English – Stage 2

Instructional sequence – Spelling

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# Overview

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

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

Through orthographic instruction, students gain knowledge of the letter patterns and sequences that exist within the English language. They learn how to represent phonemes using possible letter patterns and develop awareness of spelling generalisations (Madelaine 2023; Westwood 2023). Orthographic instruction in Stage 2 involves further explicit teaching of grapheme and letter patterns and their placement within words. This also includes the proofreading and editing of written work (NESA 2022).

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

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

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

# Instructions for use

The ‘English – Stage 2 – Instructional sequence – Spelling’ is a suggested sequence to support the planning of explicit, systematic and cumulative spelling lessons for students in Years 3 and 4. This sequence has been designed to support students in demonstrating the outcome:

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

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

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

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

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

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

Symbols used throughout this document include:

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

# Key terminology

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

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

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

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

## Stage 2 – Year 3

### Term 1 **(e**arly)

**Phonological component**

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

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling\*

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /ee/ as in me*#* | [ea, ee, e, y]  Less common representations [e\_e, ey] | **Inflected suffixes**: plurals  (-s, -es) | cream-creams, peacock-peacocks  coffee-coffees, referee-referees, refugee-refugees, sheet-sheets  female-females  baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries  theme-themes  jockey-jockeys, donkey-donkeys | **Phonological component**  As introduced in Early Stage 1 and Stage 1, revise **segmenting multisyllabic words** into syllables and phonemes. For example, jockey has 2 syllables and 4 phonemes (j-o-ck-ey). This is a phonological skill that should be practised regularly.  **Orthographic component**  The vowel digraphs that represent /ee/ are ‘ea’, ‘ee’ and ‘ey’. The split digraph ‘e\_e’ and the graphs ‘e’ and ‘y’ are also used to represent /ee/.  **Note**: the position of graphemes is introduced in Year 3, Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘ea’ and ‘ee’ are often used in the middle of base words (cream*,* sheet) and at the end of base words (flea*,* coffee) * ‘e’ is used at the beginning of base words (ego) or at the end of a syllable within a multisyllabic word (belong) * ‘y’ is used at the end of a multisyllabic word (baby) * ‘e\_e’ is often used in the middle of a final syllable (athlete) * ‘ey’ is often used at the end of base words (donkey).   **Morphological component**  Introduce **inflected suffixes**. The inflected suffixes  -s and -es change a noun from singular (one) to plural (more than one). Explain that a word’s part of speech does not change when an inflected suffix is added to a word.  **The ‘add -s’ generalisation**: the most common way to change a singular noun to a plural is to add the suffix -s to the end of the base word (cream, creams).  **The ‘change the y to i’ generalisation**: when a noun ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding the suffix -es (baby,babies).  **The ‘keep the y’ generalisation**: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding the suffix -s (jockey,jockeys). |
| Long vowel phoneme  /ee/ as in me# | [ea, ee, e, y]  Less common representations [e\_e, ey] | **Inflected suffixes**: plurals  (-s, -es) | eagle-eagles, stream-streams, beach-beaches, peach-peaches, leash-leashes, seamstress-seamstresses  street-streets, speech-speeches, screech-screeches  recess-recesses  canary-canaries  athlete-athletes  alley-alleys, chimney-chimneys | **Morphological component**  The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one).  **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the plural form by adding the suffix -es (beach, beaches). |
| Long vowel phoneme  /ay/ as in say^ | [ai, ay, a, a\_e, ey]  Less common representations [aigh, eigh, ei] | **Inflected suffixes**: tense  (-s, -ing, -ed, -en) | rain-rains-raining-rained, paint-paints-painting-painted  play-plays-playing-played, delay-delays-delaying-delayed  endanger-endangers-endangering-endangered  glaze-glazes-glazing-glazed, bake-bakes-baking-baked, shake-shakes-shaking, shaken  prey-preys-preying-preyed  straighten-straightens-straightening-straightened  weigh-weighs-weighing-weighed  reign-reigns-reigning- reigned | **Phonological component**  Teach students to **identify differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels). For example, the first syllable in the word playing has a long vowel phoneme /ay/ and the second syllable has the short vowel phoneme /i/.  **Orthographic component**  The vowel digraphs that represent /ay/ are ‘ai’, ‘ay’, ‘ey’ and ‘ei’. The split digraph ‘a\_e’, quadgraphs ‘aigh’ and ‘eigh’ and the graph ‘a’ are also used to represent /ay/.  **Note**: the position of graphemes is introduced in Year 3, Term 1 (late). If appropriate, this content could be introduced earlier. For example:   * ‘ai’ is used at the beginning or in the middle of base words (aim, rain) * ‘ay’ is often used at the end of base words (delay) * ‘a’ is often used at the beginning of base words and at the end of a syllable in multisyllabic words (angel, danger) * ‘a\_e’ is often used in the middle of a final syllable (animate) * ‘ey’ is often used at the end of a syllable (obey).   **Morphological component**  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘keep the y’ generalisation**: when a word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix (play, playing). |
| Long vowel phoneme  /ay/ as in say^ | [ai, ay, a, a\_e, ey]  Less common representations [aigh, eigh, ei] | **Inflected suffixes**: tense  (-s, -ing, -ed, -en) | claim-claims-claiming-claimed, raise-raises-raising-raised  spray-sprays-spraying-sprayed  taste-tastes-tasting-tasted  skate-skates-skating-skated, escape-escapes-escaping-escaped, excavate-excavates-excavating-excavated, bake-bakes-baking-baked, shake-shakes-shaking-shaken  obey-obeys-obeying-obeyed  neigh-neighs-neighed-neighing | **Morphological component**  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘drop the e’ generalisation**: when a word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (skate,skating).  Explore the 3 different phonemes represented by the inflected suffix -ed:   * /d/ as in sailed. This phoneme is used when the base word ends with a voiced sound. * /t/ as in escaped. This phoneme is used when the base word ends with an unvoiced sound. * /əd/ as in skated. This phoneme is used when the base word ends in ‘t’ or ‘d’. This sound forms a new syllable.   This suffix is pronounced in 3 different ways but is always spelled -ed. |

### Term 1 (late)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

Table 4 – Term 1 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /igh/ as in my^ | [I, i\_e, igh, y]  Less common representations [ie, y\_e] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | kind-kinder-kindest  fine-finer-finest, slimy-slimier-slimiest, shiny-shinier-shiniest  bright-brighter-brightest, high-higher-highest, light-lighter-lightest, tight-tighter-tightest  magpie  shy, hydrate  byte, style | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  The suffixes -er and -est are often pronounced with a schwa vowel sound. For example, higher.  **Orthographic component**  The vowel digraph ‘ie’, split digraphs ‘i\_e’ and ‘y\_e’ and trigraph ‘igh’ are representations for the vowel phoneme /igh/. The graphs ‘i’ and ‘y’ can also be used to represent the phoneme /igh/.  Explore the **position of graphemes** within a word. For example:   * ‘i’ is often used at the end of a syllable in a multisyllabic word or in a base word when followed by 2 consonants (tiny, kind) * English words do not end with the graph ‘i’ * words that do end in ‘i’ may have been borrowed from other languages (calamari – Greek) or may be abbreviations (taxi, taxicab) * ‘i\_e’ is often used in the middle of a final syllable (divine) * ‘igh’ is used only at the end of a base word or in the middle of a base word before a ‘t’ (high, bright) * ‘y’ is often used at the end of base words or at the end of a syllable in a multisyllabic word (shy, bypass) * ‘ie’ is often used at the end of base words (lie).   The schwa vowel that often occurs in the suffixes -er and -est is represented using the digraph ‘er’ and graph ‘e’ (high**er**, high**est**).  **Morphological component**  The **inflected suffix** -er attaches to adjectives to show the difference between 2 or more things (comparative).  The **inflected suffix** -est attaches to adjectives to show the difference between 2 or more things and shows which one has the highest degree of a quality (superlative).  The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer).  **Note**: adjectives with more than one syllable often use the words ‘more’ and ‘most’ instead of using the inflected suffixes (polite, most polite).  **The ‘change the y to i’ generalisation**: when a word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (happy, happier, happiest).  **The ‘final consonant doubling’ generalisation**: for single-syllable words ending with consonant vowel consonant (CVC), the final consonant is usually doubled before adding a suffix (thin, thinner). For multisyllabic words ending with a stressed final consonant vowel consonant (CVC) syllable, the final consonant is doubled before adding a suffix (begin, beginning). |
| Consonant phoneme  /s/ as in sat | [s, ss]  Less common representations [se, c, sc, ce] | **Inflected suffixes**: plural (-s, -es) tense (-s, -ing,  -ed, -en) | spike-spikes, smile-smiles-smiling-smiled  sickness-sicknesses, kiss-kisses-kissing-kissed  lighthouse-lighthouses, glimpse-glimpses-glimpsing-glimpsed  cyclist-cyclists, exercise-exercises, slice-slices-slicing-sliced, ice-ices-icing-iced  science, scientist-scientists, fascinate-fascinates-fascinated, fascinating  licence-licences, silence-silences-silencing-silenced  **Note**: words with the long vowel phoneme /igh/ (as in my) are used to connect with the previous week of learning. | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graphs ‘s’ and ‘c’ are used to represent the consonant phoneme /s/. The digraphs ‘ss’, ‘se’ ‘sc’ and ‘ce’ are also used.  When the /s/ phoneme is represented as the consonant digraph ‘sc’, the word is usually Latin in origin (science).  Explore the **position of graphemes** within a word. For example:   * ‘s’ is used in the beginning, in the middle and at the end of base words (smile, test, wise) * ‘ss’ is often used at the end of one-syllable words after a short vowel (kiss) * ‘se’ is used at the end of base words with the graph ‘e’ to indicate that the word is not plural (house) * ‘c’ is used when followed by the graphemes ‘e’, ‘i’ or ‘y’ and indicates the ‘soft c’ /s/ sound is made (cycle) * ‘sc’ is often used at the beginning or in the middle of words (scissors, fascinate) * ‘ce’ is used at the end of words with the graph ‘e’ to indicate that the ‘c’ is ‘soft’ (silence).   **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s and -es change a noun from singular(one) to plural (more than one).  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the pluralform by adding the suffix -es (sickness, sicknesses).  To express the **present** **tense** when a base verb ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, add the suffix -es (kiss, kisses). |
| Long vowel phoneme  /ow/ as in own^ | [o, oa, o\_e, ow]  Less common representations [oe, ough] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | most, notice, bonus, phony-phonier-phoniest  toasty-toastier-toastiest, soapy-soapier-soapiest  close-closer-closest, nosy-nosier-nosiest, smoke-smoky-smokier-smokiest  slow-slower-slowest, snowy-snowier-snowiest  toe, oboe, floe, woe, aloe  dough, though | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  The suffixes -er and -est are often pronounced with a schwa vowel sound. For example, closer.  **Orthographic component**  The vowel digraphs ‘oa’, ‘ow’ and ‘oe’ can be used to represent the vowel phoneme /ow/. The split digraph ‘o\_e’, graph ‘o’ and quadgraph ‘ough’ can also represent /ow/.  Explore the **position of graphemes** within a word. For example:   * ‘o’ is used at the end of a syllable (over, noble, buffalo) * ‘oa’ is often used in the middle of a word (soap) * ‘o\_e’ is often used in the middle of a final syllable (close) * ‘ow’, ‘oe’ and ‘ough’ are often used at the end of base words (bow, oboe, though).   The schwa vowel that often occurs in the suffixes -er and -est is represented using the digraph ‘er’ and graph ‘e’ (clos**er**, clos**est**).  **Morphological component**  The **inflected suffix** -er attaches to adjectives to show the difference between 2 or more things (comparative).  The **inflected suffix** -est attaches to adjectives to show the difference between 2 or more things and shows which one has the highest degree of a quality (superlative).  The inflected suffixes -er and -est usually attach to adjectives that have one syllable (slow-slower-slowest).  **Note**: adjectives with more than one syllable often use the words ‘more’ and ‘most’ instead of using the inflected suffixes (remote, most remote).  **The ‘change the y to i’ generalisation**: when a word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (snowy-snowier). |
| Consonant phoneme  /f/ as in fin | [f, ff]  Less common representations [ph, gh] | **Inflected suffixes**: plural (-s, -es) tense (-s, -ing, -ed, -en) | flow-flows-flowing-flowed, float-floats-floating-floated, fellow-fellows, follow-follows-following-followed, shelf, shift, knife-knives, wife-wives  offload-offloads-offloading-offloaded, scoff-scoffs-scoffing-scoffed  photocopy-photocopies-photocopying, photocopied, photograph-photographs-photographing-photographed, phobia-phobias, phoneme-phonemes, telephone-telephones-telephoning-telephoned, earphone-earphones  cough-coughs-coughing-coughed  **Note**: words with the long vowel phoneme /ow/ (as in own) are used to connect with the previous week of learning. | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graph ‘f’ is used to represent the consonant phoneme /f/. The digraphs ‘ff’, ‘ph’ and ‘gh’ are also used.  When the /f/ phoneme is represented as the consonant digraph ‘ph’, the word is usually Greek in origin (phobia).  Explore the **position of graphemes** within a word. For example:   * ‘f’ is used in the beginning, middle and at the end of words (flick, drift, surf) * ‘ff’ is often used at the end of one-syllable words after a short vowel (off) * ‘ph’ is used in the beginning, middle and at the end of words (phase, alphabet, graph) * ‘gh’ is often used at the end of a base word (cough).   **Morphological component**  Review **inflected suffixes**: plural (-s, -es) and tense (-s, -ing, -ed, -en).  **The ‘f to ve’ generalisation**: when a singular noun ends with ‘f’ or ‘fe’, the plural can be created in 2 ways. Generally, the ‘f’ or ‘fe’ is replaced with a ‘v’ before adding the suffix -es (knife, knives). In some cases, only the suffix -s is added (chef, chefs). |

### Term 2 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Long vowel phoneme  /oo/ as in soon# | [oo, u\_e, ue, ew, u]  Less common representations [o, ough, ui, ou] | **Prefixes**: dis-, de- | spoon, zoo, mushroom  (de)nude, volume  true, (de)value, issue  chew, blew  truth, ruby  (dis)prove, (dis)approve  through, breakthrough, throughout  fruit, bruise  group, routine  **Additional words using prefixes dis- and de-**: (dis)close, (dis)agree, (de)code, (de)frost | **Phonological component**  Revise **segmenting multisyllabic** words into syllables and phonemes.  **Note**: there can be a subtle difference in the pronunciation of some words using the /oo/ phoneme. For example, the word nude uses the /oo/ phoneme whereas volume uses a combination of /y/ and /oo/ phonemes. This slight pronunciation variation does not need to be a major emphasis for learning.  **Orthographic component**  The vowel digraphs ‘oo’, ‘ue’, ‘ew’, ‘ui’, ‘ou’ and the split digraph ‘u\_e’ are representations for the vowel phoneme /oo/. Alternate spellings include the digraph ‘oe’, graph ‘u’ and quadgraph ‘ough’.  Explore the **position of graphemes** within a word. For example:   * ‘oo’ is often used in the middle of base words (spoon, too) * ‘u\_e’ is often used in the middle of a final syllable (cube) * ‘ue’ and ‘ew’ are often used at the end of base words (blue, chew) * ‘u’ is often used at the beginning of a word or at the end of a syllable (unit, super).   **Morphological component**  Introduce **prefixes**. Revise the prefix introduced in Stage 1 (dis-) and introduce the prefix (de-):   * dis- meaning ‘not, the opposite of’ * de- meaning ‘opposite’.   No change is required when affixing this prefix to a base word. |
| Long vowel phoneme  /oo/ as in soon#  [oo, ew, ue, u\_e, o, ough, oe] | [oo, u\_e, ue, ew, u]  Less common representations [o, ough, ui, ou] | **Prefixes**: dis-, de- | cartoon, teaspoon  (de)fuse, dune, costume, flute  glue, (dis)continue  screw, grew  communicate, document  undo, redo  breakthrough, throughout  suit, juice  youth, coupon  **Additional words using prefixes dis- and de-**: (dis)allow, (dis)band, (de)rail, (de)face | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).For example, the first syllable in the word disprov**e** has a short vowel phoneme and the second syllable has a long vowel phoneme.  **Orthographic component**  Introduce **proofreading**, **identifying** and **correcting misspellings** when creating written texts. Errors can be corrected by checking:   * **phonemes**: what phonemes can be heard in the word? * **grapheme**s: are the correct graphemes used for the word? * **morpheme**s: are there prefixes, suffixes or base words within the word? * **generalisation**s: are there generalisations to assist in spelling the word?   **Proofreading, identifying** and **correcting** **misspellings**, should be practised regularly.  **Morphological component**  Revise the **prefix** introduced in Stage 1 (dis-) and introduce the prefix (de-):   * dis- meaning ‘not, the opposite of’ * de- meaning ‘opposite’.   No change is required when affixing this prefix to a base word. |
| R-controlled vowel  /ar/ as in farm# | [ar, a]  Less common representation [al] | **Prefixes**: pre-, mid-, mis- | car, party, park, smart, start, yard, (dis)arm, (dis)card, (dis)similar, (pre)molar, (pre)arrange, (mid)march, (mis)start, (mis)articulate  glasses, bath, grass, basket, drama, (mid)afternoon  half, almond  **Additional words using prefixes pre-, mid-, mis**-: (pre)view, (pre)occupied, (mis)take, (mis)quote, (mis)place, (mis)took, (mid)day, (mid)night | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The digraph ‘ar’ and graph ‘a’ are representations for the phoneme /ar/. The digraph ‘al’ is a less common representation.  Explore the **position of graphemes** within a word. For example:   * ‘ar’ is used at the beginning, in the middle and at the end of base words (arm, march, far) * ‘a’ is mostly used in the middle of a word (bath).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * pre- meaning ‘before’ * mid- meaning ‘middle’ * mis- meaning ‘wrongly’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /z/ as in zip | [z, zz, s]  Less common representations [se, ze] | **Prefixes**: pre-, mid-, mis- | zest, zinc, zipper, dozen, freezer, (mid)size, froze, glaze  fizz, buzzer, frizzy, grizzly, puzzle  chose, close, spiders, shells, accuses, rise, (mis)use, (mis)advertise, sunrise (pre)sent  browse, cheese, cleanse, please, disease  squeeze, freeze, ooze  **Additional words using prefixes pre-, mid-, mis-**: (pre)paid, (pre)scribe, (mid)way, (mid)year, (mis)took, (mis)behave | **Orthographic component**  The graphs ‘z’ and ‘s’ are used to represent the phoneme /z/. The digraphs ‘zz’, ‘se’ and ‘ze’ also represent this phoneme.  Explore the **position of graphemes** within a word. For example:   * ‘z’ is used at the beginning and in the middle of words (zip, lizard). It is also used at the end of words with a split digraph representing a long vowel phoneme (glaze) * ‘zz’ is often used at the end of one-syllable words after a short vowel (fizz) * ‘s’ is used at the end of words to indicate a **plural word** or the **present tense** (dogs, yells) * ‘s’ is used at the end of words with a split digraph representing a long vowel phoneme (rise) * ‘se’ is often used after long vowel phonemes or consonant phonemes (cheese, cleanse) * ‘ze’ is used at the end of a word (squeeze).   **Morphological component**  Revise **prefixes**:   * pre- meaning ‘before’ * mid- meaning ‘middle’ * mis- meaning ‘wrongly’.   No change is required when affixing this prefix to a base word. |

### Term 2 (late)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| R-controlled vowel  /or/ as in for# | [or, au, aw, oor, ore]  Less common representations [a, al, ar, ough] | **Derivational suffixes**: -ly and  -ally | cork, short-shortly, record, story, fork, storm, more, before, ignore, sore-sorely, normal-normally, formal-formally  sauce, caution, audience, nautical-nautically, authentic-authentically  crawl, straw, sprawl, awful-awfully  floor, poor-poorly  adore, explore, carnivore  water, always  walk  warn, toward  fought, bought | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Note**: there is a difference in pronunciation of the ‘al’ as in walk compared to the ‘al’ in the suffix -ally.  **Orthographic component**  The digraphs ‘or’, ‘au’, ‘aw’, ‘ar’, ‘al’ are used to represent the r-controlled vowel phoneme /or/. The trigraphs ‘oor’ and ‘ore’ are also alternate spellings, as are the graph ‘a’ and the quadgraph ‘ough’.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘or’ is often used in the middle of words (cork) * ‘au’ is often used at the beginning or in the middle of words (audience, sauce) * ‘aw’ is often used at the end of words or before the graphs ‘k’, ‘l’, ‘n’ (draw, squawk, shawl, prawn) * ‘oor’ and ‘ore’ are often used at the end of words (door, more).   **Morphological component**  Introduce **derivational suffixes**. Introduce suffixes:   * -ly and -ally meaning ‘a characteristic of, how something is’ * -ly and -ally attach to adjectives to form adverbs: sad-sadly, magic-magically * -ly attaches to nouns to form adjectives: friend-friendly * -al is added when the base word ends in -ic: terrific-terrifically*.* |
| R-controlled vowel  /or/ as in for# | [or, au, aw, oor, ore]  Less common representations [a, al, ar, ough] | **Derivational suffixes**: -al, -ial | popcorn, memory-memorial, orbit-orbital, historic-historical, editor-editorial  haunt, daughter, author-authorial  squawk  doorbell  seashore, explore, ignore  almost, bald  chalk  award, reward, quarter  brought, thought | **Phonological component**  **Note**: there is a difference in pronunciation of the ‘al’ as in walk compared to the suffix -al. The ‘al’ as in walk is pronounced as /or/, whereas the suffix -al is pronounced as a schwa + /l/ (/ul/).  **Orthographic component**  Revise **proofreading**, **identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -al and -ial meaning ‘having characteristics of; like’ * -al attaches to verbs to form nouns: dismiss-dismissal * -al and -ial attach to nouns to form adjectives: logic-logical, race-racial, event-eventual*.*   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (memory, memorial).  **Note**:-ial is a variation of suffix -al. The ‘i’ in -ial is a connecting vowel letter. Connecting vowel letters can be found in words that have evolved from Latin or Greek. |
| Consonant phoneme  /t/ as in tap | [t, tt] | **Inflected suffixes**: plurals  (-s, -es)  **Irregular plurals**: nouns that change their vowels | tomato-tomatoes, tornado-tornadoes, torpedo-torpedoes, potato-potatoes, chocolate-chocolates, movement-movements  butterfly-butterflies, kitten-kittens, settler-settlers, bottom-bottoms  **Irregular plurals**:  foot-feet, tooth-teeth, goose-geese, woman-women, man-men | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graph ‘t’ and digraph ‘tt’ are used to represent the consonant phoneme /t/.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘t’ is used at the beginning, in the middle and at the end of words (tap, motor, right) * ‘tt’ is often used at the end of words after a short medial vowel (butter).   **Morphological component**  The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one).  **The ‘words ending with o’ generalisation**: when a singular noun ends with ‘o’, the plural can be created in 2 ways. When a word ends in a vowel and an ‘o’, the suffix -s is added (radio, radios). When a word ends with a consonant and an ‘o’, the suffix -es is often added (tomato, tomatoes).  **Introduce irregular plural nouns**. Irregular plural nouns are nouns that do not become plural by adding the inflected suffixes -s or -es.  Some singular nouns **change their vowels** to form plurals (goose, geese). |
| Revise long vowel phonemes  /ee/ as in *me*#  /ay/ as in *say*^  /igh/ as in *my*^  /ow/ as in *own*^  /oo/ as in *soon*# | [ea, ee, e, y, e\_e, ey]  [ai, ay, a, a\_e, ey, aigh, eigh, ei]  [i, i\_e, igh, y, ie, y\_e]  [o, oa, o\_e, ow, oe, ough]  [oo, u\_e, ue, ew, u, o, ough, ui, ou] | **Inflected suffixes**: plurals  (-s, -es)  **Irregular plurals**: nouns that change their vowels and consonants | leaf-leaves, enemy-enemies, family-families, mulberry-mulberries, symphony-symphonies  array-arrays, windowpane-windowpanes, mailbox-mailboxes  sky-skies, life-lives, wife-wives  project-projects, loaf-loaves, potato-potatoes  roof-roofs, bloom-blooms, wound-wounds  **Irregular plurals**:  mouse-mice, die-dice, louse-lice | **Morphological component**  The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one).  **The ‘change the y to i’ generalisation**: when a noun ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding the suffix -es (enemy, enemies).  **The ‘f to ve’ generalisation**: when a singular noun ends with ‘f’ or ‘fe’, the plural can be created in 2 ways. Generally, the ‘f’ or ‘fe’ is replaced with a ‘v’ before adding the suffix -es (life, lives). In some cases, only the suffix -s is added (roof, roofs).  **Irregular plural nouns** are nouns that do not become plural by adding the inflected suffixes -s or  -es.  Some singular nouns **change their vowels and consonants** to form the plural (mouse, mice). |

### Term 3 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| R-controlled vowel  /er/ as in her# | [er, ir, ur, or]  Less common representation [ear] | **Prefix**: in- | term, perfume, perfect, (in)fertile  bird, first, (in)firm  burn, purpose  worst, worm, (in)correct  Earth, learn, yearn  **Additional words using prefix in-**: (in)side, (in)complete, (in)valid | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The vowel digraphs ‘er’, ‘ir’, ‘ur’ and ‘or’ are representations for the r-controlled vowel phoneme /er/. The trigraph ‘ear’ is also used to represent ‘ear’.  Explore the **position of graphemes** within a word. For example:   * ‘er’ is often used in the middle or at the end of words (t**er**m, h**er**). * When ‘er’ is at the end of a word it can often make a schwa vowel sound instead of /er/. * ‘ir’ is often used in the middle of words (bird) * ‘ur’ is used at the beginning, in the middle and at the end of words (urn, burp, blur) * ‘or’ is often used in the middle of words after a ‘w’ (word).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefix:   * in- meaning ‘in’ * in- meaning ‘not’.   No change is required when affixing this prefix to a base word. |
| R-controlled vowel  /er/ as in her# | [er, ir, ur, or]  Less common representation [ear] | **Prefix**: in- | germ, mermaid, (in)expert  skirt, squirt  turn, return, suburb  worth, artwork, worship, (in)form  learn, research  **Additional words using prefix in-**: (in)exact, (in)frequent, (in)sane, (in)habit | **Orthographic component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  Introduce **use of spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise **prefix**:   * in- meaning ‘in’ * in- meaning ‘not’.   No change is required when affixing this prefix to a base word. |
| R-controlled vowel  /air/ as in pair# | [air, are, ear, ere] | **Homophones** | flair, airport, airway, despair, stair-stare, fair-fare  square, prepare, glare, bare-bear  swear, tear  there-their-they’re, compere | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  **Orthographic component**  The trigraphs ‘air’, ‘are’, ‘ear’ and ‘ere’ are representations for the r-controlled vowel phoneme /air/.  Explore the **position of graphemes** within a word. For example:   * ‘air’ is often used at the end of words (hair) and is also a base word common in many compound words (airflow) * 'are', ‘ear’ and ‘ere’ are often used at the end of a word (share, bear, there).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |
| R-controlled vowel  /air/ as in pair# | [air, are, ear, ere] | **Homophones** | chair, fairy, repair, hair-hare, pair-pear-pare, airdrop, airflow  care, aware, prepare, beware  tear, wear-where-we’re, bear-bare  werewolf, premiere  **Additional homophones**: creek-creak, to-two-too, tail-tale, break-break | **Morphological component**  **Revise homophones**. |

### Term 3 (late)

**Phonological component**

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

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling
* Proofread, identify and correct misspellings when creating written texts
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component**

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

Table 8 – Term 3 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Schwa vowel /ə/ | [e] | **Derivational suffix**: -en | gold-golden, broke-broken, froze-frozen, wove-woven, ash-ashen, dark-darken, fast-fasten, wide-widen, loose-loosen, bright-brighten, soft-soften, sweet-sweeten, sharp-sharpen, fright-frighten, wood-wooden | **Phonological component**  Teach students that multisyllabic words have both **stressed (strong)** and **unstressed (weak) syllables**. Stressed syllables are often louder and higher pitched than weak syllables. Unstressed syllables are usually said faster and softer. The vowel in the weak syllable is often a **schwa**. For example, in the word golden the first syllable ‘gol’ is stressed and is clearly articulated. The second syllable ‘den’ is unstressed and is pronounced as ‘dun’, giving us ‘goldun’. Stressed and unstressed syllables are needed in words, as unstressed syllables require minimum effort to pronounce and help to make speech fluent.  Introduce **identifying stressed** and **unstressed syllables** in multisyllabic words.  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling. Learning about common letter patterns and morphemes (such as prefixes and suffixes) can support students to select the accurate grapheme for the schwa vowel sound.  The schwa vowel that often occurs in the suffix -en is represented using the graph ‘e’ (gold**e**n, brok**e**n).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -en meaning ‘to become or cause to be’ or ‘made of’ * attaches to a noun to form an adjective: ash-ashen, wood-wooden * attaches to an adjective to form a verb: dark-darken, wide-widen. |
| Schwa vowel /ə/ | [u] | **Derivational suffix**: -ful | delight-delightful, grace-graceful, hope-hopeful, mind-mindful, peace-peaceful, skill-skilful, thought-thoughtful, care-careful, force-forceful, faith-faithful, dread-dreadful, play-playful. | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling. Learning about common letter patterns and morphemes (such as prefixes and suffixes) can support students to select the accurate grapheme for the schwa vowel sound.  The schwa vowel that often occurs in the suffix -ful is represented using the graph ‘u’ (delightful, graceful).  Revise **proofreading, identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ful meaning ‘full of’ * attaches to verbs makes adjectives: *help-helpful* * attaches to nouns to form adjectives: *joy-joyful*.   **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (care, careful).  **The ‘keep the y’ generalisation**: when a base word ends in a vowel and a ‘y’, keep the ‘y’ before adding a suffix (play, playful). |
| Diphthong  /oi/ as in boy^ | [oi, oy]  Less common representation [uoy] | **Derivational suffix**: -less | moist, coil, poison, foil, choice, noise-noiseless, point-pointless  boy, cowboy, voyage, toy-toyless, joy-joyless  buoy  **Additional words using suffix -less**: breathless, flawless, harmless, thoughtless | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The vowel digraphs ‘oi’ and ‘oy’ are used to represent the diphthong /oi/. The trigraph ‘uoy’ is an alternate spelling.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘oi’ is often used at the beginning or in the middle of words (oil, coil). * English words do not end with the graph ‘i’. * Words that do end in ‘i’ may have been borrowed from other languages (calamari – Greek) or may be abbreviations (taxi, taxicab) * ‘oy’ is often used at the end of a syllable or a word (royal, boy).   Revise **use of spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -less meaning ‘without’ * attaches to nouns to form adjectives: child-childless * attaches to verbs to form adjectives: fear-fearless. |
| Consonant phoneme  /l/ as in leg  Schwa /ə/ + /l/ | [l, ll, le]  [le, el, al, il] | **Derivational suffix**: -able | light, launch, lemon, legend, lesson, trailer, silence  drill, swell, billow, dollar, scull, dollop  little, huddle, middle, gentle, crackle, dribble, giggle, nuzzle, enjoy-enjoyable, reason-reasonable, respect-respectable, sustain-sustainable, believe-believable, avoid-avoidable, employ-employable  angel, barrel, hotel, label, level, model  loyal, royal, coastal, equal  basil, fossil, devil | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  In words that end in ‘el’, ‘il’, ‘al’ and consonant + ‘le’, the final syllable is usually unstressed (travel, fossil, local, table). These final syllables are often pronounced as a schwa + /l/ (trav-**ul**, foss-**ul**, lo-c**ul**, ta-b**ul**).  **Note**: within consonant + 'le' words:   * 'le' can be pronounced as an /l/ or as a schwa + /l/. * 'le' is commonly pronounced as a schwa + /l/ in consonant + ‘le’ words (angle, noble). * 'le' can be pronounced as /l/ in -dle or -tle words as the phonemes /t/, /d/ and /l/ are produced in the same place of the mouth (title, muddle).   **Orthographic component**  The graph ‘l’ and digraph ‘ll’ are used to represent the consonant phoneme /l/.  The schwa pronounced in the unaccented final syllables ‘el’, ‘al’ and ‘il’ are represented by ‘e’, ‘a’ and ‘i’ respectively. In the letter pattern, consonant + ‘le’, the ‘e’ is included at the end, as every syllable requires a written vowel (li-ttl**e**).  Within the 2-syllable suffix -able, 2 schwa vowels may be pronounced. They are represented using the graphs ‘a’ and ‘e’ (enjoy**a**bl**e**).  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘l’ is used in the beginning, middle and at the end of words (leg, black, crawl) * ‘ll’ is often used at the end of single-syllable words after a short medial vowel (drill) * ‘al’, ‘el’, ‘il’ and consonant + ‘le’ are found at the end of words (angel, loyal, basil, little).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -able meaning ‘capable of’ * attaches to verbs to form adjectives: wash-washable.   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (believe, believable). |

### Term 4 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Short vowel phoneme  /e/ as in get# | [e, ea]  Less common representations  [a, ai] | **Inflected suffixes**: plural  (-s, -es) tense (-s, -ing,  -ed, -en) | dress-dresses, cobweb-cobwebs, elephant-elephants, resident-residents, duchess-duchesses, beg-begs-begging-begged, yell-yell-yelling-yelled, step-steps-stepping-stepped  head-heads, feather-feathers, weapon-weapons, thread-threads-threading-threaded, cleanse-cleanses-cleansing-cleansed  any, many  again, against, said | **Phonological component**  Revise **segmenting multisyllabic words into syllables and phonemes**.  The short vowel /e/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘e’ and ‘a’ are used to represent the short vowel phoneme /e/. The vowel digraphs ‘ea’ and ‘ai’ are alternate spellings.  Explore the **position of graphemes** within a word. For example:   * ‘e’ and ‘a’ are often used at the beginning and in the middle of base words (egg, dress, any, many) * ‘ea’ and ‘ai’ are often used in the middle of base words (bread, said) * the different representations of /e/ will always be followed by a consonant(s).   **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘add -s’ generalisation**: the most common way to change a singular noun to a plural is to add the suffix -s to the end of the base word (web, webs). To express the present tense, add the suffix -s to a base verb (beg, begs).  **The ‘final consonant doubling’ generalisation**: for single-syllable words ending with consonant vowel consonant (CVC), the final consonant is usually doubled before adding a suffix (thin, thinner). For multisyllabic words ending with a stressed final consonant vowel consonant (CVC) syllable, the final consonant is doubled before adding a suffix (begin, beginning). |
| Consonant phoneme  /k/ as in kid | [c, k, ck]  Less common representations [ch, que, cc] | **Inflected suffixes**: plural  (-s, -es)  tense (-s, -ing,  -ed, -en) | cloth-cloths, coin-coins, crayon-crayons, clash-clashes-clashing-clashed, crush-crushes-crushing-crushed  kernel-kernels, kidney-kidneys, pumpkin-pumpkins, tank-tanks, creak-creaks-creaking-creaked, busk-busks-busking-busked, speak-speaks-speaking-spoken  clock-clocks, necklace-necklaces, dreadlock-dreadlocks, whack-whacks-whacking-whacked, click-clicks-clicking-clicked  mechanic-mechanics, character-characters, school-schools, technology-technologies, orchid-orchids, echo-echoes-echoing-echoed, anchor-anchors-anchoring-anchored  technique-techniques, antique-antiques, mosque-mosques, plaque-plaques  hiccup-hiccups | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The consonant phoneme /k/ can be represented using the graphs ‘c’ and ‘k’. It can also be represented using the trigraph ‘que’ and the digraphs ‘ck’ and ‘ch’.  When the /k/ phoneme is represented as the consonant digraph ‘ch’, the word is usually Greek in origin (character).  When the /k/ phoneme is represented as the trigraph ‘que’, the word is usually French in origin (plaque).  Explore the **position of graphemes** within a word. For example:   * ‘c’ is used at the beginning of words when followed by ‘a’, ‘o’, ‘u’ or a consonant (coin). It is also used in the middle of base words (fact) and occasionally at the end of base words (lilac) * ‘k’ is used at the beginning of words when followed by ‘e’, ‘i’ or ‘y’ (kidney) and in the middle of base words (turkey). It is also used at the end of one-syllable words after a consonant (busk) * ‘ck’ is used at the end of one-syllable words after a short vowel phoneme (click) * ‘ch’ is used at the beginning and in the middle of base words (character, school) * ‘que’ is used at the end of base words (antique).   **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense. |
| Diphthong  /ow/ as in cow^ | [ou, ow]  Less common representation [ough] | **Derivational suffixes**: -er, -or | outside, mouse, noun, mouth, round, bounce, compound, announce-announcer  brow, town, scowl, clown, power, tower, howl-howler, prowl-prowler  drought, plough-plougher  **Additional words using suffixes -er and or-**: teacher, farmer, reporter, inventor, inspector, investigator | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  The vowel in the unstressed syllable is often a schwa. The suffixes -er and –or may be pronounced as schwa (doct**or**).  **Orthographic component**  The vowel diagraphs ‘ow’ and ‘ou’ are used to represent the diphthong /ow/. The quadgraph ‘ough’ is an alternate spelling.  Explore the **position of graphemes** within a word. For example:   * ‘ou’ is used at the beginning and in the middle of words (out, mouse). * English words do not end with the graph ‘u’. * Words that do end in ‘u’ may have been borrowed from other languages (menu – French) or may be abbreviations (flu, influenza). * ‘ow’ is often used in the middle and at the end of base words (town, how).   Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling. Learning about common letter patterns and morphemes (such as prefixes and suffixes) can support students to select the accurate grapheme for the schwa vowel sound.  The schwa vowel that often occurs in the suffix -er and -or is represented using the digraphs ‘er’ and ‘or’ (teach**er**, doct**or**).  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -er and -or meaning ‘a person who does the verb’ * attaches to a verb to form a noun * -er is the most common way to end a word for someone carrying out an action: teach-teacher, speak-speaker * sometimes the Latin suffix -or is used: create-creator.   **Note**: -er is common at the end of many words. Sometimes it is part of the base word (power, mother) and sometimes it has been added to a base as a suffix (writer, bigger). |
| Diphthong  /ow/ as in cow^ | [ou, ow]  Less common representation [ough] | **Homophones** | crouch, fountain, blouse, bounty, voucher, aloud-allowed, foul-fowl  crowd, cowboy, powder, prowess, rowdy, bow-bough, flower-flour  **Additional homophones**: bear-bare, heel-heal, mail-male, main-mane | **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |

### Term 4 (late)

**Phonological component**

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

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling
* Proofread, identify and correct misspellings when creating written texts
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component**

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

Table 10 – Term 4 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| R-controlled vowel  /ear/ as in dear^ | [ear, eer, ere]  Less common representation [eir] | **Derivational suffix**: -ness | clear, spear, gear, beard, fear-fearless-fearlessness, near-nearness, dreary-dreariness  sheer, steer, pioneer, mountaineer, buccaneer, engineer, cheery-cheeriness  revere, sphere, hemisphere  weir  **Additional words using suffix -ness**: kindness, sadness, weakness, softness, happiness, loneliness, laziness, grumpiness | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The trigraphs ‘ear’, ‘eer’, ‘ere’ and ‘eir’ are used to represent the r-controlled vowel phoneme /ear/.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘ear’ is often used in the middle and end of words (beard, clear) and is also a base word found in some compound words (earplugs) * ‘eer’ and ‘ere’ are often used at the end of words (sheer, here).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ness meaning ‘state of, condition of’ * attaches to an adjective to form a noun: kind-kindness*.*   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (dreary, dreariness). |
| R-controlled vowel  /ear/ as in dear | [ear, eer, ere]  Less common representation [eir] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | shear, nearby, appear, dreary-drearier-dreariest, near-nearer-nearest, dear-dearer-dearest, clear-clearer-clearest  jeer, steer, career, volunteer, reindeer, eerie-eerier-eeriest  here, severe  weird-weirder-weirdest | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  The vowel in the unstressed syllable is often a schwa. The suffixes -er and -est are often pronounced with a schwa (near**er**, near**est**).  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling.  The schwa vowel that often occurs in the suffixes -er and -est is represented using the digraph ‘er’ and graph ‘e’ (near**er**, near**est**).  Revise **proofreading, identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **inflected suffixes**.  The **inflected suffix** -er attaches to adjectives to show the difference between 2 or more things (comparative). The **inflected suffix** -est attaches to adjectives to show the difference between 2 or more things and shows which one has the highest degree of a quality (superlative).  The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer). |
| Short vowel phoneme  /oo/ as in look# | [oo, u]  Less common representation [oul] | **Derivational suffix**: -hood | wood, soot, booking, footstool, cookbook, parent-parenthood, child-childhood, sister-sisterhood, brother-brotherhood, mother-motherhood, father-fatherhood, neighbour-neighbourhood, adult-adulthood, lively-livelihood  bullet, pudding, butcher  could, would | **Orthographic component**  The digraph ‘oo’ and graph ‘u’ are used to represent the short vowel phoneme /oo/. The trigraph ‘oul’ is an alternate spelling for /oo/.  The short vowel /oo/ is always followed by a consonant.  Revise use of **spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies.  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -hood meaning ‘condition of being’ * attaches to a noun or adjective to form a noun that names a condition or group: childhood, adulthood.   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (lively, livelihood). |
| Short vowel phoneme  /oo/ as in look#  [oo, u, oul] | [oo, u]  Less common representation [oul] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | goodbye, hooray, cooktop, woolly-woollier-woolliest  pushy-pushier-pushiest, full-fuller-fullest, bushy-bushier-bushiest  should  **Additional words using comparative and superlative suffixes**: bright-brighter-brightest, funny-funnier-funniest, silly-sillier-silliest, high-higher-highest, sun-sunnier-sunniest, taste-tastier-tastiest | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words.  **Orthographic component**  The schwa vowel that often occurs in the suffixes -er and -est is represented using the digraph ‘er’ and graph ‘e’ (full**er**, full**est**).  **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer). |

## Stage 2 – Year 4

### Term 1 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Short vowel phoneme  /o/ as in cot# | [o, a, au] | **Prefixes**: be-, anti- | frost, borrow, logic, common, problem, construct, (anti)fog, (anti)body, (be)long  wander, watch, wash, salt, want, swamp, swan, squash, quality, quantity  cauliflower, sausage, vault, fault, Australia, (be)cause  **Additional words using be- and anti- prefixes**: (anti)hero, (anti)glare, (be)hold, (be)moan, (be)low, (be)stow | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  The short vowel /o/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘o’ and ‘a’ are used to represent the short vowel phoneme /o/. This phoneme can also be represented using the vowel digraph ‘au’.  Explore the **position of graphemes** within a word. For example:   * ‘o’ is used at the beginning and in the middle of base words (on, frost) * ‘a’ is used in the middle of base words, often after the graphemes ‘w’ and ‘qu’ (wander, squash) * ‘au’ is used at the beginning and in the middle of base words (Australia, vault) * the different representations of /o/ will always be followed by a consonant(s).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * be- meaning ‘to make, cause or seem’ * anti- meaning ‘against’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /th/ as in thisand thin  /k + s/ as in mix | [th]  [x, xe] | **Prefixes**: be-, anti- | this, these, their, clothing mother, father, together, worthy, slither  thin, thrash, thick, thread, wreath, something, thirsty, thousand, Thursday, (anti)theft, beneath  jinx, text, coax, appendix, (anti)toxic, (anti)climax  axe, deluxe  **Additional words using be- and anti- prefixes**: (be)friend, (be)little, (anti)racism, (anti)septic, (anti)venom, (anti)violence | **Phonological component**  The /th/ as in this is a voiced phoneme. The /th/ as in thin is an unvoiced phoneme.  The /k + s/ as in mix is a blend of 2 phonemes, /k/ and /s/.  **Orthographic component**  The digraph ‘th’ is used to represent 2 consonant phonemes /th/.  The graph ‘x’ represents the 2 phonemes /k + s/.  **Morphological component**  Revise **prefixes**:   * be- meaning ‘to make, cause or seem’ * anti- meaning ‘against’.   No change is required when affixing this prefix to a base word. |
| Short vowel phoneme  /u/ as in up# | [u, o, ou]  Less common representation [oo] | **Prefixes**: sub-, under- | pluck, butter, under, scrunch, umbrella, (under)current, (under)supply, (under)arm, (under)age, (under)wear, (under)ripe, (sub)marine, (sub)zero, (sub)title  Monday, discover, comfortable, company, (under)cover  rough, tough  blood | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  The short vowel /u/ is always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘u’ and ‘o’ are used to represent the short vowel phoneme /u/ as in up. This phoneme can also be represented using the vowel digraphs ‘ou’ and ‘oo’.  Explore the **position of graphemes** within a word. For example:   * 'u’ is often used at the beginning of a word or in the middle of a syllable (under, butter) * ‘o’, ‘ou’ and ‘oo’ are often used in the middle of base words. * English words don’t end in ‘u’. * the different representations of /u/ will always be followed by a consonant(s).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * under- meaning ‘under’ or ‘too little’ * sub- meaning ‘under’.   No change is required when affixing this prefix to a base word. |
| Short vowel phoneme  /u/ as in up# | [u, o, ou]  Less common representation [oo] | **Prefixes**: sub- under- | pumpkin, thunder, abundant, (under)water, (under)cooked, (under)estimate, (under)ground, (under)wear, (under)tow, (sub)heading, (sub)standard, (sub)tropical  wonder, love, mother, stomach  cousin, country  flood | **Morphological component**  Revise **prefixes**:   * under- meaning ‘under’ or ‘too little’ * sub- meaning ‘under’.   No change is required when affixing this prefix to a base word. |

### Term 1 (late)

**Phonological component**

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

**Orthographic component**

* Apply knowledge of taught vowel graphemes when spelling

**Morphological component**

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

Table 12 – Term 1 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Short vowel phoneme  /i/ as in it#  /a/ as in at# | [i, y]  [a] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | difficult, hit-hits-hitting, ship-ships-shipping-shipped, skip-skips-skipping-skipped, kick-kicks-kicking-kicked, sit-sits-sitting-sat, begin-begins-beginning-began, admit-admits-admitting-admitted  physical, typical, cylinder, symbol, mystery  add-adds-adding-added, whack-whacks-whacking-whacked, flap-flaps-flapping, flapped, slam-slams-slamming-slammed | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  The short vowel phonemes /i/ and /a/ are always followed by a consonant phoneme.  **Orthographic component**  The graphs ‘i’ and ‘y’ are used to represent the short vowel phoneme /i/. The graph ‘a’ is used to represent the short vowel phoneme /a/.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘i’ is used at the beginning or middle of words (it, hit) * English words do not end with the graph ‘i’ * ‘y’ is used in the middle of a word (gym) * the different representations of /i/ will always be followed by a consonant(s) * ‘a’ is used at the beginning or in the middle of words (add, whack) * ‘a’ will always be followed by a consonant(s).   **Morphological component**  Revise **inflected suffixes**.  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘final consonant doubling’ generalisation**: for single-syllable words ending with a short vowel and a consonant, the final consonant is usually doubled before adding a suffix (skip, skipping).  In multisyllabic words with a stressed final Consonant Vowel Consonant (CVC) syllable, the final consonant is doubled before adding a suffix (begin, beginning). |
| Short vowel phoneme  /i/ as in it#  /a/ as in at# | [i, y]  [a] | **Inflected suffixes**: tense (-s, -ing, -ed, -en) | innocent, inquisitive, literacy, inspect-inspects-inspecting-inspected, consider-considers-considering-considered, deliver-delivers-delivering-delivered, inform-informs-informing-informed, participate-participates-participating-participated  system, sympathy, gymnastics, rhythm, myth  catch-catches-catching-caught, trash-trashes-trashing-trashed, smash-smashes-smashing-smashed | **Morphological component**  Revise **inflected suffixes**.  The **inflected suffixes** -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘add -es’ generalisation**: to express the present tense when a base verb ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, add the suffix -es (catch, catches). |
| Schwa /ə/ | [ou] | **Derivational suffix**: -ous | joy-joyous, wonder-wonderous, danger-dangerous, courage-courageous, fame-famous, nerve-nervous, glory-glorious, mystery-mysterious, vary-various | **Phonological component**  Revise **identifying stressed** and **unstressed syllables in multisyllabic words**.  The vowel in the unstressed syllable is often a schwa. The suffix -ous may be pronounced with a **schwa**.  **Orthographic component**  Support students to apply their knowledge of the **schwa occurring in an unstressed syllable** when spelling.  The schwa vowel that often occurs in the suffix -ous is represented using the digraph ‘ou’ (joy**ou**s).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ous meaning ‘having qualities of, full of’ * attaches to a noun to form an adjective: danger-dangerous, mountain-mountainous   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (fame, famous).  **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (vary, various). |
| Diphthong  /ure/ as in cure^ | [ure, our] | Derivational suffixes: ‑ure,  ‑ture | cure, lure, pure, secure, close-closure, fail-failure, depart-departure, sculpt-sculpture, picture, texture, gesture, vulture, fix-fixture, mix-mixture  tour, hour, flour, odour | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  The suffixes -ture and -ure are often pronounced with a schwa.  **Orthographic component**  The schwa vowel that often occurs in the suffixes  -ure and -ture are represented using the trigraph ‘ure’ and quadgraph ‘ture’ (clos**ure**, fix**ture**).  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -ure, -ture meaning ‘the result of the act’ * adding -ure or -ture to the end of a verb forms a noun: sculpt-sculpture, mix-mixture*.*   **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (close, closure).  **Note**: -ure is found at the end of many words. Sometimes it is part of the base word (pure) and sometimes it has been added to a base as a suffix (failure). |

### Term 2 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /sh/ as in shop | [sh]  Less common representations [ti, si, ci] | **Inflected suffixes**: plurals  (-s, -es) | bulrush-bulrushes, bush-bushes, bushranger-bushrangers, brush-brushes, wish-wishes, eyelash-eyelashes, cushion-cushions, mushroom-mushrooms, sash-sashes, shard-shards, shilling-shillings, shirt-shirts  potion-potions, emotion-emotions, action-actions  mansion-mansions, dimension-dimensions  electrician-electricians, magician-magicians | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The digraphs ‘sh’, ‘ti’, ‘si’, ‘ci’ and ‘ce’ represent the consonant phoneme /sh/ as in shop.  When the /sh/ phoneme is represented as the consonant digraph ‘ti’, ‘si’ or ‘ci’, the word is usually Latin in origin (emotion).  Explore the **position of graphemes** within a word. For example:   * ‘sh’ is used at the beginning of a base word or at the end of a syllable (shop, mushroom) * ‘sh’ is never used at the beginning of any syllable after the first one, except when used in the suffix -ship * ‘ti’ and ‘si’ are often used as part of the common final syllables ‘tion’ and ‘sion’ (emotion, mansion) * ‘ci’ is often part of the final syllables ‘cial’, ‘cious’ and ‘cian’ (special, precious, magician).   **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one).  **The ‘add -es’ generalisation**: when a singular noun ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, create the plural form by adding the suffix -es (wish, wishes).  Explore that inflected suffixes for plurals can be represented by 3 different phonemes:   * /s/ as in shirts. This phoneme is used when the base word ends with an unvoiced phoneme. * /z/ as in shards. This phoneme is used when the base word ends with a voiced phoneme. * /əz/ as in bushes. This phoneme is used when the base word ends in s, sh, ss, ch. This plural forms a new syllable. |
| Consonant phoneme  /sh/ as in shop | [sh]  Less common representations [ss, s, ch] | **Irregular plurals**: Nouns that do not change | goldfish, fish, sheep  passionfruit, percussion tissue-tissues, pressure-pressures, issue-issues  sugar-sugars, capsule-capsules  chef-chefs, brochure-brochures, parachute-parachutes  **Additional irregular plural nouns**: chalk, food, fruit, furniture, hovercraft, aircraft, deer, squid, moose, bison | **Orthographic component**  The digraphs ‘sh’, ‘ss’ and ‘ch’ represent the unvoiced consonant phoneme /sh/ as in shop. The graph ‘s’ is also used to represent /sh/.  When the /sh/ phoneme is represented as the consonant digraph ‘ch’, the word is usually French in origin (chef).  **Morphological component**  Revise **irregular plurals**. Irregular plural nouns are nouns that do not become plural by adding the inflected suffixes -s or -es.  Explore that some singular nouns do not change to form the plural (sheep, aircraft, fish). |
| Consonant phoneme  /j/ as in jab | [j, g, ge, dge]  Less common representations [gg, dj, gi] | **Derivational suffix**: -ment | jam, joint, reject, enjoy-enjoyment  gentle, allergy, giraffe, ginger  change, plunge, gorge, manage-management, arrange-arrangement, engage-engagement  badge, wedge, acknowledge-acknowledgement, judge-judgement  exaggerate  gadget, budget, adjust-adjustment  religion, region | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graphs ‘j’ and ‘g’ are used to represent the consonant phoneme /j/ as in jab. This phoneme can also be represented using the digraphs ‘ge’, ‘gg’, ‘dg’, ‘gi’ and trigraph ‘dge’.  Explore the **position of graphemes** within a word. For example:   * ‘j’ is used at the beginning of a word or a syllable (jam, enjoy) * English words do not end with the graph ‘j’. * ‘g’ represents /j/ (or the ‘soft g’) when followed by the graphemes ‘e’, ‘i’ or ‘y’ (gem, gist, gym) * ‘ge’ is often used at the end of words after a consonant or vowel that is not short (binge, gorge) * ‘dge’ is often used after a short vowel in one-syllable words (bridge).   Revise **derivational suffixes**. Introduce suffix:   * -ment meaning ‘state of being, act of’ * attaches to a verb to form a noun: embarrass-embarrassment.   **The ‘keep the e’ generalisation**: when a base word ends with an ‘e’, keep the ‘e’ before adding a suffix beginning with a consonant (measure-measurement). |
| Consonant phoneme  /j/ as in jab | [j, g, ge, dge]  Less common representations [gg, dj, gi] | **Derivational suffix**: -ive | object-objective, subject-subjective  magic, gender, genius, gymnastics, digest-digestive  large, postage, courage  hedge, edge, knowledge  suggest-suggestive  budget, adjective  hygiene  **Additional words with -ive suffix**: active, progressive, creative, massive, productive | **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ive meaning ‘a tendency, inclination or quality’ * attaches to a noun to form an adjective: secret-secretive * attaches to a verb to form an adjective: disrupt-disruptive. |

### Term 2 (late)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /ch/ as in chair  [ch, tch, c, t] | [ch, tch, t]  Less common representation [c] | **Inflected suffixes**: tense  (-s, -ing, -ed, -en) | chill-chills-chilling-chilled, preach-preaches-preaching-preached, reach-reaches-reaching-reached, touch-touches-touching-touched  catch-catches-catching-caught, hitch-hitches-hitching-hitched, ditch-ditches-ditching-ditched  capture-captures-capturing-captured, gesture-gestures-gesturing-gestured  cello, cellist | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The digraph ‘ch’ represents the consonant phoneme /ch/ as in chair. This phoneme can also be represented using the trigraph ‘tch’ and the graphs ‘c’ and ‘t’.  When the /ch/ phoneme is represented as the graph ‘c’, the word is usually Italian in origin (cello).  Explore the **position of graphemes** within a word. For example:   * ‘ch’ is often used at the beginning or end of base words (chop, couch) * ‘tch’ is often used at the end of a base word after a short vowel phoneme (match) * ‘t’ is often found at the beginning of the suffix -ture (capture).   **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s, -ing, -ed and -en change the tense of a verb. The suffixes -s and -ing express the present tense, -ed and -en express the past tense and -ing expresses the future tense.  **The ‘add -es’ generalisation**: to express the present tense when a base verb ends in ‘s’, ‘sh’, ‘ss’, ‘ch’ or ‘x’, add the suffix -es (push, pushes). |
| Consonant phoneme  /ch/ as in chair | [ch, tch, t]  Less common representation [c] | **Derivational suffix**: -ish | clench, drench, attach, child-childish, cheap-cheapish  scratch, watch, etch  mixture, statue, furniture  bocconcini  **Additional words using the suffix -ish**: boy-boyish, fool-foolish, self-selfish, style-stylish, sheep-sheepish, snob-snobbish | **Orthographic component**  Revise **proofreading, identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ish meaning ‘having qualities or characteristics of, approximate age’ * attaches to nouns to form adjectives: child-childish * attaches to adjectives to form adjectives: red-reddish*.*   **Note**: -ish is found at the end of many words. Sometimes it is part of the base word (rubbish), and sometimes it has been added to a base as a suffix (childish). |
| Consonant phoneme  /m/ as in mit | [m, mm]  Less common representations [mb, me, mn] | **Derivational suffix**: -ism | marshmallow, mushroom, marvellous, hero-heroism, active-activism, criticise-criticism, optimum-optimism, symbol-symbolism, vandal-vandalism, journal-journalism, athletic-athleticism, consumer-consumerism, individual-individualism  summer, mummy, summit  thumb, climbing, plumber  welcome, become  autumn, column | **Orthographic component**  The graph ‘m’ represents the consonant phoneme /m/ as in mit. This phoneme can also be represented using the digraphs ‘mm’, ‘me’, ‘mb’ and ‘mn’.  Explore the **position of graphemes** within a word. For example:   * ‘m’ is used at the beginning, in the middle and at the end of base words (mat, jump, them) * ‘mm’ is found in multisyllabic words where the /m/ comes after a short vowel phoneme (summer) * ‘mb’, ‘me’ and ‘mn’ usually appear at the end of a base word (thumb, come, autumn).   **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ism meaning 'a belief, condition, behaviour, characteristic’ * attaches to verbs to form nouns: criticise-criticism * attaches to nouns to form nouns: hero-heroism. |
| Consonant phoneme  /m/ as in mit | [m, mm]  Less common representations [mb, me, mn] | **Inflected suffixes**: comparative (-er) and superlative  (-est) | mighty-mightier-mightiest, mushy-mushier-mushiest, calm-calmer-calmest, small-smaller-smallest, warm-warmer-warmest  slim-slimmer-slimmest, dim-dimmer-dimmest, clammy-clammier-clammiest  limb, crumb, honeycomb  some, income  solemn | **Phonological component**  Revise **identifying stressed** and **unstressed syllables** in multisyllabic words**.**  The suffixes -er and -est are often pronounced as a schwa. For example, smaller*.*  **Orthographic component**  The schwa vowel that often occurs in the suffixes -er and -est is represented using the digraph ‘er’ and graph ‘e’ (small**er**, small**est**).  **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer).  Adjectives with more than one syllable often use the words ‘more’ and ‘most’ instead of using the inflected suffixes (polite, most polite).  **The ‘change the y to i’ generalisation**: when a word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (mighty-mightier).  **The ‘final consonant doubling’ generalisation**: for single-syllable words ending with consonant vowel consonant (CVC), the final consonant is usually doubled before adding a suffix (thin, thinner). For multisyllabic words ending with a stressed final consonant vowel consonant (CVC) syllable, the final consonant is doubled before adding a suffix (begin, beginning). |

### Term 3 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /n/ as in net | [n]  Less common representations [nn, kn, gn] | **Prefixes**: non-, trans- | nature, neighbour, nectar, narrow, balloon, (non)dairy, (non)living, (non)toxic, (non)sense, (non)event, transfer, (trans)form, (trans)late, transit, transition  tennis, winner, channel  knife, knight, knot  gnaw, sign, resign, assign, align | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The graph ‘n’ represents the phoneme /n/ as in net. This phoneme can also be represented by the digraphs ‘nn’, ‘kn’ and ‘gn’.  Explore the **position of graphemes** within a word. For example:   * ‘n’ is used at the beginning, in the middle and at the end of base words (net, and, grin) * ‘nn’ is found in multisyllabic words where the /n/ comes after a short vowel phoneme (tennis) * ‘kn’ is used only at the beginning of base words (knife) * ‘gn’ is usually found at the beginning or end of base words (gnaw, sign).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * non- meaning 'not’ * trans- meaning 'across’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /n/ as in net | [n]  Less common representations [nn, kn, gn] | **Prefixes**: non-, trans- | novel, napkin, nimble, (non)stick, (non)stop, (non)verbal, (non)fiction, (non)slip, transmit, transparent, (trans)plant, transport, transcend  dinner, banner, tunnel  knuckle, knock, known  campaign, foreign, gnash | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  **Morphological component**  Revise **prefixes**:   * non- meaning ‘not’ * trans- meaning ‘across’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /zh/ as in usual | [si, s, ge] | **Prefixes**: tele-, co- | casual, measure, visual  division, version, decision, Asia, confusion, (tele)vision, cohesion  massage, voyage, genre, collage  **Revise previously introduced phonemes with tele- and co- prefix**: (tele)phone, (tele)graph, (tele)communication, (co)operate, (co)worker, coordinate, (co)author | **Orthographic component**  The graph ‘s’ and digraphs ‘si’ and ‘ge’ are used to represent the phoneme /zh/ as in usual.  Words with the /zh/ voiced phoneme represented by the digraph ‘ge’ are usually French in origin (collage).  Explore the **position of graphemes** within a word. For example:   * ‘si’ is often used as part of the common final syllable ‘sion’ (decision) * ‘s’ is often used before the suffix -ure or -ual (measure, casual) * ‘ge’ is usually found at the end of a base word (massage).   Revise **use of spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw).  **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * tele- meaning 'at or over a distance’ * co- meaning 'with’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /zh/ as in usual | [si, s, ge] | **Prefixes**: tele-, co- | treasure, pleasure, closure  explosion, occasion, cohesion, conclusion  beige, camouflage, prestige  **Revise previously introduced phonemes with tele- and co- prefix**:  (tele)scope, (tele)cast, (tele)conference, teleport, (co)habit, (co)exist, cohort, (co)pilot | **Morphological component**  Revise **prefixes**:   * tele- meaning ‘at or over a distance’ * co- meaning ‘with’.   No change is required when affixing this prefix to the base word. |

### Term 3 (late)

**Phonological component**

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

**Orthographic component**

* Understand that graphemes can be explained by their etymology
* Apply knowledge of taught vowel graphemes when spelling
* Proofread, identify and correct misspellings when creating written texts
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component**

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

Table 16 – Term 3 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Revise diphthongs  /ow/ as in cow^  /oi/ as in boy^  /ure/ as in cure^ | [ou, ow, ough]  [oi, oy, uoy]  [ure, our] | **Homophones** | bow-bough, allowed-aloud, foul-fowl, browse-brows, council-counsel, coward-cowered, moose-mousse  buoy-boy, coy-koi  our-hour, flour-flower | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  **Orthographic component**  Apply knowledge of the graphemes that represent /ow/, /oi/ and /ure/ in words as per previous learning.  **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |
| Consonant phoneme  /b/ as in bat  /d/ as in dog | [b, bb]  [d, dd] | **Derivational suffix**: -an, -ian | bliss, blunt, branch, brown, library-librarian, suburb-suburban  rabbit, gibbon, rubbish, bubbling, squabbling  dress, dwell, grand, comedy-comedian, custody-custodian, guard-guardian  address, bladder, cheddar, paddock  **Additional words with suffixes -an and -ian**: artisan, veteran, historian, electrician, guardian, magician, musician | **Orthographic component**  The graph ‘b’ and digraph ‘bb’ are used to represent the phoneme /b/ as in boy. The graph ‘d’ and digraph ‘dd’ are used to represent the phoneme /d/ as in dog.  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * ‘bb’ and ‘dd’ are often used when there is a medial consonant sound after a short vowel in a 2-syllable word (rabbit, bladder).   Revise **proofreading, identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **derivational suffixes**. Introduce suffixes:   * -an, -ian meaning 'belonging to or relating to’ * -an and -ian attach to nouns to form adjectives and nouns: Europe-European * -ian attaches to adjectives to form nouns: magic-magician*.*   **Note**:-ian is a variation of the suffix -an. The ‘i’ in  -ian is a connecting vowel letter. Connecting vowel letters can be found in words that have evolved from Latin or Greek. |
| Revise r-controlled vowels  /ar/ as in farm#  /or/ as in for#  /er/ as in her#  /air/ as in pair#  /ear/ as in dear^ | [ar, a]  [or, au, aw, oor, ore, a, al, ar, ough]  [er, ir, ur, or, ear, our]  [air, are, ear, ere] [ear, eer, ere] | **Derivational suffix**: -ist | apartment, tiara, guitar-guitarist, art-artist, pharmacy-pharmacist, brass, pyjamas  history, cordial, organ-organist, conform-conformist, haunt, aura, yawn, dawdle, door, snore, galore, surfboard, sought, warm, wharf, bald, almost  perfect, reserve, allergy-allergist, birthday, circus, bursting, artwork, rehearse, journal-journalist,  upstairs, despair, prepare, beware, bear, premiere  spear, disappear, career, sphere  **Additional words using suffix -ist**: final-finalist, active-activist, style-stylist, tour-tourist, zoology-zoologist | **Orthographic component**  Apply knowledge of the graphemes in words that represent /ar/, /or/, /er/, /air/ and /ear/ as per previous learning.  Revise **use of spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ist meaning ‘a person that performs, makes or produces; specialises in, follows a system of behaviour’ * attaches to nouns and verbs to form nouns: art-artist, cycle-cyclist.   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (zoology-zoologist). In some instances, the ‘y’ is kept at the end of a base word (hobby-hobbyist). |
| Consonant phoneme  /g/ as in gas  /p/ as in pat | [g]  Less common representations [gg, gh, gu, gue]  [p, pp] | **Homophones** | glint, grant, cargo, great-grate, groan-grown, graze-greys  dagger, bigger, chugging, eggplant  ghost, yoghurt, spaghetti  guy, guilt, disguise, guessed-guest  league, fatigue, colleague  prank, stump, speck, peer-pier, pear-pair-pare, pain-pane, pause-paws, plane-plain, poor-pour-pore  approach, clapping, copper, supper  **Additional homophones**: berth-birth, air-heir, fair-fare, bare-bear, deer-dear | **Orthographic component**  The graph ‘g’ and digraphs ‘gg’, ‘gh’ and ‘gu’ are used to represent the phoneme /g/ as in gas. The trigraph ‘gue’ can also be used. The graph ‘p’ and digraph ‘pp’ are used to represent the phoneme /p/ as in pat.  When the /g/ phoneme is represented as the trigraph ‘gue’, the word is usually Latin in origin (league).  **Note**: while the position of graphemes is content not specifically addressed in this block of learning, this content may also be included if appropriate. For example:   * **‘g’ is used before any letter other than ‘e’, ‘i’ or ‘y’. It is sometimes called the ‘hard g’** (glint, cargo) * **‘gh’ is followed by a vowel and is usually used at the beginning of a word or syllable (ghost, yoghurt)** * **‘gue’ is usually found at the end of words** (league) * ‘gg’ and ‘pp’ are often used when there is a medial consonant sound after a short vowel in a 2-syllable word (dagger, copper) * ‘p’ is used at the beginning, in the middle and at the end of words (prank, stump, speck).   **Morphological component**  **Homophones** are words that are pronounced the same way but have different spellings and different meanings (soar, sore, saw). |

### Term 4 **(e**arly)

**Phonological component**

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

**Orthographic component**

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

**Morphological component**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Revise short vowel phonemes  /a/ as in at#  /e/ as in get#  /i/ as in it#  /o/ as in on#  /u/ as in up#  /oo/ as in look# | [a]  [e, ea, a, ai]  [i, y]  [o, a, au]  [u, o, ou, oo]  [oo, u, oul] | **Prefixes**: semi-, out- | goanna, badge, (out)standing  ethics, squelch, checkers, (semi)final, (semi)colon  bridge, string, whizz, (out)bid, (out)live  block, coffee, thongs  grunt, scrum, (out)run, (out)number  (out)look, (out)put, pudding | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  Apply knowledge of the position of graphemes that represent /a/, /e/, /i/, /o/, /u/ and /oo/ in words as per previous learning.  **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * semi- meaning ‘half, partly, not full’ * out- meaning ‘more, better than’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /h/ as in hen  /r/ as in red | [h, wh]  [r, rr, wr, rh] | **Prefixes**: semi-, out- | health, harsh, helpful, hamper, hurdle, (out)house  who, whole, whose  range, reach, around, frame, root, (semi)retired, (semi)tropical, (semi)trailer, (out)rank, (out)break, (out)cry, (out)rage  barrel, berries, carrot, flurry, horror, sparrow  wrap, wrestle, writing, wrong, wrangle  rhombus, rhubarb, rhyme, rhythm  **Additional words using prefixes semi- and out-**: (semi)circle, (out)fox | **Orthographic component**  Explore the **position of graphemes** within a word. For example:   * ‘h’ is often used at the beginning of a base word or syllable (help, behind) * ‘wh’ is used at the beginning of a base word (who) * ‘r’ is used at the beginning and in the middle of words, before vowel phonemes (range, frame) * ‘rr’ is often used in the middle of words after a short vowel phoneme (carrot) * ‘wr’ and ‘rh’ are used at the beginning of words (write, rhyme).   **Morphological component**  Revise prefixes:   * semi- meaning ‘half, partly, not full’ * out- meaning ‘more, better than’.   No change is required when affixing this prefix to a base word. |
| Consonant phoneme  /v/ as in van  /w/ as in wig | [v, ve]  [w, wh] | **Prefixes**: super-, over- | voice, vast, heavy, invite, available, (over)act, (over)commit, (over)due, (over)flow, (over)grow  active, shelve, starve, deserve, forgive, achieve, superlative, (super)sensitive  web, swim, switch, wander, twelve, tweak, (over)work, (over)weight, (super)sweet, (super)woman, (super)highway  whip, whisk, white, wheel, while  **Additional words using the prefix super-**: (super)hero, (super)impose, (super)human, (super)market | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  The ‘er’ within the prefixes ‘super-’ and ‘over-‘ are often pronounced as a schwa (sup**er**hero, ov**er**act).  **Orthographic component**  The graph ‘v’ and the letter pattern ‘ve’ are used to represent the phoneme /v/ as in van. The graph ‘w’ and digraph ‘wh’ are used to represent the phoneme /w/ as in wig.  Explore the **position of graphemes** within a word. For example:   * ‘v’ is often used at the beginning or in the middle of a word (voice, heavy) * ‘ve’ is used at the end of words * English words do not end with the graph ‘v’ (active). * ‘w’ is often used at the beginning or in the middle of a word (work, switch) * ‘wh’ is used at the beginning of words (whip).   **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * super- meaning ‘above, over, beyond’ * over- meaning ‘over, too much.’   No change is required when affixing this prefix to a base word. |
| Revise schwa vowel  /ə/ | [a, e, i, o, u, er, or] | **Prefixes**: super-, over- | approval, about, umbrella, approach, abolish  escape, event, equipment, enormous, deepen, golden  bandit, cousin, carnival, uniform  offend, oppose, olympic, poison  cactus, focus, bonus, cherub  (super)fine, (super)sleuth, (super)nova, (over)fishing, (over)head, (over)priced, (over)tired, (over)turn  comfortable, forbid, operator | **Phonological component**  Revise **identifying differences in vowel phonemes** (short, long, r-controlled, diphthong and schwa vowels).  A schwa vowel often occurs in an unstressed syllable within a multisyllabic word.  **Orthographic component**  The schwa vowel can be represented with several vowel graphemes, including ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, ‘er’ and ‘or’.  **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * super- meaning 'above, over, beyond’ * over- meaning ‘over, too much.’   No change is required when affixing this prefix to a base word. |

### Term 4 (late)

**Phonological component**

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

**Orthographic component**

* Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Apply knowledge of taught vowel graphemes when spelling
* Proofread, identify and correct misspellings when creating written texts
* Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component**

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

Table 18 – Term 4 (late) suggested instructional sequence for Spelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phonological | Orthographic | Morphological | Sample words for inquiry | Supporting information for teachers |
| Consonant phoneme  /ng/ as in sing  /y/ as in yes | [ng, n]  [y, i] | **Inflected suffixes**: plurals (-s, -es)  **Irregular plurals** | thing-things, song-songs, burning, causing, fungus-fungi  drink-drinks, trunk-trunks, riverbank-riverbanks  yeast, yesterday, backyard-backyards, canyon-canyons  brilliant, billion, onion, senior, reunion  **Additional irregular plurals**: antenna-antennae, formula-formulae, analysis-analyses, crisis-crises, diagnosis-diagnoses, cactus-cacti | **Phonological component**  Revise **segmenting multisyllabic words** into syllables and phonemes.  **Orthographic component**  The digraph ‘ng’ and graph ‘n’ are used to represent the phoneme /ng/ as in sing. The graph ‘y’ is used to represent /y/ as in yes. Depending on pronunciation, the graph ‘i’ represents /y/ on some occasions.  Explore the **position of graphemes** within a word. For example:   * ‘ng’ is used at the end of base words (thing) * it also forms part of the tense-marking morpheme -ing (burning). * ‘n’ is often used between a short vowel phoneme and the graph ‘k’ (drink) * ‘y ’is often used at the beginning of a word or syllable (yam, bunyip) * ‘i’ is used in the middle of words (onion).   Revise **proofreading**, **identifying** and **correcting misspellings** when creating written texts.  **Morphological component**  Revise **inflected suffixes**.  The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). Explain that a word’s part of speech does not change when an inflected suffix is added to a word.  **Irregular plural nouns** are nouns that do not become plural by adding the inflected suffixes -s or  -es.  Some singular nouns change their vowels to form plurals (goose-geese).  Some singular nouns do not change to form the plural (sheep, aircraft, fish).  Some singular nouns change their vowels and consonants to form the plural (mouse-mice, die-dice). |
| Consonant phoneme  /k + w/ as in quit | [qu] | **Derivational suffix**: -ic | quill, squint, banquet, quality, quote, quiver, sequel, squirm, aqua-aquatic, ventriloquist-ventriloquistic  **Additional words using the suffix -ic**: acid-acidic, aristocrat-aristocratic, acrobat-acrobatic, base-basic, chaos-chaotic, cherub-cherubic, climate-climatic, majesty-majestic, robot-robotic, history-historic, horrify-horrific, meteor-meteoric | **Phonological component**  The /k + w/ as in quit is a blend of 2 phonemes, /k/ and /w/.  **Orthographic component**  The digraph ‘qu’ represents the 2 phonemes /k + w/.  Revise **use of spelling reference tools** to identify and correct misspelled words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw).  **Morphological component**  Revise **derivational suffixes**. Introduce suffix:   * -ic meaning 'having characteristics of’ * attaches to nouns to make adjectives: poet-poetic.   **The ‘change the y to i’ generalisation**: when a base word ends in a consonant and a ‘y’, replace the ‘y’ with an ‘i’ before adding a suffix (history, historic).  **The ‘drop the e’ generalisation**: when a base word ends with a consonant and an ‘e’, omit the final ‘e’ before adding a suffix beginning with a vowel (base, basic). |
| Mixed vowel phoneme revision  (short, long, r-controlled, diphthong) | Apply knowledge of the position of graphemes that represents vowel phonemes in words as per previous learning. | **Prefixes**: mono-, bi-, di- | (mono)chrome, (mono)syllable, monopoly, (bi)cycle, biceps, (bi)centenary, (di)graph, diphthong | **Morphological component**  Revise previously introduced **prefixes**. Introduce prefixes:   * mono- meaning ‘one, single, alone’ * bi- meaning ‘2, twice, double’ * di- meaning ‘2, twice, double’.   No change is required when affixing this prefix to a base word. |
| Mixed vowel phoneme revision  (short, long, r-controlled, diphthong) | Apply knowledge of the position of graphemes that represents vowel phonemes in words as per previous learning. | **Prefixes**: mono-, bi-, di- | monolith, (mono)tone, monocle, bifocals, (bi)athlete, (bi)weekly, (di)oxide, dilemma | **Morphological component**  Revise **prefixes**:   * mono- meaning 'one, single, alone’ * bi- meaning ‘2, twice, double’ * di- meaning ‘2, twice, double’.   No change is required when affixing this prefix to a base word. |

# Appendix 1 – morphological generalisations

For easy reference, common morphological generalisations are listed below. These generalisations are referred to throughout the ‘English – Stage 2 – Instructional sequence – Spelling’.

## Inflected suffixes – plurals

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

## Inflected suffixes – tense and comparison

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

## Derivational suffixes

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

# References

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