**Spelling Test Mapped to the Victorian Curriculum Progressive Frameworks**

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| **Strand** | **Level** | **Content Descriptor / Standard** | **Elaboration** | **Possible Spelling Test Words** | **Students who did not achieve 80% or more** |
| WRITING | Foundation | Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name  (VCELA157) | \* 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 |  |
| WRITING | Foundation | Know how to use onset and rime to spell words where sounds map more directly onto letters  (VCELA158) | \* 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 |  |
| WRITING | Foundation | Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. |  |  |  |

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| READING  AC: S & L | 1 | Recognise short vowels, common long vowels and consonant **digraphs**, and **consonant blends**  **(VCELA181)** | \* 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. |  |
| READING | 1 | Understand how to spell **one and two syllable words with common letter patterns**   **(VCELA182)** | \* Investigating one and two syllable words containing common consonant blends and vowel sounds, for example ‘tree’, ‘star’ and 'about', 'begin', identified in shared texts  \* 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') | Tree  Star  About  Begin  One  Have  Them  about |  |
| READING  AC: S & L | 1 | Understand that a letter **can represent more than one sound**, and that a syllable **must contain a vowel sound**  **(VCELA183)** | \* 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  AC: S & L | **1** | Manipulate phonemes by **addition, deletion and substitution of initial, medial and final phonemes to generate new words**    **(VCELA204)** | \* 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', deleting the 'f' from 'farm' to form a new word 'arm', and substituting the 't' in 'pet' with 'n' to form a new word 'pen'  \* 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  Farm, arm  Pet, pen, peg  Peg, leg, egg  Hello, yellow, mellow  Fish, dish, wish  Dog, log, hog  Sun, run, fun, one  Fish, this |  |
| WRITING  AC: S | 1 | Understand how to use **visual memory** to write **high-frequency words, and that some high-frequency words have regular and irregular spelling components**   **(VCELA184)  Modified content description** from Reading ACELA1778 | \* Using strategies such as look-say-cover-write-check to learn an increasing number of high-frequency sight words recognised in texts, including words with regular spelling patterns such as 'them' and 'got' and irregular patterns such as 'one' and 'was' | Blue, blow  Stop, stay  Them, got  One was  **High Frequency**  One, have, them, about  M100W/Oxford 100 |  |
| WRITING | **1** | **Recognise** and know how to use **morphemes in word families for example ‘play’ in ‘played’ and ‘playing’**    (VCELA191) | \* 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** |  |
| WRITING | 1 | They **accurately** spell words **with regular spelling patterns** and **use** their **knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words** |  | M100W/Oxford 100 |  |
| READING  AC: W, S & R | 2 | Recognise **most** sound–letter matches including **silent letters**, **trigraphs**, vowel/consonant digraphs and **common long vowels** and **understand that a sound can be represented by various** letter combinations   **(VCELA218)** | \* 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  **Trigraphs**  sch scr shr sph spl spr squ str thr  **Vowel / Consonant digraphs**  OA in boat,  AI in rain, AW, EW, OW, OU  **Common long vowels**  Ai, ay, a\_e, ei  ee, ea, e\_e, ie, ei,  i, y, igh, i\_e  ow, oa, o\_e, oe  ou, u\_e, ue  **Lesson Common Sound-Letter Combinations**  Station  Motion  Action  Lotion  Mission  Decision  Permission  Ocean  Politician  magician |  |
| READING  AC: L and R&V | 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 |  |
| WRITING | 2 | Understand how texts are made **cohesive through resources, for example word associations, synonyms, and antonyms**   (VCELA224) | \* 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 |  |
| WRITING | 2 | Understand how to use **digraphs**, **long vowels**, **blends** and **silent letters** and **syllabification** to spell **simple** words, **including compound words**   **(VCELA226)** | \* 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  **Compound words**  Softball  Keyboard  Makeup  Notebook  Butterfly  Grandmother  Football  Because  Somewhere  Someone  Therefore  Cannot |  |
| WRITING | 2 | Use visual memory to write high-frequency words and words **where spelling is not predictable from the sounds**   **(VCELA227)** | \* Writing sight words (because, said) and other words that cannot be sounded out phonetically (bird, phone) by drawing on knowledge of letter patterns, word shape and possible sequencing of letters in English (for example, jam is possible but not jxm) | Because  Said  Bird  Phone  jam |  |
| WRITING | 2 | They accurately spell words **with regular spelling patterns** and can write words **with less** common long vowels,trigraphs andsilent letters. |  | See above words. |  |

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| READING  AC: W, R, S & L  &  AC: No-designation | **3** | **Recognise** high frequency sight words **know how to use** **common prefixes** and **suffixes**, and **know some homophones** and **generalisations for adding a suffix to a base word**   **(VCELA250)** | \* Becoming familiar with most high-frequency sight words | **Common Prefixes**  Dress  Undress  Do  Undo  Comfortable  Uncomfortable  Older  Younger  Diagonal  Disadvantage  Exit  Exclude  Impossible  Include  Semicircle  Translate  Unreal  Unhappy  Unbelievable  Underarm  Undercover  **Common suffixes**  Division  Multiplication  Addition  Subtraction  Librarian, vegetarian  Creation, narration  Bicycle, recycle  bigger, faster  hexagon, octagon  **Homophones**  Break/brake  Ate/eight  Plain/plane  **Generalisations for adding a suffix to a base word**  List suffixes – Add only the correct suffixes to given words  M200/300 / Oxford 200-300 |  |
| WRITING | **3** | Understand that **verbs represent different processes (doing, thinking, saying, and relating)** and that **these processes are anchored in time through tense**   VCELA261 | \* Identifying different types of verbs and the way they add meaning to a sentence  \* Exploring action 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 and other structural, language and visual features | 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) |  |
| WRITING | **3** | Understand how to use letter–sound relationships and **less common letter combinations** to spell words   **(VCELA263)** | \* Using spelling strategies such as:  phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words);  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');  and using knowledge of how different letters and combinations of letters represent different sounds, including less common combinations, for example, 'dge' after a short vowel as in 'badge', to write words in independent writing | **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  **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  Using knowledge of how different letters and combinations of letters represent different sounds, including less common combinations, for example, 'dge' after a short vowel as in 'badge', to write words in independent writing   * Edge * Badge * Nudge * fridge |  |
| WRITING | **3** | Know that word **contractions** **are a feature of informal language** and that **apostrophes of contraction are used to signal missing letters**  (VCELA260) | \* 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 |  |
| WRITING | **3** | They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. |  | See all above and student books. |  |
| WRITING | **3** | They **demonstrate understanding** of grammar and choose vocabulary and punctuation **appropriate to the purpose and context** of their writing. |  | See student books. |  |

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| WRITING | **4** | Understand how texts are made cohesive through **the use of linking devices including pronoun reference and text connectives**  (VCELA290) | \* 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 texts 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 | |  |
| WRITING | **4** | Understand how to use **phonic generalisations to identify and write words with more complex** letter combinations   **(VCELA294)** | • Using knowledge of complex spelling patterns to read and write words, for example 'bought' | Bought  Sought  Fought  Taught  Fraught | |  |
| WRITING | **4** | Understand how to use spellingpatterns and **generalisations** including syllabification, letter combinations **including double letters, and morphemic knowledge to build word families**   **(VCELA295)** | \* 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 ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', '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') | **Generalisations**  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   **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 | |  |
| WRITING | **4** | Recognise **homophones and know how to use context to identify correct spelling**   (VCELA296) | \* 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 | |  |
| WRITING | **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 | |  |
| WRITING | **4** | They make use of their increasing knowledge of phonics.... |  | See above and student writing books | |  |
| WRITING | **5** | Understand the use of vocabulary **to express greater precision of meaning**, and **know that words can have different meanings in different contexts**   (VCELA325) | \* 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 |  | |
| WRITING | **5** | Understand how the grammatical category of **possessives is signalled through** apostrophes and **how to use apostrophes with common and proper nouns**  (VCELA322) | \* 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 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 |  | |
| READING  AC: W & R | **5** | Understand **how to use banks of known words, as well as word origins**, prefixes and suffixes, **to learn and spell new words including some uncommon plurals**   **(VCELA312)** | \* Learning that many complex words were originally hyphenated but have become ‘prefixed’ as in ‘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  **Uncommon 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  Child / children  Goose / geese  Tuna  Scissors |  | |
| WRITING | **5** | Recognise and write less familiar words **that share common letter patterns but have different pronunciations**   **(VCELA326)** | • Spelling words that share common letter patterns but have different pronunciations, for example the 'ou' in 'journey', 'your', 'tour', 'sour' | Journey  Your  Tour  Sour |  | |
| WRITING | **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. |  | |
| WRITING | **5** | When writing, they demonstrate understanding of grammar, select **specific** vocabulary and use accurate spelling and punctuation. |  |  |  | |

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| 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**  (VCELA354) | \* 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..) |  |
| WRITING | **6** | Understand how to use phonic knowledge and **accumulated understandings about** blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations **to recognise and write increasingly complex words   (VCELA353)** | \* Spelling increasingly complex words using understanding of common letter patterns, for example 'pneumonia' | Pneumonia  mnemonics |  |
| WRITING | **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. |  |
| WRITING | **6** | They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. |  |  |  |
| WRITING | **6** | They also use accurate spelling and punctuation for clarity, **provide feedback on the work of their peers** and can make and **explain editorial choices** based on agreed criteria. |  |  |  |
| WRITING | **7** | Understand how to use spelling rules and word origins to learn new words and how to spell them   **(VCELA384)** | • Using Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations |  |  |