This document replaces the Diocesan Spelling Scope & Sequence.

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|  | **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** | **Level 7** |
| **Phonemic awareness**  **(sounds of language)**  Basic knowledge of sounds of language and how these are combined in spoken words | Recognise rhymes, syllables and sounds (phonemes) in spoken words   * listening to the sounds a student hears in the word, and writing letters to represent those sounds * identifying rhyme and syllables in spoken words * identifying and manipulating sounds (phonemes) in spoken words * identifying onset and rime in one-syllable spoken words | Manipulate sounds in spoken words including phoneme deletion and substitution   * recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word * recognising and producing rhyming words * replacing sounds in spoken words (for example replace the ‘m’ in 'mat' with 'c' to form a new word 'cat') * saying sounds in order for a given spoken word (for example f/i/sh, th/i/s |  |  |  |  |  |  |
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| **Alphabet knowledge**  The written code of English (the letters) and how these are combined in words | Recognise the letters of the alphabet and know there are lower and upper case letters   * identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community * using familiar and common letters in handwritten and digital communications | Recognise sound –letter matches including common vowel and consonant digraphs and consonant blends   * 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')   Understand the variability of sound –letter matches   * 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’) |  |  |  |  |  |  |
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| **Spelling**  Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules | Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words   * 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   Know how to use onset and rime to spell words   * 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/otLiteracy | Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words   * writing one-syllable words containing known blends, for example ‘bl’, ‘st’ * learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about   Recognise and know how to use morphemes in word families for example  ‘play’ in ‘played’ and ‘playing’   * 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') | Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words   * 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   Recognise common prefixes and suffixes and how they change a word’s meaning   * joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division   Recognise most sound–letter matches including silent letters, vowel/consonant [digraphs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digraphs) and many less common sound–letter combinations   * recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example ‘tion’ | Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes,  suffixes, morphemes and less common letter combinations, for example ‘tion’   * 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')   Recognise high frequency sight words   * becoming familiar with most high-frequency sight words   Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters   * recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements | Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters   * 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')   Recognise homophones and know how to use context to identify correct spelling   * using meaning and context when spelling words (for example when differentiating between homophones such as ‘to’, ‘too’, ‘two’ | Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words   * 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’   Recognise uncommon plurals, for example ‘ foci’   * using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals | 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   * adopting a range of spelling strategies to recall and attempt to spell new words * using a dictionary to correct students’ own spelling | **Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them** |

Modes of Learning Code: **Reading & Viewing/ Writing/Speaking & Listening**