

English – Stage 3

Instructional sequence – Spelling

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Overview

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

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 3, the phonological focus for students is the application of phonology skills to multisyllabic words (NESA 2022).

Through orthographic instruction, students gain knowledge of the letter patterns and sequences that exist within the English language. They learn how to represent phonemes using possible letter patterns and develop awareness of spelling generalisations. Orthographic instruction in Stage 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 3 extends upon previous learning of derivational suffixes and homophones, and includes learning about the use of assimilated prefixes and etymological roots (NESA 2022).

Students need to be explicitly shown how to coordinate the 3 linguistic word forms during the spelling process. 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 –Stage 3 –Instructional sequence –Spelling' is a suggested sequence to support the planning of explicit, systematic and cumulative spelling lessons for students in Years 5 and 6. This sequence has been designed to support students in demonstrating the outcome:

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

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Stage 3 spelling content from the [English K–10 Syllabus](#) is introduced in line with the [English Stage 3 scope and sequence](#). Content points are positioned at the point of introduction to the students and the sequence provides for repetition and consolidation of content throughout the stage. Some content points will 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
phoneme	A phoneme is the smallest unit of sound in spoken language and can be represented by graphemes.
grapheme	A grapheme is a letter, or group of letters, that acts as the smallest unit in written language and represents different sounds.
digraph	A digraph is a 2-letter grapheme that represents one phoneme.
monophthong	A monophthong is a vowel phoneme pronounced as a single sound. The position of the mouth remains the same while saying the phoneme.
diphthong	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.
trigraph	A trigraph is a 3-letter grapheme that represents one phoneme.
quadgraph	A quadgraph is a 4-letter grapheme that represents one phoneme.

Terminology	Definition
schwa	The schwa sound can be described as the weak vowel sound that is not emphasised in some syllables. For example, doctor, pizza and provide.
morpheme	The smallest unit of meaning in a word such as prefixes, suffixes and base words.
bound morpheme	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).
free morpheme	A word that can stand alone. These words are also known as base words (for example, shout, march).
base word	A word that can stand alone. These words are also known as free morphemes (for example, shout, march).
root	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.
prefix	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).
assimilated prefixes	An assimilated prefix is a bound morpheme that is added before a base word or root and where its last letter changes to match the first letter of the base word. Assimilated prefixes have the same meaning but are spelled differently in order to make the articulation of the word easier.

Terminology	Definition
suffix	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).
inflected suffixes	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).
derivational suffixes	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 3 – Year 5

Term 1 (early)

Phonological component

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

Orthographic component

- Recognise that the same grapheme can represent different phonemes

Morphological component

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

Table 2 – 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, captive-	Revise segmenting multisyllabic words into syllables and phonemes . This is a phonological skill that should be practised regularly.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phonemes as a strategy when spelling			<p>captivate, fabric-fabricate, passion-passionate, consider-considerate, domestic-domesticate</p>	<p>Highlight the different phonemes represented by the single-letter grapheme 'a'. This grapheme can be used to represent /a/ as in <i>at</i>, /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 derivational suffixes.</p> <p>Introduce suffix:</p> <ul style="list-style-type: none"> -ate meaning 'possessing, having the appearance of characteristics, the product of a process' -ate attaches to nouns to form adjectives: fortune-fortunate -ate attaches to verbs to form nouns: condense-condensate -ate attaches to nouns and adjectives to form verbs: hyphen-hyphenate

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> explore the ‘drop the e’ generalisation: 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, bath, glasses, fast, squash, swab, was, apron, radio, pastry, hazy, narrate-narrative, collaborate-collaborative, communicate-communicative, initiate-initiative, imagine-imaginative, inform-informative, appreciate-appreciative, appositive	<p>Highlight the different phonemes represented by the single-letter grapheme ‘a’.</p> <p>Revise derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -ive, -ative, -itive: meaning ‘a tendency, inclination or quality’ -ive, -ative, -itive attach to nouns and verbs to form adjectives explore how some adjectives formed often become nouns (narrative) explore ‘drop the e’ generalisation: imagine-imaginative. <p>Note: -ative is the combination of 2 suffixes, -ate and -ive.</p>
Segment	Grapheme [or]	Derivational suffix:	organ, thorn, flora, dormant,	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	-age	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>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 derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -age: meaning 'result of, state of' -age attaches to verbs to form nouns: pack-package -age attaches to nouns to form names of places: orphan-orphanage explore the 'drop the e' generalisation: use-usage.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Grapheme [or] representing /or/, /er/ and schwa	Derivational suffix: -ory	informative, navigator, prior, choir, horror, forum, tutor, equator, organism, sense-sensory, direct-directory, participate-participatory, mandate-mandatory, invent-	<p>Revise derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -ory: indicating 'a place or something having a specific use relating to', 'characterised by'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling			inventory, advise-advisory, migrate-migratory	<ul style="list-style-type: none"> -ory attaches to verbs to form nouns: observe-observatory, direct-directory -ory attaches to verbs and nouns to form adjectives: sense-sensory explore the 'drop the e' generalisation: sense-sensory.

Term 1 (late)

Orthographic component

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

Table 3 – 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 [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 derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> • -ion meaning 'act' or 'process' • -ion attaches to verbs to form nouns: educate-education, discuss-discussion,

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>mot-motion.</p> <ul style="list-style-type: none"> explore the ‘drop the e’ generalisation: educate-education.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [c] representing /k/ and /s/	Derivational suffix: -tion, -sion	deduce-deduction, induce-induction, introduce-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>Introduce proofreading written texts to correct misspellings, making use of spelling reference tools where required. Writing produced in Component B could 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 derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -tion and -sion meaning ‘act’ or ‘process’ attaches to verbs to form nouns: introduce-introduction

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> -tion is more common than -sion -sion often follows when a word ends in a 'd', 'de', 'se', 't': decide-decision explore how a word ending in 'be' uses a 'p' before adding -tion: prescribe-prescription.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [o] representing /o/, /oa/, /u/	Derivational suffix: -ation, -ition	modern, observe, frozen, zero, yodel, Monday, money, some, love, discover, govern, conserve-conservation, admire-admiration, expire-expiration, form-formation, relax-relaxation, tempt-temptation, limit-limitation, add-addition, oppose-opposition, compete-competition, define-definition, occupy-occupation	<p>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.</p> <p>Revise derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -ation and -ition meaning 'act' or 'process' attaches to verbs to form nouns: add-addition explore how there is no strict generalisation for when to use -ation or -

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				ition: starve-starvation, compete-competition.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [o] representing /o/, /oa/, /u/	Derivational suffix: -ssion	hospital, document, solid, colossal, oxygen, possible, tomato, onion, comfortable, admit-admission, permit-permission, commit-commission, emit-emission, omit-omission, admit-admission, submit-submission, transmit-transmission	Revise derivational suffixes . Introduce suffix: <ul style="list-style-type: none"> • -ssion meaning ‘act’ or ‘process’ • attaches to verbs to form nouns: admit-admission • explore how the suffix ‘-ssion’ is attached when a verb ends in ‘mit’: permit-permission.

Term 2 (early)

Morphological component

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

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ea] representing /ee/, /e/ and /ay/	Assimilated prefixes: in- (im-, il-, ir-)	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>Revise segmenting multisyllabic words into syllables and phonemes. This is a phonological skill that should be practised regularly.</p> <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 assimilated prefixes. Introduce prefix:</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> in- meaning 'not' in- assimilates to im- when affixed to some words for ease of articulation explore how im- is used before words starting with p, b and m: perfect-imperfect, balance-imbalance, mobile-immobile.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ea] representing /ee/, /e/ and /ay/	Assimilated prefixes: in- (im-, il-, ir-)	measles, ordeal, yeast, tread, stealth, realm, break, logical-illogical, legal-illegal, legible-illegible, literate-illiterate, regular-irregular, relevant-irrelevant, removable-irremovable, refutable-irrefutable	Revise prefix : <ul style="list-style-type: none"> in- meaning 'not' in- assimilates to il- or ir- when affixed to some words for ease of articulation explore how il- is used before words starting with l: logical-illogical explore how ir- is used before words starting with r: regular-irregular.
Segment unfamiliar	Grapheme [y] representing /ee/,	Derivational suffix:	thirsty, weighty, grouchy, python, identify, sympathy,	Highlight the different phonemes represented by the single-letter grapheme 'y'. 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	/igh/, /i/ and /y/	-ise	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>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>Revise derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -ise meaning 'quality, state or function' or 'make or become' attaches to nouns remain as nouns: expert-expertise attaches to nouns to form verbs: hospital-hospitalise explore the 'drop the e' generalisation: stable-stablise explore the 'change the y to i' generalisation: apology-apologise.
Segment unfamiliar	Grapheme [ai] representing /ay/,	Derivational suffix: -ence, -ance	plait, chaise, domain, said, again, against, certain,	Highlight the different phonemes represented by the digraph 'ai'. This digraph is often used to

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
multisyllabic words into syllables and phonemes as a strategy when spelling	/a/, /e/, /i/, schwa		fountain, captain, mountain, sailing, aisle, raisin, acquaint-acquaintance, sustain-sustenance, enter-entrance, annoy-annoyance, appear-appearance, resemble-resemblance, differ-difference, experience, absence, exist-existence	<p>represent /ay/ as in <i>chain</i>, /a/ as in <i>plait</i>, /e/ as in <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 derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -ance, -ence meaning 'an action or process', 'quality or state', 'amount or degree' attaches to adjectives and verbs to form nouns: important-importance, perform-performance, different-difference, clear-clearance.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ti] representing /sh/ (Latin)	Root: ject	reject-rejection, project-projection-projector, deject-dejectedly, eject-ejector, inject-injection	<p>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 the first one.</p> <p>Introduce roots. Understanding the meanings of common roots assists students in reading multisyllabic words and in understanding the meaning of unfamiliar words that are particularly common in academic subjects, including the</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>sciences and mathematics.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> ject meaning 'throw' Latin origin. <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 multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ti] representing /sh/ (Latin)	Root: ject	subject-subjective-subjection, object-objective-objection, trajected-trajectory, conject-conjecture	<p>Revise proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Revise root:</p> <ul style="list-style-type: none"> ject meaning 'throw' Latin origin.

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 prefixes: 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 <i>ski</i> (Norwegian), are derived from other languages.</p> <p>Revise assimilated prefixes. Introduce prefix:</p> <ul style="list-style-type: none"> com- meaning 'together, with, jointly' com- assimilates to col-, cor-, co-, con- when affixed to some words for ease of articulation explore how com- becomes col- and cor- before l and r: lateral-collateral, relate-correlate.
Segment unfamiliar	Grapheme [i] representing /i/	Assimilated prefixes: com-,	concentration, concern, concrete, condense, condition,	Revise prefix :

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
multisyllabic words into syllables and phonemes as a strategy when spelling	/ee/	con-, co-	confess, confide, conflict, confront, confuse, coeducation, coexist, cohabit, cohort, cooperate, coordinate, copilot, coauthor	<ul style="list-style-type: none"> com- meaning ‘together, with, jointly’ com- assimilates col-, cor-, co-, con- when affixed to some words for ease of articulation explore how con- is used before consonants other than b, p, and m: form-conform explore how co- is used before h and most vowels: habit-cohabit, operate-cooperate.

Term 3 (early)

Morphological component

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

Table 6 – 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>Homophones 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 [ou] representing /ow/ /oo/, /o/, /u/	Homophones	foul-fowl, jewels-joules, fined-find, past-passed, wrapped-rapt, pact-packed	<p>Homophones 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 [ed] representing /t/, /d/ and /ed/	Root: port	report-reported-reporter, export-exported, import-imported, deport-deportee-deported, sport-sports, airport, carport, heliport	<p>Highlight the different phonemes represented by the tense-marking digraph 'ed'. The digraph is often used to represent /t/ as in <i>fished</i> 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 grapheme's position within base words.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> port meaning 'to carry' Latin origin.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				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' meaning the person who does the verb.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ed] representing /t/, /d/ and /ed/	Root: port	porter, portable, transport-transportation, important-unimportant, support-supported-supportive-unsupported	Revise root : <ul style="list-style-type: none"> port meaning 'to carry' Latin origin.

Term 3 (late)

Orthographic component

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

Table 7 – 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/	Root: ceive, ceit, cept, ceipt	receive-receiver, conceive-conceit-reconceive-misconceive, perceive, deceive, deceit-deceitful, precept, receipt	<p>The infrequently occurring grapheme 'ei' represents the phoneme /ee/ as in 'receive'. 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 roots. Introduce root:</p> <ul style="list-style-type: none"> ceive, ceit, cept and ceipt meaning 'take' Latin origin. <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, reconceive = prefix 're' meaning again, prefix 'con' meaning together and root 'ceive' meaning to take.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [ei] representing /ee/	Root: ceive, ceit, cept, ceipt	accept-acceptance, concept-conception, deception, except-exception-exceptional-unexceptional, intercept, perceptive, reception, receipt	<p>Revise proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Revise root:</p> <ul style="list-style-type: none"> ceive, ceit, cept and ceipt meaning 'take' Latin origin.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [e] representing /e/, /ee/, /i/, schwa	Assimilated prefix: ex- (ef-, e)	expunge, exhale, export, exclaim, exhibit, exile, exit, exodus, expel, expire, explode, express, extinct, extend, extract, exude	Highlight the different phonemes represented by the single-letter grapheme [e]. This grapheme is 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.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>Revise assimilated prefixes. Introduce prefix:</p> <ul style="list-style-type: none"> ex- meaning ‘out of’ ex- assimilates to ef- or e- when affixed to some words for ease of articulation explore how the final sound of this prefix often changes (assimilates) to match the beginning sound of the base or root.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [e] representing /e/, /ee/, /i/, schwa	Assimilated prefix: ex- (ef-, e)	emerge, eject, elapse, elude, emerge, emit, erase, erode, erupt, evict, eccentric, effect, efficient, effort, effluent	<p>Revise prefix:</p> <ul style="list-style-type: none"> ex- meaning ‘out of’ ex- assimilates to ef- or e- when affixed to some words for ease of articulation explore how the final sound of this prefix often changes (assimilates) to match the beginning sound of the base or root.

Term 4 (early)

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
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ph] representing /f/ (Greek)	Root: photo, phos	Photograph-photography, photon, photocopy-photocopier, photogenic, phosphorous, phosphorescence	<p>Words with the consonant digraph 'ph' representing the /f/ phoneme are usually Greek in origin.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> photo, phonos meaning 'light' Greek origin. <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, photograph = root 'photo' meaning light, root 'graph' meaning</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				write.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ph] representing /f/ (Greek)	Root: phon, phono	telephone, microphone, megaphone, symphony, saxophone, sousaphone, cacophony, photocopy, photosynthesis	<p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> phon, phono meaning 'sound' Greek origin. <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>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ch] representing /k/ (Greek)	Root: mech	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 roots. Introduce root:</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> • mech meaning 'machine' • Greek origin. <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 phonemes as a strategy when spelling	Grapheme [ch] representing /k/ (Greek)	Root: techno	technology, technique, technicolour, technological, biotechnology, nanotechnology, architect	<p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> • techno meaning 'art, science, skill' • Greek origin. <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</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				'techno' meaning art or science or skill, and suffix '-logy' meaning study, skill or science.

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
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [gu] representing /g/	Assimilated prefix: dis- (dif-)	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 assimilated prefixes. Introduce prefix:</p> <ul style="list-style-type: none"> dis- meaning 'not, opposite of, away' dis- assimilates to dif- when affixed to some words for ease of articulation dis- assimilates to dif- before words beginning with 'f'.
Segment unfamiliar	Infrequently	Assimilated prefix:	distraught, disavow, disband,	The infrequently occurring grapheme 'augh'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
multisyllabic words into syllables and phonemes as a strategy when spelling	occurring grapheme [augh] representing /or/	dis- (dif-)	discard, discharge, disclose, discolour, discount, diffident, diffract, diffuse	<p>represents the phoneme /or/ as in <i>taught</i>. Consider the grapheme's position within base words- 'augh' is used at the end of a base word or before the grapheme 't'.</p> <p>Revise proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Revise prefix:</p> <ul style="list-style-type: none"> dis- meaning 'not, opposite of, away' dis- assimilates to dif- when affixed to some words for ease of articulation dis- assimilates to dif- before words beginning with 'f'.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when	Revise single-letter vowel graphemes [a, e, i, o, u, y]	Root: tract	attract-attractive-attraction, abstract, tractor, subtract-subtraction, distract-distract, detract, retract,	<p>Review the multiple phonemes represented by single-letter vowel graphemes 'a', 'e', 'i', 'o', 'u' and 'y'.</p> <p>Revise previously introduced roots. Introduce</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
spelling			extract, protract	<p>root:</p> <ul style="list-style-type: none"> tract meaning 'drag, pull' Latin origin. <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-' meaning to or towards, and root 'tract' meaning drag or pull.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Revise single-letter vowel graphemes [a, e, i, o, u, y]	Root: rupt	abrupt-abruptly, corrupt-anticorruption, eruption, rupture, interrupt, bankrupt, disruptive	<p>Review the multiple phonemes represented by single-letter vowel graphemes 'a', 'e', 'i', 'o', 'u' and 'y'.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> rupt meaning 'break' Latin origin.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				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.

Stage 3 – Year 6

Term 1 (early)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Letter pattern [le] representing /l/ and 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, believe-believable, comfort-comfortable, move-moveable, consider-considerable, horrible, possible, terrible, visible, access-accessible, digest-digestible, response-	<p>Revise segmenting multisyllabic words into syllables and phonemes. This is a phonological skill that should be practised regularly.</p> <p>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>.</p> <p>Revise derivational suffixes. Revise roots as</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			responsible, sense-sensible	<p>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"> -able (revision), -ible meaning ‘capable of’ attaches to verbs to form adjectives -able is more common and is usually attached to complete root words: enjoy-enjoyable. -ible is generally attached to incomplete root words: horr-horrible. explore the ‘drop the final e’ generalisation and exceptions: believe-believable, move-moveable.
Segment unfamiliar multisyllabic words into syllables and	Letter pattern [le] representing // and schwa + //	Latin root: spect	spectacles, respect-respectable-disrespect, inspect-inspector, perspective, aspect, spectator, spectacular,	<p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> spect meaning ‘to look’

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phonemes as a strategy when spelling			spectacle, spectrum	<ul style="list-style-type: none"> Latin origin. <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, inspector = prefix 'in' meaning inside, root 'spect' meaning to look, derivational suffix 'or' meaning the person who does the verb.</p>
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ci] representing /sh/ (Latin)	Latin root: spect, spec, spic	suspect, suspicious, suspicion, special, species, specify, specimen, speculate, auspices, auspicious, 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 roots. Introduce root:</p> <ul style="list-style-type: none"> spect meaning 'to look' spec and spic also meaning 'to look, watch, observe'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<ul style="list-style-type: none"> Latin origin.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ci] representing /sh/ (Latin)	Derivational suffix: -al	social, special, equal, general medic-medical, glacier-glacial, ethic-ethical, emotion- emotional, deny-denial, revive- revival, remove-removal, reverse-reversal, appraise- appraisal	Revise derivational suffixes . Introduce suffix: <ul style="list-style-type: none"> -al meaning 'having characteristics of; like' attaches to verbs to form nouns: dismiss-dismissal attaches to nouns to form adjectives: logic-logical explore the 'drop the e' and 'change the y to i' generalisations: arrive-arrival, deny-denial.

Term 1 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [mb] representing /m/	Derivational suffix: -ly, -ally	comb, crumb-crumbly, limb, numb-numbly, plumb(er), thumb, womb, lone-lonely, sedate-sedately, innocent-innocently, desperate-desperately, feeble-feeblely, serene-serenely, general-generally, medical-medically, equal-equally, emotional-emotionally	<p>The infrequently occurring grapheme 'mb' represents the phoneme /m/ as in <i>thumb</i>. Consider the grapheme's position within base words.</p> <p>Revise derivational suffixes. Introduce suffix:</p> <ul style="list-style-type: none"> -ly (revision), -ally meaning 'how something is; or like' attaches to adjectives to form adverbs explore the 'change the y to i' generalisation: happy-happily explore how words ending in -le change to

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>-ly: gentle-gently</p> <ul style="list-style-type: none"> explore how base word ending in -ic or -al use the suffix -ally: terrific- terrifically, emotional-emotionally.
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 proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> form meaning 'shape' Latin origin. <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, 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 roots.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> vis, vid meaning 'to see' Latin origin. <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>
Segment unfamiliar multisyllabic words into syllables and phonemes as a	Infrequently occurring grapheme [our] representing /er/	Derivational suffix: -еous, -ious	odour, journal, humour, colour, vapour, courtesy-courteous, gas-gaseous, bounty-bounteous, right-righteous,	The infrequently occurring grapheme 'our' represents the phoneme /er/ as in <i>colour</i> . Consider the grapheme's position within base words.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
strategy when spelling			space-spacious, infection-infectious, glory-glorious, luxury-luxurious, study-studious, fact-factious, mystery-mysterious, victory-victorious	<p>Revise derivational suffixes. Introduce suffixes:</p> <ul style="list-style-type: none"> • -eous, -ious meaning meaning 'having qualities of' • attaches to nouns to form adjectives: space-spacious, courtesy-courteous • explore how there is no strict rule for when to use -eous or -ious • the suffix -ious is more common than -eous • both suffixes can be pronounced as 'us' or as 'ee-uss' • explore these adjectives in groups based on spelling and pronunciation.

Term 2 (early)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [ue] representing /oo/	Assimilated prefix: ad- (ac-, af-, ag-, al-, an-, ap-, ar-, as-, at)	<p>construe, fondue, gruesome, untrue, glueing</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 assimilated prefixes. Introduce prefix:</p> <ul style="list-style-type: none"> ad- meaning 'to, toward' ad- assimilates to ac-, af-, as-, al-, at-, ap- when affixed to some words for ease of articulation explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root.

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 [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 prefix:</p> <ul style="list-style-type: none"> ad- meaning 'to, toward' ad- assimilates to ac-, af-, as-, al-, at-, ap- when affixed to some words for ease of articulation explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root.
Segment unfamiliar multisyllabic words into syllables and phonemes as a	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>Homophones are words that are pronounced the same way but have different spellings and</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
strategy when spelling				different meanings (for example, soar, sore, saw).
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [oar] representing /or/	Homophones	horse-hoarse, horde-hoard, course-coarse, bore-boar, bored-board, 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>Homophones are words that are pronounced the same way but have different spellings and different meanings (for example, soar, sore, saw).</p>

Term 2 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Infrequently occurring grapheme [gn] representing /n/	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 roots. Introduce root:</p> <ul style="list-style-type: none"> • sign meaning ‘mark, seal’ • Latin origin. <p>Revise known prefixes and derivational suffixes and their meaning. Explore how prefixes and suffixes can be attached to roots</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				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.
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>Revise proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> scope meaning 'look, viewing instrument' Greek origin. <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, microscope = root 'micro' meaning small and root 'scope' meaning viewing instrument.</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 [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-successful-succession, succinct, succulent	<p>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 in 'u', such as <i>menu</i> (French) are derived from other languages.</p> <p>Revise assimilated prefixes. Introduce prefix:</p> <ul style="list-style-type: none"> sub- meaning 'under, below, secondary' sub- assimilates to suc-, suf-, sur-, sug-, sus- when affixed to some words for ease of articulation explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root.
Segment unfamiliar multisyllabic words	Grapheme [u] representing /u/,	Assimilated prefix: sub- (suc-, suf- sur-,	suffer, suffix, sufficient, surround, surreal, surrender,	Revise prefix :

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
into syllables and phonemes as a strategy when spelling	/oo/	sug-, sus-)	suggest-suggested-suggestion, suspect-suspicion, sustain, suspend	<ul style="list-style-type: none"> sub- meaning ‘under, below, secondary’ sub- assimilates to suc-, suf-, sur-, sug-, sus- when affixed to some words for ease of articulation explore how the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root.

Term 3 (early)

Further revision and consolidation of previously introduced content.

Table 14 – 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 [ve] representing /v/ (English)	Latin root: struct	constructive, destructive, structure, unobstructed, infrastructure, instructor, instructions, indestructible	<p>Words with the digraph '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 roots. Introduce root:</p> <ul style="list-style-type: none"> • struct meaning 'to build' • Latin origin. <p>Revise known prefixes and derivational suffixes and their meaning. Explore how</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>prefixes and suffixes can be attached to roots to form words. For example, constructive = assimilate prefix 'com-' meaning with or together, root 'struct' meaning to build, derivational suffix 'ive' meaning a quality or inclination.</p>
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 root:</p> <ul style="list-style-type: none"> mote, mobe, move meaning 'move' Latin origin. <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	Grapheme [ar] representing /ar/, /air/, /or/, schwa	Derivational suffix: -ity, -ety, -ty	arcade, article, canary, dictionary, quarter, wardrobe, muscular, circular, rare-rarity,	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>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phonemes as a strategy when spelling			scarce-scarcity, certain-certainty, cruel-cruelty, frail-frailty, loyal-loyalty, safe-safety, brutal-brutality, fluid-fluidity, mental-mentality, toxic-toxicity, celebrity, clarity, dignity, enormity, anxiety, variety, notoriety, society	<p>and /or/ as in <i>warm</i>. It can often be pronounced as a schwa. Consider the grapheme's position within base words.</p> <p>Revise derivational suffixes. Introduce suffixes:</p> <ul style="list-style-type: none"> -ity, -ety, -ty meaning 'state or condition of being, doing' -ity and -ty attaches to adjectives to form nouns: real-reality, certain-certainty, technical-technicality explore how -ity, -ety, and -ty attach to bound stems (incomplete root words) to form nouns: char-charity, anxi-anxiety, liber-liberty.
Segment unfamiliar multisyllabic words into syllables and phonemes as a	Grapheme [ir] representing /er/, /ear/	Latin root: circum	<p>affirm, circus, quirky, smirking, souvenir</p> <p>circumference, circumstance, circumspect, circumnavigate,</p>	Highlight the different phonemes represented by the digraph 'ir'. This digraph is often used to represent /er/ as in <i>first</i> and /ear/ as in <i>souvenir</i> . Consider the grapheme's position

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
strategy when spelling			circumvent	<p>within base words.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> • circum meaning 'around' • Latin origin. <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, destruction = prefix 'de' meaning opposite, root 'struct' meaning to build, derivational suffix 'ion' meaning the act or process.</p>

Term 3 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [er] representing /er/, /ear/, 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 roots. Introduce root:</p> <ul style="list-style-type: none"> hyper meaning 'over, above, beyond' Latin origin. <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 proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Revise previously introduced roots. Introduce root:</p> <ul style="list-style-type: none"> hypo meaning 'below, beneath' Latin origin. <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 unfamiliar	Grapheme [au]	Homophones	caution, applaud, authentic,	Highlight the different phonemes represented by

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
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>Homophones 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 [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>Homophones are words that are pronounced the same way but have different spellings and different meanings (for example, soar, sore,</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				saw). Homophones sometimes arise because a suffix has been added to a base word.

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
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [ps] representing /s/ (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 roots. Introduce root:</p> <ul style="list-style-type: none"> pseudo meaning 'false' Greek origin. <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)	Root: psycho	psychoanalyse, psychological, psychology, psychologist, psychometric	<p>Introduce root:</p> <ul style="list-style-type: none"> psycho meaning 'mind' or 'mental' Greek origin. <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 spelling	Grapheme [sc] representing /s/ (Latin)	Assimilated prefix: ob- (oc-, of-, op-)	obscene, observe, object, obstruct, oblige, occupy, occasion, occur, offensive, offer, opposition, opportunity	<p>Words using the consonant digraph 'sc' to represent the /s/ phoneme are usually Latin in origin.</p> <p>Revise assimilated prefixes. Introduce prefix:</p> <ul style="list-style-type: none"> ob- meaning 'against, opposed' ob- assimilates to oc-, of-, op- when affixed to some words for ease of

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				<p>articulation</p> <ul style="list-style-type: none"> explore that the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [sc] representing /s/ (Latin)	Assimilated prefix: ob- (oc-, of-, op-, os-)	obsolescence, obstacle, obligation, obviously, obtain, obtuse, occlude, occupation, offend, oppress, opponent	<p>Introduce prefix:</p> <ul style="list-style-type: none"> ob- meaning 'against, opposed' ob- assimilates to oc-, of-, op- when affixed to some words for ease of articulation explore that the final sound of this prefix changes (assimilates) to match the beginning sound of the base or root.

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
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [si] representing /sh/ (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 roots. Introduce root:</p> <ul style="list-style-type: none"> • pulse, pel meaning 'push' • Latin origin. <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</p>

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				together, root 'pulse' meaning push, suffix '-ion' meaning act or process.
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Grapheme [si] representing /sh/ (Latin)	Root: pense, pend	suspension, pension, compensation dispense, expensive pension, pensive suspense, dependable, expend, impending independence, pendant, pending, pendulum	<p>Revise proofreading written texts to correct misspellings, making use of spelling reference tools where required.</p> <p>Introduce root:</p> <ul style="list-style-type: none"> pense, pend meaning 'hang, weigh' Latin origin. <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, suffix '-ion' meaning act or process.</p>
Segment unfamiliar multisyllabic words	Grapheme [ere] representing /ear/ and /air/	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"> • sphere meaning 'ball, globe' • Greek origin. <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 [g] representing /j/ and /g/	Root: geo	Geography, geology, geocentric, geochemist, geomagnetism, geophysical	Highlight the different phonemes represented by the digraph 'g'. This digraph 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
				<p>Introduce root:</p> <ul style="list-style-type: none"> • geo meaning 'Earth' • Greek origin. <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, geography = root 'geo' meaning Earth, root 'graph' meaning writing or recording, suffix '-y' meaning activity.</p>

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