Generalisations – we don't tend to call them spelling rules, but spelling generalisations. In this way, we account for those words that do not follow the typical spelling "rule".
- Proof reading – it is important to have consistency of symbols when editing and proof reading. Proof reading for spelling errors requires reading word for word. We rarely read this way, therefore need to develop strategies to do so.
- Authoritative sources – Using dictionaries, spell checkers, thesauruses, encyclopedias, correct or modelled text from around the room (environmental print) to develop spelling knowledge.
- Talking the talk – Students need to reflect on their learning and how they make their spelling decisions. There are three forms of knowledge; declarative "know that", procedural "know how" and conditional "know when" and "why" to apply actions. Metacognition (thinking about thinking) is the key to lifelong learning.

Learning to write involves learning to spell. Reading provides examples of accepted spelling, but reading alone is not enough. Most people know of someone who is a good reader, but poor speller. Learning to spell involves being a writer as well as a reader. Listening and speaking are also involved, because children initially learn words through speaking and listening and need to distinguish sounds in words before they can represent them.

# Theories Behind Spelling Knowledge

It is important not to simplify spelling into merely “sounding out” words. There are four different types of knowledge students need to become effective spellers. These operate together when we spell.

**PHONOLOGICAL KNOWLEDGE:** *Knowledge of the sounds in words and how they are represented.*

Knowledge of the sound/symbol relationship is a vital element in learning to spell. Understanding the basic alphabetical system, requires students to be aware that spoken language can be analysed into strings of separable words, words into sequences of syllables and syllables into sequences of phonemes.

- Successful spellers develop the following phonic knowledge:
- Awareness of how to segment the sound in words into chunks of sounds (phonemic awareness)
- Sounds represented by symbols
- Letter names
- Awareness of onsets and rhymes.

**VISUAL KNOWLEDGE:** *Knowledge of the ways words look.*

Visual knowledge focuses on how words look and requires readers to use the visual strategy of graphic patterning. Students must be taught to:

- Recall and compare the appearance of words
- Recognise what letters look like
- Recognise that letters can be grouped in particular ways

Students need orthographic knowledge to have strong visual knowledge. This means students understand patterns about the English language. For example, students may correctly spell a plural noun ending *s* (*books*) and a plural noun ending in *z* (*paws*). They do this, not because they know the plural rule (add *s* to make more than one), but because *z* and *s* are usually spelled as *s*. They know that most words do not end in *z*, even though it might sound like a *z*.

Visualisation of words plays a large part in determining spelling accuracy. Expert spellers visualise words – they have the ability to store and retrieve the visual form of the word in their brain.

**MORPHEMIC KNOWLEDGE:** *Knowledge of the meaning of words and word building.*

Morphemic knowledge focuses on the meaning of words and points out that meaning units are very often spelling consistently from word to word, despite changes in sound.

For example: the plural *s* in *cats, laughs, blouses* is the same because we know to add *s* to make more than one. In *jumped, walked* and *fitted* the ending is *ed* because we know to use *ed* to signal past tense – even though it mightn't sound like *ed*.

Students must be taught how to use morphemes to help them spell words, how compound words are constructed and the knowledge of suffixes and prefixes and the generalisations that can be generated about adding them to words.

**ETYMOLOGICAL KNOWLEDGE:** *Knowledge of the origin and meaning of words.*

This category parallels the morphemic function and relates to the tendency of English to borrow, throughout history, from other languages – most notably from Greek and Latin. Foreign words have been absorbed by the English sound system while often retaining the spellings they had when adopted.

Etymological knowledge is significant in the key learning areas where technical terms are based in Latin or other languages. For example, *transpire* or *respire*, words that could spring from a science-based unit of work, link back to the Latin word *spiro*.

Word study is therefore important, both in and out of context so that students understand words from the same base word, often link in meaning and in spelling.

# **Stages of Spelling Development**

There are five stages of spelling development. It is important to remember that spelling development is an individual process.

## **PRELIMINARY**

Students operating in this stage:

- Understand that print carries a message
- Use letter-like symbols that do not correspond to sounds to represent written language
- Arrange symbols horizontally
- Do not understand the alphabetic principle
- Can often 'read' a message shortly after writing, but the message can change.

## **SEMI-PHONETIC**

Students operating in this stage:

- Understand that alphabet letters say sounds and that words comprise groups of sounds
- Attend only to the most prominent sounds when writing words
- Represent a whole word with one, two or three letters, mainly consonants
- Use left to right and top to bottom orientation of print
- Often use letter name strategies such as 'R' for 'are' and 'MI' for 'My'.
- Are developing an awareness of phonemic segmentation.

## **PHONETIC**

Students operating in this stage:

- Choose letters on the basis of sound without regard for conventional spelling patterns
- Sound out and represent all substantial sounds in a word
- May confuse short vowel sounds
- May confuse 'n' or 'm' before a consonant
- May confuse past tense marker

- Usually omit silent letters
- Usually show awareness of word segmentation and spatial orientation
- Begin to articulate the strategies used in problem solving the spelling of words.

## **TRANSITIONAL**

Students operating in this stage:

- Generally use letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable
- Often represent nasals before consonants, such as 'sangk' for 'sank' rather than 'sak'
- Are beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words. As a result, some students may include all appropriate letters, but they may reverse some letters.
- Are beginning to use basic morphemic knowledge when spelling new words
- Differentiate alternate spellings for the same sound
- Discuss strategies for spelling difficult words.

## **INDEPENDENT**

Students operating in this stage:

- Use a multi-strategy approach to spelling, using sound patterns, visual patterns, meaning patterns and word origins
- Apply spelling generalisations
- Accurately spell and apply most prefixes, suffixes, contractions and compound words
- Are aware of, and can explain, the patterns that are characteristic of the English spelling system – sound, meaning, visual and etymological patterns
- Use context to correctly distinguish homonyms and homophones
- Use silent letters and double consonants correctly
- Are able to recognise if a word doesn't 'look' right and to suggest alternative spellings
- Spell most words correctly
- Use syllabification when spelling new words
- Use analogy to spell words.

# **YEAR BY YEAR OVERVIEW OF SPELLING DEVELOPMENT**

**Capricornia School of Distance Education**

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# PREP SPELLING OVERVIEW

*As the prep year of school is a recommended, but not compulsory year of schooling, no formal spelling program will be introduced during this year. However, there are still lots of language and spelling skills that parents and teachers can model to prep children to aid their preparedness for learning in year one.*

*In prep, it is important to focus on building student oral language skills. This means lots of meaningful talk and lots of hands on activities where students can “do” with their hands and then talk about their experiences. Students who can answer questions, give opinions and speak in sentences usually have a much greater chance of learning to read and write more easily when in year one.*

*Environmental print is important during the prep year. Talking about different letters and sounds, pointing out symbols in the environment, and engaging in meaningful conversation with students is very important. It would be a great idea to talk lots about your student’s name, family names, pet names – labels that students find personally significant.*

*During this year, it’s important to encourage students to write. Politely assist when correcting pencil grip, but never say “that’s spelled wrong”. Make sure that students think their writing is always wonderful... even if it only makes sense to them! Writing using symbols and personal script is a child developmental phase. The most important thing is to develop confidence in attempting writing tasks during this year. Often, there is nothing more frustrating than children telling you “I can’t write”. Everyone can write, sometimes it just won’t be in recognisable English! In prep, it’s okay to accept “magic writing”. In fact, encourage “magic writing” and encourage the student to assign meaning to their symbols and independently retell the stories they write.*

*Always remember, Prep is an exploration of language year. It’s about exploring language, through doing, speaking and listening. **And** it’s about developing confidence as a learner and developing the routines of school life so students are prepared to “hit the ground running” when they begin year one.*

# YEAR ONE SPELLING OVERVIEW

*In year one, students learn about the names of letters and the sounds these letters can make. It is really important to know these letters and sounds so students experience success when learning to read and write. Another word for sounds is phonemes.*

*At CSDE, one way to teach sound and letter knowledge is to use the THRASS approach. Thrass is a program that teaches students all the different sounds that different letter patterns can represent. Thrass calls these sounds phonemes. Sometimes particular letters can make more than one different sound. For example, the letter 'a' makes different sounds in the following words: ant, waa, baby. It is important students understand that, in the English language, letters can make more than one different sound. The Thrass chart can help children learn the different phonemes.*

*In year one, students also learn to recognise commonly used words to assist with reading and writing. We call these words "sight words". Sight words are all the commonly used words in reading and writing like: was, can, mum, have, where. Students need to be able to instantly recognise these sight words. These words are not words to be "sounded out". Students need to build a large bank of recognisable sight words for reading and writing success. It is important these words are practised everyday. Placing these words onto cards, playing games with them, creating sentences with them and pointing these words out in books are a few practical ways sight word recognition can be practised.*

*In year one, it is important to encourage your child to have a go at all spelling and writing activities themselves. **Year one is an experimental writing year, students are not supposed to spell everything correctly.** Praise your child constantly for having a go and try hard not to constantly correct all errors. In year one, you might like to choose one or two errors in their writing to look at. **Don't spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently. Encourage your child to search around your school room to find words to use. Using environmental print (copying the words from around us) is not a cheating strategy, it is a strategy we all use in life when reading and writing.*

Year One Overview Continued

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>		<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>SPELLING</b>	<u>Letter Names with Initial Sounds / Phonemes</u>	<u>Extension: Spelling Choices</u>		
	<ul style="list-style-type: none"> <li>▪ Mm - mouse</li> <li>▪ Ss – sun</li> <li>▪ Hh – hand</li> <li>▪ Jj - jam</li> <li>▪ Pp – panda</li> <li>▪ Cc – cat</li> <li>▪ Ff - fish</li> <li>▪ Kk - kitten</li> <li>▪ Rr - rain</li> <li>▪ Bb - bird</li> <li>▪ Dd - dad</li> <li>▪ Nn – net</li> <li>▪ Ii – tin</li> <li>▪ Ll – leg</li> <li>▪ Ww – water</li> <li>▪ Aa – ant</li> </ul>	<ul style="list-style-type: none"> <li>▪ mm – hammer, mb - lamb</li> <li>▪ ss – dress, se – horse, c – city, ce - ice</li> <li>▪ g – giant, ge – cage, dge - bridge</li> <li>▪ pp - hippo</li> <li>▪ k – kitten, ck – duck, ch – school, q - queen</li> <li>▪ ff – coffee, ph - dolphin</li> <li>▪ c - cat, ck – duck, ch – school, q - queen</li> <li>▪ rr – cherry, wr - wrist</li> <li>▪ bb - rabbit</li> <li>▪ dd - ladder</li> <li>▪ nn – dinner, kn - knee</li> <li>▪ e - rocket</li> <li>▪ ll- bell</li> <li>▪ wh – wheel, u - quilt</li> <li>▪ a – baby, a_e – tape, ai –</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Ee – egg</li> <li>▪ Gg – gate</li> <li>▪ Zz – zip</li> <li>▪ Oo – frog</li> <li>▪ Uu – run</li> <li>▪ Qq – queen</li> <li>▪ Vv – voice,</li> <li>▪ Yy – yawn</li> </ul>	<p>snail, ay – tray</p> <ul style="list-style-type: none"> <li>▪ e – me, ea – beach, ee – tree, ey – key, y - pony</li> <li>▪ g – giant, gg - egg</li> <li>▪ zz – fizz, ze – sneeze, s – laser, se - cheese</li> <li>▪ o – nose, oa – boat, o_e – note, ow - snow</li> <li>▪ u - circus</li> <li>▪</li> <li>▪ v - sleeve</li> <li>▪ y - baby</li> </ul>		
<b>S U M M E R T O W</b>	<ul style="list-style-type: none"> <li>▪ Sh – shark</li> <li>▪ Double consonants – rabbit, ladder, coffee, egg, bell, hammer, dinner, hippo, cherry, dress, letter, fizz</li> <li>▪ Th – thumb</li> <li>▪ CVC words – cat, dog, jam, leg, net, sun, tap, zip.</li> </ul> <p><b><u>Word Families / Rhyming</u></b></p> <ul style="list-style-type: none"> <li>▪ ‘all’ - ball, mall</li> <li>▪ ‘ake’ a_e - take, make</li> <li>▪ ‘in’ - bin, fin</li> <li>▪ ‘ill’ - bill, mill</li> <li>▪ ‘og’ - dog, frog</li> <li>▪ ‘oat’ - boat, coat</li> <li>▪ ‘it’ – sit, bit</li> </ul>		<ul style="list-style-type: none"> <li>▪ ed” (past tense – walked, talked, played)</li> <li>▪ “ing” (future tense – singing, jumping, playing)</li> <li>▪ Introduce Magic E / silent e / split digraph (vowel __ magic e, ie take, cake, made, shade)</li> <li>▪ u after q rule (awareness)</li> <li>▪ Plurals – awareness of the idea of more than one.</li> <li>▪ Awareness of word building</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ 'et' – set, bet</li> <li>▪ 'up' - cup</li> <li>▪ 'an' - can, ran</li> <li>▪ 'ot' - dot, cot</li> <li>▪ 'un' - sun bun</li> <li>▪ 'ing' - king, ring</li> <li>▪ 'at' - cat, sat</li>   <li>▪ blends – “gr” grumpy and “fr” frumpy</li> </ul>		<ul style="list-style-type: none"> <li>▪ Awareness of rime, syllables when reading.</li> </ul>	
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## **ASSESSMENT**

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year one, assessment will occur by:

- Testing children to see knowledge of letter names and sounds (phonemes)
- Looking at independent writing of words to see if students have tried to use letters that correspond to sounds
- Testing students on the recall of sight words in context (when reading a book) and out of context (using sight word cards)
- Observing students as they read and write
- Collecting work samples completed independently by the student

# YEAR TWO SPELLING OVERVIEW

*At the end of year one, it is expected that students would know the names of letters and the sounds they can make. They would be beginning to write words using these sounds and would be using sight words to create sentences. In year two, students build on this knowledge. Blends are introduced (single sounds together to create one sound, ie, 'b' + 'l' = 'bl' as in 'blue'. Rhyming is important (words with the same sound/phoneme ending). At the beginning of year two, it would be wise to retest all letters and sounds/phonemes to ensure any gaps in knowledge can be addressed in the early stages of the year. Similarly, sight word retention needs to be assessed as students may need further work revising sight words for instant recall. In year two, there is a greater emphasis on learning spelling than in grade one and in recognising particular letter patterns and sounds/phonemes in words.*

*At CSDE, one way to teach sound and letter knowledge is to use the THRASS approach. Thrass is a program that teaches students all the different sounds that different letter patterns can represent. Thrass calls these sounds phonemes. Sometimes particular letters can make more than one different sound. For example, the letter 'a' makes different sounds in the following words: ant, was, baby. It is important students understand that, in the English language, letters can make more than one different sound. The Thrass chart can help children learn the different phonemes.*

*In year two, students expand their sight word vocabulary and recognise many more words that assist with reading and writing. Sight words are all the commonly used words in reading and writing like: was, can, mum, have, where. Students need to be able to instantly recognise these sight words and increase their bank of sight words to include more complex words if they are to read more difficult pieces of text.*

*In year two, it is important to encourage your child to have a go at all spelling and writing activities themselves. In year two, students are learning to write sentences using their sight words and sounds they know. Students are experimenting with environmental print (finding words in their environment, they can use when writing). Using environmental print is not "cheating", it is a valid strategy for improving vocabulary and writing skills. Praise your child constantly for having a go and try hard not to constantly correct all errors. In year two, you might like to choose one or two errors in their writing to look at. **Don't spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently.*

Year Two Spelling Overview Continued

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>	<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>S U S H E R E S M S</b>	<p><b><u>Sounds / Phonemes</u></b></p> <ul style="list-style-type: none"> <li>▪ br – bread, bring</li> <li>▪ ee – tree, sea</li> <li>▪ long a – baby, tape, snail, tray</li> <li>▪ gr – great, grumpy</li> <li>▪ ou – GCA moon, screw, glue</li> <li>▪ th – thumb, think</li> <li>▪ ea – beach, bread</li> <li>▪ oo – moon, book</li> <li>▪ sp – spell, spine</li> <li>▪ sn – sneak, snatch</li> <li>▪ ai – snail, trail</li> <li>▪ kn – knee, knit</li> <li>▪ st – stop, stump</li> <li>▪ tr – trap, train</li> <li>▪ y – pony, baby</li> <li>▪ bl – bleed, blink</li> <li>▪ sm – small, smile</li> <li>▪ cr – creep, cry</li> </ul> <p><b><u>Word Families / Rhyming</u></b></p> <ul style="list-style-type: none"> <li>▪ ink – sink, blink</li> <li>▪ ad – had, mad</li> <li>▪ an – can, fan</li> <li>▪ ow – snow, mow</li> <li>▪ ou – house, mouse</li> <li>▪ ing – sing, ring</li> </ul>	<ul style="list-style-type: none"> <li>▪ “ed” (past tense – walked, talked, played)</li> <li>▪ “ing” (future tense – singing, jumping, playing)</li> <li>▪ Introduce Magic E / Silent e rule / split digraphs (vowel __ magic e, ie take, cake, made, shade)</li> <li>▪ When two vowels go walking, the first one does the talking and says its own name</li> <li>▪ Plurals – idea of more than one, adding s to form simple plurals</li> <li>▪ Use syllables to break words into meaningful units</li> </ul>	
	<p><b><u>Sounds / Phonemes</u></b></p> <ul style="list-style-type: none"> <li>▪ dr – drink, drag</li> <li>▪ ch – child, cheek</li> <li>▪ wh – wheel, what</li> </ul>	<ul style="list-style-type: none"> <li>▪ Awareness of contractions</li> </ul> <p>Awareness of:</p>	

# OWT RME IUS MZMS

- gl – glad, glee
- sh – shark, shut
- fl – flesh, flap
- sl – slug, slink
- str – stream, string
- nd – hand, band
- ck – duck, stuck
- ar – car, collar
- sl – slug, slinky
  
- split digraphs – tape, kite, note
  
- Long vowels –
  - a) baby, tape, snail, tray,
  - e) me, beach, tree, key, pony
  - i) tiger, kite, light, fly
  - o) nose, boat, note, snow

## Word Families / Rhyming

- old – sold, told
- ur – fur
- ir – shirt, bird
- ell – tell, sell
- end – bend, send
- ear – hear, tear

- Add 'es' to nouns that end in 'ch', 's', 'sh', 'x', 'z' and 'ss'.
- Words that change to form plurals, man – men, child – children
- Adding 'ies' to nouns ending in 'y' – pony/ponies
- Adding 's' to nouns ending in 'ey' – monkey/monkeys

## **ASSESSMENT**

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year two, assessment will occur by:

- Testing children to see knowledge of letter names and sounds (phonemes) at the beginning of the year
- Testing students on the recall of sight words out of context (using sight word cards) at the beginning of the year
- Continually testing students on sight word recall in context (when reading a book)
- Looking at independent writing of words and sentences to determine level of letter/sound correspondence
- Continually observing students when reading and writing (looking for spelling choices when writing and sound/phoneme knowledge when reading)
- Collecting work samples completed independently by the student

# YEAR THREE SPELLING OVERVIEW

*In year three, there is concentrated effort on using sounds/phonemes together. Students should not be sounding words out “b – l – a – c – k” but remembering that particular letters together, make sounds. “B – l” says “bl” and “a – c – k” says “ack”. “Bl – ack”.*

*By year three, students should be working on identifying correct spelling choices. Sight words should be instantly recognised and all letters and sounds/phonemes should be instantly recalled. Students should be learning spelling choices and starting to understand the different functions of words, eg, “ed” is past tense, “ing” future tense.*

*At CSDE, one way to teach sound and letter knowledge is to use the THRASS approach. Thrass is a program that teaches students all the different sounds that different letter patterns can represent. Thrass calls these sounds phonemes. Sometimes particular letters can make more than one different sound. For example, the letter ‘a’ makes different sounds in the following words: ant, was, baby. It is important students understand that, in the English language, letters can make more than one different sound. The Thrass chart can help children learn the different phonemes.*

*In year three, students continue expand their sight word vocabulary and recognise many more words as they progress through reading levels.*

*In year three, it is important to encourage your child to have a go at all spelling and writing activities themselves. In year three, students are learning to write paragraphs using a combination of sentence types (simple, compound, complex). Students are learning the difference between particular genres and the purpose of those genres. They understand the different vocabulary required for specific genres. Students continue to experiment with environmental print (finding words in their environment, they can use when writing). Using environmental print is not “cheating,” it is a valid strategy for improving vocabulary and writing skills. Praise your child constantly for having a go and try hard not to constantly correct all errors. In year three, students are expected to use dictionaries to correct their own spelling, you might like to choose one or two errors in their writing to look at. **Don’t spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently.*

Year Three Spelling Overview Continued

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>	<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>S E M E S T E R O N E</b>	<p><u>Sounds / Phonemes</u></p> <ul style="list-style-type: none"> <li>▪ cl – clap, cloud</li> <li>▪ lp – help, yelp</li> <li>▪ sk – skull, skill</li> <li>▪ lt – belt,</li> <li>▪ fr – fresh, frown</li> <li>▪ er – teacher, fern</li> <li>▪ ew – screw, ewe</li> <li>▪ sw – swing, swell</li> <li>▪ pr – pray, prick</li> <li>▪ ft – left, hefty</li> <li>▪ or – doctor, worm, fork</li> <li>▪ double consonants – rabbit, coffee, egg, bell, ladder, hippo, hammer, dinner, cherry, dress, letter, fizz</li> <li>▪ spr – spring, spritz</li> <li>▪ final y – pony, fly</li> <li>▪ scr – scream, scratch</li> <li>▪ squ – square, squire</li> <li>▪ pt – kept</li> <li>▪ lk – milk</li> <li>▪ spl – splash, splinter</li> </ul> <p><u>Word Families</u></p> <ul style="list-style-type: none"> <li>▪ og – frog, sog</li> <li>▪ aw – saw, paw paw</li> </ul>	<ul style="list-style-type: none"> <li>▪ Add 'es' to nouns that end in 'ch', 's', 'sh', 'x', 'z' and 'ss'.</li> <li>▪ Words that change to form plurals, man – men, child – children</li> <li>▪ ck – short vowel rule</li> <li>▪ 'a' follows 'w' rule</li> <li>▪ Non-changing nouns (sheep)</li> <li>▪ Soft C – sometimes 'c' says 's', especially if 'c' is followed by 'e' or 'i'.</li> <li>▪ Soft G – sometimes 'g' says 'j' (g, j, ge, dge). giant, gem, dodge</li> <li>▪ Ph rule – when 'ph' are together they say 'f'. Phone, phonics.</li> <li>▪ Simple contractions (I'll, won't, she's, don't).</li> </ul>	
	<p><u>Sounds / Phonemes</u></p> <ul style="list-style-type: none"> <li>▪ thr – three, thread</li> <li>▪ sp – spank, spud</li> <li>▪ ue – glue</li> <li>▪ sc – scat, scum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drop 'e' to add ending, ie, make/making</li> <li>▪ Double last letter before adding 'ing', 'ed' or 'er'. Ie, run/running, drop/dropped</li> </ul>	

# OWT-R-E-T-S-U-SH-E-T-S

- ear – hear
- ou – GCA moon, screw, glue, house

- gh – high, eight
- ght – eight, weight
- le – little
- ough – dough, rough, cough
- air, are – chair, fare
- ar, a – car, banana
- ew – new, knew
- ear, eer – deer, hear
- dw – dwarf
- tw – twinkle

#### Silent Letters

- k – knee, knit
- b – lamb, numb
- w – wrist, write

- Adding 'ies' to nouns ending in 'y' – pony/ponies
- Adding 's' to nouns ending in 'ey' – monkey/monkeys
- Change 'y' to 'i' and add ed, change 'y' to 'i' and add ing

#### Awareness:

- Change 'f' to 'fe' to 'v' before adding 's'. Irregular plurals – calf/calves.

## ASSESSMENT

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year three, assessment will occur by:

- Continually observing students when reading and writing (looking for spelling choices when writing and sound knowledge when reading)
- Looking at independent writing of words and sentences to determine level of letter/sound correspondence
- Continually testing students on sight word recall in context (when reading a book)
- Collecting work samples completed independently by the student
- Year three test data collected

# YEAR FOUR SPELLING OVERVIEW

*In year four there is a shift in focus around spelling. The junior years of primary school concentrate predominantly on phonological awareness (work around sounds/phonemes and letters). In middle primary, there is a move towards the spelling focus being not only on sounds, but on morphemic and etymological knowledge. Basically this means students learn about spelling rules and word functions and the meaning of words. They begin to become aware that certain parts of words have meaning and that words always have a root or base word. "Video" for example, means "I see" – so words like visible and vision all have a meaning around "seeing". Suffix and prefix knowledge becomes important. This understanding helps students when reading and writing.*

*By year four, it is hoped that students would have a solid grasp on the relationship between letters and the sounds they make. Of course, revision is required and the first semester of year four will contain lots of revision of junior concepts. In year four students should be working on identifying correct spelling choices. Sight words will be instantly recognised and all letters and sounds/phonemes will be instantly recalled. Students will learn how to make correct spelling choices from all possibilities. They will use their understanding of base words to make meaning and to choose correct spelling.*

*At CSDE, one way to teach sound and letter knowledge is to use the THRASS approach. Thrass is a program that teaches students all the different sounds that different letter patterns can represent. Thrass calls these sounds phonemes. Sometimes particular letters can make more than one different sound. For example, the letter 'a' makes different sounds in the following words: ant, was, baby. It is important students understand that, in the English language, letters can make more than one different sound. The Thrass chart can help children learn the different phonemes.*

*In year four, student sight word vocabulary progresses further, extending their recognition levels in accordance with their reading levels. Again, it is important to encourage your child to have a go at all spelling and writing activities themselves. Students are writing paragraphs independently using a combination of sentence types (simple, compound, complex). Students recognise the difference between particular genres and the purpose of those genres. They understand and can manipulate the different vocabulary required for specific genres for specific purposes. Students use environmental print (finding words in their environment, they can use when writing). Using environmental print is not "cheating," it is a valid strategy for improving vocabulary and writing skills and should be encouraged. Praise your child constantly for having a go and try hard not to constantly correct all errors. In year four, students are expected to use dictionaries to correct their own spelling. After editing, you might like to choose one or two errors in their writing to look at together. **Don't spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently.*

Year Four Spelling Overview Continued

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>	<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>W</b>	<u>Revise All Junior School Phonological Awareness Work</u>	<u>Revise All Junior School Morphemic Knowledge Work</u>	
<b>W</b>	<p><u>Sounds</u></p> <ul style="list-style-type: none"> <li>▪ Silent letters – b <i>thumb</i>, l <i>calf</i>, t <i>whistle</i>, g <i>gnome</i></li> <li>▪ Irregular sounds – ch (k) – choir, Christmas</li> <li>▪ nge – strange, range</li> <li>▪ dge – dodge,</li> <li>▪ tch – watch, match</li> <li>▪ mpt – unkempt</li> <li>▪ re – centre</li> <li>▪ ous – famous</li> <li>▪ ious – furious</li> <li>▪ ian – Australian, Indian</li> <li>▪ ain – mountain</li> <li>▪ the – bathe</li> </ul>	<ul style="list-style-type: none"> <li>▪ Suffix – ‘tion’, ‘ation’, ‘ution’, ‘ion’ (act or process of)</li> <li>▪ Suffix – ‘er’, (one who)</li> <li>▪ Prefix – ‘in’, ‘un’ (not)</li> <li>▪ Awareness of how affixes influence the base or root word.</li> <li>▪ ie/ei rule. ‘i’ before ‘e’ except after ‘c’.</li> <li>▪ Change ‘f’ to ‘fe’ to ‘v’ before adding ‘s’. Irregular plurals – calf/calves.</li> <li>▪ More complex contractions</li> </ul>	<p><u>Latin Roots</u></p> <ul style="list-style-type: none"> <li>▪ video/viscus (I see) – visible, vision</li> <li>▪ decem (ten) - decimal</li> <li>▪ centum (hundred) – cent, century</li> <li>▪ aqua (water) – aquatic, aqueduct</li> </ul> <p><u>Greek Roots</u></p> <ul style="list-style-type: none"> <li>▪ tele (far) – telephone, telescope</li> <li>▪ phono (sound) – phoneme, microphone</li> <li>▪ anti (against) – antichrist</li> <li>▪ auto (self) - autonomous</li> </ul>

## **ASSESSMENT**

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year four, assessment will occur by:

- Continually observing students when reading and writing (looking for spelling choices when writing and sound knowledge when reading)
- Looking at independent writing samples to determine consistency of correct spelling choices
- Continually testing students on spelling choices (when writing independently)
- Continually testing students on understanding word meanings (when reading)
- Collecting work samples completed independently by the student

# YEAR FIVE SPELLING OVERVIEW

*In year five the focus continues to be on morphemic and etymological knowledge, meaning students learn about spelling rules and word functions and the meaning of words. They understand parts of words have meaning and words always have a root or base word. "Video" for example, means "I see" – so words like visible and vision all have a meaning around "seeing". Suffix and prefix knowledge is important. This understanding helps students when reading and writing.*

*By year five, students should possess a solid grasp of the relationship between letters and sounds. Of course, revision is always required, so don't be afraid to revise previously taught concepts you feel students need further consolidation in. In year five, students should be working on identifying correct spelling choices. Sight words will be instantly recognised and all letters and sounds/phonemes will be instantly recalled. Students will learn how to make correct spelling choices from all possibilities. They will use their understanding of base words to make meaning and to choose correct spelling. Students will be editing their own work independently (the editing process will still need to be modelled). Students will not be able to correct every error themselves but should make a real effort to use the dictionary, environmental print and the Thrass chart to correct mistakes.*

*At CSDE, one way to teach sound and letter knowledge is to use the THRASS approach. Thrass is a program that teaches students all the different sounds that different letter patterns can represent. Thrass calls these sounds phonemes. Sometimes particular letters can make more than one different sound. For example, the letter 'a' makes different sounds in the following words: ant, was, baby. It is important students understand that, in the English language, letters can make more than one different sound. The Thrass chart can help children learn the different phonemes.*

*In year five, students sight word vocabulary progresses further, extending their recognition levels in accordance with their reading levels. Again, it is important to encourage your child to have a go at all spelling and writing activities themselves. Students are writing paragraphs and whole texts independently using a combination of sentence types (simple, compound, complex). Students recognise the difference between particular genres and the purpose of those genres. They understand and can manipulate the different vocabulary required for specific genres for specific purposes. Students use environmental print (finding words in their environment, they can use when writing). Using environmental print is not "cheating," it is a valid strategy for improving vocabulary and writing skills and should be encouraged. Praise your child constantly for having a go and try hard not to constantly correct all errors. In year five, students are expected to use dictionaries to correct their own spelling, you might like to choose one or two errors in their writing to look at. **Don't spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently.*

Year Five Spelling Overview Continued

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>	<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>MZORFUS</b>	<u>Sounds</u> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Words end with 'ee' keep their 'ee' when adding 'ing', eg flee</li> <li>▪ Adding 'ful' to a word</li> <li>▪ Adding 'ly' to a word</li> <li>▪ Adding 'y' to a word</li> <li>▪ Adding 'ment' to a word</li> <li>▪ Prefix – al</li> <li>▪ Prefixes – a, over, after, down, mis</li> </ul>	<u>Latin Roots</u> <ul style="list-style-type: none"> <li>▪ finis (the end) – finish, final, finalist, finally</li> <li>▪ audio (I hear) – audible, audience, audition</li> <li>▪ annus (a year) – annual, anniversary</li> <li>▪ multis (many) – multitude</li> <li>▪ minor (small) – minority, minor</li> </ul> <u>Greek Roots</u> <ul style="list-style-type: none"> <li>▪ astron (a star) – astronomy, astronaut</li> <li>▪ dea</li> <li>▪ geo</li> <li>▪ micro</li> <li>▪ peri (around) – perimeter, periscope</li> <li>▪ tele (far) – telephone, telescope</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Suffixes – hood, ness, ship</li> <li>▪ Adding 's' to nouns ending in 'ff' eg – cliff/cliffs</li> <li>▪ Adding 's' to nouns ending in 'fe' eg – giraffe/giraffes</li> </ul>	<u>Latin Roots</u> <ul style="list-style-type: none"> <li>▪ dens/dentis (a tooth) – indent, dentist, dental, indentation</li> <li>▪ lego/lectus (I read or choose) – illegible, intellect, lecture</li> </ul>

# SEMESTER TWO

- ise/ize

- manus (the hand) – manufacture, magnitude
- mater (mother) – matrimony, matron, maternal
- ago/actus (I act, I do) – agent, active
- curro/cursus (I run) – current, recurrent

### Greek Roots

- demos (people, common people) – democracy, epidemic, democratic
- graphos (something drawn or written) – graphics, graphite, autograph, graphic
- hypo
- scop
- thermos

## **ASSESSMENT**

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year five, assessment will occur by:

- Continually observing students when reading and writing (looking for spelling choices when writing and sound knowledge when reading)
- Looking at independent writing samples to determine consistency of correct spelling choices
- Continually testing students on spelling choices (when writing independently)
- Continually testing students on understanding word meanings (when reading)
- Collecting work samples completed independently by the student
- Year Five Test Data

## **YEAR SIX SPELLING OVERVIEW**

*In year six the focus continues to be on morphemic and etymological knowledge, meaning students learn about spelling rules and word functions and the meaning of words. They understand parts of words have meaning (suffixes and prefixes) and words always have a root or base word. "Video" for example, means "I see" – so words like visible and vision all have a meaning around "seeing". Suffix and prefix knowledge is important. This understanding helps students when reading and writing. Revision of skills learned in previous grades is always important, so don't be afraid to revise previously taught concepts you feel students need further consolidation in. When teaching Latin and Greek roots, it might be more interesting to try to make them part of your overall program instead of teaching them separately. You might stumble across an interesting word when reading and look it up in the dictionary. Some Latin and Greek roots might link particularly well to a specific unit your students are completing. In this way, students see that Latin and Greek roots are part of current modern day English.*

*In year six, students will be working constantly on using all skills previously learned to identify correct spelling choices. They will use their understanding of sounds and letter correspondence, spelling rules and base words to make meaning and choose correct spelling. Students will be editing their own work independently (the editing process will still need to be encouraged and modelled). Students will usually not be able to correct every error themselves but should make a real effort to use the dictionary, environmental print and the Thrass chart to correct mistakes. When editing, the focus moves to improvement of the text overall, not merely fixing errors. In year six, students are expected to use dictionaries to correct their own spelling. After editing, you might like to choose one or two errors in their writing to look at together.*

*At CSDE, one way to revise sound and letter knowledge is to use the THRASS approach. Thrass is a program that teaches students all the different sounds that different letter patterns can represent. Thrass calls these sounds phonemes. Sometimes particular letters can make more than one different sound. For example, the letter 'a' makes different sounds in the following words: ant, was, baby. It is important students understand that, in the English language, letters can make more than one different sound. The Thrass chart can help children learn the different phonemes. The Thrass chart can also be very helpful for senior students during the editing process.*

*In year six, students sight word vocabulary progresses further, extending their recognition levels in accordance with their reading levels. Again, it is important to encourage your child to have a go at all spelling and writing activities themselves. Students are writing paragraphs and whole texts independently using a combination of sentence types (simple, compound, complex). Students recognise the difference between particular genres and the purpose of those genres. They understand and can manipulate the different vocabulary required for specific genres for specific purposes. Students use environmental print (finding words in their environment, they can use when writing). Using environmental print is not "cheating," it is a valid strategy for improving vocabulary and writing skills and should be encouraged. Praise your child constantly for having a go and try hard not to constantly correct all errors. **Don't spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently.*

Year Six Spelling Overview Continued

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>	<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>MSWHS</b>	<p><u>Sounds</u></p> <ul style="list-style-type: none"> <li>▪ p followed by n – pneumonia</li> <li>▪ ch – chalet (sh)</li> <li>▪ sc – science (s)</li> <li>▪ que – antique (k)</li> <li>▪ gue – rogue (g)</li> </ul>	<ul style="list-style-type: none"> <li>▪ cian – magician</li> <li>▪ xion – inflexion</li> <li>▪ sion – occasion</li> <li>▪ tion – nation</li> <li>▪ cial – special</li> <li>▪ tial – spatial</li> <li>▪ Adding ‘able’ to a word</li> <li>▪ d / de rule</li> <li>▪ Adding ‘es’ to nouns ending in ‘o’ – hero/heroes, tomato/tomatoes</li> </ul>	<p><u>Latin Roots</u></p> <ul style="list-style-type: none"> <li>▪ porto (I carry) – export, deport, portable</li> <li>▪ facio (I make) – facet, manufacture</li> <li>▪ duco/ductus (I lead) – conduct, conductor, duct</li> <li>▪ lego/lectus (I read or I choose) – illegible, intellect, lecture</li> <li>▪ specio</li> </ul> <p><u>Greek Roots</u></p> <ul style="list-style-type: none"> <li>▪ terra (earth) – territory, terrace</li> <li>▪ aster (a star) – asteroid, astronaut</li> <li>▪ therme (heat) – thermal, thermometer, thermostat</li> </ul>
<b>MSWHS</b>		<ul style="list-style-type: none"> <li>▪ scious – conscious</li> <li>▪ xious – anxious</li> <li>▪ tious – cautious</li> <li>▪ Apostrophe for possession (is tending to be left off words now)</li> <li>▪ Prefixes – im, ir, circum, peri, trans, mili, kilo, en, pre</li> <li>▪ Suffixes – ant, ory, ate, ice</li> </ul>	<p><u>Latin Roots</u></p> <ul style="list-style-type: none"> <li>▪ colo/cultus (I till, the soil) – cultivate</li> <li>▪ capio (I take) – accept, capture, receive</li> <li>▪ cedo (I go or I yield) – antecedent, accede, exceed</li> </ul> <p><u>Greek Roots</u></p> <ul style="list-style-type: none"> <li>▪ metron (a measure) – meterology, metronome</li> <li>▪ pathos (feeling/suffering) – pathos, empathy, sympathy</li> </ul>

## **ASSESSMENT**

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year six, assessment will occur by:

- Continually observing students when reading and writing (looking for spelling choices when writing and sound knowledge when reading)
- Looking at independent writing samples to determine consistency of correct spelling choices
- Continually testing students on spelling choices (when writing independently)
- Continually testing students on understanding word meanings (when reading)
- Collecting work samples completed independently by the student

# YEAR SEVEN SPELLING OVERVIEW

*In year seven the focus continues to be on morphemic and etymological knowledge, meaning students learn about spelling rules and word functions and the meaning of words. They understand parts of words have meaning (suffixes and prefixes) and words always have a root or base word. "Video" for example, means "I see" – so words like visible and vision, all have a meaning around "seeing". Suffix and prefix knowledge is vital. These understandings help students when reading and writing. Revision of skills learned in previous grades is always important, so don't be afraid to revise previously taught concepts you feel students need further consolidation in. When teaching Latin and Greek roots, it might be more interesting to try to make them part of your overall program instead of teaching them separately. You might stumble across an interesting word when reading and look it up in the dictionary. Some Latin and Greek roots might link particularly well to a specific unit your students are completing. In this way, students see that Latin and Greek roots are part of current modern day English.*

*In year seven, students will utilise all skills previously learned to identify correct spelling choices. They will use their understanding of sounds and letter correspondence, spelling rules and base words to make meaning and choose correct spelling. Students will be editing their own work independently (the editing process will still need to be encouraged and modelled). Students will usually not be able to correct every error themselves but should make a real effort to use the dictionary, environmental print and the Thrass chart to correct mistakes. When editing, the focus moves to improvement of the text overall, not merely fixing errors. This means adding words, sentences and phrases, deleting unnecessary pieces of text and altering the paragraph structure of the piece. Students should be editing their work to ensure their message is extremely clear to the reader. In year seven, students are expected to use dictionaries to correct their spelling although you still might like to choose one or two errors in their writing to focus on as a teaching tool.*

*It is important to encourage your child to have a go at all spelling and writing activities themselves. Even though students are in senior primary school, they still need to see whole texts modelled. Finding pieces of text from the environment (newspaper articles, letter to the editor, books, recipes etc), and analysing these samples for important components help students understand the types of words they should be using in particular genres and aid their spelling progress. Students recognise the difference between particular genres and the purpose of those genres. They understand and can manipulate the different vocabulary required for specific genres for specific purposes. Students can structure whole texts independently using a combination of sentence types (simple, compound, complex). Students still use environmental print (finding words in their environment, they can use when writing). Using environmental print is not "cheating," it is a valid strategy for improving vocabulary and writing skills and should be encouraged. Praise your child constantly for having a go and try hard not to constantly correct all errors. **Don't spell words for your child either** – if students are going to learn to use sound and letter knowledge in their writing, they need to have opportunities to practise independently.*

	<b>PHONOLOGICAL AWARENESS</b> <i>Sounds and Patterns</i>	<b>MORPHEMIC KNOWLEDGE</b> <i>Rules, Word Building, Word Functions</i>	<b>ETYMOLOGICAL KNOWLEDGE</b> <i>Word Origins and Word Meanings</i>
<b>S</b> <b>W</b> <b>U</b> <b>H</b> <b>M</b> <b>Z</b> <b>M</b> <b>O</b> <b>Z</b>	<u>Sounds</u> <ul style="list-style-type: none"> <li>Review!</li> </ul>	<ul style="list-style-type: none"> <li>Investigation of exceptions or special cases in relation to generalisations</li> <li>Adding 'er', 'or' to verb. Eg, (one who) – play/player</li> <li>Adding 's' to nouns ending in 'ful'</li> <li>Prefixes – il, sub, com/con, de, ob, dia</li> </ul>	<u>Latin Roots</u> <ul style="list-style-type: none"> <li>dico/dictus (I say) – edict, dictate, dictation, predict</li> <li>magnus (great) – magnum, magnitude</li> <li>memor (mindful) – memory, remember, memorise</li> <li>cito (I rouse) – excite</li> <li>tendo (I stretch) – tend, attend</li> </ul> <u>Greek Roots</u> <ul style="list-style-type: none"> <li>bios (life) – biology, biodegradable, biography</li> <li>zoion (animal) – zoo, zoology</li> <li>bio - life: biography, biology</li> </ul>
<b>S</b> <b>W</b> <b>U</b> <b>H</b> <b>M</b> <b>Z</b> <b>M</b> <b>O</b> <b>Z</b>		<ul style="list-style-type: none"> <li>Changing 'our' to 'or' – humour/humorous</li> <li>'oe' rule – diarrhoea,</li> </ul>	<u>Latin Roots</u> <ul style="list-style-type: none"> <li>jacio (I throw) – reject, inject</li> <li>mare (the sea) – maritime, marine, mariner</li> <li>verto (I turn) – avert, convert</li> <li>rego/rectus (I rule) – regal, regent</li> </ul> <u>Greek Roots</u> <ul style="list-style-type: none"> <li>baros (weight) – barometer, isobar</li> <li>polis (a city) – politics, metropolis, cosmopolitan</li> </ul>

*It is important to remember that the Latin and Greek roots and prefixes and suffixes are not an exhaustive list. They are the minimum knowledge expected to be taught. See attached list for further examples.*

## **ASSESSMENT**

It is important to continually assess what each student can do independently. Independent assessment is the only way teachers can be certain that concepts have been understood by students.

In year five, assessment will occur by:

- Continually observing students when reading and writing (looking for spelling choices when writing and sound knowledge when reading)
- Looking at independent writing samples to determine consistency of correct spelling choices
- Continually testing students on spelling choices (when writing independently)
- Continually testing students on understanding word meanings (when reading)
- Collecting work samples completed independently by the student
- Year Seven Test Data

# **YEARS EIGHT - TEN SPELLING OVERVIEW**

*At the end of primary school, it is hoped all students will be independent writers and spellers. However, despite best efforts, we understand that this is not always the case. Individual students have different needs and learn at different speeds. Some students will begin year eight as confident spellers and writers, other students will need further revision of concepts from primary school.*

*It is important to acknowledge that secondary education differs from primary education as students move to become more independent learners. In secondary school, most classes do not have prescribed spelling lists or follow a prescribed spelling program like you would find in most primary settings. Instead, all secondary teachers embed the teaching of spelling into all of their lessons. The teaching of literacy and spelling is the responsibility of all teachers in secondary school. Each teacher is responsible for teaching the literacy skills and spelling skills that relate to their subject area.*

*Through the completion of units of work and through the exploration of themes in all subjects, teachers and students explore different types of vocabulary. It is through the exploration of this vocabulary that spelling is taught in secondary school. Teachers may choose specific words with Latin and Greek roots or prefix and suffix knowledge to focus on. The teaching of spelling becomes part of the overall approach to themes and genres, not a separate component of lessons or units. Different sets of vocabulary are explored in different subjects; the literacy and spelling skills of a science subject will differ greatly from the skills required in a mathematics subject.*

*This is not to say that some students won't require a more focused and explicit approach to spelling in secondary school. Some students will need revision of commonly used words and spelling rules. Remember, this is okay. Learning and mastering concepts is a developmental process. All teachers reflect individual student progress in their planning and planning in classrooms needs to continually reflect student needs. Individual spelling programs for students requiring further support will be developed on a case by case basis.*

*The focus continues to be on morphemic and etymological knowledge, meaning students will learn about spelling rules, word functions and the meanings of words. These concepts will just become part of an overall thematic unit, rather than being separate. Understanding the meanings of words and the functions of different vocabulary becomes important as students strive to complete secondary unit work and become adult readers and writers.*

*The teaching of spelling concepts becomes part of the overall program instead of teaching them separately. You might stumble across an interesting word when reading and look it up in the dictionary. Some Latin and Greek roots might link*

*particularly well to a specific unit your students are completing. In this way, students see that Latin and Greek roots are part of our current modern day English.*

*As students progress through secondary school, further emphasis is placed on becoming an independent speller and writer and recognising sources for assistance. Dictionaries, thesauruses and reference books become extremely important. Students need to understand that whilst it's okay if they can't spell a word, it's not okay to not use resources to find the correct spelling. Using environmental print (words from around the room) is still a valid spelling strategy, even in secondary school. In secondary school, students will utilise all skills previously learned to identify correct spelling choices. They will use their understanding of sounds and letter correspondence, spelling rules and base words to make meaning and choose correct spelling. Students will be editing their own work independently (the editing process will still need to be encouraged and modelled). Students will usually not be able to correct every error themselves but should make a real effort to use the dictionary, environmental print and the Thrass chart to correct mistakes.*

*Students should be editing their work to ensure their message is extremely clear to the reader. When editing, the focus moves to improvement of the text overall, not merely fixing errors. This means adding words, sentences and phrases, deleting unnecessary pieces of text and altering the paragraph structure of the piece. In secondary school, students are expected to use dictionaries to correct their spelling although you still might like to choose one or two errors in their writing to focus on as a teaching tool.*

*It is important to encourage your child to have a go at all spelling and writing activities themselves. Even though students are in secondary school, they still need to see whole texts modelled. The deconstruction of texts (looking at whole texts and identifying key elements) is very important. This is one way spelling can be taught in secondary school, through the use of whole pieces of text and the identification of key words within the piece.*

*Finding pieces of text from the environment (newspaper articles, letter to the editor, books, recipes etc), and analysing these samples for important components, helps students understand the types of words they should be using in particular genres and aid their spelling progress. Students in secondary school write for a range of purposes and recognise the difference between particular genres because of their different purposes. Students can manipulate the different vocabulary required to achieve specific purposes. Students can structure whole texts independently using a combination of sentence types (simple, compound, complex). Students still use environmental print (finding words in their environment, they can use when writing).*

*As always, **don't spell words for your child** – if students are going to learn to be independent users of language, they need to have opportunities to practise independently.*

At Capricornia School of Distance Education we believe that the six spelling principles provide a framework for best teaching practice in spelling. Teachers at all levels in all subjects should be actively engaged and display use of these principles.

These spelling principles were taken from <http://wwwfp.education.tas.gov.au/english/spelling.htm>.

We thank the Tasmanian Education Department for this information.

## SPELLING PRINCIPLE 1

### SPELLING IS LEARNT AS WE USE IT

- Teachers have an essential role in increasing students' interest in words and in influencing their attitudes towards spelling. Students need to feel they are able to succeed in learning to spell.
- How to translate this into classroom practice?
- Provide frequent opportunities to write for a range of purposes and audiences.
- Provide a print rich environment that includes displays of letters, words and word patterns on word walls.
- Encourage students' attempts to spell words.
- Let them approximate – especially when they are trying to use new words.
- Point out the parts they have spelled correctly. Use the parts they have misspelt as a focus for teaching spelling.
- Ensure students proofread their writing to identify possible spelling errors.
- Respond to the messages in student's writing by writing back to them. Make use of words that are misspelt in order to model the correct spelling.

## SPELLING PRINCIPLE 2

### LEARNING TO SPELL IS PART OF THE DEVELOPMENTAL PROCESS OF LEARNING HOW TO WRITE.

- When teachers understand **spelling development**, they can match teaching strategies to developmental needs.
- Records can be kept showing the developmental indicators, strategies and skills that children are using by monitoring students' writing. In this way, teachers can decide when and how it is appropriate to intervene.
- Teachers are able to determine what students already know about spelling and they can then build on that knowledge.

## SPELLING PRINCIPLE 3

### ERRORS CAN BE VIEWED AS DIAGNOSTIC AND DEVELOPMENTAL SIGNPOSTS

- **Error Analysis** provides information about how far students have developed their understandings of spelling.
- Analyses of errors from students' writing, guides understanding of the strategies the students are relying upon as they attempt to spell.
- 

In order to decide which phase of spelling a student is in you may refer to *First Steps Spelling* to pinpoint which phase a student is operating in – Semi Phonetic, Phonetic, and Transitional.

## SPELLING PRINCIPLE 4

### EXPLORING WORDS AND VOCABULARY ARE PART OF LEARNING TO SPELL

- Teaching spelling is an on-going activity. Whenever students come across new words, they should be encouraged to analyse them and to look at their structure and relate this to word meanings.
- **Word Study** is an important part of the literacy program.

## SPELLING PRINCIPLE 5

### INDEPENDENCE AND SELF-EVALUATION ARE ESSENTIAL IN SPELLING DEVELOPMENT

- How to translate this into classroom practice?
- Teach **proofreading** skills – proofreading is different from normal reading.
- Encourage students to proofread their work. Get students to underline words they think might not be correct, even when they don't know how to correct the words.
- Knowing when a word looks wrong is the first step towards getting it right.
- Encourage students to evaluate their own progress, identifying goals achieved and areas that need further work.
- Teach students **how to learn words** and how to check spelling of words they have attempted.
- Make students aware of processes for trying to **write new words**.

## SPELLING PRINCIPLE 6

### EFFECTIVE SPELLERS USE A NUMBER OF DIFFERENT STRATEGIES INTERACTIVELY IN ORDER TO SPELL CORRECTLY

- Students need to be explicitly taught a range of strategies in order to internalise them and use them interactively to produce correct spelling.
- There are 3 major strategies – **visual**, **sound/symbol** and **morphemic**.
- Other strategies used are: **analogy** strategies (the ability to consider words they know when faced with writing new words – (“tree and duck can spell truck”); and **reference** strategies.
- Strategic spellers/readers/writers know the strategies and can describe them as well as use them.
- Spelling is a thinking activity, not a rote learning activity.

# SPELLING GENERALISATIONS

's'	The plural of most nouns is formed by adding 's' to the singular form of the word (for example, one boy, two boys).
'ae'	Many words that traditionally have been spelled with 'ae' can now be spelled with just 'e' e.g. encyclopedia/encyclopaedia. This is not true of words that begin with 'ae' as part of the prefix 'aero' eg – aeroplane.
<b>Doubling Last Consonants</b>	In single syllable words ending in a consonant that follows a single vowel, double the consonant before adding the suffixes – 'ed' 'er' 'est' 'ing' (for eg, stop + ed = stoped, run + er = runner, hop + ing, = hopping).
<b>Words Ending in "y" (Rule 1)</b>	If a word ends in 'y' preceded by a consonant the 'y' is usually changed to an 'i' before adding the suffixes such as 'age', 'ed', 'er', 'es', 'est', 'ful', 'ly', 'ment', 'ness', 'ous', for example cry + ed = cried, beauty + ful = beautiful.
<b>Words Ending in "y" (Rule 2)</b>	If a word ends in 'y' preceded by a vowel, the 'y' is kept before adding suffixes such as 's', for example, boy + s = boys.
<b>Final L</b>	If a word ends in 'l', to add a suffix (ending) double the l, for example, travel – travelling.
<b>Silent 'e' (Rule 1)</b>	If a word ends with a silent 'e', drop the 'e' before adding an ending which begins with a vowel (for example, brok + en = broken, rake + ed = raked, make + ing = making).
<b>Ending – 'e'</b>	When the final syllable of a word ends in 'e', the preceding vowel is long, for example, late, bike, compete, phone, endure.
<b>Vowels</b>	When two vowels go walking the first one does the talking, for example, <u>boat</u> , <u>seat</u> , <u>week</u> , <u>pie</u> , <u>rain</u> .
<b>Non-changing Vowels</b>	Certain nouns are also their plural (for example, sheep, deer, fish).
<b>Silent Letters</b>	Many words contain a silent letter that can be at any position in the word (for example, hymn, love, queen, science, wrist). Q is always followed by 'u'.
'es'	To make a word ending in 'ch', 'o' (some exceptions), 's', 'sh', 'ss', 'tch', 'x', 'z', 'zz'- plurals add 'es' (for example, churches, potatoes, brushes, dresses, scratches, foxes).
<b>Suffix 'ly'</b>	When the suffix 'ly' is added to words ending in 'y' is changed to an 'i' before the 'ly' is added, for example primarily.
<b>Suffix 'ly' (Rule 2)</b>	When the suffix 'ly' is added to words ending in 'le', the 'le' is dropped before the 'ly' is added. For example, simple, simply.
<b>Suffix 'ly' for Words Ending in 'ic'</b>	When a word ends in 'ic' add 'al' before adding 'ly', for example, magic, magically.
<b>Single Last Consonants</b>	When a word of a syllable contains two vowels, just add the suffix (ending), for example, seat – seating.
'k'	Use a K if the vowel following is either 'e' or 'i' otherwise use a 'c', for example – catch, kept, kit and cot.
<b>'q' Followed by 'u'</b>	'Q' is always followed by a 'us' and a vowel when used in English, except for acronyms (for example, Qantas).
<b>Changing Form</b>	Some nouns vary form from singular to plural, for example, goose and geese.
'd' / 'de'	Words ending in 'd' or 'de' change the 'd' or the 'de' to an 's' before adding the suffix 'ion', for example, suspend + ion = suspension.
<b>Silent 'e' (Rule 1)</b>	If a word ends in 'ge' or 've' keep the 'e' before adding suffixes such as 'ous' or 'able', for example, move + able = movable.
<b>Silent 'e' (Rule 2)</b>	Words of one syllable containing a long vowel sound usually end in a silent

	'e' for example, file, lute, make, rote. Alternatively, this rule can be explained as a silent 'e' at the end of a word making the vowel say it's own name.
<b>Suffix Not Doubling</b>	When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix. For example, whisper, whispered, encounter, encountering.
<b>Changing 'ou'r to 'or'</b>	When a word ends in 'our' change this to 'or' before adding 'ours' or 'ate', for example, humour, humorous.
<b>'ise' / 'ize'</b>	Many words can be spelled with either 'ise' or 'ize' at the end. For example, realise, realize. In Australia 'ise' is more commonly used and applies in every case except 'capsize'. Be consistent in your choice of either spelling.  If there is one 's' or 'z' at the end of a word, it is followed by an 'e'. Eg, rise, size.
<b>'oe'</b>	Many words traditionally spelt with 'oe' are now acceptable with just 'e'. For example, diarrhoea / diarrhea. This is not true of short words ending in 'oe' hoe, shoe.
<b>'or' / 'our'</b>	Some words can end in either 'or' or 'our', for example, color/colour. The traditional spelling is 'our' with the American 'or' becoming more popular.
<b>Prefix 'al'</b>	When 'al' is used as a prefix, one 'l' is dropped, for example, all + ready = already.
<b>Suffix Doubling</b>	When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, for example, forgot, forgotten, occur, occurred.
<b>'ph'</b>	'Ph' sounds as 'f', for example, photograph, telephone.
<b>Soft 'g' (Rule 1)</b>	When used as an initial letter, the letter 'g' often has a soft 'j' sound if it is followed by 'e', 'i' or 'y', for example, gem, giant, gym. Exceptions include get and girl.
<b>Soft 'g' (Rule 2)</b>	When used in the middle of a word and followed by an 'e', the letter 'g' has a soft 'j' sound, for example, large.
<b>Soft 'c'</b>	When 'c' is followed by 'i', 'e', or 'y', it is usually sounded as an 's'. For example, cite, cell, cylinder.
<b>'f' / 'ves'</b>	If a noun ends in an 'f', change the 'f' to a 'v' before adding 'es' to form the plural. For example, leaf, leaves. Exceptions are roofs and reefs.
<b>Suffix 'ful'</b>	When 'ful' is added to the end of a word, drop the final 'l', for example, hopeful.
<b>'ck' Digraph</b>	'Ck' digraph occurs only after a short vowel sound, for example, pick, lock, cricket.
<b>'ei' or 'ie'</b>	When the sound is long 'e', use "i before 'e' except after c". When the sound is a long 'a' use 'ei', for example, neighbour and weight.
<b>'ies'</b>	If a noun ends in a 'y' preceded by a consonant, change the 'y' to an 'i' before adding 'es' to form the plural. For example, baby, babies.
<b>Two Vowels in a Final Syllable</b>	When a word has more than one syllable and the final syllable contains two vowels, then the final consonant is not doubled before adding a suffix. For example, appear, appeared, complain, complained.
<b>Suffix 'ion'</b>	This suffix is pronounced 'shen', 'shin' or 'shon'. When the suffix 'ion' is added to words ending in 't', change the 't' to 'ss' before adding the suffix.

	For example, admit + ion = admission, permit + ion = permission, submit + ion = submission.
<b>Endings</b>	To add 'all' as a prefix to a root word, drop one 'l', for example, almost, always. To add 'able' as a suffix to a root word, drop the 'e', for example, note, notable, desire, desirable.
<b>Remove Final 'e' Before 'ing', 'er', 'ed'</b>	smile – smiled, smiling, care – carer, caring
<b>'ck' After Short Vowels, 'k' After Others</b>	Use 'ck' after short vowels. Example: shack, speck, chick, clock, luck Use 'k' after other consonants. Example: park, bake, squawk, oink
<b>'dge' After Short Vowels 'ge' After Others</b>	badge, hedge, midge, splodge, fudge huge, page, surge, verge
<b>Copycat C has no sound of its own and copies K and S</b>	When followed by 'e', 'i' or 'y' C always says 's'. For example, cent, city and cyst.
<b>Copycat G has its own sound and also copies J</b>	When followed by 'e', 'i', or 'y' G often says J. For example, gentle, ginger, gypsy.
<b>W wrecks vowels</b>	Vowels coming after 'w' often don't say their regular sound. For example, what, was, won, wonder, word. When 'w' is followed by an 'a', the 'a' is hardly ever pronounced as it is in 'apple'. For example, want, water. When 'w' is followed by 'or', it usually says 'wer'. Eg, worst, worm, work.
<b>Silent W and H</b>	'W' is often silent before 'h' and 'r'. For example write and wrote 'H' is often silent after 'w'. For example who.
<b>O can say U</b>	love, other, brother, does, shovel
<b>V or J</b>	No English word ends with 'v' or 'j'.
<b>Y sound at the end</b>	The sound 'ee' on the end of a word is nearly always represented by the letter 'y'. Eg, baby, money.
<b>Last letter doubled</b>	The letters 'f', 'l' and 's' are doubled at the end of most words. Eg sniff, smell, tall, piss.
<b>Apostrophes</b>	Use an apostrophe to show ownership or possession. <ul style="list-style-type: none"> <li>▪ For singular nouns that end in 's', add apostrophe, then another s. Example: Ross's car.</li> <li>▪ For singular nouns that do not end in 's', add an apostrophe then the 's'. Example: cat's basket.</li> <li>▪ For plural nouns that end in 's', add the apostrophe after the word. Example: teachers' staffroom.</li> <li>▪ For plural nouns that do not end in 's', add the apostrophe then the 's'. Example: children's books.</li> </ul>
<b>ically rule</b>	When a word ends in "ic" add "al" before adding "ly". Example: magic, magically, hysteric, hysterically.
<b>full and till</b>	When adding 'full' and 'till' to another root syllable, drop one 'l'. Example: useful, until, tearful.

# Suffixes

Suffixes are parts of a word that are joined at the end and change the form of the word ie change words to adjectives, change words to nouns, change nouns to nationality, form plurals and tenses of verbs:

-able -ible	able to be: portable, possible that belongs to: fashionable	-ess	female: lioness, goddess
-acy	state of being: democracy, autocracy	-est	superlative ending: largest, best
-age	an action, condition, or charge: breakage, postage	-ful	full of: beautiful, hopeful
-al	like: final, musical	-fy	make, cause to be: clarify, simplify
-an	of: human, German	-hood	state of being: manhood, nationhood
-ance	act of: resistance, abundance	-ible	that may cause: objectionable
-ant	one who: participant, servant	-ic	having to do with: angelic, alcoholic
-arium	place: herbarium, sanatorium	-ier -yer	person concerned with: cashier, lawyer
-ary	to do with: secretary, dictionary	-ile	of: juvenile, agile
-ary	connected with: monetary a person doing something: missionary a place for: aviary	-ine	like: canine, marine
-ate	having to do with: nitrate, magistrate	-ing	act of, like: walking, covering
-atic	used to make adjectives: problematic	-ion	action, state: union, attraction
-ation	an action, state, or condition:	-ise -ize	cause to become: sympathise, authorize
-cide	killing: insecticide, genocide	-ish	like: boyish, tallish
-cle -cule	small: particle, molecule	-ist	a person: socialist, pharmacist
-cy	a state or quality: secrecy	-it is	inflammation of: laryngitis, gastritis
-dom	a state or condition: freedom an area rule: kingdom, a group of persons: officialdom	-ive	having to do with: disruptive, captive
-ed	having the character of: patched, washed	-less	without: hopeless, careless
-ee	people to whom something is done: employee, payee	-let	little: booklet, cutlet
-ee	a person who something is done or given: addressee a person in a particular state of condition: refugee	-ly	adverb ending: slowly, carefully
-eer	a person who does something or is concerned with something: mountaineer	-ment	act of, state of: settlement, achievement
-en	cause to be: fatten, broken	-most	superlative ending: innermost, topmost
-ence	state of being: absence, silence	-ness	state of: sickness, richness
-ent	one who: dependent, resident	-oid	like: spheroid, asteroid
-ent	see- <b>ant</b>	-orium	place of: auditorium, scriptorium
-er -or	person or thing: buyer, tailor	-osis	condition or state of: sclerosis, metamorphosis
-er -r	used to make the comparative of adjectives: faster, nicer,	-ous	full of: porous, glorious
-ese	having to do with: Chinese	-ship	office, rank of: kingship, friendship
		-some	tending to: handsome, loathsome
		-tude	quality, state of: solitude, gratitude
		e-ur	act of: pressure, tenure
		-ward	tending to: forward, inward

# Common Prefixes

Prefixes are parts of a word that are joined at the beginning of a root word and change the meaning of the word:

<b>a-</b>	not, without: amoral, asymmetrical	<b>mal</b>	bad: malaria, malcontent
<b>ab_</b>	away, from: absent, abduct	<b>micro</b>	small: microscope, microphone
<b>ad_</b>	to, towards: admit, adjoin	<b>mid</b>	middle: midday
<b>aero</b>	aircraft: aeronautic	<b>milli</b>	one thousandth: millimetre
<b>ambi</b>	both, two: ambidextrous	<b>mini</b>	small: minibus, miniskirt
<b>ante</b>	before: anteroom, antenatal	<b>mis</b>	wrongly, badly: misfire, mistrust
<b>anti</b>	against: antifreeze, antiwar	<b>mono</b>	single: monologue, monocle
<b>arch</b>	chief: archenemy	<b>multi</b>	many: multinational, multiple
<b>at</b>	to, toward: attach, attract	<b>neo</b>	new: neoclassical
<b>audio</b>	hearing, sound: audiovisual	<b>neuro</b>	mind, nerves: neurorisis
<b>auto</b>	self: automatic, automobile	<b>non</b>	no, not: non-fiction, nonflammable
<b>be</b>	used to make a verb: becalm	<b>ob</b>	against, in the way of: object, obstruct
<b>bi</b>	two: bisect, bicycle	<b>octa-octo</b>	eight: octagon, octopus, octogenarian
<b>biblio</b>	book: bibliography	<b>omni</b>	all: omnipotent
<b>bio</b>	life: biography, biology	<b>ortho</b>	correct: orthodox
<b>by</b>	less important: by-election	<b>out</b>	greater than: outlast outside: outbuilding
<b>chron</b>	time: chronological	<b>over</b>	above: overhand, too much: overdo
<b>centi</b>	one hundredth: centimetre	<b>pan</b>	whole: panorama, panacea
<b>circum</b>	around: circumference, circumnavigate	<b>para</b>	alongside: paragraph, parallel
<b>co</b>	together: co-author, coalesce	<b>penta</b>	five: pentagon
<b>com</b>	with: combine, compare	<b>per</b>	through: pervade, perennial
<b>con</b>	with: together; concert, concur	<b>peri</b>	around: perimeter
<b>contra</b>	against: contradict, concur	<b>photo</b>	light: photosynthesis
<b>counter</b>	in opposition, against: counteract, counterpunch	<b>physio</b>	nature: physiology
<b>de</b>	down, away from: descend, deflect	<b>poly</b>	many: polygon
<b>di</b>	twice, double: digraph, dioxide	<b>post</b>	after: postscript, post-war
<b>dia</b>	through, across: diagonal, diameter	<b>pre</b>	before: prelude
<b>dis</b>	away, not, reverse of: dismiss, disloyal	<b>pro</b>	in favour of: pro-African
<b>dys</b>	bad: dysfunction, dyslexia	<b>proto</b>	first, original: prototype
<b>electro</b>	electricity: electrolysis	<b>pseudo</b>	not real: pseudonym
<b>em -em</b>	used to make a verb: enthrone, enrich, in, into: enclose, enclave	<b>psycho</b>	mind, behaviour: psychology
<b>epi</b>	upon: epidermis, epitaph	<b>quad</b>	four: quadrilateral, quads
<b>equi</b>	equal: equidistant	<b>quin</b>	five: quintet
<b>ex</b>	out of: exit, exhale	<b>quasi</b>	as if, not genuine: quasi-official
<b>exo</b>	outside: exodus, exoskeleton	<b>re – retro</b>	back, again: repay, retrospective
<b>extra</b>	outside, beyond: extracurricular, extraterritorial	<b>semi</b>	half: semi-circle
<b>fore</b>	previously: foretell, forethought	<b>sept</b>	seven: septet
<b>geo</b>	earth: geography	<b>sex</b>	six: sextet, sextuplets
<b>haemo</b>	blood: haemorrhage	<b>socio</b>	social: society, sociology
<b>hect</b>	one hundred: hect	<b>sub</b>	under: subsoil less than: sub-normal
<b>hemi</b>	half: hemisphere	<b>super</b>	over: superimpose
<b>hepta</b>	seven: heptagon	<b>supra</b>	above, beyond: supranational
<b>hexa</b>	six: hexagon	<b>sym/syn</b>	together with: synthesis
<b>home</b>	same: homogenous	<b>techno</b>	practical skill and science: technology
<b>hydro</b>	water: hydroelectricity	<b>tele</b>	distant: telephone, television
<b>hyper</b>	extra, over, beyond: hyperactive, hypercritical	<b>theo</b>	god: theology
<b>hypo</b>	under, below: hypodermic, hypothermia	<b>thermo</b>	heat: thermometer
<b>il</b>	not: illogical	<b>trans</b>	across: transport
<b>im</b>	not, within, toward: impossible impress	<b>tri</b>	three: triangle
<b>in</b>	not, within: inadequate, include	<b>ultra</b>	beyond: ultrasound
<b>infra</b>	below: infra-red, infrastructure	<b>under</b>	below: undergrowth, too little: underdeveloped
<b>inter</b>	between, together: interstate, intertwine	<b>uni</b>	one: unity
<b>intra</b>	inside of: intramural, intravenous	<b>vice</b>	assistant: vice-president
<b>kilo</b>	one thousand: kilometre		