



# Spelling Scope and Sequence

## Spelling Scope and Sequence – Kindy

Phonemic Awareness (oral)	<ul style="list-style-type: none"> <li>• Auditory discrimination with environmental sounds and then spoken words e.g. “hop/lip are they the same?” “Piv/pit are they the same?”</li> <li>• Identify if words are real or nonsense</li> <li>• Counts words in sentences with mainly one syllable words</li> <li>• Identify if two words rhyme</li> <li>• Recognise a rhyming word from a given word with two choices</li> <li>• Generate simple rhyming words or non-words</li> <li>• Segment words into syllables</li> <li>• Identify initial, medial and final sounds in CV, VC and CVC words</li> <li>• Segment and blend compound words</li> <li>• Segment and blend onset-rime e.g. c-at</li> <li>• Segment and blend CV, VC and CVC words</li> <li>• Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Introduce lower case reading sounds – s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, qu, v, w, x, y, z</li> <li>• Exposure to upper case sounds and letter names</li> <li>• Peggy leggo and pre-writing patterns</li> <li>• Exposure to writing letters</li> </ul>
Morphographic Knowledge	
High Frequency Words	<b>Fry words</b> – minimum achievement – students to be able to orally spell decodable words – it, in, and, a, l, on, at
Metalanguage	Sound, letter, consonant, vowel, onset-rime, syllable, rhyme
Spelling Rules	
Spelling Routine	<p><b>Daily Spelling Plan :</b></p> <ul style="list-style-type: none"> <li>• Phonemic skills –Word knowledge, rhyming, syllables, phonemes - identify, segment, blend and manipulate sounds in words orally</li> <li>• Phonic skills – recognise sounds in isolation and within CV,VC and CVC words</li> <li>• Written segmenting and blending CV,VC and CVC using all sounds</li> <li>• High Frequency Words – say word, say sounds</li> </ul>

## Spelling Scope and Sequence – Pre Primary

Phonemic Awareness (oral)	<ul style="list-style-type: none"> <li>• Counts words in sentences with mainly multi-syllabic words</li> <li>• Identify if words are real or nonsense</li> <li>• Identify if two words rhyme</li> <li>• Recognise a rhyming word from a given word with two choices</li> <li>• Generate a string of simple rhyming words or non-words</li> <li>• Segment words into syllables</li> <li>• Identify initial, medial and final sounds in CVC, CVCC and CCVC words</li> <li>• Segment and blend compound words</li> <li>• Segment and blend onset-rime e.g. c-at</li> <li>• Segment and blend CVC, CCVC and CVCC words</li> <li>• Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Review reading and introduce spelling sounds – s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, qu, v, w, x, y, z</li> <li>• Introduce letter names and recognition of upper case letters</li> <li>• Introduce reading and spelling sounds – ck, ff, ll, ss, ch, sh, th, ng</li> <li>• Short and long vowels</li> <li>• Spelling CVC words, introduce spelling CVCC and CCVC words</li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 25 words.</p> <p>Say, sound and spell when initially introduced. As a revision list say and spell.</p>
Metalanguage	<p>Sound, letter, consonant, vowel, digraph, onset-rime, syllable, rhyme</p>
Spelling Rules	<p><b>Explicitly teach:</b></p> <ul style="list-style-type: none"> <li>• If a word ends in ack, eck, ick, ock or uck, then the ending is spelt ‘ck’</li> <li>• Double consonant in final positions – in a 1 syllable word with a single short vowel that ends in f, l, s, z – double the f, l, s, z.</li> </ul> <p><b>Incidental Coverage:</b></p> <ul style="list-style-type: none"> <li>• ‘e’ at the end of a word changes a short vowel to a long vowel</li> <li>• The ‘e’ at the end of the word turns the vowel sounds into a letter name e.g. make, poke.</li> <li>• Double the final consonant in a short word, when the word ends CVC and the next morphograph begins with a vowel OR Doubling consonant to keep short vowel</li> </ul>
Spelling Routine	<p><b>Daily Spelling Plan :</b></p> <ul style="list-style-type: none"> <li>• Phonemic skills – identify, segment, blend and manipulate sounds in words orally. Word/letter, rhyming, syllables.</li> <li>• Phonic skills – recognise and spell sounds in isolation and within words in different positions e.g. ‘sh’ at end of word</li> <li>• Written segmenting and blending CVC, CVCC and CCVC using all spelling sounds</li> <li>• Spelling Rules – recite, recall, apply</li> <li>• High Frequency Words – say word, say sounds and spell</li> <li>• Weekly testing - words in isolation and in dictation</li> <li>• Homework – Practice spelling sounds and high frequency words</li> </ul>

## Spelling Scope and Sequence – Year 1

Phonemic Awareness (oral)	<ul style="list-style-type: none"> <li>• Segment words into syllables</li> <li>• Identify initial, medial and final sounds in CVCC, CCVC and more complex words</li> <li>• Segment and blend CVCC, CCVC and more complex words e.g. spider</li> <li>• Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Revise Pre Primary sounds, particularly digraphs</li> <li>• Introduce spelling sounds – <u>rain</u>, <u>hay</u>, <u>been</u>, <u>mean</u>, <u>light</u>, <u>boat</u>, <u>moon</u>, <u>look</u>, <u>car</u>, <u>coin</u>, <u>boy</u>, <u>fork</u>, <u>fur</u>, <u>cow</u>, <u>ear</u>, <u>air</u>, letter <u>whale</u>, <u>phone</u></li> <li>• Short and long vowels</li> <li>• Spelling CVCC and CCVC words, revise CVC spelling</li> </ul>
Morphographic Knowledge	<ul style="list-style-type: none"> <li>• Plural – adding ‘s’</li> <li>• Tense - adding ‘ed’</li> <li>• Adding ‘ing’</li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 100 words. Say, sound and spell when initially introduced. As a revision list say and spell.</p>
Metalanguage	Sound, letter, consonant, vowel, digraph, trigraph
Spelling Rules	<p><b>Explicitly teach:</b></p> <ul style="list-style-type: none"> <li>• ‘e’ at the end of a word changes a short vowel to a long vowel</li> <li>• The ‘e’ at the end of the word turns the vowel sounds into a letter name e.g. make, poke.</li> <li>• If a word ends in ack, eck, ick, ock or uck, then the ending is spelt ‘ck’</li> <li>• Oy/oi and ay/ai – if sound is at end of morphograph use ‘y’, otherwise use ‘i’</li> <li>• Double consonant in final positions – in a 1 syllable word with a single short vowel that ends in f, l, s, z – double the f, l, s, z.</li> </ul> <p><b>Incidental Coverage:</b></p> <ul style="list-style-type: none"> <li>• Double the final consonant in a short word, when the word ends CVC and the next morphograph begins with a vowel OR Doubling consonant to keep short vowel</li> </ul> <p><b>Teacher information only – not required to be taught</b></p> <ul style="list-style-type: none"> <li>• Ou/ow – Usually use ou in the middle of a word and use ow at the end of a word. However, if the ou is followed by n, d, l or le, then use ow.</li> </ul>
Spelling Routine	<p><b>Daily Spelling Plan :</b></p> <ul style="list-style-type: none"> <li>• Phonemic skills – identify, segment, blend and manipulate sounds in words orally</li> <li>• Phonic skills – recognise and spell sounds in isolation and within words in different positions e.g. ‘sh’ at end of word</li> <li>• Written segmenting and blending CVCC, CCVC, complex words using all spelling sounds</li> <li>• Spelling Rules – recite, recall, apply</li> <li>• High Frequency Words – say word, say sounds and spell</li> <li>• Weekly testing - words in isolation and in dictation</li> <li>• Homework – Practice spelling sounds and high frequency words</li> </ul>

## Spelling Scope and Sequence – Year 2

Phonemic Awareness (oral)	No specific skills in Year 2 – revise Year 1
Phonics	<ul style="list-style-type: none"> <li>• Revise Year 1 sounds</li> <li>• Introduce sounds - <u>house</u> <u>bird</u> <u>tie</u> <u>blue</u> <u>stew</u> <u>saw</u> <u>toe</u> <u>sauce</u> <u>crow</u> <u>fern</u> <u>church</u> <u>chair</u> <u>knit</u> <u>wrist</u> <u>lamb</u></li> <li>• Manipulate sounds – substitute, delete sounds in words</li> </ul>
Morphographic Knowledge	<ul style="list-style-type: none"> <li>• All words are made up of morphographs</li> <li>• All morphographs have a meaning</li> <li>• Count morphographs in words</li> <li>• Identify morphographs in words</li> <li>• Define morphographs - un – not, re – again, ing – when you do something, ed- in the past, est – the most, er- more/one who, ly- how something is, s – more than one</li> <li>• Use morphographs to build words</li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 200 words.</p> <p>Say, sound and spell when initially introduced. As a revision list say and spell.</p>
Metalanguage	phoneme, grapheme, consonant, vowel, morphograph, digraph, trigraph
Spelling Rules	<p><b>Explicitly teach:</b></p> <ul style="list-style-type: none"> <li>• /vv/ at the end of a word is spelled ve</li> <li>• Drop the e from a word when the next morphograph begins with a vowel.</li> <li>• If /k/ sound follows a short vowel, use ck.</li> <li>• Double the final consonant in a short word, when the word ends CVC and the next morphograph begins with a vowel OR Doubling consonant to keep short vowel</li> <li>• If a word ends in s, ss, sh, ch, o, x, z or consonant and y, you add es to make a plural. (Otherwise add s.)</li> </ul> <p><b>Teacher information only – not required to be taught</b></p> <ul style="list-style-type: none"> <li>• Ou/ow – Usually use ou in the middle of a word and use ow at the end of a word. However, if the ou is followed by n, d, l or le, then use ow.</li> </ul>
Spelling Routine	<p><b>Daily Spelling Plan :</b></p> <ul style="list-style-type: none"> <li>• Phonic skills – spell sound in isolation and within words</li> <li>• Morphographic knowledge – count morphographs in words, identify morphographs in words, build words using morphographs – orally and written</li> <li>• Spelling Rules – recite, recall, apply</li> <li>• High Frequency Words – Say, sound and spell when initially introduced. As a revision list say and spell.</li> <li>• Fortnightly testing - words in isolation and in dictation</li> <li>• Homework – individual lists based on Fry words</li> </ul>

## Spelling Scope and Sequence – Year 3

Phonics	<ul style="list-style-type: none"> <li>• Revise Year 2 sounds</li> <li>• Introduce sounds – <u>square</u> <u>score</u> <u>glass</u> <u>eight</u> <u>dwarf</u> <u>board</u> <u>rough</u> <u>daughter</u> <u>hymn</u> <u>gnome</u> <u>listen</u> <u>build</u> <u>palm</u> <u>honest</u></li> <li>• Orally manipulate sounds through phoneme deletion and substitution</li> </ul>
Morphographic Knowledge	<ul style="list-style-type: none"> <li>• All words are made up of morphographs</li> <li>• All morphographs have a meaning</li> <li>• Count morphographs in words</li> <li>• Identify morphographs in words</li> <li>• Define morphographs – mis - wrong, th - to make ordinal or fractional numbers, sub – below, ful - full of, ness – that which, en – to make</li> <li>• Use morphographs to build words</li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 300 words. Say, sound and spell when initially introduced. As a revision list say and spell.</p>
Metalanguage	phoneme, grapheme, consonant, vowel, morphograph, digraph, trigraph
Spelling Rules	<p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>• Drop the e from a word when the next morphograph begins with a vowel.</li> <li>• If /k/ sound follows a short vowel, use ck.</li> <li>• Double the final consonant in a short word, when the word ends CVC and the next morphograph begins with a vowel</li> <li>• If a word ends in s, ss, sh, ch, o, x, z or consonant and y, you add es to make a plural. (Otherwise add s.)</li> </ul> <p><b>Explicitly Teach:</b></p> <ul style="list-style-type: none"> <li>• ‘i’ or ‘e’ after ‘g’ makes ‘g’ say ‘j’.</li> <li>• ‘i’ or ‘e’ after ‘c’ makes ‘c’ say ‘s’.</li> <li>• ge or dge - If a word ends adge, edge, idge, odge or udge, then the ending is spelled dge</li> <li>• Changing y to i if a word ends consonant and y and the next morphograph begins with anything except i.</li> </ul> <p><b>Generalisations:</b></p> <ul style="list-style-type: none"> <li>• ch and tch –Use tch after a short vowel (exceptions – which, rich, much, such, touch)</li> <li>• The letter k is always the /c/ sound before e or i – kick, keg</li> </ul>
Spelling Routine	<p>Daily Spelling Plan :</p> <ul style="list-style-type: none"> <li>• Phonic skills – spell sound in isolation and within words</li> <li>• Morphographic knowledge – count morphographs in words, identify morphographs in words, build words using morphographs – orally and written</li> <li>• Spelling Rules – recite, recall, apply</li> <li>• High Frequency Words – Say, sound and spell when initially introduced. As a revision list say and spell.</li> <li>• Fortnightly testing - words in isolation and in dictation</li> <li>• Spelling Journal – individual lists based on Fry words</li> </ul>

## Spelling Scope and Sequence – Year 4

Phonics	<ul style="list-style-type: none"> <li>• Revise Year 3 sounds</li> <li>• Introduce sounds – <u>damage</u>, <u>instinct</u>, <u>wrist</u>, <u>earth</u>, <u>cause</u>, <u>thought</u>, <u>taught</u>, <u>action</u>, <u>vision</u>, <u>station</u>, <u>magician</u>, <u>famous</u>, <u>certain</u>, <u>decline</u>, <u>flavour</u>, <u>puncture</u>, <u>calf</u>, <u>fuse</u>, <u>thief</u>, <u>deceive</u>, <u>special</u>, <u>patient</u>, <u>summer</u>, <u>really</u>, <u>marry</u>, <u>blossom</u>, <u>pretty</u>, <u>built</u> <i>silent</i>, <u>folk</u> <i>silent</i>, <u>wrong</u> <i>silent</i></li> <li>• Sounds that change – a as ar/o <u>cast</u>/<u>want</u>; s as sh <u>sugar</u>; c as s <u>city</u>; u as oo/i <u>bull</u>/<u>busy</u>; ch as k <u>school</u>; o as u <u>son</u>; g as j <u>gentle</u>; y as i-e/i <u>nylon</u>, <u>symbol</u>; or as er <u>work</u>;</li> <li>• Orally manipulate sounds through phoneme deletion and substitution</li> </ul>
Morphographic Knowledge	<ul style="list-style-type: none"> <li>• All words are made up of morphographs</li> <li>• All morphographs have a meaning</li> <li>• Count morphographs in words</li> <li>• Identify morphographs in words</li> <li>• Define morphographs/affix (prefix) <u>com/con</u> , <u>a</u>, <u>un</u>.</li> <li>• Define morphographs/affix (suffix) <u>-ar</u>, <u>or</u>, <u>less</u>, <u>-er/eer/ier</u> , <u>fil/ful/til</u></li> <li>• Use morphographs to build words</li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 400 words.</p> <p>Say, sound and spell when initially introduced. As a revision list, say and spell.</p>
Metalanguage	<p>phoneme, grapheme, consonant, vowel, morphograph, digraph, trigraph, affix, prefix, suffix</p>
Spelling Rules	<ul style="list-style-type: none"> <li>• Plural words ending in f/fe correctly - Some words that end in f/fe, then change to ves to make plural</li> </ul> <p><b>Generalisations:</b></p> <ul style="list-style-type: none"> <li>• Apply generalisations for adding affixes, eg. hope/hoping; begin/beginning; country/countries [ACELA 1779]</li> <li>• The letters v, j, k, q, h, w and x are never doubles</li> <li>• Use ti ci or si when /sh/ occurs before a vowel suffix suspicion, vacation, pension</li> </ul>
Spelling Routine	<p style="text-align: center;">Daily Spelling Plan :</p> <ul style="list-style-type: none"> <li>• Phonic skills – spell sound in isolation and within words</li> <li>• Morphographic knowledge – count morphographs in words, identify morphographs in words, build words using morphographs – orally and written</li> <li>• Spelling Rules – recite, recall, apply</li> <li>• High Frequency Words – say word, say sounds and spell</li> <li>• Fortnightly testing - words in isolation and in dictation</li> <li>• Spelling Journal</li> </ul>

## Spelling Scope and Sequence – Year 5

Phonics	<ul style="list-style-type: none"> <li>• Revise Year 4 sounds</li> <li>• Introduce sounds – <u>accept</u>, <u>producer</u>, <u>metre</u>, <u>trouble</u>, <u>material</u>, <u>official</u>, <u>influential</u>, silent c, <u>tedious</u>, <u>tenacious</u>, <u>primate</u></li> <li>• Orally manipulate sounds through phoneme deletion and substitution</li> </ul>
Morphographic Knowledge	<ul style="list-style-type: none"> <li>• All words are made up of morphographs</li> <li>• All morphographs have a meaning</li> <li>• Count morphographs in words</li> <li>• Identify morphographs in words</li> <li>• Define morphographs/affix (prefix) –<u>ad</u>, <u>bi</u>, <u>cir</u>, <u>ex</u>, <u>in</u> <u>im</u>, <u>mis</u>, <u>re</u>, <u>trans</u>, <u>de</u>, <u>extra</u>, <u>pro</u></li> <li>• Define morphographs/affix (suffix) –<u>able/ible/uble</u>, <u>al</u>, <u>-ant/ent</u> –<u>ess</u>, <u>ment</u> –<u>ship</u> <u>ian</u>, <u>ery/ary/ory</u>, <u>ar</u>, <u>ling</u>, <u>fy</u>, <u>ology</u></li> <li>• Use morphographs to build words</li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 500 words. Say, sound and spell when initially introduced. As a revision list, say and spell.</p> <p><b>homophones</b></p>
Metalanguage	phoneme, grapheme, consonant, vowel, morphograph, digraph, trigraph, affix, prefix, suffix
Spelling Rules	<ul style="list-style-type: none"> <li>• Plural words ending in f/fe correctly - Some words that end in f/fe, then change to ves to make plural</li> </ul> <p><b>Generalisations:</b></p> <ul style="list-style-type: none"> <li>• Drop the final <b>vowel</b> from a morphograph when the next morphograph begins with a vowel eg. muse + ic = music; vacu + ate = vacate</li> <li>• Drop the final vowel when the next morphograph begins with a vowel UNLESS YOU HEAR BOTH VOWEL SOUNDS museum (you hear vowels e and u, so you keep the final vowel, e.) evacuate ( you hear vowels u and a, so you keep the final vowel, u.)</li> <li>• AL Insertion: When a word ends in the letters i-c, you add the morphograph a-l before adding l-y magic-magically; basic - basically</li> <li>• EL or AL or LE: al is a morphograph and le is part of other morphographs <ul style="list-style-type: none"> <li>• le is most common – nouns, verbs and adjectives;</li> <li>• Use le if the letter preceding has a stick (b d f h k l t) or tail (g j p q y), otherwise us el/al</li> <li>• al is mostly for adjectives (some nouns)</li> <li>• el – least common, mostly nouns</li> </ul> </li> <li>• Many complex words were originally hyphenated but are now written without a hyphen, eg. uncommon, renew, email, refine.</li> </ul>
Spelling Routine	<p>Daily Spelling Plan :</p> <ul style="list-style-type: none"> <li>• Phonic skills – spell sound in isolation and within words</li> <li>• Morphographic knowledge – count morphographs in words, identify morphographs in words, build words using morphographs – orally and written</li> <li>• Spelling Rules – recite, recall, apply</li> <li>• High Frequency Words – say word, say sounds and spell</li> <li>• Fortnightly testing - words in isolation and in dictation</li> <li>• Spelling Journal</li> </ul>

## Spelling Scope and Sequence – Year 6

Phonics	<ul style="list-style-type: none"> <li>• Revise Year 5 sounds</li> <li>• Introduce sounds: <u>surprise</u>/<u>paralyse</u>, <u>banquet</u>, <u>apparel</u>, <u>parachute</u> (ch as sh)</li> </ul>
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Morphographic Knowledge	<ul style="list-style-type: none"> <li>All words are made up of morphographs</li> <li>All morphographs have a meaning</li> <li>Count morphographs in words</li> <li>Identify morphographs in words</li> <li>Define morphographs/affix (prefix) – amphi, pre, dis, inter, ob, retro, sub, vice, contra, a –ab- abs-, anti, auto, bene, co, com, cor- con-, counter- contra-, hemi- semi-, hyper, hypo, en- em-, il- im- in- ir-, mal, per, super- para-</li> <li>Define morphographs/affix (suffix) ous, eous, icle –acle, cal, ive, ance –ence –ense, ice</li> <li>Use morphographs to build words</li> <li>Silent letters – p, h, g, n</li> </ul>
Latin Root words	<ul style="list-style-type: none"> <li><u>capio, curro, cede/cessum, civis, specio, decem, facio/factum, manus, porto/potatus, tremo, rota, scribe/sciptum, dico/dicum, spire, unus.</u></li> </ul>
Greek Root Words	<ul style="list-style-type: none"> <li><u>anthropos, gramma, demos, monos, logos</u></li> </ul>
High Frequency Words	<p><b>Fry words</b> – minimum achievement – students to be able to spell first 600 words. Say, sound and spell when initially introduced. As a revision list, say and spell.</p> <p><b>Homophones and words often misspelt.</b></p>
Metalanguage	phoneme, grapheme, consonant, vowel, morphograph, digraph, trigraph, affix, prefix, suffix
Spelling Rules	<ul style="list-style-type: none"> <li>Plural words ending in f/fe correctly - Some words that end in f/fe, then change to ves to make plural</li> <li>Drop the final y when a word ends consonant and y and the next morphograph begins with l, unless you hear both vowel sounds - cry + ing =crying You hear the vowel for /y/ and /i/ so you keep the final vowel. glory + ify =glorify You cannot hear both vowels, so the y drops</li> <li>Doubling Rule Extension - When a word ends in a short CVC morphograph then use the doubling rule permit+ing= permitting, transfer+ ing =transferring, prefer+ed= preferred</li> <li>Doubling Rule Extension 2 - Double the final consonant when a word ends vowel and L and the next morphograph begins with a vowel <i>travel+ er = traveller</i></li> <li>Dropping the ‘e’ Rule Extension - If a word ends in ce or ge and you add a morphograph beginning with a o or u then you DO NOT drop the e manageable, outrageous</li> <li>IAN or ION - When a word refers to a person use ian, otherwise ion (dietician, section)</li> </ul>
Spelling Routine	<p>Daily Spelling Plan :</p> <ul style="list-style-type: none"> <li>Phonic skills – spell sound in isolation and within words</li> <li>Morphographic knowledge – count morphographs in words, identify morphographs in words, build words using morphographs – orally and written</li> <li>Spelling Rules – recite, recall, apply</li> <li>High Frequency Words – say word, say sounds and spell</li> <li>Fortnightly testing - words in isolation and in dictation</li> <li>Spelling Journal</li> </ul>