

# English – 3–6 Multi-age

---

Instructional sequence – Spelling

# Contents

<b>Overview .....</b>	<b>4</b>
<b>Instructions for use .....</b>	<b>5</b>
<b>Key terminology .....</b>	<b>7</b>
Stage 2 – Year A.....	10
Term 1 (early) .....	10
Term 1 (late) .....	14
Term 2 (early) .....	18
Term 2 (late) .....	22
Term 3 (early) .....	27
Term 3 (late) .....	30
Term 4 (early) .....	35
Term 4 (late) .....	39
Stage 2 – Year B.....	43
Term 1 (early) .....	43
Term 1 (late) .....	47
Term 2 (early) .....	52
Term 2 (late) .....	56

Term 3 (early) .....	60
Term 3 (late) .....	64
Term 4 (early) .....	68
Term 4 (late) .....	72
Stage 3 – Year A.....	76
Term 1 (early) .....	76
Term 1 (late) .....	81
Term 2 (early) .....	86
Term 2 (late) .....	89
Term 3 (early) .....	92
Term 3 (late) .....	95
Term 4 (early) .....	99
Term 4 (late) .....	102
Stage 3 – Year B.....	105
Term 1 (early) .....	105
Term 1 (late) .....	109
Term 2 (early) .....	113
Term 2 (late) .....	117

---

Term 3 (early) .....	121
Term 3 (late) .....	124
Term 4 (early) .....	128
Term 4 (late) .....	131
<b>References.....</b>	<b>135</b>

## 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. Research recommends teaching the 3 word components simultaneously (Devonshire and Fluck 2010; Madelaine 2023; Westwood 2023). This evidence-based approach, where spellers use and integrate different sources of linguistic information to spell a word correctly, is known as Triple Word Form Theory (Garcia et al 2010; Daffern 2017).

Instruction in phonology aims to increase students' ability to segment words into syllables and phonemes. This increases accuracy in representing phonemes as students break words into more manageable parts. In Early Stage 1 and Stage 1, there is greater focus on the phonological component of spelling as this aligns with the development of phonic knowledge needed for both decoding and encoding. Whilst 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 & Ramful 2020 via Madelaine 2023). By Stage 2, constrained skills in phonological awareness and phonic knowledge will have usually been mastered. In Stage 2 and 3, the phonological focus for students is the application of phonology skills to multisyllabic words. The Stage 2 component of the English K–10 Syllabus also calls for continued learning about vowel grapheme–phoneme correspondences and the role of the schwa (NESA 2022).

Through orthographic instruction, students gain knowledge of the letter patterns and sequences that exist within the English language. They learn how to represent phonemes using possible letter patterns and develop awareness of spelling generalisations. Orthographic instruction in Stage 2 and 3 involves further explicit teaching of grapheme and letter patterns, and their placement within words. This also includes the proofreading and editing of written work.

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. Morphological instruction in Stage 2 extends on prior knowledge of inflected suffixes, derivational suffixes, homophones and prefixes.

In Stage 3, derivational suffixes continue to be a focus, as well as explicit instruction in the use of assimilated prefixes and etymological roots (NESA 2022).

Students need to be explicitly shown how to coordinate the 3 linguistic word forms during the spelling process. 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. 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](#).

## Instructions for use

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

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

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

[English K–10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Stage 2 and Stage 3 spelling content from the [English K–10 Syllabus](#) is introduced in line with the [English 3-6 Multi-age scope and sequence](#).

Content points are positioned at the point of introduction to students and the sequence provides for repetition and consolidation of content throughout the stage. Some content points require more emphasis and frequent repetition 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 90–100 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. These words may come from a mentor text or vocabulary from key learning areas. Sample words that integrate the 3 word forms are listed to support explicit teaching and inquiry. Supporting notes offer advice related to the phonological, orthographic and morphological components; they are a guide only and do not provide a complete overview of all possible learning. Spelling generalisations are listed and it is likely exceptions will be found. It will be necessary to regularly monitor students' progress as they develop spelling skills to ensure individual learning needs are adequately addressed. This includes frequent revision of previously taught content.

## Key terminology

Table 1 – key terminology

Terminology	Definition
<b>phoneme</b>	A phoneme is the smallest unit of sound in spoken language and can be represented by graphemes.
<b>grapheme</b>	A grapheme is a letter, or group of letters, that acts as the smallest unit in written language and represents different sounds.
<b>digraph</b>	A digraph is a 2-letter grapheme that represents one phoneme.
<b>diphthong</b>	A diphthong is a vowel phoneme, where the beginning of the sound glides to another vowel sound. The position of the mouth changes while saying the phoneme.
<b>trigraph</b>	A trigraph is a 3-letter grapheme that represents one phoneme.
<b>quadgraph</b>	A quadgraph is a 4-letter grapheme that represents one phoneme.
<b>monophthong</b>	A monophthong is a vowel phoneme pronounced as a single sound. The position of the mouth remains the same while saying the phoneme.



Terminology	Definition
<b>schwa</b>	The schwa sound can be described as the weak vowel sound that is not emphasised in some syllables. For example, <b>doctor</b> , <b>pizza</b> and <b>provide</b> .
<b>morpheme</b>	The smallest unit of meaning in a word such as prefixes, suffixes and base words.
<b>bound morpheme</b>	The smallest unit of meaning that cannot stand alone as a word (for example, prefixes such as pre-, un-, re- and mis-; suffixes such as -ful, -ing and -es).
<b>free morpheme</b>	A word that can stand alone. These words are also known as base words (for example, shout, march).
<b>base word</b>	A word that can stand alone. These words are also known as free morphemes (for example, shout, march).
<b>root</b>	A morpheme that gives a word its core meaning. A root may or may not stand alone as a word. Many roots in Standard Australian English derive from Latin and Greek.
<b>prefix</b>	A prefix is a bound morpheme that attaches to the beginning of a base word or root, changing or modifying the meaning of words. For example, mis- (misbehave) or un- (unbelievable).
<b>suffix</b>	A suffix is a bound morpheme that attaches to the end of a base word or root, changing or modifying the meaning of words. For example, -ly (quickly) or -able (enjoyable).

Terminology	Definition
<b>inflected suffixes</b>	An inflected suffix is a bound morpheme added to the end of a base word to assign a number to a word, to indicate possession or tense, or to provide a comparison (-s, -es, -ing, -ed, -er, -est).
<b>derivational suffixes</b>	A group of letters added after the end of a base word or root to change the part of speech. For example, beauty (noun) + -ful (suffix meaning 'full of') = beautiful (adjective); teach (verb) + -er (suffix meaning 'one who') = teacher (noun).

## Stage 2 – Year A

### Term 1 (early)

#### Phonological component

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

#### Orthographic component

- Apply knowledge of taught vowel graphemes when spelling

#### Morphological component

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

Table 2 – Term 1 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Long vowel phoneme	The most common graphemes that	Inflected suffixes: plurals (-s, -es)	theme-themes, cream-creams, beacon-beacons,	As introduced in Early Stage 1 and Stage 1, revise <b>segmenting multisyllabic words into syllables</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/ee/ as in <i>me</i></p> <p>[e_e, ea, ee, e, ey, y]</p>	<p>represent the long vowel phoneme /ee/ as in <i>me</i></p> <p>include: [ee, ea, e_e, ey, e, y].</p>		<p>coffee-coffees, referee-referees, refugee-refugees, jockey-jockeys, monkey-monkeys, baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries, peach-peaches, leech-leeches, dress-dresses, speech-speeches, screech-screeches</p>	<p><b>and phonemes.</b> For example, <i>jockey</i> has 2 syllables and 4 phonemes (j-o-ck-ey). This is a phonological skill that should be practised regularly.</p> <p>Vowel digraphs that represent /ee/ are ‘ee’, ‘ea’ and ‘ey’. The split digraph ‘e_e’ and single-letter graphemes ‘e’ and ‘y’ are also used to represent /ee/.</p> <p>Introduce <b>inflected suffixes</b> (plurals). The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).</p> <p>When a noun ends in a consonant and then -y, replace the ‘y’ with an ‘i’ before adding the -es suffix.</p> <p>When a noun ends in -s, -sh, -ss, -ch, add the -es suffix to create the plural form.</p>
Long vowel phoneme	The most common graphemes that	Inflected suffixes: tense (-s, -ing, -ed)	rain-rains-rained-raining, paint-paints-painting-painted,	The phoneme /ay/ is a diphthong. Teach students to <b>identify differences in vowel phonemes</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/ay/ as in say</p> <p>[ai, ay, a, a_e, ey, aigh, eigh]</p>	<p>represent the long vowel phoneme</p> <p>/ay/ as in say include: [ai, ay, a, a_e, ey].</p> <p>[aigh, eigh] are less commonly used representations.</p>		<p>play-plays-played-playing, weigh-weighs-weighed-weighing,</p> <p>skate-skates-skating-skated, taste-tastes-tasting-tasted, escape-escapes-escaping-escaped</p>	<p><b>(short, long, diphthong and schwa vowels).</b> For example, the first syllable in the word ‘playing’ has a diphthong and the second syllable has a short vowel.</p> <p>Vowel digraphs that represent /ay/ are ‘ai’, ‘ay’ and ‘ey’. The split digraph ‘a_e’, quadgraphs ‘aigh’ and ‘eigh’, and single-letter grapheme ‘a’ are also used to represent /ay/.</p> <p>Revise previously introduced <b>inflected suffixes</b>. The inflected suffixes -s, -ing, and -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.</p> <p>When a word ends in a -y, keep the -y before adding the suffix (play, playing). Compare to plurality generalisation where the ‘y’ is replaced with an ‘i’ before adding -es.</p>
Long vowel phonemes	The most common graphemes that	Inflected suffixes: plurals (-s, -es)	bone-bones, earlobe-earlobes, gecko-geckoes,	Vowel digraphs ‘oa’, ‘ow’ and ‘oe’ can be used to represent the vowel phoneme /ow/. Split digraph

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/ow/ as in <i>own</i></p> <p>[oa, ow, o_e, o, oe]</p>	<p>represent the long vowel phoneme /ow/ as in <i>own</i> include: [oa, ow, o_e, o, oe].</p>	<p>tense (-s, -ing, -ed)</p>	<p>potato-potatoes, bungalow-bungalows, oboe-oboes, joke-jokes-joking-joked, boast-boasts-boasting-boasted, close-closes-closing-closed</p>	<p>'o_e' and single-letter grapheme 'o' can also represent /ow/.</p> <p>Revise previously introduced <b>inflected suffixes</b> (plurals and tense).</p> <p>When a noun ends with -o, the -es suffix is added (tomato, tomatoes).</p>
<p>Long vowel phoneme /igh/ as in <i>my</i></p> <p>[i_e, ie, i, y, igh]</p>	<p>The most common graphemes that represent the long vowel phoneme /igh/ as in <i>my</i> include: [i_e, ie, i, y, igh].</p>	<p>Inflected suffixes: plurals (-s, -es) tense (-s, -ing, -ed)</p>	<p>spider-spiders, tiger-tigers, bicycle-bicycles, spotlight-spotlights, exercise-exercises, apply-applies-applying-applied, deny-denies-denying-denied, spy-spies-spying-spied, brighten-brightens-brightening-brightened</p>	<p>Vowel digraph 'ie', split digraph 'i_e' and trigraph 'igh' are common representations for the long vowel phoneme /igh/. The single-letter graphemes 'i' and 'y' can also be used to represent the phoneme /igh/.</p> <p>Revise previously introduced <b>inflected suffixes</b> (plurals and tense).</p>

## Term 1 (late)

### Orthographic component

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

Table 3 – Term 1 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Long vowel phoneme</p> <p>/oo/ as in <i>soon</i></p> <p>[u_e, ue, oo, ew, ough, oe]</p> <p>Schwa /ə/</p> <p>[-er, -est]</p>	<p>[u_e, ue, ew, ough, oe] are often used at the end of base words.</p> <p>[oo] is often used in the middle of base words.</p>	<p>Inflected suffixes: comparative (-er) and superlative (-est)</p>	<p>nude, dune, volume, true, value, spoon, zoo, mushroom, chew, blew, through, canoe, few-fewer-fewest, true-truer-truest, blue-bluer-bluest, cruel-crueller-cruellest, soon-sooner-soonest, cute-cuter-cutest</p>	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>The phoneme /oo/ is often referred to as the long /oo/. It is a diphthong.</p> <p>Vowel digraphs 'oo', 'ue', 'ew' and split digraph 'u_e' are common representations for the diphthong /oo/. Alternate spellings include digraph 'oe' and quadgraph 'ough'.</p> <p>The suffixes -er and -est are often pronounced as</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>a schwa.</p> <p>Revise previously introduced <b>inflected suffixes</b>.</p> <p>The inflected suffixes -er and -est are used to provide a comparison.</p> <p>The inflected suffixes -er and -est usually attach to adjectives that have one syllable (few, fewer).</p> <p>Adjectives with more than one syllable often use the words 'more' and 'most' instead of using the inflected suffixes (polite, most polite).</p> <p>When an adjective has more than one syllable and ends in consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest).</p> <p>For adjectives that are single syllable consonant, vowel, consonant (CVC) words, the final consonant is usually doubled before adding -er or -est (big, bigger).</p>
Short vowel	[o] is used in the	Inflected suffixes:	frost, fog, problem, watch,	Revise <b>identifying differences in vowel</b>



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>phoneme</p> <p>/o/ as in <i>cot</i></p> <p>[o, a, au]</p> <p>Schwa /ə/</p> <p>[-er, -est]</p>	<p>middle and beginning of base words.</p> <p>[a] is used in the middle of base words, often after the graphemes [w] and [qu].</p> <p>[au] is used in the middle of base words.</p>	<p>comparative (-er) and superlative (-est)</p>	<p>swamp, squash, quantity, sausage, odd-odder-oddest, foggy-foggier-foggiest, smoggy-smoggier-smoggiest, jolly-jollier-jolliest, strong-stronger-strongest</p>	<p><b>phonemes (short, long, diphthong and schwa vowels)</b>. For example, the first syllable in the word <i>smoggiest</i> has a short vowel, the second syllable has a long vowel phoneme and the third syllable has a short vowel phoneme.</p> <p>Single-letter graphemes 'o' and 'a' are used to represent the short vowel phoneme /o/. This phoneme can also be represented using the vowel digraph 'au'.</p> <p>Revise <b>inflected suffixes</b> -er and -est for comparison.</p>
<p>Short vowel phoneme</p> <p>/i/ as in <i>it</i></p> <p>[i, y, e]</p>	<p>[i] is used at the beginning or in the middle of base words.</p> <p>[y] is used in the middle of base words. [e] is used at the beginning</p>	<p>Inflected suffixes: tense (-s, -ing, -ed)</p>	<p>difficult, thimble, physical, typical, cylinder, symbol, mystery, pretty, English, insist-insists-insisting-insisted, ship-ships-shipping-shipped, skip-skips-skipping-skipped, kick-kicks-kicking-kicked, sit-sitting-sat, begin-</p>	<p>The short vowel phoneme /i/ as in <i>it</i> can be represented by the graphemes 'i', 'y' and 'e'.</p> <p>Introduce <b>proofreading, identifying and correcting misspellings when creating written texts</b>. Writing produced in Component B can be utilised or a passage of text featuring short vowel phoneme /i/ words. Proofreading, identifying and correcting misspellings should be practised</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	or in the middle of words.		beginning-began, admit-admitted-admitting	<p>regularly.</p> <p>Revise <b>inflected suffixes</b> (tense).</p> <p>The inflected suffixes -s, -ing, and -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.</p> <p>In single syllable CVC words, the final consonant is doubled before adding -ed or -ing (shop, shopping).</p> <p>In 2 or more syllable words with a stressed final CVC syllable, the final consonant is doubled before adding -ed or -ing (begin, beginning).</p> <p>In 2 or more syllable words with a stressed opening syllable, no doubling of the final consonant is needed (follow, following).</p>
Short vowel phoneme	[u, o, ou, oo] are often used in the middle of base	Inflected suffixes: tense (-s, -ing, -ed)	under, umbrella, Monday, discover, comfortable, company, rough, tough,	Single-letter graphemes 'u' and 'o' are used to represent the short vowel phoneme /u/ as in <i>up</i> . This phoneme can also be represented using the

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
/u/ as in <i>up</i>  [u, o, ou, oo]	words.		blood, scrunch-scrunches- scrunching-scrunched, cover- covers-covering-covered, scrub-scrubs-scrubbing- scrubbed, shove-shoves- shoving-shoved, worry- worries-worrying-worried, touch-touches-touching- touched	vowel digraphs 'ou' and 'oo'.  Revise <b>inflected suffixes</b> for tense (-s, -ing, -ed).

## Term 2 (early)

### Orthographic component

- Understand that graphemes can be explained by their etymology

### Morphological component

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

Table 4 – Term 2 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Short vowel phoneme /e/ as in <i>get</i></p> <p>[e, ea, a, ai]</p> <p>Consonant phoneme /f/ as in <i>fin</i></p> <p>[f, ff, gh, ph]</p>	<p>[e, a] are often used at the beginning and in the middle of base words. [ea, ai] are often used in the middle of base words.</p> <p>[ph] is often used at the beginning or end of the root word.</p>	<p>Prefixes: un-, re-, dis-</p>	<p>(un)fed, (un)infected, (un)even, (un)employment, (un)educated, (un)healthy, (re)flex, (re)fresh, (re)emphasise, (re)develop, (re)assess, (re)measure, (dis)infect, (dis)pleasure, many, again</p>	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>Single-letter graphemes 'e' and 'a' are used to represent /e/. The vowel digraphs 'ea' and 'ai' are alternate spellings.</p> <p>Review known representations for /f/- 'f', 'ff', 'gh', 'ph'. Words with the /f/ phoneme represented by the consonant digraph 'ph' are usually Greek in origin.</p> <p><b>Introduce prefixes.</b></p> <p>Revise prefixes introduced in Stage 1:</p> <ul style="list-style-type: none"> <li>un- meaning 'not, opposite of'</li> <li>re- meaning 'again'</li> <li>dis- meaning 'not, the opposite of'.</li> </ul> <p>No change is required when affixing this prefix to</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				the base word.
<p>Long vowel phoneme revision</p> <p>/ay/ as in <i>say</i></p> <p>/ee/ as in <i>me</i></p> <p>/igh/ as in <i>my</i></p> <p>/ow/ as in <i>own</i></p> <p>/oo/ as in <i>soon</i></p> <p>Consonant phoneme</p> <p>/s/ as in <i>sat</i></p> <p>[s, ss, se, ce, c, sc]</p>	<p>Apply knowledge of the graphemes that represent vowel phonemes in words as per previous learning.</p> <p>The 'sc' spelling is more likely to be used in the middle of a word but not all words follow this generalisation.</p>	<p>Prefixes: un-, re-, dis-</p>	<p>slice, science, fascinate, glasses, lessons, blossom</p> <p>(un)scientific, (un)scented, (un)scathed, (un)happy, (un)common, (un)finished, (un)breakable, (re)read, (re)write, (re)connect, (re)visit, (re)paint, (dis)agree, (dis)approve, (dis)like, (dis)obey</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, the first syllable in 'revisit' has a long vowel phoneme and the second and third syllables have short vowel phonemes.</p> <p>Review known representations for /s/- 's', 'ss', 'se', 'ce', 'c', 'sc'. 'sc' is a less frequently used digraph (alternative spelling) to represent the phoneme /s/.</p> <p>Words with the /s/ phoneme represented as the consonant digraph 'sc' are usually Latin in origin.</p> <p>Revise <b>prefixes</b>:</p> <ul style="list-style-type: none"> <li>un- meaning 'not, opposite of'</li> <li>re- meaning 'again'</li> <li>dis- meaning 'not, the opposite of'.</li> </ul> <p>No change is required when affixing this prefix to</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				the base word.
r-controlled vowel <i>/er/</i> as in <i>her</i> [er, ir, ur, or, ear]	[er, ir, ur, ear] are used at the beginning, in the middle and at the end of base words.  [or] is in the middle and at the end of base words.	Prefixes: in-	bird, burn, purpose, term, first, Earth, fever, perfume, master, worst, worm,  (in)different, (in)fertile  Additional words using prefixes in-:  (in)side, (in)bound	Vowel digraphs 'er', 'ir', 'ur' and 'or' are representations for the r-controlled vowel /er/. The trigraph 'ear' is also used to represent /er/.  Revise previously introduced <b>prefixes</b> .  Introduce prefixes: <ul style="list-style-type: none"> <li>in- meaning 'in'</li> <li>in- meaning 'not'.</li> </ul> No change is required when affixing this prefix to the base word.
r-controlled vowel <i>/er/</i> as in <i>her</i> [er, ir, ur, or, ear]	[er, ir, ur, ear] are used at the beginning, in the middle and at the end of base words.  [or] is in the middle	Prefixes: in-	skirt, squirt, turn, return suburb, germ, learn, mermaid, powerful, wonderful, worthy, research, (in)considerate  Additional words using	Revise <b>prefixes</b> : <ul style="list-style-type: none"> <li>in- meaning 'in'</li> <li>in- meaning 'not'.</li> </ul> No change is required when affixing this prefix to

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	and at the end of base words.		prefixes in- and im-:  (in)habit, (in)sight	the base word.

## Term 2 (late)

### Morphological component

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

Table 5 – Term 2 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
r-controlled vowel  /or/ as in <i>for</i>  [or, au, ore, oor, aw, ough, ar, al,	The most common graphemes that represent the r-controlled vowel phoneme /or/ as in	Derivational suffixes: -ly and -y	short-shortly, order-orderly, normal-normally, record, story, fork, storm, more, before, ignore, sore-sorely, prawn-prawny, crawl, sprawl-	Revise <b>segmenting multisyllabic words into syllables and phonemes</b> .  The phoneme /or/ is an r-controlled vowel. The digraphs 'or', 'au', 'aw', 'ar', 'al' are used to

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
augh, oar]	<p>‘for’ include: [or, au, ore, oor, aw, ar, al].</p> <p>[ough, augh, oar] are less commonly used representations.</p>		<p>sprawly, straw, floor, poor-poorly, warm-warmly, warn, toward, fought, all, walk, caught, taught, board, soar</p> <p>Additional words using suffixes -ly and -y:</p> <p>sleep-sleepy, creep-creepy, weep-weepy, rain-rainy, brief-briefly, free-freely, firm-firmly, kind-kindly</p>	<p>represent /or/. The trigraphs ‘ore’, ‘oor’ and ‘oar’ are also alternate spellings, as are the quadgraphs ‘ough’ and ‘augh’.</p> <p>Introduce <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -y meaning ‘characterised by’</li> <li>• attaches to nouns and verbs to create adjectives</li> <li>• explore the ‘drop the final e’ generalisation: spike-spiky, scare-scary</li> <li>• explore ‘double consonant’ generalisation: sun-sunny.</li> </ul> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -ly meaning ‘a characteristic of’</li> <li>• attaches to nouns to form adjectives, adjectives to form adverbs</li> </ul>



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> <li>explore the generalisation for changing the 'y' to 'i' and keeping the e: happy-happily, love-lovely.</li> </ul>
<p>r-controlled vowel</p> <p>/or/ as in <i>for</i></p> <p>[or, au, ore, oor, aw, ough, ar, al, augh, oar]</p>	<p>The most common graphemes that represent the r-controlled vowel phoneme /or/ as in 'for' include: [or, au, ore, oor, aw, ar, al].</p> <p>[ough, augh, oar] are less commonly used representations.</p>	<p>Derivational suffix: -ish</p>	<p>cork, short-shortish, popcorn, seashore, explore, ignore, poor-poorish, boor-boorish, doorbell, spawn, raw-rawish, brought, thought, warm-warmish, award, reward, boar-boarish</p>	<p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ish meaning 'having qualities or characteristics of, approximate age'</li> <li>attaches to nouns to form adjectives: child-childish</li> <li>attaches to adjectives to form adjectives: red-reddish.</li> </ul>
Schwa /ə/	Identify the vowel graphemes that are pronounced as a /schwa/, instead	Derivational suffixes: -ful	colour-colourful, wonder-wonderful, power-powerful, cheer-cheerful, delight-delightful, grace-graceful,	The schwa sound can be described as the weak vowel sound that is not emphasised in some syllables.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	of their common pronunciation.		hope-hopeful, mind-mindful, peace-peaceful, skill-skillful, thought-thoughtful	<p>Revise <b>proofreading, identifying and correcting misspellings when creating written texts.</b></p> <p>Revise <b>derivational suffixes.</b></p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -ful meaning 'full of'</li> <li>• attaches to verbs makes adjectives: help-helpful</li> <li>• attaches to nouns to form adjectives: joy-joyful</li> <li>• explore the 'keep the e' generalisation: care-careful, hope-hopeful</li> <li>• explore if word ends in consonant + y, change to i: plenty-plentiful, beauty-beautiful</li> <li>• explore if word ends in a vowel + y, just add -ful: joy-joyful, play-playful.</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Short vowel revision</p> <p>/a/ as in <i>at</i></p> <p>/e/ as in <i>get</i></p> <p>/i/ as in <i>it</i></p> <p>/o/ as in <i>on</i></p> <p>/u/ as in <i>up</i></p>	<p>Consider the graphemes that represent /a/, /e/, /i/, /o/, /u/ and their position within words as per previous learning.</p>	<p>Inflected suffixes: plurals (-s, -es)</p> <p>Irregular plurals: nouns that change their vowels</p>	<p>Potato-potatoes, tomato-tomatoes, volcano-volcanoes, mango-mangoes, torpedo-torpedoes, man-men, woman-women</p> <p>Additional irregular plurals:</p> <p>goose-geese, foot-feet, tooth-teeth, louse-lice, mouse-mice</p>	<p>The <b>inflected suffixes</b> -s and -es change a noun from singular (one) to plural (more than one).</p> <p>When a noun ends with -o, the -es suffix is added (tomato, tomatoes).</p> <p><b>Introduce irregular plurals.</b> Irregular plural nouns are nouns that do not become plural by adding an inflected suffix (-s or -es).</p> <p>Some singular nouns change their vowels to form plurals (goose-geese).</p>

## Term 3 (early)

### Orthographic component

- Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

### Morphological component

- Correctly spell taught homophones when creating written texts

Table 6 – Term 3 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
r-controlled vowel  /ar/ as in <i>farm</i>  [ar, a]	[ar] is often used in the middle and at the end of base words.  [a] is often used in the middle of base words.	Prefix: sub-, under-	(sub)par, (sub)marine, (under)arm, card, party, park, smart, start, yard, similar, molar, arrange, march, start, (under)pass, bath	Revise <b>segmenting multisyllabic words into syllables and phonemes</b> .  An r-controlled vowel is a vowel immediately followed by the letter 'r' that can no longer be pronounced as a long or short vowel. /ar/ is an r-controlled vowel.  The digraph 'ar' and single-letter grapheme 'a' are representations for the phoneme /ar/.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>under- meaning ‘under’ or ‘too little’</li> <li>sub- meaning ‘under’.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>
<p>r-controlled vowel</p> <p>/ar/ as in <i>farm</i></p> <p>[ar, a]</p>	<p>[ar] can be used at the beginning, in the middle or at the end of base words.</p> <p>[a] is often used in the middle of base words.</p>	<p>Prefix: sub-, under-</p>	<p>(sub)arctic, (under)garment, (under)charge, dark, charm, target, shark, grass, fast, arrange, march, part, (under)staffed, glasses</p> <p>Additional words using prefixes sub- and under-: (under)cover, (under)current, (under)age, (under)supply, (under)wear, (under)ripe, (sub)marine, (sub)zero,</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, the first syllable in ‘undercharge’ has a short vowel phoneme, the second syllable has the digraph ‘er’ which is commonly pronounced as a schwa and the third syllable has an r-controlled vowel.</p> <p>Revise <b>prefixes</b>:</p> <ul style="list-style-type: none"> <li>under- meaning ‘under’ or ‘too little’</li> <li>sub- meaning ‘under’.</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			(sub)title, (sub)heading, (sub)tropical	No change is required when affixing this prefix to the base word.
r-controlled vowel <i>/air/</i> as in <i>pair</i>  [air, are, ear, ere]	[air, are, ear] are often used in the middle and at the end of base words.  [air] is also a base word.	Homophones	flair, airport, square, prepare, rarely, barely, swear, stair-stare, fair-fare, pear-pair-pare	The phoneme <i>/air/</i> is an r-controlled vowel phoneme.  The trigraphs ‘air’, ‘are’, ‘ear’ and ‘ere’ are representations for the phoneme <i>/air/</i> .  <b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).
r-controlled vowel <i>/air/</i> as in <i>pair</i>  [air, are, ear, ere]	[air, are, ear] are often used in the middle and at the end of base words.  [air] is also a base word.	Homophones	chair, fairy, care, aware, tear, bear-bare, hair-hare, there-they're-their, wear-where-we're  Additional homophones: creek-creak, to-two-too, tail-	Introduce the <b>use of spelling reference</b> tools to identify and correct misspelled words. Students need to recognise <b>that spellcheck accuracy may depend on understanding the word</b> (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  <b>Homophones</b> are words that are pronounced the same way but have different spellings and different

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			tale, break-break	meanings (soar, sore, saw).

## Term 3 (late)

### Phonological component

- Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling
- Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling

Table 7 – Term 3 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
r-controlled vowel  /ear/ as in <i>dear</i>  [ear, eer, ere]	The most common graphemes that represent the r-controlled vowel phoneme /ear/ as in <i>dear</i> are [ear, eer, ere].	Derivational suffix:  -ness	sheer, steer, pioneer, mountaineer, buccaneer, engineer, clear, spear, gear, revere, sphere, cheery-cheeriness, fear-fearless-fearlessness, near-nearness, dreary-dreariness	Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b> .  The phoneme /ear/ is an r-controlled vowel. The trigraphs 'ear', 'eer', 'ere' and 'eir' are used to represent the phoneme /ear/.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	[eir] is a less commonly used representation.		Additional words using suffix -ness: kind-kindness, weak-weakness, happy-happiness, lonely-loneliness	<p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ness: meaning 'state of; condition of'</li> <li>attaches to an adjective to form a noun: kind-kindness</li> <li>explore the 'change y to i' generalisation: happy-happiness.</li> </ul>
<p>r-controlled vowel</p> <p>/ear/ as in <i>dear</i></p> <p>[ear, eer, ere]</p>	<p>The most common graphemes that represent the r-controlled vowel phoneme /ear/ as in <i>dear</i> are [ear, eer, ere].</p> <p>[eir] is a less commonly used</p>	<p>Inflected suffixes: comparative (-er) and superlative (-est)</p>	<p>jeer, career, volunteer, clear, shear, nearby, here, severe, dreary-drearier-dreariest, near-nearer-nearest, eerie-eerier-eeriest, dear-dearer-dearest, clear-clearer-clearest, weird-weirder-weirdest</p>	<p>Teach students that words with more than one syllable have both <b>stressed (strong)</b> and <b>unstressed (weak) syllables</b>. Stressed syllables are often louder and higher pitched. Unstressed syllables are usually said faster and at a lower volume. The vowel in the weak syllable is often a <b>schwa</b>. For example, in the word <i>doctor</i> the first syllable 'doc' is stressed and is clearly articulated. The second syllable 'tor' is unstressed and is pronounced as 'tuh', giving us 'doctuh'.</p>



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	representation.			<p>Introduce <b>identifying stressed and unstressed syllables in multisyllabic words and using knowledge of a schwa appearing in unstressed syllables</b> to assist with spelling.</p> <p>The vowel in the weak syllable is often a <b>schwa</b>. It usually sounds like the short /u/ sound but is shorter, softer and weaker. The suffixes -er and -est are often pronounced as a <b>schwa</b>. For example, higher.</p> <p>Revise <b>inflected suffixes</b>.</p> <p>The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer).</p> <p>When an adjective has more than one syllable and ends in consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest).</p>
Schwa /ə/	Identify the vowel graphemes that are pronounced as	Derivational suffix: -er, -or	teach-teacher, farm-farmer, report-reporter, prowl-prowler, announce-	Revise <b>identifying stressed and unstressed syllables in multisyllabic words and using knowledge of a schwa appearing in unstressed</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	a /schwa/, instead of their common pronunciation.		announcer, invent-inventor, act-actor, direct-director, create-creator, visit-visitor, collect-collector, inspect-inspector, investigate-investigator	<p><b>syllables</b> to assist with spelling.</p> <p>The suffixes -er and -or are often pronounced as a schwa.</p> <p>Revise the <b>use of spelling reference</b> tools to identify and correct misspelled words. Students need to recognise that <b>spellcheck accuracy may depend on understanding the word</b> (soar or saw).</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -er, -or meaning ‘a person who does the verb</li> <li>• attaches to a verb forms a noun</li> <li>• -er is the most common way to end a word for someone carrying out an action: teach-teacher, speak-speaker</li> <li>• sometimes the Latin suffix -or is used:</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				create-creator, visit-visitor.
Schwa /ə/  [ou]	Identify the vowel graphemes that are pronounced as a /schwa/, instead of their common pronunciation.	Derivational suffix: -ous	joy-joyous, wonder-wonderous, danger-dangerous, courage-courageous, fame-famous, nerve-nervous, glory-glorious, mystery-mysterious, vary-various	<p>Revise <b>identifying stressed and unstressed syllables in multisyllabic words</b> and <b>using knowledge of a schwa appearing in unstressed syllables</b> to assist with spelling.</p> <p>The vowel in the weak syllable is often a <b>schwa</b>. It usually sounds like the short /u/ sound but is shorter, softer and weaker. The vowel digraph 'ou' in the suffix -ous is often pronounced as a <b>schwa</b>.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ous meaning 'having qualities of, full of'</li> <li>attaches to a noun to form an adjective: danger-dangerous, mountain-mountainous</li> <li>explore 'drop the e' generalisation: fame-famous</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> <li>explore 'change the y to i' generalisation: vary-various</li> <li>explore adding -ous to a word that ends with 'our'. 'our' becomes 'or', then add -ous: humour-humorous.</li> </ul>

## Term 4 (early)

Further revision and consolidation of previously introduced content.

Table 8 – Term 4 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Consonant phoneme</p> <p>/j/ as in <i>jab</i></p> <p>[j, g, ge, gg, dj,</p>	<p>[j] is used at the beginning and in the middle of words.</p> <p>[g] is often used</p>	<p>Derivational suffix: -ment</p>	<p>jam, joy, gentle, allergy, damage, plunge, gorge, manage, suggest, adjective, adjust, giraffe, religion, ginger, manage-management, adjust-</p>	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>Single-letter graphemes 'j' and 'g' are used to represent the consonant phoneme /j/ as in <i>jab</i>. This phoneme can also be represented using the</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
dge, gi]	<p>when followed by [e, i, y].</p> <p>[ge] is often used at the end of words that do not have a short vowel.</p> <p>[dge] is often used at the end of a syllable or base word after a short, single vowel.</p>		<p>adjustment, enjoy-enjoyment, judge-judgement, acknowledge-acknowledgement, arrange-arrangement, engage-engagement</p>	<p>consonant digraphs 'ge', 'gg', 'dg', 'gi' and consonant trigraph 'dge'.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ment meaning 'state of being; act of'</li> <li>attaches to a verb to form a noun: embarrass-embarrassment</li> <li>explore the 'keep the e' generalisation: measure-measurement.</li> </ul>
<p>Consonant phoneme</p> <p>/j/ as in <i>jab</i></p> <p>[j, g, ge, gg, dj, dge, gi]</p>	<p>[j] is used at the beginning and in the middle of words.</p> <p>[g] is often used when followed by [e, i, y].</p>	<p>Derivational suffix: -ive</p>	<p>hedge, edge, knowledge, magic, gender, genius</p> <p>large, postage, courage, exaggerate, suggest, magic, gymnastics, gadget, lodger, suggest-suggestive, digest-digestive, object-objective,</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, all 3 syllables in 'objective' have short vowel phonemes.</p> <p>Revise <b>derivational suffixes</b>. The suffix -ive can be added to nouns and verbs to form adjectives.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	<p>[ge] is often used at the end of words that do not have a short vowel.</p> <p>[dge] is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter.</p>		<p>subject-subjective</p> <p>Additional words using suffix -ive:</p> <p>act-active, progress-progressive, create-creative, mass-massive, product-productive</p>	<p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ive meaning 'a tendency, inclination or quality'</li> <li>attaches to a noun to form an adjective: secret-secretive</li> <li>attaches to a verb to form an adjective: disrupt-disruptive.</li> </ul>
<p>Consonant phoneme</p> <p>/ch/ as in <i>chair</i></p> <p>[ch, tch, c, t]</p>	<p>[ch] is used at the beginning, in the middle and at the end of base words.</p> <p>[tch] is often used at the end of a syllable or base</p>	<p>Derivational suffix: -an, -ian</p>	<p>children, clench, drench, attach, scratch, watch, etch, cello, cellist, mixture, statue, furniture</p> <p>technic-technician, Christ-Christian</p>	<p>The digraph 'ch' represents the consonant phoneme /ch/ as in <i>chair</i>. This phoneme can also be represented using the trigraph 'tch' and the single-letter graphemes 'c' and 't'.</p> <p>Words with the /ch/ phoneme represented by the grapheme 'c' are usually Italian in origin.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	<p>word after a single, short vowel.</p> <p>[t] is often found at the beginning of the suffix -ture.</p>		<p>Additional words using suffixes -an, -ian:</p> <p>artisan, veteran, comedy-comedian, custody-custodian, history-historian, electric-electrician, magic-magician</p>	<p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-an, -ian: meaning 'belonging to or relating to'</li> <li>-an and -ian attach to nouns to form adjectives and nouns: Europe-European</li> <li>-ian attaches to adjectives to form nouns: magic-magician.</li> </ul>
<p>Consonant phoneme</p> <p>/ch/ as in <i>chair</i></p> <p>[ch, tch, c, t]</p>	<p>[ch] is used at the beginning, in the middle and at the end of base words.</p> <p>[tch] is often used at the end of a syllable or base word after a short vowel that is represented with</p>	Homophones	<p>chance-chants, cheap-cheep, chilli-chilly, broach-brooch, retch-wretch, catch, hitch, preach, reach, captured, gestures</p>	<p><b>Homophones</b> are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw).</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	<p>one vowel letter.</p> <p>[t] is often found at the beginning of the suffix -ture.</p>			

## Term 4 (late)

Further revision and consolidation of previously introduced content.

Table 9 – Term 4 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>r-controlled vowel revision</p> <p>/er/ as in <i>her</i></p> <p>[er, ir, ur, or, ear]</p> <p>/or/ as in <i>for</i></p>	<p>Apply knowledge of the graphemes that represent /ar/ and /or/ in words as per previous learning.</p>	<p>Derivational suffix: -ic</p>	<p>allergy-allergic, history-historic, opportunity-opportunistic, horrific, forensic, orthography-orthographic</p> <p>Additional words using suffix</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p>



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
[or, au, ore, oor, aw, ough, ar, al, augh, oar]			-ic:  graph-graphic, rhythm-rhythmic, meteor-meteoric, parasite-parasitic	<ul style="list-style-type: none"> <li>-ic meaning 'having characteristics of'</li> <li>attaches to nouns to make adjectives: poet-poetic.</li> </ul>
r-controlled vowel revision  /ar/ as in <i>farm</i>  [ar, a]  /air/ as in <i>pair</i>  [air, are, ear, ere]  /ear/ as in <i>dear</i>  [ear, eer, ere]	Apply knowledge of the graphemes that represent /er/, /air/ and /ear/ in words as per previous learning.	Inflected suffixes: plurals (-s, -es)  Irregular plurals: nouns that change their vowels and consonants	scarf-scarves, half-halves, pearl-pearls, fairy-fairies, hairbrush-hairbrushes, nightmare-nightmares, beard-beards, earring-earrings, sphere-spheres  Additional irregular plurals: mouse-mice, die-dice, louse-lice, calf-calves, knife-knives, leaf-leaves, life-lives, wife-wives	The <b>inflected suffixes</b> -s and -es change a noun from singular (one) to plural (more than one).  When a noun ends in a consonant and then -y, replace the 'y' with an 'i' before adding the -es suffix.  When a noun ends in -s, -sh, -ss, -ch, add the -es suffix to create the plural form.  Nouns ending with -f or -fe make the plural in 2 ways. In some cases, -s is added (chief-chiefs). In some cases, replace the -f or -fe with a 'v' before adding the -es suffix (leaf-leaves).  <b>Irregular plural nouns</b> are nouns that do not become plural by adding an inflected suffix (-s or -

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				es).  Some singular nouns change their vowels and consonants to form the plural (mouse-mice, die-dice).
Mixed vowel phoneme revision	Apply knowledge of the graphemes that represent vowel phonemes in words as per previous learning.	Prefixes: inter-, multi-	(inter)act, (inter)face, (inter)view, (inter)weave, (multi)ply, (multi)coloured, (multi)millionaire, (multi)tasking	Revise <b>proofreading, identifying and correcting misspellings when creating written texts</b> .  Revise previously introduced <b>prefixes</b> .  Introduce prefixes: <ul style="list-style-type: none"> <li>inter- meaning 'between, among, during'</li> <li>multi- meaning 'many'.</li> </ul> No change is required when affixing this prefix to the base word.
Mixed vowel phoneme revision	Apply knowledge of the graphemes that represent vowel phonemes	Prefixes: inter-, multi-	(inter)cept, (inter)mission, (inter)lude, (inter)pret, (multi)media, (multi)sport, (multi)vitamin, (multi)talented	Revise prefixes: <ul style="list-style-type: none"> <li>inter- meaning 'between, among, during'</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	in words as per previous learning.			<ul style="list-style-type: none"><li>• multi- meaning 'many'.</li></ul> <p>No change is required when affixing this prefix to the base word.</p>

## Stage 2 – Year B

### Term 1 (early)

#### Phonological component

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

#### Orthographic component

- Apply knowledge of taught vowel graphemes when spelling

#### Morphological component

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

Table 10 – Term 1 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Long vowel phoneme	The most common graphemes that	Inflected suffixes: plurals (-s, -es)	athlete-athletes, stream-streams, eagle-eagles,	As introduced in Early Stage 1 and Stage 1, revise <b>segmenting multisyllabic words into syllables</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/ee/ as in <i>me</i></p> <p>[e_e, ea, ee, e, ey, y]</p>	<p>represent the long vowel phoneme</p> <p>/ee/ as in <i>me</i></p> <p>include: [ee, ea, e_e, ey, e, y].</p>		<p>street-streets, alley-alleys, chimney-chimneys, trophy-trophies, cherry-cherries, ferry-ferries, family-families, beach-beaches, leash-leashes, seamstress-seamstresses</p>	<p><b>and phonemes.</b> For example, <i>jockey</i> has 2 syllables and 4 phonemes (j-o-ck-ey). This is a phonological skill that should be practised regularly.</p> <p>Vowel digraphs that represent /ee/ are ‘ee’, ‘ea’ and ‘ey’. The split digraph ‘e_e’ and single-letter graphemes ‘e’ and ‘y’ are also used to represent /ee/.</p> <p>Introduce <b>inflected suffixes</b> (plurals). The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).</p> <p>When a noun ends in a consonant and then -y, replace the ‘y’ with an ‘i’ before adding the -es suffix.</p> <p>When a noun ends in -s, -sh, -ss, -ch, add the -es suffix to create the plural form.</p>
Long vowel phoneme	The most common graphemes that	Inflected suffixes: tense (-s, -ing, -ed)	delay-delays-delaying-delayed, prey-preys-preyed-	The phoneme /ay/ is a diphthong. Teach students to <b>identify differences in vowel phonemes</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/ay/ as in say</p> <p>[ai, ay, a, a_e, ey, aigh, eigh]</p>	<p>represent the long vowel phoneme</p> <p>/ay/ as in say</p> <p>include: [ai, ay, a, a_e, ey]. [aigh, eigh] are less commonly used representations.</p>		<p>preying, straighten-straightens-straightened-straightening, excavate-excavates-excavating-excavated, bake-bakes-baking-baked</p>	<p><b>(short, long, diphthong and schwa vowels).</b> For example, the first syllable in the word ‘playing’ has a diphthong and the second syllable has a short vowel.</p> <p>Vowel digraphs that represent /ay/ are ‘ai’, ‘ay’ and ‘ey’. The split digraph ‘a_e’, quadgraphs ‘aigh’ and ‘eigh’, and single-letter grapheme ‘a’ are also used to represent /ay/.</p> <p>Revise previously introduced <b>inflected suffixes</b> (plurals). Introduce inflected suffixes (tense).</p> <p>The inflected suffixes -s, -ing, and -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.</p> <p>When a word ends in a -y, keep the -y before adding the suffix (play, playing). Compare to plurality generalisation where the ‘y’ is replaced with an ‘i’ before adding -es.</p> <p>Teach that inflected suffix -ed can be represented</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>by 3 different phonemes:</p> <ul style="list-style-type: none"> <li>• /d/ as in <i>sailed</i>. This phoneme is used when the base word ends with a voiced sound.</li> <li>• /t/ as in <i>fished</i>. This phoneme is used when the base word ends with an unvoiced sound.</li> <li>• /əd/ as in <i>rented</i>. This phoneme is used when the base word ends in [t] or [d]. This sound forms a new syllable.</li> </ul> <p>This suffix is pronounced in 3 different ways but is always spelled -ed.</p>
<p>Long vowel phoneme</p> <p>/ow/ as in <i>own</i></p> <p>[oa, ow, o_e, o, oe]</p>	<p>The most common graphemes that represent the long vowel phoneme /ow/ as in <i>own</i> include [oa, ow, o_e, o, oe].</p>	<p>Inflected suffixes:</p> <p>plurals (-s, -es)</p> <p>tense (-s, -ing, -ed)</p>	<p>bloke-blokes, globe-globes, dingo-dingos, tomato-tomatoes, hose-hoses-hosing-hosed, float-floats-floating-floated, doze-dozes-dozing-dozed, swallow-swallows-swallowing-swallowed</p>	<p>Vowel digraphs 'oa', 'ow' and 'oe' can be used to represent the vowel phoneme /ow/. Split digraph 'o_e' and single-letter grapheme 'o' can also represent /ow/.</p> <p>Revise previously introduced <b>inflected suffixes</b> (plurals and tense).</p> <p>When a noun ends with -o, the -es suffix is added</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				(tomato, tomatoes).
<p>Long vowel phoneme</p> <p>/igh/ as in <i>my</i></p> <p>[i_e, ie, i, y, igh]</p>	<p>The most common graphemes that represent the long vowel phoneme /igh/ as in <i>my</i> include [i_e, ie, i, y, igh].</p>	<p>Inflected suffixes:</p> <p>plurals (-s, -es)</p> <p>tense (-s, -ing, -ed)</p>	<p>magpie-magpies, bicep-biceps, giant-giants, pilot-pilots, pirate-pirates, night-nights, hike-hikes-hiking-hiked, swipe-swipes-swiping-swiped, sigh-sighs-sighing-sighed, mime-mimes-miming-mimed</p>	<p>Vowel digraph 'ie', split digraph 'i_e' and trigraph 'igh' are common representations for the long vowel phoneme /igh/. The single-letter graphemes 'i' and 'y' can also be used to represent the phoneme /igh/.</p> <p>Revise previously introduced <b>inflected suffixes</b> (plurals and tense).</p>

## Term 1 (late)

### Orthographic component

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



Table 11 – Term 1 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Long vowel phoneme</p> <p>/oo/ as in <i>soon</i></p> <p>[u_e, ue, oo, ew, ough, oe]</p> <p>Schwa /ə/</p> <p>[-er, -est]</p>	<p>[u_e, ue, ew, ough, oe] are often used at the end of base words.</p> <p>[oo] is often used in the middle of base words.</p>	<p>Inflected suffixes: comparative (-er) and superlative (-est)</p>	<p>costume, flute, glue, continue, cartoon, teaspoon, screw, grew, shoe, smooth-smoother-smoothest, new-newer-newest, blue-bluer-bluest, cruel-crueller-cruellest, rude-ruder-rudest</p>	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>The phoneme /oo/ is often referred to as the long /oo/. It is a diphthong. Vowel digraphs 'oo', 'ue', 'ew' and split digraph 'u_e' are common representations for the diphthong /oo/. Alternate spellings include digraph 'oe' and quadgraph 'ough'.</p> <p>The suffixes -er and -est are often pronounced as a schwa.</p> <p>Revise previously introduced <b>inflected suffixes</b>.</p> <p>The inflected suffixes -er and -est are used to provide a comparison.</p> <p>The inflected suffixes -er and -est usually attach to adjectives that have one syllable (few, fewer).</p> <p>Adjectives with more than one syllable often use</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>the words 'more' and 'most' instead of using the inflected suffixes (polite, most polite).</p> <p>When an adjective has more than one syllable and ends in the consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest).</p> <p>For adjectives that are single syllable CVC words, the final consonant is usually doubled before adding -er or -est (big, bigger).</p>
<p>Short vowel phoneme</p> <p>/o/ as in <i>cot</i></p> <p>[o, a, au]</p> <p>Schwa /ə/</p> <p>[-er, -est]</p>	<p>[o] is used at the beginning and in the middle of base words.</p> <p>[a] is used in the middle of base words, often after the graphemes [w] and [qu].</p> <p>[au] is used in the</p>	<p>Inflected suffixes: comparative (-er) and superlative (-est)</p>	<p>venom, logic, common, wander, swan, squash, quality, cauliflower</p> <p>soggy-soggier-soggiest, glossy-glossier-glossiest, bossy-bossier-bossiest, hot-hotter-hottest, salty-saltier-saltiest</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, the first and second syllables in the word <i>quality</i> have short vowels and the third syllable has a long vowel.</p> <p>[o, a] are graphemes that represent the short vowel phoneme /o/ as in <i>cot</i>. This phoneme can also be represented using the vowel digraph [au].</p> <p>[oa, ow, oe] are vowel digraphs that represent the long vowel phoneme /ow/ as in <i>own</i>. This phoneme</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	middle of base words.			<p>can also be represented using the split digraph [o_e] and the grapheme [o].</p> <p>Revise previously introduced <b>inflected suffixes</b>. The inflected suffixes -er and -est are used to provide a comparison.</p>
<p>Short vowel phoneme</p> <p>/i/ as in <i>it</i></p> <p>[i, y]</p>	<p>[i] is used at the beginning or in the middle of base words.</p> <p>[y] is used in the middle of base words.</p> <p>[e] is used at the beginning or in the middle of words.</p>	<p>Inflected suffixes: tense (-s, -ing, -ed)</p>	<p>innocent, compliment, inquisitive, university, literacy, system, sympathy, gymnastics, rhythm, myth</p> <p>inspect-inspected-inspecting, consider-considering-considered, deliver-delivered-delivering, inform-informed-informing, participate-participating-participated</p>	<p>Introduce <b>proofreading, identifying and correcting misspellings when creating written texts</b>. Writing produced in Component B can be utilised, or a passage of text featuring short vowel phoneme /i/ words. Proofreading, identifying and correcting misspellings should be practised regularly.</p> <p>The <b>inflected suffixes</b> -s, -ing, and -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.</p> <p>In single syllable CVC words, the final consonant is doubled before adding -ed or -ing (shop, shopping).</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>In words with 2 or more syllables and a stressed final CVC syllable, the final consonant is doubled before adding -ed or -ing (begin, beginning).</p> <p>In words with 2 or more syllables and a stressed opening syllable, no doubling of the final consonant is needed (follow, following).</p>
<p>Short vowel phoneme</p> <p>/u/ as in <i>up</i></p> <p>[u, o, ou, oo]</p>	<p>[u, o, ou, oo] are often used in the middle of base words.</p>	<p>Inflected suffixes: tense (-s, -ing, -ed)</p>	<p>chuckle, drummer, month, glove, young, cousin</p> <p>flood-floods-flooding-flooded, discover-discovers-discovering-discovered, blush-blushes-blushing-blushed, wonder-wonders-wondering-wondered, double-doubles-doubling-doubled</p>	<p>Single-letter graphemes 'u' and 'o' are used to represent the short vowel phoneme /u/ as in <i>up</i>. This phoneme can also be represented using the vowel digraphs 'ou' and 'oo'.</p> <p>Revise <b>inflected suffixes</b> for tense (-s, -ing, -ed).</p>

## Term 2 (early)

### Orthographic component

- Understand that graphemes can be explained by their etymology

### Morphological component

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

Table 12 – Term 2 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Short vowel phoneme</p> <p>/e/ as in <i>get</i></p> <p>[e, ea, a, ai]</p>	<p>[e, a] are often used at the beginning and in the middle of base words.</p> <p>[ea, ai] are often used in the middle of base words.</p>	<p>Inflected suffixes: comparative (-er) and superlative (-est)</p>	<p>necklace, resident, breakfast, feather, jealous, measure, any, again, against, said, wet-wetter-wettest, stretchy-stretchier-stretchiest, smelly-smellier-smelliest, fresher-freshest, sweaty-sweatier-sweatiest, heavy-heavier-heaviest</p>	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>Single-letter graphemes 'e' and 'a' are used to represent /e/ as in <i>get</i>. The vowel digraphs 'ea' and 'ai' are alternate spellings.</p> <p>Revise <b>inflected suffixes</b> -er and -est for comparison.</p> <p>The inflected suffixes -er and -est usually attach to</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>adjectives that have one syllable (few, fewer).</p> <p>Adjectives with more than one syllable often use the words 'more' and 'most' instead of using the inflected suffixes (polite, most polite).</p> <p>When an adjective has more than one syllable and ends in the consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest).</p> <p>For adjectives that are single syllable CVC words, the final consonant is usually doubled before adding -er or -est (big, bigger).</p>
<p>Long vowel phoneme revision</p> <p>/ay/ as in <i>say</i></p> <p>/ee/ as in <i>me</i></p> <p>/igh/ as in <i>my</i></p> <p>/ow/ as in <i>own</i></p>	<p>[c] is often used at the beginning and in the middle of base words. It is occasionally used at the end of base words.</p> <p>[k] is often used at</p>	<p>Inflected suffixes: plurals (-s, -es)</p>	<p>creek-creeks, cream-creams, hawk-hawks, kidney-kidneys, haystack-haystacks, cockroach-cockroaches, anchor-anchors, school-schools, orchestra-orchestras</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, all 3 syllables in <i>mechanics</i> use short vowel phonemes.</p> <p>Review some known representations for /k/- 'c', 'k', 'ck', 'ch'. An alternative spelling to represent the phoneme /k/ is the digraph 'ch'.</p> <p>Teach that words with the /k/ phoneme</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/oo/ as in <i>soon</i></p> <p>Consonant phoneme</p> <p>/k/ as in <i>kid</i></p> <p>[c, k, ck, ch]</p>	<p>the beginning and in the middle of base words, after long vowel phonemes.</p> <p>[ck] is used at the end of base words, after short vowel phonemes.</p>			<p>represented as the consonant digraph 'ch' are usually Greek in origin.</p> <p>Revise <b>inflected suffixes</b> (plurals). The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).</p> <p>When a noun ends in a consonant and then -y, replace the 'y' with an 'i' before adding the -es suffix.</p> <p>When a noun ends in -s, -sh, -ss, -ch, add the -es suffix to create the plural form.</p>
<p>Diphthong /ow/ as in <i>cow</i></p> <p>[ou, ow, ough]</p>	<p>[ou] is often used at the beginning and in the middle of base words.</p> <p>[ow] is used at the beginning, in the middle and at the end of base words.</p>	<p>Prefixes: pre-, mid-, mis-</p>	<p>(mis)count, flour, (pre)announce, (mis)pronounce, noun, loud, mouth, round, bounce, compound, (mid)town, howl, prowler, power, (pre)allow, plough</p>	<p>The phoneme /ow/ is a diphthong. The vowel digraphs 'ou' and 'ow' are used to represent /ow/ as in <i>cow</i>. The quadgraph 'ough' is an alternate spelling.</p> <p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>pre- meaning 'before'</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	[ough] is often used in the middle and at the end of base words.			<ul style="list-style-type: none"> <li>mid- meaning 'middle'</li> <li>mis- meaning 'wrongly'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>
<p>Diphthong /ow/ as in <i>cow</i></p> <p>[ou, ow, ough]</p>	<p>[ou] is often used at the beginning and in the middle of base words.</p> <p>[ow] is used at the beginning, in the middle and at the end of base words.</p> <p>[ough] is often used in the middle and at the end of base words.</p>	<p>Prefixes:</p> <p>pre-, mid-, mis-</p>	<p>(mis)doubt, blouse, douse, council, around, mouse, (pre)allow, growl, crowded, powder</p> <p>Additional words using prefixes pre-, mid-, mis-:</p> <p>(pre)paid, (pre)scribe, (mid)way, mid(size), (mis)took, (mis)behave</p>	<p>Revise <b>prefixes</b>:</p> <ul style="list-style-type: none"> <li>pre- meaning 'before'</li> <li>mid- meaning 'middle'</li> <li>mis- meaning 'wrongly'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>



## Term 2 (late)

### Morphological component

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

Table 13 – Term 2 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Diphthong</p> <p>/oi/ as in <i>boy</i></p> <p>[oi, oy, uoy]</p>	<p>[oi] can be used at the beginning or in the middle of a base word.</p> <p>[oy] can be used in the middle or at the end of a base word.</p> <p>[ouy] is used at the</p>	Prefix: de-, anti-	<p>oyster, (de)ploy, destroy, royal, (anti)royalist, cowboy, moist, foil, poison, point, (anti)noise, buoy</p>	<p>The phoneme /oi/ is a diphthong.</p> <p>Vowel digraphs 'oi' and 'oy' are used to represent /oi/. The trigraph 'uoy' is an alternate spelling.</p> <p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>de- meaning 'opposite'</li> <li>anti- meaning 'against'.</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	end of base words.			No change is required when affixing this prefix to the base word.
Diphthong /oi/ as in <i>boy</i> [oi, oy, uoy]	[oi] can be used at the beginning or in the middle of a base word. [oy] can be used in the middle or at the end of a base word. [ouy] is used at the end of base words.	Prefix: de-, anti-	(anti)choice, loyal, annoy, voyage, enjoy, employ, point, (de)coil, avoid Additional words using prefixes de- and anti-: (de)clutter, (de)activate, (de)value, (de)frost, (anti)climax, (anti)hero, (anti)venom, (anti)violence	Revise <b>prefixes</b> : <ul style="list-style-type: none"> <li>de- meaning 'opposite'</li> <li>anti- meaning 'against'.</li> </ul> No change is required when affixing this prefix to the base word.
Consonant phoneme /sh/ as in <i>shop</i> [sh, ss, ce]	[sh] is used at the beginning of a base word or at the end of a syllable. [sh] is never used	Derivational suffix: -y, -ly	bushranger, brush, eyelash, cushion mushroom, shard, shilling, tissue, pressure, percussion, ocean short-shortly, shape-shapely, astonishing-astonishingly,	Revise <b>proofreading, identifying and correcting misspellings when creating written texts</b> . The vowel digraphs 'sh', 'ss' and 'ce' represent the consonant phoneme /sh/ as in <i>shop</i> . Introduce <b>derivational suffixes</b> .

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	<p>at the beginning of any syllable after the first one, except when used in the suffix -ship.</p> <p>[ss, ce] is used at the end of base words.</p>		<p>shy-shyly, slush-slushy, flash-flashy, push-pushy, show-showy, shade-shady, fishy-fishy, shine-shiny</p>	<p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-y meaning 'characterised by'</li> <li>attaches to nouns and verbs to create adjectives</li> <li>explore the 'drop the final e' generalisation: spike-spiky, scare-scary</li> <li>explore 'double consonant' generalisation: sun-sunny.</li> </ul> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ly meaning 'a characteristic of'</li> <li>attaches to nouns to form adjectives, adjectives to form adverbs</li> <li>explore the generalisation for changing the 'y' to 'i' and keeping the 'e': happy-happily, love-lovely.</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Consonant phoneme</p> <p>/sh/ as in <i>shop</i></p> <p>[ti, ci, si]</p>	<p>[ti, ci, si] are used in the middle of words.</p>	<p>Inflected suffixes: plurals (-s, -es)</p> <p>Irregular plurals: nouns that do not change</p>	<p>magician-magicians, musician-musicians, mansion-mansions, creation-creations, ration-rations, goldfish, fish, sheep, passionfruit</p> <p>Additional irregular plurals:</p> <p>chalk, food, fruit, furniture, hovercraft, aircraft, deer, squid, moose, bison</p>	<p>The consonant digraphs ‘ti’, ‘ci’ and ‘si’ can be used to represent /sh/.</p> <p>Words with the /sh/ unvoiced phoneme represented by the consonant digraphs ‘ti’, ‘ci’ and ‘si’ are usually Latin in origin.</p> <p>Introduce <b>irregular plurals</b>. Irregular plural nouns are nouns that do not become plural by adding an inflected suffix (-s or -es).</p> <p>Explore that some singular nouns do not change to form the plural (sheep, aircraft, fish).</p>

## Term 3 (early)

### Orthographic component

- Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

### Morphological component

- Correctly spell taught homophones when creating written texts

Table 14 – Term 3 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Monophthong /oo/ as in <i>look</i> [u, oo, oul]	The most common graphemes that represent the short vowel phoneme /oo/ as in 'look' are [u, oo, oul].	Derivational suffix: -hood	wood, soot, wool, booking, footstool, cookbook, bush, push, bullet, cushion, pudding, butcher, could, would, should, parent-parenthood, child-childhood, sister-sisterhood, brother-brotherhood, mother-motherhood, father-fatherhood	Revise <b>segmenting multisyllabic words into syllables and phonemes</b> . The phoneme /oo/ is a monophthong. It is often referred to as the short /oo/ sound.  The digraph 'oo' and trigraph 'oul' are used to represent /oo/. The single-letter grapheme 'u' is an alternate spelling for /oo/.  Revise <b>derivational suffixes</b> .

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-hood: meaning ‘condition of being’</li> <li>attaches to a noun or adjective to form a noun that names a condition or group: childhood, adulthood</li> <li>explore ‘change the y to i’ generalisation: likely-likelihood.</li> </ul>
<p>Monophthong</p> <p>/oo/ as in <i>look</i></p> <p>[u, oo, oul]</p>	<p>The most common graphemes that represent the short vowel phoneme /oo/ as in <i>look</i> are [u, oo, oul].</p>	Homophones	<p>wood-would, sook-souk</p> <p>Additional homophones: moose-mousse, root-route, troop-troupe, buoy-boy, coy-koi, bear-bare, heel-heal, mail-male, main-mane</p>	<p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).</p>
<p>Short vowel phoneme revision</p> <p>/a/ as in <i>at</i></p>	<p>Apply knowledge of the graphemes that represent /a/, /e/, /i/, /o/, /u/ in</p>	Homophones	<p>cell-sell, discussed-disgust, click-clique, bask-Basque, check-cheque, band-banned, berry-bury, billed-build,</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, both syllables in the word ‘disgust’ have short vowel phonemes.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>/e/ as in <i>get</i></p> <p>/i/ as in <i>it</i></p> <p>/o/ as in <i>on</i></p> <p>/u/ as in <i>up</i></p> <p>Consonant phoneme</p> <p>/k/ as in <i>kid</i></p> <p>[c, k, ck, que]</p>	words as per previous learning.		missed-mist, prince-prints	<p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).</p>
<p>Schwa /ə/</p> <p>[e]</p>	Apply knowledge of the vowel graphemes that are pronounced as a /schwa/.	Derivational suffix: -en	<p>wood-wooden, gold-golden, broke-broken, froze-frozen, wove-woven, ash-ashen, dark-darken, fast-fasten, wide-widen, loose-loosen, bright-brighten, soft-soften, sweet-sweeten, sharp-sharpen, fright-frighten</p>	<p>Introduce the <b>use of spelling reference tools</b> to identify and correct misspelled words. Students need to recognise that <b>spellcheck accuracy may depend on understanding the word</b> (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>The <b>schwa</b> phoneme can be described as the weak vowel sound in some syllables that is not emphasised. The single-letter grapheme 'e' in the suffix -en is often pronounced as a <b>schwa</b>.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -en meaning 'to become or cause to be' or 'made of'</li> <li>• attaches to a noun to form an adjective: ash-ashen, wood-wooden</li> <li>• attaches to an adjective to form a verb: dark-darken, wide-widen.</li> </ul>



## Term 3 (late)

### Phonological component

- Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling
- Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling

Table 15 – Term 3 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Schwa /ə/	Apply knowledge of the vowel graphemes that are pronounced as a /schwa/.	Derivational suffixes: -ure, -ture	picture, measure, leisure, texture, gesture, vulture, close-closure, depart-departure, fix-fixture, mix-mixture, sculpt-sculpture	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>Teach students that words with more than one syllable have both <b>stressed (strong) and unstressed (weak) syllables</b>. Stressed syllables are often louder and higher pitched. Unstressed syllables are usually said faster and at a lower volume. The vowel in the weak syllable is often a <b>schwa</b>. For example, in the word <i>doctor</i> the first syllable 'doc' is stressed and is clearly articulated. The second syllable 'tor' is unstressed and is</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>pronounced as 'tuh', giving us 'doctuh'.</p> <p>Introduce <b>identifying stressed and unstressed syllables in multisyllabic words and using knowledge of a schwa appearing in unstressed syllables</b> to assist with spelling. The suffixes -ure and -ture are often pronounced as a schwa.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffixes:</p> <ul style="list-style-type: none"> <li>-ure, -ture: meaning 'the result of the act'</li> <li>adding -ure or -ture to the end of a verb forms a noun: sculpt-sculpture, mix-mixture</li> <li>explore the 'drop the e' generalisation: close-closure, compose-composure.</li> </ul>
<p>Consonant phoneme</p> <p>/zh/ as in <i>usual</i></p>	<p>[si] is often found at the beginning of the suffix -ion.</p>	<p>Prefix: tele-, co-</p>	<p>division, massage, genre, collage, version, decision, Asia, confusion, television, telephone, telegraph,</p>	<p>Single-letter grapheme 's' and digraphs 'si' and 'ge' are used to represent the phoneme /zh/ as in <i>usual</i>.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
[s, si, ge]	<p>[si] is only used at the beginning of any syllable after the first one.</p> <p>[ge] is usually found at the end of a base word.</p>		telecommunication, collision, collusion, cooperate, coworker, coordinate	<p>Words with the /sh/ voiced phoneme represented by the digraph 'ge' are usually French in origin.</p> <p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>tele- meaning 'at or over a distance'</li> <li>co- meaning 'with'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>
<p>Consonant phoneme</p> <p>/zh/ as in <i>usual</i></p> <p>[s, si, ge]</p>	<p>[si] is often found at the beginning of the suffix -ion.</p> <p>[ge] is usually found at the end of a base word.</p>	Prefix: tele-, co-	explosion, occasion, measure, treasure, pleasure, conclusion, telescope, telecast, teleconference, teleport, cohesion, cohabit, coexist, cohort, copilot	<p>Revise the <b>use of spelling reference tools</b> to identify and correct misspelled words. Students need to recognise that <b>spellcheck accuracy may depend on understanding the word</b> (soar or saw).</p> <p>Revise <b>prefixes</b>:</p> <ul style="list-style-type: none"> <li>tele- meaning 'at or over a distance'</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> <li>co- meaning 'with'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>
Schwa /ə/	Apply knowledge of the vowel graphemes that are pronounced as a /schwa/.	Derivational suffix: -dom	kingdom, freedom, boredom, wisdom, fandom, stardom	<p>Revise <b>identifying stressed and unstressed syllables in multisyllabic words and using knowledge of a schwa appearing in unstressed syllables</b> to assist with spelling. The suffix -dom is often pronounced as a schwa.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-dom meaning 'place or state of being'</li> <li>attaches to nouns and adjectives to form nouns.</li> </ul>

## Term 4 (early)

Further revision and consolidation of previously introduced content.

Table 16 – Term 4 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>Consonant phoneme</p> <p>/n/ as in <i>net</i></p> <p>[n, nn, kn, gn]</p>	<p>[n] is used at the beginning, in the middle and at the end of base words.</p> <p>[nn] is found in 2-syllable words where the /n/ comes after a short vowel phoneme.</p> <p>[kn] is used only at the beginning of base words.</p>	<p>Prefix: non-, trans-</p>	<p>nature, neighbour, nectar, narrow, tennis, winner, knife, knight, knot, sign-resign-assign, align,</p> <p>(non)dairy, (non)living, (non)toxic, (non)sense, (non)event, transfer, (trans)form, translate, transit, transition</p>	<p>Revise <b>segmenting multisyllabic words into syllables and phonemes</b>.</p> <p>The single-letter grapheme 'n' represents the phoneme /n/ as in <i>net</i>. This phoneme can also be represented by the digraphs 'nn', 'kn' and 'gn'.</p> <p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>non- meaning 'not'</li> <li>trans- meaning 'across'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	[gn] is usually found at the beginning or end of base words.			
<p>Consonant phoneme</p> <p>/n/ as in <i>net</i></p> <p>[n, nn, kn, gn]</p>	<p>[n] is used at the beginning, in the middle and at the end of base words.</p> <p>[nn] is found in 2-syllable words where the /n/ comes after a short vowel phoneme.</p> <p>[kn] usually appears at the beginning of base words.</p> <p>[gn] is usually</p>	Prefix: non-, trans-	<p>novel, napkin, nimble, dinner, banner, knuckle, knock, known, campaign, foreign, gnaw, nonstick, (non)stop, (non)verbal, (non)fiction, (non)slip, transmit, transparent, (trans)plant, transport, transcend</p>	<p>Revise <b>identifying differences in vowel phonemes (short, long, diphthong and schwa vowels)</b>. For example, the first and second syllable in the word <i>napkin</i> have short vowels.</p> <p>Revise <b>prefixes</b>:</p> <ul style="list-style-type: none"> <li>non- meaning 'not'</li> <li>trans- meaning 'across'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	found at the beginning or end of base words.			
<p>Consonant phoneme</p> <p>/m/ as in <i>mit</i></p> <p>[m, mm, me, mb, mn]</p>	<p>[m] is used at the beginning, in the middle and at the end of base words.</p> <p>[mm] is found in 2-syllable words where the /m/ comes after a short vowel phoneme.</p> <p>The digraphs [me, mb, mn] usually appear at the end of a base word.</p>	<p>Derivational suffix: -ism</p>	<p>marshmallow, mushroom, marvellous, summer, mummy, summit, welcome, become, thumb, climbing, plumber, autumn, column, hero-heroism, active-activism, criticise-criticism, symbol-symbolism, vandal-vandalism, journal-journalism, athletic-athleticism, consumer-consumerism, individual-individualism</p>	<p>The single-letter grapheme 'm' represents the consonant phoneme /m/ as in <i>mit</i>. This phoneme can also be represented using the digraphs 'mm', 'me', 'mb' and 'mn'.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ism meaning 'a belief, condition, behaviour, characteristic'</li> <li>attaches to verbs to form nouns: criticise-criticism</li> <li>attaches to nouns to form nouns: hero-heroism.</li> </ul>
Consonant	[m] is used at the beginning, in the	Derivational	mind-mindless, harm-harmless, home-homeless,	Revise <b>derivational suffixes</b> .

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
<p>phoneme</p> <p>/m/ as in <i>mit</i></p> <p>[m, mm, me, mb, mn]</p>	<p>middle and at the end of base words.</p> <p>[mm] is found in 2-syllable words where the /m/ comes after a short vowel phoneme.</p> <p>The digraphs [me, mb, mn] usually appear at the end of a base word.</p>	<p>suffixes: -less</p>	<p>limb-limbless, rhyme-rhymeless, hammer-hammerless</p> <p>Additional words using suffix -less:</p> <p>breath-breathless, flaw-flawless, thought-thoughtless, point-pointless</p>	<p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-less: meaning 'without'</li> <li>attaches to nouns to form adjectives: child-childless</li> <li>attaches to verbs to form adjectives: fear-fearless</li> <li>explore 'change the y to i' generalisation: penny-penniless</li> <li>explore if word ends in a vowel + y, just add 'less': joy-joyless</li> <li>explore 'keep the e' generalisation: hope-hopeless.</li> </ul>



## Term 4 (late)

Further revision and consolidation of previously introduced content.

Table 17 – Term 4 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Revise monophthongs and diphthongs  /oo/ as in <i>look</i>  [u, oo, oul]  /ow/ as in <i>cow</i>  [ou, ow, ough]  /oi/ as in <i>boy</i>  [oi, oy, uoy]	Apply knowledge of the graphemes that represent /oo/, /ow/ and /oi/ in words as per previous learning.	Homophones	bow-bough, allowed-aloud, flower-flour, foul-fowl, browse-brows, council- counsel, coward-cowered	Revise <b>segmenting multisyllabic words into syllables and phonemes</b> .  Revise <b>proofreading, identifying and correcting misspellings when creating written texts</b> .  <b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw).
Mixed vowel	Apply knowledge	Inflected suffixes:	compliment-compliments,	The <b>inflected suffixes</b> -s and -es change a noun

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phoneme revision	of the graphemes that represent vowel phonemes in words as per previous learning.	plurals (-s, -es)  Irregular plurals: nouns that change their vowels and consonants	system-systems, umbrella-umbrellas, university-universities, mystery-mysteries, country-countries, eyelash-eyelashes, ostrich-ostriches, elf-elves, wife-wives, antenna-antennae, formula-formulae, analysis-analyses, crisis-crises, diagnosis-diagnoses, cactus-cacti, fungus-fungi	<p>from singular (one) to plural (more than one).</p> <p>When a noun ends in a consonant and then -y, replace the 'y' with an 'i' before adding the -es suffix.</p> <p>When a noun ends in -s, -sh, -ss, -ch, add the -es suffix to create the plural form.</p> <p>Nouns ending with -f or -fe make the plural in 2 ways. In some cases, -s is added (chief-chiefs). In some cases, replace the -f or -fe with a 'v' before adding the -es suffix (leaf-leaves).</p> <p><b>Irregular plural nouns</b> are nouns that do not become plural by adding an inflected suffix (-s or -es).</p> <p>Some singular nouns change their vowels to form plurals (goose-geese).</p> <p>Some singular nouns do not change to form the plural (sheep, aircraft, fish).</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				Some singular nouns change their vowels and consonants to form the plural (mouse-mice, die-dice).
Mixed vowel phoneme revision	Apply knowledge of the graphemes that represent vowel phonemes in words as per previous learning.	Prefixes: super-, pro-	(super)hero, (super)impose, (super)human, (super)market, superficial, superlative, (pro)claim, procure, project, prolong, protect	<p>Revise <b>identifying stressed and unstressed syllables in multisyllabic words and using knowledge of a schwa appearing in unstressed syllables</b> to assist with spelling. The ‘er’ within the prefix ‘super-’ is often pronounced as a schwa.</p> <p>Revise the <b>use of spelling reference tools</b> to identify and correct misspelled words. Students need to recognise that <b>spellcheck accuracy may depend on understanding the word</b> (soar or saw).</p> <p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>• super- meaning ‘above, over, beyond’</li> <li>• pro- meaning ‘forward, forth’.</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				No change is required when affixing this prefix to the base word.
Mixed vowel phoneme revision	Apply knowledge of the graphemes that represent vowel phonemes in words as per previous learning.	Prefixes: super-, pro-	(super)fine, (super)sleuth, supersede, supervise, supernova, produce, profess, promise, (pro)pose, provoke	<p>Revise previously introduced <b>prefixes</b>.</p> <p>Introduce prefixes:</p> <ul style="list-style-type: none"> <li>super- meaning 'above, over, beyond'</li> <li>pro- meaning 'forward, forth'.</li> </ul> <p>No change is required when affixing this prefix to the base word.</p>

## Stage 3 – Year A

### Term 1 (early)

#### Phonological component

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

#### Orthographic component

- Recognise that the same grapheme can represent different phonemes

#### Morphological component

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

Table 18 – 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	Grapheme [a] representing /a/, /ar/, /o/, /ay/ and schwa	Derivational suffix: -ate	accident, balance, bath, grass, wander, swampy, apron, active-activate, affection-affectionate,	Revise <b>segmenting multisyllabic words into syllables and phonemes</b> . This is a phonological skill that should be practised regularly.  Highlight the different phonemes represented by

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phonemes as a strategy when spelling			captive-captivate, fabric-fabricate, passion-passionate, consider-considerate, domestic-domesticate	<p>the single-letter grapheme 'a'. This grapheme can be used to represent /a/ as in 'at', /ar/ as in <i>farm</i>, /o/ as in <i>was</i> and /ay/ as in <i>basic</i>. It can often be pronounced as a schwa. Consider the grapheme's position within base words.</p> <p>Introduce <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -ate meaning 'possessing, having the appearance of characteristics, the product of a process'</li> <li>• -ate attaches to nouns to form adjectives: fortune-fortunate</li> <li>• -ate attaches to verbs to form nouns: condense-condensate</li> <li>• -ate attaches to nouns and adjectives to form verbs: hyphen-hyphenate</li> <li>• explore the 'drop the e' generalisation:</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				active-activate.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [a] representing /a/, /ar/, /o/, /ay/ and schwa	Derivational suffix: -ive, -ative, -itive	phantom, glasses, fast, squash, swab, was, apron, radio, pastry, hazy, narrate-narrative, collaborate-collaborative, communicate-communicative, initiate-initiative, imagine-imaginative	<p>Highlight the different phonemes represented by the single-letter grapheme 'a'.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ive, -ative, -itive: meaning 'a tendency, inclination or quality'</li> <li>-ive, -ative, -itive attach to nouns and verbs to form adjectives</li> <li>explore how some adjectives formed often become nouns (narrative)</li> <li>explore 'drop the e' generalisation: imagine-imaginative.</li> </ul> <p><b>Note:</b> -ative is the combination of 2 suffixes, -ate and -ive.</p>

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	celebrate-celebration, construct-construction, generate-generation, populate-population, prevent-prevention, educate-education, distribute-distribution, innovate-innovation, invent-invention, extinct-extinction, habitat-habitation, ignite-ignition, oppress-oppression	<p>Highlight the different phonemes that are represented by the grapheme 'c'. The grapheme 'c' can be used to represent /k/ as in <i>kid</i> and /s/ as in <i>city</i>. The grapheme 'c' is usually pronounced as /s/ when followed by the graphemes 'e', 'i' or 'y'. Consider the grapheme's position within base words.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ion meaning 'act' or 'process'</li> <li>-ion attaches to verbs to form nouns: educate-education, discuss-discussion, motion</li> <li>explore the 'drop the e' generalisation: educate-education.</li> </ul>
Segment unfamiliar	Grapheme [c] representing /k/	Derivational suffix: -tion, -sion	deduce-deduction, induce-induction, introduce-	Highlight the different phonemes represented by the single-letter grapheme 'c'.



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
multisyllabic words into syllables and phonemes as a strategy when spelling	and /s/		introduction, produce-production, reduce-reduction suck-suction, collude-collusion, ascend-ascension, decide-decision, deride-derision, erode-erosion, include-inclusion, provide-provision, prescribe-prescription, describe-description, inscribe-inscription, transcribe-transcription, subscribe-subscription	<p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -tion and -sion meaning 'act' or 'process'</li> <li>• attaches to verbs to form nouns: introduce-introduction</li> <li>• -tion is more common than -sion</li> <li>• -sion often follows when a word ends in a 'd', 'de', 'se', 't': decide-decision</li> <li>• explore how a word ending in 'be' uses a 'p' before adding -tion: prescribe-prescription.</li> </ul>

## Term 1 (late)

### Orthographic component

- Proofread written texts to correct misspellings, making use of spelling reference tools where required

Table 19 – Term 1 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [y] representing /ee/, /igh/, /i/ and /y/	Derivational suffix: -ise	thirsty, weighty, grouchy, python, identify, sympathy, mystify, harmony-harmonise, sympathy-sympathise, apology-apologise, strategy-strategise, colony-colonise, priority-prioritise, category-categorise, capital-capitalise, hospital-hospitalise, social-socialise, modern-modernise, weapon-weaponise, stable-stabilise	<p>Highlight the different phonemes represented by the single-letter grapheme 'y'. This grapheme is often used to represent /ee/ as in <i>happy</i>, /igh/ as in <i>sky</i>, /i/ as in <i>gym</i> and /y/ as in <i>yellow</i>. Consider the grapheme's position within base words.</p> <p>Introduce <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required</b>. Writing produced in Component B can be utilised, or a passage featuring target morphology or orthography. Spelling reference tools may include word walls, print or online dictionaries and assistive technologies. Proofreading texts to correct</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>misspellings should be practised regularly.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -ise meaning 'quality, state or function' or 'make or become'</li> <li>• attaches to nouns remain as nouns: expert-expertise</li> <li>• attaches to nouns to form verbs: hospital-hospitalise</li> <li>• explore the 'drop the e' generalisation: stable-stabilise</li> <li>• explore the 'change the y to i' generalisation: apology-apologise.</li> </ul>
Segment unfamiliar multisyllabic words	Grapheme [ai] representing /ay/, /a/, /e/, /i/, schwa	Derivational suffix: -ence, -ance	plait, chaise, domain, said, again, against, certain, fountain, captain, mountain,	Highlight the different phonemes represented by the digraph 'ai'. This digraph is often used to represent /ay/ as in <i>chain</i> , /a/ as in <i>plait</i> , /e/ as in

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling			sailing, aisle, raisin, acquaint-acquaintance, sustain-sustenance, enter-entrance, annoy-annoyance, appear-appearance, resemble-resemblance, differ-difference, experience, absence, exist-existence	<p><i>said</i> and /i/ as in <i>aisle</i>. It can often be pronounced as a schwa. Consider the grapheme's position within base words – 'ai' is not used at the end of English words.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ance, -ence meaning 'an action or process', 'quality or state', 'amount or degree'</li> <li>attaches to adjectives and verbs to form nouns: important-importance, perform-performance, different-difference, clear-clearance.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Letter pattern [le] representing /l/ and schwa + /l/	Derivational suffix: -able, -ible	throttle, muddle, ladle, gentle, crumple, chuckle, dazzle, grapple, temple, adjust-adjustable, enjoy-enjoyable, bear-bearable, edit-editable, note-notable, value-valuable,	Highlight the different phonemes represented by the letter pattern 'le'. This pattern 'le' can be pronounced as /l/ in words where the 'le' does not form its own syllable. For example, <i>role</i> . When 'le' forms its own syllable, it is pronounced as schwa + /l/. For example, <i>drizzle</i> .

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling			believe-believable, comfort-comfortable, move-moveable, consider-considerable, horrible, possible, terrible, visible, access-accessible, digest-digestible, response-responsible, sense-sensible	<p>Revise <b>derivational suffixes</b>. Revise <b>roots</b> as words or word parts that form new words when prefixes or suffixes are added to them.</p> <p>Introduce derivational suffix:</p> <ul style="list-style-type: none"> <li>• -able (revision), -ible meaning ‘capable of’</li> <li>• attaches to verbs to form adjectives</li> <li>• -able is more common and is usually attached to complete root words: enjoy-enjoyable</li> <li>• -ible is generally attached to incomplete root words: horr-horrible</li> <li>• explore the ‘drop the final e’ generalisation and exceptions: believe-believable, move-moveable.</li> </ul>
Segment unfamiliar multisyllabic words	Grapheme [our] representing	Derivational suffix: -eous, -ious	journalist, scourge, mourning, tournament, gourmet, odour,	Highlight the different phonemes represented by the trigraph ‘our’. This trigraph is often used to represent /er/ as in <i>journey</i> and /or/ as in <i>four</i> . It

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling	schwa, /er/, /or/		vapour,  courteous, courageous, delirious, envious, laborious, spacious, religious, anxious, gracious, hideous, gaseous, righteous	<p>can often be pronounced as a schwa. Consider the grapheme's position within base words.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffixes:</p> <ul style="list-style-type: none"> <li>• -eous, -ious meaning 'having qualities of'</li> <li>• attaches to nouns to form adjectives: space-spacious, courtesy-courteous</li> <li>• explore how there is no strict rule for when to use -eous or -ious</li> <li>• the suffix -ious is more common than -eous</li> <li>• both suffixes can be pronounced as 'us' or as 'ee-uss'</li> <li>• explore these adjectives in groups based on spelling and pronunciation.</li> </ul>

## Term 2 (early)

### Morphological component

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

Table 20 – Term 2 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ea] representing /ee/, /e/ and /ay/	Assimilated prefix: in- (im-, il-, ir-)	disease, easel, feature, meadow, pleasant, weather, steak, sane-insane, valid-invalid, famous-infamous, finite-infinite, sufficient-insufficient, measurable-immeasurable, moral-immoral, mobilise-immobilise, patient-impatient, perfect-imperfect, possible-impossible, balance-imbalance	<p>Highlight the different phonemes represented by the digraph 'ea'. This digraph is often used to represent /ee/ as in <i>leaf</i>, /e/ as in <i>bread</i> and /ay/ as in <i>great</i>. Consider the grapheme's position within base words.</p> <p>Introduce <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>in- meaning 'not'</li> <li>in- assimilates to im- when affixed to some words for ease of articulation</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> <li>explore how im- is used before words starting with 'p', 'b' and 'm': perfect-imperfect, balance-imbalance, mobile-immobile.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ea] representing /ee/, /e/ and /ay/	Assimilated prefix: in- (im-, il-, ir-)	measles, ordeal, yeast, tread, stealth, realm, break, logical-illogical, legal-illegal, legible-illegible, literate-illiterate, regular-irregular, relevant-irrelevant, removable-irremovable, refutable-irrefutable	<p>Revise <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required.</b></p> <p>Revise <b>prefix:</b></p> <ul style="list-style-type: none"> <li>in- meaning 'not'</li> <li>in- assimilates to il- or ir- when affixed to some words for ease of articulation</li> <li>explore how il- is used before words starting with 'l': logical-illogical</li> <li>explore how ir- is used before words starting with 'r': regular-irregular.</li> </ul>
Segment unfamiliar	Grapheme [e] representing /e/,	Assimilated prefix: ex- (ef-, e)	goddess, catastrophe, knowledge, below, expunge,	Highlight the different phonemes represented by the single-letter grapheme [e]. This grapheme is



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
multisyllabic words into syllables and phonemes as a strategy when spelling	/ee/, /i/, schwa		exhale, export, exclaim, exhibit, exile, exit, exodus, emerge, eject, elapse, elude, effort, effluent	<p>often used to represent /e/ as in <i>egg</i>, /ee/ as in <i>evil</i> and /i/ as in <i>pretty</i>. It can often be pronounced as a schwa. Consider the grapheme's position within base words.</p> <p>Revise <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>ex- meaning 'out of'</li> <li>ex- assimilates to ef- or e- when affixed to some words for ease of articulation</li> <li>explore how the final sound of this prefix often changes (assimilates) to match the beginning sound of the base word or root.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Grapheme [e] representing /e/, /ee/, /i/, schwa	Assimilated prefix: ex- (ef-, e)	settled, chameleon, privilege, eleven, expel, expire, explode, express, extinct, extend, extract, exude, emit, erase, erode, erupt, evict,	<p>Revise <b>prefix</b>:</p> <ul style="list-style-type: none"> <li>ex- meaning 'out of'</li> <li>ex- assimilates to ef- or e- when affixed to some words for ease of articulation</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling			eccentric, effect, efficient	<ul style="list-style-type: none"> <li>explore how the final sound of this prefix often changes (assimilates) to match the beginning sound of the base word or root.</li> </ul>

## Term 2 (late)

### 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 21 – Term 2 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words	Grapheme [ti] representing /sh/ (Latin)	Latin root: ject	reject-rejection, project- projection-projector, deject- dejectedly, eject-ejector,	Words with the digraph 'ti' representing the /sh/ phoneme are usually Latin in origin. This digraph can be used at the beginning of any syllable after

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling			inject-injection	<p>the first one.</p> <p>Introduce <b>roots</b>. 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.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>ject meaning 'throw'</li> <li>Latin origin.</li> </ul> <p>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 = prefix 're' meaning inside, root 'ject' meaning to throw, derivational suffix 'ion' meaning process or result.</p>
Segment unfamiliar	Grapheme [ti] representing /sh/	Latin root: ject	subject-subjective-subjection, object-objective-objection,	Revise <b>proofreading written texts to correct misspellings, making use of spelling reference</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
multisyllabic words into syllables and phonemes as a strategy when spelling	(Latin)		trajected-trajectory, conject-conjecture	<p><b>tools where required.</b></p> <p>Revise <b>root</b>:</p> <ul style="list-style-type: none"> <li>ject meaning 'throw'</li> <li>Latin origin.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [s] representing /s/, /z/, /zh/	Latin root: form	formalise, misinformation, transformed, informal, informative, deform, platform, performer, reform, conform, uniformity	<p>Highlight the different phonemes represented by the single-letter grapheme 's'. This grapheme is often used to represent /s/ as in <i>sun</i>, /z/ as in <i>busy</i> and /zh/ as in <i>usual</i>. Consider the grapheme's position within base words.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>form meaning 'shape'</li> <li>Latin origin.</li> </ul> <p>Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				For example, inform = prefix 'in' meaning in and root 'form' meaning to shape.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [s] representing /s/, /z/, /zh/	Latin root: vis, vid	televisе, visit, vista, vision, visual, devise, revise, visitor, improvise, evidence, video, provide	<p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>vis, vid meaning 'to see'</li> <li>Latin origin.</li> </ul> <p>Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, televisе = root 'tele' meaning distance and root 'vis' meaning to see.</p>

## Term 3 (early)

### Morphological component

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

Table 22 – 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	route-root, soul-sole, allowed-aloud, guessed-guest, bawled-bald, banned-band, leased-least	<p>Highlight the different phonemes represented by the digraph 'ou'. This digraph is often used to represent /ow/ as in <i>mouse</i>, /oo/ as in <i>group</i>, /o/ as in <i>cough</i> and /u/ as in <i>young</i>. Consider the grapheme's position within base words.</p> <p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (for example, <i>soar</i>, <i>sore</i>, <i>saw</i>).</p> <p>Homophones sometimes arise because a suffix has been added to a base word.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ou] representing /ow/ /oo/, /o/, /u/	Homophones	foul-fowl, jewels-joules, fined-find, past-passed, wrapped-rapt, pact-packed	<p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (for example, <i>soar</i>, <i>sore</i>, <i>saw</i>).</p> <p>Homophones sometimes arise because a suffix has been added to a base word.</p>

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 [ch] representing /ch/, /k/ (Greek) and /sh/ (French)	Root: mech	attachment, scholarship, chandelier, mechanic, mechanism, mechanise, mechanical	<p>Words with the consonant digraph 'ch' representing the /k/ phoneme are usually Greek in origin.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>mech meaning 'machine'</li> <li>Greek origin.</li> </ul> <p>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 = root 'mech' meaning machine, suffix '-an' meaning pertaining to and suffix '-ic' meaning one relating to.</p>
Segment unfamiliar multisyllabic words into syllables and	Grapheme [ch] representing /ch/, /k/ (Greek) and /sh/ (French)	Root: techno	enrichment, Christmas, charade, technology, technique, technicolour, technological, biotechnology,	<p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phonemes as a strategy when spelling			nanotechnology, architect	<ul style="list-style-type: none"> <li>• techno meaning 'art, science, skill'</li> <li>• Greek origin.</li> </ul> <p>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 = root 'techno' meaning art or science or skill, and suffix '-logy' meaning study, skill or science.</p>

## Term 3 (late)

### Orthographic component

- Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts



Table 23 – Term 3 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [ei] representing /ee/, /ay/, /igh/	Root: ceive, ceit, cept, ceipt	caffeine, ceiling, beige, surveillance, feisty, kaleidoscope, receive-receiver, conceive-reconceive-misconceive, perceive, deceit-deceitful, conceit	<p>The infrequently occurring grapheme 'ei' represents the phoneme /ee/ as in <i>receive</i>. Consider the grapheme's position within base words; 'ei' is not used at the end of English words. English words do not end with the grapheme 'i'.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>ceive, ceit, cept and ceipt meaning 'take'</li> <li>Latin origin.</li> </ul> <p>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 = prefix 're' meaning again, prefix 'con' meaning together and root 'ceive' meaning to take.</p>
Segment	Infrequently	Root: ceive, ceit,	protein, seize, feign, heinous,	Revise <b>proofreading written texts to correct</b>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	occurring grapheme [ei] representing /ee/, /ay/, /igh/	cept, ceipt	seismic, deceive, accept-acceptance, concept-conception, except-exception-exceptional-unexceptional, intercept, perceptive, reception, receipt	<p><b>misspellings, making use of spelling reference tools where required.</b></p> <p>Revise <b>root</b>:</p> <ul style="list-style-type: none"> <li>ceive, ceit, cept and ceipt meaning 'take'</li> <li>Latin origin.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [gu] representing /g/	Assimilated prefix: dis- (dif-)	guinea, guitar, guarantee, disguise, disallow, dishonest, discard, dissect, disable, disagree, disarm, disarray, disaster, differ, different, difficult	<p>The infrequently occurring grapheme 'gu' represents the phoneme /g/ as in <i>guest</i>. Consider the grapheme's position within base words.</p> <p>Revise <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>dis- meaning 'not, opposite of, away'</li> <li>dis- assimilates to dif- when affixed to some words for ease of articulation</li> <li>dis- assimilates to dif- before words beginning with 'f'.</li> </ul>

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 letter pattern [ge] representing /j/	Assimilated prefix: dis- (dif-)	scrounge, surgeon, gorgeous, discharge, disgorge, distraught, disavow, disband, discard, disclose, discolour, discount, diffident, diffract, diffuse	<p>The infrequently occurring letter pattern ‘ge’ represents the phoneme /j/ as in <i>large</i>. Consider the grapheme’s position within base words – ‘ge’ is used at the end of a base word following a consonant.</p> <p>Revise <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required.</b></p> <p>Revise prefix:</p> <ul style="list-style-type: none"> <li>dis- meaning ‘not, opposite of, away’</li> <li>dis- assimilates to dif- when affixed to some words for ease of articulation</li> <li>dis- assimilates to dif- before words beginning with ‘f’.</li> </ul>

## Term 4 (early)

Further revision and consolidation of previously introduced content.

Table 24 – Term 4 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Letter pattern [ve] representing /v/ (English)	Latin root: struct	constructive, destructive, structure, unobstructed, infrastructure, instructor, instructions, indestructible	<p>Words with the letter pattern 've' representing the /v/ phoneme are usually English in origin. English words do not end with the grapheme 'v'. A silent 'e' is added to 'v' when /v/ is found at the end of a word. For example, giv-give, hav-have.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>• struct meaning 'to build'</li> <li>• Latin origin.</li> </ul> <p>Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				For example, constructive = assimilate prefix 'com-' meaning with or together, root 'struct' meaning to build, derivational suffix 'ive' meaning a quality or inclination.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ve] representing /v/ (English)	Latin root: mote, mobe, move	motive, automotive, motionless, motivation, motorbike, movement, promote, mobile, immobile, countermove, remove, removalist	<p>Introduce <b>root</b>:</p> <ul style="list-style-type: none"> <li>mote, mobe, move meaning 'move'</li> <li>Latin origin.</li> </ul> <p>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 = root 'auto' meaning self, root 'mote' meaning move, derivational suffix '-ive' meaning a quality.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a	Infrequently occurring grapheme [oar] representing /or/	Homophones	horse-hoarse, horde-hoard, course-coarse, bore-boar, bored-board, core-corps, foreword-forward, or-oar-ore, source-sauce	<p>The infrequently occurring grapheme 'oar' represents the phoneme /or/ as in <i>board</i>. Consider the grapheme's position within base words.</p> <p><b>Homophones</b> are words that are pronounced the</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
strategy when spelling				same way but have different spellings and different meanings (for example, soar, sore, saw).
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ere] representing /ear/ and /air/	Greek root: sphere	atmosphere, hemisphere, hydrosphere, ecosphere, spherical	<p>Highlight the different phonemes represented by the digraph 'ere'. This digraph is often used to represent /ear/ as in <i>here</i> and /air/ as in <i>where</i>. Consider the grapheme's position within base words.</p> <p>Introduce <b>root</b>:</p> <ul style="list-style-type: none"> <li>• sphere meaning 'ball, globe'</li> <li>• Greek origin.</li> </ul> <p>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 = prefix 'atmo-' meaning vapour or steam, root 'sphere' meaning globe.</p>

## Term 4 (late)

Further revision and consolidation of previously introduced content.

Table 25 – Term 4 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [er] representing /er/, /ear/, schwa	Latin root: hyper	alert, certify, merchant, concern, cereal, coherent, query, hyperlink, hyperactive, hyperbole, hypercharge, hyperthermia, hypersensitive, hyperventilation	<p>Highlight the different phonemes represented by the digraph 'er'. This digraph is often used to represent /er/ as in <i>her</i> and /ear/ as in <i>serious</i>. It can often be pronounced as a schwa. Consider the grapheme's position within base words.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>hyper meaning 'over, above, beyond'</li> <li>Latin origin.</li> </ul> <p>Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots to form words.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				For example, hyperthermia = root 'hyper' meaning over, root 'therm' meaning heat, 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/, schwa	Latin root: hypo	deserve, emerge, external, internal, superior, wisteria, perseverance, hypoderm, hypothermia, hypoallergenic, hypothetical, hypoventilation	<p>Revise <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required.</b></p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>hypo meaning 'below, beneath'</li> <li>Latin origin.</li> </ul> <p>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 = root 'hyper' meaning below, root 'therm' meaning heat, derivational suffix 'ia' meaning state or condition.</p>
Segment	Grapheme [sc]	Assimilated prefix:	adolescent, discipline,	Words using the consonant digraph 'sc' to



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	representing /s/ (Latin)	ob- (oc-, of-, op-)	fascinate, obscene, observe, object, obstruct, oblige, occupy, occasion, occur, offensive, offer, opposition, opportunity	<p>represent the /s/ phoneme are usually Latin in origin.</p> <p>Revise <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>ob- meaning 'against, opposed'</li> <li>ob- assimilates to oc-, of-, op- when affixed to some words for ease of articulation</li> <li>explore that the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [sc] representing /s/ (Latin)	Assimilated prefix: ob- (oc-, of-, op-, os-)	obsolescence, obstacle, obligation, obviously, obtain, obtuse, occlude, occupation, offend, oppress, opponent	<p>Introduce <b>prefix</b>:</p> <ul style="list-style-type: none"> <li>ob- meaning 'against, opposed'</li> <li>ob- assimilates to oc-, of-, op- when affixed to some words for ease of articulation</li> <li>explore that the final sound of this prefix changes (assimilates) to match the beginning</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				sound of the base word or root.

## Stage 3 – Year B

### Term 1 (early)

#### Phonological component

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

#### Orthographic component

- Recognise that the same grapheme can represent different phonemes

#### Morphological component

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

Table 26 – Term 1 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [or] representing /or/, /er/ and schwa	Derivational suffix: -age	organ, thorn, flora, dormant, sector, worldly, worship, sponsor, elevator, password, store-storage, short-shortage, orphan-orphanage, anchor-anchorage, pass-passage, post-postage, marry-marriage, carry-carriage, cover-coverage, bag-baggage, pack-package, use-usage, waste-wastage, stow-stowage, block-blockage	<p>Highlight the different phonemes represented by the digraph 'or'. The digraph 'or' is often used to represent /or/ as in <i>fork</i> and /er/ as in <i>word</i>. It can often be pronounced as a schwa. Consider the grapheme's position within base words.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-age: meaning 'result of, state of'</li> <li>-age attaches to verbs to form nouns: pack-package</li> <li>-age attaches to nouns to form names of places: orphan-orphanage</li> <li>explore the 'drop the e' generalisation: use-usage.</li> </ul>
Segment	Grapheme [or]	Derivational suffix:	informative, navigator, prior,	Highlight the different phonemes represented by

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	representing /or/, /er/ and schwa	-ory	choir, horror, forum, tutor, equator, organism, sense-sensory, direct-directory, participate-participatory, mandate-mandatory, invent-inventory, advise-advisory, migrate-migratory	<p>the digraph 'or'.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ory: indicating 'a place or something having a specific use relating to', 'characterised by'</li> <li>-ory attaches to verbs to form nouns: observe-observatory, direct-directory</li> <li>-ory attaches to verbs and nouns to form adjectives: sense-sensory</li> <li>explore the 'drop the e' generalisation: sense-sensory.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Graph [o] representing /o/, /oa/, /u/	Derivational suffix: -ion	modern, zero, money, love, innovate-innovation, construct-construction, oppress-oppression, celebrate-celebration, generate-generation,	Highlight the different phonemes represented by the grapheme 'o'. The grapheme 'o' can be used to represent /o/ as in <i>on</i> , /oa/ as in <i>own</i> and /u/ as in <i>come</i> . Consider the grapheme's position within base words.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling			populate-population, prevent-prevention, educate-education, distribute-distribution, invent-invention, extinct-extinction, habitat-habitation, ignite-ignition	<p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ion meaning 'act' or 'process'</li> <li>-ion attaches to verbs to form nouns: educate-education, discuss-discussion, motion.</li> <li>explore the 'drop the e' generalisation: educate-education.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Graph [o] representing /o/, /oa/, /u/	Derivational suffix: -ation, -ition	observe, frozen, yodel, Monday, some, discover, govern, conserve-conservation, admire-admiration, expire-expiration, form-formation, relax-relaxation, tempt-temptation, limit-limitation, add-addition, oppose-opposition, compete-competition, define-definition,	<p>Highlight the different phonemes represented by the grapheme 'o'.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ation and -ition meaning 'act' or 'process'</li> <li>attaches to verbs to form nouns: add-addition</li> <li>explore how there is no strict generalisation</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			occupy-occupation	for when to use -ation or -ition: starve-starvation, compete-competition.

## Term 1 (late)

### Orthographic component

- Proofread written texts to correct misspellings, making use of spelling reference tools where required

Table 27 – Term 1 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [g] representing /g/, /j/	Derivational suffix: -ssion	gimmick, galaxy, gibbon, beverage, encourage, allergy, refugee, synergy, regress-regression, progress-progression, aggression, admit-admission, permit-permission, commit-commission, emit-emission,	Highlight the different phonemes represented by the single-letter grapheme 'g'. This grapheme is often used to represent /j/ as in <i>germ</i> and /g/ as in <i>get</i> . The grapheme 'g' can be pronounced as /j/ when followed by the graphemes 'e', 'i' or 'y'. Consider the grapheme's position within base words.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			omit-omission, admit-admission, submit-submission, transmit-transmission	<p>Introduce <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required</b>. Writing produced in Component B can be utilised, or a passage featuring target morphology or orthography. Spelling reference tools may include word walls, print or online dictionaries and assistive technologies. Proofreading texts to correct misspellings should be practised regularly.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>• -ssion meaning ‘act’ or ‘process’</li> <li>• attaches to verbs to form nouns: admit-admission</li> <li>• explore how the suffix ‘-ssion’ is attached when a verb ends in ‘mit’: permit-permission.</li> </ul>
Segment	Letter pattern [al]	Derivational suffix:	almond, behalf, chalk, stalk,	Highlight the different phonemes represented by

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	representing schwa + /l/, /ar/, /or/	-al	general, equal, special, emotion-emotional, deny-denial, revive-revival, remove-removal, reverse-reversal, appraise-appraisal	<p>the letter pattern 'al'. The letter pattern 'al' represents the phonemes /ar/ as in <i>half</i>, /or/ as in <i>walk</i>. It also represents schwa + /l/ as in <i>social</i>. Consider the letter pattern's position within base words and suffixes.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-al meaning 'having characteristics of; like'</li> <li>attaches to verbs to form nouns: dismiss-dismissal</li> <li>attaches to nouns to form adjectives: logic-logical</li> <li>explore the 'drop the e' and 'change the y to i' generalisations: arrive-arrival, deny-denial.</li> </ul>
Segment unfamiliar multisyllabic words	Letter pattern [al] representing schwa + /l/, /ar/,	Derivational suffix: -ly, -ally	legal-legally, regal-regally, global-globally, general-generally, original-originally,	Highlight the different phonemes represented by the letter pattern 'al'.



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling	/or/		lone-lonely, sedate-sedately, innocent-innocently, desperate-desperately, serene-serenely, medical-medically, equal-equally, emotional-emotionally	<p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> <li>-ly (revision), -ally meaning 'how something is; or like'</li> <li>attaches to adjectives to form adverbs</li> <li>explore the 'change the y to i' generalisation: happy-happily</li> <li>explore how words ending in -le change to -ly: gentle-gently</li> <li>explore how base words ending in -ic or -al use the suffix -ally: terrific- terrifically, emotional-emotionally.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a	Grapheme [ar] representing /ar/, /air/, /or/, schwa	Derivational suffix: -ity, -ety, -ty	arcade, article, canary, dictionary, quarter, wardrobe, muscular, circular, rare-rarity, scarce-scarcity, certain-certainty, cruel-cruelty, frail-	Highlight the different phonemes represented by the digraph 'ar'. This digraph is often used to represent /ar/ as in <i>farm</i> , /air/ as in <i>scarce</i> and /or/ as in <i>warm</i> . It can often be pronounced as a schwa. Consider the grapheme's position within

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
strategy when spelling			frailty, loyal-loyalty, safe-safety, brutal-brutality, fluid-fluidity, mental-mentality, toxic-toxicity, celebrity, clarity, dignity, enormity, anxiety, variety, notoriety, society	<p>base words.</p> <p>Revise <b>derivational suffixes</b>.</p> <p>Introduce suffixes:</p> <ul style="list-style-type: none"> <li>-ity, -ety, -ty meaning 'state or condition of being, doing'</li> <li>-ity and -ty attaches to adjectives to form nouns: real-reality, certain-certainty, technical-technicality</li> <li>explore how -ity, -ety, and -ty attach to bound stems (incomplete root words) to form nouns: char-charity, anx-i-anxiety, liber-liberty.</li> </ul>

## Term 2 (early)

### Morphological component

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

Table 28 – Term 2 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [i] representing /i/, /igh/, /ee/	Assimilated prefix: com- (col-, cor-)	income, cripple. appliance, library, triangle, audio, mosquito, courier, combination, combination, combat, commence, commiserate, compare, compliment, compose, collaborate, collapse, collate, colleague, college, collide, correct, correlate, correspond, corrupt, corrode, corroborate	<p>Highlight the different phonemes represented by the single-letter grapheme ‘i’. This grapheme is often used to represent /i/ as in <i>igloo</i>, /igh/ as in <i>find</i> and /ee/ as in <i>genius</i>. Consider the grapheme’s position within base words. English words do not end with the grapheme ‘i’. Common words ending in ‘i’, such as ‘ski’ (Norwegian), are derived from other languages.</p> <p>Introduce <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>com- meaning ‘together, with, jointly’</li> <li>com- assimilates to col-, cor-, co-, con- when affixed to some words for ease of articulation</li> <li>explore how com- becomes col- and cor- before l and r: lateral-collateral, relate-correlate.</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [i] representing /i/, /ee/	Assimilated prefix: com- (col-, cor-)	concentration, concern, concrete, condense, condition, confess, confide, conflict, confront, confuse, coeducation, coexist, cohabit, cohort, cooperate, coordinate, copilot, coauthor	<p>Revise <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required.</b></p> <p>Revise <b>prefix</b>:</p> <ul style="list-style-type: none"> <li>com- meaning 'together, with, jointly'</li> <li>com- assimilates col-, cor-, co-, con- when affixed to some words for ease of articulation</li> <li>explore how con- is used before consonants other than b, p, and m: form-conform</li> <li>explore how co- is used before h and most vowels: habit-cohabit, operate-cooperate.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Grapheme [u] representing /u/, /oo/	Assimilated prefix: sub- (suc-, suf-sur-, sug-, sus-)	buttery, glutton, pulley, bulletin, sucrose, brutal, lunar, subheading, submarine, submerge, subtract, subtotal, subzero, subspecies, success-	Highlight the different phonemes represented by the single-letter grapheme 'u'. This grapheme is often used to represent /u/ as in <i>up</i> , /oo/ as in <i>pull</i> and /oo/ as in <i>flu</i> . Consider the grapheme's position within base words – English words do not end with the grapheme 'u'. Common words ending

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling			successful-succession, succinct, succulent	<p>in 'u', such as 'menu' (French) are derived from other languages.</p> <p>Revise <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>sub- meaning 'under, below, secondary'</li> <li>sub- assimilates to suc-, suf-, sur-, sug-, sus- when affixed to some words for ease of articulation</li> <li>explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Grapheme [u] representing /u/, /oo/	Assimilated prefix: sub- (suc-, suf- sur-, sug-, sus-)	suffer, suffix, sufficient, surround, surreal, surrender, suggest-suggested-suggestion, suspect-suspicion, sustain, suspend	<p>Revise <b>prefix</b>:</p> <ul style="list-style-type: none"> <li>sub- meaning 'under, below, secondary'</li> <li>sub- assimilates to suc-, suf-, sur-, sug-, sus- when affixed to some words for ease of articulation</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling				<ul style="list-style-type: none"> <li>explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root.</li> </ul>

## Term 2 (late)

### 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 29 – Term 2 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words	Letter pattern [ed] representing /t/, /d/ and /ed/	Latin root: port	report-reported-reporter, export-exported, import-imported, deport-deportee-	Highlight the different phonemes represented by the tense-marking letter pattern 'ed'. The letter pattern is often used to represent /t/ as in <i>fished</i>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling			deported, sport-sports, airport, carport, heliport	<p>and /d/ as in <i>sailed</i>. The suffix 'ed' can also represent 2 single phonemes, /e/ and /d/ as in <i>rented</i>. Consider the letter pattern's position within base words.</p> <p>Introduce <b>roots</b>. 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.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>port meaning 'to carry'</li> <li>Latin origin.</li> </ul> <p>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 = prefix 're' meaning again, root 'port' meaning to carry derivational suffix 'er'</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				meaning the person who does the verb.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Letter pattern [ed] representing /t/, /d/ and /ed/	Latin root: port	porter, portable, transport-transportation, important-unimportant, support-supported- supportive- unsupported	Revise <b>root</b> : <ul style="list-style-type: none"> <li>port meaning 'to carry'</li> <li>Latin origin.</li> </ul>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ph] representing /f/ (Greek)	Greek root: photo, phos	Photograph-photography, photon, photocopy-photocopier, photogenic, phosphorous, phosphorescence	Words with the consonant digraph 'ph' representing the /f/ phoneme are usually Greek in origin.  Revise previously introduced <b>roots</b> .  Introduce root: <ul style="list-style-type: none"> <li>photo, phonos meaning 'light'</li> <li>Greek origin.</li> </ul> Revise known prefixes and derivational suffixes



Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, photograph = root 'photo' meaning light, root 'graph' meaning write.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ph] representing /f/ (Greek)	Greek root: phon, phono	telephone, microphone, megaphone, symphony, saxophone, sousaphone, cacophony, photocopy, photosynthesis	<p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>phon, phono meaning 'sound'</li> <li>Greek origin.</li> </ul> <p>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 = prefix 'tele-' meaning distance, root 'phon' meaning sound.</p>

## Term 3 (early)

### Morphological component

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

Table 30 – Term 3 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ow] representing /ow/, /oa/	Homophones	drowsy, scowling, browsing, yowl, bungalow, wallow, billow, aloud-allowed, foul-fowl, beau-bow, bold-bowled, coward-cowered, groan-grown, throne-thrown	<p>Highlight the different phonemes represented by the digraph 'ow'. This digraph is often used to represent /ow/ as in <i>now</i> and /oa/ as in <i>blow</i>. Consider the grapheme's position within base words.</p> <p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (for example, soar, sore, saw).</p> <p>Homophones sometimes arise because a suffix has been added to a base word.</p>
Segment	Grapheme [au]	Homophones	caution, applaud, authentic,	Highlight the different phonemes represented by

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	representing /or/, /o/, /ar/		bauble, auction, somersault, aunt, laugh, taut-taught, haul-hall, maul-mall, clause-claws, pause-paws, sauce-sauce, draught-draft	<p>the digraph 'au'. This digraph is often used to represent /or/ as in <i>haunt</i>, /o/ as in <i>because</i> and /ar/ as in <i>laugh</i>. Consider the grapheme's position within base words – 'au' is not used at the end of English words.</p> <p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (for example, soar, sore, saw).</p> <p>Homophones sometimes arise because a suffix has been added to a base word.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [au] representing /or/, /o/, /ar/	Greek root: hydr	astronaut, audience, draught, cauliflower, hydraulic, hydration, rehydrate, hydrant, carbohydrates, hydroelectricity	<p>Revise the different phonemes represented by the digraph 'au'.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>hydr meaning 'water'</li> <li>Latin origin.</li> </ul>

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 [ci] representing /sh/ (Latin)	Latin root: spect, spec, spic	spectacles, disrespect, inspector, perspective, aspect, spectator, spectacular, spectrum, suspect, suspicious, suspicion, special, species, specify, specimen, speculate, conspicuous, despicable	<p>Words with the /sh/ phoneme represented as the digraph 'ci' are usually Latin in origin. This digraph can be used at the beginning of any syllable after the first one.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>• spect meaning 'to look'</li> <li>• spec and spic also meaning 'to look, watch, observe'</li> <li>• Latin origin.</li> </ul>

## Term 3 (late)

### Orthographic component

- Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts

Table 31 – Term 3 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [gn] representing /n/	Latin root: sign	align, campaign, foreign, gnash, gnaw  sign, signify, signal significance, signpost, signature, signage, assign, designer, resign, insignia, consign	<p>The infrequently occurring grapheme 'gn' represents the phoneme /n/ as in <i>sign</i>. Consider the grapheme's position within base words; it can be used at the beginning or end of a base word.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>sign meaning 'mark, seal'</li> <li>Latin origin.</li> </ul> <p>Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>suffixes can be attached to roots to form words. For example, signature = root 'sign' meaning mark or seal, derivational suffix 'ate' meaning the product of a process and 'ure' meaning the result of the act.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [pe] representing /p/	Latin root: scope	microscope, telescope, stethoscope, horoscope, periscope, kaleidoscope, thermoscope	<p>The infrequently occurring grapheme 'pe' represents the phoneme /p/ as in <i>troupe</i>. Consider the grapheme's position within base words; it is often used at the end of a base word.</p> <p>Revise <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required.</b></p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>scope meaning 'look, viewing instrument'</li> <li>Greek origin.</li> </ul> <p>Revise known prefixes and derivational suffixes</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				and their meaning. Explore how prefixes and suffixes can be attached to roots to form words. For example, microscope = root 'micro' meaning small and root 'scope' meaning viewing instrument.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [augh] representing /or/	Latin root: tract	daughter, naughty, onslaught, distraught, attract-attractive-attraction, abstract, tractor, subtract-subtraction, distract-distraction, detract, retract, extraction, protractor	<p>The infrequently occurring grapheme 'augh' represents the phoneme /or/ as in <i>caught</i>. Consider the grapheme's position within base words.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>tract meaning 'drag, pull'</li> <li>Latin origin.</li> </ul> <p>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 = assimilated prefix 'ad-' (or 'at-') meaning to or towards and root 'tract'</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				meaning drag or pull.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [t] representing /t/, /ch/	Latin root: rupt	creature, texture, signature, rupture, abrupt-abruptly, corrupt-anticorruption, eruption, interrupt, bankrupt, disruptive	<p>Highlight the different phonemes represented by the single-letter grapheme 't'. This grapheme is often used to represent /t/ as in <i>top</i> or /ch/ as in <i>statue</i>. Consider the grapheme's position within base words.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>rupt meaning 'break'</li> <li>Latin origin.</li> </ul> <p>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 = prefix 'ab-' meaning away or from, and root 'rupt' meaning break.</p>



## Term 4 (early)

Further revision and consolidation of previously introduced content.

Table 32 – Term 4 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [ue] representing /oo/	Assimilated prefix: ad- (ac-, af-, ag-, al-, an-, ap-, ar-, as-, at)	<p>construe, fondue, gruesome, untrue, gluing</p> <p>accrue, adjective, adverb, advice, admit, advance- advantage, adjoin, account, accident, acknowledge, acclaim, accept, affect, affirm, affix, affront, afflict</p>	<p>The infrequently occurring grapheme ‘ue’ represents the phoneme /oo/ as in <i>true</i>. Consider the grapheme’s position within base words.</p> <p>Revise <b>assimilated prefixes</b>.</p> <p>Introduce prefix:</p> <ul style="list-style-type: none"> <li>ad- meaning ‘to, toward’</li> <li>ad- assimilates to ac-, af-, as-, al-, at-, ap- when affixed to some words for ease of articulation</li> <li>explore how the final sound of this prefix changes (assimilates) to match the beginning</li> </ul>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				sound of the base word or root.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [se] representing /s/ and /z/	Assimilated prefix: ad- (ac-, af-, ag-, al-, an-, ap-, ar-, as-, at)	adverse, advertise, advise, accuse, appraise, aggravate, aggress, allow, allocate, allude, allege, annoy, announce, annotate, apparent, approve, appear, appoint, appeal, arrest, arrange, arrive, assure, assess, assign, assist, assert, attend, attach, attain, attract	<p>Highlight the different phonemes represented by the digraph 'se'. This digraph is often used to represent /s/ as in <i>house</i> and /z/ as in <i>cheese</i>. Consider the grapheme's position within base words.</p> <p>Revise <b>prefix</b>:</p> <ul style="list-style-type: none"> <li>ad- meaning 'to, toward'</li> <li>ad- assimilates to ac-, af-, as-, al-, at-, ap- when affixed to some words for ease of articulation</li> <li>explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base word or root.</li> </ul>
Segment unfamiliar multisyllabic words	Grapheme [ere] representing /ear/ and /air/	Greek root: sphere	atmosphere, hemisphere, hydrosphere, ecosphere, spherical	Highlight the different phonemes represented by the digraph 'ere'. This digraph is often used to represent /ear/ as in <i>here</i> and /air/ as in <i>where</i> .

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling				<p>Consider the grapheme's position within base words.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>sphere meaning 'ball, globe'</li> <li>Greek origin.</li> </ul> <p>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 = prefix 'atmo-' meaning vapour or steam, root 'sphere' meaning globe.</p>
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	<p>Words with the trigraph 'que' representing the /k/ phoneme are usually French in origin.</p> <p><b>Homophones</b> are words that are pronounced the same way but have different spellings and different meanings (for example, soar, sore, saw).</p>

## Term 4 (late)

Further revision and consolidation of previously introduced content.

Table 33 – Term 4 (late) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ps] representing /s/ (Greek)	Greek root: pseudo	pseudonym, pseudoscience, pseudorandom, pseudoscorpion	<p>Words with the digraph 'ps' representing the /s/ phoneme are usually Greek in origin.</p> <p>Revise previously introduced <b>roots</b>.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> <li>pseudo meaning 'false'</li> <li>Greek origin.</li> </ul> <p>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 = root 'pseudo' meaning false, suffix '-onym' meaning name.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ps] representing /s/ (Greek)	Greek root: psycho	psychoanalyse, psychological, psychology, psychologist, psychometric	<p>Revise <b>proofreading written texts to correct misspellings, making use of spelling reference tools where required.</b></p> <p>Introduce <b>root</b>:</p> <ul style="list-style-type: none"> <li>psycho meaning 'mind' or 'mental'</li> <li>Greek origin.</li> </ul> <p>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 = root 'psycho' meaning mind, suffix 'logy' meaning the study of.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Grapheme [si] representing /sh/ (Latin)	Latin root: pulse, pel	compulsion, expulsion, propulsion, impulsive, pulse, pulsating, repulsive, compel, dispel, propeller, repel, repellent	<p>Words with the digraph 'si' representing the unvoiced phoneme /sh/ are usually Latin in origin. This digraph can be used at the beginning of any syllable after the first one.</p> <p>Revise previously introduced <b>roots</b>.</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling				<p>Introduce root:</p> <ul style="list-style-type: none"> <li>pulse, pel meaning 'push'</li> <li>Latin origin.</li> </ul> <p>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 = prefix 'com meaning together, root 'pulse' meaning push, suffix '-ion' meaning act or process.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [si] representing /sh/ (Latin)	Latin root: pense, pend	suspension, pension, compensation, dispense, expensive, pensive, suspense, dependable, expend, impending, independence, pendant, pending, pendulum	<p>Introduce root:</p> <ul style="list-style-type: none"> <li>pense, pend meaning 'hang, weigh'</li> <li>Latin origin.</li> </ul> <p>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 = assimilated prefix 'sub-' meaning under, root 'pense' meaning hang,</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				suffix '-ion' meaning act or process.

## References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

[English K–10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Daffern T (2017) 'Linguistic skills involved in learning to spell: An Australian study', *Language and Education*, 31(4):307–329, doi:10.1080/09500782.2017.1296855, accessed 18 August 2023.

Devonshire V and Fluck M (2010) 'Spelling development: Fine-tuning strategy-use and capitalising on the connections between words', *Learning and Instruction*, 20(5):361–371, doi:10.1016/j.learninstruc.2009.02.025, accessed 18 August 2023.

Eide D (2011) *Uncovering the Logic of English: A Common-Sense Approach to Reading, Spelling and Literacy*, Pedia Learning Inc, Minnesota.

Garcia NP, Abbott RD and Berninger VW (2010) 'Predicting poor, average, and superior spellers in grades 1 to 6 from phonological, orthographic, and morphological, spelling, or reading composites', *Written Language and Literacy*, 13(1):61–98, doi:10.1075/wll.13.1.03gar, accessed 18 August 2023.

Madelaine A (2023) 'Spelling', in Wheldall K, Wheldall R and Buckingham J (eds) *Effective Instruction in Reading and Spelling*, MRU Press, Australia.



Moats L (2005–2006) '[How Spelling Supports Reading: And Why It Is More Regular and Predictable Than You May Think](#)', *American Educator*, 29(4):12–22, 42–43, accessed 18 August 2023.

Stone L (2021) *Spelling for Life: Uncovering the Simplicity and Science of Spelling*, 2nd edn, Routledge.

Westwood P (2023) *Developing spelling skills across the age range: an introduction*, MRU Press, Australia.

© State of New South Wales (Department of Education), 2023

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International \(CC BY 4.0\) license](https://creativecommons.org/licenses/by/4.0/).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2023.

Material in this resource not available under a Creative Commons license:

- the NSW Department of Education logo, other logos and trademark-protected material
- material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

### Links to third-party material and websites

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.