

## State Literacy Strategy

# Teaching spelling K-6

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# Foreword

In June 1998 the Department of Education and Training published *Focus on literacy: Spelling* as one of the many support documents that have been issued to assist teachers in the implementation of the NSW State Literacy Strategy. This document described the key elements of the Department's policy on the teaching of spelling from Kindergarten through to Year 12.

*Teaching spelling K-6* provides teachers with practical information about the teaching of spelling in primary school. It builds on the key elements of the State Literacy Strategy and is underpinned by the following principles:

- The knowledge, skills and strategies of spelling will be taught in an explicit and systematic way.
- All students will learn to spell.
- Correct spelling will be valued and emphasised in students' writing in all subjects.
- Students will correctly spell commonly used words that are appropriate to their stage of development.
- A balanced spelling program will include the teaching of spelling generalisations or rules and using a dictionary.
- The development of all students' spelling will be monitored in a consistent way.
- Students who are experiencing difficulties will be identified early and will be given appropriate support.
- A planned, whole-school approach will ensure continuity in the development of each student's knowledge and understandings about spelling.
- Effective learning partnerships will be developed with parents and caregivers.
- Teachers will be given support for effective practice in the teaching and learning of spelling.

This document will help teachers to develop this highly visible aspect of literacy in students.



Ken Boston

**MANAGING DIRECTOR OF TAFE NSW**

**DIRECTOR-GENERAL OF EDUCATION AND TRAINING**

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# Introduction

This book will assist primary teachers to develop their students' skills and understandings in spelling. It applies the understandings about English spelling, as stated in *Focus on literacy: spelling*, to the teaching of spelling in primary classrooms. Although it deals specifically with spelling skills, its emphasis is that correct spelling is a tool for writing and a way of supporting meaning in written texts.

This book details, in a pathway of development in spelling, the indicators of spelling achievement that teachers can expect to observe in their students' writing as students grow in spelling competence. This pathway shows how students will demonstrate their understanding and use of the four forms of spelling knowledge: phonological knowledge, visual knowledge, morphemic knowledge and etymological knowledge. These understandings are developed from the early years of schooling. The pathway also indicates the need for teachers to model explicitly the use of this knowledge and guide their students in applying it when writing.

Throughout this book, several strategies for teaching and assessing spelling are presented in classroom contexts, with commentary by teachers on how their strategies were implemented. This commentary is indicated by one of these icons:



The strategies demonstrate how skills and understandings in spelling can be explicitly taught within the framework of the four forms of spelling knowledge. These classroom examples show how spelling should be taught in the context of a talking, listening, reading or writing focus, in guided and modelled lessons, and across all key learning areas.

Information about the teaching of spelling includes examples of spelling lists and how these can be compiled so that they are meaningful tools in developing understandings in the four forms of spelling knowledge. These examples are supplemented with resource lists of etymological and morphemic references.

This book also provides information about the assessment of spelling, and examples of how spelling can be included in the class literacy session.

# A model of spelling

## Spelling ... a pathway of development

As students develop as spellers they demonstrate growing skills, knowledge and understandings in all elements of spelling. Not all students develop in the same way or demonstrate markers of development at the same time.

The pathway of spelling development presented on the poster and on the following pages reflects the spelling outcomes of the English K-6 Syllabus and some indicators of student behaviour taken from talking, listening, reading and writing. The other indicators were developed by teachers to exemplify the behaviours they observed displayed by their students as they progressed towards, or achieved, the outcomes.

The pathway indicates the broad sequence of development that teachers can expect to see as students develop competence as spellers.

## Early Stage 1

The student:

WES1.11 Begins to use letters to represent known words when spelling.

### PHONOLOGICAL KNOWLEDGE

recognises words that rhyme

names most of the letters of the alphabet consistently

recognises most sounds of the alphabet

says and writes letter for the dominant or first sound in a spoken word

segments words orally into syllables in modelled and guided lessons

spells by listening to the sounds in words and attempts to write them accurately and in sequence

segments words orally into onset and rime e.g. *bat*: *b* and *at*

says words that rhyme

writes beginning and ending sounds of words

blends *cv*, *vc* and *cvc* words that contain known letter-sound relationships, e.g. *at*, *fit*

### VISUAL KNOWLEDGE

recognises that words are made up of letters

copies the sequence of letters from models of high frequency words e.g. from environmental print and labelled drawings

recognises and writes some sight words

uses approximations and spells some sight words accurately without copying

### MORPHEMIC KNOWLEDGE

uses *s* for plural form when spelling some words

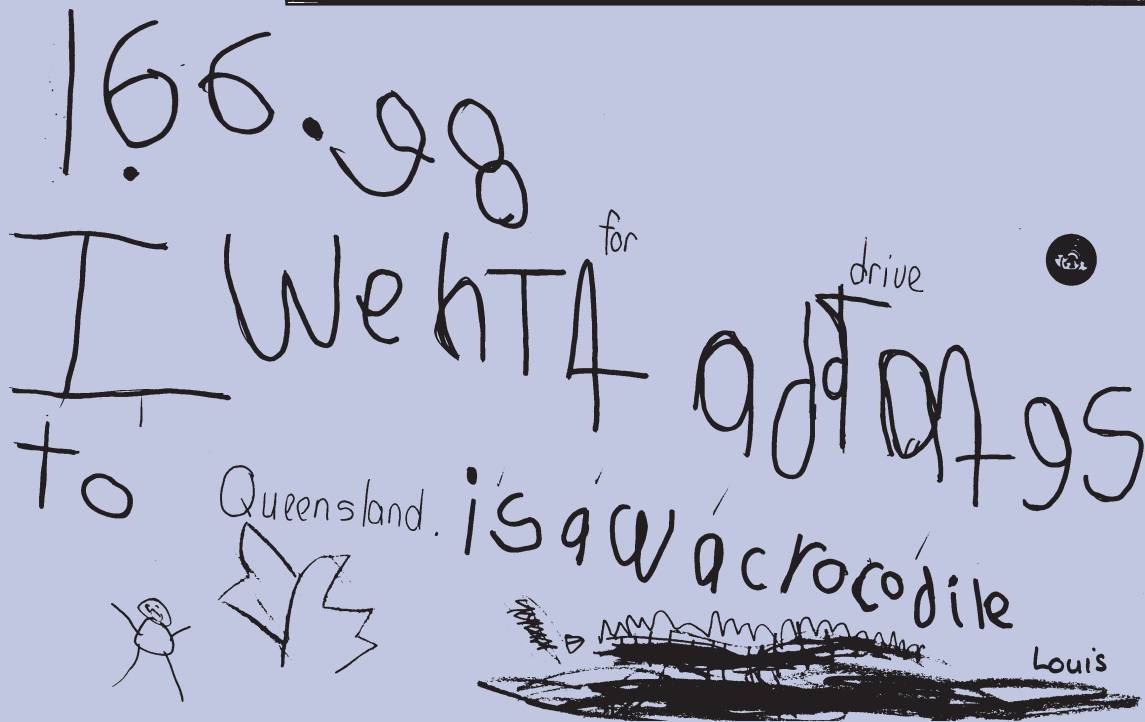
### ETYMOLOGICAL KNOWLEDGE

discusses origins of familiar words and terms e.g. *TV/television*

### ENGLISH Independent writing

Task: An example of your child's writing. Children could choose their own topic. They were encouraged to hear and record the sounds, or search for words in the environment and then draw a picture.

Comments Teacher observed child writing  
and recorded spelling strategies used



Name Louis Date 16.6.98

Strategies used: Known words: 'I' 'went' 'to' 'a'

Wrote '4' for 'for'; Initial sound for 'drive' + other letters.

Asked teacher to write 'Queensland'

Located & copied 'saw' from word display

Copied 'crocodile' from picture dictionary

## Early Stage 1

Students who have achieved Early Stage 1 demonstrate an emerging awareness of the four forms of spelling knowledge. They know the letters of the alphabet and most of the sounds these letters represent. They are developing visual recognition and can independently spell some high frequency words. They are beginning to recognise that some spelling generalisations can be made.

Students at this stage might engage in some form of editing in their writing.

Students typically use environmental print, alphabet charts, picture dictionaries, theme charts and high frequency word displays when researching for correct word spellings for their writing.



<b>Stage I</b> The student:		<b>WS1.II</b> Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.	
PHONOLOGICAL KNOWLEDGE	builds word families in modelled spelling sessions e.g. <i>band, hand, land, stand</i>	exchanges one letter/sound in a written word with a different letter/sound to make a new word	blends <i>cvvc, cvcc, ccvc, ccvcc</i> words with vowel digraphs e.g. <i>rain - train</i> , double vowel sounds e.g. <i>ee</i> , and other common digraphs e.g. <i>ar, ay</i>
	segments words into individual sounds (phonemes) and forms letters that relate to the sound, e.g. <i>sh-i-p</i>	uses onset and rime analogy to spell new words e.g. <i>mop, hop</i>	blends words beginning and ending with double consonants and consonant digraphs to work out unknown words  draws on knowledge of letter-sound relationships when trying to read unknown words e.g. sounds out and breaks words into syllables and phonemes in guided and independent writing
VISUAL KNOWLEDGE	builds word families in modelled spelling sessions e.g. <i>warm, warp, water, walrus</i>	uses analogy to spell new words  recognises when a word appears inaccurate in modelled writing	draws on knowledge of sight words and high frequency words when spelling e.g. <i>is, are, the, they, she, he, my, school, home</i>  reads own writing aloud and makes some corrections to clarify meaning e.g. circles a word that does not look right in guided and independent writing
	builds word families in modelled spelling sessions e.g. <i>move, moving, moves, moved, movement, remove</i>	uses analogy to spell new words  uses morphemes such as <i>ed</i> and <i>ing</i> to spell unknown words	
ETYMOLOGICAL KNOWLEDGE	builds word families in modelled spelling sessions e.g. <i>semicircle, semicolon semitrailer, semitone</i>	discusses and uses origins of less familiar words and terms e.g. <i>tele - telephone, bi - bicycle</i>	

Yesterday I was very exited because we were going to the sports Carnival. I <sup>am</sup> in 'Waratah the house' I got called up for the <sup>race</sup> I was very very exited. I came 3<sup>rd</sup> in the race. Lastly we had yummy lunch and then we went back to class.

I had a <sup>very</sup> nice time

**Skills and understandings:**

- \* Visual: yesterday, were, was, class, very
- \* Phonological: house, lunch, went, back, then
- \* Morphemic: going, called
- \* Used resource list for: carnival, Waratah, sports,
- \* Identified some misspellings: 'yummy', 'race'.

\*

**Areas to be developed:**

- \* Visual strategy for 'excite'
- \* Phonological: spelling of ordinal numbers.

\*

## Stage 1

Students who have achieved Stage 1 demonstrate a growing competence in using the four forms of spelling knowledge in their writing. They correctly spell many high frequency words and use what they know about letter-sound correspondences to help them spell. They can build word families and use analogy to aid spelling. They demonstrate an understanding that words can have origins in other languages. They can recognise and make some spelling generalisations.

Students can read their own and others' writing and make some corrections to words for correct spelling. They can use an editing code in preparing writing for publication.

Students use print in the environment, personal dictionaries, commercial dictionaries, a class editing code and other supports, such as have-a-go pads, when writing.

**Stage 2**

The student:

WS2.1.1 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

PHONOLOGICAL  
KNOWLEDGE

uses knowledge of alphabetical order and first and subsequent letters of a word to locate information in dictionaries, encyclopedias and glossaries

understands that sounds can be represented in various ways e.g. *meat*, *meet*, *metre*

uses known letter patterns when attempting to spell unknown words e.g. knows *picture*, attempts to spell *nature*

spells words containing less common digraphs and letter combinations e.g. *operation*

groups words according to the way in which they are spelt e.g. *thought*, *bought*, *ought*

spells unknown words in syllables rather than as separate sounds e.g. *com/pu/ter*

VISUAL  
KNOWLEDGE

spells high frequency words correctly in own writing

uses an increasing bank of known spelling words written automatically

identifies spelling errors in own writing and unknown texts and provides correct spelling

draws upon spelling generalisations e.g. *i* before *e* except after *c*

MORPHEMIC  
KNOWLEDGE

groups words according to the way in which they are spelt e.g. *clapping*, *sitting*, *hopping*, where the final consonant is doubled before adding *ing*

uses known word parts when spelling unknown words e.g. prefixes, suffixes, compound words

draws upon spelling generalisations e.g. *y* to *i* rule for plurals, doubling consonants etc. when spelling

uses meaning and context when spelling words e.g. when differentiating between homonyms such as *their/there/they're*

ETYMOLOGICAL  
KNOWLEDGE

uses knowledge of word origins when spelling more complex words e.g. *telephone*, *thermometer*

## The Trip to Sydney

By Kelly

- Found 'excursion' on wall chart.
- Sound knowledge of common words (sight words) e.g. arrived
- Used wall chart to help with place names
- self-corrected 'recess' using a phonetic approach and dictionary
- Missed 'boved' on two occasions. Wasn't sure but didn't follow up.
- Used a basic editing format
- Attempted to spell 'eels' using 'ea' sound.
- Use of adjectives i.e. 'enormous'
- 'Stopped' - using short vowel double last letter generalisation
- Uses mnemonics to spell 'people' by deliberately mis-pronouncing it as 'pe-op-le'

On the 13th of June, 1998, Colo Heights <sup>P</sup>ublic <sup>S</sup>chool went on an <sup>excursion</sup> ~~excursion~~ to Sydney. We <sup>boarded</sup> ~~boarded~~ the bus at 8:00 clock. When we arrived at Sydney at 10:00 clock we had <sup>recess</sup> ~~recess~~ at Circular Quay. After that we went for a walk to a building called the River Spas Terminal. When we got to the top of the building we looked at an old house, the Opera House and Sydney Cove while our teacher got the tickets for the Harbour Cruise. When we boarded the ferry it was rocky.

We saw <sup>Luna</sup>  ~~Luna~~  Park, <sup>Centre</sup>  ~~Centre~~  Point towers, <sup>Goat</sup>  ~~Goat~~  Island and Clark Island. The lady told us about <sup>Captain</sup>  ~~Captain~~  Philip and all the islands we could see. After awhile we went under the Harbour Bridge. The ferry took us to Sydney Harbour.

When we got to Sydney <sup>Harbour</sup>  ~~we~~  we had lunch. We then went to the Aquarium. When we got to the aquarium we went inside and saw fish. There were lots of kinds of fish. We saw fairy penguins and an enormous <sup>crab</sup>  ~~crab~~ . We saw seals, eels, sharks and sting rays.  ~~Then~~  We then came out and lined up for the moon rail.

When we got on we went around the rail one time and then stopped at the Maritime Museum. We then saw the bus park so we had to go. When everyone got on the bus some people looked sleepy. I thought the day was fun.

- Kelly has a firm grasp of phonics, a solid sight vocabulary and can effectively use a variety of authoritative sources.

## Stage 2

Students who have achieved Stage 2 apply their spelling knowledge independently when writing. They can usually spell familiar words correctly. They have a good knowledge of sounding out words and syllabification. They have a large personal word bank to draw on and look for word parts and word origins when spelling known and unknown words. They are able to recognise and apply spelling generalisations independently.

Students independently edit drafts and proofread their final drafts using an editing code.

Students use a variety of authoritative sources and can discuss strategies used for spelling difficult words.

**Stage 3**

The student:

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

PHONOLOGICAL  
KNOWLEDGE

develops a knowledge of less common letter patterns and spelling generalisations or rules and applies them to new situations

VISUAL  
KNOWLEDGE

recognises most misspelt common and unfamiliar words in writing and uses a variety of resources to correct words e.g. spell check, dictionary

MORPHEMIC  
KNOWLEDGE

uses knowledge of base words to construct new words

groups words for a particular morphemic feature

independently applies spelling generalisations

uses a thesaurus effectively

uses knowledge of word parts, e.g. prefixes, suffixes, compound words, to spell unknown words

ETYMOLOGICAL  
KNOWLEDGE

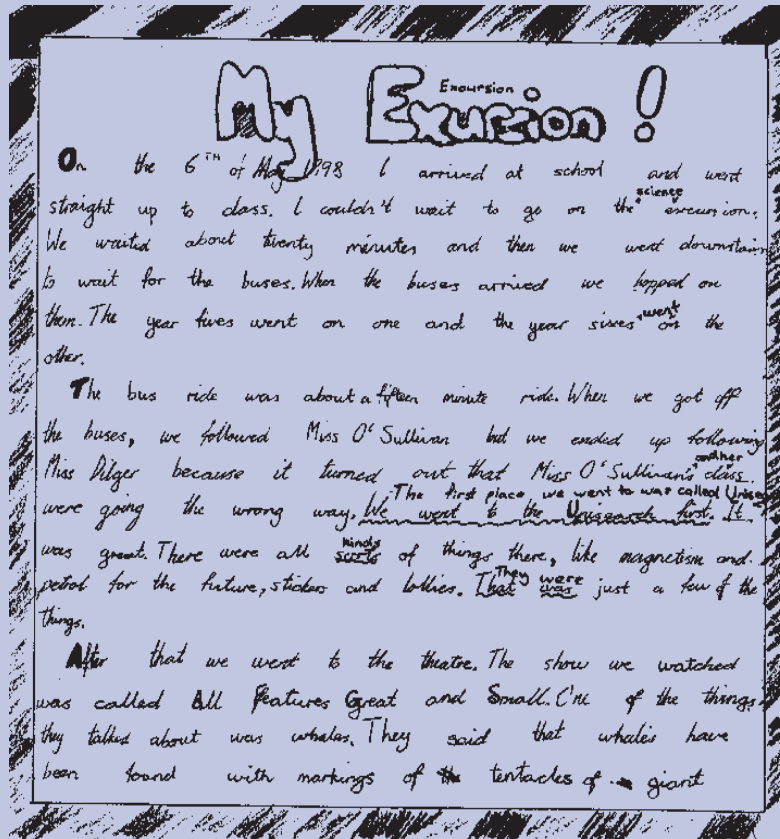
uses knowledge of base words to construct new words

groups words according to word origins

uses knowledge of word meanings as a spelling strategy e.g. *aquarium*, *telephone*

investigates the origins of technical terms using a dictionary and other sources

draws on knowledge of word origins, changes in word usage and meaning over time and word building strategies to work out new words



- Δ Uses knowledge of word parts, e.g. prefixes, suffixes, compound words, to spell unknown words, e.g. "Unisearch".
- Δ Independently applies spelling generalisations, e.g. "lollies".
- Δ Recognises most misspelt common and unfamiliar words in writing and uses a variety of resources, e.g. spell check, dictionary, for correction, e.g. "Excursion".
- Δ Knows less common letter patterns and spelling rules, and applies them to new situations, e.g. "straight".
- Δ Draws on knowledge of word origins and word building strategies to spell new words e.g. "theatre", "fifteen".

### Stage 3

Students who have achieved Stage 3 have a sound knowledge of how to use English spelling. They draw on the four knowledge forms to make informed attempts when spelling unknown words. They spell most common words accurately and know and apply most spelling generalisations.

Students can use an editing checklist and take responsibility for editing and proofreading their own writing. They can provide editing guidance to other students.

Students use a wide variety of authoritative sources and are able to comment independently on strategies used for spelling difficult words. They can critique authoritative sources independently.

# Teaching and learning

## I. A systematic approach to the teaching of spelling

Within an integrated language learning environment, where learning to spell is closely linked to learning to talk, listen, read and write, students should be taught in a systematic and explicit way about the types of spelling knowledge that are appropriate to their writing purposes and stage of spelling development.

Systematic instruction has three important dimensions.

First, it involves the teacher having a clear understanding of what knowledge and skills need to be taught and a clear perception of when it is appropriate to teach particular skills.

Second, it requires the teacher to monitor systematically the need for certain skills to be taught.

Third, the instruction should not be left to chance.

The explicit and systematic teaching of spelling means that teachers need to provide, within an integrated language learning environment:

- a daily focus on spelling skills and strategies
- lessons where the purpose and value of the spelling instruction are made explicit to students
- explicit teaching of phonological, visual, morphemic and etymological spelling knowledge
- teaching of the strategies that can be used when applying this knowledge
- frequent exposure to and experience with spelling activities in the context of talking, listening, reading and writing
- regular opportunities for students to demonstrate and reflect on their understandings about spelling
- explicit teaching of dictionary skills

- regular modelling of using dictionaries
- regular monitoring, analysis and feedback on performance and progress in spelling
- explicit teaching and opportunities for students to practise the spelling of words used frequently and those which are essential vocabulary in subjects
- continuous development of spelling skills and strategies throughout the stages of schooling.

Refer to *Focus on literacy: spelling*, pages 18-19.

## 2. Assessing spelling development

*Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.*

*Principles for assessment and reporting in NSW Government schools, 1996*

### (a) Principles of effective spelling assessment

*Effective assessment is an integral part of the teaching and learning of spelling.*

Assessment strategies should be derived from everyday classroom practices which are carefully structured to enable students to make progress and achieve syllabus outcomes.

*Effective spelling assessment is diagnostic and systematic.*

Assessment should provide meaningful information which allows judgements to be made about students' progress and achievement of outcomes. Effective assessment involves using a variety of assessment strategies which allow students multiple opportunities, across a range of contexts, to demonstrate their knowledge, skills and understandings in spelling. Using fair and valid assessment strategies to gather information, teachers are able to make on-balance judgements about students' progress



and plan further spelling experiences to enable students to achieve outcomes. Evidence should be gathered from a variety of sources, including information from the Year 3 and Year 5 Basic Skills Tests.

*Effective spelling assessment involves students and parents, and is derived from a coordinated whole-school approach to assessment and reporting.*

Syllabus outcomes and assessment processes should be made explicit to students. Students should be encouraged to monitor actively and reflect upon their own progress and achievements in spelling.

Assessment practices should involve the full and informed participation of parents to assist in developing supportive partnerships between the home and school.

To ensure continuity and consistency in the monitoring of students' achievement, the assessment of spelling should be a component of a well planned and coordinated whole-school approach to assessment and reporting.

## **(b) A process for assessment**

In order for teachers to make judgements about progress in spelling, students need to be explicitly and systematically taught the four forms of spelling knowledge:

- phonological
- visual
- morphemic
- etymological.

The implementation of a balanced spelling program, incorporating modelled, guided and independent teaching strategies within a range of meaningful written language experiences, provides opportunities for students to be taught the four forms of spelling knowledge, to learn and practise spelling skills, and to demonstrate their understandings about spelling. These planned experiences enable the teacher to observe and collect information and evidence about students' spelling knowledge in order to make judgements about their progress and achievement of outcomes. Judgements about attitudes to spelling can also be made from this integral approach to assessment. Time to reflect upon and discuss their understandings about spelling is critical for students' self-assessment.

The following six steps provide a process for assessing development in spelling:

1. Identify students' achievements and diagnose their needs in spelling.
2. Identify spelling outcomes and indicators of spelling achievement from the English K-6 Syllabus, referring to the ESL scales where appropriate.
3. Plan and structure teaching and learning experiences related to the outcome.
4. Decide which experiences will provide meaningful assessment information and select assessment strategies to gather that information.
5. Use the collected evidence to make on-balance judgements about students' knowledge, skills and understandings in spelling.
6. Plan further experiences according to students' needs.

### **(c) Assessment strategies**

In order to make judgements about students' achievements and to provide meaningful feedback to students and parents, teachers need to use a series of strategies to collect a variety of assessment information, from a range of contexts, over a period of time. These strategies include:

- observation and analysis of spelling behaviours
- collection and analysis of work samples
- guided spelling conferences
- student self-assessment
- tests.

The information gained from these assessment strategies will provide an authentic profile of students' progress that can be used by teachers to plan future teaching and learning and to influence their reporting process.

### **(d) Observation and analysis of spelling behaviours**

Observation sheets can be used by teachers to analyse and record spelling behaviours during modelled, guided and independent sessions.

Teachers can use recording formats such as whole-class grids, targeted group observation sheets, individual student sheets and checklists to gather information systematically, focussing on, for example:

- strategies used when attempting new or unfamiliar words
- knowledge of segmentation and syllabification
- knowledge of high frequency words
- knowledge of word families
- spelling generalisations
- origins of words
- willingness to “have-a-go” (see p. 100)
- proofreading
- self-editing
- use of authoritative sources.

Students’ abilities to demonstrate skills and understandings in these areas will depend on their level of confidence, background knowledge, language experience, cultural expectations and level of English language development.

From the data gathered from work samples, spelling conferences, tests and observations, teachers need to analyse carefully the kinds of strategies which students use when they misspell words, in order to determine the teaching that students require. Different approximations of the same word by two students, e.g. *skl* or *scool* for *school*, provide evidence of different knowledge and therefore different learning needs. By establishing which strategies are not being used by particular students, the teacher can structure modelled and guided spelling sessions which will develop their knowledge and understandings of spelling.

## Early Stage 1

I use a class sheet to record my observations of students' writing and spelling knowledge during guided writing sessions.



<b>Antonia</b> Composed a sentence recorded it independently using known h/d words. good attempts great illustrations.	<b>Erika</b> Writing 2 long sentences excellent attempts CVC many correct known h/d words. Spelling because.	<b>Georgia</b> Seeking help & reassurance can hear & record dominant sounds successfully.	<b>India</b> taking more risks in spelling & using more unknown words rather than safe stones.	<b>Sophie</b> Can hear & record dominant sounds in words. Locating & copying h/d words some known well.
<b>Emily</b> (2) Sick	<b>Alice</b> Slow to start but can hear & record initial sounds with help & some final.	<b>Jasmine</b> Can hear & record initial sounds but then sits & waits for help to write more.	<b>Lora</b> Excellent imagination & attempts at unknown words when she gets started. Worked long story over 2 days.	<b>Jack</b> Many known h/d words can hear & record dominant sounds. some medial. in sequence. Writing more interesting.
<b>Louis</b> Excellent imagination good attempts - dominant sounds. great illustrations. no spaces yet.	<b>James</b> Spaces - yes. excellent knowledge of h/d words but writes fairly safe stones.	<b>James</b> Very adventurous stories. excellent spelling strategies. CVC in sentences & known h/d words. knows to check.	<b>Timothy</b> Encourage to take risk uses known bank of h/d words to write sentences with little risk.	<b>Ryan</b> Needs to plan a sentence. reread word to see where he is up to. very demanding of help.
<b>Steven</b> Planning & composing a sentence. Some rereading to predict & check next word. Can hear & record some dominant sounds with help.	<b>Zach</b> Writes safe stories using h/d words. Knowledge of sound / letter link increasing and can attempt to hear them with help.	<b>Alex</b> Much more risk taking in sentence. Using more interesting vocab many known h/d words. CVC. Sequence.	<b>Luke</b> Using dictionary a lot to locate unknown picture words supports many known h/d words used in writing. Neater handwriting.	<b>Blake</b> - Terrific growth. - Can hear & record more sounds & link to letters. - can locate & copy h/d words to write a sentence.
<b>Jeffrey</b> Works quietly but produces sentences with initial sounds. some others - sometimes too many. Excellent knowledge of h/d words.	<b>Deane</b> - because - mnemonic. Confidence improving. Can do it but likes reassurance. Knows many h/d words to write correctly.	<b>Rohan</b> Produces varied sentences quickly. Can hear & record dominant sound. Can write h/d words correctly.	<b>Cody</b> Excellent skills in h/r sounds. Composing different texts. Many known h/d words.	<b>Braydon</b> Reluctant - does as short a story as possible. Can hear & record sounds with encouragement.
<b>Andrew</b> Composed and wrote a sentence using h/d words he located and copied.	Term 2 Weeks 6, 7 Organiser.			

Over three or four sessions I was able to observe students' knowledge and skills in a number of areas including:

- look, say, cover, write, check (see p. 99)
- hearing dominant sounds and linking to letters
- locating letters on alphabet card
- using a chart or picture dictionary to locate and copy a word
- using a peer, parent or aide to locate an unknown word
- use of mnemonics to learn words (see p. 92)
- spelling strategies, such as spelling CVC words in correct sequence.

## Stage 1

I keep individual pages on each student and write brief notes as I observe spelling skills, understandings and behaviours throughout the day.

<u>Jordan</u>		<u>Eliot</u>	
29.1.98	· uses words from brainstorming	3.2.98	· reluctant to write · no spaces · some correct - 'lat' for 'late'
3.2.98	· beginning sounds · sight words - I, to, the · uses approximations	17.2.98	· needs high freq. - 'ant' for 'anc' · uses b/s words
17.2.98	· x for 'cks' · beginning digraphs - sh, th · uses 'r' for 'a'	11.3.98	· trouble with blending words · has a go · needs to use wall charts
11.3.98	· double consonants - cr · needs sight words - hte · needs high frequency - went	28.4.98	· uses wrong words on chart · uses 'wif' for 'with' · stories much longer
28.4.98	· high freq. - like, my, with	12.5.98	· needs silent 'e' · needs to use wall charts · still 'wif' for 'with'
12.5.98	· spells went, a · needs to edit		
<u>Nicholas</u>		<u>Matthew C.</u>	
3.2.98	· no spaces · no beginning sounds · uses b/s words	29.1.98	· uses brainstorming words · L & R · clusters of letters
17.2.98	· no spaces	3.2.98	· uses words from b/s. · needs sight words - my
11.3.98	· needs sight words - me, the · needs high freq - went · has a go · some beginning letters · <del>no</del> starting to leave spaces	17.2.98	· doesn't have a go · uses words from room
28.4.98	· uses 'u' for 'a' · forms most letters in right order · has 'sh' · uses 'hes' for 'his'	11.3.98	· some sight - I, to, the
		28.4.98	· needs recount · starting to have a go · has 'er' · needs to segment words into syllables.

Stage 3

I took some of the indicators from the syllabus to focus my observations. I have left some space to add other indicators as I observe them. I attempt to focus on three to five students per day, so that over any two-week period I have observed and commented on the whole class.

Name: \_\_\_\_\_

<b>Phonological knowledge</b>	
knows and applies less common rules	
<b>Visual knowledge</b>	
recognises most misspelt common and unfamiliar words	
uses a variety of resources to correct	
<b>Morphemic knowledge</b>	
uses knowledge of base words to construct new words	
groups words for a particular morphemic feature	
applies generalisations independently	
uses a thesaurus effectively	
uses knowledge of word parts to spell unknown words	
<b>Etymological knowledge</b>	
uses knowledge of word meanings as a spelling strategy	
groups words for a particular purpose	
investigates the origins of technical terms	
uses knowledge of word origins, changes in usage and meaning and word building strategies to work out how to spell new words	

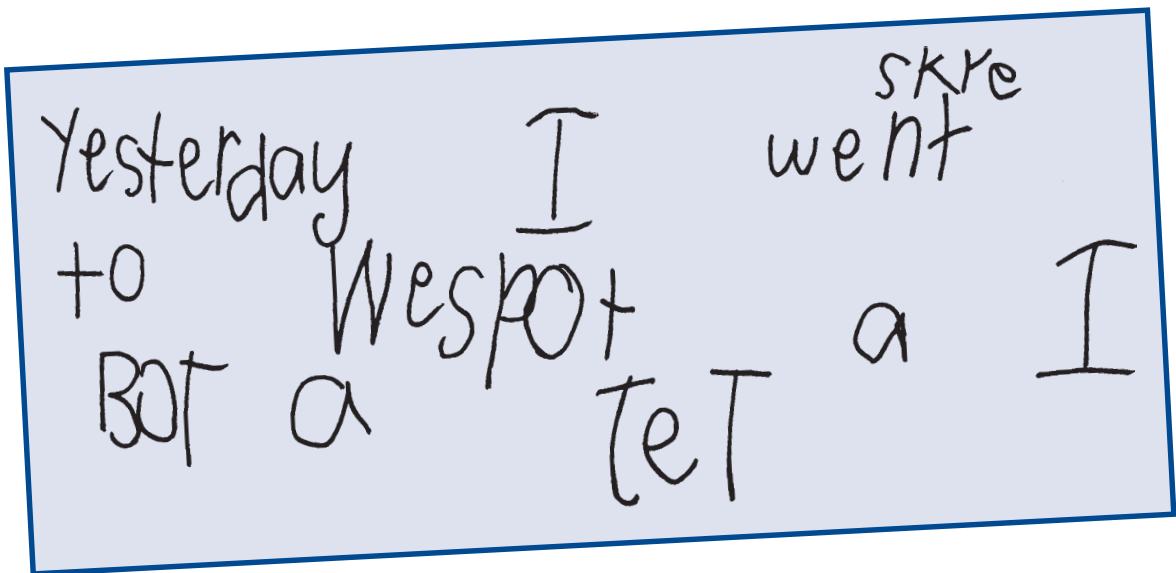
### (e) Collection and analysis of work samples

The collection of work samples is essential for assessing growth in spelling. By examining and analysing student work samples, teachers can determine which types of spelling knowledge are being used. Collection should be strategically planned and structured to provide meaningful evidence. Work samples should be noted with the date when the work was completed, in order to monitor progress and make judgements about achievement of outcomes. The initial work samples collected become the baseline for determining spelling development.

#### Early Stage 1

I used Skye's work sample to analyse her spelling knowledge.

I made the following comments.



#### *Purpose and context*

The task was to write a recount of something special the student did during the weekend. Students respond well to this type of writing because:

1. they write such recounts regularly and are comfortable with this type of writing
2. the topic is relevant to most students.

I preceded the writing by a discussion of weekend activities. I modelled writing a recount of something I did on the weekend before the students independently wrote theirs.

### *Strength and weaknesses of the work sample*

#### **Strengths**

- Using authoritative sources e.g. referred to a wall chart for *yesterday* (see p. 86)
- Blending cvcs
- Taking risks and attempting to spell unknown words by writing sounds she hears in them.

#### **Weaknesses**

- Double consonant blending
- Substituting capitals for lower case letters
- Segmenting words.

#### *Where to next?*

- Phonemic awareness activities such as
  - recognising and producing rhyming words
  - recognising and blending sounds
  - segmenting words and identifying syllables
- More modelled and guided sessions to improve accuracy of spelling attempts
- Eliminate substitution of capitals with alphabet strip on desk for easy reference
- Develop knowledge of consonant blends.



## Early Stage 1



I use a proforma to record writing and spelling behaviours that I observe and discuss with students during guided writing conferences. While the students are writing journal entries, I observe and discuss their writing and spelling with them in small groups.

Following is a journal entry that Matthew wrote in week 4, with my annotations, and the proforma with my observations.

I found treasure on an island.

(A) spells by listening to the sounds in words and attempts to write them accurately and in sequence

(B) writes beginning and ending sounds of words

(C) uses approximations and spells some sight words accurately without copying

(D) blends cv, vc and cvc words that contain known letter-sound relationships

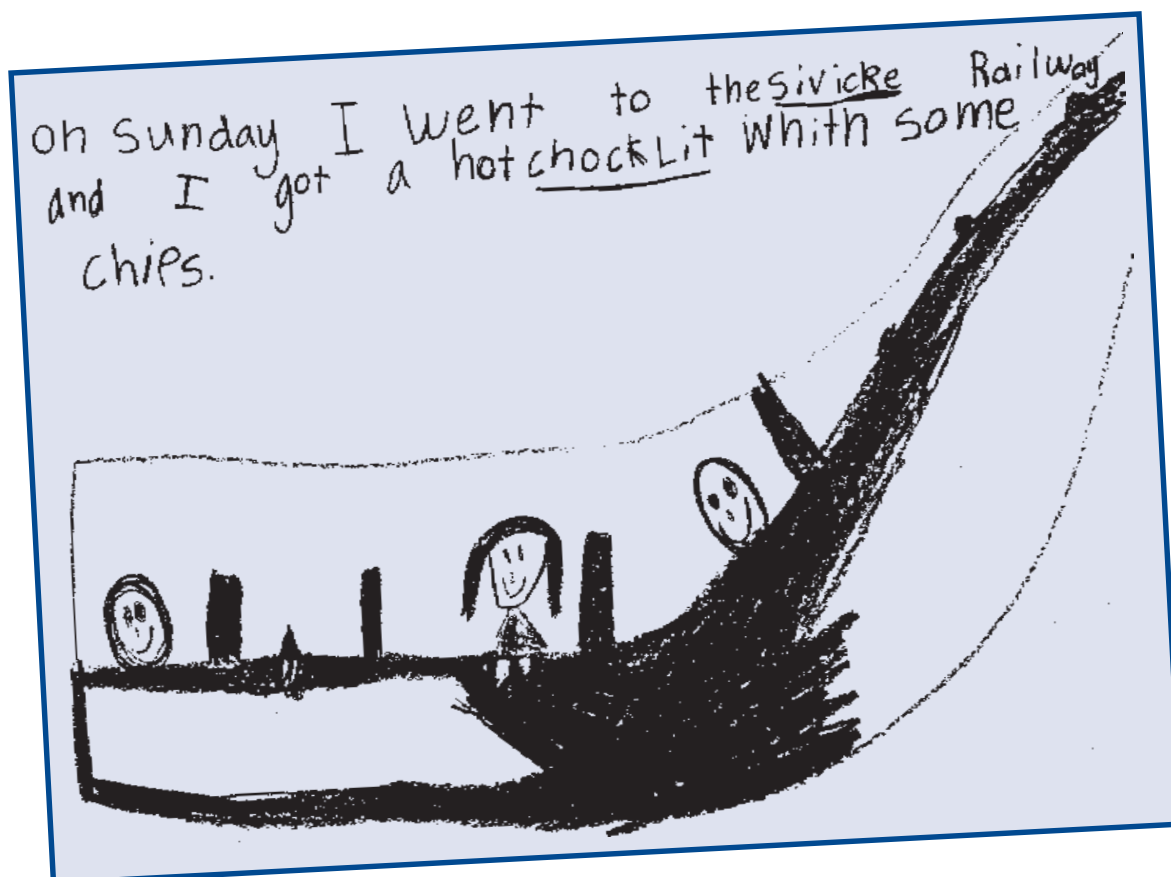
recognises that words are made up of letters

## CONFERENCING OBSERVATIONS

NAME: MATTHEW	Wk 3	Wk 4	Wk 5
<b>Learning to Write — Producing Texts</b> WES1.9 Engages in writing texts with the intention of conveying an idea or message.	Matthew was away this week.	wrote a story about finding treasure.	wrote about his friend Abbie.
<b>Learning to Write — Skills and Strategies</b> WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.		knew to write 'an island' instead of 'a island'.	using full stop/ capital letter.
<b>Learning to Write — Skills and Strategies</b> WES1.11 Begins to use letters to represent known words when spelling.		writing beginning & ending sounds listening to sounds in words.	referred to sticker chart to copy Abbie's name.
<b>Learning to Write — Skills and Strategies</b> WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.		using capital 'A' instead of lower case.	still used capital 'A'.
<b>Learning About Writing — Context and Text</b> WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.			
<b>Learning About Writing — Language Structures</b> WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.		good use of spacing.	

## Stage 1

I asked my students to write a recount of what they did on the weekend.



Pearl's work sample shows that her strengths include:

- using vowel digraphs and consonant digraphs e.g. *ai*, *th*, *ch* (see p. 95)
- sight word knowledge e.g. *some*
- identifying most spelling errors in her own writing e.g. *sivicke*, *chocklit*.

She has weaknesses with:

- providing alternatives to the initial "s" sound
- providing correct spelling after she has identified errors
- knowing when to apply letter patterns and when not to.

To develop her spelling knowledge further I would:

- teach alphabetical order to enable her to use a dictionary as an authoritative source
- revise words using a single letter and those using consonant digraphs (e.g. *w*, *wh*)
- provide examples of words such as *circle*, *circus*, *city*, in a spelling lesson to demonstrate how *civic* is spelt.

## Stage 2


I had previously modelled writing procedures and my students had been involved in jointly constructing them. I asked the students to listen to a recipe for "strawberry sundaes" which I read aloud. They were asked to jot down key words and then to write the procedure independently on the sheet provided. I encouraged students to edit their recipes before submitting them.

After analysing the work samples I briefly annotated them before placing the sheets into the students' portfolios.

Text Type: Procedure Yr 4, Term 2

\*Text read twice.  
Notes could be taken. Name: Stefanie

# Strawberry Sundae



**Ingredients:**  
strawberries  
orange juice  
sugar      walnuts  
ice cream

**Equipment:**  
blender, saucepan, ice cream scoop,  
strainer, bowl,      or spoon,

**Steps:**  
Once you got all those things, you get the blender, and, you put, the strawberries, and put them in. But before you do that you must take off the green bits on top of the strawberries. If you like, you can put the strawberries in a strainer to get rid of the seeds. And you have to add the orange juice. And of course, you add the sugar. You put all of those things in the saucepan. It will have to boil. When it has boiled, you put it in the blender.

**Annotations:**

- \* Sequences ideas - Mostly
- \* Can follow oral instructions ✓
- \* Writes in a legible and fluent style ✓
- \* Makes reasonable attempts at spelling ✓
- \* Can record factual text ✓

**Phonological Knowledge:**  
aw, ee, oi

**Morphemic Knowledge:**  
compound words - strawberry  
-ed suffixes

**Visual Knowledge:** - high frequency words - put, before

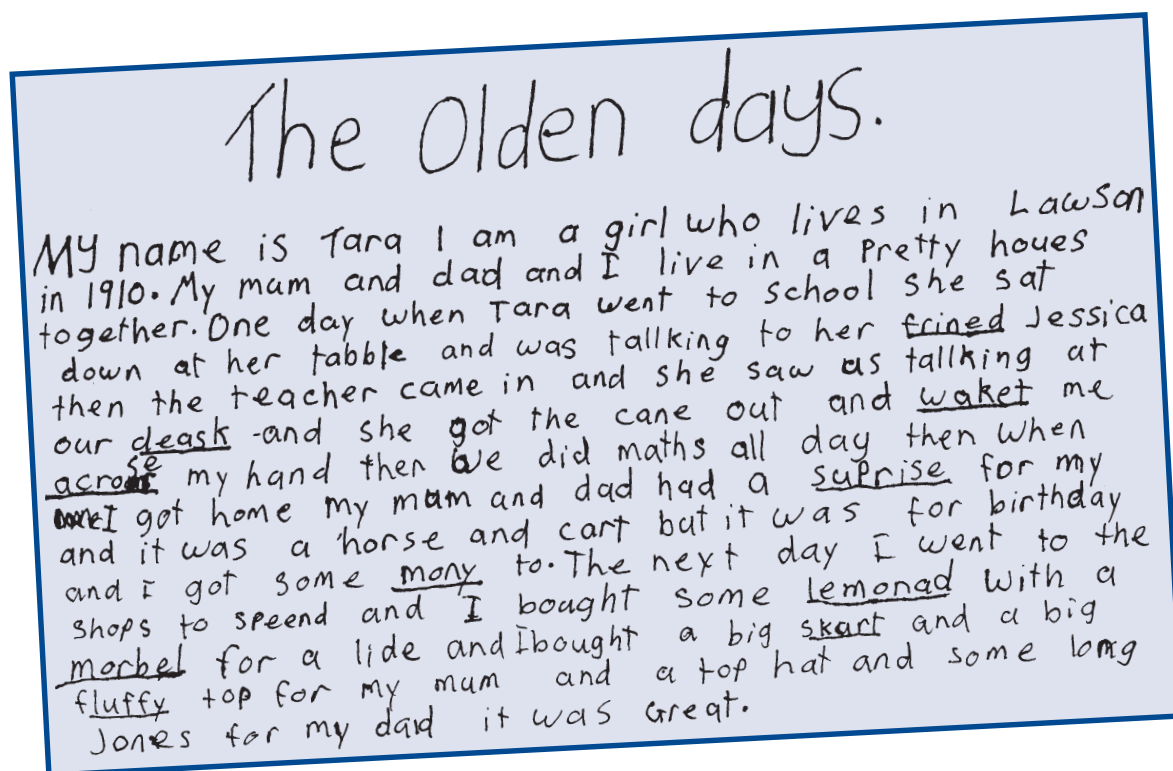
Areas for development in Stefanie's spelling would include:

- forming plurals for words ending in y
- alternatives for ai sound i.e. *strainer* and c sound i.e. *saucepan*.

## Stage 2

Following an HSIE unit about living in our local area one hundred years ago, I asked my class to write a narrative about a student who lived at that time. I was able to use their writing to provide information about their understanding of the narrative text type as well as to analyse their spelling knowledge.

Below is Tara's work sample and my analysis of its spelling taken from my assessment folder.



### Strengths

- |              |   |
|--------------|---|
| Phonological | <ul style="list-style-type: none"> <li>• uses known letter patterns when spelling unknown words</li> <li>• spells unknown words in syllables rather than as individual sounds</li> </ul>  |
| Visual       | <ul style="list-style-type: none"> <li>• spells most high frequency words correctly in own writing</li> <li>• uses an increasing bank of known spelling words written automatically</li> <li>• identifies several spelling errors in own writing</li> </ul> |
| Morphemic    | <ul style="list-style-type: none"> <li>• uses known parts of word when spelling unknown words e.g. prefixes, suffixes, etc.</li> </ul>  |

### Weaknesses

- |                         |  |
|-------------------------|--|
| Phonological and Visual | <ul style="list-style-type: none"> <li>• including all correct letters in words but sequencing them incorrectly e.g. <i>frined</i> for <i>friend</i></li> <li>• not recognising alternative endings e.g. <i>mony</i> for <i>money</i></li> <li>• omitting some silent "e"s e.g. <i>lemonad</i> for <i>lemonade</i></li> <li>• adding extra letters e.g. <i>talking</i>; <i>deask</i>, <i>tabble</i>, <i>speend</i>.</li> </ul> |
|-------------------------|--|

### *Teaching points*

- continue to emphasise visual patterns, encouraging her to focus on patterns and to classify words
- teach strategies for remembering the correct spelling of difficult words
- teach strategies for learning new words
- encourage the use of words not previously used to enlarge spelling vocabulary
- continue the development of word banks
- continue to model and teach proofreading skills.

### **(f) Guided spelling conferences**

Guiding students to improve their spelling may be incorporated into guided writing sessions as well as guided spelling sessions. Guided spelling conferences provide excellent opportunities for:

- observing and analysing spelling strategies
- teaching spelling knowledge
- giving feedback to students
- planning further teaching and learning experiences to build on current spelling knowledge.

Teachers may work with students on an individual basis or form small groups of students with similar needs.

## Stage 2

With my Year 4 class I use the following checklist and comment sheet to record observations that I make during guided spelling and writing conferences.



**Spelling checklist**

Date: <u>1.6.98</u>		uses alphabetical order	under. diff. repres. of sounds	uses known letter patterns	uses less common digraphs	groups words acc'g to spell	spells in syllables	spells high frequency words	uses bank of known words	identifies errors in work	uses known word parts	uses spell generalisations	uses meaning and context	uses knowl. of word origins	Work sample. <u>Narrative</u> <u>"Olden Days"</u>	
Name															Comment/Direction	
Emma E.		✓	✓			✓	✓									
Jessica		✓	✓			✓	✓									
Laura		✓	✓			✓	✓									
Marion		✓	✓			✓	✓									
Peter		✓	✓			✓	✓									
Rachel		✓	✓	✓		✓	✓									
Reece		✓	✓			✓	✓									
Sharrah		✓	✓			✓	✓									
Tara		✓	✓			✓	✓									

*Skills for unknown words*

*Phonetic strategies*

*Consolidate proof-reading*

*Phonetic strategies*

### (g) Student self-assessment

Student self-assessment and peer assessment are valuable strategies which contribute significantly to the learning process.

Self-assessment assists students to understand themselves as learners. Students should be made explicitly aware of the outcomes they are working towards and encouraged to reflect upon and monitor their progress. Through critical involvement, students will become more responsible for their own learning and more aware of their strengths and weaknesses and will be active participants in the learning process.

Strategies for student self-assessment include the use of learning journals, individual spelling record sheets, portfolio building and three-way conferences.

Learning journals are reflective documents which enable students to describe their progress and express any concerns. They provide opportunities for the teacher and parents to interact with the student and plan teaching and learning experiences. Teachers may find it useful to respond in writing to the journal on a weekly basis.

### Stage 3

The example below shows how this Year 5 student has reflected on a piece of writing and also received the teacher's comments. The work sample and this comment sheet are filed in the student's portfolio.

**TASK:** Journal Writing.

**CONTEXT:** Students are asked to write about a personal experience, incorporating detailed description and reflection.

After writing, children share and discuss their writing.

#### PUPIL SELF ASSESSMENT:

This journal entry was a real experience which made it easy to write about. I liked the excitement in it. I thought it might have been better with some more feelings. Maybe I need to proof read a bit more to stop spelling mistakes.

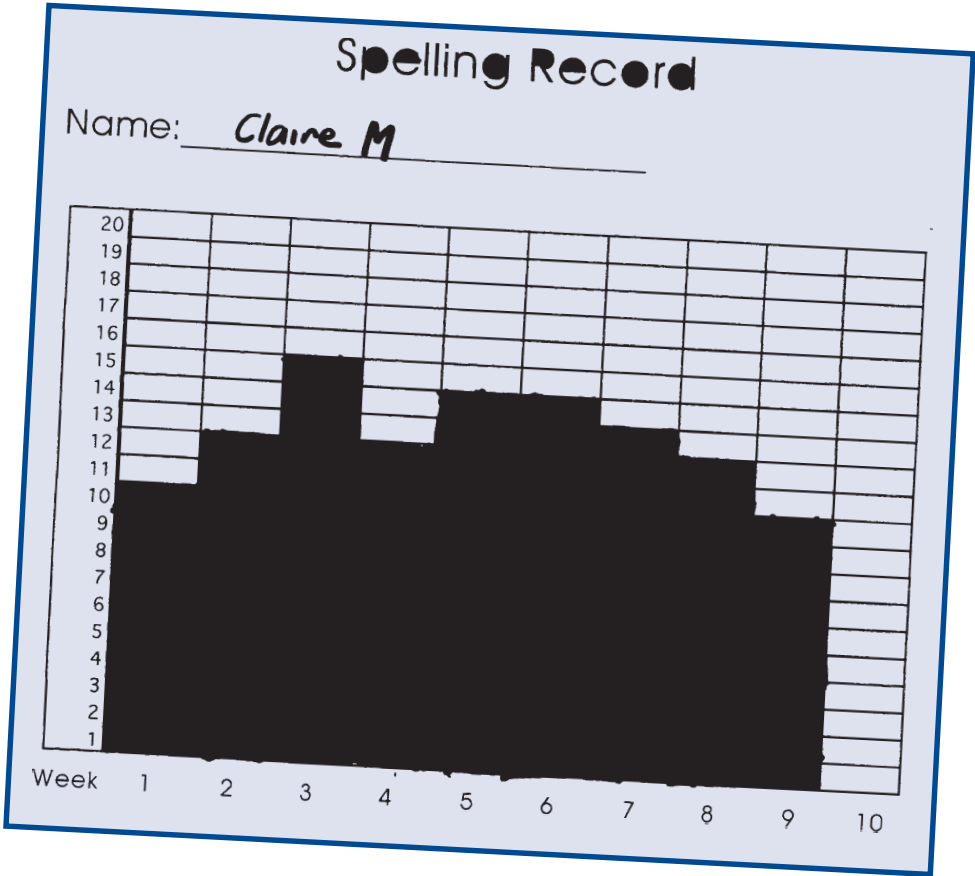
#### TEACHER'S COMMENTS:

- good use of humour
- holds reader's interest
- well structured
- good spelling & punctuation
- developing individual writing style



The following personal spelling record is an example from a Year 6 classroom where the students are responsible for recording spelling results taken from their writing.

Each week I have my students review 20 words from their own draft writing and record the number of words they spelt correctly. In a spelling conference, I discuss the areas in which the student has difficulty and suggest ways in which the words could be learnt. The analysis of errors and my feedback assist in planning further teaching and learning experiences.



Three-way conferences provide a forum for students, teachers and parents to discuss students’ progress and achievement. Students often lead the conference by explaining learning achievement using a portfolio of work samples. Three-way conferences provide valuable opportunities for self-assessment and for discussing and reporting on spelling achievement.

Three-way conferencing may pose problems for parents from non-English speaking backgrounds, who may have difficulty speaking, reading, or writing English. Schools need to ensure that interpreters are used where necessary to facilitate the process of three-way conferencing.



The example below shows the reflection and goal-setting of an Early Stage 1 student following a three-way conference.

EVALUATION CONFERENCE	
NAME <u>Stephanie</u>	DATE <u>30/3/</u> <u>23/5/</u>
Student's Comments:	
I like the way I:	<u>READ AND SPELL WORDS</u>
I am going to work towards: <u>Drawing bigger houses, reading more stories by myself.</u>	
Parent,s Comments:	
I We have noticed:	Stephanie's reading skills have advanced very rapidly and she seems to enjoy school. Her drawing/painting has also progressed where objects are represented veridically, with better definition and more colour. At home, she remains easily distractable and unfocused and I hope to see her develop more focus in her activities.
Teacher's Comments:	
I have noticed:	Stephanie loves school and is very settled. She has wonderful enthusiasm for all class activities. Stephanie is displaying good knowledge of the alphabet and beginning to identify words. A goal for Stephanie is to practise writing her name.

## (h) Tests

Tests can play a vital role in assessment and reporting if they are purposeful and form an integral part of the regular classroom routine. Tests such as dictagloss, dictations, cloze exercises and proofreading exercises using words derived from modelled, guided, and independent writing sessions provide useful diagnostic information from which judgements about students' performance can be made. Teachers are able to analyse which strategies and forms of spelling knowledge are being used by students and plan future directions.

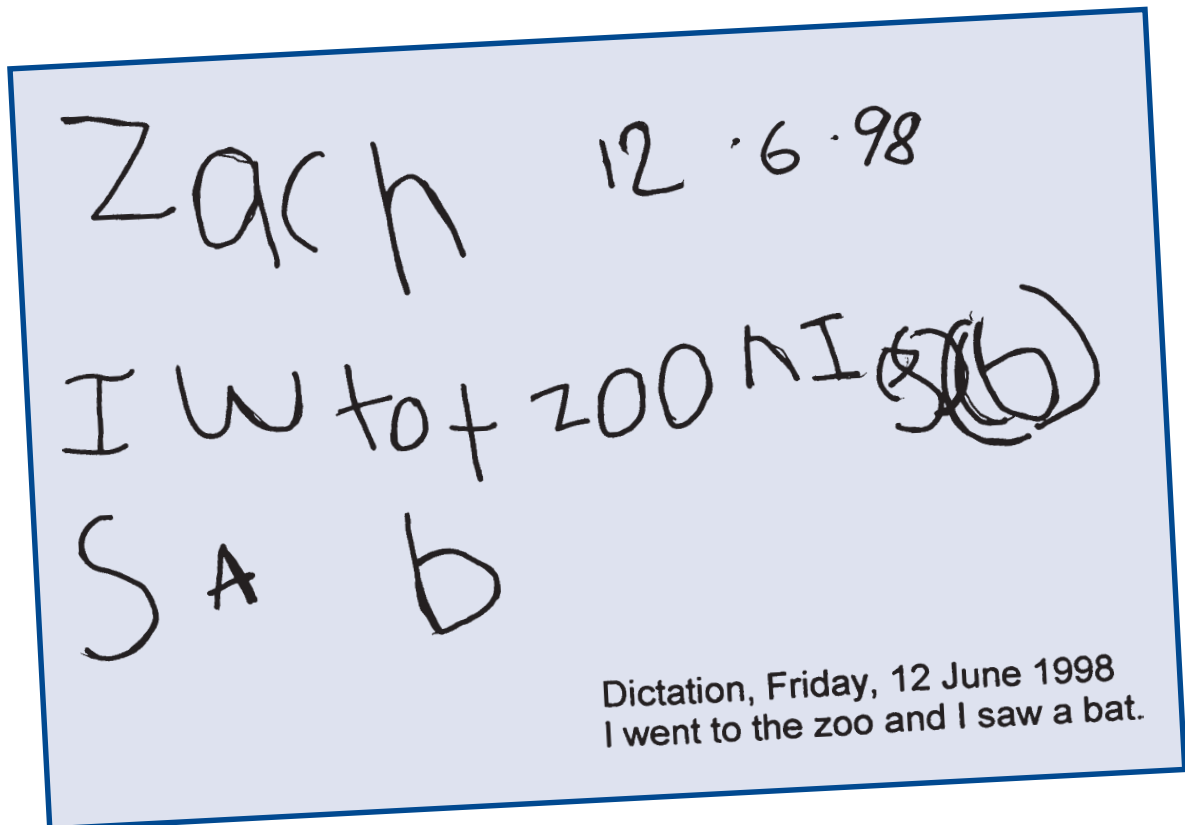
Peer testing can also provide an additional factor in motivating students to perform better at spelling. Involving students in making up spelling quizzes and anagrams for peers to solve is a powerful teaching and learning tool in the classroom.

The results of the Basic Skills Test provide reliable information about spelling knowledge in Years 3 and 5 and an assessment of the growth in spelling achievement between Years 3 and 5. The information from the Basic Skills Tests is not only useful at individual student level, but it also provides a state-wide performance standard against which schools can view their overall results.

## Early Stage 1



The following example shows a dictation (see p. 94) I gave my Kindergarten class during writing groups. I chose the words for the dictation from high frequency words being studied in the classroom. I also wanted to assess whether the students could transfer their knowledge of the word “cat” to substitute a consonant and write “bat”.



From this dictation I was able to record that Zach:

- needs teaching of high frequency words “went”, “the”, “and”
- knows “I”
- knows the initial letter for “bat” but is not transferring knowledge of “cat”.

Areas for development:

- segmenting words orally into onset and rime, e.g. *bat*, *b* and *at* (see p. 95)
- providing modelled words for reference in classroom, e.g. *saw*, *went*, *the*.

## Stage 2

My class and I developed a morphemic list of “er” and “est” words derived from the text, *Papa and the olden days*. Following a number of teaching and learning activities based on the list, I asked the students to complete the following proofreading exercise. I was then able to analyse the results to assess students’ ability to recognise words spelt incorrectly in writing.

### Spelling

Name: Tara

Read the following sentences. Underline any words you think are spelt incorrectly. Rewrite the sentence with the correct spelling. There are 1 or 2 words spelt incorrectly in each sentence.

- In the oldn days, my Granpg found gold.  
In the olden days my grandpa found gold.
- Dad bougt a goldn Holden last week.  
Dad bought a golden Holden last week.
- Yesterday was the coldst day of the year but it will be even coler tomorrow.  
Yesterday was the coldest day of the year but it will be colder tomorrow.
- My mum scolde me for comng home late from the park.  
My mum scolded me for coming home late from the park.
- Mary was holdg her homework foldr.  
Mary was holding her homework folder.
- The solder came home from the war.  
The soldier came home from the war.
- John is the boldst boy in our class.  
John is the boldest boy in our class.

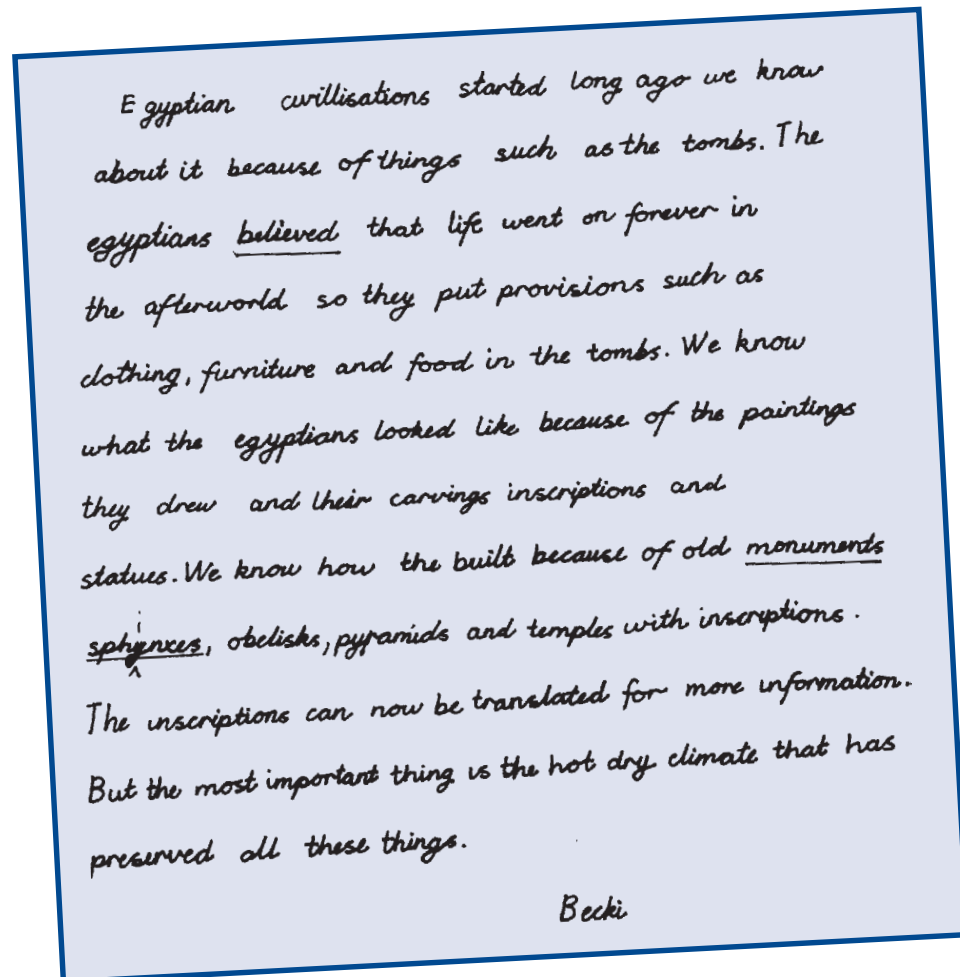
Put a circle around the word spelt correctly in the following sentences:

- I was late for school (because/becase) I missed the bus.
- My (father/fater) is a policeman.
- I would like a (pice/piece) of cherry pie.
- We ran (arond/around) the playground
- (Evry/Every) girl at the party received a balloon.
- My (favourite/favrite) colour is blue.
- Jill came (frist/first) in the race.

### Stage 3

I gave my Year 5 students a dictagloss at the end of a unit on ancient civilisations to see if they could spell the vocabulary of the topic. During the unit there were many reading, writing, talking and listening activities to familiarise students with this vocabulary.

I read a passage of text about Ancient Egypt twice and asked the students to write down the key words. I then asked them to reconstruct the text in their own writing using their key word list as a guide.



I was able to record the following assessment information from Becki's dictagloss:

#### Indicators

- displays a knowledge of less common patterns and rules e.g. *inscriptions*
- recognises misspelt words in writing and corrects them e.g. *sphinxes*
- uses knowledge of base words to construct new words e.g. adding *-ed*
- has a large bank of known sight words, including many related to the specific topic e.g. *obelisks, Egyptian*
- uses less common letter patterns e.g. *built, believed*
- uses silent letters correctly e.g. *tomb*
- recognises misspelt words and uses resources for correction.

### *Strengths*

- shows a good recall of commonly used words and those related to a specific unit being studied
- is able to apply letter-sound knowledge and phonemic awareness to write words
- sound morphemic knowledge is evident: constructs compound words correctly
- is willing to take risks.

### *Weaknesses*

- visual: knowledge of common letter patterns “ll” instead of “l” in civilisations
- does not use capitals for proper nouns, i.e. *Egyptians*.

### *What next?*

- review strategies to use with difficult words
- provide modelled and guided sessions on proofreading skills
- review double letters: focus on patterns
- increase the number of known words
- develop etymological knowledge.

### 3. Teaching spelling knowledge

During modelled and guided spelling sessions, teachers will explain and demonstrate how to apply the four forms of spelling knowledge in a number of different ways, including:

- grouping words into lists
- using a dictionary and thesaurus efficiently
- developing handwriting and word processing skills
- using the spellcheck function on the computer and recognising its limitations
- developing proofreading and editing skills
- developing visual memory techniques e.g. the look - say- cover - write - check method
- keeping individualised personal dictionaries and referring to sources in the classroom such as reference books and wallcharts
- using mnemonics (memory triggers), e.g. piece of pie
- using analogy, e.g. knowing how to spell *light* means a student should be able to make generalisations to spell *lightly*, *lightness*, *lighten* and *enlighten* and *bright*, *sight*, etc.

Students will use the four forms of spelling knowledge in their independent writing. By observing students as they write and by assessing their spelling, teachers will be able to group students for subsequent guided spelling sessions on the basis of their needs in developing their understanding and use of different forms of spelling knowledge.

Not only do effective spellers draw automatically on all four sources of spelling knowledge in an integrated way, but they also use their grammatical and contextual knowledge when deciding on which spelling to choose from, for example, *their*; *there* or *they're*; *sail* or *sale*; *night* or *knight*. Teachers need to alert students to how the knowledge of both the context and the grammatical function of the word in their writing can assist them in deciding which spelling is appropriate.

### (a) Using spelling lists

Lists of words are useful in the teaching and learning of spelling when they are organised purposefully. The most purposeful general lists are those organised according to the four forms of spelling knowledge, that is

- phonological knowledge: how words sound
- visual knowledge: how words look
- morphemic knowledge: how words change form
- etymological knowledge: where words come from.

All students should be learning to spell words in context. Words chosen for inclusion in a class spelling list should be those that students will be using in their writing of texts related to a unit of work or a teaching focus. Words selected for spelling lists should also reflect students' learning needs. Different lists may be used with different groups within a class, and some students may need an individual approach. In the following section, words have been placed into the three stages of primary schooling in these broad groupings:

- the four forms of spelling knowledge
- three broad grammatical areas: *Words for creating and linking texts, Nouns and adjectives, or Verbs and adverbs*
- *Concept groupings.*

The purpose of these groupings is to assist teachers to decide on the spelling strategies they will use within a particular writing focus, and to provide students with a range of strategies for spelling those words that they are likely to need in writing across all key learning areas.

The nouns, adjectives, verbs and adverbs have been selected from a range of topics across all key learning areas. They are words that students would typically encounter in their reading about particular topics and be expected to use in their writing about those topics. When students are learning to spell those words within the context of a unit of work, it is expected that, having been taught strategies for learning those words, they would be able to spell them independently in their writing. In selecting words for spelling, teachers should ensure that they are relevant to the topic or unit of work, the writing focus, and the needs of the students. Lists of words can also be generated by students as they encounter needs in their writing.



The *Words for creating and linking texts* include some of the most frequently used words in English. Learning to spell and use these words correctly will assist with both reading and writing across a range of texts and purposes. It would be expected that students could spell these words independently, in appropriate contexts, in their writing.

The words included in *Concept groupings* are those which would commonly be used when dealing with those concepts with students. These words would usually be presented together but could be taught using any or all of the four forms of spelling knowledge. These groups would be used as a focus for learning the four forms of spelling knowledge and the words would be listed on charts for reference when writing. Students might spell these words independently. Below the groupings are examples of how such a group could be considered in light of the four forms of spelling knowledge.

In placing words in the following groupings, consideration has been given to the experiences in spelling that are considered appropriate to stages in the English K-6 syllabus. In Early Stage 1, for example, the word *name* has been placed under *Visual knowledge*. At this stage it would not be expected that students would have made generalisations about the function of the silent “e” at the end of a word. It would be an expectation by Stage 2, however, that such words could be learnt using phonological knowledge. In deciding how particular words could be learnt by students using the four forms of knowledge, teachers need to take into account the expectations in syllabus outcomes, the information contained in the scope and sequence charts in the syllabus and students' stages of development.

Useful lists for emergent readers and beginning writers of any age would be those which highlight words that reinforce phonological knowledge e.g. words that have regular sound-letter patterns and common letter sequences, and words that reinforce visual knowledge e.g. those that have a common appearance or are frequently used.

Useful lists for fluent readers and writers of any age would be those which include words that reinforce morphemic knowledge e.g. some spelling generalisations or rules like doubling consonants when adding “ing”, and words that reinforce etymological knowledge e.g. subject-specific vocabulary, such as *audience*, *audible*, *auditory*, *auditorium*, which help promote the understanding of meaning.

Lists could comprise:

- words which present particular difficulties, e.g. *their*; *they're*, *receive*, *when*

- words which denote particular concepts e.g. *circle, square, rectangle, triangle*
- words that link ideas between clauses, i.e. conjunctions such as *and, because*
- words that link ideas across sentences to show cause or temporal order, i.e. connectives such as *as a result of, therefore, first, then, next, finally*
- words that name people, places, things and ideas e.g. *officer, Rani, park, computer, sadness*
- words that stand in for nouns or noun groups, i.e. pronouns such as *she, they*
- words that describe nouns, i.e. adjectives such as *ugly, smaller, few, seventh*
- words that describe action, i.e. adverbs such as *quickly, boldly, really, rather*
- words that help express opinions, i.e. modal verbs such as *should, might, would, must*
- verbs that express thinking, saying, feeling and relating, e.g. *wondered, shouting, hoped, are*
- words that show how prefixes and suffixes can change the class and meaning of a word, e.g. *able, disable, unable, ability, inability, disability*.

These lists can be provided by the teacher and also developed by students themselves. In using the lists, teachers will highlight the particular form of spelling knowledge or specific feature that the list seeks to exemplify. At any stage the words should be displayed in word banks, on wall charts or on retrieval charts in order to help students develop understandings in spelling and to support their writing.

As they become proficient spellers, students learn how to spell many more words than they could learn merely through memorising "spelling lists". It is a more effective practice for teachers to draw on purposeful lists and then allow students to make generalisations about how these words are formed.

## Early Stage 1

The words in the following list represent those most commonly expected in the reading and writing of students in Early Stage 1.

Phonological knowledge	Visual knowledge
<i>Words for creating and linking text</i>	<i>Words for creating and linking text</i>
at off an in us yes it and on but up	I my a you by the me to no he after so she with we
<i>Nouns and adjectives</i>	<i>Nouns and adjectives</i>
Mum fun bad Dad sun hot boy wind big girl sad	(First name) happy name good sunny nice rain cold old little new
<i>Verbs and adverbs</i>	<i>Verbs and adverbs</i>
am hop is play can run get see hit sit has	do like go live be give put love kick have stop
<p>Beginning to spell words with common cvc patterns, e.g.</p> <p>-ad, -ag, -am, -an, -ap, -at, -ed, -eg, -en -et, -id, -ig, -in, -ip, -it, -og, -op, -ot, -ug, -un, -up, -ut.</p> <p>Use only cvc combinations which form words that have meaning and that students are likely to use e.g. <i>sit, bit, fit</i> rather than <i>wit</i>. Do not use “non-words” e.g. <i>jit</i>.</p>	<p>Own name</p> <p>Students might:</p> <ul style="list-style-type: none"> <li>• use letters or symbols to represent words</li> <li>• copy the sequence of letters from models of high frequency, topic and personal words</li> </ul>
Morphemic knowledge	Etymological knowledge
<i>Nouns and adjectives</i>	<i>Nouns and adjectives</i>
girls boys names	Abbreviations such as: TV (television: “tele”, far) phone (telephone: “phone”, sound)
<i>Verbs and adverbs</i>	<i>Verbs and adverbs</i>
are said went was had went sat saw got	

### *Concept grouping*

These are words which could be taught using any of the four forms of knowledge but would usually be presented together. At this stage, they would be modelled for students and used by them from sources around the room. Some students could learn to spell these words independently in their writing.

Personal experiences, e.g. *was, play, went, on Sunday, like*

Animals, e.g. *dog, pet, spider, duck, bird*

Common objects, e.g. *paper, ball, bag, house, car*

Feelings, e.g. *happy, sad, glad, scared, mad, angry*

*How these words might be used to develop spelling knowledge*

Concept	Spelling knowledge			
	Phonological	Visual	Morphemic	Etymological
Animals	pet dog	spider duck bird	pets dogs	spiders ducks birds
Feelings	sad mad	happy glad scared angry		

Although in later stages words such as *duck* and *bird* would be learnt using phonological knowledge, at Early Stage 1 they would be more appropriately learnt using visual knowledge. It would not generally be expected at this stage that students would have learnt the double consonant *-ck* ending or the *-ir* blend.

## Stage 1

Continue to review students' understandings from Early Stage 1 as necessary.

Phonological knowledge			Visual knowledge		
<i>Words for creating and linking text</i>			<i>Words for creating and linking text</i>		
his	about	next	who	anyone	of
her	across	off	when	every	again
him	along	out	where	above	ever
them	around	under	what	all	never
our	back	with	why	also	another
this	below	as	they	because	other
that	between	if	your	before	another
these	down	or	here	behind	some
those	for	then	there	in front of	too
than	from	less	any	over	
then	into	more	many	past	
not	without	how			
just	soon	yes			
	now				
<i>Nouns and adjectives</i> Nouns and adjectives selected by the teacher should reflect the topics and units used in reading and writing programs. The following examples are typically found in various syllabuses.					
home	number	first	class	one	empty
house	three	second	library	two	equal
story	five	third	school	four	fast
book	six	left	teacher	eight	favourite
family	seven	red	friend	twelve	full
morning	nine	yellow	game	orange	happy
evening	ten	blue	picture	purple	heavy
day	eleven	green	pattern	work	high
today	hundred	brown	television	people	light
food	meat	black	bread	clothing	most
lunch	animal	white	fruit	birthday	much
pencil	Australia	different	vegetable	surprise	right
law		low	cereal	music	safe
		slow	afternoon	event	same
		few	night	custom	some
			water		warm
<i>Verbs and adverbs</i> Verbs and adverbs selected by the teacher should reflect the topics and units used in reading and writing programs. The following examples are typically found in various syllabuses.					
add	grow	skip	are	move	watch
be	hold	stand	ask	pull	were
been	jump	take	buy	push	write
bring	look	tell	can't	put	only
call	made	think	cannot	says	
came	make	throw	come	talk	
cannot	may	told	have	walk	
carry	must	took	hear	wash	
catch	need	turn	know	want	
crawl	paint	well			
dance	read	went			
draw	say	will			

Phonological knowledge (continued)	Visual knowledge (continued)
<p>Cvc words with common patterns e.g. -ad, -ag, -am, -an, -ap, -at, -ed, -eg, -en -et, -id, -ig, -in, -ip, -it, -og, -op, -ot, -ug, -un, -up, -ut.</p> <p>Words from blends: -ll, -nd, -mp, -nk, -nt, -lt, -lp, -ck, -st, -sk, -ss, st-, sp-, sc-, sk-, sm-, sn-, sl-, sw-, bl-, cl-, gl- fl-, pl-, pr-, br-, tr-, dr-, cr-, gr-, fr-, tw-, ing, -ang, -ung, -ong.</p> <p>Words with diphthongs: ee, ea, -y            ew, ue ai, ay                 ie, -y oe, ow, oa</p> <p>Words with: ch, sh, th, ph ar, or er, ir, ur oo (cool), oo (cook) oi, oy, ou (out), ow (cow), ow (show), au, aw,</p>	<p>Own surname Own address School name Teacher's name Family's names Pets' names</p>
Morphemic knowledge	Etymological knowledge
Words for creating and linking text	Words for creating and linking text
<div>her                  our                  inside</div> <div>hers                ours                outside</div> <div>beside</div>	
Nouns and adjectives	Nouns and adjectives
<div>Teen words, e.g. thirteen, fiction</div> <div>fourteen non-fiction</div> <div>Tens words, e.g. thirty, forty factual</div> <div>Comparatives and superlatives, e.g. hot, hotter, hottest</div> <div>sad, sadder, saddest</div> <div>big, bigger, biggest</div>	<div>Sunday January September</div> <div>Monday February October</div> <div>Tuesday March November</div> <div>Wednesday April December</div> <div>Thursday May</div> <div>Friday June</div> <div>Saturday July August</div>
Verbs and adverbs	Verbs and adverbs
<div>do, does, doing, did, done, finally</div> <div>don't, doesn't, didn't sometimes</div> <div>go, goes, going, gone somehow</div> <div>has, have, had, having, hasn't, somewhere</div> <div>haven't, hadn't</div> <div>hear, hears, hearing, heard</div> <div>know, knew, known,</div> <div>make, making, makes, made</div> <div>ride, rides, riding, rode</div> <div>write, wrote, writing, written</div> <div>come, comes, came, coming</div> <div>Forming regular verbs like:</div> <div>watch, watching, watched</div>	

### Concept groupings

These are words which could be taught using any of the four forms of knowledge but they would usually be presented together. At this stage, they would be modelled for students and used by them from sources around the room. Many students should then be able to spell these words independently in their writing.

Family words, e.g. *mother, father, brother, sister, aunt, uncle, cousin, step-father, grandmother*

Pastimes, e.g. *soccer, ballet, computer, swimming, tennis, reading, football*

Parts of the body, e.g. *arm, body, leg, hand, face, ear, eye, nose, knee*

Descriptive words, e.g. *tired, pretty, ugly, terrible, fluffy, sleepy*

Senses, e.g. *ear, hear, touch, feel, taste, nose, smell*

Clothing, e.g. *t-shirt, jeans, dress, pants, shoes*

Building words, e.g. *door, chair, window, table, cupboard*

Weather words, e.g. *sunny, rainy, cloudy, warm*

Time words, e.g. *hour, minute, o'clock, digital*

Seasons: *spring, summer, autumn, winter*

Shapes, e.g. *square, circle, triangle, rectangle, oblong*

Properties of objects, e.g. *thick, thin, narrow, broad*

Verbs used in steps of procedures, e.g. *cut, put, mix, fold*.

How these words might be used to develop spelling knowledge:

Concept	Spelling knowledge			
	Phonological	Visual	Morphemic	Etymological
Parts of the body	arm leg hand face ear	body knee eye bodies*	ears eyes bodies* legs	forehead
Shapes	oblong	square circle	rectangle	triangle
Senses	hear     feel		hear hears hearing heard feel feeling feels felt	

\* In the above example, *bodies* could be taught using a visual strategy earlier in the stage or could be taught using a morphemic strategy (adding -s to words ending in -y) later in the stage, depending on the prior understandings of the students.

## Stage 2

Continue to review students' understandings from previous stages as necessary.

Phonological knowledge			Visual knowledge		
Words for creating and linking text			Words for creating and linking text		
his	also		which	against	although
mine	instead		who's	ahead	either
until	unless		whose	among	however
while	still		whom	during	of course
without	or		whomever	since	therefore
	yet		whatever	towards	though
			everyone		whenever
			everything		whether
			everywhere		
<b>Nouns and adjectives</b> Nouns and adjectives selected by the teacher should reflect the topics and units used in reading and writing programs. The following examples are typically found in various syllabuses.					
address	able		principal	Australia	neighbour
angle	Aboriginal		answer	Canberra	religion
decade	close		question	Sydney	symbol
dollar	decimal		dictionary	capital	quarrel
edge	difficult		clause	Britain	method
graph	equal		phrase	history	ingredient
length	different		sentence	choice	flavour
interest	female		centre	community	choice
screen	further		half	council	breakfast
surface	important		whole	country	recess
value	male		litre	cycle	enough
animal	person		metre, kilometre	earth	even
flora	similar		money	group	false
fauna	thousand		month	human	naughty
habitat	true		material	language	necessary
calendar			tomorrow	health	none
canteen			dozen	history	opposite
colony			office	breath	poor
custom			bottom	system	primary
lunch			group	parent	rough
dinner			idea	child	tough
instrument			feature	children	straight
respect			orchestra	computer	special
			message	passenger	suitable
<b>Verbs and adverbs</b> Verbs and adverbs selected by the teacher should reflect the topics and units used in reading and writing programs. The following examples are typically found in various syllabuses.					
attend	occupy	yesterday	could	build	always
compare	program		should	bury	already
contain	record		would	cough	backward
close	remember		will	cycle	forward
depend	repeat		might	design	sincerely
defend	research		ought	guess	sure



Phonological knowledge (continued)	Visual knowledge (continued)
<div>escape            respect</div> <div>estimate        settle</div> <div>identify        share</div> <div>multiply        subtract</div> <div>must            travel</div> <div>need            understand</div>	<div>bought            iron                    tomorrow</div> <div>brought            laugh</div> <div>caught            move</div> <div>taught            open</div> <div>break            research</div> <div>breathe            worry</div>
<div>Words ending with e making the preceding vowel long: <i>a-e, take; e-e, these; i-e, time; o-e, tone; u-e, tune.</i></div> <div>Common words with silent letters, e.g. <i>comb, sign, hour, knife, walk, wrong</i></div> <div>Words with regular letter groupings, e.g. <i>-are, -air, ear, -tch, -igh, ough, augh, -tion -bble, -pple, -ttle.</i></div>	<div>Place names relevant to the local area</div>
Morphemic knowledge	Etymological knowledge
<div>Words for creating and linking text</div> <div><div>their            myself            ourselves</div><div>theirs            yourself            yourselves</div><div>they're            himself            themselves</div><div>your            herself</div><div>yours            itself</div><div>you're            its</div></div>	<div>Words for creating and linking text</div>
<div>Nouns and adjectives</div> <div><div>Prefixes and suffixes            active</div><div>e.g. <i>happy, unhappy, happiness</i>            activity</div><div>            activities</div><div>Forming plurals            person</div><div>• by adding -es            personal</div><div>• with words ending in -f or            personality</div><div>  -fe, e.g. <i>half, knife.</i>            narrator</div><div>• by changing y to i and            narrative</div><div>  adding -es            study</div><div>            student</div><div>Forming comparatives and            man</div><div>superlatives            men</div><div>e.g. <i>happy, happier, happiest</i>            woman</div><div>            women</div><div>Forming compound words</div><div>e.g. <i>homework, classroom</i></div></div>	<div>Nouns and adjectives</div> <div><div><u>cent</u>            <u>circle</u></div><div>centimetre            circus</div><div>centigrade            circuit</div><div><u>autograph</u>            <u>octagon</u></div><div>photograph            octopus</div><div><u>support</u>            octagonal</div><div>transport            October</div><div>export            <u>recall</u></div><div>portable            reset</div><div><u>decimal</u>            repeat</div><div>December            reply</div><div>decade            <u>telephone</u></div><div><u>final</u>            telescope</div><div>finish            television</div><div>finally</div><div>finalist</div></div>

Verbs and adverbs			Verbs and adverbs		
advertise	require	here's			
agree	settle	there's			
alter	travel	might've			
behave	vibrate	mightn't			
collect		could've			
create	Words which	couldn't			
decide	double the	should've			
defend	final consonant	shouldn't			
digest	before adding	would've			
discuss	-ing, -ed, -en	wouldn't			
discover	e.g. <i>rotting</i> ,	won't			
divide	<i>rotting, rotten.</i>	must've			
explain		mustn't			
explore	Forming	needn't			
imagine	adverbs by	be			
locate	adding -ly	been			
measure	e.g. <i>sad, sadly</i>	being			
modify	<i>quick, quickly</i>	it's			
observe		isn't			
occupy		wasn't			
present		aren't			
protect					

### Concept groupings

These are words which could be taught using any of the four forms of knowledge but they would usually be presented together. At this stage, they would be modelled for students and used by students from sources around the room. Many students should then be able to spell these words independently in their writing.

### Significant place names

Physical land features, e.g. *mountain, river, coast, inland, bight, peninsula*

Compass points: *north, south, east, west*

Subject names, e.g. *science, English, mathematics*

Australian animals, e.g. *kangaroo, emu, platypus*

Ordinal numbers, e.g. *fourth, fifth, sixth*

Shapes, e.g. *prism, cylinder, pyramid, hexagon, octagon, quadrilateral, surface, edge*

Body systems, e.g. *muscle, stomach, oxygen, skeleton, blood, heart*

Types of food, e.g. *vegetable, potato, tomato, cauliflower, pumpkin, zucchini, fruit, banana, peach, pear*

Words describing size, e.g. *enormous, huge, large, small, tiny, short*

Descriptive words, e.g. *gorgeous, amazing, weary, bored*

Words expressing feelings, e.g. *angry, joyful, anxious, furious, calm, peaceful.*

How these words might be used to develop spelling knowledge:

Concept	Spelling knowledge			
	Phonological	Visual	Morphemic	Etymological
Words expressing feelings	bored weary	anxious angry gorgeous	joy joyful enjoy enjoying enjoyment  amazing amazement amazed amazingly	
Shapes	prism edge	cylinder pyramid surface		quadrilateral quadruplets quadrant quadruple  octagon October octet octave octopus

### Stage 3

Continue to review students' understandings from previous stages as necessary.

Phonological knowledge			Visual knowledge		
Words for creating and linking text			Words for creating and linking text		
besides			afterwards	for example	otherwise
despite			although	in conclusion	previously
except			as a result	lastly	rather than
nor			consequently	meanwhile	though
			finally	neither	therefore
<p><i>Nouns and adjectives</i> Nouns and adjectives selected by the teacher should reflect the topics and units used in reading and writing programs. The following examples are typically found in various syllabuses.</p>					
absence	complete		accident	practice	absurd
acute	continuous		area	hygiene	accurate
compete	dangerous		author	rhyme	ancient
degree	electric		business	rhythm	appropriate
discount	identical		figure	percussion	artificial
disease	obtuse		guard	theatre	average
emergency	permanent		guest	opinion	busy
employment	temporary		health	reign	broad
energy	thorough		collage	tourist	certain
experiment	vertical		material	leisure	coarse
fraction			sculpture	influence	conscious
implement			issue	heritage	famous
minister			vehicle	character	favourite
politics			height	culture	foreign
product			parallel	condition	immediate
variety			direction	environment	indigenous
			temperature	excursion	national
			tonne	occasion	necessary
			sphere	service	official
			rhombus	survey	quite
			queue	tradition	separate
			museum	vacuum	several
			equipment	vegetation	similar
			opponent		specific
<p><i>Verbs and adverbs</i> Verbs and adverbs selected by the teacher should reflect the topics and units used in reading and writing programs. The following examples are typically found in various syllabuses.</p>					
affect	expect	reduce	accept	exercise	alternatively
annoy	express	relax	ache	guide	especially
appear	illustrate	represent	appreciate	persuade	eventually
arrange	injure		ascend	purchase	
consider	intersect		balance	practise	
continue	introduce		breathe	suggest	
enlarge	investigate		descend	vary	
			evaluate		

Morphemic knowledge			Etymological knowledge		
Examples of words which could be used					
apology	exhaust		<u>audience</u>	<u>minimum</u>	<u>geography</u>
apologetic	exhausted		audible	minimal	geology
apologise	exhausting		audio		geometry
	inexhaustible		auditory	<u>million</u>	geographic
belief				millilitre	
beliefs	fright		<u>cent</u>		<u>thermometer</u>
believe	frighten		centimetre	<u>medical</u>	thermal
believer	frightened		centipede	medicine	thermostat
believable	frightening		centilitre	medication	
unbelievable			centenary		
	miser		Centigrade	<u>pedestrian</u>	
curious	miserable			pedal	
curiosity			<u>citizen</u>	pedestal	
	sign		city		
envy	significant		civil	<u>physical</u>	
envious	insignificant		civilian	physician	
enviable	significance				
unenviable			<u>diagonal</u>	<u>population</u>	
			diameter	popular	
				popularity	
Adverbs formed by changing -y to -ily on adjectives e.g. <i>happy, happily</i>			<u>economy</u>	<u>situation</u>	
			economic	site	
			economical	situated	
Forming compound words e.g. <i>downstairs, newspaper, overbearing</i>			<u>equal</u>	<u>society</u>	
			equilateral	social	
			equivalent	sociable	
Common prefixes and suffixes for adjectives: -able: <i>comfortable</i> -ible: <i>convertible</i> -ive: <i>active</i> -ful: <i>thoughtful</i> -y: <i>happy</i> -ous: <i>famous</i> -eous: <i>righteous</i> -less: <i>helpless</i> in-: <i>inaudible</i> un-: <i>unable</i> dis-: <i>disappointed</i>			<u>judge</u>	<u>symmetry</u>	
			judgment	sympathy	
			adjudicator	symphony	
			judicial		
				<u>technique</u>	
			<u>maximum</u>	technical	
			maximise	technology	
Examples of verbs which could be used					
accommodate communicate			close	<u>compel</u>	<u>avert</u>
accompany	compete	identify	<u>exclude</u>	repel	convert
advertise	confide	investigate	include	expel	revert
announce	contribute	manage	inclusion	dispel	divert
appreciate	decide	negotiate	<u>emit</u>	propel	<u>involve</u>
approve	demonstrate	occur	transmit	<u>aspire</u>	revolve
alternate	determine	organise	submit	conspire	evolve
calculate	disappoint	prepare	missile	respire	<u>describe</u>
celebrate	elect	pollute	emission	perspire	inscribe
classify	examine	recognise	<u>revive</u>		proscribe
commit	interrupt	recommend	survive		transcribe

### Concept groupings

These are words which may be taught using any of the four forms of knowledge but which would usually be presented together. At this stage, they would be modelled for students and used by students from sources around the room. Many students should then be able spell these words independently in their writing.

Teachers and students can form lists of concept groups using topics in any key learning areas.

Australian states, territories and capitals, e.g. *Victoria, Melbourne, Tasmania, Hobart, Canberra*

Civics concepts, e.g. *government, premier, minister, federal, parliament, senate*

Words describing personal qualities, e.g. *delightful, considerate, famous, helpful, affectionate, peculiar, miserable*

Natural phenomena, e.g. *barometer, predict, earthquake, volcano, cyclone, disaster*

Astronomy, e.g. *planet, asteroid, Mercury, Neptune, vacuum*

Physical land features, e.g. *desert, coastal, valley, erosion, climate*

Animals, e.g. *vertebrate, invertebrate, species, mammal, insect, reptile.*

Concept	Spelling knowledge			
	Phonological	Visual	Morphemic	Etymological
Civics terms	minister premier		govern governed government federal federation	parliament
Astronomy	planet asteroid	vacuum		Mercury mercurial Mars martial
Abstract nouns			fame famous infamy affect affection affective affectionately misery miserable miserably	

The following examples illustrate the different forms that lists can take as they are developed in the classroom. The examples show what particular types of lists can look like at different stages. Each example includes information about the context and purpose of the list, activities that led to its development, and follow-up activities that build on the spelling knowledge that is highlighted. Some examples were developed jointly with students. Others were constructed individually by students.

This table illustrates the stages to which the examples apply.

	ESI	SI	S2	S3
Phonological knowledge	✓		✓	✓
Visual knowledge	✓		✓	✓
Morphemic knowledge		✓	✓	
Etymological knowledge	✓	✓	✓	✓
Lists for specific purposes	✓		✓	✓

### (i) Lists developed to support and extend phonological knowledge

When providing activities that explore phonological knowledge, teachers need to take into account the possible differences between standard pronunciation and that of the students' home languages.

## Early Stage 1

In my Kindergarten classroom I decided to develop a list of unknown words, starting with known words. The list was developed as a joint construction in a modelled writing session. The list, written on a piece of paper, was displayed beside a magnetic board. The students then engaged in independent constructions of these words using magnetic letters and the modelled list. They practised reading the words to one another, saying the sounds and using them in their writing.



Some students typed their words onto the computer, practising changing the sound of the last letter.

To transfer their spelling knowledge, students then engaged in activities that linked the known to the unknown, e.g. *in* - *bin*, *tin*.

Students engaged in activities learning how to change onsets, rimes and initial, final and then medial sounds. They were encouraged to use these words in writing.



*is*

*in*

*it*

*if*



## Stage 2

The following work sample was collected from a Year 3 class who were looking at words with the same sounds but different spellings in their reading.

The students jointly constructed this list of words based on the sound *air*.

bear	chair	fair	care
pair	air	wear	stare
stairs	share	hair	tear
rare	warehouse	fairy	pear
barely	declared	despair	dare
repair	nightmare	farewell	fare

Students then grouped the words according to their common patterns. They also looked at and discussed words with the same pattern but different sounds, such as *hear*, *dear*, *fear* and *clear*.

## Stage 3

The students from a Year 5 class worked in pairs to construct lists based on identified common error patterns in their writing.

noise	hoist	rejoice
poison	avoid	appoint
moist	choice	quoit
joist	ointment	invoice
appointment	voice	soil
toil	foil	paint
painting	poisoning	noisy
ointments	invoices	appointments
choices	voices	join
	being	

All students then shared and discussed the word patterns and the way they were pronounced. These lists were then put on charts that were displayed in the room for students to refer to when writing.

## (ii) Lists developed to support and extend visual knowledge

### Early Stage 1

Every 2-3 weeks I engage my class in a task called *word power*. Students write their name on a piece of paper and then they have to write as many words as they can correctly spell. I prompt them to check their words, circling any words they don't think look right. I encourage them to have another go at spelling these words. Letter reversals are accepted but word reversals are not.



After the task is complete, students sit on the floor with their list and read it to a partner before giving it to me. I check the list, then add words to the print around the room to support visual imprinting and the correct use of the words in writing tasks.

I also engage the students in other activities, such as modelling words with Duplo letters, typing them into lists on the computer and word games.

Students are constantly encouraged to use these words in their writing.

**WORD POWER**

Child's Name Cody Teacher P.S. Class KS Year 1998

Date 25.5 Date 9.6 Date \_\_\_\_\_ Date \_\_\_\_\_

cody  
 I to o  
 200  
 CPT  
 W P W  
 DAD  
 W N M  
 ⑦ R S ⑧

Eody  
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 ip  
 (t) )  
 if ⑩

\* Name  
 \* known high frequency words.

\* name  
 \* high frequency known words  
 \* words used in analogy list  
 is it in if

Strategies Used

## Stage 2

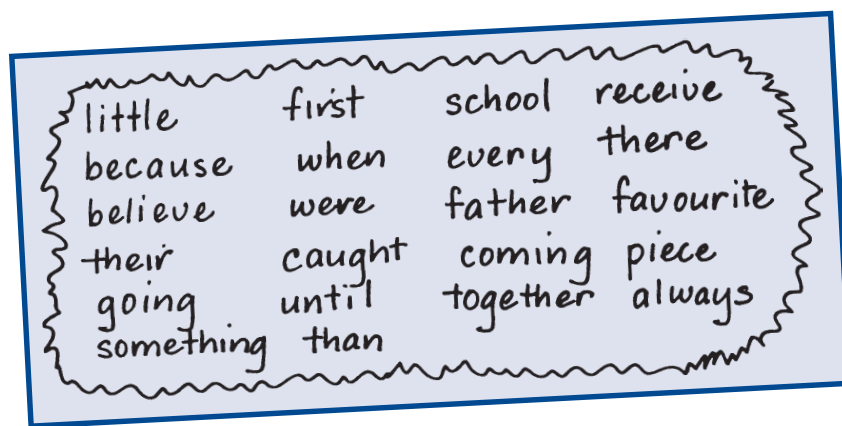


My class was studying a unit of work based on several texts by the author Rachel Tonkin:

*Papa and the olden days*  
*What was it like in the war, Grandma?*  
*When I was a kid.*

This unit also had links with the HSIE unit "What can we learn about children of the past?" and the study of "100" in mathematics.

Students identified errors in their writing, using a variety of authoritative sources (see p. 86). These errors were added to students' individual lists to be learned and referred to when writing. We called them our "demon words".



## Stage 3

The following work sample was collected from a Year 5 class who were using literary and factual texts to explore archaeology and ancient civilisations.

The students jointly constructed this list of words based on "ght".

Jointly constructed list - to reinforce visual knowledge				
words containing "ght"				
Fight	freight	brought	wrought	knight
thought	limelight	might	thoughtful	sight
delight	right	righteousness	firelighters	fight
light	firefighter	ought	nought	lighthouse
daughter	naughty	brightly	bight	haughtily
drought	sought	blight	draught	tight
night	fright	caught	bought	bright
fighting	taught	fought	laughter	slaughter
lightning	weight	mighty	heights	outright
tight	frightened	lighter	brighter	

### (iii) Lists developed to support and extend morphemic knowledge

Activities that explore morphemic knowledge often require a knowledge of word endings, e.g. various verb tenses, or irregularities that may be beyond the language experience of some students. Teachers need to take into account students' background experiences when setting such activities and to provide appropriate support.

#### Stage 1

I wanted to develop a list that explored morphemic knowledge with my Year 1 class who were engaged in a unit on spiders.

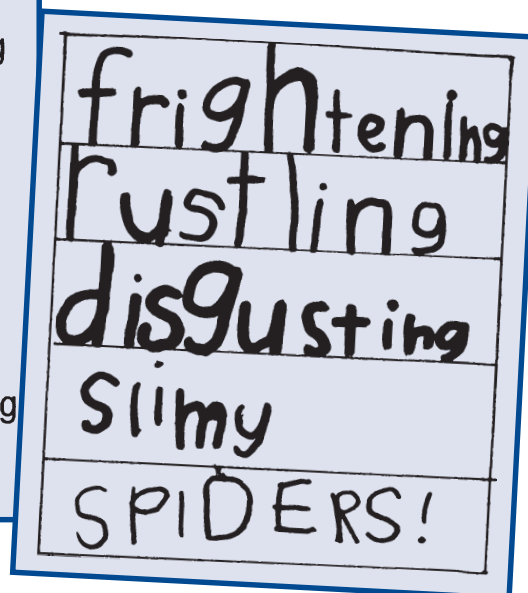
I asked them to write a poem that used words to describe spiders. We found that a lot of the words they wanted to use ended in "ing", e.g. *revolting*, *frightening*, *disgusting*. I led a brainstorm session to develop a list of more words that ended in *ing* (see Word sort, p. 94).



Year 1 were asked to brainstorm "ing" words

skipping	walking	biking
tipping	stopping	flipping
talking	busting	jogging
forgetting	jumping	eating
bugging	juggling	mopping
ticking	stinging	singing
clicking	dancing	slapping
begging	winning	locking
hiking	parking	sliding
gardening	starting	flicking
picking	thinking	soaking
working	hopping	drawing
sprinting	fishing	boxing
peeking	going	sinking
flying	wiping	reading
taking	pushing	cooking
washing	looking	springing
drinking	stinking	playing
licking	running	writing

Nicholas's poem on spiders



I developed a number of activities to allow the students to build on this list. They included word detective, writing alliterations, e.g. *rabbits running*, and categorising games.

I would plan to revisit this list later in Stage 1 to develop generalisations (see Finding rules, p. 101) such as doubling the final consonant or dropping the *e* before *ing* is added.

## Stage 2



I used *Ark in the park*, by Wendy Orr, as a guided reading text for one group in my Year 4 class.

Chapter 1 begins: “It was the *biggest*, the *strangest*, the *most wonderful* pet shop in the whole world.” We jointly constructed a list of suffixes that enabled comparisons to be made. For example:

<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>small</i>	<i>smaller</i>	<i>smallest</i>
<i>strange</i>	<i>stranger</i>	<i>strangest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>



Students were then encouraged to create individual lists based on suitable adjectives which they found in the novel.

(Suffixes) Suffixes		
<i>great</i>	<i>Strong</i>	<i>Kind</i>
<i>greater</i>	<i>stronger</i>	<i>kinder</i>
<i>(greatest) greatest</i>	<i>strongest</i>	<i>kindest</i>
<i>fat</i>	<i>dark</i>	<i>Soft</i>
<i>fatter</i>	<i>darker</i>	<i>Softer</i>
<i>fatterst</i>	<i>darkest</i>	<i>softest</i>
<i>Smooth</i>	<i>clear</i>	
<i>smoother</i>	<i>clearer</i>	
<i>smoothest</i>	<i>clearest</i>	

The spelling of these words was confirmed in a variety of ways, including by reference to partners, dictionaries, parent helpers and environmental print.

Generalisations were made about the spelling patterns observed.

## Reference list of spelling generalisations

English spelling is influenced by many spelling generalisations. Students need to understand how to apply these generalisations and realise that there are many words that are exceptions to all generalisations.

Here are some examples that students will encounter when they are learning how to spell correctly.

The list is not exhaustive and is meant as a guide only.

Students should be given opportunities initially to predict rules and make generalisations themselves. They should also discuss exceptions to these generalisations and explore ways of learning how to spell these exceptions e.g. by using mnemonics.

The following generalisations are grouped according to the stage or stages at which they might be addressed. However, teachers should take into account students' prior experiences and understandings when deciding which generalisations to use in spelling sessions.

### Stage 1

- For the *k* sound followed by a vowel at the beginning of words, use a *k* if the vowel following is either *e* or *i*, otherwise use *c*, e.g. **catch**, **kept**, **kit**, **cot**, **cup**
- When a word starts with *g*- and is followed by *-e*, *-i* or *-y*, it can sound like a *j*, e.g. **germ**, **ginger**, **gym**
- When a word starts with *c* and is followed by *-e*, *-i* or *-y*, it is pronounced as *s* e.g. **central**, **circuit**, **cylinder**
- The *-ck* digraph occurs only after a short vowel sound, e.g. **pick**, **lock**, **cricket**
- When a word ends in a vowel and a *-y(-ay, -ey, -oy)* just add the ending, e.g. **stay**, **stayed**, **staying**, **key**, **keys**, **toy**, **toys**

### Stages 1–2

- When a word ends in *-e*, drop the *e* before adding *-ing*, e.g. **create**, **creating**; **practise**, **practising**
- If a word ends in *-l*, to add a suffix double the *l*, e.g. **travel**, **travelling**
- When a word of one syllable contains a single short vowel, double the final consonant before adding a suffix, e.g. **run**, **running**, **runner**; **star**, **starred**
- When a word of one syllable contains two vowels, just add the suffix, e.g. **seat**, **seating**, **seated**; **spoil**, **spoiling**, **spoilt**.

### Stage 2

- If the final syllable of a word ends in *-e*, the preceding vowel is long, e.g. *late*, *bike*, *compete*, *phone*, *endure*
- When the sound is a long *e*, use *i* before *e* except after *c*, e.g. *believe*, *receive*. When the sound is a long *a*, use *ei*, e.g. *neighbour*
- To make a word plural when it ends in *-s*, *-sh*, *-ch*, or *-z*, add *-es*, e.g. *church*, *churches*; *wish*, *wishes*
- When a word ends with one *-f*, change the *f* to *v* and then add the plural suffix *-es*, e.g. *half*, *halves* (Exceptions: *roof*, *roofs*; *chief*, *chiefs*)
- When a word ends in *-y*, change the *y* into *i* before adding *-ly*, e.g. *steady*, *steadily*
- When a word ends in a consonant and a *y*, change the *y* into *i* before adding an ending, except if the ending is to be *ing*, e.g. *cry*, *cried*, *crying*; *mercy*, *merciful*; *lady*, *ladies*
- To add a consonant ending to a word ending in *e*, just add the ending, but to add a vowel ending to a word ending in *e*, drop the *e* before adding the ending, e.g. *sideways*, *chasing*

### Stages 2–3

- When a word ends in *-ic*, add *-al* before adding *-ly*, e.g. *magic*, *magically*
- When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, e.g. *forgot*, *forgotten*; *occur*, *occurred*
- When a word has more than one syllable and the final syllable contains two vowels, then the final consonant is not doubled before adding a suffix, e.g. *appear*, *appeared*; *complain*, *complained*
- When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, e.g. *whisper*, *whispered*; *encounter*, *encountering*

### Stage 3

- To add *all-* as a prefix to a root word, drop one *l* e.g. *almost*, *always*
- To add *-full* as a suffix to a root word, drop one *l* e.g. *wonderful*, *helpful*
- To add *-able* as a suffix to a root word, drop the *e* e.g. *note*, *notable*; *desire*, *desirable*
- When a word ends in *-our* change this to *-or* before adding *-ous* or *-ate*, e.g. *humour*, *humorist*, *humorous*.

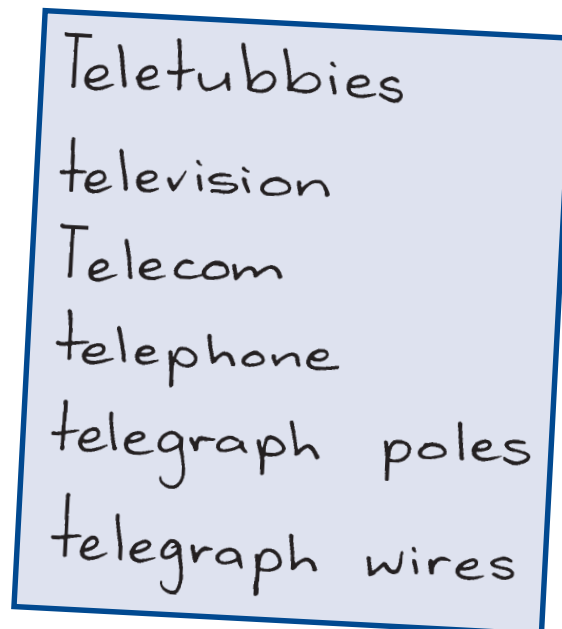
#### (iv) Lists developed to support and extend etymological knowledge

Activities that explore etymological knowledge can often require a vocabulary that may be beyond the experience of some students. Teachers need to take into account students' background experiences when setting such activities.

##### Early Stage 1

I explored word origins in my K/1 classroom during a shared reading session, which featured a text about *Television*.

We jointly constructed the following list of *tele* words.



I added this list to the environmental print around the room so that students could refer to it later.

I focussed discussion on what the prefix *tele* meant. We agreed it was getting the message from one person to another who was a long way away.

As the students enjoyed this activity, I decided to provide other books that allowed for word origins to be explored.

I also decided to introduce and teach abbreviations: *TV*, etc. These abbreviations went onto another chart for room display and that chart was updated as new abbreviations were "discovered."



## Multi-stage

Students in my multi-stage class, made up of stages 1, 2 and 3, were engaged in a unit of work on flight. In this unit I decided to build students' etymological knowledge.

I planned for a spelling session to construct jointly a list of words around *air*.

The following list was constructed through brainstorming. I encouraged my students to use dictionaries to help them. This list was displayed for students to use in later writing activities (see Word webs, p. 95).



I discussed the meaning of *air* before introducing the root word *aero*. I asked students to predict its meaning. Students were then asked to consult a source that would give some clue to the meaning. One student noted that in a dictionary the word *aero* was followed by *Gk aer air*.


I told them that this meant that *aero* had its origins in the Greek language, and drew attention to the abbreviation for Greek.

After more discussion, I asked students to work in pairs to consult a dictionary or a thesaurus to construct a list of *aero* words.

Below are two examples of these lists.

(i) Charles

aeroplane  
aerobies  
aerodome  
aerenaotics



aerosol

grade 3

Cam

aero

aero plane  
aero gram  
aerosol  
aerodynamics  
aerodrome  
aerology  
aerofoil  
aerobatics  
aerobe  
aerobics  
aero space

grade 5

We created a class word bank of *aero* words by combining all of the individual lists. I then asked students to find meanings for the words on the list and create cards of the list words and their meanings to use to play a matching game.

I wanted to ensure that my students were able to transfer their spelling knowledge to other tasks. I asked them to write a text using one or more of the *aero* words.

AEROGREMLIN HITS TOWN

Story by Lucy

Late last night Susie Foot <sup>said to have</sup> spotted an Aerogremlin at the old, broken down ice house. She <sup>reported that she</sup> looked up and saw Aerogremlin flying through the air.

Susie <sup>Reported</sup> ~~Foot~~ to the nearest phone booth and rang the police.

It has been reported that the police did not see ~~it~~ the Aerogremlin and Susie has been locked up in jail ~~for~~ three months for

telling lies.

It has been reported that the Aerogremlin has not been found and ~~may be~~ still flying about ~~somewhere~~.

Lucy

yr 3

Lucy wrote a newspaper report about an aerogremlin.

## Multi-stage

I was preparing my Stage 2 and Stage 3 students for an excursion to Sydney. We were going to visit the Sydney Aquarium, ride on the monorail and take a harbour cruise.

Groups of students took responsibility for researching word origins and meanings as part of building the field knowledge prior to the excursion. Four word roots were chosen for research, *mono*, *aqua*, *trans* and *circ*. After researching the origin of their word root and finding other words based on it, the groups then shared their knowledge with the class. Lists were made for classroom display.

Discussion also centred on generalisations about other words that are formed by using the four word roots as prefixes and how to use them to make compound words. This added to students' morphemic knowledge.

**Word Origins.** *Purple Group.*

**circ** - comes from the Latin and means it means round.




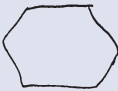




**Circular** - in the form of a circle - round.

Circular Quay - Wharves (quays) in a round or curve shape.

Find 5 other words that have the same origin

1. circle - perfectly round geometric figure
2. circuit - The act of going or moving around
3. circus - travelling company clowns, animals acrobats (who perform in a ring - e.g. string circus)
4. circumvent - avoid or get round.
5. circumflex - over a vowel to show that it is a ~~word~~ pronounced in a particular way.

Draw eight pictures to demonstrate (Any one up to 10.). the prefixes *bi*, *tri*, *quad*, *pent* hex etc. Name: Emma

 Word: <i>Pentacle</i> Means: five pointed stars.	 Word: <i>Quadruplet</i> Means: 4 kids born same time.
 Word: <i>Monorail</i> Means: single rail - railway	 Word: <i>Hexagon</i> Means: 6 sides
 Word: <i>Triangle</i> Means: geometric figure with 3 sides.	 Octopus soft creature eight legs
 Word: <i>biplane</i> Means: plane with 2 sets of wings. Use a dictionary to help. Example on the back.	 Word: <i>heptagon</i> Means: 7 sides

As students found this interesting I decided to extend and build on *mono* meaning *one* by adding *bi*, *tri*, *quad*, etc. to be researched and shared.

## Reference list for etymological knowledge

### *Numbers*

Word root	Origin	Meaning	Examples
uni	Latin	one	univalve
mono	Greek	one	monologue
bi	Latin	two	bicycle
tri	Latin	three	tripod
quadr	Latin	four	quadrangle
quin	Latin	five	quintet
pent	Greek	five	pentagon
sex	Latin	six	sextet
sept	Latin	seven	septet
oct	Latin	eight	octopus
novem	Latin	nine	November (ninth month of Roman calendar)
deca	Greek	ten	decade
centi	Latin	one hundred	centigrade
kilo	Greek	one thousand	kilogram
milli	Latin	one thousand	millennium

### *Prefixes and suffixes*

Word root	Origin	Meaning	Examples
ante	Latin	before	antenatal ante meridiem (a.m.)
anti	Greek	opposite	antifreeze, antidote
aqua	Latin	water	aquarium, aqueduct
avi	Latin	bird	aviary, aviation
bibli	Greek	a book; paper	bibliography, bible
bio	Greek	life	biography, biology
chlor	Greek	green	chlorophyll, chlorine
circum	Latin	around	circle, circumference
civic	Latin	citizen	city, civilian
clausum	Latin	shut	close, include
dict	Latin	say; pronounce	dictate, diction
dorm	Latin	sleep	dormant, dormitory
ectomy	Greek	cut out	appendectomy tonsillectomy
exo	Greek	outside, without	exit, exoskeleton
finis	Latin	end	final, infinite
fraud	Latin	cheat	fraudulent, defraud
frig	Latin	cold	refrigerator, frigid
geo	Greek	the earth	geography, geology geometry

Word root	Origin	Meaning	Examples
graphos	Greek	drawn, written	autograph, biography
hosp	Latin	guest	hospital, hospitable
im	Latin	not; in, into	impossible, implant
in	Latin	into; not, without; on	incoming, incapable inscribe
infra	Latin	below, beneath	infrastructure, infra-red
intr	Latin	inside	intravenous
ir	Latin	not, without; in, into	irregular, irradiate
luci	Latin	light; clear	lucid, elucidate
lun	Latin	moon	lunar, lunatic
micro	Greek	small	microscope, microcosm
minus	Latin	less, smaller	minimum, miniature
mitto	Latin	I send	emit, transmit
mono	Greek	one, singular	monotone, monologue
naut	Greek	a ship; sail	nautical, astronaut
noct	Latin	night	nocturnal
nym	Greek	name	pseudonym, homonym
ology	Greek	the science of	biology, geology
ovi	Latin	an egg	ovum, oviparous
ped	Latin	foot	pedal, pedestrian
pello	Latin	I drive	compel, propel
peri	Greek	around	perimeter, periscope
phon	Greek	sound	telephone, symphony
pod	Greek	a foot	podium, gastropod
port	Latin/Greek	carry (G), a gate, a door (L)	transport porthole
radi	Latin	a spoke, ray	radius, radiate
re	Latin	again, back	repeat, reverse
scribo	Latin	I write	describe, inscribe
scop	Greek	see, watch, look	telescope
semi	Latin	half	semiconscious semicircle
spiro	Latin	I breathe	respire, transpire
sub	Latin	under, below	submerge, submarine
tele	Greek	far	television, telephone
trans	Latin	across, over, beyond	transmit, transfusion
util	Latin	useful	utilise, utility
vari	Latin	change	variation, variegated
verto	Latin	I turn	avert, convert
visi	Latin	look, see	visitor, visible
vivo	Latin	I live	revive, survive
volvo	Latin	I roll	revolve, involve

(v) Lists developed for specific purposes

Lists developed for specific purposes can take many forms, depending on the purpose for writing and the context for the words.

The following samples demonstrate the development of lists for particular writing purposes and the contexts that enabled their development to support students' spelling knowledge.

Early Stage 1

As part of a guided reading session my Kindergarten students brainstormed words for things found in gardens.

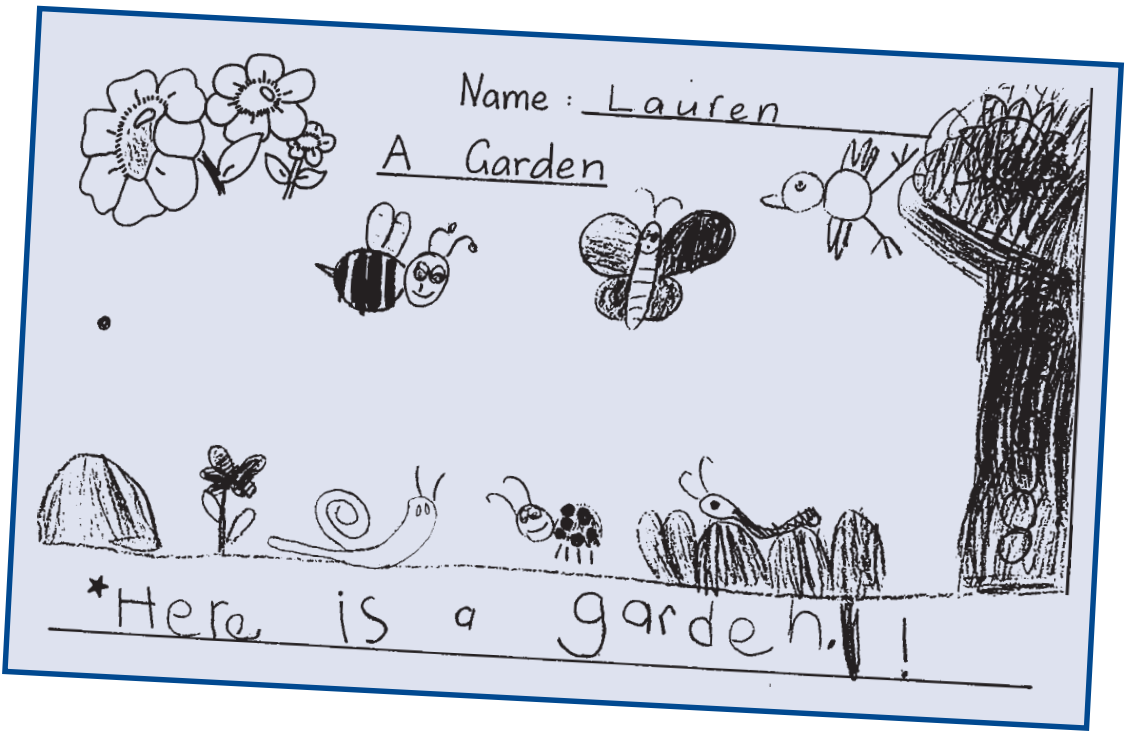
The following list was developed:

mushrooms	plants	flowers
mosquitoes	grass	spiders
tap	dirt	bees
pot plants	fish	birds
flies	snails	trees
ants	ladybirds	worms
slugs	butterfly	rocks

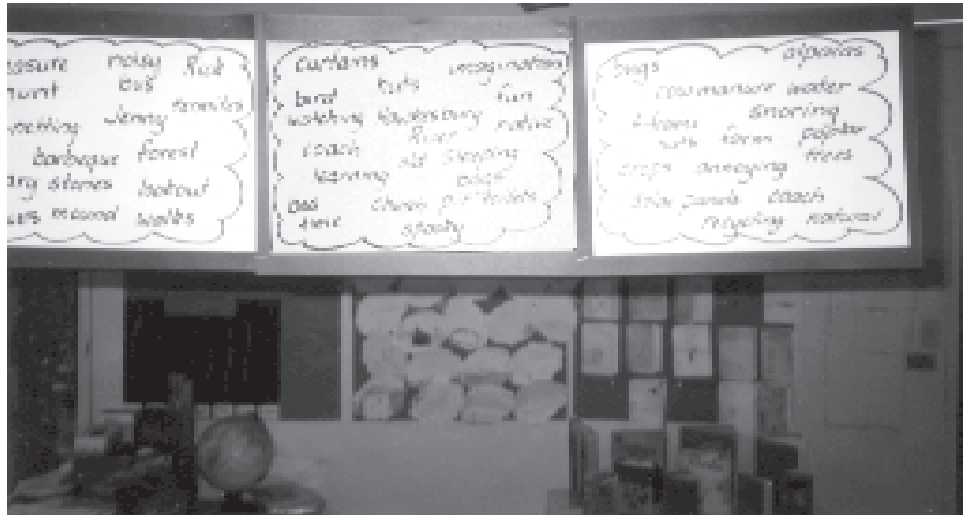
I modelled the reading of the words before asking students to segment the words into syllables and compound words.

At the conclusion of the guided reading session I asked the students to match the words in the list with identical words in the text.

As an independent reading and spelling activity I had the students write captions using the stem: *Here is a \_\_\_\_\_*. They had to use words from the jointly constructed list. They then illustrated the sentence.



My Year 3 students attended a camp at the Brewongle Field Studies Centre. I wanted them to develop a list of words about people, places, things and activities related to the camping trip. This list would then provide a resource or authoritative source for further writing activities related to the camp. I thought it was essential to construct this list prior to the writing activities as many of the words would be unfamiliar to the students.



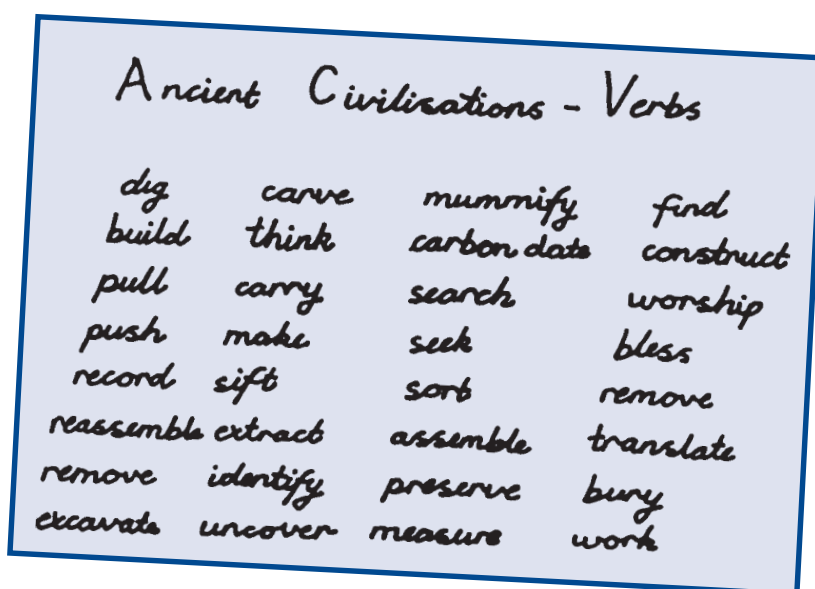
Over a couple of independent writing sessions the students were asked to write a recount of their trip. I encouraged them to refer to the class list and their personal list to ensure correct spelling of their topic words.

- Spelling high frequency words e.g. because
- Using less common digraphs e.g. cordial
- using known letter patterns e.g. found
- uses suffixes and prefixes correctly e.g. dressed, played  
dip-netting  
recycling
- differentiates between homonyms  
e.g. there, they're

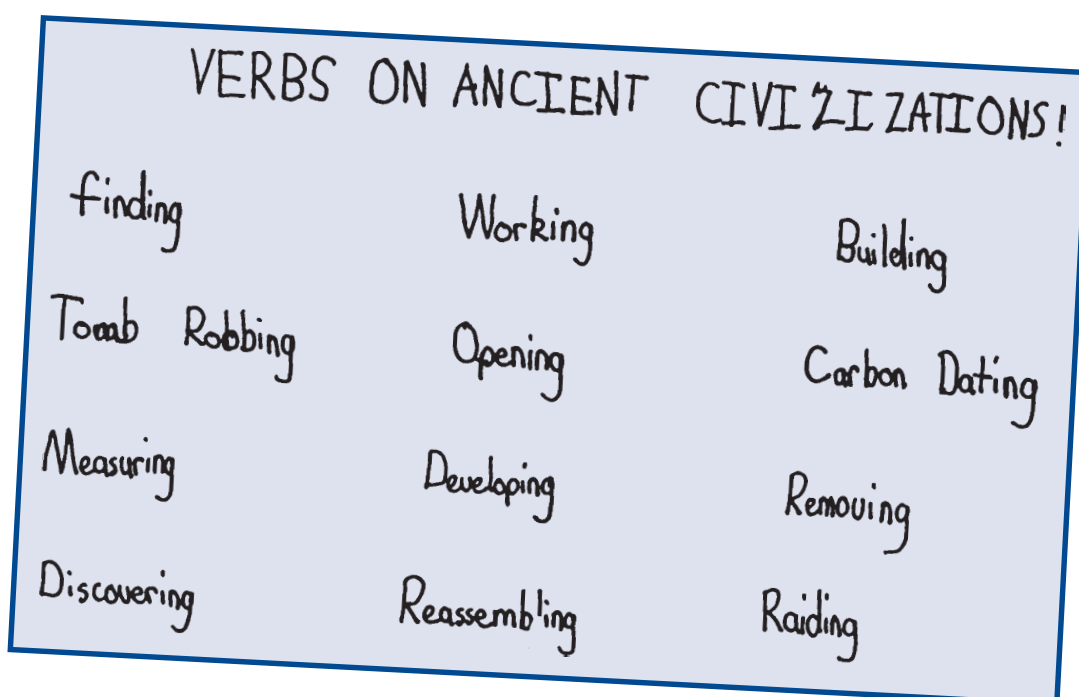
### Stage 3

My Stage 3 students were studying a unit on ancient civilisations. I wanted them to develop a list of verbs to expand their vocabulary and to improve their choice of verbs in their written text.

Students were told to confirm their spellings by using an authoritative source.



During a guided spelling session students were shown how to add the suffix “ing” to their verbs. They were then asked to generalise a rule before writing a second list.





## Stage 2



I teach a composite Year 3/4 class and I was concerned about the number of commonly used words that my students spelled incorrectly in their writing. I decided to develop a wall chart of “demon words” that would be prominently displayed in the classroom to be used as an authoritative source. I constantly encourage my students to refer to this chart to support correct spelling.



I used the words on this chart to support and expand other forms of spelling knowledge. For example, I wanted students to make generalisations about morphemic knowledge so I chose the word “thought” and used prefixes and suffixes to make *thoughtful*, *thoughtless* and *unthoughtful*.

### (b) Integrating the four forms of spelling knowledge

Students do not necessarily draw on just one of the four forms of spelling knowledge to spell a word. In order to become proficient spellers, they need to be able draw on and integrate several forms of knowledge to spell. For example, in order to write the word *their*, a student may rely on phonological knowledge to write down the initial sounds *th*, then use visual knowledge to recall the ending *eir*, and confirm this by syntactic knowledge as to which form of the word is needed in writing. In working out how to spell *hydroelectricity*, a student may use etymological knowledge to write *hydro*, phonological knowledge to write *electri*, and visual knowledge to write *city*.

In guided and modelled spelling sessions, teachers should engage students in discussions about how the different forms of knowledge can assist students in spelling unknown words, and should use examples to illustrate how the forms of knowledge can be integrated.

## 4. Editing and proofreading

Editing is the process of critically viewing the drafts of developing texts to locate errors in meaning, coherence, grammar, spelling and punctuation. These errors are then corrected and the text reworked to produce the next draft.

Proofreading is an aspect of editing. It involves reading the text to find and mark any mistakes.

Teachers need to teach proofreading and editing skills explicitly, using modelled and guided strategies, and to encourage students to engage in the editing process in their writing. The teaching of both skills needs to be planned to match the needs of the students and should occur in all classes, from Kindergarten to Year 6. Having sound proofreading and editing skills will assist students to produce texts with correct spellings.

Students should be encouraged to take responsibility for their own editing. This responsibility needs to be fostered gradually where students' reading skills are also still in the early stages of development. With teacher support, students should rely increasingly on their own ability to proofread and edit their texts and, at times, the texts of others.

For students who find proofreading and editing difficult, support in developing these skills could be provided by having these students work in pairs with more proficient students.

Schools need to adopt a whole-school approach to proofreading and editing. The demands in editing for particular features and structures will increase as students progress through the primary school. Consistency as to which symbols are used and an understanding by students of what is expected at each stage need to be part of a whole-school approach. This approach should be made explicit to all teachers and parents.

Proofreading is generally carried out more effectively if at least a day is allowed to elapse between the writing and editing processes. If students attempt to proofread immediately after writing, they are less likely to detect errors, as they will still be focussing on what they thought they wrote, rather than on what they have actually written.

As it can be difficult at first for students to proofread and edit their writing for meaning, spelling and punctuation simultaneously, teachers can encourage them to read their work a number of times, concentrating on one feature at a time. This can be done by providing students with two copies of their drafts. They can then use one copy to improve word usage

and clarity of meaning and the other copy to check spelling and punctuation. One good technique to check for spelling mistakes is to read the text backwards, one word at a time.

Teachers can provide a checklist of points for students to look for when they engage in editing. They can ask students to refer to this checklist constantly, and model and guide its effective use during the literacy session.

At final draft stage, the purpose for effective proofreading and editing can be reinforced by explaining to students why the corrected text is now ready for publishing.

The following examples show how some teachers have introduced and taught proofreading and editing.

## Early Stage 1 and Stage 1

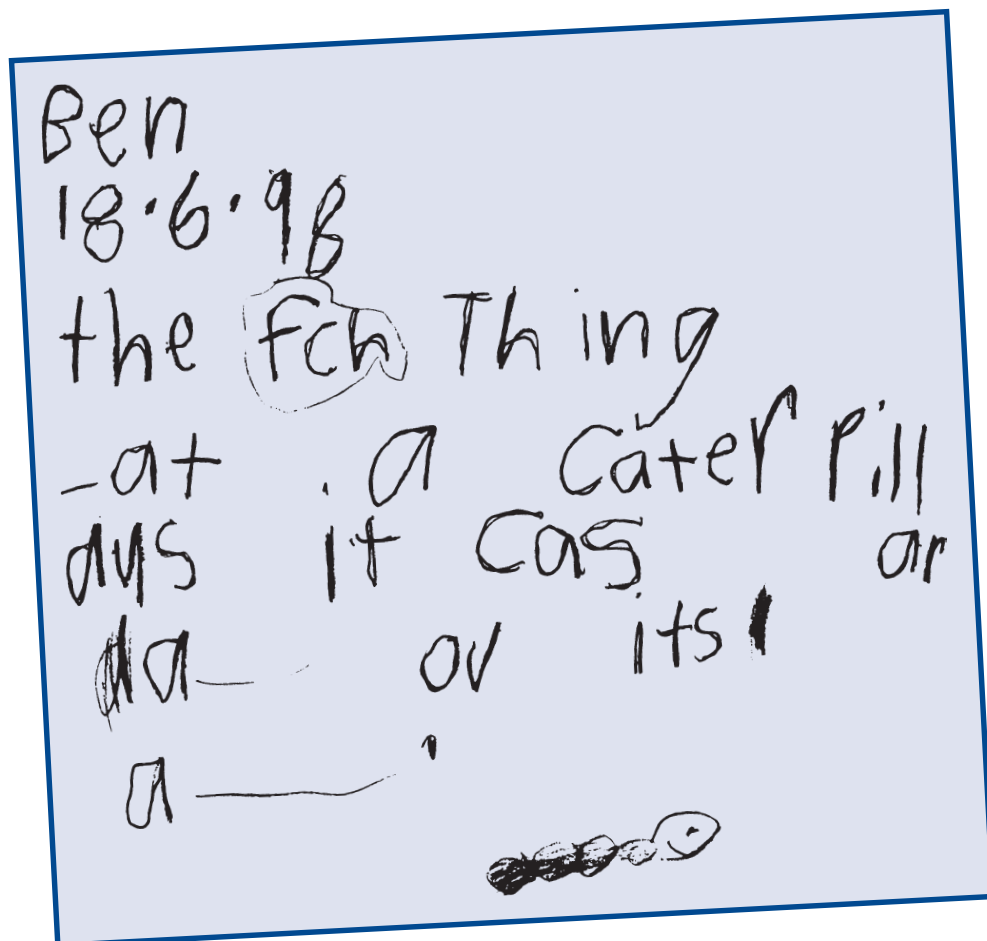
A teacher of a K/1 class writes:

To assist students to become proficient editors I provide experiences including individual, small-group, large-group and whole-class sessions that model, instruct, develop, reinforce and monitor the teaching and practising of proofreading skills.



I encourage my students firstly to use visual clues when deciding the correct spelling of words. When children finish a piece of work they are encouraged to:

1. reread their work
2. circle any words they are unsure about
3. read their story to a friend
4. have their friend circle or fix any errors
5. check other sources in the room
6. read their writing with an adult.



Ben reread his draft and decided he needed to check the spelling of “first” by consulting a source in the room.

A teacher working with a Year 1 class encourages the editing process by using “have-a-go” sheets.

**STORY MAP THE THREE BILLY GOATS GRUFF** Name Ainsley

1 One a upne a time but ther lid through the graf fudge the lid troll a men  
 2 One day they eat billy goats he hata  
 3 the troll we egre the Billy goat was a frad. the Billy goat said don't tap over my big gate  
 4 a foow min off the Seke billy goat came. Now that troll said  
 5 and that big bigst gruff  
 6 the bigst Siad I'm going to your  
 7 and they got to hall hall and  
 8 On the lid on gren grass



HAVE-A-GO		Name <u>Ainsley</u>
1st attempt	2nd attempt	Correct spelling (state the source) EP=Environmental Print D=Dictionary T=Text O=Other
balls	halls	house <sup>(D)</sup>
eya	eyu	eye <sup>(D)</sup>
graff	graf	gruff <sup>(self)</sup>
toll	tll	troll <sup>(self)</sup>
cd	cod	could <sup>(D)</sup>
hal	hall	hardly

After completing this story map, Ainsley edited the text for spelling by circling words she thought might be spelt incorrectly.

She then used a “have-a-go” sheet to make a second attempt at the words before locating correct spellings from an authoritative source. By having a second attempt, students are encouraged to draw on their spelling knowledge in a more focussed way.

## Stage 2

In this stage students are able to work with several drafts and are working towards editing independently.

The following work samples are by a Year 3 student and illustrate the role of editing in the development of a text from first draft to published copy.

Draft 1


Dominic

VP means <sup>Victory</sup> ~~Veriktor~~ in the <sup>Pacific</sup> ~~Pesifik~~. On VP day Mr <sup>Cox</sup> ~~cox~~ read to us <sup>My</sup> ~~my~~ Hiroshima. My <sup>Hiroshima</sup> ~~Hirashima~~ is a city ~~(been blown)~~ up in Japan. This is <sup>how</sup> ~~how~~ Hiroshima blow up one nice ~~sune~~ <sup>sunny</sup> day the ~~siurna~~ <sup>siren</sup> went <sup>off</sup> and then it ~~stooped~~ <sup>stopped</sup> a few <sup>mentes</sup> ~~mentes~~ later an aircraft flow ~~overhead~~ and ~~dropt~~ <sup>dropped</sup> a ~~aortomick~~ <sup>atomic</sup> bomb. The bomb killed 70, 000 people in a second. The bomb was a hero in that ~~woer~~ <sup>war</sup> ~~bekose~~ <sup>because</sup> it ended the ~~woer~~ <sup>war</sup> in the <sup>Pacific</sup> ~~Pesifik~~.

atomic.

2nd Draft.

VP means <sup>Victory</sup> ~~Veriktor~~ in the Pacific. On VP day Mr Cox read to us My Hiroshima. My Hiroshima is a story about a little girl who lives in the city of Hiroshima in Japan when the Americans dropped the atomic bomb. This is how Hiroshima blow up <sup>one</sup> nice <sup>sunny</sup> day the <sup>siren</sup> ~~siurn~~ went off and then it ~~stooped~~ <sup>stopped</sup>. A few <sup>minutes</sup> ~~mentes~~ later an aircraft flew overhead and dropped <sup>on</sup> a atomic bomb. The bomb killed 70, 000 people in a second. The bomb was a hero in that <sup>war</sup> ~~woer~~ <sup>because</sup> ~~bekose~~ it ended the <sup>war</sup> ~~woer~~ in the Pacific.



Vic tor y  
si ren  
min utes

Final draft

VP means Victory in the Pacific. On VP day Mr Cox read to us My Hiroshima. My Hiroshima is a story about a little girl who lives in the city of Hiroshima in Japan when the Americans dropped the atomic bomb. This is how Hiroshima blew up. One nice sunny day the siren went off and then it stopped. A few minutes later an aircraft flew overhead and dropped an atomic bomb. The bomb killed 70, 000 people in a second. The bomb was a hero in that war because it ended the war in the Pacific.

Dominic Year 3



**The teacher writes:**

### *Editing*

Apart from ongoing conferences and guided writing activities using editing skills, we dedicate one term each year to developing the skills of proofreading, editing and publishing, using parent helpers.

The process is:

#### **Step 1**

The student does the initial hand-written draft. (Independent writing).

#### **Step 2**

A parent helper types the text exactly as the student has written it, mistakes and all. This is saved to disk and printed.

#### **Step 3**

The student takes the printed draft, identifies errors and corrects them on the print-out. (Independent writing)

#### **Step 4**

Students are taught relevant word processing skills, such as deleting, cut and paste, spell check, shift lock etc. (Modelled or guided writing, depending on the number of students ready for a particular skill.)

The student edits his or her own text using the word processor, saves to disk and prints.

#### **Step 5**

The students uses the corrected draft for a teacher conference, where the teacher does further editing and teaching of specific points, modelling and discussing. (Guided writing.)

#### **Step 6**

The student re-edits and prints the final draft, for publishing in a class book, the school newsletter or the school newspaper.

Parents are available to provide computer assistance where necessary, while the teacher is busy with other groups.

In the above work sample, Dominic needs help with syllabification. He is good with initial sounds, but the sequencing of following sounds, letters and syllables is erratic. He is beginning to understand and use *ed* and *y* endings.

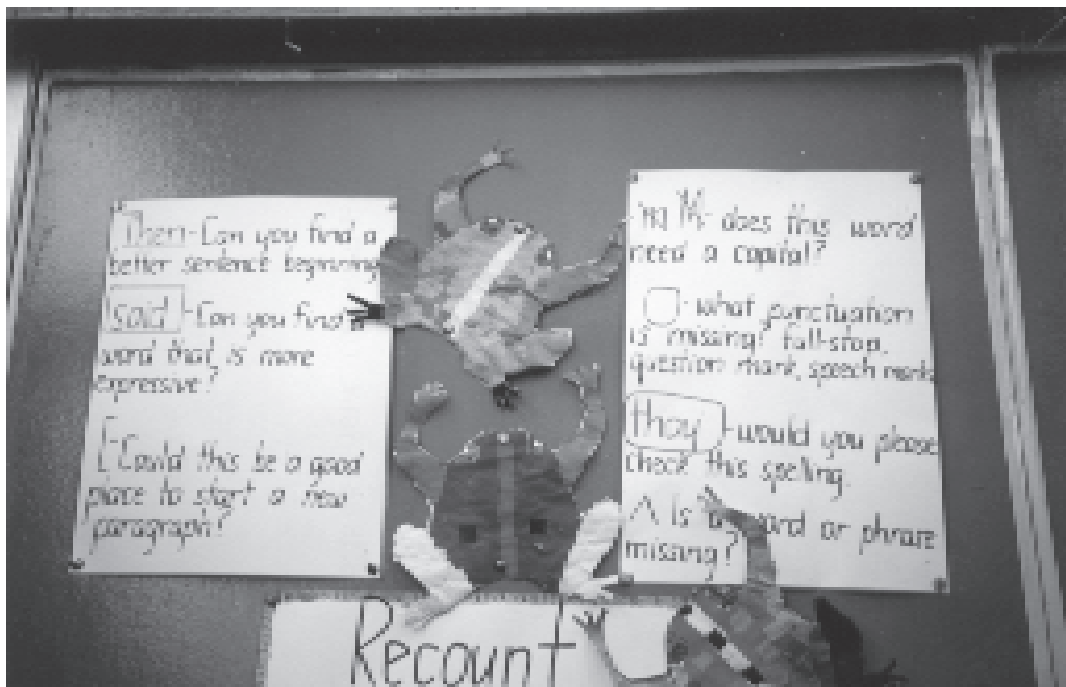
A teacher of a composite Year 3 and 4 class summarised the editing strategies she employs in her classroom:

- Frequent modelling sessions where I will use an overhead to co-edit a piece of work a child has written (whole class and small groups)
- Guided and sharing sessions where we help each other, in small groups, to edit work
- Continually reinforcing the importance of rereading work to check for mistakes in simple punctuation and spelling errors
- Encouraging all students to use dictionaries, reference books (especially if writing on current theme), demon words chart, list of the 100 most frequently used words.



I work in small groups (2-3) with students experiencing difficulties with spelling and we jointly reread writing efforts and refer to our charts and lists to assist spelling. These students frequently participate in *look, say, cover, write, check* activities. The activities include many high frequency words and a few current topic words.

- Partner editing (more able students assisting less able students to become better editors) is also a successful strategy used.



A classroom display to support students when they edit their writing.



### Stage 3

Students in this stage engage in editing that is increasingly sophisticated and reflects a degree of independence.

The use of check lists and an editing code displayed either in the classroom or in writing folders should be encouraged and continually modelled. A necessary strategy is to set up a reference corner where various authoritative sources, such as atlases, street directories, reference books linked to topics, dictionaries, thesauruses, and computer-based references, are easily located by students.

The following work sample is taken from a Year 5 classroom where students were studying a unit on ancient civilisations.

During field building activities, lists of words related to the topic were developed and grouped according to the four forms of spelling knowledge.

The activity was planned to assess students' proofreading for spelling.

**Proofreading**

There are mistakes in this writing which need to be corrected. The mistakes are in spelling or sometimes the words are used wrongly or have been left out. Draw a line under the word or space to show where the mistake is. Write the correction above the word or space.

Tutankhamen's Treasures

When archaeologist Howard Carter discovered the toom of Pharoh <sup>tomb pharaoh</sup>

Tutankhamen in November 1922, he found nearly two thousand fabbulous <sup>fabulous</sup>

object such as gold statues, amazing masks and priceless jewlry <sup>jewellery</sup>. Carter was

truly stunned and surprised when he looked inside for the first time.

This was not the only toom <sup>tomb</sup> that had incredible tresures <sup>treasures</sup> berried <sup>buried</sup> inside.

There were several others, but over the years these have been looted by

robbers <sup>robbers</sup> and emptied <sup>emptied</sup> of their precious contents.

The following is an editing code suitable for students in Stages 2 and 3. This example could be adapted to suit the needs of Early Stage 1 and Stage 1 students. This should be done within a whole-school context to ensure that the code is sequential in development and that the symbols are understood by everyone.

Symbol	Explanation
<del>m M</del>	Does this word need a capital, or it is wrongly capitalised?
O	What punctuation is missing here: comma, full stop, question mark, exclamation mark, speech marks, apostrophe?
speek	Would you please check this spelling?
^	Is a word or phrase missing?
<u>Then</u>	Can you find a better sentence beginning?
said	Can you find a word that is more expressive?
[	Could this be a good place to start a new paragraph?
*	Does this make sense?
☆	Would you please see me?

From: *Choosing Literacy Strategies that Work*, Stage 2, p. 231

## 5. Using authoritative sources

Authoritative sources consist of reference materials that can be used to find correct spellings. Students need to learn about the different kinds of authoritative sources, how they organise their information, and techniques for locating and retrieving this information efficiently.

Authoritative sources could include:

dictionaries	environmental print
bilingual dictionaries	peers
thesauruses	adults
spell checkers	correct or modelled texts
encyclopaedias	have-a-go sheets.
reference books	

Modelling how to use authoritative sources should be part of the teaching of spelling. Specific guided reading and writing sessions should be allocated to explicit instruction in the use of authoritative sources. Students should be encouraged to use a variety of authoritative sources and to value their effective use.

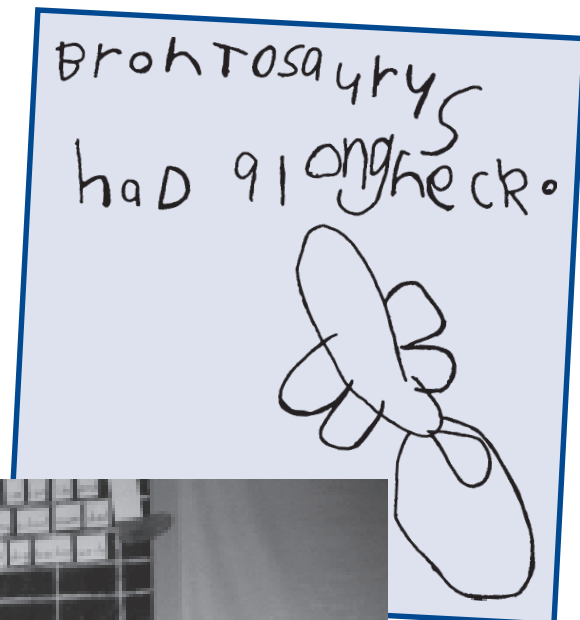
Authoritative sources need to be chosen carefully to ensure that they are appropriate to students' needs.

## Early Stage 1

Modelling and guiding begin in Kindergarten, where students are surrounded by environmental print.

The work sample below came from a Kindergarten classroom where students were learning about dinosaurs. Factual writing had been modelled in previous literacy sessions. A list for specific purposes describing the features of dinosaurs had been jointly constructed and displayed in the room. These words were put into alphabetised pockets for later use.

Students were asked to write an information report about dinosaurs. They were guided in referring to and using words from the alphabet pockets.



## Stage 1



The students in my class had been working on narratives over a period of 5 weeks. We had explored the features of various narratives, engaged in joint construction and examined narrative structures in shared reading texts.

For this task they were given some scaffold proformas. The students each drafted a narrative, using a topic of their own choice.

Before the students commenced writing, I introduced and modelled the use of a “have-a-go” card and they used this strategy while writing.

Ashleigh readily grasped the concept of a “have-a-go” card. When writing her narrative she

initially Ashleigh checked to be sure then settled into checking only when a word was unfamiliar.

For these words Ashleigh was asked to think: 'what else could it be?'

Have = A = Go		
1st Try	2nd Try	Teacher
upon <del>the</del> family		cottage
cotinge		quiet.
Qui <del>the</del> wiked	wicked ✓	wonderful
wound <del>ful</del> quite		quiet
trik	trich ✓	These words appear correctly in her story
Sleeve <del>anigen</del> bteending	sleeve ✓	again
mite	might ✓	pretending
Stant a claus		Santa Claus
pillos		pillow
Stanich		stomach
drifet	driforret	different
Blide	Blided	blind

frequently used it to attempt unknown words. She was asked to think about what else she could use to replace incorrect approximations. This prompted her to think about spelling patterns and to “stretch” words to identify all the sounds. This process meant that her draft had fewer spelling errors.

Other activities and tasks that help students in Early Stage 1 and Stage 1 to use authoritative sources include:

- alphabet work related to the task at hand
- “be-a-detective” during a joint construction. The text is scribed by the teacher with some misspellings. Students are challenged to identify them and correct them, using environmental print or a class expert.
- dictionary tins made from soup tins and labelled alphabetically. Students and the teacher can add new words as they are encountered. Games can be devised to encourage the correct use of these words.
- joint construction activities
- referring to an editing code with symbols that show errors that students have located and identified.

One Kindergarten teacher commented:

I expose students to a variety of authoritative sources very early in their writing development. Each source is introduced individually, with plenty of instruction and practice involved. I try to play a variety of games to help the children become familiar with the sources. The sources are constantly present in the room, so the children are able to use them when they need them. I have found that as the children become more familiar with other authoritative sources, they tend to ask me less for the correct spelling of words, as they are able to find the majority of the words themselves.

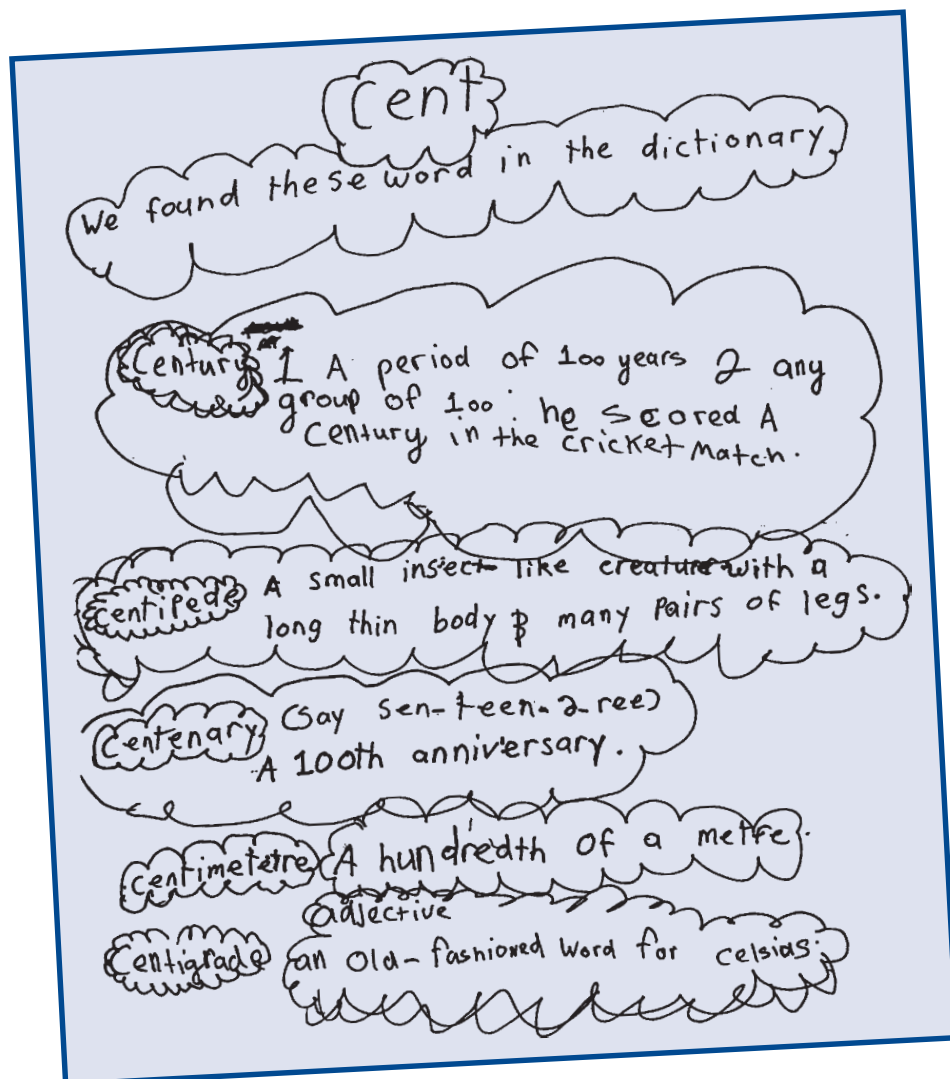
I hold a strong belief that children should be responsible for their learning. In using authoritative sources the children are becoming more responsible for their work. I also believe it makes learning more meaningful and enjoyable.



Students searching dictionary tins for words.

## Stage 2

The following work sample was collected from a Year 4 class who were studying *Papa and the olden days*, by Rachel Tonkin, where the word *century* appeared. The classroom was set up to encourage the use of authoritative sources by the extensive use of charts, word banks and dictionaries. The students brainstormed words based on “cent” and in pairs referred to a dictionary to locate given “cent” words that they were not familiar with.



All students then shared and discussed the meanings of their words, discovering that there were two main groups of meaning, those related to “one hundred” and those related to “centre”.

The use of a dictionary needs to be frequently modelled and demonstrated by teachers to support students in using this authoritative source effectively.

### Stage 3

In Stage 3 students are consulting a wide variety of authoritative sources independently.

The sources could include a wide variety of electronic media, classroom and school “experts”, as well as class charts, word banks (vocabulary already scaffolded for a particular theme, unit or purpose) and a variety of print texts.

To develop the skills and knowledge of students, many teachers will cooperatively plan with their teacher-librarian a unit of work that engages students in the use of authoritative sources.

It is important to have a whole-school plan for teaching students how to use authoritative sources when attempting to spell unknown words. This allows teachers to plan the teaching and learning experiences more effectively for students at successive stages.

One school uses the following scope and sequence chart to ensure consistency across all classes.

Early Stage 1	Stage 1	Stage 2	Stage 3
Alphabet books: sound book	Personal dictionary	Personal dictionary	Dictionary
My word book: high frequency words		← Have-a-go sheet	Thesaurus
Environmental print	Environmental print	Environmental print	Environmental print
Teacher as scribe: building confidence in teacher as an authoritative source		Dictionary Thesaurus Spell checker	Spell checker
	Correct print	→	→

Suggestion for a scope and sequence for the introduction of authoritative sources



## 6. Effective classroom practices

The following practices and activities are examples which may be used in the classroom to reinforce the four forms of spelling knowledge and encourage students to integrate and use these strategies in the appropriate contexts.

As demonstrated in the pathway on pages 7-15, students at different stages in their spelling development will benefit from an emphasis on different forms of knowledge. Most of these strategies would first be modelled by the teacher, then used in guided practice for groups with similar needs, before students would be expected to use them independently.

### Mnemonics

Mnemonics are memory triggers which are useful for learning high frequency words which are difficult to remember, or easily confused with others. Examples of mnemonics are:

There is **a rat** in **separate**.

You **hear** with your **ear**.

You'll always be my **friend** to the **end**.

The **Principal** is my main **pal**.

Share some of your favourites with students, encouraging them to use those which help them to remember tricky words. Encourage students to create their own simple mnemonics. Make sure students understand the meaning of the mnemonic, as misunderstanding could cause confusion, especially for ESL students.

### Using spell checker software

Model the use of a spell checker with a brief text at the appropriate level. Students can assist in

- (a) identifying words which are possible errors
- (b) locating and using a spell checker function
- (c) discussing the fact that it offers other possible spellings and does not spell the words for you
- (d) discussing types of errors which are not “fixed” or recognised by a spell checker, such as:
  - words missed because of incorrect grammatical position e.g. *their/there*

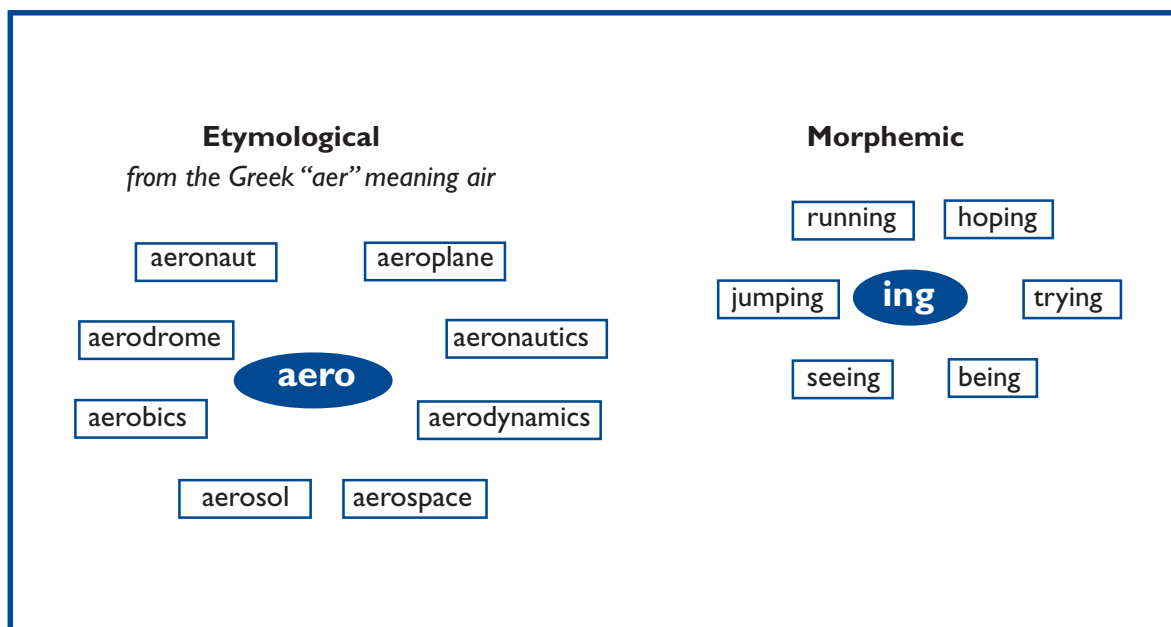
- words not recognised by the computer, so no alternatives are suggested e.g. *Parramatta*
- Americanisations e.g. *center*
- typographical errors e.g. *from/form*.

Emphasise that a spell checker is an extra tool which does not replace the need to have a wide range of spelling knowledge and strategies. Students can then use the spell checker in pairs or individually to assist with editing.

### Word webs

Word webs can be constructed around morphemes or topic words, to build up lists of words based on a particular form of spelling knowledge. The webs can be added to over days or weeks, as additional examples are experienced in reading.

For example:



This can be adapted at later stages by the use of a dictionary or thesaurus for checking or finding additional words.

## Word sort

Use words which have been collected for particular reasons, e.g. KLA topic words, words previously used in guided or independent sessions or high frequency words. Give groups of students a set of word cards to sort into categories, based on the group's negotiated criteria, e.g. number of syllables, initial letter, nouns. All logical criteria are acceptable, and the debate and justification can be added to by the teacher modelling another way that they could be classified.

This strategy can be adapted to reinforce particular forms of knowledge, or left open-ended.

## Dictation

Writing a dictation based on previously treated words is one way of assessing memory. It is most beneficial if early feedback is given. The dictation passage can be given when the words are introduced, with the words underlined or in bold, so that meaning within the context of other words can be made explicit.

After writing a dictation, students should be encouraged to proofread their work.

## Words to learn

Students can be encouraged to look carefully at a word in order to identify which types of knowledge and strategies would be the most useful in helping them learn to spell the word. This encourages the thoughtful integration of knowledge and strategies.

For example, the following knowledge and strategies would be helpful in learning to spell the following words:


Morphemic understanding of two words making a compound word:  
**cupboard** = cup + board

Morphemic generalisation of words ending in -y where *y* changes to *i* before an ending is added e.g. *happiness*, *happily*

Phonological knowledge: **kangaroo**

Etymological knowledge from the root "octo" meaning eight: **octopus**

Phonological and visual knowledge to spell *slight*.

WORDS TO LEARN					
Word	Strategies/key features	Show date e.g. 12/6/97			
		1	2	3	T
beginning	double the last letter if there is vowel before it beginning				
disease	dis/ease it not easy to have a disease				
admittance	ad-mitt-ance 				
chocolate	choc o late				

## Activities to support phonologic knowledge

The following activities are particularly useful in supporting phonological knowledge.

### Alliteration and tongue twisters

Sentences in which all or most words begin with the same sound help students to hear and articulate the sounds in words, for example: *Betty Botter bought some bitter butter*. Old favourites (at an appropriate level) may be used before encouraging students to make up their own. In early stages they may be purely oral.

### Rhyming tag

In pairs students take turns to say words which rhyme, e.g. *bear, share, fair, wear*. The player who says the last word is the winner. In later stages discussion could follow as to the different ways in which these rhyming words are spelt, drawing attention to patterns, for example the words *play, stay, weigh, may, gate, train*.

### Rimes/digraph matches

Rimes and digraphs are chunks of letters which commonly occur in English words. Familiarity with them supports students in their reading and spelling.

Rimes refer to the last section of single-syllable words, consisting of consonants or consonant blends preceded by a vowel. Many hundreds of words can be built around the most common rimes which include:

<i>ack</i>	<i>ap</i>	<i>ell</i>	<i>ink</i>	<i>op</i>
<i>ail</i>	<i>ash</i>	<i>est</i>	<i>ip</i>	<i>ock</i>
<i>ain</i>	<i>at</i>	<i>ice</i>	<i>ir</i>	<i>ug</i>
<i>ake</i>	<i>ate</i>	<i>ide</i>	<i>ight</i>	<i>ump</i>

Digraphs make a single sound from a cluster of two letters. They may include consonants and vowels. Some examples are:

*th, sh, qu, ai, au, ay, ea, ie, ei, ph, wh*

A game based on making as many words as possible with a particular rime can be modelled by the teacher. Another game involves cards for each rime being shuffled and matched with single letter cards. This assists students to spell by analogy.

For students in later stages, a similar game can be played with digraphs, where students race each other to make up words including a particular digraph, e.g.

*th: the, then, there, thick, their, with, froth.*

The cards could then be displayed as a class chart of words spelled by using phonological knowledge.

### Clapping sounds

Hearing the sounds within words is an important first step for spelling and reading. In early stages, students can be assisted to hear the sounds within words by clapping once for each **syllable** heard, starting with one- and two-syllable words and moving on to three- and four-syllable words, e.g.

*pup-py      chil-dren      gar-den      com-pu-ter      tel-e-vi-sion*

## Activities to support visual knowledge

The following activities are particularly useful in supporting visual knowledge.

### Compound word snap

Students print components of compound words on cards to be used to play snap in an independent spelling session. Any two words making a compound word can be “snapped”. Words should be at an appropriate level and may be from previous modelled or guided sessions. Examples of suitable words are:

*back, ground, play, work, home, land, ship, friend.*

Playing the game may lead to dictionary checking of those words which are compound and those which are not joined e.g. “home page”.

### Silent partners

In modelled reading sessions, with text in big books or on an OHP, the teacher masks silent letters in words e.g. *The road si-n was -nocked over.* Students are asked to supply the missing letter or letters that complete the word. Younger students may be given plastic letters to select from in order to complete the words. The teacher can record words on cards for follow-up games in guided and independent sessions.

### Crosswords on computer

Using a small number of known words, model how a simple crossword is constructed, including the notion of *down* and *across* words intersecting. Early stages may use pictorial cues; later stages can introduce simple definitions or clues with numbers. Model how to use a simple computer crossword program, built around high frequency words.

In guided sessions, words being treated for a particular form of spelling knowledge can be used by pairs to construct crosswords for other members of the group to solve. Save these on disks as an independent spelling activity for the group.

## Have-a-go sheets

These sheets encourage students to take risks but also to reflect on the type of spelling knowledge or strategies useful for particular words. A page is divided into columns as shown in the work sample.

### *Have-a-go book*

The have-a-go book provides a practical link between the student's writing and his or her spelling program.

The first two columns on the page are used by the student and the teacher to attempt the spelling of words and to develop strategies for conventional spelling. The book may be used throughout the day when the student is writing, and when draft copies of writing have been edited and corrections are being made.

After the first attempt the student is encouraged to use the information gained from the spelling conference to write the word with conventional spelling. The third column is used to write the word after checking the conventional spelling with an authoritative source e.g. a book, personal dictionary, dictionary, teacher, peer.

The fourth column is used to record the use of a word in a weekly spelling list.

### Example

My first attempt	My second attempt	Spelling checked	Used in LCWC list
thay	they	they	they
sircl	circle	circle	
would	would	would	would.

The teacher may provide support by ticking correct letters or reinforcing useful strategies noted in early attempts. Words may then be included in personal lists.

### ***Look, say, cover, write, check***

This approach is useful when particular words need to be learned automatically, e.g. high frequency words, technical terms for a particular topic, or a student's own nominated errors. A folder or pad can be kept with the words on the left-hand side and attempts made on the right side.

The student looks at the word, says it (perhaps s-t-r-e-t-c-h-ing it out to help articulate sounds), covers it up, writes an attempt and then checks carefully against the original. Repeat this process if the word is incorrect the first time.



The "look, say, cover, write, check" folder

The left-hand pad of paper is used for the student to enter words to be learnt during the week. The right-hand pad is used for the student's attempts at spelling the words during the week.

The student's writing "errors" (i.e. unconventional attempts) form the basis of the spelling lists. Words from the student's have-a-go-book provide the source of the word bank for making up weekly lists.

Not all errors or words entered in the have-a-go book become spelling words; it is not reasonable always to assume that, because a student wishes to communicate a thought through writing, he or she will also be able to master all the spelling conventions necessary. The degree of difficulty of the words chosen for weekly lists is determined by the student's level of competence and confidence with conventional spelling, not by his or her grade. The teacher and student work together and make decisions about which words to include in weekly lists. A draft list is written out by the student before a conference is held with the teacher.



## Patterns

Visualising the shape of a word can help students to remember correct spelling.

First, the teacher explicitly models how box shapes can show the pattern of letters e.g.

l e t t e r

h a p p y

b i r t h d a y

Students can then make up the patterns for words they are currently studying, then match shapes with words in the list.

## Activities to support morphemic knowledge

The following activities are particularly useful in supporting morphemic knowledge.

### Finding rules

This activity is useful in guided spelling sessions after it has been modelled. Rather than giving students a rule to learn, ask them to attempt a generalisation about a group of words with a similar pattern. Display these generalisations in the classroom and adapt them, as more examples or exceptions are found over time, for example the rule for adding *-ing*: *hope + ing = hoping*.

### Compound word race

Pairs or groups race to make up as many compound words as possible from a given base word (noun). Award points for correct words. Discuss compound, hyphenated and separate words and check with authoritative sources. e.g.

*water: waterfall, backwater, watercourse, watershed, watertight, waterwheel, underwater.*

## Activities to support etymological knowledge

The following activities are particularly useful in supporting etymological knowledge.

### Mapping words

Students write words related to a topic on small cards and place them on a wall map of the world to indicate their origin. For example, on the topic **food**: *sushi, omelette, quiche, tagliatelle, naan*; or in a discussion of students’ names: *Michelle, John, Dimitri, Tran, Kim*.

A dictionary or other reference book, such as a cookbook, could be used as an authoritative source to check spellings.

### Derivation charts

After a modelling session where the teacher makes explicit the derivation of words from other languages, set up around the room charts which students may add to as they find suitable words. Words suitable for this activity come particularly from Classical Greek, Latin and French.

For example the Greek root *photo*, meaning *light*, is the base for *photograph, photogenic, photostat, photosynthesis, telephoto*.

The ending *-age* often indicates a French noun e.g. *garage, montage, triage, collage*.

THE GREEK INFLUENCE		
GREEK INFLUENCE	MEANING	EXAMPLES
geo	the earth	geology geography geometry
Photo	light	pot phototropism
		photo synthesis
		photo graph
		photometre
		photosensitive
		photo phobia
		photo copy.

## Acronym and abbreviation hunt

The study of acronyms and abbreviations often encourages students' curiosity about the derivation of words.

The teacher can model with traditional examples such as ANZAC, QANTAS and RADAR, then encourage students to look for more current ones such as EFTPOS, VDU, NASA, ASAP and WYSIWYG.

The difference between acronyms and abbreviations, and which are more effective, can be discussed. Look for examples in government departments, media and advertising. Students can make up simple and amusing acronyms for local use.



Students in this Year 1 class use word bank books and their have-a-go sheets in their writing.

# Organising for instruction

## Teaching spelling in literacy sessions

A significant proportion of teaching time will be allocated to the explicit and systematic teaching of literacy. This could be through the subject English or through the teaching of the literacy skills necessary to gain access to the content of other key learning areas.

The following chart shows the three stands of literacy as reflected in the English K-6 Syllabus (Board of Studies, 1998) and details the teaching strategies within each strand.

### Components of a literacy session

Talking and listening	Reading	Writing
modelling and guiding	modelled	modelled
	guided	guided
	modelled spelling focus	guided spelling
applying	independent	independent

Not all of these strands would be treated in every literacy session, although it is important that over time there would be a balance of talking and listening, reading and writing. Particular teaching strategies would be used and emphasised at particular times depending upon the developmental needs of students.

Effective spelling programs use a balance of modelled, guided and independent teaching strategies in the context of integrated talking, listening, reading and writing episodes to support and extend students as they learn to spell.

*Focus on literacy: spelling, page 20*

A spelling focus could be planned in the context of modelled reading, and modelled and guided writing.

## Components of a literacy session

### Teacher

Talking and listening	<b>Modelling and guiding</b>	The teacher models and guides: <ul style="list-style-type: none"> <li>ways to ask questions, make statements and give commands</li> <li>how to prepare and present talks and speeches</li> <li>the effective use of spoken language.</li> </ul>
	<b>Applying</b>	The teacher plans and provides opportunities for students to: <ul style="list-style-type: none"> <li>create and interpret spoken texts for a variety of purposes and in a variety of situations</li> <li>listen and respond to the comments of others.</li> </ul>
Reading	<b>Modelled</b>	The teacher demonstrates reading strategies by modelling aspects of the reading process. These include effective oral reading, using and integrating the four sources of information, text structure and grammatical features and the relationship between text and context.
	<b>(modelled spelling focus)</b>	The teacher explains and demonstrates how to use visual, phonological, morphemic and etymological knowledge.
	<b>Guided</b>	The teacher: <ul style="list-style-type: none"> <li>plans and provides explicit instruction about effective reading strategies tailored to the needs of the students</li> <li>guides and encourages students to respond critically to text and to learn about how meaning is constructed in texts</li> <li>monitors and assesses students' progress and the strategies that they use.</li> </ul>
	<b>Independent</b>	The teacher provides opportunities for students to: <ul style="list-style-type: none"> <li>revise texts read during guided reading</li> <li>read other materials chosen independently</li> <li>read and reflect, for the pleasure of reading</li> <li>reflect on and discuss their reading with others.</li> </ul>
Writing	<b>Modelled</b>	The teacher models the variety of processes involved in constructing texts. These include increasing knowledge of the topic, the purpose of the text, text structure, grammatical features, punctuation and spelling.
	<b>Guided</b>	The teacher assists students to construct a text by implementing writing strategies demonstrated in modelled writing. The structure and development of the text are jointly negotiated by teacher and students.
	<b>Guided spelling</b>	The teacher works with one student or a small group of students who have been grouped according to common spelling needs, to explicitly teach spelling knowledge and strategies that have been carefully matched and sequenced to meet the group's specific needs.
	<b>Independent</b>	The teacher provides opportunities for students to: <ul style="list-style-type: none"> <li>take responsibility for their own writing</li> <li>select writing processes for the construction of texts appropriate to the purpose and audience</li> <li>develop confidence in researching information and constructing and publishing their own texts.</li> </ul>

## Students

Talking and listening	<b>Modelling and guiding</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• use spoken language to present information</li> <li>• participate in structured talking and listening situations</li> <li>• respond to a variety of spoken texts</li> <li>• listen critically for enjoyment and information.</li> </ul>
	<b>Applying</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• use and respond to spoken language for a range of purposes and situations</li> <li>• articulate ideas in a manner that is easily understood</li> <li>• use vocabulary that reflects knowledge of specific topics</li> <li>• use listening skills to answer and ask appropriate questions.</li> </ul>
Reading	<b>Modelled</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• critically listen to a range of literary and factual texts</li> <li>• read aloud with a proficient reader</li> <li>• focus on using and integrating reading strategies, such as reading on or referring back to a previously read section</li> </ul>
	<b>(modelled spelling focus)</b>	<ul style="list-style-type: none"> <li>• use and integrate visual, phonological, morphemic and etymological knowledge</li> <li>• focus on using effective spelling strategies.</li> </ul>
	<b>Guided</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• work in small groups to read texts matched to their instructional level</li> <li>• engage in texts that allow them to use a wider range of reading strategies</li> <li>• discuss prior knowledge of the topic, structure and grammatical features of the text.</li> </ul>
	<b>Independent</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• read, uninterrupted, for a sustained period</li> <li>• engage with a text, including computer texts, at an independent level, on a daily basis</li> <li>• borrow from a library</li> <li>• share and discuss interpretations of texts read</li> <li>• respond to a range of texts.</li> </ul>
Writing	<b>Modelled</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• develop and refine their understandings of the structure and features of written texts</li> <li>• understand the importance of correct spelling, punctuation and grammar.</li> </ul>
	<b>Guided</b>	<p>The students are actively involved in:</p> <ul style="list-style-type: none"> <li>• building field knowledge of the topic</li> <li>• discussing the purpose of the text</li> <li>• choosing appropriate text structure and language features</li> <li>• employing a range of spelling strategies and editing text.</li> </ul>
	<b>Guided spelling</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• actively participate to practise, self-correct and engage in spelling knowledge and strategies to learn correct spelling.</li> </ul>
	<b>Independent</b>	<p>The students:</p> <ul style="list-style-type: none"> <li>• use skills and display understandings learnt during modelled and guided writing</li> <li>• independently research information, and construct, edit and publish their own texts appropriate to purpose and audience.</li> </ul>

## Planning overview of Year 2 literacy session: beginning of a unit

		Session 1	Session 2
Talking and listening	Modelled and guided	Setting the scene: Introduce the purpose of the unit. Brainstorm, for example, "What do we know about dinosaurs?"	
	Applying	"What do we need to find out about dinosaurs?" Students form questions orally; teacher writes up two charts: "What we know." "What we need to find out."	
Reading	Modelled		Introduce big book. <i>What would we expect to find out from this book?</i> <i>Who might this book be written for?</i> Highlight and explain the purpose of text features: title, contents, index, pictures.
	(modelled spelling focus)		Using topic list, focus on words which can be learnt using phonological knowledge, e.g. <i>neck, long, teeth, flesh, meat, plant, eater, eggs, reptile, roamed, ate, agile, legs.</i>
	Guided	Group A Group works with teacher. Lesson focusses on particular aspect of reading that the group needs to develop e.g. <ul style="list-style-type: none"> <li>interpreting simple diagrams</li> <li>locating and talking about the use of the contents page</li> <li>locating particular information.</li> </ul>	
	Independent	Group D Follow-up from guided reading: Group B Independent reading Group C Reading activity: ordering sentences cut up from an information report on previous topic on pets.	Group A Follow-up from guided reading and independent reading Group C Independent reading Group D Reading activity: ordering sentences cut up from an information report on previous topic on pets.
Writing	Modelled	Start a topic list of "Dinosaur words" for reference during the unit. Explain the types of words which could be added to the list throughout the unit.	
	Guided	With class, sort words from topic list into those which name (nouns) and those which describe (adjectives).	
	(guided spelling)		With group: Identify consonant blends from modelled spelling focus, e.g. <i>neck, teeth, flesh, plant, spikes, claws.</i> Develop lists of words e.g. words ending in <i>-ck</i> or with <i>-th</i> .
	Independent		Students label illustrations of dinosaurs using topic words.







# Planning overview for a literacy session

		Session	Session
Talking and listening	Modelled and guided		
	Applying		
Reading	Modelled		
	(modelled spelling focus)		
	Guided		
	Independent		
Writing	Modelled		
	Guided		
	(guided spelling)		
	Independent		

Talking and listening	Session	Session	Session
Reading			
Writing			

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