**Spelling Test Mapped to the AC English Progressive Framework**

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| **Language Mode** | **Level** | **Content Descriptor / Standard** | **Elaboration** | **Possible Spelling Test Words** | **Students who did not achieve 80% or more** |
| READING | Foundation | Know that spoken sounds andwords can be written down using letters of the alphabet and how to write some high frequency sight words and known words(ACELA1758) | \* Recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds\* Writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words\* Knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds | Write the letters a-zfat, satPeg, legTin, sinDot, hotMug, rugThis test. Any dictation. Student work books.**High Frequency**M100W – Gold, Red / Oxford Words 1-20Student’s name |  |
| READING | Foundation | Know how to use onset and rime to spell words (ACELA1438) | \* Breaking words into onset and rime, for example c/at\* Building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot | **Same Rime**cat, fat. mat, hot, got, not, shot, spot |  |

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| SPEAKING LISTENING | 1 | Recognise **sound letter-matches including common vowel and consonant digraphs and consonant blends** (ACELA1458) | \* Saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue')\* Saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/ay') | **Same onset**Dog, dig, dugBlue, black, blend**Same rime**Cat: 2 words that rhyme withPlayTwo words that rhyme with play. |  |
| SPEAKING LISTENING | 1 | Understand the **variability** of sound-letter matches (ACELA1459) | \* Recognising that letters can have more than one sound (for example ‘u’ in ‘cut’, ‘put’, ‘use’ and a in ‘cat’, ‘father’, ‘any’)\* Recognising sounds that can be produced by different letters (for example the /s/ sound in ‘sat’, ‘cent’, ‘scene’) | **Same letter / Different Sound**Cat, father, anyCut, put, useSat, cent, scene  |  |
| SPEAKING LISTENING | **1** | **Manipulate** sounds in spoken words including **phoneme deletion and substitution** (ACELA1457) | \* Recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word\* Recognising and producing rhyming words\* Replacing sounds in spoken words (for example replace the ‘m’ in 'mat' with 'c' to form a new word 'cat')\* Saying sounds in order for a given spoken word (for example f/i/sh, th/i/s) | **Start/Middle/End****& Rhyme**Write first word then write two rhyming words:Mat, cat, ratPeg, leg, eggHello, yellow, mellowFish, dish, wishDog, log, hogSun, run, fun, oneFish, this |  |
| SPEAKING | 1 | Know that **regular one-syllable words** are made up of letters and common letter **clusters** that correspond to the sounds heard, and **how to use visual memory to write high-frequency words**(ACELA1778) | \* Writing one-syllable words containing known blends, for example ‘bl’, ‘st’\* Learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about') | Blue, blowStop, stay**High Frequency**One, have, them, aboutM100W/Oxford 100 |  |
| WRITINGREADING | **1** | **Recognise** and know how to use **morphemes in word families for example ‘play’ in ‘played’ and ‘playing’** (ACELA1455) | \* Building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground')\* Using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed') | Play, play**s**, play**ed**, play**ing**, play**ground**Now write one of your ownWalk, walk**ed**, walk**ing**, walk**er**  |  |
| Productive modes (speaking, writing and creating) | 1 | They **accurately** spell words **with regular spelling patterns** and**use** capital letters and full stops.  |  | M100W/Oxford 100 |  |

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| READING WRITING SPEAKING | 2 | Recognise **most** sound–letter matches including **silent letters**, vowel/consonant digraphs and **many less common** sound–letter combinations (ACELA1474) | \* Recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example ‘tion’ | **Silent Letters**KnifeListenCastle**Lesson Common Sound-Letter Combinations**StationMotionActionLotionMissionDecisionPermissionOceanPoliticianmagician |  |

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| READING WRITING SPEAKINGLISTENING | 2 | Recognise **common prefixes and suffixes and how they change a word’s meaning** (ACELA1472) | \* joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division | **Prefixes/Suffixes**DressUndressDoUndoComfortableUncomfortableOlderYoungerDivisionMultiplicationAdditionSubtraction |  |
| Receptive modes (listening, reading and viewing) | 2 | They read texts that contain **varied sentence structures**, some unfamiliar vocabulary, a significant number of **high frequency sight words** and **images that provide additional information**. |  | **Significant number of High Frequency Words**M200W test |  |

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| READING WRITING SPEAKINGLISTENING | 2 | Understand how texts are made**cohesive through resources, for example word associations, synonyms, and antonyms** (ACELA1464) | \* Exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things\* Mapping examples of word associations in texts, for example words that refer to the main character | **Antonyms:**Spell first word, then write the opposite:Same differentYes noBoy girl**Synonyms:**Spell first word, then a synonym/another word that could be used instead of...:Boy, man, maleGirl, woman, womenSaid, cried, yelled, screamed |  |
| READING WRITING | 2 | Understand how to use **digraphs, long vowels, blends and silent letters** to spell words, and use morphemes and **syllabification to break up simple words and use visual memory to write irregular words** (ACELA1471) | \* Drawing on knowledge of high frequency sight words\* Drawing on knowledge of sound–letter relationships (for example breaking words into syllables and phonemes)\* Using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge | **High frequency words**M200W**Diagraphs**Ch, Gh, ph, sh, thSc, ng, ci, qu**Long vowels**THRASS Chart words:**Blends**Student books**Silent letters**bomb, lamb, scene, scent, sandwich, WednesdayDesign, gnome, sign, Ache, character, choir, chorus, schoolKnee, kneel, knife, knit, knockAutumn, column, Receipt, Castle, fasten, listen, whistleOften, soften, Build, guess, guilty, guide, Wreck, sword, wrist, write, wrong |  |
| Productive modes (speaking, writing and creating) | 2 | They accurately spell **familiar** words **and attempt to spell less familiar words** and use **punctuation accurately**.  |  | See above words. |  |

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| No designation | **3** | **Recognise** high frequency sight words (ACELA1486) | \* Becoming familiar with most high-frequency sight words | M200/300 / Oxford 200-300 |  |
| READING WRITING SPEAKINGLISTENING | **3** | Understand that **verbs represent different processes for example doing, thinking, saying, and relating** and that **these processes are anchored in time through tense** (ACELA1482) | \* Identifying different types of verbs and the way they add meaning to a sentence\* Exploring doing and saying verbs in narrative texts to show how they give information about what characters do and say\* Exploring the use of sensing verbs and how they allow readers to know what characters think and feel\* Exploring the use of relating verbs in constructing definitions and descriptions\* Learning how time is represented through the tense of a verb, for example 'She arrived’, ‘She is arriving’ and adverbials of time, for example ‘She arrived yesterday’, ‘She is arriving in the morning’ | Say the word.Finish my sentence using that word:Yesterday I..I am..Tomorrow I will..**action** (e.g. dance run, jump, cook, swim)**thinking** (e.g. think, forgot, want, remember, decide)**saying** (promise, ask, deny, stammer, whisper, murmur)**relating** (e.g. was, became, am, is, are, become, have, own, include )**feeling** (e.g. like, hate, love, wonder, fear)possessing (e.g. has)**perceiving** (e.g. observe, notice, sense, see, taste, hear)**existing** (e.g. is, was, were, are)  |  |
| READING WRITING | **3** | Understand how to use sound–letter relationships and knowledge of spelling **rules**, **compound words, prefixes, suffixes**, morphemes and **less common letter combinations**, for example **‘tion’** (ACELA1485) | \* Using spelling strategies such as: phonological knowledge, for example diphthongs and other vowel sounds that have multiple representations in spelling; three-letter clusters, for example 'thr', 'shr', 'squ'; visual knowledge, for example **more complex single syllable homophones such as 'break/brake', 'ate/eight'**; morphemic knowledge, for example inflectional endings in single syllable words, plural and past tense; generalisations, for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es' | **Dipthongs/ Ambiguous vowel sounds:**Long a, e, i, o, u**Three letter clusters**Throw, through, threwShrink, shriek, shrimpSquish, squash, **Single syllable Homonyms**Break/brakeAte/eightPlain/plane**Spelling Rules**I before e except after c* Receipt
* recieive

drop the e add ly* easily
* NOT extremely

drop the e add ing* Dying
* hoping

keep the y add ing* burying
* worrying

drop the y add iful* beautiful
* plentiful

drop the y add ily* happily
* readily

Drop the y add iness* steadiness
* readiness

drop the y add ied* cried
* married

drop the y add ies* nappies
* funnies (e.g. comics)

Drop the f add ves* dwarves
* leaves
* wolves
* calves
* halves
* (exception: gulfs)

Replace f with v add s at the end* wives
* lives
* knives

**Compound Words**GrandmotherFootballBecauseSomewhereSomeoneThereforecannot**Prefixes**DiagonalDisadvantageExitExcludeImpossibleIncludeSemicircleTranslateUnrealUnhappyUnbelievable UnderarmUndercover**Suffixes**ServantApplicantCoward, wizardLibrarian, vegetarianCreation, narrationBicycle, recyclebigger, fasterhexagon, octagon**Morphemic** inflectional endings in single syllable words, plural and past tense); **Generalisations** (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es')Spell then make plural/there is more than one:Make plural**Add s**Dogfootpathski**add es**gasbuskissFishdishPunchinchbox |  |

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| READING WRITING SPEAKINGLISTENING | **3** | Know that word **contractions** **are a feature of informal language** and that **apostrophes of contraction are used to signal missing letters**(ACELA1480) | \* Recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements | can’t, won’t, wouldn’tit’s, he’s, she’sI’d, he’dI’ve, shoud’ve |  |
| Productive modes (speaking, writing and creating) | **3** | They use knowledge of sounds and high frequency words to spell words **accurately**, checking their work **for meaning**. |  | See all above and student books. |  |
| Productive modes (speaking, writing and creating) | **3** | They **demonstrate understanding** of grammar and choose vocabulary and punctuation **appropriate to the purpose and context** of their writing. |  | See student books. |  |
| READING WRITING SPEAKINGLISTENING | **4** | Understand how texts are madecohesive through **the use of linking devices including pronoun reference and text connectives**(ACELA1491) | \* Knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link to something previously mentioned; determiners (for example ‘this’, ‘that’, ‘these’, ‘those’, ‘the’,); text connectives that create links between sentences (for example ‘however’, ‘therefore’, ‘nevertheless’, ‘in addition’, ‘by contrast’, ‘in summary’) \* Identifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases\* Describing how text connectives link sections of a text providing sequences through time, for example ‘firstly’, ‘then’, ‘next’, and ‘finally’ | This, that, these, those, theHowever, therefore, nevertheless, in addition, by contrast, in summary/summationhe, she, they, them, one, itfirstly, secondly, then, next, finally  |  |

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| READING WRITING | **4** | Understand how to use **strategies** for spelling words, including spelling rules, knowledge of morphemic word families, spelling **generalisations**, and **letter combinations including double letters** (ACELA1779) | \* Using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') \* Using visual knowledge, for example diphthongs in more complex words and other vowel sounds that have multiple representations in spelling, as in 'oy', 'oi', 'ou', 'ow', 'oul', 'u', 'ough', 'au', 'aw'; silent beginning consonant patterns, for example 'gn' and 'kn' \* Applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping') | **Long vowel patterns in multi-syllabic words**AgainCaptainMountainAlreadybaggageBoiling**consonant clusters**straight, throat, screen, squawkin – tin, sinoy – boy, toyoi – boil, soilou – our, sourow - wowould – could, shouldu - putough – tough, roughau – author, daughter, slaughteraw – paw, straw, draw**doubling**aeswimmingshopping hoppingputtingshuttingrunning**drop e add ing**wakingshakingtakinggamingcompleting competingdrivingfiringhopingslopingamusingpruning |  |
| READING | **4** | Recognise **homophones and know how to use context to identify correct spelling** (ACELA1780) | \* Using meaning and context when spelling words (for example when differentiating between homophones such as ‘to’, ‘too’, ‘two’) | **Homophones: Identify in context of a sentence**Their/there/they’reKnow/nowhere/wear/we’reright/writeThrew/throughOne/wonSure/shoreWho’s/whoseRed/readWhich/witchYour/you’re |  |
| Productive modes (speaking, writing and creating) | **4** | They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work **to improve** meaning. |  | See above and student writing books |  |

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| READING WRITING SPEAKINGLISTENING | **5** | Understand the use of vocabulary **to express greater precision of meaning**, and **know that words can have different meanings in different contexts** (ACELA1512) | \* Moving from general, ‘all-purpose’ words, for example ‘cut’, to more specific words, for example ‘slice’, ‘dice’, ‘fillet’, ‘segment’ | **Precision:**Cut, slice, dice, fillet, segment**Homonyms (spelled and sounds the same)**Bark (dog )/ bark (tree)lead (metal) / led (front past tense)**Spelled the same, sounds different**lead (metal) / lead (front present/fuutre tense)wind (the path would...) / wind (blows)**Homophones:** wind, whined, wined |  |
| READING WRITING | **5** | Understand how the grammatical category of **possessives is signalled through** apostrophes and **how to use apostrophes with common and proper nouns**(ACELA1506) | \* Learning that in Standard Australian English regular plural nouns ending in ‘s’ form the possessive by adding just the apostrophe, for example ‘my parents' car’ \* Learning that in Standard Australian English for proper nouns the regular possessive form is always possible but a variant form without the second ‘s’ is sometimes found, for example ‘James’s house’ or ‘James’ house’ | Parent’s house (x1)Parents’ house (x2)Grandparent’s house (x1)Grandparents’ house (x2)Sam’s houseJesus’ houseAbbas’ house |  |

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| READING WRITING | **5** | Understand **how to use banks of known words, as well as word origins**, prefixes and suffixes, **to learn and spell new words**(ACELA1513) | \* Learning that many complex words were originally hyphenated but are now written without a hyphen, for example ‘uncommon’, ‘renew’ ‘email’ and ‘refine’ \* Talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example ‘policewoman’, ‘salesperson’; ‘air hostess’/‘steward’ or ‘flight attendant’ | UncommonRenewEmailEtagrefinePolicemanPolicewomanSalesmanSaleswomanSalepersonAir hostessStewardflight attendantactor / actress |  |
| READING WRITING | **5** | Recognise **uncommon plurals, for example ‘foci’** (ACELA1514) | \* Using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals | FocusMore than one focus (foci)OctopusMore than one (octopi)Platypus(more than one (octopi)Cactus(more than one (cacti)DiceOnly one (die)RadiusRadiiCalf/calvesElf/elvesHalf/halvesWife/wivesMatrix/matrices |  |
| Productive modes (speaking, writing and creating) | **5** | When writing, they demonstrate understanding of grammar, select **specific** vocabulary and use accurate spelling and punctuation, editing their work to **provide structure** and meaning. |  | See above and student work samples. |  |
| READING WRITING | **6** | Understand how to use banks ofknown words, word origins, basewords, suffixes and prefixes,morphemes, spelling patterns andgeneralisations to learn and spellnew words, for example **technicalwords and words adopted from other languages** (ACELA1526) | \* Adopting a range of spelling strategies to recall and attempt to spell new words\* Using a dictionary to correct students’ own spelling | See above and student work samples.**Adopted from other languages**RestaurantCafeRendezvousEntreeSushiA cappella DuetTempo **Technical words*** Architecture (e.g. aisle vs isle)
* ICT (e.g. peripherals)
* Music (e.g. quaver, crotchet, semiquaver, semi-crotchet)
* Scientific (bacteria, mould)
* Mathematics (e.g. hefting, dimensional)
* Spelling (morphemes, diagraphs, homonyms, homophones, etc..)
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| Productive modes (speaking, writing and creating) | **6** | They demonstrate understanding of grammar, **make considered choices from an expanding** vocabulary, use, accurate spelling and punctuation for clarity and make and **explain editorial choices**. |  | See aboveStudent work samples. |  |