

AusVELS Spelling Audit

AusVELS Spelling Scope & Sequence	VELS Spelling Scope & Sequence	Diocesan Spelling Scope & Sequence				
AusVELS Foundation	VELS Level 1	Phonological Knowledge	Visual Knowledge	Morphemic Knowledge	Etymological Knowledge	THRASS
<p>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</p> <ul style="list-style-type: none"> 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 <p>Know how to use onset and rime to spell words</p> <ul style="list-style-type: none"> 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 	<p>Are aware of the sound system and the relationship between letters and sounds in words</p>	<p>Know individual letters by shape and name</p> <p>Identify and write some upper and lower case letters and know they are different forms of the same letter</p> <p>Interchange lower and upper case letters</p> <p>Know alphabetical order</p> <p>Relate words by rhyming</p> <p>Identify letters, sounds, letter cluster or 'chunk', words, sentences and use correct terminology to talk about them</p> <p>Hear and repeat at least 3 sounds eg. d-o-g Say or 'sound out' a word by breaking it into phonemes (speech sounds) eg. d-o-g. Note: For lower than 3 auditory digit memory chunk as c-at, d-og</p> <p>1 syllable HFW knowledge using onset and rime structure eg. m-an, r-an, f-an, t-an</p> <p>Distinguish speech sounds in words (initial, final, medial)</p> <p>Recall and say the most common sounds that are linked with letters</p> <p>Know that the letter name remains constant but that a letter can make more than one sound (cat, circle, ocean) THRASS</p> <p>Use a letter name strategy to spell some words eg R for are, U for you (approximating for sound)</p> <p>Talk about 'ear words' (phonic knowledge) and 'eye words' (visual knowledge). Play 'I spy with my little eye....' and 'I hear with my little ear...'</p> <p>Build word families using onset (initial consonant or consonant cluster) and rime (the rest of the syllable or word) eg w-ent, t-ent, s-ent, b-ent</p> <p>Common rimes are -an, -at, -ook, -ate</p> <p>Solve High Frequency using phonological knowledge eg. up, at, it, get (Llist 1/ Level 1)</p>	<p>Know that words are made up of letters that only make sounds when in words</p> <p>Copy letters from models (desk or wall alphabet strips)</p> <p>View and recall at least 3 letters (as a pre-requisite to making words)</p> <p>May notice that words with the same letter patterns may be pronounced differently eg this, think</p> <p>Solve High Frequency Words using visual knowledge eg. his, the, are (List 1 Level 1/ List 1 Level 2)</p>	<p>Use s to make words plural</p> <p>Begin to use some common suffixes (eg. ing, ed, s)</p>	<p>Know origins of familiar everyday words eg. television/TV, telephone/phone, veterinarian/vet</p>	<p>Developing awareness of the THRASS Picturechart (Consonant Phonemes and Vowel Phonemes)</p> <p>Know and use the term Phoneme</p> <p>Developing awareness of the terms Graph, Digraph, Trigraph, Split Digraph</p> <p>Developing correct pronunciation of the phonemes on the chart</p> <p>Developing awareness of the position of phonemes on the Picturechart by following teacher prompts</p>

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AusVELS Level 1	AusVELS Level 2	VELS Level 2	Phonological Knowledge	Visual Knowledge	Morphemic Knowledge	Etymological Knowledge	THRASS
<p>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</p> <ul style="list-style-type: none"> 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') <p>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'</p> <ul style="list-style-type: none"> 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') 	<p>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</p> <ul style="list-style-type: none"> 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 <p>Recognise common prefixes and suffixes and how they change a word's meaning</p> <ul style="list-style-type: none"> joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division <p>Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations</p> <ul style="list-style-type: none"> recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion' 	<p>Spell unfamiliar words using knowledge of sound-letter patterns</p> <p>Make use of known spelling patterns to make plausible attempts at spelling unfamiliar words</p> <p>Spell some frequently used words</p>	<p>Know letters by shape and name</p> <p>Identify and write all upper and lower case letters and know they are different forms of the same letter</p> <p>Distinguish speech sounds in initial, final and medial positions</p> <p>Associate a letter or combination of letters of the alphabet with speech sounds wherever they may occur in a word eg. ayte for ate, chrain for train</p> <p>Understand that the nature of relationships between letters and sounds is variable (THRASS):</p> <ul style="list-style-type: none"> -A letter can stand for more than one sound (sand, is, sure, island) -A sound can be represented by more than one letter (fun, photo, rough) -Letters can combine to form a single sound (boat, ship, this, little). <p>Combine single letter phonemes to blend at the beginnings and ends of words:</p> <ul style="list-style-type: none"> -Initial two- letter blends- br, cr, dr, fr, gr, pr, tr; bl, cl, fl, gl, pl, sl; sc, sk, sl, sn, sp, st, sw -Final two- letter blends- ld, lk, lt; mp, np, nk, nt, pt, sk, st; double letter ss, ff, ll <p>Use consonant and vowel digraphs to make spelling choices:</p> <ul style="list-style-type: none"> -Consonant digraphs- ch, sh, th, wh -Vowel digraphs- ai, au, ea, ee, ie; oa, oi, oo, ou, ue <p>Solve High Frequency Words using phonological knowledge eg. back, went (List 1 & List 2 Level 2)</p>	<p>Build word families where rime has the same spelling pattern</p> <p>Change other letters to form new words (hat, hot, hit, sit, set)</p> <p>Develop spelling knowledge using less common rime units eg. -umb, -ube, -awl, -itch, -omb</p> <p>Solve High Frequency Words using visual (and morphemic) knowledge eg. like, was, into, played (List 1/ & List 2/ Level 2)</p> <p>Employ strategies to strengthen visual strategies and learn High Frequency Words (eg Look, Say, Cover, Write, Check)</p>	<p>Begin to break up words and analyse them, talking about the knowledges and strategies used to solve them</p> <p>Use analogy to assist spelling new words, making links in the sound, look, meaning and origin of words</p> <p>Use mnemonics to spell commonly misspelt word, 'tricky words' (eg. a piece of pie)</p> <p>Use a simple dictionary and word lists to confirm spellings</p> <p>Employ a systematic way of learning new words (Look, Say, Cover, Write, Check or Look, Cover, Write, Check)</p>	<p>Explore word structures and letter clusters (plurals, tenses, combine known words eg. play, plays, playing, played, playtime)</p> <p>Know that words can be classified into nouns, verbs and adjectives</p> <p>Know some simple compound words from their immediate environment (eg football, flagpole, toothpaste, blackberry)</p> <p>Know some common contractions (eg. can't, it's, don't, didn't, that's, won't)</p>	<p>Know that English words are produced using 44 phonemes (sounds)</p> <p>Know that English is made up of two distinct groups of sounds (vowel phonemes and consonant phonemes)</p> <p>Articulate Consonant Phonemes and Vowel Phonemes correctly from the THRASS Picturechart</p> <p>Know and use the terms Graph, Digraph, Trigraph, Split Digraph Understand the relationship between phoneme (speech sound) and grapheme (spelling choice)</p> <p>Be aware of the position of phonemes on the Picturechart and follow teacher prompts</p> <p>Use a multi-sensory approach to learning new words using the charts Classify each word on the Picturechart into nouns, verbs and adjectives and identify which words can be used in different ways (singular and plural, past, present and future tense)</p>

AusVELS Spelling Audit

AusVELS Level 3	AusVELS Level 4	VELS Level 3	Phonological Knowledge	Visual Knowledge	Morphemic Knowledge	Etymological Knowledge	THRASS
<p>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'</p> <ul style="list-style-type: none"> 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') <p>Recognise high frequency sight words</p> <ul style="list-style-type: none"> becoming familiar with most high-frequency sight words 	<p>Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters</p> <ul style="list-style-type: none"> 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') <p>Recognise homophones and know how to use context to identify correct spelling</p> <ul style="list-style-type: none"> using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two') 	<p>Use sound and visual patterns when attempting to spell unfamiliar words</p> <p>Spell most one- and two- syllable words with regular spelling patterns</p> <p>eg. called, looking, doing</p> <p>Spell frequently used words which have less regular spelling patterns</p> <p>eg. believe, beautiful, listen</p>	<p>Be aware that words containing the same vowel sound can have different spellings eg. bed & bread; nose & boat, baby&tray</p> <p>Be aware that single vowel sounds may be combinations of vowels or combinations of vowels and consonants eg. boat, tray</p> <p>Break a word into syllables (a segment of speech that contains a vowel phoneme) eg. en-ve-lope, ed-u-ca-tion</p> <p>Combine single letter phonemes to blend at the beginnings and ends of words: 3)Initial three-letter blends – scr, spl, spr, str, thr</p> <p>Use consonant and vowel digraphs, trigraphs and quadgraphs to spell multi-syllabic words</p> <p>Be aware of the commonly used unstressed or neutral vowel phoneme (usually named schwa)</p> <p>Solve High Frequency Words using phonological knowledge eg. throw, lunch, beach (List 1/ Level 3)</p>	<p>Begin to apply visual strategies to a large number of common words that do not adhere to simple phonic principles</p> <p>Apply visual strategies to many groups of words such as those containing silent letters, double letters, consonant and vowel digraphs (Note: silent letters can be explained as parts of digraphs or trigraphs eg. kn in knee, mb in lamb)</p> <p>Spelling of new words show evidence of use of visual strategies (omissions, insertions, transpositions)</p> <p>Solve High Frequency Words using visual (morphemic & etymological) knowledge eg. doctor (v), almost (v), happiness (m), everybody (m), Christmas (e) (See List 1/ Level3)</p>	<p>Explore how words are related through meaning by using prefixes and suffixes</p> <p>Begin to break up words and analyse them, talking about the knowledges and strategies used to solve them</p> <p>Articulate how they made spelling choices to solve words</p> <p>Classify words into nouns, verbs and adjectives and use them in different ways (singular and plural, tense -past, present and future)</p> <p>Develop and apply (limited) spelling generalisations usually related to morphemic knowledge eg. plurals (change y to I before adding es), verbs (doubling the final consonant before adding ing, ed in verbs with short vowel single consonant pattern)</p> <p>Correctly uses bound morphemic elements: ed, ing, en; er, est, ly, y; s, es Begin to add common prefixes (anti, de, dis, il, im, in, mis, pre, re, un, uni)</p> <p>Use common suffixes (ful, ly, ist, ive, er, or, ment, ness, ship, tion, sion)</p> <p>Know some common homophones (words that sound the same but are spelt differently eg. there, their, they're)</p> <p>Be aware that two words can be combined in various ways to represent a single concept or meaning eg. railway, flag-pole, hide-out, almost (and that there are no rules to apply to their construction)</p> <p>Appropriately use contractions eg. I'd, they've, haven't, couldn't, would've</p>	<p>Use knowledge of word origins when spelling more complex words eg. semicircle, semicolon, semitone, semitrailer Explore old words and new words (eg. wireless, radio, ipod; ice chest, refrigerator; gramophone, record player, CD player)</p>	<p>Articulate Consonant Phonemes and Vowel Phonemes correctly from the THRASS Picturechart</p> <p>Know and use the terms Graph, Digraph, Trigraph, Split Digraph, Quadgraph</p> <p>Use the THRASS Overwrite Chart (Blue)</p> <p>Understands English Orthography (Spelling system) eg. likely position of letters, likely combinations of letters</p> <p>Classify words into Nouns, Verbs, Adjectives and Pronouns on the THRASS chart</p> <p>Use the MASUTA sequence for spelling unknown words (Meaning, Analysis, Synthesis, Memory, Testing, Applying)</p>

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AusVELS Level 5	AusVELS Level 6	VELS Level 4	Phonological Knowledge	Visual Knowledge	Morphemic Knowledge	Etymological Knowledge	THRASS
<p>Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words</p> <ul style="list-style-type: none"> 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' <p>Recognise uncommon plurals, for example 'foci'</p> <ul style="list-style-type: none"> 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 	<p>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</p> <ul style="list-style-type: none"> adopting a range of spelling strategies to recall and attempt to spell new words using a dictionary to correct students' own spelling 	<p>Use a range of approaches to spelling (phonic, visual, morphemic, etymological knowledges and connecting and checking strategies)</p>	<p>Apply less common letter patterns to solve spellings of new words eg. 'k' sound in headache (che), 'n' sound in cayenne (nne), 'w' sound in memoir (o). Note: These are termed 'grapheme catch-alls' in THRASS.</p>	<p>Place almost total reliance on visual familiarity to select the appropriate spelling</p> <p>Apply mainly visual and morphemic strategies when spelling a word containing a syllable with reduced stress eg lemon, happen, model, final, button, timid, nation, runner, joyous</p> <p>Solve High Frequency Words using mainly visual, morphemic & etymological knowledges (eg. morning, themselves, wouldn't, together, special, cinema)</p>	<p>Be aware of segments and patterns in multi-syllable words Independently applies spelling generalisations</p> <p>Use knowledge of base words to spell other words</p> <p>Make wide use of morphemes to construct new words and explore their meanings and spelling: -Addition of morphemes as prefixes and suffixes eg. light-alight, enlighten, lighter, lightweight -Addition of morphemes can change the sound and/or spelling eg nation, national, nationality</p> <p>Develops and apply spelling generalisations usually related to morphemic knowledge eg. to add all as a prefix to a base word, drop one l (almost, always)</p> <p>Use possessive apostrophes accurately</p> <p>Know and use a large number of compound words</p> <p>Use homophones (words that sound the same but are spelt differently) appropriately</p> <p>Be aware of homographs when reading (words with the same visual pattern but pronounced differently eg. to present (an award), to give (a present))</p>	<p>Show increased interest in the similarities, differences, relationships and origins of words (eg. imported words; Australian words and American equivalents; Toponymy- the study of place names; colloquialisms, SMS and msn spellings, advertising spelling usage)</p> <p>Use knowledge of word origins, changes in word usage and meaning over time to solve spellings of words</p> <p>Investigate the origins of technical terms using a dictionary and other sources</p>	<p>Use the THRASS Overwrite chart (Blue) quickly and efficiently</p> <p>Use the IPA (International Phonetic Alphabet) guide when checking pronunciation in the dictionary (to assist with identification of phonemes)</p> <p>Know and use the terms Graph, Digraph, Trigraph, Split Digraph, Quadgraph</p> <p>Change THRASS words to explore parts of speech (Nouns Verbs, Adjectives and Pronouns)</p> <p>Confidently use the MASUTA sequence for spelling unknown words (Meaning, Analysis, Synthesis, Memory, Testing, Applying)</p>