**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 and words 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-z  fat, sat  Peg, leg  Tin, sin  Dot, hot  Mug, rug  This test. Any dictation. Student work books.  **High Frequency**  M100W – Gold, Red / Oxford Words 1-20  Student’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, dug  Blue, black, blend  **Same rime**  Cat: 2 words that rhyme with  Play  Two 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, any  Cut, put, use  Sat, 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, rat  Peg, leg, egg  Hello, yellow, mellow  Fish, dish, wish  Dog, log, hog  Sun, run, fun, one  Fish, 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, blow  Stop, stay  **High Frequency**  One, have, them, about  M100W/Oxford 100 |  |
| WRITING  READING | **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 own  Walk, 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**  Knife  Listen  Castle  **Lesson Common Sound-Letter Combinations**  Station  Motion  Action  Lotion  Mission  Decision  Permission  Ocean  Politician  magician |  |

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| READING WRITING SPEAKING  LISTENING | 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**  Dress  Undress  Do  Undo  Comfortable  Uncomfortable  Older  Younger  Division  Multiplication  Addition  Subtraction |  |
| 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 SPEAKING  LISTENING | 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 different  Yes no  Boy girl  **Synonyms:**  Spell first word, then a synonym/another word that could be used instead of...:  Boy, man, male  Girl, woman, women  Said, 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, th  Sc, ng, ci, qu  **Long vowels**  THRASS Chart words:  **Blends**  Student books  **Silent letters**  bomb, lamb,  scene, scent,  sandwich, Wednesday  Design, gnome, sign,  Ache, character, choir, chorus, school  Knee, kneel, knife, knit, knock  Autumn, column,  Receipt,  Castle, fasten, listen, whistle  Often, 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 SPEAKING  LISTENING | **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, threw  Shrink, shriek, shrimp  Squish, squash,  **Single syllable Homonyms**  Break/brake  Ate/eight  Plain/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**  Grandmother  Football  Because  Somewhere  Someone  Therefore  cannot  **Prefixes**  Diagonal  Disadvantage  Exit  Exclude  Impossible  Include  Semicircle  Translate  Unreal  Unhappy  Unbelievable  Underarm  Undercover  **Suffixes**  Servant  Applicant  Coward, wizard  Librarian, vegetarian  Creation, narration  Bicycle, recycle  bigger, faster  hexagon, 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**  Dog  footpath  ski  **add es**  gas  bus  kiss  Fish  dish  Punch  inch  box |  |

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| READING WRITING SPEAKING  LISTENING | **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’t  it’s, he’s, she’s  I’d, he’d  I’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 SPEAKING  LISTENING | **4** | Understand how texts are made cohesive 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, the  However, therefore, nevertheless, in addition,  by contrast,  in summary/summation  he, she, they, them, one, it  firstly, 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**  Again  Captain  Mountain  Already  baggage  Boiling  **consonant clusters**  straight, throat, screen, squawk  in – tin, sin  oy – boy, toy  oi – boil, soil  ou – our, sour  ow - wow  ould – could, should  u - put  ough – tough, rough  au – author, daughter, slaughter  aw – paw, straw, draw  **doubling**  a  e  swimming  shopping  hopping  putting  shutting  running  **drop e add ing**  waking  shaking  taking  gaming  completing  competing  driving  firing  hoping  sloping  amusing  pruning |  |
| 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’re  Know/no  where/wear/we’re  right/write  Threw/through  One/won  Sure/shore  Who’s/whose  Red/read  Which/witch  Your/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 SPEAKING  LISTENING | **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 house  Jesus’ house  Abbas’ 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’ | Uncommon  Renew  Email  Etag  refine  Policeman  Policewoman  Salesman  Saleswoman  Saleperson  Air hostess  Steward  flight attendant  actor / 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 | Focus  More than one focus (foci)  Octopus  More than one (octopi)  Platypus  (more than one (octopi)  Cactus  (more than one (cacti)  Dice  Only one (die)  Radius  Radii  Calf/calves  Elf/elves  Half/halves  Wife/wives  Matrix/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 of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example **technical words 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**  Restaurant  Cafe  Rendezvous  Entree  Sushi  A cappella  Duet  Tempo  **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..) |  |
| 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 above  Student work samples. |  |