English – Stage 2

Instructional sequence – Spelling

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Contents

Overview

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

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

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

Morphological knowledge facilitates greater accuracy and ability to spell through learning about the function of meaningful units within words. Students learn how to add prefixes and suffixes to base words or roots and how they affect meaning. This includes exploring the etymology of

relevant words. Morphological instruction in Stage 2 extends on prior knowledge of inflected suffixes, derivational suffixes, homophones and prefixes (NESA 2022).

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

For further information, including the suggested structure of a spelling lesson, see Spelling instruction.

Instructions for use

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

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

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Stage 2 spelling content from the English K–10 Syllabus is introduced in line with the English Stage 2 scope and sequence. Content points are positioned at the point of introduction to the students and the sequence provides for repetition and consolidation of content throughout the stage. Some content points require more emphasis and frequent repetition than others. Schools may adapt this sequence based on their context and assessment data. Possible adaptations may involve adjusting the pace of the sequence, using analysis of assessment data to modify the content covered, or allocating additional time for the repetition and consolidation of specific content points. The outcomes and content in Spelling are best addressed in parallel with Vocabulary, Reading comprehension, Creating written texts and Understanding and responding to literature (NESA 2022).

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

monitor students' progress as they develop spelling skills to ensure individual learning needs are adequately addressed. This includes frequent revision of previously taught content.

Key terminology

Table 1 – key terminology

Terminology	Definition
phoneme	A phoneme is the smallest unit of sound in spoken language and can be represented by graphemes.
grapheme	A grapheme is a letter, or group of letters, that acts as the smallest unit in written language and represents different sounds.
digraph	A digraph is a 2-letter grapheme that represents one phoneme.
monophthong	A monophthong is a vowel phoneme pronounced as a single sound. The position of the mouth remains the same while saying the phoneme.
diphthong	A diphthong is a vowel phoneme, where the beginning of the sound glides to another vowel sound. The position of the mouth changes while saying the phoneme.
trigraph	A trigraph is a 3-letter grapheme that represents one phoneme.
quadgraph	A quadgraph is a 4-letter grapheme that represents one phoneme.

Terminology	Definition
schwa	The schwa sound can be described as the weak vowel sound that is not emphasised in some syllables. For example, doct**or**, pizz**a** and pr**o**vide.
morpheme	The smallest unit of meaning in a word such as prefixes, suffixes and base words.
bound morpheme	The smallest unit of meaning that cannot stand alone as a word (for example, prefixes such as pre-, un-, re- and mis-; suffixes such as -ful, -ing and -es).
free morpheme	A word that can stand alone. These words are also known as base words (for example, shout, march).
base word	A word that can stand alone. These words are also known as free morphemes (for example, shout, march).
root	A morpheme that gives a word its core meaning. A root may or may not stand alone as a word. Many roots in Standard Australian English derive from Latin and Greek.
prefix	A prefix is a bound morpheme that attaches to the beginning of a base word or root, changing or modifying the meaning of words. For example, mis- (misbehave) or un- (unbelievable).
suffix	A suffix is a bound morpheme that attaches to the end of a base word or root, changing or modifying the meaning of words. For example, -ly (quickly) or -able (enjoyable).

Terminology	Definition
inflected suffixes	An inflected suffix is a bound morpheme added to the end of a base word to assign a number to a word, to indicate possession or tense, or to provide a comparison (-s, -es, -ing, -ed, -er, -est).
derivational suffixes	A group of letters added after the end of a base word or root to change the part of speech. For example, beauty (noun) + -ful (suffix meaning 'full of') = beautiful (adjective); teach (verb) + -er (suffix meaning 'one who') = teacher (noun).

Stage 2 – Year 3

Term 1 (early)

Phonological component

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

- Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

Orthographic component

- Apply knowledge of taught vowel graphemes when spelling

Morphological component

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

Table 2 – Term 1 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Long vowel phoneme /ee/ as in *me* [e_e, ea, ee, e, ey, y]	The most common graphemes that represent the long vowel phoneme /ee/ as in *me* include: [ee, ea, e_e, ey, e, y].	Inflected suffixes: plurals (-s, -es)	theme(s), cream(s), beacon(s), coffee(s), referee(s), refugee(s), females(s), jockey(s), monkey(s), baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries	As introduced in Early Stage 1 and Stage 1, revise **segmenting multisyllabic words into syllables and phonemes**. For example, *jockey* has 2 syllables and 4 phonemes (j-o-ck-ey). This is a phonological skill that should be practised regularly. Vowel digraphs that represent /ee/ are 'ee', 'ea' and 'ey'. The split digraph 'e_e' and single-letter graphemes 'e' and 'y' are also used to represent /ee/. Introduce **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). When a noun ends in a consonant and then -y, replace the 'y' with an 'i' before adding the -es suffix.
Long vowel	The most common	Inflected suffixes:	athlete(s), stream(s),	The **inflected suffixes** -s and -es change a noun

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phoneme /ee/ as in *me* /ee/ [e_e, ea, ee, e, ey, y]	graphemes that represent the long vowel phoneme /ee/ as in *me* include: [ee, ea, e_e, ey, e, y].	plurals (-s, -es)	eagle(s), street(s), alley(s), chimney(s), beach(es), peach(es), leash(es), seamstress(es), recess(es) speech(es), screech(es)	from singular (one) to plural (more than one). When a noun ends in -s, -sh, -ss, -ch, add the -es suffix to create the plural form.
Long vowel phoneme /ay/ as in *say* [ai, ay, a, a_e, ey, aigh, eigh]	The most common graphemes that represent the long vowel phoneme /ay/ as in *say* include: [ai, ay, a, a_e, ey]. [aigh, eigh] are less commonly used representations.	Inflected suffixes: tense (-s, -ing, -ed)	rain-rains-rained-raining, paint-paints-painting-painted, play-plays-played-playing, delay-delays-delaying-delayed, glaze-glazes-glazed-glazing, bake-bakes-baked, prey-preys-preyed-preying, straighten-straightens-straightened-straightening, weigh-weighs-weighed-weighing	The phoneme /ay/ is a diphthong. Teach students to **identify differences in vowel phonemes (short, long, diphthong and schwa vowels).** For example, the first syllable in the word *playing* has a diphthong and the second syllable has a short vowel. Vowel digraphs that represent /ay/ are 'ai', 'ay' and 'ey'. The split digraph 'a_e', quadgraphs 'aigh' and 'eigh', and single-letter grapheme 'a' are also used to represent /ay/. The **inflected suffixes** -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				expresses future tense. When a word ends in a -y, keep the 'y' before adding the suffix (play, playing). Compare to plurality generalisation where you replace the 'y' with an 'i' before adding -es.
Long vowel phoneme /ay/ as in *say* [ai, ay, a, a_e, ey, aigh, eigh]	The most common graphemes that represent the long vowel phoneme /ay/ as in *say* include: [ai, ay, a, a_e, ey]. [aigh, eigh] are less commonly used representations.	Inflected suffixes: tense (-s, -ing, -ed)	skate-skates-skating-skated, taste-tastes-tasting-tasted, escape-escapes-escaping-escaped, excavate-excavates-excavating-excavated, bake-bakes-baking-baked	The **inflected suffixes** -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense. When a verb ends with a consonant -e: • add -d to express past tense • omit e then add -ing to express present tense. Explore the 3 different phonemes represented by the inflected suffix -ed: • /d/ as in *sailed*. This phoneme is used when the base word ends with a voiced sound.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				• /t/ as in *fished*. This phoneme is used when the base word ends with an unvoiced sound. • /əd/ as in *rented*. This phoneme is used when the base word ends in [t] or [d]. This sound forms a new syllable. This suffix is pronounced in 3 different ways, but is always spelled -ed.

Term 1 (late)

Orthographic component

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

- Understand that graphemes can be explained by their etymology

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Long vowel phoneme /igh/ as in *my* [i_e, ie, i, y, igh] Schwa /ə/ [-er, -est]	[y, i_e] are often used at the end of base words. [i, ie] are often used in the middle and at the end of base words. [igh] is used only at the end of a base word or before a 't'. English words do not end with	Inflected suffixes: comparative (-er) and superlative (-est)	fine-finer-finest, kind-kinder-kindest, slimy-slimier-slimiest, shiny-shinier-shiniest, bright-brighter-brightest, high-higher-highest, light-lighter-lightest, tight-tighter-tightest	Vowel digraph 'ie', split digraph 'i_e' and trigraph 'igh' are common representations for the vowel phoneme /igh/. The single-letter graphemes 'i' and 'y' can also be used to represent the phoneme /igh/. The suffixes -er and -est are often pronounced as a schwa. For example, *higher*. The **inflected suffixes** -er and -est usually attach to adjectives that have one syllable (fine, finer). Adjectives with more than one syllable often use

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	the letter 'i'. Words that do end in 'i' have been borrowed from other languages (calamari – Greek).			the words 'more' and 'most' instead of using the inflected suffixes (polite, most polite). When an adjective has more than one syllable and ends in consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest). For adjectives that are single syllable consonant, vowel, consonant (CVC) words, the final consonant is usually doubled before adding -er or -est (big, bigger).
Long vowel phoneme /igh/ as in *my* [i_e, ie, i, y, igh] Consonant phoneme /s/ as in *sat*	[y, i_e] are often used at the end of base words. [igh, i, ie] are often used in the middle and at the end of base words.	Inflected suffixes: plural (-s, -es) tense (-s, -ing, -ed)	slice-slices-sliced-slicing, ice-ices-iced-icing, science, scientist(s), fascinate-fascinates-fascinating-fascinated, glass(es), lesson(s), blossom-blossoms-blossomed-blossoming.	Quickly review some known representations for /s/- [s, ss, se, ce, c, sc]. 'sc' is a less frequently used digraph (alternative spelling) to represent the phoneme /s/. The 'sc' spelling is more likely to be used in the middle of a word, but not all words follow this generalisation. Words with the /s/ phoneme represented as the consonant digraph 'sc' are usually Latin in origin. Revise **inflected suffixes**.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
[s, ss, se, ce, c, sc]				The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). The inflected suffixes -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.
Long vowel phonemes /ow/ as in *own* [oa, ow, o_e, o, oe] Long vowel phoneme /ee/ as in *me* [y]	[oa, o] are often used in the middle of words. [ow, o_e, oe] are often used at the end of base words. When a word ends with a long /ee/ phoneme, it is often represented by the letter [y].	Inflected suffixes: comparative (-er) and superlative (-est)	slow-slower-slowest, toasty-toastier-toastiest, nosy-nosier-nosiest, soapy-soapier-soapiest, smoky-smokier-smokiest, close-closer-closest, phony-phonier-phoniest, snowy-snowier-snowiest, floe, woe	Vowel digraphs 'oa', 'ow' and 'oe' can be used to represent the vowel phoneme /ow/. Split digraph 'o_e' and single-letter grapheme 'o' can also represent /ow/. The **inflected suffixes** -er and -est usually attach to adjectives that have one syllable (fine, finer). The suffixes -er and -est are often pronounced as a **schwa**. For example, higher. When an adjective has more than one syllable and ends in consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest).

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Long vowel phoneme /ow/ as in *own* [oa, ow, o_e, o, oe] Consonant phoneme /f/ as in *fin* [f, ff, gh, ph]	[oa, o] are often used in the middle of words. [ow, o_e, oe] are often used at the end of base words. [ph] is often used at the beginning or end of the base or root word.	Inflected suffixes: plural (-s, -es) tense (-s, -ing, -ed)	telephone(s), earphone(s) photocopy (ing), photograph(s), photosynthesis, phoneme, phobia, phytoplankton fantastic, flavour(s), difficult, fluffy, cough-coughs-coughing, rough, pharmacy, elephant	Quickly review known representations for /f/- [f, ff, gh, ph]. Teach that words with the /f/ phoneme represented by the consonant digraph 'ph' are usually Greek in origin. Review **inflected suffixes**: plural (-s, -es) and tense (-s, -ing, -ed).

Term 2 (early)

Orthographic component

- Proofread, identify and correct misspellings when creating written texts

Morphological component

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

Table 4 – Term 2 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Long vowel phoneme /oo/ as in *soon* [u_e, ue, o, oo, ew, ough, oe]	[u_e, ue, ew, ough, oe] are often used at the end of base words. [oo] is often used in the middle of base words.	Prefixes: un-, re-, dis-	nude, volume, true, value, (re)issue, (re)move, (dis)prove, (dis)approve, spoon, zoo, mushroom, chew, blew, (re)new, (re)view, (un)screw, through, shoe	Revise **segmenting multisyllabic words into syllables and phonemes**. The phoneme /oo/ is often referred to as the long /oo/. It is a diphthong. Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** Vowel digraphs 'oo', 'ue', 'ew' and split digraph 'u_e' are common representations for the diphthong /oo/. Alternate spellings include digraph

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				'oe' and quadgraph 'ough'. **Introduce prefixes**. Revise prefixes introduced in Stage 1: • un- meaning 'not, opposite of' • re- meaning 'again' • dis- meaning 'not, the opposite of'. No change is required when affixing this prefix to the base word.
Long vowel phoneme /oo/ as in *soon* [u_e, ue, o, oo, ew, ough, oe]	[u_e, ue, ew, ough, oe] are often used at the end of base words. [oo] is often used in the middle of base words.	Prefixes: un-, re-, dis-	dune, costume, flute, glue, (dis)continue, (un)do, (re)do, cartoon, teaspoon, screw, grew, canoe	Introduce **proofreading, identifying and correcting misspellings when creating written texts**. Writing produced in Component B can be used, or a passage of text featuring long vowel phoneme /oo/ words. Proofreading, identifying and correcting misspellings, should be practised regularly. Revise **prefixes** introduced in Stage 1:

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				• un- meaning 'not, opposite of' • re- meaning 'again' • dis- meaning 'not, the opposite of'. No change is required when affixing this prefix to the base word.
r-controlled vowels /ar/ as in *farm* [ar, a]	[ar] is often used in the middle and at the end of base words. [a] is often used in the middle of base words.	Prefixes: pre-, mid-, mis-	(dis)arm, (dis)card, car, party, park, smart, (re)start, yard, (dis)card, (dis)similar, (pre)molar, (pre)arrange, (mid)march, (mis)start, mis(part), glasses, bath Additional words using prefixes pre-, mid-, mis-: (pre)view, (pre)occupied, (mis)articulate, (mis)take, (mis)quote, (mis)use, (mis)place, (mis)took,	An r-controlled vowel is a vowel immediately followed by the letter 'r' that can no longer be pronounced as a long or short vowel. /ar/ is an r-controlled vowel. The digraph 'ar' and single-letter grapheme 'a' are representations for the phoneme /ar/. Revise previously introduced **prefixes**. Introduce prefixes: • pre- meaning 'before' • mid- meaning 'middle'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			(mid)day, (mid)night, (mid)way	• mis- meaning 'wrongly'. No change is required when affixing this prefix to the base word.
r-controlled vowels /ar/ as in *farm* [ar, a]	[ar] is often used in the middle and at the end of base words. [a] is often used in the middle of base words.	Prefixes: pre-, mid-, mis-	dark, charm, target, shark, grass, fast, (pre)arrange, (mid)march, (mis)part Additional words using prefixes pre-, mid-, mis-: (pre)paid, (pre)scribe, (mid)way, mid(size), (mis)took, (mis)behave	Revise **prefixes**: • pre- meaning 'before' • mid- meaning 'middle' • mis- meaning 'wrongly'. No change is required when affixing this prefix to the base word.

Term 2 (late)

Morphological component

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

- Correctly spell irregular plural words across a range of written contexts

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
r-controlled vowel /or/ as in *for* [or, au, ore, oor, aw, ough, ar, al, augh, oar]	The most common graphemes that represent the r-controlled vowel phoneme /or/ as in 'for' include: [or, au, ore, oor, aw, ar, al]. [ough, augh, oar] are less commonly used.	Derivational suffixes: -ly and -y	cork, short(ly), record, story, fork, storm, more, before, ignore, sore(ly) crawl, straw, floor, poor(ly), warn, toward, fought, all, walk, caught, taught, board, soar Additional words using suffixes -ly and -y: sleep(y), creep(y), weep(y),	The phoneme /or/ is an r-controlled vowel. The digraphs 'or', 'au', 'aw', 'ar', 'al' are used to represent /or/. The trigraphs 'ore', 'oor' and 'oar' are also alternate spellings, as are the quadgraphs 'ough' and 'augh'. Introduce **derivational suffixes**. Introduce suffix: - -y meaning 'characterised by'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	representations.		rain(y), brief(ly), free(ly), firm(ly), kind(ly)	• attaches to nouns and verbs to create adjectives • explore the 'drop the final e' generalisation: spike-spiky, scare-scary. • explore 'double consonant' generalisation: sun-sunny. Introduce suffix: • -ly meaning 'a characteristic of' • attaches to nouns to form adjectives, adjectives to form adverbs • explore the generalisation for changing the 'y' to 'i' and keeping the 'e': happy-happily, love-lovely.
r-controlled vowels /or/ as in *for*	The most common graphemes that represent the r-controlled vowel	Derivational suffixes: -ly and -y	popcorn, order(ly), normal(ly), seashore, explore, ignore, prawn(y), sprawl(y), spawn, doorbell, warm(ly), award,	Revise **proofreading, identifying and correcting misspellings when creating written texts**. Revise **derivational suffixes**. Revise suffixes:

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
[or, au, ore, oor, aw, ough, ar, al, augh, oar]	phoneme /or/ as in 'for' include: [or, au, ore, oor, aw, ar, al]. [ough, augh, oar] are less commonly used representations.		reward, brought, thought	-y meaning 'characterised by' -ly meaning 'a characteristic of' -y and -ly attach to nouns and verbs to form adjectives: sleep-sleepy -y attaches to adjectives to form an adverb: warm-warmly.
Revise long vowel phonemes /ee/ [e_e, ea, ee, e, ey, y] /ay/ [ai, ay, aigh, eigh, a, a_e, ey, ea] /igh/ [i_e, ie, i, y, igh] /ow/ [oa, ow, o_e,	Consider the graphemes that represent /ee/, /ay/, /igh/, /ow/, /oo/ and their position within words as per previous learning.	Inflected suffixes: plurals (-s, -es) Irregular plurals: Nouns that change their vowels	dingo(es), hero(es), potato(es), volcano(es), tomato(es), torpedo(es), bicycle(s), butterfly(s), chocolate(s), pelican(s), movement(s), foot-feet, goose-geese, man-men, tooth-teeth, woman-women	The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one). When a noun ends with 'o', the -es suffix is added (tomato, tomatoes). **Introduce irregular plural nouns**. Irregular plural nouns are nouns that do not become plural by adding an inflected suffix (-s or -es). Some singular nouns change their vowels to form plurals (goose-geese).

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
o, oe] /oo/ [u_e, ue, oo, ew, ough, oe]				
Revise long vowel phonemes /ee/ [e_e, ea, ee, e, ey, y] /ay/ [ai, ay, aigh, eigh, a, a_e, ey, ea] /igh/ [i_e, ie, i, y, igh] /ow/ [oa, ow, o_e, o, oe] /oo/ [u_e, ue, oo, ew, ough, oe]	Consider the graphemes that represent /ee/, /ay/, /igh/, /ow/, /oo/ and their position within words as per previous learning.	Inflected suffixes: plurals (-s, -es) Irregular plurals: Nouns that change their vowels and consonants	roof-roofs, enemy-enemies, family-families, mulberry-mulberries, sky-skies, symphony-symphonies, mouse-mice, die-dice, louse-lice, calf-calves, knife-knives, leaf-leaves, life-lives, wife-wives	The **inflected suffixes** -s and -es change a noun from singular (one) to plural (more than one). When a noun ends in a consonant and then -y, replace the 'y' with an 'i' before adding the -es suffix. Nouns ending with 'f' or 'fe' make the plural in 2 ways. In some cases, -s is added (chief-chiefs). In some cases, replace the 'f' or 'fe' with a 'v' before adding the -es suffix (leaf-leaves). **Irregular plural nouns** are nouns that do not become plural by adding an inflected suffix (-s or -es). Some singular nouns change their vowels and consonants to form the plural (mouse-mice, die-

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				dice).

Term 3 (early)

Orthographic component

- Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

Morphological component

- Correctly spell taught homophones when creating written texts

Table 6 – Term 3 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
r-controlled vowels /er/ as in *her* [er, ir, ur, or, ear]	[er, ir, ur, ear] are used at the beginning, in the middle and at the end of base words. [or] is used in the middle and at the end of base words.	Prefixes: in-, im-	bird, burn, purpose, term, first, Earth, fever, perfume, master, worst, worm (im)perfect, (in)different, (in)fertile Additional words using prefixes in- and im-: (in)formal, (im)mortal	Revise **segmenting multisyllabic words into syllables and phonemes**. Vowel digraphs 'er', 'ir', 'ur' and 'or' are representations for the r-controlled vowel /er/. The trigraph 'ear' is also used to represent 'ear'. Revise previously introduced **prefixes**. Introduce prefixes: - in- meaning 'in'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				• im- meaning 'in'. No change is required when affixing this prefix to the base word.
r-controlled vowels /er/ as in *her* [er, ir, ur, or, ear]	[er, ir, ur, ear] are used at the beginning, in the middle and at the end of base words. [or] is used in the middle and at the end of base words.	Prefixes: in-, im-	skirt, squirt, turn, return suburb, germ, learn, mermaid, powerful, wonderful, worthy, research, (im)proper, (in)considerate Additional words using prefixes in- and im-: (im)moral, (in)form	Introduce **use of spelling reference tools** to identify and correct misspelt words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Spelling reference tools may include word walls, print or online dictionaries and assistive technologies. Revise **prefixes**: • in- meaning 'in' • im- meaning 'in'. No change is required when affixing this prefix to the base word.
r-controlled	[air, are, ear] are	Homophones	flair, airport, square, prepare,	The phoneme /air/ is an r-controlled vowel

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
vowels /air/ as in *pair* [air, are, ear, ere]	often used in the middle and at the end of base words. [air] is also a base word.		rarely, barely, swear, stair-stare, fair-fare	phoneme. Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** For example, the first syllable in the word *prepare* has a long vowel and the second syllable has an r-controlled vowel. The trigraphs 'air', 'are', 'ear' and 'ere' are representations for the phoneme /air/. **Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw).
r-controlled vowels /air/ as in *pair* [air, are, ear, ere]	[air, are, ear] are often used in the middle and at the end of base words. [air] is also a base word.	Homophones	chair, fairy, care, aware, tear, bear-bare, hair-hare, pair-pear, there-they're-their, wear-where-we're Additional homophones: creek-creak, to-two-too, tail-tale, break-break	**Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw).

Term 3 (late)

Phonological component

- Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling

- Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Schwa /ə/	Identify the vowel graphemes that are pronounced as schwa, instead of their common pronunciation.	Derivational suffixes: -ure, -ture	picture, measure, leisure, texture, gesture, vulture, close-closure, depart-departure, fix-fixture, mix-mixture, sculpt-sculpture	Teach students that words with more than one syllable have both **stressed (strong) and unstressed (weak) syllables**. Stressed syllables are often louder and higher pitched. Unstressed syllables are usually said faster and at a lower volume. The vowel in the weak syllable is often **schwa**. For example, in the word *doctor* the first syllable 'doc' is stressed and is clearly articulated. The second syllable 'tor' is unstressed and is pronounced as 'tuh', giving us 'doctuh'.

Introduce **identifying stressed and unstressed** |

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				syllables in multisyllabic words and **using knowledge of schwa appearing in unstressed syllables** to assist with spelling. Revise **derivational suffixes**. Introduce suffixes: • -ure, -ture: meaning 'the result of the act' • adding -ure or -ture to the end of a verb forms a noun: sculpt-sculpture, mix-mixture. • explore the 'drop the e' generalisation: close-closure, compose-composure.
Schwa /ə/	Identify the vowel graphemes that are pronounced as /schwa/, instead of their common pronunciation.	Derivational suffix: -ful	colour-colourful, wonder-wonderful, power-powerful, cheer-cheerful, colour-colourful, delight-delightful, grace-graceful, hope-hopeful, mind-mindful, peace-peaceful, skill-skilful, thought-	Revise **proofreading, identifying and correcting misspellings when creating written texts**. Revise **derivational suffixes**. Introduce suffix: • -ful meaning 'full of'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			thoughtful	• attaches to verbs makes adjectives: help-helpful • attaches to nouns to form adjectives: joy-joyful • explore the 'keep the e' generalisation: care-careful, hope-hopeful • explore if word ends in consonant + 'y', change to 'i': plenty-plentiful, beauty-beautiful • explore if word ends in a vowel + 'y', just add -ful: joy-joyful, play-playful.
Diphthong /oi/ as in *boy* [oi, oy, uoy]	The most common graphemes that represent the diphthong /oi/ as in 'boy' include: [oi, oy]. [ouy] is a less commonly	Derivational suffix: -less	boy, buoy, royal, cowboy, moist, coil, poison, noise-noiseless, point-pointless, toy-toyless, joy-joyless Additional words using suffix -less:	The phoneme /oi/ is a diphthong. Vowel digraphs 'oi' and 'oy' are used to represent /oi/. The trigraph 'uoy' is an alternate spelling. Revise **use of spelling reference tools** to identify and correct misspelt words. Students need to recognise that **spellcheck accuracy may depend**

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	used representation.		breathless, flawless, harmless, thoughtless	**on understanding the word** (soar or saw). Revise **derivational suffixes**. Introduce **suffix**: • -less: meaning 'without' • attaches to nouns to form adjectives: child-childless • attaches to verbs to form adjectives: fear-fearless • explore 'change the y to i' generalisation: penny-penniless • explore if word ends in a vowel + 'y', just add less: joy-joyless • explore 'keep the e' generalisation: hope-hopeless.
Diphthong	The most common graphemes that	Derivational suffix:	loyal, voyage, point, foil, choice, annoy-annoyable,	Revise **derivational suffixes**.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
/oi/ as in *boy* [oi, oy, uoy]	represent the diphthong /oi/ as in 'boy' include: [oi, oy]. [ouy] is a less commonly used representation.	-able	avoid-avoidable, enjoy-enjoyable, employable Additional words using suffix -able: move-moveable, reason-reasonable, respect-respectable, sustain-sustainable	Introduce suffix: • -able: meaning 'capable of' • attaches to verbs to form adjectives: wash-washable • explore -able is more common and usually attached to complete root words: enjoy-enjoyable • explore 'drop the final e' generalisation and exceptions: believe-believable, move-movable/moveable.

Term 4 (early)

Further revision and consolidation of previously introduced content.

Table 8 – Term 4 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Short vowel phoneme /e/ as in *get* [e, ea, a, ai] Consonant phoneme /k/ as in *kid* [c, k, ck, ch]	[e, a] are often used at the beginning and in the middle of base words. [ea, ai] are often used in the middle of base words. [c] is often used at the beginning and in the middle of base words, it is occasionally used at the end of base	Inflected suffixes: plural (-s, -es) tense (-s, -ing, -ed)	elephant(s), necklace(s), resident(s), breakfast, feather(s), jealous, measure-measures-measured-measuring, any, again, against, said, echo-echoes-echoing-echoed, chemistry, mechanic(s), technical, technology(ies), orchestra(s) Additional words using [ch] representation: anchor(s)-anchored-anchoring, character, chorus-chorused-chorusing, monarch(s),	Revise **segmenting multisyllabic words into syllables and phonemes.** Single-letter graphemes 'e' and 'a' are used to represent /e/. The vowel digraphs 'ea' and 'ai' are alternate spellings. Quickly review some known representations for /k/- [c, k, ck, ch]. 'ch' is a less frequently used digraph (alternative spelling) to represent the phoneme /k/. Teach that words with the /k/ phoneme represented as the consonant digraph 'ch' are usually Greek in origin.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	words. [k] is often used at the beginning and in the middle of base words, after long vowel phonemes. [ck] is used at the end of base words, after short vowel phonemes. [ch] is used at the beginning and in the middle of base words.		school(s), stomach(es), orchid(s)	Revise **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). The inflected suffixes -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.
Short vowel phoneme /e/ as in *get* [e, ea, a, ai]	[e, a] are often used at the beginning and in the middle of base words. [ea, ai] are often used in the	Inflected suffixes: plural (-s, -es) tense (-s, -ing, -ed)	peck-pecks-pecking-pecked, heckle-heckles-heckling-heckled, excuse-excuses-excusing-excused, cleanse-cleanses-cleansing-cleansed cobweb(s) cheque(s),	Quickly review some known representations for /k/- [c, k, ck, ch], que. 'que' is a less frequently used trigraph (alternative spelling) to represent the phoneme /k/. Teach that words with the /k/ phoneme represented as the trigraph 'que' are usually

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Consonant phoneme /k/ as in *kid* [c, k, ck, que]	middle of base words. [c] is often used at the beginning and in the middle of base words, it is occasionally used at the end of base words. [k] is often used at the beginning and in the middle of base words, after long vowel phonemes. [ck] is used at the end of base words, after short vowel phonemes. [que] is used at the end of base		technique(s), Additional words using [que] representation: antique(s), mosque(s), plaque(s)	French in origin. Revise **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). The inflected suffixes -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	words.			
Diphthong /ow/ as in *cow* [ou, ow, ough]	[ou] is often used at the beginning and in the middle of base words. [ow] is used at the beginning, in the middle and at the end of base words. [ough] is often used in the middle and at the end of base words.	Derivational suffixes: -er, -or	town, howl(er), prowl(er), scowl, towel, power, flour, mouse, noun, loud, mouth, round, bounce, compound, plough(er), announce(r), counsellor Additional words using suffixes -er and or-: teacher, farmer, reporter, inventor, inspector, investigator	The phoneme /ow/ is a diphthong. Revise **identifying stressed and unstressed syllables in multisyllabic words** and **using knowledge of schwa appearing in unstressed syllables** to assist with spelling. The vowel in the weak syllable is often **schwa**. It usually sounds like the short /u/ sound but is shorter, softer and weaker. The suffixes -er and –or are often pronounced as schwa (doctor). Revise **derivational suffixes**. Introduce suffix: • -er, -or meaning 'a person who does the verb'. • attaches to a verb forms a noun • -er is the most common way to end a word

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				for someone carrying out an action: teach-teacher, speak-speaker. • sometimes the Latin suffix -or is used: create-creator, visit-visitor.
Diphthong /ow/ as in *cow* [ou, ow, ough]	[ou] is often used at the beginning and in the middle of base words. [ow] is used at the beginning, in the middle and at the end of base words. [ough] is often used in the middle and at the end of base words.	Homophones	bow-bough, allowed-aloud, flower-flour, foul-fowl Additional homophones: bear-bare, heel-heal, mail-male, main-mane	**Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw).

Term 4 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
R-controlled vowel /ear/ as in *dear* [ear, eer, ere]	The most common graphemes that represent the r-controlled vowel phoneme /ear/ as in 'dear' are [ear, eer, ere]. [eir] is a less commonly used representation.	Derivational suffix: -ness	sheer, steer, pioneer, mountaineer, buccaneer, engineer, clear, spear, gear, revere, sphere, cheer-cheeriness, fear-fearless-fearlessness, near-nearness, dreary-dreariness Additional words using suffix -ness: kindness, sadness, weakness, softness, happiness, loneliness, laziness, grumpiness.	The phoneme /ear/ is an r-controlled vowel. The trigraphs 'ear', 'eer', 'ere' and 'eir' are used to represent the phoneme /ear/. Revise **derivational suffixes**. Introduce suffix: • -ness: meaning 'state of; condition of' • attaches to an adjective to form a noun: kind-kindness • explore 'change y to i' generalisation: happy-happiness.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
R-controlled vowel /ear/ as in *dear* [ear, eer, ere] Schwa /ə/ [-er, -est]	The most common graphemes that represent the r-controlled vowel phoneme /ear/ as in 'dear' are [ear, eer, ere]. [eir] is a less commonly used representation.	Inflected suffixes: comparative (-er) and superlative (-est)	jeer, career, volunteer, clear, shear, nearby, here, severe, dreary-drearier-dreariest, near-nearer-nearest, eerie-eerier-eeriest, dear-dearer-dearest, clear-clearer-clearest, weird-weirder-weirdest	Revise **proofreading, identifying and correcting misspellings when creating written texts**. Revise **identifying stressed and unstressed syllables in multisyllabic words** and **using knowledge of schwa appearing in unstressed syllables** to assist with spelling. The vowel in the weak syllable is often **schwa**. It usually sounds like the short /u/ sound but is shorter, softer and weaker. The suffixes -er and -est are often pronounced as a **schwa.** For example, *higher*. Revise **inflected suffixes**. The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer). When an adjective has more than one syllable and ends in consonant -y, replace the 'y' with 'i' before adding the suffix (happy-happier-happiest).

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Short vowel phoneme /oo/ as in *look* [u, oo, oul]	The most common graphemes that represent the short vowel phoneme /oo/ as in 'look' are [u, oo, oul].	Derivational suffix: -hood	wood, soot, wool, booking, footstool, cookbook, bush, push, bullet, cushion, pudding, butcher, could, would, should, parenthood, childhood, sisterhood, brotherhood, motherhood, fatherhood, neighbourhood, hoodlum, adulthood, livelihood	The phoneme /oo/ is a diphthong. It is often referred to as the short /oo/ sound. The digraph 'oo' and trigraph 'oul' are used to represent /oo/. The single-letter grapheme 'u' is an alternate spelling for /oo/. Revise **use of spelling reference tools** to identify and correct misspelt words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Revise **derivational suffixes**. Introduce suffix: • -hood: meaning 'condition of being' • attaches to a noun or adjective to form a noun that names a condition or group: childhood, adulthood • explore 'change the y to i' generalisation: likely-likelihood.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Short vowel phoneme /oo/ as in *look* [u, oo, oul] Schwa /ə/ [–er, –est]	The most common graphemes that represent the short vowel phoneme /oo/ as in *look* are [u, oo, oul].	Inflected suffixes: comparative (-er) and superlative (-est)	push-pushy-pushier-pushiest, full-fuller-fullest, wool- woolly-woollier-woolliest Additional words using comparative and superlative suffixes: bright-brighter-brightest, funny-funnier-funniest, silly-sillier-silliest	Revise the **schwa** phoneme. The suffixes -er and -est are often pronounced as a **schwa** (higher). Revise **inflected suffixes**. The inflected suffixes -er and -est usually attach to adjectives that have one syllable (fine, finer).

Stage 2 – Year 4

Term 1 (early)

Further revision and consolidation of previously introduced content.

Table 10 – Term 1 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Short vowel phoneme /o/ as in *cot* [o, a, au] Long vowel phoneme /ow/ as in *own* [oa, ow, o_e, o, oe]	[o] is used in the middle and beginning of base words. [a] is used in the middle of base words, often after the graphemes [w] and [qu]. [au] is used in the middle of base words. [oa, o] are often	Prefixes: de-, anti-	venom, frost, fog, logic, common, problem, wander, watch, swamp, swan, squash, quality, quantity, cauliflower, sausage(s), antifog, antitoxic, antihero, decode, decompose, deconstruct, defrost	Revise **segmenting multisyllabic words into syllables and phonemes**. Single-letter graphemes 'o' and 'a' are used to represent the short vowel phoneme /o/. This phoneme can also be represented using the vowel digraph 'au'. The vowel digraphs 'oa', 'ow' and 'oe' represent the long vowel phoneme /ow/. This phoneme can also be represented using the split digraph [o_e] and the grapheme [o]. Compare the short vowel /o/ phoneme to the use

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	used in the middle of words. [ow, o_e, oe] are often used at the end of base words.			of the long vowel /ow/ phoneme in base words. Revise previously introduced **prefixes**. Introduce prefixes: • de- meaning 'opposite' • anti- meaning 'against'. No change is required when affixing this prefix to the base word.
Short vowel phoneme /o/ as in *cot* [o, a, au] Long vowel phoneme /ow/ as in *own* [oa, ow, o_e, o,	[o] is used in the middle and beginning of base words. [a] is used in the middle of base words, often after the graphemes [w] and [qu]. [au] is used in the middle of base words.	Prefixes: de-, anti-	bottom, October, commandeer, volunteer, borrow, meadow, wash, salt, want, vault, fault Revise de- and anti- suffixes with previously introduced phonemes: declutter, deactivate, devalue, anticlimax, antiracism, antiseptic, antivenom,	Revise **prefixes**: • de- meaning 'opposite' • anti- meaning 'against'. No change is required when affixing this prefix to the base word.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
oe]	[oa, o] are often used in the middle of words. [ow, o_e, oe] are often used at the end of base words.		antiviolence	
Short vowel phoneme /u/ as in *up* [u, o, ou, oo]	[u, o, ou, oo] are often used in the middle of base words.	Prefixes: sub-, under-	under, scrunch, umbrella, cover, Monday, discover, comfortable, company, rough, tough, blood, flood, undercover, undercurrent, underarm, underage, undersupply, underwear, underripe, submarine, subzero, subtitle, subheading, substandard, subtropical	Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** For example, the first and second syllable in the word *umbrella* has a short vowel and the third syllable is schwa. Single-letter graphemes 'u' and 'o' are used to represent the short vowel phoneme /u/ as in *up*. This phoneme can also be represented using the vowel digraphs 'ou' and 'oo'. Revise previously introduced **prefixes**. Introduce prefixes: • under- meaning 'under' or 'too little'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				• sub- meaning 'under'. No change is required when affixing this prefix to the base word.
Short vowel phoneme /u/ as in *up* [u, o, ou, oo]	[u, o, ou, oo] are often used in the middle of base words.	Prefixes: sub- under-	pumpkin, thunder, abundant, wonder, love, customer, cousin, country Revise under- and sub- prefixes with previously introduced phonemes: underwater, undercooked, underestimate, underground, underwear, undertow	Revise **prefixes**: • under- meaning 'under' or 'too little' • sub- meaning 'under'. No change is required when affixing this prefix to the base word.

Term 1 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Short vowel phoneme /i/ as in *it* [i, y]	The most common graphemes that represent the short vowel phoneme /i/ as in *it* are [i, y].	Inflected suffixes: tense (-s, -ing, -ed)	difficult, thimble, physical, typical, cylinder, symbol, mystery, hit-hitting, ship-shipping-shipped, skip-skipping-skipped, kick-kicking-kicked, sit-sitting-sat, begin-beginning-began, admit-admitted-admitting	Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** For example, the first and second syllables in the word *difficult* have a short vowel and the third syllable is a long vowel phoneme. The single-letter graphemes 'i' and 'y' are used to represent the short vowel phoneme /i/. Revise **inflected suffixes**. The inflected suffixes -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				In single syllable CVC words, the final consonant is doubled before adding -ed or -ing (shop, shopping). In words with 2 or more syllable words and a stressed final CVC syllable, the final consonant is doubled before adding -ed or - ing (begin, beginning). In words with 2 or more syllable words and a stressed opening syllable, no doubling of the final consonant is needed (follow, following).
Short vowel phoneme /i/ as in *it* [i, y]	The most common graphemes that represent the short vowel phoneme /i/ as in *it* are [i, y].	Inflected suffixes: tense (-s, -ing, -ed)	innocent, compliment, inquisitive, university, literacy, system, sympathy, gymnastics, rhythm, myth, inspect-inspected-inspecting, consider-considering-considered, deliver-delivered-delivering, inform-informed-informing, participate-	Revise **inflected suffixes**. The inflected suffixes -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
			participating-participated	
Schwa /ə/ [ou]	Identify the vowel graphemes that are pronounced as schwa, instead of their common pronunciation.	Derivational suffix: -ous	joy-joyous, wonder-wonderous, danger-dangerous, courage-courageous, fame-famous, nerve-nervous, glory-glorious, mystery-mysterious, vary-various	Revise **identifying stressed and unstressed syllables in multisyllabic words** and **using knowledge of schwa appearing in unstressed syllables** to assist with spelling. The vowel in the weak syllable is often **schwa**. It usually sounds like the short /u/ sound but is shorter, softer and weaker. The vowel digraph 'ou' in the suffix -ous is often pronounced as a **schwa.** Revise **derivational suffixes**. Introduce suffix: • -ous meaning 'having qualities of, full of' • attaches to a noun to form an adjective: danger-dangerous, mountain-mountainous • explore 'drop the e' generalisation: fame-famous • explore 'change the y to i' generalisation:

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				vary-various • explore adding -ous to a word that ends with 'our'. 'our' becomes 'or', then add -ous: humour-humorous.
Schwa /ə/ [e]	Identify the vowel graphemes that are pronounced as schwa, instead of their common pronunciation.	Derivational suffix: -en	wood-wooden, gold-golden, broke-broken, froze-frozen, wove-woven, ash-ashen, dark-darken, fast-fasten, wide-widen, loose-loosen, bright-brighten, soft-soften, sweet-sweeten, sharp-sharpen, fright- frighten	Revise **schwa**. The single-letter grapheme 'e' in the suffix -en is often pronounced as a **schwa.** Revise **derivational suffixes**. Introduce suffix: • -en meaning 'to become or cause to be' or 'made of' • attaches to a noun to form an adjective: ash-ashen, wood-wooden • attaches to an adjective to form a verb: dark-darken, wide-widen.

Term 2 (early)

Further revision and consolidation of previously introduced content.

Table 12 – Term 2 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Consonant phoneme /sh/ as in *shop* [sh, ss, ce]	[sh] is used at the beginning of a base word or at the end of a syllable. [sh] is never used at the beginning of any syllable after the first one, except when used in the suffix -ship. [ss, ce] is used at the end of base words.	Inflected suffixes: plurals (-s, -es)	bulrush(es), bush(es), bushranger(s), brush(es), wish(es), eyelash(es), cushion(s) mushroom(s), sash(es), shard(s), shilling(s), tissue(s), pressure, percussion, ocean(s)	Revise **segmenting multisyllabic words into syllables and phonemes**. The vowel digraphs 'sh', 'ss' and 'ce' represent the consonant phoneme /sh/ as in *shop*. Revise **inflected suffixes**. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). When a noun ends in -s/sh/ss/ch, add the -es suffix to create the plural form. Explore that inflected suffixes for plurals can be represented by 3 different phonemes: • /s/ as in *cats*. This phoneme is used when

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				the base word ends with an unvoiced phoneme. • /z/ as in *dogs*. This phoneme is used when the base word ends with a voiced phoneme. • /əz/ as in *foxes*. This phoneme is used when the base word ends in s, sh, ss, ch. This plural forms a new syllable.
Consonant phoneme /sh/ as in *shop* [ti, ci, si]	[ti, ci, si] are used in the middle of words.	Irregular plurals: Nouns that do not change	social, special, magician, mansion, tension, creation goldfish, fish, sheep, passionfruit Irregular plural nouns with previously introduced phonemes: chalk, food, fruit, furniture, hovercraft, aircraft, deer, squid, moose, bison	The consonant digraphs [ti, ci, si] can be used to represent /sh/. Teach that words with the /sh/ unvoiced phoneme represented by the consonant digraphs [ti, ci, si] are usually Latin in origin. Revise **irregular plurals**. Irregular plural nouns are nouns that do not become plural by adding an inflected suffix (-s or -es). Explore that some singular nouns do not change to form the plural (sheep, aircraft, fish).

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Consonant phoneme /j/ as in *jab* [j, g, ge, gg, dj, dge, gi]	[j] is used in the beginning and middle of words. [g] is often used when followed by [e, i, y]. [ge] is often used at the end of words that do not have a short vowel. [dge] is often used at the end of a syllable or base word after a short, single vowel.	Derivational suffix: -ment	jam, joy, gentle, allergy, damage, plunge, gorge, manage, suggest, adjective, adjust, giraffe, religion, ginger, management, adjustment, enjoyment, judgement, acknowledgement, arrangement, engagement	Single-letter graphemes 'j' and 'g' are used to represent the consonant phoneme /j/ as in *jab*. This phoneme can also be represented using the consonant digraphs 'ge', 'gg', 'dg', 'gi' and consonant trigraph 'dge'. Revise **derivational suffixes**. Introduce suffix: • -ment meaning 'state of being; act of' • attaches to a verb to form a noun: embarrass-embarrassment • explore the 'keep the e' generalisation: measure-measurement.
Consonant phoneme	[j] is used in the beginning and middle of words.	Derivational suffix: -ive	hedge, edge, knowledge, magic, gender, genius	Revise **derivational suffixes**. The suffix -ive can be added to nouns and verbs to form adjectives.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
/j/ as in *jab* [j, g, ge, gg, dj, dge, gi]	[g] are often used when followed by [e, i, y]. [ge] is often used at the end of words that do not have a short vowel. [dge] is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter.		large, postage, courage, exaggerate, suggest, magic, gymnastics, suggestive, digestive, objective, subjective Revise previously introduced phonemes with -ive suffix: active, progressive, creative, massive, productive	Introduce suffix: • -ive meaning 'a tendency, inclination or quality' • attaches to a noun to form an adjective: secret-secretive • attaches to a verb to form an adjective: disrupt-disruptive.

Term 2 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Consonant phoneme /ch/ as in *chair* [ch, tch, c, t]	[ch] is used at the beginning, middle and end of base words. [tch] is often used at the end of a syllable or base word after a single, short vowel. [t] is often found at the beginning of the suffix -ture.	Derivational suffix: -an, -ian	children, clench, drench, attach, scratch, watch, etch, cello, cellist, mixture, statue, furniture, technician Revise previously introduced phonemes with -an, -ian suffix: artisan, veteran, comedian, custodian, historian, electrician, guardian, magician, musician	Revise **segmenting multisyllabic words into syllables and phonemes**. The digraph 'ch' represents the consonant phoneme /ch/ as in 'chair'. This phoneme can also be represented using the trigraph 'tch' and the single-letter graphemes 'c' and 't'. Words with the /ch/ phoneme represented by the grapheme 'c' are usually Italian in origin. Revise **derivational suffixes**. Introduce suffix: • -an, -ian: meaning 'belonging to or relating to' • -an and -ian attach to nouns to form

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				adjectives and nouns: Europe-European • -ian attaches to adjectives to form nouns: magic-magician.
Consonant phoneme /ch/ as in *chair* [ch, tch, c, t]	[ch] is used at the beginning, middle and end of base words. [tch] is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter. [t] is often found at the beginning of the suffix -ture.	Inflected suffixes: tense (-s, -ing, -ed)	catch-catches-catching-caught, hitch-hitches-hitching-hitched, ditch-ditches-ditching-ditched, chill-chills-chilling-chilled, preach-preaches-preaching-preached, reach-reaches-reaching-reached, touch-touches-touching-touched, capture-captures-capturing-captured, gesture-gestures-gesturing-gestured	Revise **proofreading, identifying and correcting misspellings when creating written texts**. Revise **inflected suffixes**. The inflected suffixes -s, -ing, -ed change the tense of a verb. The suffixes -s and -ing express present tense, -ed expresses past tense; -ing also expresses future tense. For words ending s, sh, ss, ch, add 'es' to create present tense (push, pushes).
Consonant phoneme	[m] is used at the beginning, middle	Derivational suffix: -ism	marshmallow, mushroom, marvellous, summer,	The single-letter grapheme 'm' represents the consonant phoneme /m/ as in *mit*. This phoneme

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
/m/ as in *mit* [m, mm, me, mb, mn]	and end of base words. [mm] is found in 2-syllable words where the /m/ comes after a short vowel phoneme. The digraphs [me, mb, mn] usually appear at the end of a base word.		mummy, summit, welcome, become, thumb, climbing, plumber, autumn, column, heroism, activism, criticism, optimism, symbolism, vandalism, journalism, athleticism, consumerism, individualism	can also be represented using the digraphs 'mm', 'me', 'mb' and 'mn'. Revise **derivational suffixes**. Introduce suffix: • -ism meaning 'a belief, condition, behaviour, characteristic' • attaches to verbs to form nouns: criticise-criticism • attaches to nouns to form nouns: hero-heroism.
Consonant phoneme /m/ as in *mit* [m, mm, me, mb, mn]	[m] is used at the beginning, middle and end of base words. [mm] is found in 2-syllable words where the /m/ comes after a short vowel phoneme. The	Inflected suffixes: comparative (-er) and superlative (-est)	mighty-mightier-mightiest, mushy-mushier-mushiest, slim-slimmer-slimmest, dim-dimmer, dimmest, calm-calmer-calmest, small-smaller-smallest, warm-warmer-warmest	Revise **identifying stressed and unstressed syllables in multisyllabic words** and **using knowledge of schwa appearing in unstressed syllables** to assist with spelling. The suffixes -er and -est are often pronounced as a **schwa**. For example, higher. Revise **inflected suffixes**. The inflected suffixes -er and -est usually attach to adjectives that have

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	digraphs [me, mb, mn] usually appear at the end of a base word.			one syllable (fine, finer). Adjectives with more than one syllable often use the words 'more' and 'most' instead of using the inflected suffixes (polite, most polite). When an adjective has more than one syllable and ends in consonant -y, replace the 'y' with 'i' before adding the suffix, (happy-happier-happiest). For adjectives that are single syllable CVC words, the final consonant is usually doubled before adding -er or -est (big, bigger).

Term 3 (early)

Further revision and consolidation of previously introduced content.

Table 14 – Term 3 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Consonant phoneme /n/ as in *net* [n, nn, kn, gn]	[n] is used at the beginning, middle and end of base words. [nn] is found in two-syllable words where the /n/ comes after a short vowel phoneme. [kn] is used only at the beginning of base words. [gn] is usually	Prefixes: non-, trans-	nature, neighbour, nectar, narrow, tennis, winner, knife, knight, knot, sign-resign-assign, align, nondairy, nonliving, nontoxic, nonsense, nonevent, transfer, transform, translate, transit, transition	Revise **segmenting multisyllabic words into syllables and phonemes**. The single-letter grapheme 'n' represents the phoneme /n/ as in *net*. This phoneme can also be represented by the digraphs 'nn', 'kn' and 'gn'. Revise previously introduced **prefixes**. Introduce prefixes: • non- meaning 'not' • trans- meaning 'across'. No change is required when affixing this prefix to the base word.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
	found at the beginning or end of base words.			
Consonant phoneme /n/ as in *net* [n, nn, kn, gn]	[n] is used at the beginning, middle and end of base words. [nn] is found in two-syllable words where the /n/ comes after a short vowel phoneme. [kn] usually appears at the beginning of base words. [gn] is usually found at the beginning or end of base words.	Prefixes: non-, trans-	novel, napkin, nimble, dinner, banner, knuckle, knock, known, campaign, foreign, gnaw, nonstick, nonstop, nonverbal, nonfiction, nonslip, transmit, transparent, transplant, transport, transcend	Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** For example, the first and second syllable in the word 'napkin' have short vowels. Revise **prefixes**: • non- meaning 'not' • trans- meaning 'across'. No change is required when affixing this prefix to the base word.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Consonant phoneme /zh/ as in *usual* [s, si, ge]	[si] is often found at the beginning of the suffix -ion. [si] is only used at the beginning of any syllable after the first one. [ge] is usually found at the end of a base word. [g] is often found at the before the suffix -ure.	Prefixes: tele-, co-	division, massage, genre, collage, version, decision, Asia, confusion, television, telephone, telegraph, telecommunication, collision, collusion, cooperate, coworker, coordinate	Single-letter grapheme 's' and digraphs 'si' and 'ge' are used to represent the phoneme /zh/ as in *usual*. Words with the /sh/ voiced phoneme represented by the digraph 'ge' are usually French in origin. Revise **use of spelling reference tools** to identify and correct misspelt words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Revise previously introduced **prefixes**. Introduce prefixes: • tele- meaning 'at or over a distance' • co- meaning 'with'. No change is required when affixing this prefix to the base word.
Consonant	[si] is often found	Prefixes: tele-, co-	explosion, occasion,	Revise **prefixes**:

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
phoneme /zh/ as in *usual* [s, si, ge]	at the beginning of the suffix -ion. [ge] is usually found at the end of a base word.		measure, treasure, pleasure, conclusion, telescope, telecast, teleconference, teleport, cohesion, cohabit, coexist, cohort, copilot	• tele- meaning 'at or over a distance' • co- meaning 'with'. No change is required when affixing this prefix to the base word.

Term 3 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Revise diphthongs /oo/ as in *look* [u, oo, oul] /ow/ as in *cow* [ou, ow, ough] /oi/ as in *boy* [oi, oy, uoy]	Apply knowledge of the graphemes that represent /oo/, /ow/ and /oi/ in words as per previous learning.	Homophones	bow-bough, allowed-aloud, flower-flour, foul-fowl, browse-brows, council-counsel, coward-cowered, moose-mousse, root-route, troop-troupe, buoy-boy, coy-koi	Revise **segmenting multisyllabic words into syllables and phonemes**. This is a phonological skill that should be practised regularly. Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** **Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw).
Revise diphthongs /oo/ as in *look*	Apply knowledge of the graphemes that represent	Derivational suffix: -ish	foolish, bullish, ghoulish, brownish, loutish, boyish	Revise **proofreading, identifying and correcting misspellings when creating written texts**.

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
[u, oo, oul] /ow/ as in *cow* [ou, ow, ough] /oi/ as in *boy* [oi, oy, uoy]	/oo/, /ow/ and /oi/ in words as per previous learning.			Revise **derivational suffixes**. Introduce suffix: • -ish meaning 'having qualities or characteristics of, approximate age' • attaches to nouns to form adjectives: child-childish • attaches to adjectives to form adjectives: red-reddish.
Revise r-controlled vowels /ar/ as in *farm* [ar, a] /or/ as in *for* [or, au, ore, oor, aw, ough, ar, al,	Apply knowledge of the graphemes that represent /ar/ and /or/ in words as per previous learning.	Derivational suffix: -ic	aristocratic, parasitic, historic, horrific, meteoric, orthographic	Revise **use of spelling reference tools** to identify and correct misspelt words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Revise **derivational suffixes**. Introduce suffix: • -ic meaning 'having characteristics of'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
augh, oar]				• attaches to nouns to make adjectives: poet-poetic.
Revise r-controlled vowels /er/ as in *her* [er, ir, ur, or, ear] /air/ as in *pair* [air, are, ear, ere] /ear/ as in *dear* [ear, eer, ere]	Apply knowledge of the graphemes that represent /ar/ and /or/ in words as per previous learning.	Homophones	berth-birth, mustard-mustered, air air-heir, fair-fare, bare-bear, deer-dear, cereal-serial, peer-pier	**Homophones** are words that are pronounced the same way, but have different spellings and different meanings (soar, sore, saw).

Term 4 (early)

Further revision and consolidation of previously introduced content.

Table 16 – Term 4 (early) suggested instructional sequence for Spelling

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Revise short vowel phonemes /a/ as in *at* /e/ as in *get* /i/ as in *it* /o/ as in *on* /u/ as in *up*	Apply knowledge of the position of graphemes that represent /a/, /e/, /i/, /o/, /u/ in words as per previous learning.	Prefixes: inter-, multi-	interact, interfere, interject, interrupt, interweave, multiply, multicoloured, multimillionaire, multitasking	Revise **segmenting multisyllabic words into syllables and phonemes**. Revise previously introduced **prefixes**. Introduce prefixes: • inter- meaning 'between, among, during' • multi- meaning 'many'. No change is required when affixing this prefix to the base word.
Revise short vowel phonemes	Apply knowledge of the position of graphemes that	Prefixes: inter-, multi-	intercept, interim, interlude, interpret, multimedia, multisport, multivitamin,	Revise prefixes: • inter- meaning 'between, among, during'

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
/a/ as in *at* /e/ as in *get* /i/ as in *it* /o/ as in *on* /u/ as in *up*	represent /a/, /e/, /i/, /o/, /u/ in words as per previous learning.		multitalented	• multi- meaning 'many'. No change is required when affixing this prefix to the base word.
Revise schwa /ə/	Apply knowledge of the vowel graphemes that are pronounced as /schwa/, instead of their common pronunciation.	Prefixes: super-, pro-	Superhero, superimpose, superhuman, supermarket, superficial, superlative, proclaim, procure, project, prolong, protect	Revise **identifying differences in vowel phonemes (short, long, diphthong and schwa vowels).** The 'er' within the prefix 'super-' is often pronounced as schwa. Revise previously introduced **prefixes**. Introduce prefixes: • super- meaning 'above, over, beyond' • pro- meaning 'forward, forth'. No change is required when affixing this prefix to

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				the base word.
Revise schwa /ə/	Apply knowledge of the vowel graphemes that are pronounced as /schwa/, instead of their common pronunciation.	Prefixes: super-, pro-	Superfine, supersleuth, supersede, supervise, supernova, produce, profess, promise, propose, provoke	Revise previously introduced **prefixes**. Introduce prefixes: • super- meaning 'above, over, beyond' • pro- meaning 'forward, forth'. No change is required when affixing this prefix to the base word.

Term 4 (late)

Further revision and consolidation of previously introduced content.

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

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Mixed vowel phoneme revision	Apply knowledge of the graphemes that represent vowel phonemes in words as per previous learning.	Irregular plurals	antenna-antennae, formula-formulae, analysis-analyses, crisis-crises, diagnosis-diagnoses, cactus-cacti, fungus-fungi	Revise **proofreading, identifying and correcting misspellings when creating written texts**. **Irregular plural nouns** are nouns that do not become plural by adding an inflected suffix (-s or -es). Some singular nouns change their vowels to form plurals (goose-geese). Some singular nouns do not change to form the plural (sheep, aircraft, fish). Some singular nouns change their vowels and consonants to form the plural (mouse-mice, die-dice).

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
Mixed vowel phoneme revision	Apply knowledge of the graphemes that represent vowel phonemes in words as per previous learning.	Derivational suffix: -dom	kingdom, freedom, boredom, wisdom, fandom, stardom	Revise **use of spelling reference tools** to identify and correct misspelt words. Students need to recognise that **spellcheck accuracy may depend on understanding the word** (soar or saw). Revise **derivational suffixes**. Introduce suffix: • -dom meaning 'place or state of being' • attaches to nouns and adjectives to form nouns.
Mixed vowel phoneme revision	Apply knowledge of the position of graphemes that represent vowel phonemes in words as per previous learning.	Prefixes: mono-, bi-, di-	monochrome, monosyllable, monopoly, bicycle, biceps, bicentenary, digraph, diphthong	Revise previously introduced **prefixes**. Introduce prefixes: • mono- meaning 'one, single, alone' • bi- meaning 'two, twice, double' • di- meaning 'two, twice, double'. No change is required when affixing this prefix to

Phonological	Orthographic	Morphological	Sample words for inquiry	Supporting information for teachers
				the base word.
Mixed vowel phoneme revision	Apply knowledge of the position of graphemes that represent vowel phonemes in words as per previous learning.	Prefixes: mono-, bi-, di-	monolith, monotone, monocle, bifocals, biathlete, biweekly, dioxide, dilemma	Revise prefixes: • mono- meaning 'one, single, alone' • bi- meaning 'two, twice, double' • di- meaning 'two, twice, double'. No change is required when affixing this prefix to the base word.

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