English 3–6 Multi-age

Instructional sequence – Spelling

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# Overview

An evidence-based instructional approach to spelling involves explicitly teaching the phonological, orthographic and morphological features of words from the beginning of spelling instruction (Garcia et al 2010; Daffern 2017). Research recommends teaching the 3 word components simultaneously (Devonshire and Fluck 2010; Madelaine 2023; Westwood 2023). This evidence-based approach, where spellers use and integrate different sources of linguistic information to spell a word correctly, is known as Triple Word Form Theory (Garcia et al 2010; Daffern 2017).

Instruction in phonology aims to increase students’ ability to segment words into syllables and phonemes. This increases accuracy in representing phonemes as students break words into more manageable parts (Madelaine 2023; Westwood 2023). In Early Stage 1 and Stage 1, there is greater focus on the phonological component of spelling as this aligns with the development of phonic knowledge needed for both decoding and encoding. While students use knowledge from all 3 word forms when learning to spell, some basic phonological skills are needed first. These skills include the ability to blend, segment, substitute and delete phonemes, as well as developing knowledge of grapheme–phoneme correspondences (Daffern and Ramful 2020 via Madelaine 2023). By Stage 2, constrained skills in phonological awareness and phonic knowledge will have usually been mastered. In Stages 2 and 3, the phonological focus for students is the application of phonology skills to multisyllabic words. The Stage 2 component of the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) also calls for continued learning about vowel grapheme–phoneme correspondences and the role of the schwa (NESA 2022).

Through orthographic instruction, students gain knowledge of the letter patterns and sequences that exist within the English language. They learn how to represent phonemes using possible letter patterns and develop awareness of spelling generalisations (Madelaine 2023; Westwood 2023). Orthographic instruction in Stages 2 and 3 involves further explicit teaching of grapheme and letter patterns and their placement within words. Students in Stage 3 should understand that a grapheme can represent different phonemes. Proofreading and editing of written work is an ongoing focus for instruction (NESA 2022).

Morphological knowledge facilitates greater accuracy and ability to spell through learning about the function of meaningful units within words. Students learn how to add prefixes and suffixes to base words or roots and how they affect meaning. This includes exploring the etymology of relevant words (Madelaine 2023; Westwood 2023). Morphological instruction in Stage 2 extends on prior knowledge of inflected suffixes, derivational suffixes, homophones and prefixes. In Stage 3, derivational suffixes and homophones continue to be a focus, as well as explicit instruction in the use of assimilated prefixes and etymological roots (NESA 2022).

Students need to be explicitly shown how to coordinate the 3 linguistic word forms during the spelling process (Garcia et al 2010; Daffern 2017). Students should be given frequent opportunities to develop their phonological, orthographic and morphological knowledge and skills so that they can learn to make connections between them with increasing efficiency and autonomy. Spelling lessons should involve explicit teaching and linguistic inquiry, or word study, to support students as they investigate and build words (Daffern 2020a; Westwood 2023). It is through linguistic inquiry that students can test and form theories about spelling generalisations.

For further information, including the suggested structure of a spelling lesson, see [Spelling instruction](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) by the NSW Department of Education (2023a).

# Instructions for use

The ‘English 3–6 Multi-age – Instructional sequence – Spelling’ is a suggested sequence to support the planning of explicit, systematic and cumulative spelling lessons for students in Stages 2 and 3. This sequence has been designed to support students in demonstrating the outcomes:

**EN2-SPELL-01** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts

**EN3-SPELL-01** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words

Stage 2 and Stage 3 spelling content from the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) is introduced in line with the [English 3–6 multi-age scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-k-6-resources/scope-and-sequences-3-6-multi-age). An asterisk (\*) identifies syllabus content points that are being introduced for the first time. The sequence provides for repetition and consolidation of content throughout the stage and some content points require more frequent repetition and emphasis than others.

Schools may adapt this sequence based on their context and assessment data. Possible adaptations may involve adjusting the pace of the sequence, using analysis of assessment data to modify the content covered, or allocating additional time for the repetition and consolidation of specific content points. The outcomes and content in Spelling are best addressed in parallel with Vocabulary, Reading comprehension, Creating written texts and Understanding and responding to literature (NESA 2022).

This sequence is structured into 5-week blocks of learning, with 90 to 100 minutes of spelling instruction recommended per week (Moats 2005). In the first 4 weeks of each block, a weekly phonological, orthographic and morphological focus is provided. The fifth week is intended for revision and consolidation. These focuses are listed in columns in the order they appear in the syllabus and are intended to be taught simultaneously. Carefully selecting words that align with the planned phonological, orthographic and morphological focuses is recommended (Daffern 2020b). These words may come from a mentor text or vocabulary from key learning areas. Sample words that integrate the 3 word forms are listed to support explicit teaching and inquiry. Supporting notes offer advice related to the phonological, orthographic and morphological components. They are a guide only and do not provide a complete overview of all possible learning. Spelling generalisations are listed and it is likely exceptions will be found. It will be necessary to regularly monitor students’ progress as they develop spelling skills to ensure individual learning needs are adequately addressed. This includes frequent revision of previously taught content.

The instructional sequence uses subject-specific metalanguage. It is appropriate to use this metalanguage with students; however, it is important to monitor the use of this terminology and create student-friendly definitions as appropriate.

Symbols used throughout this document include:

* an asterisk (\*) to indicate syllabus content points that are being introduced for the first time
* a hash (#) to identify monophthongs
* a caret (^) to identify diphthongs.

# Key terminology

Table 1 – key terminology to describe how words and sounds are spoken

|  |  |
| --- | --- |
| ****Terminology**** | ****Definition**** |
| ****phoneme**** | A phoneme is the smallest unit of sound in spoken language. Phonemes can be represented by graphemes (letters) and the International Phonetic Alphabet (IPA) symbols, such as /ə/ to represent the schwa sound. For example, the word ‘ship’ has 3 phonemes (sh-i-p). |
| ****voiced phoneme**** | A voiced phoneme is a phoneme articulated with vibrating vocal cords. For example, /b/ and /g/. |
| ****unvoiced phoneme**** | An unvoiced phoneme is a phoneme articulated with no vibration of the vocal cords. For example, /h/ and /s/. |
| ****vowel**** | A vowel is a phoneme that is produced with the mouth open and not obstructed by the lips, teeth or tongue. |
| ****consonant**** | A consonant is a phoneme that is produced with complete or partial obstruction of the flow of air by the teeth, lips or tongue. |
| ****short vowel**** | A short vowel is a vowel phoneme produced with little tension in the tongue or vocal cords. |
| ****long vowel**** | A long vowel is vowel phoneme produced with tension in the tongue or vocal cords. |
| ****r-controlled vowel**** | An r-controlled vowel is a vowel phoneme which features a vowel(s) immediately followed by the consonant /r/. The pronunciation is impacted by the /r/. |
| ****monophthong**** | A monophthong is a vowel phoneme pronounced as a single sound. The position of the mouth remains the same while saying the phoneme. Monophthongs include short vowels (such as /i/ as in b**i**t), long vowels (such as /ee/ as in f**ee**t) and  r-controlled vowels (/air/ as in p**air**). The symbol # is used throughout the sequence to identify monophthongs. |
| ****diphthong**** | A diphthong is a vowel phoneme, where the beginning of the sound glides into another vowel sound. The position of the mouth changes while saying the phoneme. Diphthongs include long vowels (such as /igh/ as in s**igh**) and r-controlled vowels (such as /ear/ as in f**ear**). The symbol ^ is used throughout the sequence to identify diphthongs. |
| ****schwa**** | A schwa is an unstressed (or unaccented) vowel sound that is common in many multisyllabic words. The schwa vowel is represented in the phonetic alphabet (IPA symbol) as an upside down and back-to-front letter ‘e’ – /ə/. A schwa is represented by many vowel graphemes. For example, doct**or**, pizz**a** and pr**o**vide. |
| ****syllable**** | A syllable is a unit of pronunciation containing a vowel phoneme. Syllables are known as the beats or rhythm of spoken language. |
| ****stressed syllable**** | A stressed (or accented) syllable is a syllable within a multisyllabic word that is emphasised by the speaker. A stressed syllable may be spoken with greater loudness, pitch or duration. |
| ****unstressed syllable**** | An unstressed (or unaccented) syllable is a syllable within a multisyllabic word that is not emphasised by the speaker. |

Table 2– key terminology to describe how words and sounds are written

|  |  |
| --- | --- |
| ****Terminology**** | ****Definition**** |
| ****grapheme**** | A grapheme is a written representation of a single phoneme. A grapheme can be a letter or combination of letters. |
| ****graph**** | A graph is a single letter grapheme that represents a single phoneme. For example, the graph ‘b’ represents /b/. |
| ****digraph**** | A digraph is a 2-letter grapheme that represents a single phoneme. For example, the digraph ‘ea’ can represent /ee/. |
| ****trigraph**** | A trigraph is a 3-letter grapheme that represents a single phoneme. For example, the trigraph ‘ore’ can represent /or/. |
| ****quadgraph**** | A quadgraph is a 4-letter grapheme that represents a single phoneme. For example, the quadgraph ‘eigh’ can represent /ay/. |
| ****morpheme**** | A morpheme is the smallest unit of meaning in a word, including prefixes (such as un- and dis-), suffixes (such as -ing and –ion) and base words. |
| ****bound morpheme**** | A bound morpheme is the smallest unit of meaning that cannot stand alone as a word. For example, prefixes (such as un-, re- and mis-) and suffixes (such as -ful, -ing and -es). |
| ****base word**** | A base word is a word that can stand alone. These words are also known as free morphemes. For example, shout, march. |
| ****root**** | A root is a morpheme that gives a word its core meaning. A root may be a free morpheme or a bound morpheme. Many roots in Standard Australian English derive from Latin and Greek languages. |
| ****prefix**** | A prefix is a type of bound morpheme that attaches to the beginning of a base word or root. A prefix changes or modifies the meaning of a word. For example, mis- (misbehave) or un- (unbelievable). |
| ****assimilated prefix**** | An assimilated prefix is a bound morpheme that is added before a base word or root and where its last letter changes to match the first letter of the base word. Assimilated prefixes have the same meaning but are spelled differently to make the articulation of the word easier. |
| ****suffix**** | A suffix is a type of bound morpheme that attaches to the end of a base word or root. A suffix changes or modifies the meaning of a word. For example, -ly (quickly) or -able (enjoyable). |
| ****inflected suffix**** | An inflected suffix is a bound morpheme that is added to the end of a base word or root to assign a number to a word (such as -s, -es), to indicate possession or tense (such as -ing, -ed, -en), or to provide a comparison (such as -er, -est). |
| ****derivational suffix**** | A derivational suffix is a bound morpheme that is added to the end of a base word or root and changes the part of speech. For example, the suffix -ful (meaning ‘full of’) changes the noun ‘beauty’ into the adjective ‘beautiful’ (meaning ‘full of beauty’). |

## Stage 2 – Year A

### Term 1 (early)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling\*
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)\*

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling\*

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling\*

Table 3 – Stage 2 – Year A – Term 1 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /ee/ as in me# | [ea, ee, e, y]  Less common representations [e\_e, ey] | **Inflected suffixes**: plurals  (-s, -es) | cream-creams, peacock-peacocks, peach-peaches  coffee-coffees, referee-referees, refugee-refugees, sheet-sheets, leech-leeches, speech-speeches, screech-screeches  female-females  baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries  theme-themes  jockey-jockeys, donkey-donkeys | **Phonological component**  As introduced in Early Stage 1 and Stage 1, revise **segmenting multisyllabic words** into syllables and phonemes. For example, jockey has 2 syllables and 4 phonemes (j-o-ck-ey). This is a phonological skill that should be practised regularly.  **Orthographic component**  The vowel digraphs that represent /ee/ are ‘ea’, ‘ee’ and ‘ey’. The split digraph ‘e\_e’ and the graphs ‘e’ and ‘y’ are also used to represent /ee/.  **Note**: the position of graphemes is introduced in Stage 2 – Year A – Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘ea’ and ‘ee’ are often used in the middle of base words (cream, sheet) and at the end of base words (flea, coffee) * ‘e’ is used at the beginning of base words (ego) or at the end of a syllable within a multisyllabic word (belong) * ‘y’ is used at the end of a multisyllabic word (baby) * ‘e\_e’ is often used in the middle of a final syllable (athlete) * ‘ey’ is often used at the end of base words (donkey).   **Morphological component**  Introduce **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). Explain that a word’s part of speech does not change when an inflected suffix is added to a word.  **The ‘add -s’ generalisation**: the most common way to change a singular noun to a plural is to add the suffix -s to the end of the base word (cream, creams).  **The ‘change the y to i’ generalisation**: when a noun ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding the suffix -es (baby, babies).  **The ‘keep the y’ generalisation**: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding the suffix -s (jockey, jockeys).  **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the plural form by adding the suffix -es (beach, beaches). |
| Long vowel phoneme  /ay/ as in say^ | [ai, ay, a, a\_e, ey]  Less common representations [aigh, eigh, ei] | **Inflected suffixes**: tense  (-s, -ing, -ed, -en) | rain-rains-raining-rained, paint-paints-painting-painted  play-plays-playing-played, delay-delays-delaying-delayed  endanger-endangers-endangering-endangered  glaze-glazes-glazing-glazed, bake-bakes-baking-baked, shake-shakes-shaking, shaken  prey-preys-preying-preyed  straighten-straightens-straightening-straightened  weigh-weighs-weighing-weighed  reign-reigns-reigning- reigned | **Phonological component**  Teach students to **identify differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels). For example, the first syllable in the word playing has a long vowel phoneme /ay/ and the second syllable has the short vowel phoneme /i/.  **Orthographic component**  The vowel digraphs that represent /ay/ are ‘ai’, ‘ay’, ‘ey’ and ‘ei’. The split digraph ‘a\_e’, quadgraphs ‘aigh’ and ‘eigh’ and graph ‘a’ are also used to represent /ay/.  **Note**: the position of graphemes is introduced in Year A – Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘ai’ is used at the beginning or in the middle of base words (aim, rain) * ‘ay’ is often used at the end of base words (delay) * ‘a’ is often used at the beginning of base words and at the end of a syllable in multisyllabic words (angel, danger) * ‘a\_e’ is often used in the middle of a final syllable (animate) * ‘ey’ is often used at the end of a syllable (obey).   **Morphological component**  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing also expresses the future tense.  Revise **the ‘keep the y’ generalisation: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix** (play, playing). |
| Long vowel phonemes  /ow/ as in own^ | [o, oa, o\_e, ow]  Less common representations [oe, ough] | **Inflected suffixes**: plurals  (-s, -es)  tense (-s, -ing, -ed, -en) | gecko-geckoes, potato-potatoes, dingo-dingoes  boast-boasts-boasting-boasted  bone-bones, earlobe-earlobes, joke-jokes-joking-joked, close-closes-closing-closed  bungalow-bungalows, follow-follows-following-followed  oboe-oboes  dough, though | **Orthographic component**  The vowel digraphs ‘oa’, ‘ow’ and ‘oe’ can be used to represent the vowel phoneme /ow/. The split digraph ‘o\_e’, graph ‘o’ and quadgraph ‘ough’ can also represent /ow/.  **Note**: the position of graphemes is introduced in Year A – Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘o’ is used at the end of a syllable (over, noble, buffalo) * ‘oa’ is often used in the middle of a word (soap) * ‘o\_e’ is often used in the middle of a final syllable (close) * ‘ow’, ‘oe’ and ‘ough’ are often used at the end of base words (bow, oboe, though).   **Morphological component**  Revise previously introduced **inflected suffixes (plurals and tense)**.  **The ‘words ending with o’ generalisation**: when a singular noun ends with ‘o’, the plural can be created in 2 ways. When a word ends in a vowel and an ‘o’, the suffix -s is added (studio, studios). When a word ends with a consonant and an ‘o’, the suffix -es is often added (hero, heroes). When a verb ends with ‘o’, the present tense can be created in 2 ways. When a verb ends in a vowel and an ‘o’, the suffix -s is added (video, videos). When a verb ends with a consonant and an ‘o’, the suffix -es is often added (echo, echoes). |
| Long vowel phoneme  /igh/ as in my^ | [i, i\_e, igh, y]  Less common representations [ie, y\_e] | **Inflected suffixes**: plural  (-s, -es) tense (-s, -ing, -ed, -en) | spider-spiders, tiger-tigers, bicycle-bicycles  exercise-exercises-exercising-exercised, shine-shines-shining-shone  spotlight-spotlights, brighten-brightens-brightening-brightened, tighten-tightens-tightening-tightened  apply-applies-applying-applied, deny-denies-denying-denied, spy-spies-spying-spied  magpie-magpies  byte-bytes, style-styles-styling-styled | **Orthographic component**  The vowel digraph ‘ie’, split digraphs ‘i\_e’ and ‘y\_e’ and trigraph ‘igh’ are representations for the vowel phoneme /igh/. The graphs ‘i’ and ‘y’ can also be used to represent the phoneme /igh/.  **Note**: the position of graphemes is introduced in Year A – Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘i’ is often used at the end of a syllable in a multisyllabic word or in a base word when followed by 2 consonants (tiny, kind) * English words do not end with the graph ‘i’ * words that do end in ‘i’ may have been borrowed from other languages (calamari – Greek) or may be abbreviations (taxi, taxicab) * ‘i\_e’ is often used in the middle of a final syllable (divine) * ‘igh’ is used only at the end of a base word or in the middle of a base word before a ‘t’ (high, bright) * ‘y’ is often used at the end of base words or at the end of a syllable in a multisyllabic word (shy, bypass) * ‘ie’ is often used at the end of base words (lie).   **Morphological component**  Revise previously introduced **inflected suffixes (plurals and tense)**. |

### Term 1 (late)

**Phonological component**

* **Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling**
* **Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)**

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling\*
* Proofread, identify and correct misspellings when creating written texts\*

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling

Table 4 – Stage 2 – Year A – Term 1 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /oo/ as in soon# | [oo, u\_e, ue, ew, u]  Less common representations [o, ough, ui, ou] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | zoo, spoon, mushroom, soon-sooner-soonest  nude, dune, volume, cute-cuter-cutest  value, true-truer-truest, blue-bluer-bluest  chew, blew, few-fewer-fewest  truth, ruby  tomb, womb  through  fruit, bruise  group, routine | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Note**: there can be a subtle difference in the pronunciation of some words using the phoneme /oo/. For example, the word nude uses the phoneme /oo/ whereas volume uses a combination of the phonemes /y/ and /oo/. This slight pronunciation variation does not need to be a major emphasis for learning.  **Orthographic component**  The vowel digraphs ‘oo’, ‘ue’, ‘ew’, ‘ui’, ‘ou’ and split digraph ‘u\_e’ are representations for the vowel phoneme /oo/. Alternate spellings include the digraph ‘oe’, graph ‘u’ and quadgraph ‘ough’.  Explore the **position of graphemes** within a word. For example:   * ‘oo’ is often used in the middle of base words (spoon, too) * ‘u\_e’ is often used in the middle of a final syllable (cube) * ‘ue’ and ‘ew’ are often used at the end of base words (blue, chew) * ‘u’ is often used at the beginning of a word or at the end of a syllable (unit, super).   **Morphological component**  Revise previously introduced **inflected suffixes**.  The **inflected suffix** -er attaches to adjectives to show the difference between 2 or more things (comparative).  The **inflected suffix** -est attaches to adjectives to show the difference between 2 or more things and show which one has the highest degree of a quality (superlative).  The **inflected suffixes** -er and -est usually attach to adjectives that have one syllable (cuter, cutest).  **Note**: adjectives with more than one syllable often use the words ‘more’ and ‘most’ instead of using the inflected suffixes (educated, most educated). |
| Short vowel phoneme  /o/ as in cot# | [o, a, au] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | frost, fog, problem, odd-odder-oddest, foggy-foggier-foggiest, smoggy-smoggier-smoggiest, jolly-jollier-jolliest, strong-stronger-strongest  watch, swamp, quantify, squash-squashy-squashier-squashiest  sausage, Australia | **Phonological component**  Revise **identifying differences in vowel phonemes (short, long, diphthong, r-controlled and schwa vowels).**  **Orthographic component**  The graphs ‘o’ and ‘a’ are used to represent the short vowel phoneme /o/. This phoneme can also be represented using the vowel digraph ‘au’.  Explore the **position of graphemes** within a word. For example:   * ‘o’ is used at the beginning and in the middle of base words (on, frost) * ‘a’ is used in the middle of base words, often after the graphemes ‘w’ and ‘qu’ (wander, squash) * ‘au’ is used at the beginning and in the middle of base words (Australia, vault) * The different representations of /o/ will always be followed by a consonant(s).   **Morphological component**  Revise the **inflected suffixes** -er and -est for comparison. |
| Short vowel phoneme  /i/ as in it#  /a/ as in at# | [i, y]  [a] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | difficult, thimble, insist-insists-insisting-insisted, ship-ships-shipping-shipped, skip-skips-skipping-skipped, kick-kicks-kicking-kicked, sit-sitting-sat, admit-admitted-admitting, begin-begins-beginning-began  physical, typical, cylinder, symbol, mystery  catch-catches-catching-caught, trash-trashes-trashing-trashed, smash-smashes-smashing-smashed | **Phonological component**  The short vowel phonemes /i/ and /a/ are always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘i’ and ‘y’ are used to represent the short vowel phoneme /i/. The graph ‘a’ is used to represent the short vowel phoneme /a/.  Explore the **position of graphemes** within a word. For example:   * ‘i’ is used at the beginning or middle of words (it, hit) * English words do not end with the graph ‘i’ * ‘y’ is used in the middle of a word (gym) * the different representations of /i/ will always be followed by a consonant(s) * ‘a’ is used at the beginning or in the middle of words * ‘a’ will always be followed by a consonant(s).   Introduce **proofreading, identifying** and **correcting misspellings** when creating written texts. Errors can be corrected by checking:   * **phonemes**: what phonemes can be heard in the word? * **graphemes**: are the correct graphemes used for the word? * **morphemes**: are there prefixes, suffixes or base words within the word? * **generalisations**: are there generalisations to assist in spelling the word?   **Proofreading, identifying** and **correcting misspellings**, should be practised regularly.  **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and  -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘add -es’ generalisation**: to express the present tense when a base verb ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, add the suffix -es (catch, catches).  **The ‘final consonant doubling’ generalisation**: for single syllable words ending with a short vowel and a consonant, the final consonant is usually doubled before adding a suffix (skip, skipping). |
| Short vowel phoneme  /u/ as in up# | [u, o, ou]  Less common representation [oo] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | under, umbrella, scrub-scrubs-scrubbing-scrubbed, scrunch-scrunches-scrunching-scrunched  Monday, discover, comfortable, company, cover-covers-covering-covered, shove-shoves-shoving-shoved  rough, tough, touch-touches-touching-touched  blood, flood | **Phonological component**  The short vowel /u/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘u’ and ‘o’ are used to represent the short vowel phoneme /u/ as in up. This phoneme can also be represented using the vowel digraphs ‘ou’ and ‘oo’.  Explore the **position of graphemes** within a word. For example:   * 'u’ is often used at the beginning of a word or in the middle of a syllable (under, butter) * ‘o’, ‘ou’ and ‘oo’ are often used in the middle of base words * English words don’t end in u * the different representations of /u/ will always be followed by a consonant(s).   **Morphological component**  Revise the **inflected suffixes** for tense (-s, -ing,  -ed, -en). |

### Term 2 (early)

**Phonological component**

* **Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling**
* **Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)**

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Understand that graphemes can be explained by their etymology\*

**Morphological component**

* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling\*

Table 5 – Stage 2 – Year A – Term 2 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Short vowel phoneme  /e/ as in get# | [e, ea]  Less common representations  [a, ai] | **Prefixes**: dis-, de- | drench, effort, develop, defend, dispense  healthy, measure, dead, sweater, meant, weather, heavy, already, (dis)pleasure  any, many  again, said  **Additional words using the prefixes dis- and de**-:  de)code, (de)clutter, (dis)order, (dis)appear, (dis)trust | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  The short vowel /e/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘e’ and ‘a’ are used to represent the short vowel phoneme /e/. The vowel digraphs ‘ea’ and ‘ai’ are alternate spellings.  Explore the **position of graphemes** within a word. For example:   * ‘e’ and ‘a’ are often used at the beginning and in the middle of base words (egg, dress, any, many) * ‘ea’ and ‘ai’ are often used in the middle of base words (bread, said) * The different representations of /e/ will always be followed by a consonant(s).   **Morphological component**  Introduce **prefixes**. Revise the prefix dis- introduced in Stage 1 and introduce the prefix de-:   * dis- meaning ‘not, the opposite of’ * de- meaning ‘opposite’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /f/ as in fin | [f, ff]  Less common representations [ph, gh] | **Prefixes**: dis-, de- | flight, (dis)infect, (dis)figure, (dis)favour, (de)brief, (de)fault, (de)frost  difficult, fluff, effort, office  photo, physical, phone, phonics, phantom  rough, enough, laugh, cough | **Phonological component**  Revise **identifying differences in vowel phonemes** (**short, long, diphthong, r-controlled and schwa vowels**).  **Orthographic component**  The graph ‘f’ is used to represent the consonant phoneme /f/. The digraphs ‘ff’, ‘ph’ and ‘gh’ are also used.  When the phoneme /f/ is represented as the consonant digraph ‘ph’, the word is usually Greek in origin (phobia).  Explore the **position of graphemes** within a word. For example:   * ‘f’ is used in the beginning, middle and at the end of words (flick, drift, surf) * ‘ff’ is often used at the end of one-syllable words after a short vowel (off) * ‘ph’ is used in the beginning, middle and at the end of words (phase, alphabet, graph) * ‘gh’ is often used at the end of a base word (cough).   **Morphological component**  Revise the prefix -dis introduced in Stage 1 and introduce the prefix de-:   * dis- meaning ‘not, the opposite of’ * de- meaning ‘opposite’.   No change is required when affixing this prefix to a base word. |
| R-controlled vowel  /er/ as in her# | [er, ir, ur, or]  Less common representation [ear] | **Prefix**: in- | term, perfume, perfect, (in)fertile  bird, first, swirl, birthday, (in)firm  burn, purpose  worst, worm, (in)correct  Earth, earn, heard  **Additional words using prefix in-**:  (in)side, (in)complete, (in)valid | **Orthographic component**  Vowel digraphs ‘er’, ‘ir’, ‘ur’ and ‘or’ are representations for the r-controlled vowel phoneme /er/. The trigraph ‘ear’ is also used to represent ‘ear’.  Explore the **position of graphemes** within a word. For example:   * ‘er’ is often used in the middle or at the end of words (t**er**m, h**er**) * when ‘er’ is at the end of a word it can often make a schwa vowel sound instead of /er/ * ‘ir’ is often used in the middle of words (bird) * ‘ur’ is used at the beginning, in the middle and at the end of words (urn, burp, blur) * ‘or’ is often used in the middle of words after a ‘w’ (word).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * in- meaning ‘in’ * in- meaning ‘not’.   No change is required when affixing this prefix to the base word. |
| R-controlled vowel  /er/ as in her# | [er, ir, ur, or]  Less common representation [ear] | **Prefix**: in- | germ, mermaid, (in)expert  skirt, squirt  turn, return, suburb  worth, artwork, worship, (in)form  learn, research  **Additional words using prefix in-**:  (in)exact, (in)frequent, (in)sane, (in)habit | **Morphological component**  Revise **prefix**:   * in- meaning ‘in’ * in- meaning ‘not’.   No change is required when affixing this prefix to a base word. |

### Term 2 (late)

**Phonological component**

* + **Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling**

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling\*
* Correctly spell irregular plural words across a range of written contexts\*

Table 6 – Stage 2 – Year A – Term 2 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| R-controlled vowel  /or/ as in for# | [or, au, aw, oor, ore]  Less common representations  [a, al, ar, ough] | **Derivational suffixes**: -ly and  -ally | cork, short-shortly, record, story, fork, storm, more, before, ignore, sore-sorely, normal-normally, formal-formally  sauce, caution, audience, nautical-nautically, authentic-authentically  crawl, straw, sprawl, awful-awfully  floor, poor-poorly  adore, explore, carnivore  water, always  walk  warn, toward  fought, bought | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The digraphs ‘or’, ‘au’, ‘aw’, ‘ar’, ‘al’ are used to represent the r-controlled vowel phoneme /or/. The trigraphs ‘oor’ and ‘ore’ are also alternate spellings, as are the graph ‘a’ and the quadgraph ‘ough’.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘or’ is often used in the middle of words (cork) * ‘au’ is often used at the beginning or in the middle of words (audience, sauce) * ‘aw’ is often used at the end of words or before the graphs ‘k’, ‘l’, ‘n’ (draw, squawk, shawl, prawn) * ‘oor’ and ‘ore’ are often used at the end of words (door, more).   **Morphological component**  Introduce **derivational suffixes**. Introduce suffixes:   * -ly and -ally meaning ‘a characteristic of, how something is’ * -ly and -ally attach to adjectives to form adverbs: sad-sadly, magic-magically * -ly attaches to nouns to form adjectives: friend-friendly * -al is added when the base word ends in -ic: terrific-terrifically. |
| R-controlled vowel  /or/ as in for# | [or, au, aw, oor, ore]  Less common representations  [a, al, ar, ough] | **Derivational suffixes**: -al, -ial | popcorn, memory-memorial, orbit-orbital, historic-historical, editor-editorial  haunt, daughter, author-authorial  squawk  doorbell  seashore, explore, ignore  almost, bald  chalk  award, reward, quarter  brought, thought | **Phonological component**  **Note**: there is a difference in pronunciation of the graph ‘al’ as in walk compared to the suffix -al. The graph ‘al’ as in walk is pronounced as /or/, whereas the suffix -al is pronounced as a schwa + /l/ (ul).  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -al and -ial meaning ‘having characteristics of; like’ * -al attaches to verbs to form nouns: dismiss-dismissal * -al and -ial attach to nouns to form adjectives: logic-logical, race-racial, event-eventual.   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (memory, memorial).  **Note**: -ial is a variation of the suffix -al. The ‘i’ in the suffix -ial is a connecting vowel letter. Connecting vowel letters can be found in words that have evolved from Latin or Greek. |
| Consonant phoneme  /b/ as in bat  /d/ as in dog | [b, bb]  [d, dd] | **Derivational suffix**: -an, -ian | bliss, blunt, branch, brown, library-librarian, suburb-suburban  rabbit, gibbon, rubbish, bubbling, squabbling  dress, dwell, grand, comedy-comedian, custody-custodian, guard-guardian  address, bladder, cheddar, paddock  **Additional words with suffixes** -an and -ian:  artisan, veteran, historian, electrician, guardian, magician, musician | **Orthographic component**  The graph ‘b’ and digraph ‘bb’ are used to represent the phoneme /b/ as in boy. The graph ‘d’ and digraph ‘dd’ are used to represent the phoneme /d/ as in dog.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘bb’ and ‘dd’ are often used when there is a medial consonant sound after a short vowel in a 2-syllable word (rabbit, bladder).   Revise **proofreading, identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -an and -ian meaning 'belonging to or relating to’ * -an and -ian attach to nouns to form adjectives and nouns: Europe-European * -ian attaches to adjectives to form nouns: magic-magician.   **Note**: -ian is a variation of the suffix -an. The ‘i’ in the suffix -ian is a connecting vowel letter. Connecting vowel letters can be found in words that have evolved from Latin or Greek. |
| Consonant phoneme  /t/ as in tap | [t, tt] | **Inflected suffixes**: plurals (-s, -es)  **Irregular plurals**: nouns that change their vowels | tomato-tomatoes, tornado-tornadoes, torpedo-torpedoes, potato-potatoes, chocolate-chocolates, movement-movements  butterfly-butterflies, kitten-kittens, settler-settlers, bottom-bottoms  **Irregular plurals**:  foot-feet, tooth-teeth, goose-geese, woman-women, man-men | **Orthographic component**  The graph ‘t’ and digraph ‘tt’ are used to represent the consonant phoneme /t/.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘t’ is used at the beginning, in the middle and at the end of words (tap, motor, right) * ‘tt’ is often used at the end of words after a short medial vowel (butter).   **Morphological component**  The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one).  **The ‘words ending with o’ generalisation**: when a singular noun ends with ‘o’, the plural can be created in 2 ways. When a word ends in a vowel and an ‘o’, the suffix -s is added (radio, radios). When a word ends with a consonant and an ‘o’, the suffix -es is often added (tomato, tomatoes).  Introduce **irregular plural nouns**. Irregular plural nouns are nouns that do not become plural by adding an inflected suffix -s or -es.  Some singular nouns **change their vowels** to form plurals (goose, geese). |

### Term 3 (early)

**Phonological component**

* **Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling**
* **Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)**

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word\*

**Morphological component**

* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling
* Correctly spell taught homophones when creating written texts\*

Table 7 – Stage 2 – Year A – Term 3 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /n/ as in net | [n]  Less common representations [nn, kn, gn] | **Prefixes**: non-, trans- | nature, neighbour, nectar, narrow, balloon, (non)dairy, (non)living, (non)toxic, (non)sense, (non)event, transfer, (trans)form, (trans)late, transit, transition  tennis, winner, channel  knife, knight, knot  gnaw, sign, resign, assign, align | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graph ‘n’ represents the phoneme /n/ as in net. This phoneme can also be represented by the digraphs ‘nn’, ‘kn’ and ‘gn’.  Explore the **position of graphemes** within a word. For example:   * ‘n’ is used at the beginning, in the middle and at the end of base words (net, grin) * ‘nn’ is found in multisyllabic words where the /n/ comes after a short vowel phoneme (tennis) * ‘kn’ is used only at the beginning of base words (knife) * ‘gn’ is usually found at the beginning or end of base words (gnaw, sign).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * non- meaning 'not’ * trans- meaning 'across’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /n/ as in net  [n, nn, kn, gn] | [n] is used at the beginning, in the middle and at the end of base words.  [nn] is found in 2-syllable words where the /n/ comes after a short vowel phoneme.  [kn] usually appears at the beginning of base words.  [gn] is usually found at the beginning or end of base words. | **Prefixes**: non-, trans- | novel, napkin, nimble, (non)stick, (non)stop, (non)verbal, (non)fiction, (non)slip, transmit, transparent, (trans)plant, (trans)port, transcend  dinner, banner, tunnel  knuckle, knock, known  campaign, foreign, gnaw | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  **Morphological component**  Revise **prefixes**:   * non- meaning ‘not’ * trans- meaning ‘across’.   No change is required when affixing this prefix to a base word. |
| R-controlled vowel  /air/ as in pair# | [air, are, ear, ere] | **Homophones** | flair, airport, airway, despair, stair-stare, fair-fare  square, prepare, glare, bare-bear  swear, tear  there-their-they’re, compere | **Orthographic component**  The trigraphs ‘air’, ‘are’, ‘ear’ and ‘ere’ are representations for the r-controlled vowel phoneme /air/.  Explore the **position of graphemes** within a word. For example:   * ‘air’ is often used at the end of words (hair) and is also a base word common in many compound words (airflow) * 'are', ‘ear’ and ‘ere’ are often used at the end of a word (share, bear, there).   Introduce use of **spelling reference tools** to identify and correct misspelt words. Students need to recognise that spellcheck accuracy may depend on understanding the word (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  **Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw). |
| R-controlled vowel  /air/ as in pair# | [air, are, ear, ere] | **Homophones** | chair, fairy, repair, hair-hare, pair-pear-pare, airdrop, airflow  care, aware, prepare, beware  tear, wear-where-we’re, bear-bare  werewolf, premiere  **Additional homophones**: creek-creak, to-two-too, tail-tale, break-break | **Morphological component**  **Revise homophones**. |

### Term 3 (late)

**Phonological component**

* **Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)**
* Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling\*
* Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling\*

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling

Table 8 – Stage 2 – Year A – Term 3 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Schwa vowel /ə/ | [er, or] | **Derivational suffixes**: -er -or | teach-teacher, farm-farmer, report-reporter, prowl-prowler, announce-announcer  invent-inventor, act-actor, direct-director, create-creator, visit-visitor, collect-collector, inspect-inspector, investigate-investigator | **Phonological component**  Teach students that multisyllabic words have both **stressed (strong)** and **unstressed (weak) syllables**. Stressed syllables are often louder and higher pitched than weak syllables. Unstressed syllables are usually said faster and softer. The vowel in the weak syllable is often a **schwa**. For example, in the word golden, the first syllable ‘gol’ is stressed and is clearly articulated. The second syllable ‘den’ is unstressed and is pronounced as ‘dun’, giving us ‘goldun’. Stressed and unstressed syllables are needed in words, as unstressed syllables require minimum effort to pronounce and help to make speech fluent.  Introduce **identifying stressed** and **unstressed syllables** in multisyllabic words.  The suffixes -er and -or are often pronounced as a schwa /ə/.  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling. Learning about common letter patterns and morphemes (such as prefixes and suffixes) can support students to select the accurate grapheme for the schwa vowel sound.  The schwa vowel that often occurs in the suffixes  -er and -or is represented using the digraphs ‘er’ and ‘or’ (teach**er**, doct**or**).  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -er and -or meaning ‘a person who does the verb’ * attaches to a verb to form a noun * -er is the most common way to end a word for someone carrying out an action: teach-teacher, speak-speaker * sometimes the Latin suffix -or is used: create-creator.   **Note**: -er is common at the end of many words. Sometimes, it is part of the base word (power, mother) and sometimes, it has been added to a base as a suffix (writer, bigger). |
| R-controlled vowel  /ear/ as in dear^ | [ear, eer, ere]  Less common representation [eir] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | shear, nearby, appear, dreary-drearier-dreariest, near-nearer-nearest, dear-dearer-dearest, clear-clearer-clearest  jeer, steer, career, volunteer, reindeer, eerie-eerier-eeriest  here, severe  weird-weirder-weirdest | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  The vowel in the unstressed syllable is often a schwa. The suffixes -er and -est are often pronounced with a schwa (near**er**, near**est**).  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling.  The schwa vowel that often occurs in the suffixes  -er and -est is represented using the digraph ‘er’ and graph ‘e’ (near**er**, near**est**).  **Morphological component**  Revise **inflected suffixes**.  The **inflected suffix** -er attaches to adjectives to show the difference between 2 or more things (comparative).  The **inflected suffix** -est attaches to adjectives to show the difference between 2 or more things and show which one has the highest degree of a quality (superlative).  The **inflected suffixes** -er and -est usually attach to adjectives that have one syllable (clear, clearer). |
| R-controlled vowel  /ear/ as in dear^ | [ear, eer, ere]  Less common representation [eir] | **Derivational suffix**: -ness | clear, spear, gear, beard, fear-fearless-fearlessness, near-nearness, dreary-dreariness  sheer, steer, pioneer, mountaineer, buccaneer, engineer, cheery-cheeriness  revere, sphere, hemisphere  weir  **Additional words using suffix -ness**:  kindness, sadness, weakness, softness, happiness, loneliness, laziness, grumpiness | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, diphthong, r-controlled and schwa vowels).  **Orthographic component**  The trigraphs ‘ear’, ‘eer’, ‘ere’ and ‘eir’ are used to represent the r-controlled vowel phoneme /ear/.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘ear’ is often used in the middle and end of words (beard, clear) and is also a base word found in some compound words (earplugs) * ‘eer’ and ‘ere’ are often used at the end of words (sheer, here).   Revise the use of **spelling reference tools** to identify and correct misspelled words. Students need to recognise that spellcheck accuracy may depend on understanding the word (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ness meaning ‘state of; condition of’ * attaches to an adjective to form a noun: kind-kindness.   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (dreary, dreariness). |
| Schwa vowel /ə/ | [ou] | **Derivational suffix**: -ous | joy-joyous, wonder-wonderous, danger-dangerous, courage-courageous, fame-famous, nerve-nervous, glory-glorious, mystery-mysterious, vary-various | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  The vowel in the unstressed syllable is often a schwa. The suffix -ous may be pronounced with a **schwa**.  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling.  The schwa vowel that often occurs in the suffix  -ous is represented using the digraph ‘ou’ (joyous).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ous meaning ‘having qualities of, full of’ * attaches to a noun to form an adjective: danger-dangerous, mountain-mountainous.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (fame, famous).  Revise **the ‘change the y to i’ generalisation** (vary, various). |

### Term 4 (early)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)
* Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling
* Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Understand that graphemes can be explained by their etymology

**Morphological component**

* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Correctly spell taught homophones when creating written texts

Table 9 – Stage 2 – Year A – Term 4 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /j/ as in jab | [j, g, ge, dge]  Less common representations [gg, dj, gi] | **Derivational suffix**: -ment | jam, joint, reject, enjoy-enjoyment  gentle, allergy, giraffe, ginger  change, plunge, gorge, manage-management, arrange-arrangement, engage-engagement  badge, wedge, acknowledge-acknowledgement, judge-judgement  exaggerate  gadget, budget, adjust-adjustment  religion, region | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graphs ‘j’ and ‘g’ are used to represent the consonant phoneme /j/ as in jab. This phoneme can also be represented using the digraphs ‘ge’, ‘gg’, ‘dg’, ‘gi’ and trigraph ‘dge’.  Explore the **position of graphemes** within a word. For example:   * ‘j’ is used at the beginning of a word or a syllable (jam, enjoy) * English words do not end with the graph ‘j’ * ‘g’ represents /j/ (or the ‘soft g’) when followed by graphs ‘e’, ‘i’ or ‘y’ (gem, gist, gym) * ‘ge’ is often used at the end of words after a consonant or vowel that is not short (binge, gorge) * ‘dge’ is often used after a short vowel in one-syllable words (bridge).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ment meaning ‘state of being; act of’ * attaches to a verb to form a noun: embarrass-embarrassment   **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (measure, measurement). |
| Consonant phoneme  /j/ as in jab | [j, g, ge, dge]  Less common representations [gg, dj, gi] | **Derivational suffix**: -ive | object-objective, subject-subjective  magic, gender, genius, gymnastics, digest-digestive  large, postage, courage  hedge, edge, knowledge  suggest-suggestive  budget, adjective  hygiene  **Additional words with -ive suffix**:  active, progressive, creative, massive, productive | **Phonological component**  Revise **identifying differences in vowel phonemes** (**short, long, diphthong, r-controlled and schwa vowels**).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ive meaning ‘a tendency, inclination or quality’ * attaches to a noun to form an adjective: secret-secretive * attaches to a verb to form an adjective: disrupt-disruptive. |
| Consonant phoneme  /l/ as in leg  Schwa vowel /ə/ + /l/ | [l, ll, le]  [le, el, al, il] | **Derivational suffix**: -able | light, launch, lemon, legend, lesson, trailer, silence  drill, swell, billow, dollar, scull, dollop  little, huddle, middle, gentle, crackle, dribble, giggle, nuzzle, enjoy-enjoyable, reason-reasonable, respect-respectable, sustain-sustainable, believe-believable, avoid-avoidable, employ-employable  angel, barrel, hotel, label, level, model  loyal, royal, coastal, equal  basil, fossil, devil | **Phonological component**  Revise **identifying stressed and unstressed syllables** in multisyllabic words.  In words that end in ‘el’, ‘il’, ‘al’ and consonant + ‘le’, the final syllable is usually unstressed (travel, fossil, local, table). These final syllables are often pronounced as a schwa + /l/ (trav-**ul**, foss-**ul**,  lo-c**ul**, ta-b**ul**).  **Note**: within consonant + ‘le’ words:   * ‘le’ can be pronounced as an /l/ or as a schwa + /l/ * ‘le’ is commonly pronounced as a schwa + /l/ in consonant + ‘le’ words (angle, noble) * ‘le’ can be pronounced as /l/ in -dle or  -tle words as the phonemes /t/, /d/ and /l/ are produced in the same place of the mouth (title, muddle).   **Orthographic component**  The graph ‘l’ and digraph ‘ll’ are used to represent the consonant phoneme /l/.  The schwa pronounced in the unaccented final syllables ‘el’, ‘al’ and ‘il’ are represented by ‘e’, ‘a’ and ‘i’ respectively. In the letter pattern, consonant + ‘le’, the ‘e’ is included at the end as every syllable requires a written vowel (li-tt**le**).  Within the 2-syllable suffix -able, 2 schwa vowels may be pronounced. They are represented using the graphs ‘a’ and ‘e’ (enjoy**a**bl**e**).  Explore the **position of graphemes** within a word. For example:   * ‘l’ is used in the beginning, middle and at the end of words (leg, black, crawl) * ‘ll’ is often used at the end of single-syllable words after a short medial vowel (drill) * ‘al’, ‘el’, ‘il’ and consonant + ‘le’ are found at the end of words (angel, loyal, basil, little).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -able: meaning ‘capable of’ * attaches to verbs to form adjectives: wash-washable   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (believe, believable). |
| Consonant phoneme  /ch/ as in chair | [ch, tch, t]  Less common representation [c] | **Homophones** | preach, reach, chance-chants, cheap-cheep, chilli-chilly, broach-brooch  catch, hitch, ditch, retch-wretch  vermicelli  capture, gesture | **Orthographic component**  The digraph ‘ch’ represents the consonant phoneme /ch/ as in chair. This phoneme can also be represented using the trigraph ‘tch’ and the graphs ‘c’ and ‘t’.  When the phoneme /ch/ is represented as the graph ‘c’, the word is usually Italian in origin (cello).  Explore the **position of graphemes** within a word. For example:   * ‘ch’ is often used at the beginning or end of base words (chop, couch) * ‘tch’ is often used at the base word after a short vowel phoneme (match) * ‘t’ is often found at the beginning of the suffix -ture (capture).   **Morphological component**  **Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw). |

### Term 4 (late)

**Phonological component**

* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling
* Proofread, identify and correct misspellings when creating written texts

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling
* Correctly spell irregular plural words across a range of written contexts

Table 10 – Stage 2 – Year A – Term 4 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| R-controlled vowel  /ar/ as in farm# | [ar, a]  Less common representation [al] | **Prefixes**: sub-, under- | card, party, park, smart, start, yard, march, start, (sub)par, (under)arm, similar, molar  glasses, bath, grass, basket, drama, arrange, bath, (under)pass  half, almond  **Additional words using the prefixes sub- and under-**:  (sub)marine, (sub)zero, (sub)title (under)current, (under)supply, (under)arm, (under)age, (under)wear, (under)ripe | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, diphthong, r-controlled and schwa vowels).  **Note**: when ‘ar’ is used at the end of a word, it is often pronounced as a schwa (simil**ar**).  **Orthographic component**  The digraph ‘ar’ and graph ‘a’ are representations for the phoneme /ar/. The digraph ‘al’ is a less common representation.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘ar’ is used at the beginning, in the middle and at the end of base words (arm, march, far) * ‘a’ is mostly used in the middle of a word (bath).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * under- meaning ‘under’ or ‘too little’ * sub- meaning ‘under’.   No change is required when affixing this prefix to a base word. |
| R-controlled vowel  /ar/ as in farm# | [ar, a]  Less common representation [al] | **Prefixes**: sub-, under- | dark, charm, target, shark, part, (sub)arctic, (under)garment, (under)charge  grass, fast, glasses, (under)staffed  **Additional words using the prefixes sub- and under-**: (under)cover, (under)current, (under)age, (under)supply, (under)wear, (under)ripe, (sub)marine, (sub)zero, (sub)title, (sub)heading, (sub)tropical | **Morphological component**  Revise **prefixes**:   * under- meaning ‘under’ or ‘too little’ * sub- meaning ‘under’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /k + w/ as in quit | [qu] | **Derivational suffix**: -ic | quill, squint, banquet, quality, quote, quiver, sequel, squirm aqua-aquatic, ventriloquist-ventriloquistic  **Additional words using the suffix -ic**:  acid-acidic, aristocrat-aristocratic, acrobat-acrobatic, base-basic, chaos-chaotic, cherub-cherubic, climate-climatic, majesty-majestic, robot-robotic, history-historic, horrify-horrific, meteor-meteoric | **Phonological component**  The /k + w/ as in quit is a blend of 2 phonemes, /k/ and /w/.  Revise **identifying differences in vowel phonemes** (short, long, diphthong, r-controlled and schwa vowels).  **Orthographic component**  The digraph ‘qu’ represents the 2 phonemes /k + w/.  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ic meaning ‘having characteristics of’ * -ic attaches to nouns to make adjectives: poet-poetic.   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (history, historic).  **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (base, basic). |
| Consonant phoneme  /ng/ as in sing  /y/ as in yes | [ng, n]  [y, i] | **Inflected suffixes**: plurals (-s, -es)  **Irregular plurals**: nouns that change their vowels and consonants | thing-things, song-songs, burning, causing, fungus-fungi  drink-drinks, trunk-trunks, riverbank-riverbanks  yeast, yesterday, backyard-backyards, canyon-canyons  brilliant, billion, onion, senior, reunion  **Additional irregular plurals**: antenna-antennae, formula-formulae, analysis-analyses, crisis-crises, diagnosis-diagnoses, cactus-cacti | **Orthographic component**  the digraph ‘ng’ and graph ‘n’ are used to represent the phoneme /ng/ as in sing. The graph ‘y’ is used to represent /y/ as in yes. Depending on pronunciation, the graph ‘i’ represents /y/ on some occasions.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘ng’ is used at the end of base words (thing) * it also forms part of the tense-marking morpheme -ing (burning) * ‘n’ is often used between a short vowel phoneme and the graph ‘k’ (drink) * ‘y ’is often used at the beginning of a word or syllable (yam, bunyip) * ‘i’ is used in the middle of words (onion).   **Morphological component**  Revise **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). Explain that a word’s part of speech does not change when an inflected suffix is added to a word.  Irregular plural nouns are nouns that do not become plural by adding the inflected suffix (-s or -es).  Some singular nouns change their vowels to form plurals (goose, geese).  Some singular nouns do not change to form the plural (sheep, aircraft, fish).  Some singular nouns change their vowels and consonants to form the plural (mouse-mice, die-dice). |

## Stage 2 – Year B

### Term 1 (early)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling\*
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)\*

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling\*

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling\*

Table 11 – Stage 2 – Year B – Term 1 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /ee/ as in me# | [ea, ee, e, y]  Less common representations [e\_e, ey] | **Inflected suffixes**: plurals (-s, -es) | eagle-eagles, stream-streams, beach-beaches, peach-peaches, leash-leashes, seamstress-seamstresses  street-streets, speech-speeches, screech-screeches  recess-recesses  canary-canaries, cherry-cherries, ferry-ferries, family-families  athlete-athletes  alley-alleys, chimney-chimneys | **Phonological component**  As introduced in Early Stage 1 and Stage 1, revise **segmenting multisyllabic words** into syllables and phonemes. For example, jockey has 2 syllables and 4 phonemes (j-o-ck-ey). This is a phonological skill that should be practised regularly.  **Orthographic component**  the vowel digraphs that represent /ee/ are ‘ea’, ‘ee’ and ‘ey’. The split digraph ‘e\_e’ and the graphs ‘e’ and ‘y’ are also used to represent /ee/.  **Note**: the position of graphemes is introduced in Year B, Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘ea’ and ‘ee’ are often used in the middle of base words (cream, sheet) and at the end of base words (flea, coffee) * ‘e’ is used at the beginning of base words (ego) or at the end of a syllable within a multisyllabic word (belong) * ‘y’ is used at the end of a multisyllabic word (baby) * ‘e\_e’ is often used in the middle of a final syllable (athlete) * ‘ey’ is often used at the end of base words (donkey).   **Morphological component**  Introduce **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). Explain that a word’s part of speech does not change when an inflected suffix is added to a word.  **The ‘add -s’ generalisation**: the most common way to change a singular noun to a plural is to add the suffix -s to the end of the base word (cream, creams).  **The ‘change the y to i’ generalisation**: when a noun ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding the suffix -es (baby, babies).  **The ‘keep the y’ generalisation**: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding the suffix -s (jockey, jockeys).  **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the plural form by adding the suffix -es (beach, beaches). |
| Long vowel phoneme  /ay/ as in say^ | [ai, ay, a, a\_e, ey]  Less common representations [aigh, eigh, ei] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | claim-claims-claiming-claimed, raise-raises-raising-raised  spray-sprays-spraying-sprayed, delay-delays-delaying-delayed  taste-tastes-tasting-tasted  skate-skates-skating-skated, escape-escapes-escaping-escaped, excavate-excavates-excavating-excavated, bake-bakes-baking-baked, shake-shakes-shaking-shaken  obey-obeys-obeying-obeyed  straighten-straightens-straightening-straightened  neigh-neighs-neighed-neighing  vein, veil | **Phonological component**  Teach students to **identify differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels). For example, the first syllable in the word playing has a long vowel phoneme and the second syllable has the short vowel phoneme /i/.  **Orthographic component**  The vowel digraphs that represent /ay/ are ‘ai’, ‘ay’, ‘ey’ and ‘ei’. The split digraph ‘a\_e’, quadgraphs ‘aigh’ and ‘eigh’ and the graph ‘a’ are also used to represent /ay/.  **Note**: the position of graphemes is introduced in Year B, Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘ai’ is used at the beginning or in the middle of base words (aim, rain) * ‘ay’ is often used at the end of base words (delay) * ‘a’ is often used at the beginning of base words and at the end of a syllable in multisyllabic words (angel, danger) * ‘a\_e’ is often used in the middle of a final syllable (animate) * ‘ey’ is often used at the end of a syllable (obey).   **Morphological component**  Revise previously introduced **inflected suffixes** **(plurals)**. Introduce **inflected suffixes (tense)**.  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and  -ing express the present tense, -ed and -en express the past tense and -ing also expresses the future tense.  Revise **‘keep the y’ generalisation** (play, playing).  **The ‘drop the e’ generalisation**: when a word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (skate, skating).  Explore the 3 different phonemes represented by the inflected suffix -ed:   * /d/ as in sailed. This phoneme is used when the base word ends with a voiced sound. * /t/ as in escaped. This phoneme is used when the base word ends with an unvoiced sound. * /əd/ as in skat**e**d. This phoneme is used when the base word ends in ‘t’ or ‘d’. This sound forms a new syllable.   This suffix is pronounced in 3 different ways but is always spelled -ed. |
| Long vowel phoneme  /ow/ as in own^ | [o, oa, o\_e, ow]  Less common representations [oe, ough] | **Inflected suffixes**: plurals (-s, -es) tense (-s, -ing, -ed, -en) | dingo-dingoes, tomato-tomatoes  float-floats-floating-floated, toast-toasts-toasting-toasted  bloke-blokes, globe-globes, hose-hoses-hosing-hosed, doze-dozes-dozing-dozed, close-closes-closing-closed  swallow-swallows-swallowing-swallowed, snow-snows-snowing-snowed  toe-toes-toeing-toed  dough, though | **Orthographic component**  The vowel digraphs ‘oa’, ‘ow’ and ‘oe’ can be used to represent the vowel phoneme /ow/. The split digraph ‘o\_e’, graph ‘o’ and quadgraph ‘ough’ can also represent /ow/.  **Note**: the position of graphemes is introduced in Year B, Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘o’ is used at the end of a syllable (over, noble, buffalo) * ‘oa’ is often used in the middle of a word (soap) * ‘o\_e’ is often used in the middle of a final syllable (close) * ‘ow’, ‘oe’ and ‘ough’ are often used at the end of base words (bow, oboe, though).   **Morphological component**  Revise previously introduced **inflected suffixes (plurals and tense)**.  **The ‘words ending with o’ generalisation**: when a singular noun ends with ‘o’, the plural can be created in 2 ways. When a word ends in a vowel and an ‘o’, the suffix -s is added (studio, studios). When a word ends with a consonant and an ‘o’, the suffix -es is often added (hero, heroes). When a verb ends with ‘o’, the present tense can be created in 2 ways. When a verb ends in a vowel and an ‘o’, the suffix -s is added (video, videos). When a verb ends with a consonant and an ‘o’, the suffix -es is often added (echo, echoes). |
| Long vowel phoneme  /igh/ as in my^ | [i, i\_e, igh, y]  Less common representations [ie, y\_e] | **Inflected suffixes**: plurals (-s, -es) tense (-s, -ing, -ed, -en) | bicep-biceps, giant-giants, pirate-pirates, pilot-pilots-piloting-piloted  hike-hikes-hiking-hiked, swipe-swipes-swiping-swiped, mime-mimes-miming-mimed  night-nights, sigh-sighs-sighing-sighed  cry-cries-crying-cried, apply-applies-applying-applied  tie-ties-tying-tied  type-types-typing-typed | **Orthographic component**  The vowel digraph ‘ie’, split digraphs ‘i\_e’ and ‘y\_e’ and trigraph ‘igh’ are representations for the vowel phoneme /igh/. The graphs ‘i’ and ‘y’ can also be used to represent the phoneme /igh/.  **Note**: the position of graphemes is introduced in Year B, Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘i’ is often used at the end of a syllable in a multisyllabic word or in a base word when followed by 2 consonants (tiny, kind) * English words do not end with the graph ‘i’ * words that do end in ‘i’ may have been borrowed from other languages (calamari – Greek) or may be abbreviations (taxi, taxicab) * ‘i\_e’ is often used in the middle of a final syllable (divine) * ‘igh’ is used only at the end of a base word or in the middle of a base word before a ‘t’ (high, bright) * ‘y’ is often used at the end of base words or at the end of a syllable in a multisyllabic word (shy, bypass) * ‘ie’ is often used at the end of base words (lie).   **Morphological component**  Revise previously introduced **inflected suffixes** **(plurals and tense).** |

### Term 1 (late)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling\*
* Proofread, identify and correct misspellings when creating written texts\*

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling

Table 12 – Stage 2 – Year B – Term 1 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /oo/ as in soon# | [oo, u\_e, ue, ew, u]  Less common representations [o, ough, ui, ou] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | cartoon, teaspoon, smooth-smoother-smoothest  costume, flute, rude-ruder-rudest  glue, continue, cruel-crueller-cruellest  screw, grew, new-newer-newest  communicate, document  undo, redo  breakthrough  suit, juicy-juicier-juiciest  youth, coupon | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Note**: there can be a subtle difference in the pronunciation of some words using the phoneme /oo/. For example, the word nude uses the phoneme /oo/ whereas volume uses a combination of the phonemes /y/ and /oo/. This slight pronunciation variation does not need to be a major emphasis for learning.  The suffixes -er and -est are often pronounced with a schwa vowel sound. For example, ruder.  **Orthographic component**  The vowel digraphs ‘oo’, ‘ue’, ‘ew’, ‘ui’, ‘ou’ and split digraph ‘u\_e’ are representations for the vowel phoneme /oo/. Alternate spellings include the digraph ‘oe’, graph ‘u’ and quadgraph ‘ough’.  Explore the **position of graphemes** within a word. For example:   * ‘oo’ is often used in the middle of base words (spoon, too) * ‘u\_e’ is often used in the middle of a final syllable (cube) * ‘ue’ and ‘ew’ are often used at the end of base words (blue, chew) * ‘u’ is often used at the beginning of a word or at the end of a syllable (unit, super).   The schwa vowel that often occurs in the suffixes -er and -est is represented using the digraph ‘er’ and graph ‘e’ (rud**er**, rud**e**st).  **Morphological component**  Revise previously introduced **inflected suffixes**.  The **inflected suffix** -er attaches to adjectives to show the difference between 2 or more things (comparative).  The **inflected suffix** -est attaches to adjectives to show the difference between 2 or more things and show which one has the highest degree of a quality (superlative).  The **inflected suffixes** -er and -est usually attach to adjectives that have one syllable (new, newer).  **Note**: adjectives with more than one syllable often use the words ‘more’ and ‘most’ instead of using the inflected suffixes (educated, more educated).  **The ‘final consonant doubling’ generalisation**: for single syllable words ending with consonant vowel consonant (CVC), the final consonant is usually doubled before adding a suffix (cruel, crueller, cruellest).  **The ‘change the y to i’ generalisation**: when a word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (juicy, juicier). |
| Short vowel phoneme  /o/ as in cot# | [o, a, au] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | logic, common, hot-hotter-hottest, soggy-soggier-soggiest, glossy-glossier-glossiest, bossy-bossier-bossiest  wander, swan, squash, quality, salty-saltier-saltiest  cauliflower, somersault | **Phonological component**  Revise **identifying differences in vowel phonemes** (**short, long, diphthong, r-controlled and schwa vowels**).  **Orthographic component**  The graphs ‘o’ and ‘a’ are used to represent the short vowel phoneme /o/. This phoneme can also be represented using the vowel digraph ‘au’.  Explore the **position of graphemes** within a word. For example:   * ‘o’ is used at the beginning and in the middle of base words (on, frost) * ‘a’ is used in the middle of base words, often after the graphemes ‘w’ and ‘qu’ (wander, squash) * ‘au’ is used at the beginning and in the middle of base words (Australia, vault) * The different representations of /o/ will always be followed by a consonant(s).   **Morphological component**  Revise previously introduced **inflected suffixes**. The inflected suffixes -er and -est are used to provide a comparison. |
| Short vowel phoneme  /i/ as in it#  /a/ as in at# | [i, y]  [a] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | innocent, compliment, inquisitive, university, literacy, inspect-inspecting-inspected, consider-considering-considered, deliver-delivering-delivered, inform-informing-informed, participate-participating-participated  system, sympathy, gymnastics, rhythm, myth  add-adds-adding-added, whack-whacks-whacking-whacked, flap-flaps-flapping, flapped, slam-slams-slamming-slammed | **Phonological component**  The short vowel phonemes /i/ and /a/ are always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘i’ and ‘y’ are used to represent the short vowel phoneme /i/. The graph ‘a’ is used to represent the short vowel phoneme /a/.  Explore the **position of graphemes** within a word. For example:   * ‘i’ is used at the beginning or middle of words (it, hit) * English words do not end with the graph ‘i’ * ‘y’ is used in the middle of a word (gym) * the different representations of /i/ will always be followed by a consonant(s) * ‘a’ is used at the beginning or in the middle of words. * ‘a’ will always be followed by a consonant(s).   Introduce **proofreading**, **identifying** and **correcting** **misspellings** when creating written texts. Errors can be corrected by checking:   * **phonemes**: what phonemes can be heard in the word? * **graphemes**: are the correct graphemes used for the word? * **morphemes**: are there prefixes, suffixes or base words within the word? * **generalisations**: are there generalisations to assist in spelling the word?   **Proofreading**, **identifying** and **correcting** **misspellings**, should be practised regularly.  **Morphological component**  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed expresses the past tense and -ing also expresses the future tense.  Revise **‘final consonant doubling’ generalisation** (flap, flapped). |
| Short vowel phoneme  /u/ as in up# | [u, o, ou]  Less common representation [oo] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | chuckle, drummer, blush-blushes-blushing-blushed  month, glove, discover-discovers-discovering-discovered, wonder-wonders-wondering-wondered  young, cousin, double-doubles-doubling-doubled  flood-floods-flooding-flooded | **Phonological component**  The short vowel /u/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘u’ and ‘o’ are used to represent the short vowel phoneme /u/ as in up. This phoneme can also be represented using the vowel digraphs ‘ou’ and ‘oo’.  Explore the **position of graphemes** within a word. For example:   * 'u’ is often used at the beginning of a word or in the middle of a syllable (under, butter) * ‘o’, ‘ou’ and ‘oo’ are often used in the middle of base words * English words don’t end in u * The different representations of /u/ will always be followed by a consonant(s).   **Morphological component**  Revise **inflected suffixes** for tense (-s, -ing, -ed,  -en). |

### Term 2 (early)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

**Orthographic component**

* Understand that graphemes can be explained by their etymology\*

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling\*

Table 13 – Stage 2 – Year B – Term 2 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Short vowel phoneme  /e/ as in get# | [e, ea]  Less common representations  [a, ai] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | necklace, resident, wet-wetter-wettest, stretchy-stretchier-stretchiest, smelly-smellier-smelliest, fresh-fresher-freshest  breakfast, feather, jealous, measure, sweaty-sweatier-sweatiest, heavy-heavier-heaviest  any  again, against, said | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  The short vowel /e/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘e’ and ‘a’ are used to represent the short vowel phoneme /e/. The vowel digraphs ‘ea’ and ‘ai’ are alternate spellings.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘e’ and ‘a’ are often used at the beginning and in the middle of base words (egg, dress, any, many) * ‘ea’ and ‘ai’ are often used in the middle of base words (bread, said). * The different representations of /e/ will always be followed by a consonant(s).   **Morphological component**  Revise **inflected suffixes** -er and -est for comparison.  The inflected suffixes -er and -est usually attach to adjectives that have one syllable (wet, wetter).  Adjectives with more than one syllable often use the words ‘more’ and ‘most’ instead of using the inflected suffixes (settled, most settled).  **The ‘change the y to i’ generalisation**: when a word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (stretchy, stretchier). |
| Consonant phoneme  /k/ as in kid | [c, k, ck]  Less common representations [ch, que, cc] | **Inflected suffixes**: plurals (-s, -es) | cloth-cloths, coin-coins, crayon-crayons  kernel-kernels, kidney-kidneys, pumpkin-pumpkins, tank-tanks  clock-clocks, necklace-necklaces, dreadlock-dreadlocks, haystack-haystacks, cockroach-cockroaches  mechanic-mechanics, character-characters, school-schools, technology-technologies, orchid-orchids  technique-techniques, antique-antiques, mosque-mosques, plaque-plaques  hiccup-hiccups | **Phonological component**  Revise **identifying differences in vowel phonemes** (**short, long, diphthong, r-controlled and schwa vowels)**.  **Orthographic component**  The consonant phoneme /k/ can be represented using the graphs ‘c’ and ‘k’. It can also be represented using the trigraph ‘que’ and the digraphs ‘ck’ and ‘ch’  When the phoneme /k/ is represented as the consonant digraph ‘ch’, the word is usually Greek in origin (character).  When the phoneme /k/ is represented as the digraph ‘que’, the word is usually French in origin (plaque).  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘c’ is used at the beginning of words when followed by ‘a’, ‘o’, ‘u’ or a consonant (coin) * it is also used in the middle of base words (fact) and occasionally at the end of base words (lilac) * ‘k’ is used at the beginning of words when followed by ‘e’, ‘i’ or ‘y’ (kidney) and in the middle of base words (turkey) * it is also used at the end of one-syllable words after a consonant (busk) * ‘ck’ is used at the end of one-syllable words after a short vowel phoneme (click) * ‘ch’ is used at the beginning and in the middle of base words (character, school) * ‘que’ is used at the end of base words (antique).   **Morphological component**  Revise **inflected suffixes (plurals)**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).  Revise **the ‘change the y to i’ generalisation** (technology, technologies).  **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the plural form by adding the suffix -es (cockroach, cockroaches). |
| Diphthong  /ow/ as in cow^ | [ou, ow]  Less common representation [ough] | **Prefixes**: pre-, mid-, mis- | flour, noun, loud, mouth, round, bounce, compound, (pre)announce, (mis)count, (mis)pronounce  howl, power, prowl, (pre)allow  plough, drought  **Additional words using prefixes pre-, mid-, mis-**:  (pre)view, (pre)occupied, (mis)take, (mis)quote, (mis)place, (mid)day, (mid)night | **Orthographic component**  The vowel diagraphs ‘ou’ and ‘ow’ are used to represent the diphthong /ow/. The quadgraph ‘ough’ is an alternate spelling.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘ou’ is used at the beginning and in the middle of words (out, mouse) * English words do not end with the graph ‘u’ * words that do end in ‘u’ may have been borrowed from other languages (menu – French) or may be abbreviations (flu, influenza) * ‘ow’ is often used in the middle and at the end of base words (town, how).   **Morphological component**  Revise previously introduced **prefixes**.  Introduce prefixes:   * pre- meaning ‘before’ * mid- meaning ‘middle’ * mis- meaning ‘wrongly’.   No change is required when affixing this prefix to a base word. |
| Diphthong  /ow/ as in cow^ | [ou, ow]  Less common representation [ough] | **Prefixes**:  pre-, mid-, mis- | blouse, douse, council, around, mouse, (mis)doubt  growl, crowded, powder, (mid)town  plough, drought  Additional words using prefixes pre-, mid-, mis-: (pre)paid, (pre)scribe, (mid)way, mid(size), (mis)took, (mis)behave | **Morphological component**  Revise **prefixes**:   * pre- meaning ‘before’ * mid- meaning ‘middle’ * mis- meaning ‘wrongly’.   No change is required when affixing this prefix to a base word. |

### Term 2 (late)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Understand that graphemes can be explained by their etymology
* Proofread, identify and correct misspellings when creating written texts

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling\*
* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling
* Correctly spell irregular plural words across a range of written contexts\*

Table 14 – Stage 2 – Year B – Term 2 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Diphthong  /oi/ as in boy^ | [oi, oy]  Less common representation [uoy] | **Prefix**: be-, anti- | moist, foil, poison, point, hoist, avoid, (anti)choice, (anti)noise  oyster, destroy, royal, cowboy, loyal, annoy, voyage, enjoy, employ, (anti)royalist  buoy, buoyant  **Additional words using prefixes be- and anti-**:  (anti)climax, (anti)hero, (anti)venom, (anti)violence, (be)deck, (be)grudge, (be)hold, (be)loved | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The vowel digraphs ‘oi’ and ‘oy’ are used to represent the diphthong /oi/. The trigraph ‘uoy’ is an alternate spelling.  Explore the **position of graphemes** within a word. For example:   * ‘oi’ is often used at the beginning or in the middle of words (oil, coil) * English words do not end with the graph ‘i’ * Words that do end in ‘i’ may have been borrowed from other languages (calamari – Greek) or may be abbreviations (taxi, taxicab) * ‘oy’ is often used at the end of a syllable or a word (royal, boy).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * be- meaning ‘to make, cause or seem’ * anti- meaning ‘against’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /th/ as in this and thin  /k + s/ as in mix | [th]  [x, xe] | **Prefixes**: be-, anti | this, these, their, clothing mother, father, together, worthy, slither  thin, thrash, thick, thread, wreath, something, thirsty, thousand, Thursday, (anti)theft, beneath  jinx, text, coax, appendix, (anti)toxic, (anti)climax  axe, deluxe  **Additional words using be- and anti- prefixes**: (be)friend, (be)little, (anti)racism, (anti)septic, (anti)venom, (anti)violence | **Phonological component**  The /th/ as in this is a voiced phoneme. The /th/ as in thin is an unvoiced phoneme.  The /k + s/ as in mix is a blend of 2 phonemes, /k/ and /s/.  **Orthographic component**  The digraph ‘th’ is used to represent 2 consonant phonemes /th/.  The graph ‘x’ represents the 2 phonemes /k + s/.  **Morphological component**  Revise **prefixes**:   * be- meaning ‘to make, cause or seem’ * anti- meaning ‘against’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /sh/ as in shop | [sh]  Less common representations  [ti, si, ci, ss, s, ch] | **Inflected suffixes**: plurals (-s, -es)  **Irregular plurals**: nouns that do not change | fish, sheep, sharpen, shampoo, shiver  creation-creations, ration-rations  magician-magicians, musician-musicians  mansion-mansions, dimension-dimensions  passionfruit, issue  sugar, sure  chef, chalet, machine  Additional irregular plurals:  chalk, food, fruit, furniture, hovercraft, aircraft, deer, squid, moose, bison | **Orthographic component**  The digraphs ‘sh’, ‘ti’, ‘si’, ‘ci’, ‘ss’ and ‘ch’ and the graph ‘s’ are used to represent the consonant phoneme /sh/ as in *shop*.  When the phoneme /sh/ is represented as the consonant digraph ‘ti’, ‘si’ or ‘ci’, the word is usually Latin in origin (emotion).  When the phoneme /sh/ is represented as the consonant digraph ‘ch’, the word is usually French in origin (chef).  Explore the position of graphemes within a word. For example:  ‘sh’ is used at the beginning of a base word or at the end of a syllable (shop, mushroom)  ‘sh’ is never used at the beginning of any syllable after the first one, except when used in the suffix -ship  ‘ti’ and ‘si’ is often used as part of the common final syllables ‘tion’ and ‘sion’ (emotion, mansion)  ‘ci’ is often part of the final syllables ‘cial’, ‘cious’ and ‘cian’ (special, precious, magician)  ‘ss’ is used in the middle of words, often as part of the common final syllable ‘ssion’ (passion)  ‘s’ is used at the beginning or in the middle of words (sugar, capsule)  ‘ch’ is used at the beginning or in the middle of words (chef, machine).  Morphological component  Revise inflected suffixes. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).  Introduce irregular plurals. Irregular plural nouns are nouns that do not become plural by adding an inflected suffix (-s or -es).  Explore that some singular nouns do not change to form the plural (sheep, aircraft, fish). |
| Consonant phoneme  /sh/ as in shop | [sh]  Less common representations  [ti, si, ci, ss, s, ch] | **Derivational suffixes**: -y, -ly | bushranger, brush, eyelash, cushion, shard, shilling, shy-shyly, slush-slushy, flash-flashy, push-pushy, show-showy, shade-shady, fishy-fishy, shine-shiny, shape-shapely, astonishing-astonishingly  action, caution, patient-patiently  dimension, comprehension, extension, controversial-controversially  special, magician, vicious- viciously  tissue, pressure, percussion  capsule, insulate  brochure, parachute | **Orthographic component**  Revise **proofreading, identifying and correcting misspellings when creating written texts.**  **Morphological component**  Introduce **derivational suffixes**. Introduce suffix:   * -y meaning ‘characterised by’ * attaches to nouns and verbs to create adjectives * -ly meaning ‘a characteristic of’ * attaches to nouns to form adjectives, adjectives to form adverbs.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (spike, spiky).  **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (love, lovely). |

### Term 3 (early)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Understand that graphemes can be explained by their etymology
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word\*

**Morphological component**

* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling\*
* Correctly spell taught homophones when creating written texts\*

Table 15 – Stage 2 – Year B – Term 3 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Short vowel phoneme  /oo/ as in look# | [oo, u]  Less common representation [oul] | **Derivational suffix**: -hood | soot, booking, footstool, cookbook, parent-parenthood, child-childhood, sister-sisterhood, brother-brotherhood, mother-motherhood, father-fatherhood, neighbour-neighbourhood, adult-adulthood, lively-livelihood  bullet, pudding, butcher  could, would | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes. The phoneme /oo/ is a monophthong. It is often referred to as the short /oo/ sound.  **Orthographic component**  The digraph ‘oo’ and graph ‘u’ are used to represent the short vowel phoneme /oo/. The trigraph ‘oul’ is an alternate spelling for /oo/.  The short vowel /oo/ is always followed by a consonant.  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -hood: meaning ‘condition of being’ * attaches to a noun or adjective to form a noun that names a condition or group: childhood, adulthood   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (lively, livelihood). |
| Short vowel phoneme  /oo/ as in look# | [oo, u]  Less common representation [oul] | **Homophones** | book, shook, cookie, understood, wooden, wood-would, sook-souk  bush, pudding, octopus, sugar, sushi, butcher  could, should  **Additional homophones**: moose-mousse, root-route, troop-troupe, heel-heal, mail-male, main-mane | **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |
| Consonant phoneme  /g/ as in gas  /p/ as in pat | [g]  Less common representations [gg, gh, gu, gue]  [p, pp] | **Homophones** | glint, grant, cargo, great-grate, groan-grown, graze-greys  dagger, bigger, chugging, eggplant  ghost, yoghurt, spaghetti  guy, guilt, disguise, guessed-guest  league, fatigue, colleague  prank, stump, speck, peer-pier, pear-pair-pare, pain-pane, pause-paws, plane-plain, poor-pour-pore  approach, clapping, copper, supper  **Additional homophones**:  berth-birth, air-heir, fair-fare, bare-bear, deer-dear | **Orthographic component**  The graph ‘g’ and digraphs ‘gg’, ‘gh’ and ‘gu’ are used to represent the phoneme /g/ as in gas. The trigraph ‘gue’ can also be used. the graph ‘p’ and digraph ‘pp’ are used to represent the phoneme /p/ as in pat.  When the phoneme /g/ is represented as the trigraph ‘gue’, the word is usually Latin in origin (league).  Explore the **position of graphemes** within a word. For example:   * ‘g’ is used before any letter other than ‘e’, ‘i’ or ‘y’ * it is sometimes called the ‘hard g’ (glint, cargo) * ‘gh’ is followed by a vowel and is usually used at the beginning of a word or syllable (ghost, yoghurt) * ‘gue’ is usually found at the end of words (league) * ‘gg’ and ‘pp’ are often used when there is a medial consonant sound after a short vowel in a 2-syllable word (dagger, copper) * ‘p’ is used at the beginning, in the middle and at the end of words (prank, stump, speck).   **Morphological component**  Revise **homophones**. |
| Schwa vowel /ə/ | [e] | **Derivational suffix**: -en | wood-wooden, gold-golden, broke-broken, froze-frozen, wove-woven, ash-ashen, dark-darken, fast-fasten, wide-widen, loose-loosen, bright-brighten, soft-soften, sweet-sweeten, sharp-sharpen, fright-frighten | **Phonological component**  Revise **identifying differences in vowel phonemes** (**short, long, diphthong, r-controlled and schwa vowels**).  The **schwa** phoneme can be described as the weak vowel sound in some syllables that is not emphasised. The graph ‘e’ in the suffix -en is often pronounced as a schwa /ə/.  **Orthographic component**  The schwa vowel that often occurs in the suffix -en is represented using the graph ‘e’ (gold**e**n, brok**e**n).  Introduce use of **spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise **derivational suffixes.** Introduce suffix:   * -en meaning ‘to become or cause to be’ or ‘made of’ * attaches to a noun to form an adjective: ash-ashen, wood-wooden * attaches to an adjective to form a verb: dark-darken, wide-widen. |

### Term 3 (late)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling\*
* Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling\*

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Apply knowledge of taught vowel graphemes when spelling
* Understand that graphemes can be explained by their etymology
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component**

* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling

Table 16 – Stage 2 – Year B – Term 3 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Schwa /ə/ | [u] | **Derivational suffix**: -ful | delight-delightful, grace-graceful, hope-hopeful, mind-mindful, peace-peaceful, skill-skilful, thought-thoughtful, care-careful, force-forceful, faith-faithful, dread-dreadful, play-playful | **Phonological component**  Teach students that multisyllabic words have both **stressed (strong)** and **unstressed (weak) syllables**. Stressed syllables are often louder and higher pitched than weak syllables. Unstressed syllables are usually said faster and softer. The vowel in the weak syllable is often a **schwa**. For example, in the word golden the first syllable ‘gol’ is stressed and is clearly articulated. The second syllable ‘den’ is unstressed and is pronounced as ‘dun’, giving us ‘goldun’. Stressed and unstressed syllables are needed in words, as unstressed syllables require minimum effort to pronounce and help to make speech fluent.  Introduce **identifying stressed** and **unstressed syllables** in multisyllabic words.  The suffix -ful is often pronounced with a schwa.  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling. Learning about common letter patterns and morphemes (such as prefixes and suffixes) can support students to select the accurate grapheme for the schwa vowel sound.  The schwa vowel that often occurs in the suffix -ful is represented using the graph ‘u’ (delightful, graceful).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ful meaning ‘full of’ * attaches to verbs makes adjectives: help-helpful * attaches to nouns to form adjectives: joy-joyful   **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (care, careful).  **The ‘keep the y’ generalisation**: when a base word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix (play, playful). |
| Diphthong  /ure/ as in cure^ | [ure, our] | **Derivational suffixes**: -ure,  -ture | cure, lure, pure, secure, close-closure, fail-failure, depart-departure, sculpt-sculpture, picture, texture, gesture, vulture, fix-fixture, mix-mixture  tour, hour, flour, odour | **Phonological component**  Revise **identifying stressed and unstressed syllables** in multisyllabic words.  The suffixes -ture and -ure are often pronounced with a schwa.  **Orthographic component**  The schwa vowel that often occurs in the suffixes  -ure and -ture are represented using the trigraph ‘ure’ and quadgraph ‘ture’ (closure, fixture).  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -ure and -ture meaning ‘the result of the act’ * adding -ure or -ture to the end of a verb forms a noun: sculpt-sculpture, mix-mixture.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (close, closure).  **Note**: -ure is found at the end of many words. Sometimes it is part of the base word (pure) and sometimes it has been added to a base as a suffix (failure). |
| Consonant phoneme  /zh/ as in usual | [si, s, ge] | **Prefixes**: tele-, co- | casual, measure, visual  division, version, decision, Asia, confusion, (tele)vision, cohesion  massage, voyage, genre, collage  **Additional words with the prefixes tele- and co-**: (tele)phone, (tele)graph, (tele)communication, (co)operate, (co)worker, coordinate, (co)author | **Phonological component**  Revise **segmenting multisyllabic words into syllables and phonemes**.  **Orthographic component**  The graph ‘s’ and digraphs ‘si’ and ‘ge’ are used to represent the phoneme /zh/ as in usual.  Words with the /zh/ voiced phoneme represented by the digraph ‘ge’ are usually French in origin (collage).  Explore the **position of graphemes** within a word. For example:   * ‘si’ is often used as part of the common final syllable ‘sion’ (decision) * ‘s’ is often used before the suffix -ure or -ual (measure, casual) * ‘ge’ is usually found at the end of a base word (massage).   **Morphological component**  Revise previously introduced**prefixes**. Introduce prefixes:   * tele- meaning ‘at or over a distance’ * co- meaning ‘with’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /zh/ as in usual | [si, s, ge] | **Prefixes**: tele-, co- | treasure, pleasure, closure  explosion, occasion, cohesion, conclusion  beige, camouflage, prestige  **Revise previously introduced phonemes with tele- and co- prefix**:  (tele)scope, (tele)cast, (tele)conference, teleport, (co)habit, (co)exist, cohort, (co)pilot | **Orthographic component**  Revise use of **spelling reference tools** to identify and correct misspelled words. Students need to recognise that spellcheck accuracy may depend on understanding the word (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise prefixes:   * tele- meaning ‘at or over a distance’ * co- meaning ‘with’.   No change is required when affixing this prefix to a base word. |

### Term 4 (early)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling

**Morphological component**

* Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling

Table 17 – Stage 2 – Year B – Term 4 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /h/ as in hen  /r/ as in red | [h, wh]  [r, rr, wr, rh] | **Prefixes**: semi-, out- | health, harsh, helpful, hamper, hurdle, (out)house  who, whole, whose  range, reach, around, frame, root, (semi)retired, (semi)tropical, (semi)trailer, (semi)precious, (out)rank, (out)break, (out)cry, (out)rage  barrel, berries, carrot, flurry, horror, sparrow  wrap, wrestle, writing, wrong, wrangle  rhombus, rhubarb, rhyme, rhythm  **Additional words using prefixes semi- and out-**: (semi)circle, (semi)colon (out)fox, (out)back, (out)dated | **Phonological component**  Revise **segmenting multisyllabic words into syllables and phonemes**.  **Orthographic component**  Explore the **position of graphemes** within a word. For example:   * ‘h’ is often used at the beginning of a base word or syllable (help, behind) * ‘wh’ is used at the beginning of a base word (who) * ‘r’ is used at the beginning and in the middle of words, before vowel phonemes (range, frame) * ‘rr’ is often used in the middle of words after a short vowel phoneme (carrot) * ‘wr’ and ‘rh’ are used at the beginning of words (write, rhyme).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * semi- meaning ‘half, partly, not full’ * out- meaning ‘more, better than’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /w/ as in wig | [w, wh] | **Prefixes**: semi-, out- | web, swim, switch, wander, twelve, tweak, (out)wit, (out)work, (out)worn, (out)weigh, (semi)sweet, (semi)weekly  whip, whisk, white, wheel, while  **Additional words using the prefix semi- and out-**:  (semi)gloss, (semi)final, (out)look, (out)spend | **Phonological component**  Revise **identifying differences in vowel phonemes** (**short, long, diphthong, r-controlled and schwa vowels**).  **Orthographic component**  the graph ‘w’ and digraph ‘wh’ are used to represent the phoneme /w/ as in wig.  Explore the **position of graphemes** within a word. For example:   * ‘w’ is often used at the beginning or in the middle of a word (work, switch) * ‘wh’ is used at the beginning of words (whip).   **Morphological component**  Revise **prefixes**:   * semi- meaning ‘half, partly, not full’ * out- meaning ‘more, better than’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /m/ as in mit | [m, mm]  Less common representations [mb, me, mn] | **Derivational suffix**: -ism | marshmallow, mushroom, marvellous, hero-heroism, active-activism, criticise-criticism, optimum-optimism, symbol-symbolism, vandal-vandalism, journal-journalism, athletic-athleticism, consumer-consumerism, individual-individualism  summer, mummy, summit  thumb, climbing, plumber  welcome, become  autumn, column | **Orthographic component**  The graph ‘m’ represents the consonant phoneme /m/ as in mit. This phoneme can also be represented using the digraphs ‘mm’, ‘me’, ‘mb’ and ‘mn’.  Explore the **position of graphemes** within a word. For example:   * ‘m’ is used at the beginning, in the middle and at the end of base words (mat, jump, them) * ‘mm’ is found in multisyllabic words where the /m/ comes after a short vowel phoneme (summer) * ‘mb’, ‘me’ and ‘mn’ usually appear at the end of a base word (thumb, come, autumn).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ism meaning 'a belief, condition, behaviour, characteristic’ * attaches to verbs to form nouns: criticise-criticism * attaches to nouns to form nouns: hero-heroism. |
| Consonant phoneme  /m/ as in mit | [m, mm]  Less common representations [mb, me, mn] | **Derivational suffix**: -less | mind-mindless, harm-harmless  hammer-hammerless  limb-limbless  home-homeless, rhyme-rhymeless  condemn, solemn  **Additional words using suffix -less**:  breath-breathless, flaw-flawless, thought-thoughtless, point-pointless | **Morphological component**  Revise **derivational suffixes.** Introduce suffix:   * -less meaning ‘without’ * attaches to nouns to form adjectives: child-childless * attaches to verbs to form adjectives: fear-fearless |

### Term 4 (late)

**Phonological component**

* Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling
* Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Apply knowledge of taught vowel graphemes when spelling
* Understand that graphemes can be explained by their etymology

**Morphological component**

* Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Identify prefixes that require no change to the base word or root when they are affixed and apply this knowledge when spelling
* Correctly spell irregular plural words across a range of written contexts
* Correctly spell taught homophones when creating written texts

Table 18 – Stage 2 – Year B – Term 4 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /z/ as in zip | [z, zz, s]  Less common representations [se, ze] | **Inflected suffixes**: plurals (-s, -es)  **Irregular plurals**: nouns that change their vowels and consonants | zipper-zippers, hazard-hazards  fizz, buzz, puzzle-puzzles  spider-spiders, shell-shells, rise, use, advertise, sunrise-sunrises  browse, cheese-cheeses, cleanse, please, disease-diseases, accuses  squeeze, freeze, glaze, ooze  **Additional irregular plurals**:  elf-elves, wife-wives, antenna-antennae, formula-formulae, analysis-analyses, crisis-crises, diagnosis-diagnoses, cactus-cacti, fungus-fungi | **Orthographic component**  The graphs ‘z’ and ‘s’ are used to represent the phoneme /z/. The digraphs ‘zz’, ‘se’ and ‘ze’ also represent this phoneme.  Explore the **position of graphemes** within a word. For example:   * ‘z’ is used at the beginning and in the middle of words (zip, lizard). It is also used at the end of words with a split digraph representing a long vowel phoneme (glaze) * ‘zz’ is often used at the end of one-syllable words after a short vowel (fizz) * ‘s’ is used at the end of words to indicate a plural word or the present tense (dogs, yells) * ‘s’ is used at the end of words with a split digraph representing a long vowel phoneme (rise) * ‘se’ is often used after long vowel phonemes or consonant phonemes (cheese, cleanse) * ‘ze’ is used at the end of a word (squeeze).   **Morphological component**  The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one).  **The ‘f to ve’ generalisation**: when a singular noun ends with ‘f’ or ‘fe’, the plural can be created in 2 ways. Generally, the ‘f’ or ‘fe’ is replaced with a ‘v’ before adding the suffix -es (knife, knives). In some cases, only -s is added (chef-chefs).  **Irregular plural nouns** are nouns that do not become plural by adding an inflected suffix (-s or -es).  Some singular nouns change their vowels to form plurals (goose, geese).  Some singular nouns do not change to form the plural (sheep, aircraft, fish).  Some singular nouns change their vowels and consonants to form the plural (mouse, mice, die, dice). |
| Consonant phoneme  /s/ as in sat | [s, ss]  Less common representations [se, c, sc, ce] | **Homophones** | spike, smile, see-sea, sun-son, sail-sale, sell-cell, sole-soul, steal-steel  sickness, lesson-lessen  lighthouse, browse-brows, course-coarse  cyclists, exercise, council-counsel  science, scientist, fascinating, scene-seen  licence, silence, piece-peace, ceiling-sealing, cereal-serial | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graphs ‘s’ and ‘c’ are used to represent the consonant phoneme /s/. The vowel digraphs ‘ss’, ‘se’ ‘sc’ and ‘ce’ are also used.  When the phoneme /s/ is represented as the consonant digraph ‘sc’, the word is usually Latin in origin (science).  Explore the **position of graphemes** within a word. For example:   * ‘s’ is used in the beginning, in the middle and at the end of base words (smile, test, wise) * ‘ss’ is often used at the end of one-syllable words after a short vowel (kiss) * ‘se’ is used at the end of base words with the graph ‘e’ to indicate that the word is not plural (house) * ‘c’ is used when followed by the graphemes ‘e’, ‘i’ or ‘y’ and indicates the ‘soft c’ phoneme /s/ sound is made (cycle) * ‘sc’ is often used at the beginning or in the middle of words (scissors, fascinate) * ‘ce’ is used at the end of words with the graph ‘e’ to indicate that the ‘c’ is soft (silence).   Revise **proofreading, identifying and correcting misspellings when creating written texts.**  **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |
| Consonant phoneme  /s/ as in sat | [s, ss]  Less common representations [se, c, sc, ce] | **Prefixes**: super-, pro- | second, secret, summer, school, subject, outside, (super)fine, (super)sleuth, supersede, (super)nova, supervise  class, assess, recess, dismiss, expression, successful, lessen, wireless, profess  unused, grease, unwise, worse, expose  justice, circuit, absence, advance, produce, century, officer  science, scenery, scissors, absence  grace, cedar, scent, pounce, trance | **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * super- meaning 'above, over, beyond’ * over- meaning ‘over, too much.’   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /v/ as in *van* | [v, ve] | **Prefixes**: super-, over- | voice, vast, heavy, invite, available, (over)act, (over)commit, (over)due, (over)flow, (over)grow  active, shelve, starve, deserve, forgive, achieve, superlative, (super)sensitive  **Additional words using the prefix super- and over-**:  (super)hero, (super)impose, (super)human, (super)market, (super)sweet, (super)woman, (super)highway, (over)work, (over)weight | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  The vowel in the unstressed syllable is often a schwa. The suffix -ous may be pronounced with a schwa. The ‘er’ within the prefixes super- and over- are often pronounced as a schwa (superhero, overact).  **Orthographic component**  the graph ‘v’ and the letter pattern ‘ve’ are used to represent the phoneme /v/ as in van.  Explore the **position of graphemes** within a word. For example:   * ‘v’ is often used at the beginning or in the middle of a word (voice, heavy) * ‘ve’ is used at the end of words. English words do not end with the graph ‘v’ (active).   Revise the use of **spelling reference tools** to identify and correct misspelled words. Students need to recognise that spellcheck accuracy may depend on understanding the word (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * super- meaning ‘above, over, beyond’ * over- meaning ‘over, too much.’   No change is required when affixing this prefix to a base word. |

## Stage 3 – Year A

### Term 1 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling\*

**Orthographic component**

* Recognise that the same grapheme can represent different phonemes\*

**Morphological component**

* Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots\*

Table 19 – Stage 3 – Year A – Term 1 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [a] representing /a/, /ar/, /o/, /ay/ and /ə/ | **Derivational suffix**: -ate | accident, balance  bath, grass  wander, swampy  apron, active-activate, captive-captivate, fabric-fabricate, domestic-domesticate  affection-affectionate, passion-passionate, consider-considerate | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes. This is a phonological skill that should be practised regularly.  **Orthographic component**  Highlight the different phonemes represented by the graph ‘a’. This grapheme can be used to represent /a/ as in at, /ar/ as in bath, /o/ as in was and /ay/ as in basic. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /a/: ‘a’ is used at the beginning or in the middle of words * ‘a’ will always be followed by a consonant(s) * /ar/: ‘a’ is mostly used in the middle of a word (b**a**th) * /o/: ‘a’ is used after the grapheme ‘w’ or the digraph ‘qu’ (w**a**sh) * /ay/: ‘a’ is used at the beginning of base words and at the end of a syllable in multisyllabic words (**a**ngel, d**a**nger) * /ə/: ‘a’ may be used in the unstressed syllable in multisyllabic words (**a**ffection).   **Morphological component**  Introduce **derivational suffixes**. Introduce suffix:   * -ate meaning ‘possessing, having the appearance of characteristics, the product of a process’ * -ate attaches to nouns to form adjectives: fortune-fortunate * -ate attaches to verbs to form nouns: condense-condensate * -ate attaches to nouns and adjectives to form verbs: hyphen-hyphenate.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (active, activate). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [a] representing /a/, /ar/, /o/, /ay/ and /ə/ | **Derivational suffixes**: -ive,  -ative, -itive | angle, grammar, addition-additive  glasses, fast  squash, swab  radio, pastry, hazy  narrate-narrative, collaborate-collaborative, communicate-communicative, initiate-initiative, imagine-imaginative, inform-informative, appreciate-appreciative  appositive | **Morphological component**  Revise **derivational suffixes**. Introduce the suffixes:   * -ive, -ative and -itive meaning ‘a tendency, inclination or quality’ * -ive, -ative and -itive attach to nouns and verbs to form adjectives: inform-informative * explore how some adjectives formed often become nouns: narrative   Revise **the ‘drop the e’ generalisation** (imagine, imaginative).  **Note**: the change in pronunciation when a suffix is added. For example, the ‘a’ in addition is pronounced as a schwa, where the ‘a’ in additive is pronounced as /a/. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [c] representing /k/ and /s/ | **Derivational suffix**: -ion | construct-construction, educate-education, extinct-extinction  cycle, cyclone, privacy, introduce, celebrate-celebration  **Additional words using suffix -ion**:  generate-generation, populate-population, prevent-prevention, distribute-distribution, innovate-innovation, invent-invention, habitat-habitation, ignite-ignition, oppress-oppression | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes that are represented by the graph ‘c’. The graph ‘c’ can be used to represent /k/ as in cat. It is also used to represent /s/ as in city (when followed by the graphemes ‘e’, ‘i’ or ‘y’).  Explore the **position of graphemes** within a word:   * /k/: ‘c’ is used at the beginning of words when followed by ‘a’, ‘o’, ‘u’ or a consonant (coin) * it is also used in the middle of base words (fact) and occasionally at the end of base words (lilac) * /s/: ‘c’ is used when followed by the graphs ‘e’, ‘i’ or ‘y’ (cycle).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ion meaning ‘act’ or ‘process’ * -ion attaches to verbs to form nouns: educate-education, discuss-discussion, mot-motion.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (educate, education). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [c] representing /k/ and /s/ | **Derivational suffixes**: -tion, -sion | suck-suction, collude-collusion, include-inclusion, prescribe-prescription, describe-description, inscribe-inscription, transcribe-transcription, subscribe-subscription  ascend-ascension, decide-decision | **Morphological component**  Revise **derivational suffixes**. Introduce the suffixes:   * -tion and -sion meaning ‘act’ or ‘process’ * -tion is the syllable formed when -ion is fixed to a base or to another suffix ending in -t or -te * -sion is the syllable formed when -ion is fixed to a base or to another suffix ending in -d, -de or -se * attaches to verbs to form nouns: introduce-introduction * -tion is more common than -sion * words ending in ‘be’ use a ‘p’ before adding -tion: prescribe-prescription. |

### Term 1 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Proofread written texts to correct misspellings, making use of spelling reference tools where required\*
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots

Table 20 – Stage 3 – Year A – Term 1 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [y] representing /ee/, /igh/, /i/ and /y/ | **Derivational suffix**: -ise | thirsty, weighty, grouchy, bossy, harmony-harmonise, sympathy-sympathise, apology-apologise, strategy-strategise, colony-colonise, priority-prioritise, category-categorise  python, identify, apply  mystify, sympathy  yelp, canyon, backyard  **Additional words using suffix** -ise:  capital-capitalise, hospital-hospitalise, social-socialise, modern-modernise, weapon-weaponise, stable-stabilise | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the graph ‘y’. This graph is used to represent /ee/ as in happ**y**, /igh/ as in sk**y**, /i/ as in g**y**m and /y/ as in **y**ellow.  Explore the **position of graphemes** within a word:   * /ee/: ‘y’ is used at the end of a multisyllabic word (bab**y**) * /igh/: ‘y’ is often used at the end of base words or at the end of a syllable in a multisyllabic word (sh**y**, b**y**pass) * /i/: ‘y’ is used in the middle of a word (g**y**m) * /y/: ‘y ’is often used at the beginning of a word or syllable (**y**am, bun**y**ip).   Introduce **proofreading written texts** to correct **misspellings**. Errors can be corrected by checking:   * **phonemes**: What phonemes can be heard in the word? * **graphemes**: Are the correct graphemes used for the word? * **morphemes**: Are there prefixes, suffixes or base words within the word? * **generalisations**: Are there generalisations to assist in spelling the word?   **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies. Proofreading texts to correct misspellings should be practised regularly.  **Morphological component**  Revise **derivational suffixes**. Introduce the suffix:   * -ise meaning ‘quality, state or function’ or ‘make or become’ * attaches to nouns to remain as nouns: expert-expertise * attaches to nouns to form verbs: hospital-hospitalise.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (stable, stabilise).  **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (apology, apologise). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ai] representing /ay/, /a/, /e/, /igh/ and /ə/ | **Derivational suffixes**: -ence,  -ance | chaise, domain, sailing, raisin, acquaint-acquaintance, sustain-sustenance  plait, plaid  said, again, against  aisle, chai, bonsai  certain, fountain, captain, mountain  **Additional words using suffixes -ence and -ance**:  enter-entrance, annoy-annoyance, appear-appearance, resemble-resemblance, differ-difference, experience, absence, exist-existence | **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ai’. This digraph is used to represent /ay/ as in chain, /a/ as in plait, /e/ as in said and /igh/ as in aisle. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /ay/: ‘ai’ is used at the beginning or in the middle of base words (**ai**m, r**ai**n) * /a/: ‘ai’ is used in the middle of base words (pl**ai**t) * /igh/: ‘ai’ is used at the beginning, in the middle and end of base words (**ai**sle, h**ai**ku, Dub**ai**) * /ə/: ‘ai’ may be used in the unstressed syllable in multisyllabic words (cert**ai**n). * English words do not end with ‘i’, so words ending with ‘ai’ are derived from another language (chai – Arabic).   **Morphological component**  Revise **derivational suffixes**. Introduce the suffixes:   * -ance and -ence meaning ‘an action or process’, ‘quality or state’, ‘amount or degree’ * attaches to adjectives and verbs to form nouns: important-importance, perform-performance, different-difference, clear-clearance.   **The ‘keep the y’ generalisation**: when a base word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix (annoy, annoyance). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Letter pattern [le] representing /l/ and /əl/ | **Derivational suffixes**: -able,  -ible | throttle, muddle, ladle, gentle  crumple, chuckle, dazzle, grapple, temple, adjust-adjustable, enjoy-enjoyable, bear-bearable, edit-editable, note-notable, value-valuable, believe-believable, comfort-comfortable, move-moveable, consider-considerable, horrible, possible, terrible, visible, access-accessible, digest-digestible, response-responsible, sense-sensible | **Phonological component**  In words that end in a consonant + ‘le’, the final syllable is usually unstressed (tab**le**). This syllable are often pronounced as a schwa + /l/ (ta-b**ul**).  **Note**: within consonant + 'le' words, 'le' can be pronounced as an /l/ or as a schwa + /l/:   * 'le' is commonly pronounced as a schwa + /l/ in consonant + ‘le’ words (ang**le**, nob**le**). * 'le' can be pronounced as /l/ in -dle or -tle words as the phonemes /t/, /d/ and /l/ are produced in the same place of the mouth (title, muddle).   **Orthographic component**  The graph ‘l’ and letter pattern ‘le’ are used to represent the consonant phoneme /l/.  In the letter pattern, consonant + ‘le’, the ‘e’ is included at the end, as every syllable requires a written vowel (li-tt**le**).  Within the 2-syllable suffixes -able and -ible, 2 schwa vowels may be pronounced. They are represented using the graphs ‘a’, ‘i’ and ‘e’ (enjoyab**le**, horrib**le**).  **Morphological component**  Revise **derivational suffixes**. Introduce the derivational suffixes:   * -able (revision), -ible meaning ‘capable of’ * attaches to verbs to form adjectives * -able is more common and is usually attached to complete root words: enjoy-enjoyable * -ible is generally attached to incomplete root words: horr-horrible.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (believe, believable). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [our] representing /er/, /or/ and /ə/ | **Derivational suffixes**: -eous,  -ious | journal, scourge, courtesy-courteous  gourmet, mourning, tournament  courageous, delirious, envious, laborious, spacious, religious, anxious, gracious, hideous, gaseous, righteous | **Orthographic component**  Highlight the different phonemes represented by the trigraph ‘our’. This trigraph is often used to represent /er/ as in journey and /or/ as in four. It can often be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /er/: ‘our’ is used in the middle of a base word (j**our**nal) * /or/: ‘our’ is used in the middle or at the end of words (c**our**t, f**our**) * /ə/: ‘our’ may be used in the unstressed syllable in multisyllabic words (od**our**).   **Morphological component**  Revise **derivational suffixes**. Introduce the suffixes:   * -eous and -ious meaning ‘having qualities of’ * attaches to nouns to form adjectives: space-spacious, courtesy-courteous * there is no strict rule for when to use  -ious or -eous * the suffix -ious is more common than  -eous * both suffixes can be pronounced as ‘us’ or as ‘ee-uss’ * explore these adjectives in groups based on spelling and pronunciation. |

### Term 2 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Recognise that the same grapheme can represent different phonemes
* Proofread written texts to correct misspellings, making use of spelling reference tools where required

**Morphological component**

* Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-\*

Table 21 – Stage 3 – Year A – Term 2 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ea] representing /ee/, /e/ and /ay/ | **Assimilated prefixes**: in- (im-, il-, ir-) | meadow, pleasant, weather, immeasurable  disease, easel, feature  steak, great  **Additional words using prefixes in- and im-**:  insane, invalid, infamous, infinite, insufficient, immoral, immobilise, impatient, imperfect, impossible, imbalance | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ea’. This digraph is used to represent /e/ as in bread, /ee/ as in leaf and /ay/ as in great.  Explore the **position of graphemes** within a word:   * /e/: ‘ea’ is often used in the middle of base words. It will always be followed by a consonant (br**ea**d) * /ee/: ‘ea’ is often used in the middle and at the end of base words (cr**ea**m, fl**ea**) * /ay/: ‘ea’ is used in the middle of base words (st**ea**k).   **Morphological component**  Introduce **assimilated prefixes**. Introduce the prefix:   * in- meaning ‘not’ * in- assimilates to im- when affixed to some words for ease of articulation * im- is used before words starting with ‘p’, ‘b’ and ‘m’: perfect-imperfect, balance-imbalance, mobile-immobile.   **Note**: il- and ir- will be explored in the following week. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ea] representing /ee/, /e/ and /ay/ | **Assimilated prefixes**: in- (im-, il-, ir-) | tread, stealth, realm, pleasant, treasure  measles, ordeal, yeast, increase, infeasible  break  **Additional words using the prefixes il- and ir-**:  illogical, illegal, illegible, illiterate, irregular, irrelevant, irremovable, irrefutable | **Orthographic component**  Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise **assimilated prefixes**:   * in- meaning ‘not’ * in- assimilates to il- or ir- when affixed to some words for ease of articulation * il- is used before words starting with ‘i’: logical-illogical * ir- is used before words starting with ‘r’: regular-irregular. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [e] representing /e/, /ee/, /i/ and /ə/ | **Assimilated prefix**: ex- (ef-, e) | chess, stretch, tennis, expunge, exhale, export, exclaim, exhibit, exile, exit, exodus, expel, expire, explode, express, extinct, extend, extract, exude  abalone, genius, meteor  pretty, erupt, event, evade, emerge  bemoan, broken, lengthen | **Orthographic component**  Highlight the different phonemes represented by the graph ‘e’. This grapheme is often used to represent /e/ as in egg, /ee/ as in evil and /i/ as in pretty. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /e/: ‘e’ is often used at the beginning and in the middle of base words (**e**gg, dr**e**ss) * /ee/: ‘e’ is used at the beginning of base words (**e**go) or at the end of an syllable within a multisyllabic word (belong) * /i/: ‘is’ used in the beginning or middle of words (**e**rupt, pr**e**tty) * /ə/: ‘i’ may be used in the unstressed syllable in multisyllabic words (**e**rupt).   **Morphological component**  Revise **assimilated prefixes**. Introduce the prefix:   * ex- meaning ‘out of’ * ex- assimilates to ef- or e- when affixed to some words for ease of articulation * explore how the final sound of this prefix often changes (assimilates) to match the beginning sound of the base or root. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [e] representing /e/, /ee/, /i/ and /ə/ | **Assimilated prefixes**: ex- (ef-, e-) | whether, lettuce, enact, effort, effluent  medium, previous  elastic, effect, eject, elapse, elude, emit, erase, erode, evict, efficient  dampen, midden | **Morphological component**  Revise **assimilated prefix**:   * ex- meaning ‘out of’ * ex- assimilates to ef- or e- when affixed to some words for ease of articulation * explore how the final sound of this prefix often changes (assimilates) to match the beginning sound of the base word or root. |

### Term 2 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology\*
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Explain the etymology of taught roots and apply this knowledge when creating written texts\*

Table 22 – Stage 3 – Year A – Term 2 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ti] representing /sh/ (Latin) | **Latin root**: ‘ject’ | action, fiction, frustration, reject-rejection, project-projection-projector, inject-injection  **Additional words using the root ‘ject’**:  deject-dejectedly, eject-ejector, adjective | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  When the phoneme /sh/ is represented as the digraph ‘ti’, the word is usually Latin in origin (fiction).  Explore the **position of graphemes** within a word:   * ‘ti’ can be used at the beginning of any syllable after the first one (action) * ‘ti’ is often used as part of the common final syllable ‘tion’ (motion).   **Morphological component**  Introduce **roots**. Understanding the meanings of common roots assists students in reading multisyllabic words and in understanding the meaning of unfamiliar words that are particularly common in academic subjects, including the sciences and mathematics.  Introduce root:   * ‘ject’ meaning ‘throw’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, rejection contains the prefix ‘re’ meaning inside, the root ‘ject’ meaning to throw and the derivational suffix -ion meaning process or result. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ti] representing /sh/ (Latin) | **Latin root**: ‘ject’ | emotion, martial, initial, location, subject-subjective-subjection, object-objective-objection  **Additional words using the root ‘ject’**:  trajected-trajectory, conject-conjecture | **Orthographic component**  Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise the **root**:   * ‘ject’ meaning ‘throw’ * Latin origin. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [s] representing /s/, /z/, /zh/ | **Latin root**: form | snatch, paradise, glucose, misinformation, transformed  lose, phrase, accuse, formalise  casual, closure, pleasure  **Additional words using the root ‘form’**:  informal, informative, deform, platform, performer, reform, conform, uniformity | **Orthographic component**  Highlight the different phonemes represented by the graph ‘s’. This grapheme is often used to represent /s/ as in sun, /z/ as in busy and /zh/ as in usual.  Explore the **position of graphemes** within a word:   * /s/: ‘s’ is used in the beginning, in the middle and at the end of base words (smile, test, wise) * /z/: ‘s’ is used at the end of words to indicate a plural word or the present tense (dogs, yells) * ‘s’ is used at the end of words with a split digraph representing a long vowel phoneme (rise) * /zh/: ‘s’ is often used before the suffix -ure or -ual (measure, casual).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘form’ meaning ‘shape’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, inform contains the prefix ‘in’ meaning ‘in’ and the root ‘form’ meaning ‘to shape’. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [s] representing /s/, /z/, /zh/ | **Latin roots**: ‘vis’, ‘vid’ | whisk, database, merchandise, vista  amuse, apologise, decompose, televise, visit, devise, revise, visitor, improvise  casualty, enclosure, unusual, vision, visual  **Additional words using the root ‘vid’**:  evidence, video, provide | **Morphological component**  Revise previously introduced **roots**. Introduce the roots:   * ‘vis’ and ‘vid’ meaning ‘to see’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, televise contains the root ‘tele’ meaning distance and the root ‘vis’ meaning to see. |

### Term 3 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas\*
* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 23 – Stage 3 – Year A – Term 3 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ou] representing /ow/ /oo/, /o/, /u/ | **Homophones** | bounty, astound, scoundrel, allowed-aloud  coupon, uncouth, courier, route-root  cough  country, couple, southern  **Additional homophones**:  guessed-guest, bawled-bald, banned-band, leased-least | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ou’. This digraph is often used to represent /ow/ as in mouse, /oo/ as in group, /o/ as in cough and /u/ as in young.  Explore the **position of graphemes** within a word:   * /ow/: ‘ou’ is used at the beginning and in the middle of words (**ou**t, m**ou**se) * /oo/: ‘ou’ is often used in the middle of base words (r**ou**te) * /o/: ‘ou’ is often used in the middle of base words (c**ou**gh) * /u/: ‘ou’ ‘is often used in the middle of base words (c**ou**ple). * English words do not end with the graph ‘u’. Words that do end in ‘u’ may have been borrowed from other languages (menu – French) or may be abbreviations (flu, influenza).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).  Homophones sometimes arise because a suffix has been added to a base word. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ou] representing /ow/ /oo/, /o/, /u/ | **Homophones** | spouse, voucher, scour, foul-fowl  routine, acoustics, toucan  tough  enough, double, courage  **Additional homophones**: jewels-joules, fined-find, past-passed, wrapped-rapt, pact-packed | **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).  Homophones sometimes arise because a suffix has been added to a base word. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ch] representing /ch/, /k/ (Greek) and /sh/ (French) | **Root**: ‘mech’ | chimney, charcoal, squelch, ostrich, spinach, broach  chemical, chlorine, chronic, stomach, orchestra, school, mechanic, mechanism, mechanise, mechanical  chandelier, chef, machine, brochure, parachute, ricochet, chalet | **Orthographic component**  When the phoneme /k/ is represented as the digraph ‘ch’, the word is usually Greek in origin (chronic).  When the phoneme /sh/ is represented as the digraph ‘ch’, the word is usually French in origin (chef).  **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘ech’ meaning ‘machine’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, mechanic contains the root ‘mech’ meaning machine, the suffix -an meaning pertaining to and the suffix -ic meaning one relating to. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ch] representing /ch/, /k/ (Greek) and /sh/ (French) | **Root**: ‘techno’ | chocolate, champion, challenge, research, sandwich  anchor, chorus, chrome, archive, mocha, characterisation, architect, technology, technological, biotechnology, nanotechnology, technique, technicolour  charade, fuchsia, moustache, chauffeur, pistachio, quiche | **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘techno’ meaning 'art, science, skill’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, *technology* contains the root ‘techno’ meaning art or science or skill and the suffix -logy meaning study, skill or science. |

### Term 3 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts\*
* Proofread written texts to correct misspellings, making use of spelling reference tools where required

**Morphological component**

* Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-
* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 24 – Stage 3 – Year A – Term 3 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [ei] representing /ee/, /ay/, /igh/ | **Roots**: ‘ceive’, ‘ceit’, ‘cept’, ‘ceipt’ | caffeine, ceiling, receive-receiver, conceive-reconceive-misconceive, perceive, deceit-deceitful, conceit  beige, surveillance  feisty, kaleidoscope | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The infrequently occurring grapheme ‘ei’ represents the phoneme /ee/ as in receive. The grapheme ‘ei’ can also represent /ay/ as in *b*ei*ge* and /igh/ as in *f*ei*sty*.  Explore the **position of graphemes** within a word:   * ‘ei’ is used in the middle of base words or roots (s**ei**ze, rec**ei**ve). * ‘ei’ is not used at the end of English words * English words do not end with the graph ‘i’.   **Morphological component**  Revise previously introduced **roots**. Introduce the roots:   * ‘ceive’, ‘ceit’, ‘cept’ and ‘ceipt’ meaning ‘take’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, reconceive contains the prefix ‘re’ meaning again, the prefix ‘con’ meaning together and the root ‘ceive’ meaning ‘to take’. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [ei] representing /ee/, /ay/, /igh/ | **Roots**: ‘ceive’, ‘ceit’, ‘cept’, ‘ceipt’ | protein, seize, deceive, receipt  feign, heinous  seismic, seismograph  **Additional words using the root 'ceive’**:  accept-acceptance, concept-conception, except-exception-exceptional-unexceptional, intercept, perceptive, reception | **Orthographic component**  Revise proofreading written texts to correct misspellings. Spelling reference tools may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise the **roots**:   * ‘ceive’, ‘ceit’, ‘cept’ and ‘ceipt’ meaning 'take’ * Latin origin. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [gu] representing /g/ | **Assimilated prefixes**: dis- (dif-) | guide, guilty, baguette, guinea, guard, disguise  **Additional words using the prefixes dis- and dif**-:  disallow, dishonest, discard, dissect, disable, disagree, disarm, disarray, disaster, differ, different, difficult | **Orthographic component**  The infrequently occurring grapheme ‘gu’ represents the phoneme /g/ as in guest.  Explore the **position of graphemes** within a word:   * ‘gu’ is often used at the beginning of a word (guide).   **Morphological component**  Revise **assimilated prefixes**. Introduce the prefix:   * dis- meaning ‘not, opposite of, away’ * dis- assimilates to dif- when affixed to some words for ease of articulation * dis- assimilates to dif- before words beginning with ‘f’ (differ). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring letter pattern [ge] representing /j/ | **Assimilated prefixes**: dis- (dif-) | scrounge, surgeon, gorgeous, dungeon, discharge, disgorge  **Additional words using the prefixes dis- and dif-**:  distraught, disavow, disband, discard, disclose, discolour, discount, diffident, diffract, diffuse | **Orthographic component**  The infrequently occurring letter pattern ‘ge’ represents the phoneme /j/ as in large.  Explore the **position of graphemes** within a word:   * ‘ge’ is used at the end of a base word following a consonant (charge).   Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise the **prefix**:   * dis- meaning ‘not, opposite of, away’ * dis- assimilates to dif- when affixed to some words for ease of articulation * dis- assimilates to dif- before words beginning with ‘f’. |

### Term 4 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology
* Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Explain the etymology of taught roots and apply this knowledge when creating written texts
* Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas

Table 25 – Stage 3 – Year A – Term 4 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Letter pattern [ve] representing /v/  (English) | **Latin root**: ‘struct’ | groove, adaptive, sensitive, constructive, destructive  **Additional words using the root ‘struct’**:  structure, unobstructed, infrastructure, instructor, instructions, indestructible | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  When the phoneme /v/ is represented as the letter pattern ‘ve’, the word is usually English in origin.  Explore the **position of graphemes** within a word:   * ‘ve’ is used at the end of words * English words do not end with the graph ‘v’ (active) * an ‘e’ is added to ‘v’ when /v/ is found at the end of a word * this is common in words that have a short medial vowel and end with /v/ (give, have)   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘struct’ meaning ‘to build’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, constructive contains the assimilated prefix com- meaning with or together, the root ‘struct’ meaning to build and the derivational suffix -ive meaning a quality or inclination. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ve] representing /v/  (English) | **Latin roots**: ‘mote’, ‘mobe’, ‘move’ | defensive, adhesive, motive, automotive, movement, countermove, remove-removalist  **Additional words using the root ‘mote’:**  motionless, motivation, motorbike, promote, mobile, immobile | **Morphological component**  Introduce the **roots**:   * ‘mote’, ‘mobe’ and ‘move’ meaning ‘move’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, automotive contains the root ‘auto’ meaning self, the root ‘mote’ meaning move and the derivational suffix -ive meaning a quality. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [oar] representing /or/ | **Homophones** | horse-hoarse, horde-hoard, course-coarse, bore-boar, bored-board, or-oar-ore  **Additional homophones**:  core-corps, foreword-forward, source-sauce | **Orthographic component**  The infrequently occurring grapheme ‘oar’ represents the phoneme /or/ as in board.  Explore the **position of graphemes** within a word:   * ‘oar’ is used in the middle and at the end of base words (h**oar**se, b**oar**).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ere] representing /ear/ and /air/ | **Greek root**: ‘sphere’ | adhere, interfere, sincerely, sphere-spherical, atmosphere, hemisphere, hydrosphere, ecosphere  werewolf, premiere | **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ere’. This digraph is often used to represent /ear/ as in here and /air/ as in where.  Explore the **position of graphemes** within a word:   * /ear/: ‘ere’ is often used at the end of words (h**ere**). * /air/: ‘ere’ is often used at the end of a word (th**ere**).   **Morphological component**  Introduce the **root**:   * ‘sphere’ meaning 'ball, globe’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, atmosphere contains the prefix atmo- meaning vapour or steam and the root ‘sphere’ meaning globe. |

### Term 4 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology
* Recognise that the same grapheme can represent different phonemes
* Proofread written texts to correct misspellings, making use of spelling reference tools where required

**Morphological component**

* Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-
* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 26 – Stage 3 – Year A – Term 4 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [er] representing /er/, /ear/ and /ə/ | **Root**: ‘hyper’ | alert, certify, merchant, concern, berserk, hyperbole  cereal, coherent, query, bacteria, material, superhero  hacker, cower, hyperlink, hyperactive, hypercharge, hyperthermia, hypersensitive, hyperventilation | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the digraph ‘er’. This digraph is often used to represent /er/ as in h**er** and /ear/ as in s**er**ious. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /er/: ‘er’ is often used in the middle or at the end of words (t**er**m, h**er**) * /ear/: ‘er’ is often used in the middle of words (z**er**o) * /ə/: ‘er’ may be used in the unstressed syllable in multisyllabic words (hack**er**).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘hyper’ meaning ‘over, above, beyond’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, hyperthermia contains the root ‘hyper’ meaning over, the root ‘therm’ meaning heat and the derivational suffix -ia meaning state or condition. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [er] representing /er/, /ear/ and /ə/ | **Root**: ‘hypo’ | deserve, emerge, external, internal, perseverance, hypoderm, hypothermia  superior, inferior, wisteria  flounder, wander, stretcher  **Additional words using the root ‘hypo’**:  hypothetical, hypoventilation | **Orthographic component**  Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise previously introduced **roots**.  Introduce the root:   * ‘hypo’ meaning ‘below, beneath’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, hypothermia contains the root ‘hyper’ meaning below, the root ‘therm’ meaning heat and the derivational suffix ‘ia’ meaning state or condition. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [sc] representing /s/  (Latin) | **Assimilated prefixes**: ob- (oc-, of-, op-) | adolescent, fascinate, scenery, obscene, oscillate, scissors, science, transcend, susceptible, resuscitate, discipline  **Additional words using the prefixes ob-, oc-, of-, op-**:  observe, object, obstruct, oblige, occupy, occasion, occur, offensive, offer, opposition, opportunity | **Orthographic component**  When the phoneme /s/ is represented as the digraph ‘sc’, the word is usually Latin in origin (science).  Explore the **position of graphemes** within a word:   * ‘sc’ is often used at the beginning or in the middle of words (scissors, fascinate).   **Morphological component**  Revise **assimilated prefixes**. Introduce the prefix:   * ob- meaning ‘against, opposed’ * ob- assimilates to oc-, of-, op- when affixed to some words for ease of articulation * explore that the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [sc] representing /s/  (Latin) | **Assimilated prefixes**: ob- (oc-, of-, op-, os-) | discipline, muscles, scenario, obsolescence  **Additional words using the prefixes ob-, oc-, of-, op-**:  obstacle, obligation, obviously, obtain, obtuse, occlude, occupation, offend, oppress, opponent | **Morphological component**  Introduce the **prefix**:   * ob- meaning ‘against, opposed’ * ob- assimilates to oc-, of-, op- when affixed to some words for ease of articulation * the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root. |

## Stage 3 – Year B

### Term 1 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling\*

**Orthographic component**

* Recognise that the same grapheme can represent different phonemes\*

**Morphological component**

* Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots\*

Table 27 – Stage 3 – Year B – Term 1 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [or] representing /or/, /er/ and /ə/ | **Derivational suffix**:  -age | organ, thorn, flora, dormant, store-storage, short-shortage, orphan-orphanage  worldly, worship, password  sector, sponsor, elevator  **Additional words using the suffix -age**:  pass-passage, post-postage, marry-marriage, carry-carriage, bag-baggage, pack-package, use-usage, waste-wastage, stow-stowage, block-blockage, cover-coverage | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the digraph ‘or’. The digraph ‘or’ is used to represent /or/ as in fork and /er/ as in word. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /or/: ‘or’ is often used in the middle of words (c**or**k) * /er/: ‘or’ is often used in the middle of words after a ‘w’ (w**or**d) * /ə/: ‘or’ may be used in the unstressed syllable in multisyllabic words (sect**or**).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -age: meaning ‘result of, state of’ * -age attaches to verbs to form nouns: pack-package * -age attaches to nouns to form names of places: orphan-orphanage.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (store, storage). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [or] representing /or/, /er/ and /ə/ | **Derivational suffix**: -ory | forum, informative, organism, participate-participatory, invent-inventory, advise-advisory, migrate-migratory  worthy, bookworm, attorney  navigator, prior, horror, tutor, equator, sense-sensory, direct-directory | **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ory: meaning ‘a place or something having a specific use relating to’, ‘characterised by’ * -ory attaches to verbs to form nouns: observe-observatory, direct-directory * -ory attaches to verbs and nouns to form adjectives: advise-advisory.   Revise the **‘drop the e’ generalisation** (sense, sensory). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [o] representing /o/, /ow/, /u/ and /ə/ | **Derivational suffix**: -ion | modern, opinion, construct-construction, populate-population, object-objection  globe, ocean, innovate-innovation, devote-devotion  money, nothing, confront-confrontation, oppress-oppression, possess-possession, connect-connection  **Additional words using the suffix -ion**:  supervise-supervision, celebrate-celebration, generate-generation, prevent-prevention, educate-education, distribute-distribution, invent-invention, extinct-extinction, habitat-habitation, ignite-ignition | **Orthographic component**  Highlight the different phonemes represented by the graph ‘o’. The graph ‘o’ can be used to represent /o/ as in on, /ow/ as in both and /u/ as in come. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /o/: ‘o’ is used at the beginning and in the middle of base words (**o**n, fr**o**st) * /ow/: ‘o’ is used at the end of a syllable (**o**ver, n**o**ble, buffal**o**) * /u/: ‘o’ is used in the middle of base words (s**o**me) * / ə/: ‘o’ may be used in the unstressed syllable in multisyllabic words (li**o**n).   **Morphological component**  Revise **derivational suffixes**.Introduce the suffix:   * -ion meaning ‘act’ or ‘process’ * -ion attaches to verbs to form nouns: educate-education, discuss-discussion, mot-motion.   Revise **the ‘drop the e’ generalisation** (educate-education). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [o] representing /o/, /ow/, /u/ and /ə/ | **Derivational suffixes**: -ation, -ition | observe, conserve-conservation, occupy-occupation, oppose opposition, compete-competition  frozen, zero, yodel  Monday, some, love, discover, govern  occur, obscure, patron  **Additional words using the suffixes -ation and -ition**: admire-admiration, expire-expiration, form-formation, relax-relaxation, tempt-temptation, limit-limitation, add-addition, define-definition | **Morphological component**  **Revise derivational suffixes. Introduce suffix:**   * -ation and -ition meaning ‘act’ or ‘process’ * attaches to verbs to form nouns: add-addition * -ation is sometimes formed from the suffixes -ate + -ion * there is no strict generalisation for when to use -ation or -ition: starve-starvation, compete-competition. |

### Term 1 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Proofread written texts to correct misspellings, making use of spelling reference tools where required\*
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Explain and use spelling conventions to add derivational suffixes such as *-ion*, *-ian*, *-ence*, *-ous* to base words or roots

Table 28 – Stage 3 – Year B – Term 1 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [g] representing /g/, /j/ | **Derivational suffix**: -ssion | gimmick, galaxy, gibbon, regress-regression, progress-progression, aggression  beverage, encourage, allergy, refugee, synergy  **Additional words using the suffix -ssion**:  admit-admission, permit-permission, commit-commission, emit-emission, omit-omission, admit-admission, submit-submission, transmit-transmission | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the single-letter graph ‘g’. This graph is often used to represent /j/ as in germ and /g/ as in get.  Explore the **position of graphemes** within a word:   * /g/: ‘g’ is used before any letter other than ‘e’, ‘i’ or ‘y’ * it is sometimes called the ‘hard g’ (glint, cargo) * /j/: ‘g’ represents /j/ (or the ‘soft g’) when followed by the graphs ‘e’, ‘i’ or ‘y’ (gem, gist, gym)   Introduce **proofreading written texts** to correct **misspellings**. Errors can be corrected by checking:   * **phonemes**: What phonemes can be heard in the word? * **graphemes**: Are the correct graphemes used for the word? * **morphemes**: Are there prefixes, suffixes or base words within the word? * **generalisations**: Are there generalisations to assist in spelling the word?   **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies. Proofreading texts to correct misspellings should be practised regularly.  **Morphological component**  Revise derivational suffixes. Introduce the suffix:   * -ssion meaning ‘act’ or ‘process’ * attaches to verbs to form nouns: admit-admission * when a verb ends with ‘mit’, the ‘t’ is dropped before attaching -ssion: permit-permission. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Letter pattern [al] representing /əl/, /ar/, /or/ | **Derivational suffix**: -al | general, equal, special, emotion-emotional, deny-denial, revive-revival, remove-removal, reverse-reversal, appraise-appraisal  almond, behalf  chalk, stalk | **Phonological component**  In words that end in ‘al’, the final syllable is usually unstressed (loc**al**). This final syllable is often pronounced as a schwa + /l/ (lo-c**ul**).  **Orthographic component**  Highlight the different phonemes represented by the letter pattern ‘al’. The letter pattern ‘al’ represents the phonemes /ar/ as in half and /or/ as in walk. It also represents schwa + /l/ as in social.  The schwa pronounced in the final syllable ‘al’ is represented by ‘a’.  **Morphological component**  Revise **derivational suffixes**.Introduce the suffix:   * -al meaning ‘having characteristics of; like’ * attaches to verbs to form nouns: dismiss-dismissal * attaches to nouns to form adjectives: logic-logical   **The ‘drop the e’ generalisation:** when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (reverse, reversal).  **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (deny, denial). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Letter pattern [al] representing /əl/, /ar/, /or/ | **Derivational suffixes**: -ly, -ally | legal-legally, regal-regally, global-globally, general-generally, original-originally, equal-equally  calm-calmly  **Additional words using the suffixes -ly and -ally**:  lone-lonely, sedate-sedately, innocent-innocently, desperate-desperately, serene-serenely, medical-medically, emotional-emotionally | **Morphological component**  Revise **derivational suffixes**. Introduce the suffixes:   * -ly (revision) and -ally meaning ‘how something is; or like’ * attaches to adjectives to form adverbs * base words ending in -ic or -al use the suffix -ally: terrific- terrifically, emotional-emotionally.   **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (lone, lonely).  Explore how words ending in -le change to -ly (lone, lonely). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ar] representing /ar/, /air/, /or/ and /ə/ | **Derivational suffix**: -ity, -ety, -ty | arcade, article, calamari  dictionary, rare-rarity, scarce-scarcity  quarter, wardrobe, thwart  muscular, circular, cougar  **Additional words using the suffixes -ity, -ety, -ty**:  certain-certainty, cruel-cruelty, frail-frailty, loyal-loyalty, safe-safety, brutal-brutality, fluid-fluidity, mental-mentality, toxic-toxicity, celebrity, clarity, dignity, enormity, anxiety, variety, notoriety, society | **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ar’. This digraph is often used to represent /ar/ as in farm, /air/ as in scarce and /or/ as in warm. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /ar/: ‘ar’ is used at the beginning, in the middle and at the end of base words (**ar**m, m**ar**ch, f**ar**) * /air/: ‘ar’ is used in the middle of words (sc**ar**ce). * /or/: ‘ar’ is used is used in the middle of words (w**ar**m). * /ə/: ‘ar’ may be used in the unstressed syllable in multisyllabic words (begg**ar**).   **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -ity, -ety and -ty meaning ‘state or condition of being, doing’ * -ity and -ty attaches to adjectives to form nouns: real-reality, certain-certainty, technical-technicality * -ity, -ety, and -ty attach to bound stems (incomplete root words) to form nouns: char-charity, anxi-anxiety, liber-liberty. |

### Term 2 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Recognise that the same grapheme can represent different phonemes
* Proofread written texts to correct misspellings, making use of spelling reference tools where required

**Morphological component**

* Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-\*

Table 29 – Stage 2 – Year B – Term 2 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [i] representing /i/, /igh/, /ee/ and /ə/ | **Assimilated prefixes**: com- (col-, cor-) | income, cripple, combination, commiserate  appliance, library, triangle, collide  genius, audio, mosquito, courier, spookiest  fossil, April, council, pencil, compliment  **Additional words using the prefixes com-, col- and  cor-**:  combat, commence, compare, compose, collaborate, collapse, collate, colleague, college, correct, correlate, correspond, corrupt, corrode, corroborate | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the graph ‘i’. This graph is often used to represent /i/ as in igloo, /igh/ as in find and /ee/ as in genius. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /i/: ‘i’ is used at the beginning or middle of words (**i**t, h**i**t). * /igh/: ‘i’ is often used at the end of a syllable in a multisyllabic word or in a base word when followed by 2 consonants (t**i**ny, k**i**nd) * /ee/: ‘i’ is used in the middle or at the end of words (aud**i**o, Bal**i**) * it often replaces ‘y’ when adding a vowel suffix (fanc**i**est). * /ə/: ‘i’ may be used in the unstressed syllable in multisyllabic words (fossil). * English words do not end with the graph ‘i’ * words that do end in ‘i’ may have been borrowed from other languages (calamari – Greek) or may be abbreviations (taxi, taxicab).   **Morphological component**  Revise **assimilated prefixes**. Introduce the prefix:   * com- meaning ‘together, with, jointly’ * com- assimilates to col-, cor-, co-, con- when affixed to some words for ease of articulation * com- becomes col- and cor- before l and r: lateral-collateral, relate-correlate.   **Note**: con- and co- will be explored in the following week. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [i] representing /i/, /igh/, /ee/ and /ə/ | **Assimilated prefixes**: com- (con-, co-) | grid, swift, critter, condition, conflict, coexist  copilot  alien, fiesta, pizza  cohabit, coordinate  **Additional words using prefixes com-, con- and  co-**:  concentration, concern, concrete, condense, confess, confide, confront, confuse, coeducation, cohort, cooperate, coauthor | **Orthographic component**  Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise the assimilated **prefixes**:   * com- meaning ‘together, with, jointly’ * com- assimilates col-, cor-, co-, con- when affixed to some words for ease of articulation * explore how con- is used before consonants other than ‘b’, ‘p’ and ‘m’: form-conform * explore how co- is used before ‘h’ and most vowels: habit-cohabit, operate-cooperate. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [u] representing /u/, /oo/ and /ə/ | **Assimilated prefixes**: sub- (suc-, suf- sur-, sug-, sus-) | buttery, glutton, bubbler, subheading, submarine, submerge, subtract, subtotal, subzero, subspecies, success-successful-succession, succinct, succulent  pulley, bulletin, sugar  sucrose, brutal, lunar  circus, minus, bonus | **Orthographic component**  Highlight the different phonemes represented by the graph ‘u’. This grapheme is often used to represent /u/ as in up, /oo/ as in pull and /oo/ as in flu. It can also be pronounced as a schwa /ə/.  Explore the **position of graphemes** within a word:   * /u/: 'u’ is often used at the beginning of a word or in the middle of a syllable (under, b**u**tter) * /oo/: ‘u’ is always followed by a consonant (b**u**ll) * /oo/: ‘u’ is often used at the beginning of a word or at the end of a syllable (**u**nit, s**u**per) * /ə/: ‘u’ may be used in the unstressed syllable in multisyllabic words (circ**u**s). * English words do not end with the graph ‘u’ * common words ending in ‘u’, such as *menu* (French) are derived from other languages.   **Morphological component**  Revise **assimilated prefixes**. Introduce the prefix:   * sub- meaning ‘under, below, secondary’ * sub- assimilates to suc-, suf-, sur-,  sug-, sus- when affixed to some words for ease of articulation * explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [u] representing /u/, /oo/ and /ə/ | **Assimilated prefixes**: sub- (suc-, suf- sur-, sug-, sus-) | rummage, tussock, sullen, suffer, suffix, sufficient  octopus, bullock, fulcrum  duplex, evaluate  surround, surreal, surrender, suggest-suggested-suggestion, suspect-suspicion, sustain, suspend | **Morphological component**  Revise the **prefix**:   * sub- meaning ‘under, below, secondary’ * sub- assimilates to suc-, suf-, sur-,  sug-, sus- when affixed to some words for ease of articulation * explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root. |

### Term 2 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology\*
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Explain the etymology of taught roots and apply this knowledge when creating written texts\*

Table 30 – Stage 3 – Year B – Term 2 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Letter pattern [ed] representing /t/, /d/ and /əd/ | **Root**: ‘port’ | scrapped, quipped, gushed, checked  buzzed, dimmed, rammed  report-reported-reporter, export-exported, import-imported, deport-deportee-deported  **Additional words using the root ‘port**’:  sport-sports, airport, carport, heliport | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  Explore the 3 different phonemes represented by the tense-marking suffix -ed:   * /d/ as in sailed * this phoneme is used when the base word ends with a voiced sound. * /t/ as in escaped * this phoneme is used when the base word ends with an unvoiced sound. * /əd/ as in skated * this phoneme is used when the base word ends in ‘t’ or ‘d’ * this sound forms a new syllable.   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘port’ meaning ‘to carry’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, reporter contains the prefix ‘re’ meaning again, the root ‘port’ meaning to carry and the derivational suffix ‘er’ meaning the person who does the verb. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Letter pattern [ed] representing /t/, /d/ and /ed/ | **Latin root**: ‘port’ | zipped, snapped, hacked, cuffed  bogged, lugged, mulled  transport-transported, support-supported-supportive-unsupported  **Additional words using the root ‘port’**:  porter, portable, transport-transportation, important-unimportant | **Morphological component**  Revise the **root**:   * ‘port’ meaning ‘to carry’ * Latin origin. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ph] representing /f/ (Greek) | **Greek roots**: ‘photo’, ‘phos’ | physical, phobia, phase, phantom, phoenix, phonics, autograph, triumph, photograph-photography, photon, photocopy-photocopier, photogenic, photosynthesis, phosphorous, phosphorescence | **Orthographic component**  When the phoneme /f/ is represented as the digraph ‘ph’, the word is usually Greek in origin (phosphorous).  **Morphological component**  Revise previously introduced **roots**. Introduce the roots:   * ‘photo’ and ‘phonos’ meaning ‘light’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, photograph contains the root ‘photo’ meaning light and the root ‘graph’ meaning write. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ph] representing /f/ (Greek) | **Greek roots**: ‘phon’, ‘phono’ | paragraph, choreograph, dolphin, sphere, trophy, graphics, telephone, microphone, megaphone, symphony, saxophone, sousaphone, cacophony | **Morphological component**  Revise previously introduced **roots**. Introduce the roots:   * ‘phon’ and ‘phono’ meaning ‘sound’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, telephone contains the prefix tele- meaning distance and the root ‘phon’ meaning sound. |

### Term 3 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas\*
* Explain and use spelling conventions for assimilated prefixes such as *in-*, *ad-*, *com-*

Table 31 – Stage 3 – Year B – Term 3 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ow] representing /ow/ | **Homophones** | bungalow, wallow, billow, bow-beau, grown-groan, thrown-throne  drowsy, scowling, browsing, yowl, allowed-aloud, fowl-foul, coward-cowered | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ow’. This digraph is often used to represent /ow/ as in blow and /ow/ as in now.  Explore the **position of graphemes** within a word:   * /ow/: ‘ow’ ‘is often used at the end of base words (bill**ow**) * /ow/: ‘ow’ is often used in the middle and at the end of base words (t**ow**n, h**ow**).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).  Homophones sometimes arise because a suffix has been added to a base word. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [au] representing /or/, /o/, /ar/ | **Homophones** | caution, applaud, authentic, bauble, taut-taught, haul-hall, maul-mall, clause-claws, pause-paws, sauce-source, draught-draft  auction, somersault, Australia, sausage, vault  aunt, laugh, draught | **Orthographic component**  Highlight the different phonemes represented by the digraph ‘au’. This digraph is often used to represent /or/ as in haunt, /o/ as in *bec*au*se* and /ar/ as in laugh.  Explore the **position of graphemes** within a word:   * /or/: ‘au’ is often used at the beginning or in the middle of words (**au**dience, s**au**ce) * /o/: ‘au’ is used at the beginning and in the middle of base words (**Au**stralia, v**au**lt) * /ar/: ‘au’ is used at the beginning and in the middle of base words (**au**nt, l**au**gh) * English words do not end with the graph ‘u’ * words that do end in ‘u’ may have been borrowed from other languages (*menu* – French) or may be abbreviations (*flu, influenza*).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).  Homophones sometimes arise because a suffix has been added to a base word. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [au] representing /or/, /o/, /ar/ | **Root**: ‘hydr’ | astronaut, audience, daunting, fraud, flaunt, haul, haunt, applaud, authentic, trauma, automatic  cauliflower, hydraulic, fault, vault, sausage, somersault, Australia, auction  draught, aunt, laugh  **Additional words using the root ‘hydr’**:  hydration, rehydrate, hydrant, carbohydrates, hydroelectricity | **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘hydr’ meaning ‘water’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, hydration contains the root ‘hydr’ meaning water and the suffix -ation meaning act or process. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ci] representing /sh/ (Latin) | **Roots**: ‘spect’, ‘spec’, ‘spic’ | precious, artificial, delicious, politician, special, suspicious, suspicion, auspicious  **Additional words using the root ‘spect’**:  inspector, perspective, aspect, spectator, spectacular, spectrum, suspect, species, specify, specimen, speculate, auspices, conspicuous, despicable | **Orthographic component**  When the phoneme /sh/ is represented as the digraph ‘ci’, the word is usually Latin in origin (special).  Explore the **position of graphemes** within a word:   * ‘ci’ can be used at the beginning of any syllable after the first one * it is often part of the final syllables ‘cial’, ‘cious’ and ‘cian’ (special, precious, magician).   **Morphological component**  Revise previously introduced **roots**. Introduce the roots:   * ‘spect’ meaning ‘to look’ * ‘spec’ and ‘spic’ also meaning ‘to look, watch, observe’ * Latin origin.   Revise known **prefixes** and **derivational suffixes** and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, inspector contains the prefix in- meaning in, the root ‘spect’ meaning to look and the suffix -or meaning a person who does the verb. |

### Term 3 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts\*
* Recognise that the same grapheme can represent different phonemes
* Proofread written texts to correct misspellings, making use of spelling reference tools where required

**Morphological component**

* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 32 – Stage 3 – Year B – Term 3 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [gn] representing /n/ | **Root**: ‘sign’ | align, campaign, foreign, gnash, gnaw, sign, signpost, signage, assign, designer, resign, consign  **Additional words using the root ‘sign’**:  signify, signal significance, signature, insignia | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The infrequently occurring grapheme ‘gn’ represents the phoneme /n/ as in sign.  Explore the **position of graphemes** within a word:   * ‘gn’ is usually found at the beginning or end of base words (gnaw, sign).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘sign’ meaning ‘mark, seal’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, signature contains the root ‘sign’ meaning mark or seal, the derivational suffixes  -ate meaning the product of a process and -ure meaning the result of the act. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [pe] representing /p/ | **Root**: ‘scope’ | taupe, troupe  microscope, telescope, stethoscope, horoscope, periscope, kaleidoscope, thermoscope | **Orthographic component**  The infrequently occurring grapheme ‘pe’ represents the phoneme /p/ as in taupe.  Explore the **position of graphemes** within a word:   * ‘pe’ is used at the end of base words (taupe).   **Note:** while ‘pe’ appears at the end of the root ‘scope’, this root features the split digraph o\_e. The digraph ‘pe’ does not appear in this root.  Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘scope’ meaning ‘look, viewing instrument’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, microscope contains the root ‘micro’ meaning small and the root ‘scope’ meaning viewing instrument. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [augh] representing /or/ | **Root**: ‘tract’ | daughter, naughty, onslaught, caught, fraught, taught, slaughter, distraught  **Additional words using the root ‘tract’**:  attract-attractive-attraction, abstract, tractor, subtract-subtraction, distract-distraction, detract, retract, extraction, protractor | **Orthographic component**  The infrequently occurring grapheme ‘augh’ represents the phoneme /or/ as in taught.  Explore the **position of graphemes** within a word:   * ‘augh’ is used before the graph ‘t’ (d**au**ghter).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘tract’ meaning ‘drag, pull’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, attract contains the assimilated prefix ad- (or at-) meaning to or towards and the root ‘tract’ meaning drag or pull. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [t] representing /t/, /ch/ | **Root**: ‘rupt’ | textiles, twilight, tyrant, temperature, grapefruit, concrete, bracelet, appointment, ignorant, footprint, sensitive, property, standard, material, constant  creature, texture, temperature, signature, sculpture, posture, signature, rupture  **Additional words using the root ‘rup**t’:  abrupt-abruptly, corrupt-anticorruption, erupt-eruption, interrupt, bankrupt, disrupt-disruptive | **Orthographic component**  Highlight the different phonemes represented by the graph ‘t’. This graph is often used to represent /t/ as in top or /ch/ as in statue.  Explore the **position of graphemes** within a word:   * /t/: ‘t’ is used at the beginning, in the middle and at the end of words (tap, motor, right) * /ch/: ‘t’ is often found at the beginning of the suffix -ture (capture).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘rupt’ meaning ‘break’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, abrupt contains the prefix ab- meaning away or from and the root ‘rupt’ meaning break. |

### Term 4 (early)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology
* Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts
* Recognise that the same grapheme can represent different phonemes

**Morphological component**

* Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-
* Explain the etymology of taught roots and apply this knowledge when creating written texts
* Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas

Table 33 – Stage 3 – Year B – Term 4 (early) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [ue] representing /oo/ | **Assimilated prefixes**: ad- (ac-, af-, ag-, al-, an-, ap-, ar-, as-, at) | construe, fondue, gruesome, untrue, glueing, accrue  **Additional words using the prefixes ad-, ac-, af-, ag-, al-, an-, ap-, ar-, as-, at-**:  adjective, adverb, advice, admit, advance-advantage, adjoin, account, accident, acknowledge, acclaim, accept, affect, affirm, affix, affront, afflict, arrive, assist, assure, attract | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The infrequently occurring grapheme ‘ue’ represents the phoneme /oo/ as in true.  Explore the **position of graphemes** within a word:   * ‘oo’ is often used at the end of a base word (tr**ue**).   **Morphological component**  Revise **assimilated prefixes**. Introduce the prefix:   * ad- meaning ‘to, toward’ * ad- assimilates to ac-, af-, as-, al-, at-, ap- when affixed to some words for ease of articulation * the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [se] representing /s/ and /z/ | **Assimilated prefixes**: ad- (ac-, af-, ag-, al-, an-, ap-, ar-, as-, at) | crease, disperse, adverse  advertise, advise, accuse, appraise  **Additional words using the prefixes ad-, ac-, af-, ag-,  al-, an-, ap-, ar-, as-, at-**:  aggravate, aggress, allow, allocate, allude, allege, annoy, announce, annotate, apparent, approve, appear, appoint, appeal, arrest, arrange, assess, assign, assert, attend, attach, attain | **Orthographic component**  Highlight the different phonemes represented by the letter pattern ‘se’. This letter pattern is often used to represent /s/ as in house and /z/ as in cheese.  Explore the **position of graphemes** within a word:   * /s/: ‘se’ is used at the end of words * the addition of the ‘e’ to the ‘s’ keeps singular nouns from looking plural (house) and singular verbs from looking plural (tease) * /z/: ‘se’ is often used after long vowel phonemes or consonant phonemes (cheese, cleanse).   **Morphological component**  Revise the **prefix**:   * ad- meaning ‘to, toward’ * ad- assimilates to ac-, af-, ag-, al-, an-, ap-, ar-, as-, at- when affixed to some words for ease of articulation * the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ir] representing /er/, /ear/ | **Root**: ‘circum’ | affirm, circus, quirky, smirking, circumference, circumstance, circumspect, circumnavigate, circumvent  souvenir, delirious | **Orthographic component**  Highlight the different phonemes represented by the digraph ‘ir’. This digraph is often used to represent /er/ as in first and /ear/ as in souvenir.  Explore the **position of graphemes** within a word:   * /er/: ‘ir’ is often used in the middle of words (b**ir**d) * /ear/: ‘ir’ is often used at the end of words (souven**ir**).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘circum’ meaning ‘around’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, destruction contains the prefix ‘de’ meaning opposite, the root ‘struct’ meaning to build and the derivational suffix -ion meaning the act or process. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [que] representing /k/ (French) | **Homophones** | critique, grotesque, marquee, mystique, opaque, oblique, picturesque, technique, unique, cue-queue, bask-Basque, check-cheque, click-clique, peek-peak-pique, mask-masque | **Orthographic component**  When the phoneme /k/ is represented as the trigraph ‘que’, the word is usually French in origin (queue).  Explore the **position of graphemes** within a word:   * ‘que’ is often used at the end of a base word (cheque).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |

### Term 4 (late)

**Phonological component**

* Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component**

* Apply and explain graphemes identified by their etymology
* Proofread written texts to correct misspellings, making use of spelling reference tools where required

**Morphological component**

* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 34 – Stage 3 – Year B – Term 4 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ps] representing /s/ (Greek) | **Greek root**: ‘pseudo’ | pseudonym, pseudoscience, pseudorandom, pseudoscorpion | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  When the phoneme /s/ is represented as the digraph ‘ps’, the word is usually Greek in origin (pseudonym).  Explore the **position of graphemes** within a word:   * ‘ps’ is often used at the beginning of a word (psyche).   **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘pseudo’ meaning 'false’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, pseudonym contains the root ‘pseudo’ meaning false and the suffix -onym meaning name. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ps] representing /s/ (Greek) | **Root**: ‘psycho’ | psychology, psychologist, psychoanalyse, psychological, psychometric | **Orthographic component**  Revise **proofreading written texts** to correct misspellings. **Spelling reference tools** may be used where required, including word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Introduce the **root**:   * ‘psycho’ meaning 'mind’ or ‘mental’ * Greek origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, psychology contains the root ‘psycho’ meaning mind and the suffix -logy meaning the study of. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [si] representing /sh/ (Latin) | **Roots**: ‘pulse’, ‘pel’ | dimension, expansion, compulsion, expulsion, propulsion  **Additional words using the roots ‘pulse’ and ‘pel’**:  impulsive, pulse, pulsating, repulsive, compel, dispel, propeller, repel, repellent | **Orthographic component**  When the phoneme /sh/ is represented as the digraph ‘si’, the word is usually Latin in origin (tension).  Explore the **position of graphemes** within a word:   * ‘si’ is often used as part of the common final syllable ‘sion’ (mansion). This digraph can be used at the beginning of any syllable after the first one.   **Morphological component**  Revise previously introduced **roots**. Introduce the roots:   * ‘pulse’ and ‘pel’ meaning ‘push’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, compulsion contains the prefix com- meaning together, the root ‘pulse’ meaning push and the suffix -ion meaning act or process. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [si] representing /sh/ (Latin) | **Roots**: ‘pense’, ‘pend’ | tension, controversial, suspension, dimension, expansion, comprehension, controversial, mansion pension  **Additional words using the roots ‘pense’ and ‘pend’**:  compensation, dispense, expensive, pensive, suspense, dependable, expend, impending, independence, pendant, pending, pendulum | **Morphological component**  Introduce the roots:   * ‘pense’ and ‘pend’ meaning ‘hang, weigh’ * Latin origin.   Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, suspension contains the assimilated prefix sub- meaning under, the root ‘pense’ meaning hang and the suffix -ion meaning act or process. |

# Appendix 1 – morphological generalisations

For easy reference, common morphological generalisations are listed below. These generalisations are referred to throughout the ‘English 3–6 Multi-age – Instructional sequence – Spelling’.

## Inflected suffixes – plurals

* **The ‘add -s’ generalisation**: the most common way to change a singular noun to a plural is to add the suffix -s to the end of the base word (cat, cats)
* **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the plural form by adding the suffix -es (beach, beaches)
* **The ‘f to ve’ generalisation**: when a singular noun ends with ‘f’ or ‘fe’, the plural can be created in 2 ways. Generally, the ‘f’ or ‘fe’ is replaced with a ‘v’ before adding the suffix -es (knife, knives). In some cases, only the suffix -s is added (chef-chefs)
* **The ‘words ending with o’ generalisation**: when a singular noun ends with ‘o’, the plural can be created in 2 ways. When a word ends in a vowel and an ‘o’, the suffix -s is added (studio, studios). When a word ends with a consonant and an ‘o’, the suffix -es is often added (hero, heroes)
* **The ‘change the y to i’ generalisation**: when a noun ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding the suffix -es (baby, babies)
* **The ‘keep the y’ generalisation**: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding the suffix -s (jockey, jockeys)

## Inflected suffixes – tense and comparison

* **The ‘add -s’ generalisation**: to express the present tense, add the suffix -s to a base verb (run, runs)
* **The ‘add -es’ generalisation**: to express the present tense when a base verb ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, add the suffix -es (push, pushes)
* **The ‘words ending with o’ generalisation**: when a verb ends with ‘o’, the present tense can be created in 2 ways. When a verb ends in a vowel and an ‘o’, the suffix -s is added (video, videos). When a verb ends with a consonant and an ‘o’, the suffix -es is often added (echo, echoes)
* **The ‘change the y to i’ generalisation**: when a word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (happy, happier)
* **The ‘keep the y’ generalisation**: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix (play, playing)
* **The ‘drop the e’ generalisation**: when a word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (skate, skating)
* **The ‘final consonant doubling’ generalisation**: for single-syllable words ending with consonant vowel consonant (CVC), the final consonant is usually doubled before adding a suffix (thin, thinner).

## Derivational suffixes

* **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (vary, various)
* **The ‘keep the y’ generalisation**: when a base word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix (enjoy, enjoyable)
* **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (base, basic)
* **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (measure-measurement)

# References

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