English – Stage 3

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 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 a 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 Stage 3, the phonological focus for students is the application of phonological skills to multisyllabic words (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 Stage 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 3 extends upon previous learning of derivational suffixes and homophones, and includes learning about 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) (NSW Department of Education 2023a).

# Instructions for use

The ‘English – Stage 3 – Instructional sequence – Spelling’ is a suggested sequence to support the planning of explicit, systematic and cumulative spelling lessons for students in Years 5 and 6. This sequence has been designed to support students in demonstrating the outcome:

**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

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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 Stage 3 scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/english-k-6-scope-and-sequences). 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 that 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, 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 prefixes**** | 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 suffixes**** | 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 suffixes**** | 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 3 – Year 5

### 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 3 – 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. 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**  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**ffecti**o**n).   **Morphological component**  Introduce **derivational suffixes**. Introduce the 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, gr**a**mmar, **a**ddition-**a**dditive  gl**a**sses, f**a**st  squ**a**sh, sw**a**b  r**a**dio, p**a**stry, h**a**zy  n**a**rrate-n**a**rr**a**tive, coll**a**borate-coll**a**bor**a**tive, communicate-communic**a**tive, initiate-initi**a**tive, im**a**gine-im**a**gin**a**tive, inform-inform**a**tive, **a**ppreciate-**a**ppreci**a**tive  **a**ppositive | **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**: there is a change in pronunciation when a suffix is added. For example, the ‘a’ in addition is pronounced as a schwa, whereas the ‘a’ in additive is pronounced as /a/. |
| 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 | **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 the 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.   Revise **the ‘drop the e’ generalisation** (use-usage). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [or] representing /or/, /er/ and /ə/ | **Derivational suffix**: -ory | f**or**um, inf**or**mative, **or**ganism, participate-participat**or**y, invent-invent**or**y, advise-advis**or**y, migrate-migrat**or**y  worthy, bookworm, attorney  navigat**or**, pri**or**, horr**or**, tut**or**, equat**or**, sense-sens**or**y, direct-direct**or**y | **Morphological component**  Revise **derivational suffixes**. Introduce the 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). |

### Term 1 (late)

**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 to add derivational suffixes such as *-*ion*,* -ian*,* -ence*,* -ous to base words or roots

Table 4 – h(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 [c] representing /k/ and /s/ | **Derivational suffix**: -ion | construct-construction, educate-education, extinct-extinction  cycle, cyclone, privacy, introduce, celebrate-celebration  **Additional words using the 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 graphs ‘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 graphemes ‘e’, ‘i’ or ‘y’ (cycle).   **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.   **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-su**c**tion, **c**ollude-**c**ollusion, in**c**lude-in**c**lusion, pres**c**ribe-pres**c**ription, des**c**ribe-des**c**ription, ins**c**ribe-ins**c**ription, trans**c**ribe-trans**c**ription, subs**c**ribe-subs**c**ription  as**c**end-as**c**ension, de**c**ide-de**c**ision | **Orthographic component**  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 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. |
| 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 | modern, observe, conserve-conservation, occupy-occupation, oppose-opposition, compete-competition  frozen, zero, yodel  Monday, money, 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 | **Orthographic component**  Highlight the different phonemes that are 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 (**ov**er, 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 suffixes:   * -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 the suffixes -ation or  -ition: starve-starvation, compete-competition. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [o] representing /o/, /ow/, /u/ and /ə/ | **Derivational suffix**: -ssion | h**o**spital, d**o**cument, s**o**lid, col**o**ssal, **o**xygen, p**o**ssible  tomat**o**, cl**o**thes  **o**nion, c**o**mfortable  commit-commission, omit-omission, oppress-oppression  **Additional words using the suffix -ssion**:  admit-admission, permit-permission, emit-emission, submit-submission, transmit-transmission | **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. |

### 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**

**Morphological component**

* Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots
* Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-*\**

Table 5 – 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 /e/, /ee/ and /ay/ | **Assimilated prefixes**: in- (im-, il-, ir-) | meadow, pleasant, weather, immeasurable  disease, easel, feature  steak, great  **Additional words using the 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 /e/, /ee/ and /ay/ | **Assimilated prefixes**: in- (im-, il-, ir-) | tr**ea**d, st**ea**lth, r**ea**lm, pleasant, treasure  m**ea**sles, ord**ea**l, y**ea**st, increase, infeasible  br**ea**k  **Additional words using the prefixes il- and ir-**:  illogical, illegal, illegible, illiterate, irregular, irrelevant, irremovable, irrefutable | **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 [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 the suffix -ise**:  capital-capitalise, hospital-hospitalise, social-socialise, modern-modernise, weapon-weaponise, stable-stabilise | **Orthographic component**  Highlight the different phonemes represented by the graph ‘y’. This grapheme is used to represent /ee/ as in happy, /igh/ as in sky, /i/ as in gym and /y/ as in yellow.  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).   **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 the 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). |

### 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
* 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 6 – 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) | **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’ (action).   **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 the 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) | **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 [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 | **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 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 (fanciest) * /ə/: ‘i’ may be used in the unstressed syllable in multisyllabic words (foss**i**l). * 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 the prefixes com-, con- and  co-**:  concentration, concern, concrete, condense, confess, confide, confront, confuse, coeducation, cohort, cooperate, coauthor | **Morphological component**  Revise the **prefixes**:   * com- meaning ‘together, with, jointly’ * com- assimilates col-, cor-, co-, con- when affixed to some words for ease of articulation * con- is used before consonants other than ‘b’, ‘p’ and ‘m’: form-conform * co- is used before ‘h’ and most vowels: habit-cohabit, operate-cooperate. |

### 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**

* 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 7 – 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 | 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**  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.   **Orthographic component**  Highlight the different phonemes represented by the tense-marking suffix -ed.  **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/ | **Root**: ‘port’ | zipped, snapped, hacked, cuffed  bogged, lugged, mulled  transport-transported, support-supported-supportive-unsupported  **Additional words using root ‘port’**:  porter, portable, transport-transportation, important-unimportant | **Morphological component**  Revise the **root**:   * ‘port’ meaning ‘to carry’ * Latin origin. |

### 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 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 8 – 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/ | **Roots**: ‘ceive’, ‘ceit’, ‘cept’, ‘ceipt’ | seize, protein, receive-receiver, conceive-conceit-reconceive-misconceive, perceive, deceive, deceit-deceitful  precept | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The infrequently occurring grapheme ‘ei’ represents the phoneme /ee/ as in receive.  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 grapheme ‘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/ | **Roots**: ‘ceive’, ‘ceit’, ‘cept’, ‘ceipt’ | ceiling, seize, protein, receipt  accept-acceptance, concept-conception, deception, 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 | Grapheme [e] representing /e/, /ee/, /i/ and /ə/ | **Assimilated prefixes**: 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 graph 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 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. |

### 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

**Morphological component**

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

Table 9 – 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 | Grapheme [ph] representing /f/ (Greek) | **Roots**: ‘photo’, ‘phos’ | photograph-photography, photon, photocopy-photocopier, photogenic, phosphorous, phosphorescence, photosynthesis | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **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 ‘phos’ 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) | Roots: ‘phon’, ‘phono’ | 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. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ch] representing /k/ (Greek) | **Root**: ‘mech’ | chemical, chlorine, chronic, stomach, mechanic, mechanism, mechanise, mechanical | **Orthographic component**  When the phoneme /k/ is represented as the digraph ‘ch’, the word is usually Greek in origin (chronic).  **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘mech’ 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 /k/ (Greek) | **Root**: ‘techno’ | matriarch, patriarch, melancholy, technical, technology, technological, technique, technicolour, biotechnology, nanotechnology, architect | **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 4 (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 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 10 – 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 | 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 | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **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 grapheme [augh] representing /or/ | **Assimilated prefixes**: dis- (dif-) | daughter, taught, onslaught, distr**augh**t  **Additional words using the prefixes dis- and dif-**:  disavow, disband, discard, discharge, disclose, discolour, discount, diffident, diffract, diffuse | **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 grapheme ‘t’ (d**au**ghter).   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 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’. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Revise the vowel graphs [a, e, i, o, u, y] | **Root**: ‘tract’ | alley, scallop, sultana, attract-attractive-attraction, abstract, tractor, subtract-subtraction, distract-distraction, detract, retract, extract, protract  echidna, sesame, encore  brisk, biceps, taxi  toddler, aroma, above, offend  buffer, pudding, scuba  oxygen, syringe | **Orthographic component**  Review the multiple phonemes represented by the vowel graphs ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ and ‘y’.  **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- 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 | Revise the vowel graphs [a, e, i, o, u, y] | **Root**: ‘rupt’ | ammunition, plaster, chamber, abrupt-abruptly  enchant, catastrophe, ensemble, eruption  gimmick, appliance, mosquito  knotted, overarm, govern, corrupt-anticorruption  concussion, butcher, business, rupture, interrupt, bankrupt, disruptive  catalyst | **Orthographic component**  Review the multiple phonemes represented by the vowel graphs ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ and ‘y’.  **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. |

## Stage 3 – Year 6

### Term 1 (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**

* Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots
* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 11 – 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 | 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**  Revise **segmenting multisyllabic words** into syllables and phonemes. This is a phonological skill that should be practised regularly.  In words that end in a consonant + ‘le’, the final syllable is usually unstressed (tab**le**). This syllable is 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**  Graph ‘l’ and the 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’ (enjoy**able**, horr**ible**).  **Morphological component**  Revise **derivational suffixes**. Revise **roots** as words or word parts that form new words when prefixes or suffixes are added to them.  Introduce the derivational suffixes:   * -able (revision) and -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 | Letter pattern [le] representing /l/ and /əl/ | **Root**: ‘spect’ | spectacle-spectacles, respect-respectable-disrespect  **Additional words using the root ‘spect’**:  inspect-inspector, perspective, aspect, spectator, spectacular, spectrum | **Morphological component**  Revise previously introduced **roots**. Introduce the root:   * ‘spect’ meaning ‘to look’ * 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 inside, the root ‘spect’ meaning to look and the derivational suffix -or meaning the person who does the verb. |
| 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’**:  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 root:   * ‘spect’ meaning ‘to look’ * ‘spec’ and ‘spic’ also mean ‘to look, watch, observe’ * Latin origin. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ci] representing /sh/ (Latin) | **Derivational suffixes**: -al, -ial,  -ual | social, glacier-glacial, commerce-commercial, race-racial  **Additional words using the suffixes -al, -ial and -ual**:  equal, general, medic-medical, ethic-ethical, emotion-emotional, deny-denial, revive-revival, remove-removal, reverse-reversal, appraise-appraisal | **Morphological component**  Revise **derivational suffixes**. Introduce the suffixes:   * -al, -ial and -ual meaning ‘having characteristics of; like’ * -al, -ial and -ual attach to nouns to form adjectives: logic-logical, president-presidential, event-eventual * -al attaches to verbs to form nouns: dismiss-dismissal * -ual attaches to verbs to form adjectives: act-actual, use-usual   Revise **the ‘drop the e’ generalisation**: (arrive, arrival).  **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).  **Note**: -ial is a variation of suffix -a. The ‘i’ in -ial is a connecting vowel letter. Connecting vowel letters can be found in words that have evolved from Latin or Greek. |

### Term 1 (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 and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots
* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 12 – 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 | Infrequently occurring grapheme [mb] representing /m/ | **Derivational suffixes**: -ly, -ally | comb, limb, thumb, numb, crumb-crumbly, numb-numbly, plumber  **Additional words using the suffixes -ly and -ally**:  lone-lonely, sedate-sedately, innocent-innocently, desperate-desperately, feeble-feebly, serene-serenely, general-generally, medical-medically, equal-equally, emotional-emotionally | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The infrequently occurring grapheme ‘mb’ represents the phoneme /m/ as in thumb.  Explore the **position of graphemes** within a word:   * ‘mb’ usually appears at the end of a base word (thumb).   **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 ‘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 (happy-happily).  **The ‘keep the final 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 (gentle, gently). |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [s] representing /s/, /z/, /zh/ | **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 suffixes  -ure or -ual (measure, casual).   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:   * ‘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/ | **Root**: ‘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. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Infrequently occurring grapheme [our] representing /er/ and /ə/ | **Derivational suffixes**: -eous,  -ious | journal, courtesy-courteous  odour, humour, colour, vapour  **Additional words using the suffixes -eous and -ious**:  gas-gaseous, bounty-bounteous, right-righteous, space-spacious, infection-infectious, glory-glorious, luxury-luxurious, study-studious, fact-factious, mystery-mysterious, victory-victorious | **Orthographic component**  The infrequently occurring grapheme ‘our’ represents the phoneme /er/ as in colour. It can also 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) * /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**

* 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-
* Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas

Table 13– 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 | 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-, 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 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 or root. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [que] representing /k/ (French) | **Homophones** | cue-queue, bask-Basque, check-cheque, click-clique, peek-peak-pique | **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). |
| 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). |

### Term 2 (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 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 14 – 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 | 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 at the 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 graph ‘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 | 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 (**u**nder, 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 grapheme ‘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 * the final sound of this prefix 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 [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 * the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root. |

### 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**

* Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots
* Explain the etymology of taught roots and apply this knowledge when creating written texts

Table 15 – 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 | Letter pattern [ve] representing /v/  (English) | 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/ * for example, giv-give, hav-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 | Letter pattern [ve] representing /v/  (English) | **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 | Grapheme [ar] representing /ar/, /air/, /or/ and /ə/ | **Derivational suffixes**: -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 the 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. |
| 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. |

### Term 3 (late)

**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 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 16 – 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 | 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 her and /ear/ as in serious. 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/, /ə/ | **Root**: ‘hypo’ | deserve, emerge, external, internal, perseverance, hypod**er**m, hypoth**er**mia  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 [au] representing /or/, /o/, /ar/ | **Homophones** | caution, applaud, authentic, bauble, taut-taught, haul-hall, maul-mall, clause-claws, pause-paws, sauce-sauce, 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 because 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 [ow] representing /ow/ | **Homophones** | bungalow, wallow, billow, bow-beau, grown-groan, thrown-throne  drowsy, scowling, browsing, yowl, allowed-aloud, fowl-foul, coward-cowered | **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. |

### 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

**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 17 – 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 | Grapheme [ps] representing /s/ (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 | **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 [sc] representing /s/ (Latin) | **Assimilated prefixes**: ob- (oc-,  of-, op-) | adolescent, fascinate, scenery, obscene  **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 * the final sound of this prefix 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 [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 or root. |

### 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

**Morphological component**

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

Table 18 – 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 [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 | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **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, pension  **Additional words using the roots ‘pense’ and ‘pend’**:  compensation, dispense, expensive, pensive, suspense, dependable, expend, impending, independence, pendant, pending, pendulum | **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 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. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [ere] representing /ear/ and /air/ | **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. |
| Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | Grapheme [g] representing /g/ and /j/ | **Root**: ‘geo’ | galaxy-galaxies, gibbous, gigabyte, grandiose  **g**eo**g**raphy, **g**eolo**g**y, **g**eoma**g**netism, gelatine, margarine, gymnasium, radiology, geocentric, geochemist, geophysical | **Orthographic component**  Highlight the different phonemes represented by the digraph ‘g’. This digraph is often used to represent /g/ as in get and /j/ as in germ.  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 graphemes ‘e’, ‘i’ or ‘y’ (gem, gist, gym).   **Morphological component**  Introduce the root:   * ‘geo’ meaning ‘the earth’ * 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, geography contains the root ‘geo’ meaning the earth, the root ‘graph’ meaning writing or recording and the suffix -y meaning activity. |

# Appendix 1 – morphological generalisations

For easy reference, common morphological generalisations are listed below. These generalisations are referred to throughout the ‘English – Stage 3 – Instructional sequence – Spelling’. Some of the generalisations form prior learning from ‘English – Stage 2 – 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). For multisyllabic words ending with a stressed final consonant vowel consonant (CVC) syllable, the final consonant is doubled before adding a suffix (begin, beginning).

## 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 final 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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