
Spelling Sequence and Scope

When selecting the content of a program to teach students to use phonological and graphological information, teachers should be aware of the importance of, and the relationships between, the following aspects of literacy learning:

- sound (phonological) awareness
- visual (graphological) processing
- letter–sound (graphophonic) relationships
- spelling
- handwriting.

SOUND (PHONOLOGICAL) AWARENESS

Sound awareness is the understanding that spoken words are made up of separate sounds and that these sounds can be pulled apart and put back together again or manipulated to make new words. Students need sound awareness to be able to use the alphabetic principle effectively in reading and spelling. While many aspects may be taught aurally in Early Stage 1, it is important that once students know some letter–sound relationships, the teaching of sound awareness links with reading, writing and spelling activities.

VISUAL (GRAPHOLOGICAL) PROCESSING

The 26 letters that make up the English alphabet are the basic data of the reading system. Each individual word in a printed text is visually identifiable because it is made up of a unique subset and sequence of these letters.

The visual processing system gradually builds up detailed images of a growing number of words that it can process automatically (with the aid of other processing systems). Accuracy, fluency and, eventually, automatic recognition of words by sight depend greatly upon the completeness and rapidity of one’s visual memory of the words. In early processing, the whole word is recognised as an image, but later processing involves combining letter sequences, use of which is facilitated by phonemic awareness and knowledge of letter–sound relationships.

LETTER–SOUND (GRAPHOPHONIC) RELATIONSHIPS

Knowledge of letter–sound relationships gives students a degree of independence in learning to recognise words and in reviewing them. It develops students’ visual images of words because it allows them to attend actively to the letter components of the words and their sequencing. It is important that students understand that the pattern of letters that is unique to each word is not arbitrarily chosen but depends on a conventional system. The English language uses the alphabet to relate printed letters to speech sounds using a system of correspondences (the alphabetic principle).

There are several important aspects in teaching letter–sound relationships:

- awareness of the printed form (visual familiarity with the letters);
- alphabetic principle (systematic relationships between letters and sounds);
- making generalisations about letter–sound relationships;

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- ensuring that students know whether teachers are referring to the sound or the letter name;
 - recognising that graphemes usually represent multiple sounds;
 - blending sounds for known letters to form words.

SPELLING

Learning to spell is closely linked to learning to read and write. Learning about spelling reinforces knowledge about common letter sequences and about spelling–sound relationships. Good spelling involves flexible and strategic problem-solving behaviour. It is important that students are aware of the variety of strategies that can be used to spell words. They should be aware that, because of the peculiarities of the English spelling system, some strategies work better for some words than others.

Early spelling is usually characterised by phonetic approximations, but later spelling becomes orthographic as the speller learns about common letter sequences, phonic generalisations, word origins and rules used in English orthography.

HANDWRITING

Learning to form the letters correctly is an essential component of literacy development. It links closely with learning about letters, letter sequences and words. Students should be taught the QLD Style, which has one basic set of letter shapes that are the same for young students using manuscript handwriting (unjoined letters) and for older students using cursive handwriting (joined letters).

SCOPE AND SEQUENCE OF PHONOLOGICAL AND GRAPHOLOGICAL SKILLS

VISUAL PROCESSING

Students will be provided with opportunities to:

Prep	Year 1 - 2	Year 3 - 4	Year 5 - 7
<ul style="list-style-type: none"> recognise that words are units of print with a space on either side, that they carry a message and have constant meanings automatically recognise whole common words by sight, e.g. student's name, high-frequency words from texts (e.g. through matching games) follow text directionality from left to right, including knowledge that letters are written from left to right to form individual words discriminate between letters through matching activities develop an awareness that the direction of a letter (e.g. b/d), and whether it goes above or below the line (e.g. b/p), makes a difference when identifying a letter know the names of the letters of the alphabet recognise that the same letter may be printed in upper and lower case 	<ul style="list-style-type: none"> recognise an increasing number of high-frequency sight words (sight words may have to be practised to support automatic recall) demonstrate an early ability to see small words within bigger words (e.g. within compound words such as 'cowboy') recognise lower-case and upper-case letters read environmental print 	<ul style="list-style-type: none"> build fluency and automaticity in recall of an expanding number of words in literary and factual texts find known letter clusters (e.g. solution), syllables (e.g. un/co/ver) and smaller words in big words (e.g. knowledge) (Automatic processing of letter clusters assists in word recognition.) 	<ul style="list-style-type: none"> build fluency and automaticity in recall of almost all words in the spoken vocabulary automatically process longer words in terms of letter cluster (e.g. introduction, production), syllables (e.g. en/cy/clo/pe/di/a) and smaller words in big words (e.g. development) (Automatic processing of letter clusters assists in word recognition.)

SOUND AWARENESS

Students will be provided with opportunities to:

Prep	Year 1 - 2	Year 3 - 4	Year 5 - 7
<ul style="list-style-type: none"> recognise that words are made up of 	<ul style="list-style-type: none"> segment spoken cv (b-e), vc (o-n) and 	<ul style="list-style-type: none"> development of phonemic awareness 	<ul style="list-style-type: none"> display complex oral phonemic

<p>sounds</p> <ul style="list-style-type: none"> • join in rhymes and chants • recognise rhymes and provide a rhyming word, given a predictable context • segment oral sentences into individual words (using words of one syllable at first) • segment spoken multisyllabic words into syllables (e.g. ba-na-na), using clapping or drum-beats • say the first sound in a spoken word • recognise spoken words that begin with the same sound (e.g. pat, pin) or a given sound (e.g. Clap when you hear a word beginning with 'm') • vocally 'stretch' a word (e.g. m-a-n, b-ea-ch, t-r-ee, sh-o-p), using a hand gesture to support the stretching concept, to highlight the first, middle and last sounds • say the last sound in a spoken word (e.g. in 'game' the last sound is 'm') 	<p>cvc (l-o-t, p-a-ck, sh-o-p) words into separate sounds</p> <ul style="list-style-type: none"> • blend single sounds to form a spoken word (cv, vc and cvc words) • delete onset from a spoken word to utter the rime separately, or to make a new spoken word (e.g. Say 'sheet' without the 'sh') • segment consonant blends (cc, e.g. s-p-o-t, and ccc, e.g. s-p-l-it) to show awareness of identity of separate phonemes (tr-, dr-, -mp, -nt, -nd, and -nk may need extra explanation, with attention to how they are formed in the mouth) • blend single sounds to form a spoken word (ccvc, e.g. slip, clock, sneeze; cvcc, e.g. desk, lunch; cccvc, e.g. street; ccvcc, e.g. crust) • manipulate phonemes to make new words, e.g. exchange one sound in a spoken word with a different sound to make a new word 	<p>typically occurs through learning experiences in which letters are linked to sounds, ie in phonics and spelling activities. Phonemic awareness skills could be consolidated through games and activities.)</p> <ul style="list-style-type: none"> • produce a rhyming word that begins with the same sound (e.g. Say a word that rhymes with 'sheet' but starts with 'm') • delete consonants from consonant blends to make a new word (e.g. Say 'smack' without the 'm') • exchange one consonant within a consonant blend with another consonant to make a new word (e.g. Say 'smack', but instead of 'm' say 'n') • delete 'n' from final blends (e.g. Say 'went' without the 'n') 	<p>manipulation skills, e.g. spoonerisms</p>
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LETTER–SOUND RELATIONSHIPS

Students will be provided with opportunities to:

Prep	Year 1 - 2	Year 3 - 4	Year 5 - 7
<ul style="list-style-type: none"> • achieve the insight that written words refer to spoken words • say the most common sounds for all the lower-case letters (to avoid confusion, letters that look alike and sound alike should not be introduced together, e.g. 'b' and 'd', 'a' and 'u') • identify new words using known letter–sound relationships, e.g. using 	<ul style="list-style-type: none"> • understand the difference between letter names and letter sounds • understand that letter names remain constant but the sounds they represent may vary know the names and most common sounds for all single letters • blend sounds in written vc, cv, cvc words to work out unknown words 	<ul style="list-style-type: none"> • read unknown words (two syllables) in syllable chunks, rather than separate sounds • read multisyllabic words with known prefixes and suffixes (e.g. un-, non-, -tion, -ness, -able) • recognise contractions (e.g. shouldn't) • give the most common sounds for all 	<ul style="list-style-type: none"> • use knowledge of a wide range of graphophonic relationships involving a variety of letter patterns (e.g. single letters, vowel and consonant digraphs, letter clusters and patterns) • recognise smaller meaning units within larger words (e.g. base words, prefixes, suffixes, compound words) • use knowledge of root words and

<ul style="list-style-type: none"> initial letter to guess the word blend known letter–sound relationships to form vc (e.g. at) and cvc (e.g. sit) spoken and written words. 	<ul style="list-style-type: none"> recognise consonant digraphs (e.g. sh, ch, th, wh, ph) recognise common vowel digraphs (e.g. ea, ay, ar, er, or) recognise long vowel sounds (silent ‘e’) segment written words into onset and rime (e.g. slip: sl and ip) build word families using words with known rimes (e.g. using knowledge of ‘day’ to spell ‘bay’ and ‘ray’) recognise that common suffixes in words can have different sounds (e.g. talked, wanted) 	<p>vowel digraphs (e.g. cloud) and trigraphs (e.g. high)</p> <ul style="list-style-type: none"> decode more unusual letter patterns as chunks (e.g. ‘ough’, ‘scious’) be aware of more advanced letter–sound correspondence rules (e.g. soft c and g before e (e.g. cent, gent), i (e.g. city, giant) or y (e.g. cygnet, gym)) 	<p>word origins</p> <ul style="list-style-type: none"> sound out unknown words (two or more syllables) in chunks (e.g. syllables, word segments) rather than single letters read aloud, demonstrating good control of intonation, pause and stress
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SPELLING

Students will be provided with opportunities to:

Prep	Year 1 - 2	Year 3 - 4	Year 5 - 7
<ul style="list-style-type: none"> write their own name using correct spelling copy the sequence of letters from models of high-frequency, topic and personal words write high-frequency words independently (e.g. is, I, am, the) say and sound while writing the letter for the first sound in a word say and write letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the word (initially with teacher support) — students may still use letter names for sounds spell unknown words phonetically (as they sound), with most of the letters in the correct sequence 	<ul style="list-style-type: none"> focus on letter sequences and their sounds when copying and learning high-frequency, topic and personal words write cv, vc and cvc words that contain known letter–sound relationships choose phonetically appropriate letters to represent most of the sounds in unknown words (students may have difficulty with consonant blends) use rime analogy to spell new words (e.g. mop, hop) use knowledge of familiar letter patterns to spell words, e.g. -ed, -ing spell words using consonant blends, digraphs and long vowel sounds that 	<ul style="list-style-type: none"> use an increasing bank of known spelling words written automatically use known letter patterns and sound sequences, not just individual letters, when spelling unknown words classify words into groups according to the way in which they are spelt (e.g. thought, bought, ought) become familiar with the various ways of representing a particular sound in writing (e.g. meat, meet, metre) hypothesise about and learn spelling generalisations (e.g. i before e except after c; y to i rule for plurals; doubling consonants etc) use known word parts when spelling unknown words (e.g. prefixes, 	<ul style="list-style-type: none"> accurately and automatically spell words that are regularly used in the classroom. use a wide range of strategies for spelling unknown words and for learning commonly misspelt words. use competent visual and phonological strategies for attempting and checking spelling (does it look and sound right?) use known word meanings and base words when spelling unknown words (e.g. heal, healthy; sign, signature) develop knowledge of word origins, e.g. Greek and Latin roots (telephone, aquarium) consolidate and extend proofreading skills and take responsibility for

	<p>have been introduced as a component of the reading program</p> <ul style="list-style-type: none"> start to use self-correction strategies such as visual and auditory strategies (e.g. sounding out, sight words) to spell unknown words in own writing 	<p>suffixes, compound words)</p> <ul style="list-style-type: none"> consider meaning and context when spelling words (e.g. when differentiating between homonyms such as their/there/they're) correctly represent consonant blends when spelling unknown words use common consonant and vowel digraphs in attempting unknown words use mnemonics for spelling irregular or difficult words (e.g. 'piece of pie') increasingly use visual and phonetic self-correction strategies in editing own work (words that do not look or sound right) become familiar with various spelling resources, e.g. spell check, dictionary 	<p>editing own work</p> <ul style="list-style-type: none"> develop a knowledge of less common letter patterns and spelling generalizations /rules and apply them to new situations take responsibility for maintaining a personal spelling notebook competently use various spelling resources, e.g. spell check, dictionary
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HANDWRITING

Students will be provided with opportunities to:

Prep	Year 1 - 2	Year 3 - 4	Year 5 - 7
<ul style="list-style-type: none"> recognise correct pencil grip and employ self-correcting techniques to practise it maintain correct body position for writing practise the movements required for QLD handwriting use a variety of writing implements use a variety of paper, e.g. butcher's paper, paper with single line, paper with many lines copy lower-case letters — students copy from a model with verbal prompts and trace from models that 	<ul style="list-style-type: none"> form upper-case and lower-case letters in QLD Style with letters that are: – of consistent size – of consistent shape appropriately spaced in straight lines use correct posture and correct pencil grip use lined paper to guide practise using a keyboard. 	<ul style="list-style-type: none"> write upper-case and lower-case letters in QLD Style with letters that are: <ul style="list-style-type: none"> of consistent size of consistent slope appropriately spaced in straight lines legible use correct pencil and pen grip and good posture practise a range of keyboard skills (e.g. ability to use all essential function keys). 	<ul style="list-style-type: none"> write fluently in QLD Style and personal style, forming joined letters of appropriate size and spacing and using appropriate pressure use correct pen grip and maintain good posture give attention to layout and practise calligraphic flourishes to enhance writing in appropriate situations (e.g. project headings) experiment with different instruments, e.g. a range of pencils, different types of biro and pens, ink, calligraphy pens

<p>provide directional guides</p> <ul style="list-style-type: none"> • write their own name • know and demonstrate that letters are proportional to each other • know and demonstrate that everything we write (upper-case letters, lower-case letters and numerals) will start at the top except for 'd' and 'e', which start in the middle • know that letters are related to each other (e.g. 'g' is an 'a' with a tail) • experiment with using a computer keyboard. 			<ul style="list-style-type: none"> • demonstrate confidence, accuracy and speed in keyboard skills.
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REF: [English K-6 Syllabus](#) © Board of Studies for and on behalf of the Crown in the right of the State of New South Wales, 2007

