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

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| **Strand** | **Level** | **Content Descriptor / Standard** | **Elaboration** | **Possible Spelling Test Words** | **Students who did not achieve 80% or more** |
| WRITING | Foundation | Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name  (VCELA157) | \* Recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds\* Writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words\* Knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds | Write the letters a-zfat, satPeg, legTin, sinDot, hotMug, rugThis test. Any dictation. Student work books.**High Frequency**M100W – Gold, Red / Oxford Words 1-20Student’s name |  |
| WRITING | Foundation | Know how to use onset and rime to spell words where sounds map more directly onto letters(VCELA158) | \* Breaking words into onset and rime, for example c/at\* Building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot | **Same Rime**cat, fat. mat, hot, got, not, shot, spot |  |
| WRITING | Foundation | Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.  |  |  |  |

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| READINGAC: S & L | 1 | Recognise short vowels, common long vowels and consonant **digraphs**, and **consonant blends****(VCELA181)** | \* Saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue')\* Saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/ay') | **Same onset**Dog, dig, dugBlue, black, blend**Same rime**Cat: 2 words that rhyme withPlayTwo words that rhyme with play. |  |
| READING | 1 | Understand how to spell **one and two syllable words with common letter patterns** **(VCELA182)** | \* Investigating one and two syllable words containing common consonant blends and vowel sounds, for example ‘tree’, ‘star’ and 'about', 'begin', identified in shared texts\* Learning an increasing number of high-frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about') | TreeStarAboutBeginOneHaveThemabout |  |
| READINGAC: S & L | 1 | Understand that a letter **can represent more than one sound**, and that a syllable **must contain a vowel sound** **(VCELA183)** | \* Recognising that letters can have more than one sound (for example ‘u’ in ‘cut’, ‘put’, ‘use’ and a in ‘cat’, ‘father’, ‘any’)\* Recognising sounds that can be produced by different letters (for example the /s/ sound in ‘sat’, ‘cent’, ‘scene’) | **Same letter / Different Sound**Cat, father, anyCut, put, useSat, cent, scene  |  |
| Speaking & ListeningAC: S & L | **1** | Manipulate phonemes by **addition, deletion and substitution of initial, medial and final phonemes to generate new words**  **(VCELA204)** | \* Recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word\* Recognising and producing rhyming words\* Replacing sounds in spoken words, for example replace the ‘m’ in 'mat' with 'c' to form a new word 'cat', deleting the 'f' from 'farm' to form a new word 'arm', and substituting the 't' in 'pet' with 'n' to form a new word 'pen'\* Saying sounds in order for a given spoken word (for example f/i/sh, th/i/s) | **Start/Middle/End****& Rhyme**Write first word then write two rhyming words:Mat, cat, ratFarm, armPet, pen, pegPeg, leg, eggHello, yellow, mellowFish, dish, wishDog, log, hogSun, run, fun, oneFish, this |  |
| WRITINGAC: S | 1 | Understand how to use **visual memory** to write **high-frequency words, and that some high-frequency words have regular and irregular spelling components** **(VCELA184)Modified content description** from Reading ACELA1778 | \* Using strategies such as look-say-cover-write-check to learn an increasing number of high-frequency sight words recognised in texts, including words with regular spelling patterns such as 'them' and 'got' and irregular patterns such as 'one' and 'was' | Blue, blowStop, stayThem, gotOne was**High Frequency**One, have, them, aboutM100W/Oxford 100 |  |
| WRITING | **1** | **Recognise** and know how to use **morphemes in word families for example ‘play’ in ‘played’ and ‘playing’**  (VCELA191) | \* Building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground')\* Using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed') | Play, play**s**, play**ed**, play**ing**, play**ground**Now write one of your ownWalk, walk**ed**, walk**ing**, walk**er**  |  |
| WRITING | 1 | They **accurately** spell words **with regular spelling patterns** and**use** their **knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words** |  | M100W/Oxford 100 |  |
| READINGAC: W, S & R | 2 | Recognise **most** sound–letter matches including **silent letters**, **trigraphs**, vowel/consonant digraphs and **common long vowels** and **understand that a sound can be represented by various** letter combinations **(VCELA218)** | \* Recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example ‘tion’ | **Silent Letters**KnifeListenCastle**Trigraphs**sch scr shr sph spl spr squ str thr**Vowel / Consonant digraphs**OA in boat, AI in rain, AW, EW, OW, OU**Common long vowels**Ai, ay, a\_e, eiee, ea, e\_e, ie, ei,i, y, igh, i\_eow, oa, o\_e, oeou, u\_e, ue**Lesson Common Sound-Letter Combinations**StationMotionActionLotionMissionDecisionPermissionOceanPoliticianmagician |  |
| READINGAC: L and R&V | 2 | They read texts that contain **varied sentence structures**, some unfamiliar vocabulary, a significant number of **high frequency sight words** and **images that provide additional information**. |  | **Significant number of High Frequency Words**M200W test |  |
| WRITING | 2 | Understand how texts are made**cohesive through resources, for example word associations, synonyms, and antonyms** (VCELA224) | \* Exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things\* Mapping examples of word associations in texts, for example words that refer to the main character | **Antonyms:**Spell first word, then write the opposite:Same differentYes noBoy girl**Synonyms:**Spell first word, then a synonym/another word that could be used instead of...:Boy, man, maleGirl, woman, womenSaid, cried, yelled, screamed |  |
| WRITING | 2 | Understand how to use **digraphs**, **long vowels**, **blends** and **silent letters** and **syllabification** to spell **simple** words, **including compound words** **(VCELA226)** | \* Drawing on knowledge of high frequency sight words\* Drawing on knowledge of sound–letter relationships (for example breaking words into syllables and phonemes)\* Using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge | **High frequency words**M200W**Diagraphs**Ch, Gh, ph, sh, thSc, ng, ci, qu**Long vowels**THRASS Chart words:**Blends**Student books**Silent letters**bomb, lamb, scene, scent, sandwich, WednesdayDesign, gnome, sign, Ache, character, choir, chorus, schoolKnee, kneel, knife, knit, knockAutumn, column, Receipt, Castle, fasten, listen, whistleOften, soften, Build, guess, guilty, guide, Wreck, sword, wrist, write, wrong**Compound words**SoftballKeyboardMakeupNotebookButterflyGrandmotherFootballBecauseSomewhereSomeoneThereforeCannot |  |
| WRITING | 2 | Use visual memory to write high-frequency words and words **where spelling is not predictable from the sounds** **(VCELA227)** | \* Writing sight words (because, said) and other words that cannot be sounded out phonetically (bird, phone) by drawing on knowledge of letter patterns, word shape and possible sequencing of letters in English (for example, jam is possible but not jxm) | BecauseSaidBirdPhonejam |  |
| WRITING | 2 | They accurately spell words **with regular spelling patterns** and can write words **with less** common long vowels,trigraphs andsilent letters. |  | See above words. |  |

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| READINGAC: W, R, S & L&AC: No-designation | **3** | **Recognise** high frequency sight words **know how to use** **common prefixes** and **suffixes**, and **know some homophones** and **generalisations for adding a suffix to a base word** **(VCELA250)**  | \* Becoming familiar with most high-frequency sight words | **Common Prefixes**DressUndressDoUndoComfortableUncomfortableOlderYoungerDiagonalDisadvantageExitExcludeImpossibleIncludeSemicircleTranslateUnrealUnhappyUnbelievable UnderarmUndercover**Common suffixes**DivisionMultiplicationAdditionSubtractionLibrarian, vegetarianCreation, narrationBicycle, recyclebigger, fasterhexagon, octagon**Homophones**Break/brakeAte/eightPlain/plane**Generalisations for adding a suffix to a base word**List suffixes – Add only the correct suffixes to given wordsM200/300 / Oxford 200-300 |  |
| WRITING | **3** | Understand that **verbs represent different processes (doing, thinking, saying, and relating)** and that **these processes are anchored in time through tense** VCELA261 | \* Identifying different types of verbs and the way they add meaning to a sentence\* Exploring action and saying verbs in narrative texts to show how they give information about what characters do and say\* Exploring the use of sensing verbs and how they allow readers to know what characters think and feel\* Exploring the use of relating verbs in constructing definitions and descriptions\* Learning how time is represented through the tense of a verb and other structural, language and visual features | Say the word.Finish my sentence using that word:Yesterday I..I am..Tomorrow I will..**action** (e.g. dance run, jump, cook, swim)**thinking** (e.g. think, forgot, want, remember, decide)**saying** (promise, ask, deny, stammer, whisper, murmur)**relating** (e.g. was, became, am, is, are, become, have, own, include )**feeling** (e.g. like, hate, love, wonder, fear)possessing (e.g. has)**perceiving** (e.g. observe, notice, sense, see, taste, hear)**existing** (e.g. is, was, were, are)  |  |
| WRITING | **3** |  Understand how to use letter–sound relationships and **less common letter combinations** to spell words **(VCELA263)** | \* Using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example 'thr', 'shr', 'squ'); visual knowledge (for example more complex single syllablehomophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single-syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es');and using knowledge of how different letters and combinations of letters represent different sounds, including less common combinations, for example, 'dge' after a short vowel as in 'badge', to write words in independent writing | **Dipthongs/ Ambiguous vowel sounds:**Long a, e, i, o, u**Three letter clusters**Throw, through, threwShrink, shriek, shrimpSquish, squash, **Single syllable Homonyms**Break/brakeAte/eightPlain/plane**Morphemic** inflectional endings in single syllable words, plural and past tense); **Generalisations** (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es')Spell then make plural/there is more than one:Make plural**Add s**Dogfootpathski**add es**gasbuskissFishdishPunchinchboxUsing knowledge of how different letters and combinations of letters represent different sounds, including less common combinations, for example, 'dge' after a short vowel as in 'badge', to write words in independent writing* Edge
* Badge
* Nudge
* fridge
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| WRITING | **3** | Know that word **contractions** **are a feature of informal language** and that **apostrophes of contraction are used to signal missing letters**(VCELA260) | \* Recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements | can’t, won’t, wouldn’tit’s, he’s, she’sI’d, he’dI’ve, shoud’ve |  |
| WRITING | **3** | They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. |  | See all above and student books. |  |
| WRITING | **3** | They **demonstrate understanding** of grammar and choose vocabulary and punctuation **appropriate to the purpose and context** of their writing. |  | See student books. |  |

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| WRITING | **4** | Understand how texts are madecohesive through **the use of linking devices including pronoun reference and text connectives**(VCELA290) | \* Knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link to something previously mentioned; determiners (for example ‘this’, ‘that’, ‘these’, ‘those’, ‘the’,); text connectives that create links between sentences (for example ‘however’, ‘therefore’, ‘nevertheless’, ‘in addition’, ‘by contrast’, ‘in summary’)\* Identifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases\* Describing how texts connectives link sections of a text providing sequences through time, for example ‘firstly’, ‘then’, ‘next’, and ‘finally’ | This, that, these, those, theHowever, therefore, nevertheless, in addition, by contrast, in summary/summationhe, she, they, them, one, itfirstly, secondly, then, next, finally  |  |
| WRITING | **4** | Understand how to use **phonic generalisations to identify and write words with more complex** letter combinations **(VCELA294)** | • Using knowledge of complex spelling patterns to read and write words, for example 'bought' | BoughtSoughtFoughtTaughtFraught |  |
| WRITING | **4** | Understand how to use spellingpatterns and **generalisations** including syllabification, letter combinations **including double letters, and morphemic knowledge to build word families** **(VCELA295)** | \* Using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk')\* Using visual knowledge (for example diphthongs in more complex words and other ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns (for example 'gn' and 'kn')\* Applying generalisations, for example doubling (for example 'running'); 'e'drop (for example 'hoping') | **Generalisations**I before e except after c* Receipt
* recieive

drop the e add ly* easily
* NOT extremely

drop the e add ing* Dying
* hoping

keep the y add ing* burying
* worrying

drop the y add iful* beautiful
* plentiful

drop the y add ily* happily
* readily

Drop the y add iness* steadiness
* readiness

drop the y add ied* cried
* married

drop the y add ies* nappies
* funnies (e.g. comics)

Drop the f add ves* dwarves
* leaves
* wolves
* calves
* halves
* (exception: gulfs)

Replace f with v add s at the end* wives
* lives
* knives

**Long vowel patterns in multi-syllabic words**AgainCaptainMountainAlreadybaggageBoiling**consonant clusters**straight, throat, screen, squawkin – tin, sinoy – boy, toyoi – boil, soilou – our, sourow - wowould – could, shouldu - putough – tough, roughau – author, daughter, slaughteraw – paw, straw, draw**doubling**aeswimmingshopping hoppingputtingshuttingrunning**drop e add ing**wakingshakingtakinggamingcompleting competingdrivingfiringhopingslopingamusingpruning |  |
| WRITING | **4** | Recognise **homophones and know how to use context to identify correct spelling** (VCELA296) | \* Using meaning and context when spelling words (for example when differentiating between homophones such as ‘to’, ‘too’, ‘two’) | **Homophones: Identify in context of a sentence**Their/there/they’reKnow/nowhere/wear/we’reright/writeThrew/throughOne/wonSure/shoreWho’s/whoseRed/readWhich/witchYour/you’re |  |
| WRITING | **4** | They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work **to improve** meaning. |  | See above and student writing books |  |
| WRITING | **4** | They make use of their increasing knowledge of phonics....  |  | See above and student writing books |  |
| WRITING | **5** | Understand the use of vocabulary **to express greater precision of meaning**, and **know that words can have different meanings in different contexts** (VCELA325) | \* Moving from general, ‘all-purpose’ words, for example ‘cut’ to more specific words, for example ‘slice’, ‘dice’, ‘fillet’, ‘segment’ | **Precision:**Cut, slice, dice, fillet, segment**Homonyms (spelled and sounds the same)**Bark (dog )/ bark (tree)lead (metal) / led (front past tense)**Spelled the same, sounds different**lead (metal) / lead (front present/fuutre tense)wind (the path would...) / wind (blows)**Homophones:** wind, whined, wined |  |
| WRITING | **5** | Understand how the grammatical category of **possessives is signalled through** apostrophes and **how to use apostrophes with common and proper nouns**(VCELA322) | \* Learning that in Standard Australian English regular plural nouns ending in ‘s’ form the possessive by adding just the apostrophe (for example ‘my parents' car’)\* Learning that in Standard Australian English for proper nouns a variant form without the second ‘s’ is sometimes found (for example ‘James’s house’ or ‘James’ house’) | Parent’s house (x1)Parents’ house (x2)Grandparent’s house (x1)Grandparents’ house (x2)Sam’s houseJesus’ houseAbbas’ house |  |
| READINGAC: W & R | **5** | Understand **how to use banks of known words, as well as word origins**, prefixes and suffixes, **to learn and spell new words including some uncommon plurals** **(VCELA312)** | \* Learning that many complex words were originally hyphenated but have become ‘prefixed’ as in ‘uncommon’, ‘renew’ ‘email’ and ‘refine’\* Talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example ‘policewoman’, ‘salesperson’; ‘air hostess’/‘steward’ or ‘flight attendant’ | UncommonRenewEmailEtagrefinePolicemanPolicewomanSalesmanSaleswomanSalepersonAir hostessStewardflight attendantactor / actress**Uncommon Plurals**FocusMore than one focus (foci)OctopusMore than one (octopi)Platypus(more than one (octopi)Cactus(more than one (cacti)DiceOnly one (die)RadiusRadiiCalf/calvesElf/elvesHalf/halvesWife/wivesMatrix/matricesChild / childrenGoose / geeseTunaScissors |  |
| WRITING | **5** | Recognise and write less familiar words **that share common letter patterns but have different pronunciations** **(VCELA326)** | • Spelling words that share common letter patterns but have different pronunciations, for example the 'ou' in 'journey', 'your', 'tour', 'sour' | JourneyYourTourSour |  |
| WRITING | **5** | When writing, they demonstrate understanding of grammar, select **specific** vocabulary and use accurate spelling and punctuation, editing their work to **provide structure** and meaning. |  | See above and student work samples. |  |
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| WRITING | **6** | Understand how to use banks ofknown words, word origins, basewords, suffixes and prefixes,morphemes, spelling patterns andgeneralisations to learn and spellnew words, for example **technicalwords and words adopted from other languages** (VCELA354) | \* Adopting a range of spelling strategies to recall and attempt to spell new words\* Using a dictionary to correct students’ own spelling | See above and student work samples.**Adopted from other languages**RestaurantCafeRendezvousEntreeSushiA cappella DuetTempo **Technical words*** Architecture (e.g. aisle vs isle)
* ICT (e.g. peripherals)
* Music (e.g. quaver, crotchet, semiquaver, semi-crotchet)
* Scientific (bacteria, mould)
* Mathematics (e.g. hefting, dimensional)
* Spelling (morphemes, diagraphs, homonyms, homophones, etc..)
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| WRITING | **6** | Understand how to use phonic knowledge and **accumulated understandings about** blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations **to recognise and write increasingly complex words (VCELA353)** | \* Spelling increasingly complex words using understanding of common letter patterns, for example 'pneumonia' | Pneumoniamnemonics |  |
| WRITING | **6** | They demonstrate understanding of grammar, **make considered choices from an expanding** vocabulary, use, accurate spelling and punctuation for clarity and make and **explain editorial choices**. |  | See aboveStudent work samples. |  |
| WRITING | **6** | They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. |  |  |  |
| WRITING | **6** | They also use accurate spelling and punctuation for clarity, **provide feedback on the work of their peers** and can make and **explain editorial choices** based on agreed criteria. |  |  |  |
| WRITING | **7** | Understand how to use spelling rules and word origins to learn new words and how to spell them **(VCELA384)** | • Using Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations |  |  |