

Spelling Yearly Program

Year 3

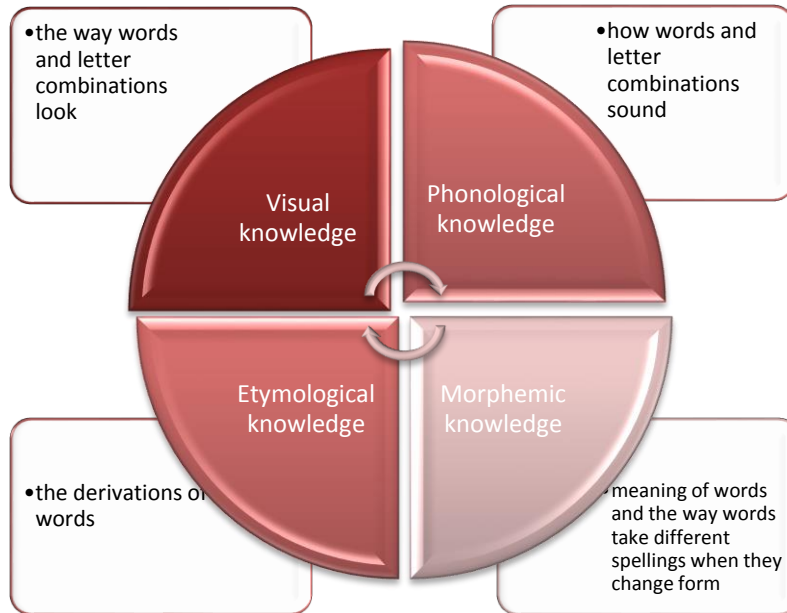
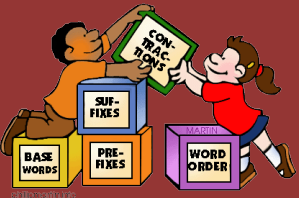
Cardiff North Public School

EN2-5A

Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words



Rationale



All students need to be able to

- Listen and identify sounds in words,
- Develop an understanding of how words are written,
- Develop a repertoire of spelling strategies.

Learning to spell involves developing different kinds of spelling knowledge:

- ❖ **Kinesthetic knowledge**- the physical feeling when saying different sounds and words, and when writing the shapes of letters and words
- ❖ **Phonological knowledge**- how a word sounds and the patterns of sounds in words.
- ❖ **Visual knowledge**- how letters and words look and the visual patterns in words.
- ❖ **Morphemic knowledge**- the meaning or function of words or parts of words
- ❖ **Etymological knowledge**- the origins and history of words and the effect this has on spelling patterns

Students need explicit teaching about the **phonological, visual, morphemic** and **etymological** aspects of spelling that are relevant to their stage of spelling development. Knowing about what words mean and: how words sound, how words look, how words change form, and where words come from forms the basis of the strategies which writers use when working out how to spell words.

Knowing your students is the key to differentiating teaching and learning – what they know and can do, what they need to learn next and how best to teach them and monitor their progress. **Differentiate** by using explicit teaching for particular groups of students.

The explicit and systematic teaching of spelling means that teachers need to provide, within an integrated language learning environment:

- a daily focus on spelling skills and strategies
- lessons where the purpose and value of the spelling instruction are made explicit to students
- explicit teaching of phonological, visual, morphemic and etymological spelling knowledge
- teaching of the strategies that can be used when applying this knowledge
- frequent exposure to and experience with spelling activities in the context of talking, listening, reading and writing
- regular opportunities for students to demonstrate and reflect on their understandings about spelling
- explicit teaching of dictionary skills

Students learn the **how of spelling**, not just lists of words. Eg. If you can spell reach, you can spell teach and beach.

Students need to be able to apply their spelling skills and knowledge to spelling activities and all writing tasks. Students will be explicitly and systematically shown how to develop, apply and maintain effective spelling strategies that can be applied to all words. Students will engage in a variety of activities that promote a positive response to spelling, support and risk taking.

Guide to Minimum Spelling Words per Grade.

K- 8, Year 1-10, Year 2-12, Year 3-14, Year 4-16, Year 5- 18, Year 6-20

Outcome

EN2-5A
 Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words

Content
Develop and apply contextual knowledge
 *understand how accurate spelling supports the reader to read fluently and interpret written text

Understand and apply knowledge of language forms and features
 *understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)
 *recognise homophones and know how to use context to identify correct spelling (ACELA1780)
 *understand how knowledge of word origins supports spelling

Respond to and compose texts
 *use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
 *use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words
 *discuss and use strategies for spelling difficult words
 *experiment with spell check applications and develop an awareness of the limitations of their features in digital technology
 *use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries
 *identify spelling errors in own writing and unknown texts and provide correct spelling

Best Start Clusters	7 th Cluster	8 th Cluster	9 th Cluster	10 th Cluster
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Phonics
 Involves making the connection between sounds and letters when reading and spelling. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

*Recognises that common suffixes in words can have different sounds, e.g. wanted, and talked. *Understands that sounds can be represented in various ways when spelling words, e.g. meet, meat.	*Knows common sounds for vowel digraphs and uses syllabification when reading/spelling. *Uses knowledge of word identification strategies including blending, segmenting and letter patterns when reading/spelling.			
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Vocabulary
 Involves understanding the meaning of spoken and written words and using words to create and understand texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

*Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia. *Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words. *Uses a simple dictionary to check word meanings.	*Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere *Draws on topic/content knowledge to assist in working out the meaning of unknown words. *Understands relevant vocabulary associated with electronic texts. *Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms. *Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.	*Uses synonyms for a range of common words. *Uses simple content specific vocabulary in appropriate ways when creating texts. *Uses relevant vocabulary associated with digital technology and electronic texts. *Understands how prefixes and suffixes change word meanings.	*Demonstrates understanding that words can have different meanings in different contexts. *Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. *Shows awareness that there are a number of ways to work out the meaning of unknown words. *Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses.
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Aspects of Writing
 Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

*Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. *Applies spelling generalisations when writing. *Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.	*Demonstrates a range of spelling strategies to spell unfamiliar words.	*Uses a variety of spelling strategies to spell high frequency words correctly. *Uses simple word processing functions such as spell check, grammar check.	*Uses morphemic, visual, phonic knowledge of prefixes and suffixes to spell and edit words.
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Assessment

Assessment for Learning	Assessment as Learning	Assessment of Learning
self-assessment peer assessment	students to take responsibility for own learning peer assessment	self-assessment creating learning goals reflection
		Weekly Spelling Tests Daily writing and proofreading Achievement of Literacy Continuum Markers

Yearly Overview

High Frequency Words							
Phonological			Visual			Morphemic	
his	attend		bought	half	children		their
also	occupy		iron	council	suitable		they're
mine	yesterday		brought	breakfast	which		myself
instead	program		laugh	whole	whose		herself
until	record		caught	country	whom		itself
unless	close		move	recess	everything		ourselves
while	remember		taught	litre	ahead		
still	repeat		open	cycle	during		you're
address	settle		break	enough	since		yourself
able	share		worry	metre	towards		
angle	multiply		could	earth	either		
decade	subtract		build	even	however		
close	must		always	money	though		
dollar	travel		bury	group	whether		
decimal	understand		would	month			
edge	explore		cough	answer			
graph	protect		will	dictionary			
interest	vibrate		cycle	capital			
screen			might	symbol			
surface			design	history			
value			ought	sentence			
male			sure	choice			
person				dozen			
flora				breath			
similar				poor			
habitat				group			
true				parent			
his				rough			
also				idea			
mine				child			
instead				tough			
until							
unless							
while							
still							

Additional words from concepts will be included

These are words which could be taught using any of the four forms of knowledge but they would usually be presented together. At this stage, they would be modelled for students and used by students from sources around the room. Many students should then be able to spell these words independently in their writing.

<p>Significant place names Physical land features, e.g. mountain, river, coast, inland, bight, peninsula Compass points: north, south, east, west Subject names, e.g. science, English, mathematics Australian animals, e.g. kangaroo, emu, platypus Ordinal numbers, e.g. fourth, fifth, sixth Shapes, e.g. prism, cylinder, pyramid, hexagon, octagon, quadrilateral, surface, edge</p>	<p>Body systems, e.g. muscle, stomach, oxygen, skeleton, blood, heart Types of food, e.g. vegetable, potato, tomato, cauliflower, pumpkin, zucchini, fruit, banana, peach, pear Words describing size, e.g. enormous, huge, large, small, tiny, short Descriptive words, e.g. gorgeous, amazing, weary, bored Words expressing feelings, e.g. angry, joyful, anxious, furious, calm, peaceful Place names relevant to the local area</p>
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Phonological Word Groupings

<p>Words ending with e making the preceding vowel long: a-e, take; i-e, time; o-e, tone; u-e, tune.</p> <p>Common words with silent letters, e.g. combwalk, wrong</p> <p>Words with regular letter groupings, e.g. -are, -air, -igh</p>	<p>Prefixes and suffixes e.g. happy, unhappy, happiness</p> <p>Forming plurals</p> <ul style="list-style-type: none"> • by adding -es • with words ending in -f or -fe, e.g. half, knife. • by changing y to i and adding -es <p>Forming comparatives and superlatives e.g. happy, happier, happiest</p> <p>Forming compound words e.g. homework, classroom</p>	<p>Words which double the final consonant before adding -ing, -ed, -en e.g. rotting, rotting, rotten.</p> <p>Forming adverbs by adding -ly e.g. sad, sadly quick, quickly</p>
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Etymological Knowledge

<p>support export</p> <p>decimal December decade</p> <p>final finish</p>	<p>recall reset repeat reply</p> <p>October export portable</p>	<p>circle circus</p>	
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Stage Two- Year Three

Week	Term One			Term Two			Term Three			Term Four		
	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule
1				while chose poor build their	cow howl fowl crown crowd	shake chase shine skate	they're mine since child children	mice slice price twice advice	annoy delay display stay	until unless edge earth protect	bomb comb dumb climb thumb	bone breeze ice juice
Rule				For words where the last letter is an 'e'. drop the 'e' before adding 'ing'			When a word ends in a vowel and y (ay, ey, oy) just add the ending (-s, -ing, -ed).			The final (silent) e is dropped when adding -y.		
2				also primary sure study screen	trace pace race face lace	touch catch bush smash	caught break laugh bury multiply	use fuse cube tune fume	dry fly carry hurry	instead graph enough rough October	sigh high sight right bright	busy dirty easy happy
Rule	Words that end in 'ch' and; sh' have 'es' added to them to make them plural			When the letter before a 'y' is a consonant, keep the 'y' when adding 'ing' e.g try=trying			Words that have a consonant followed by -y, change the -y to -i before adding -er.					
3	his able parent will relay	hare mare spare stare care	drop house enjoy complete	still answer tough must reply	lone clone stone drone alone	cross wax buzz address	myself yourself herself himself ourselves	mile file while smile awhile	leaf wolf shelf knife	which whose whom repeat subtract	wrong wreck wrist write wrap	angry crazy hungry chilly
Rule	Most words are made plural by adding 's'			Words that end in 's'. 'ss'. 'z' and 'x' also need to add 'es' to make them plural			Many words that end in 'f'. or 'fe' change to a 'v' before adding 'es' when making a plural E,g leaf- leaves			Words that have a consonant followed by y, change the y to i before adding -est.		
4	choice even always open display	aim chain drain claim stain	trip clock map horse	during whole attend settle dream	yellow bellow hollow pillow shadow	report warm jump help	towards value true cough empty	blew chew screw threw	king main slow bold	ahead interest yesterday explore you're	dirt soil spoil chew cloud	certain cloth decide cuddle
Rule	Most words are made plural by adding 's'			Words that end in two consonants do not double the last letter when adding 'er', 'ed' and 'ing'.			When 'ly' is added to most words, the words remain unchanged e.g king - kingly			When followed by 'e' 'l' or 'y' the consonant 'c' has the sound of an 's' In many other words 'c' has the sound of a 'k'		
5	Revision			Revision			Revision			Revision		

Stage Two- Year Three

Week	Term One			Term Two			Term Three			Term Four		
	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule	High Frequency	Phonics	Rule
6	dozen travel reset group next	male pale stale tale whale	trap swim rib big	address angle money close November	rose close chose those suppose	sharp fast turn pinch	December sentence suitable example together	south couch pouch cloud proud	delay monkey essay valley	though decimal design bought brought	hair fair chair airport repair	choose words form children reading
Rule	For words where the last syllable is a short vowel, double the last letter before adding 'er'			Words that end in two consonants do not double the last letter when adding 'er', 'ed' and 'ing'.			Words ending in 'ay', 'ey' or 'oy' add 's' to make them plural e.g. day-days			When one person owns something, we write down the owner's name and add an apostrophe		
7	metre woman recall support important	toe doe tiptoe potatoes tomatoes	run skip begin program	however surface breath occupy iron	easy plea leave squeak weave	run	final bottom remember share summer	oil coil soil spoil spoilt	wind might silk health	either dictionary vibrate active decimal	bridge ridge edge hedge lodge	die tie untie retie
Rule	For words where the last syllable is a short vowel, double the last letter before adding 'er'			If you have a word that ends in a single consonant vowel coming before it. DOUBLE the last letter when adding 'y'			Words that end in double consonants add 'y' only when making adjectives e.g. dirt-dirty			For words ending in 'ie' change the 'ie' to a 'y' before adding 'ing e.g. lie-lies, lied, lied, lying		
8	person itself record second sometimes	cake make stake brake shake	take make come brake	flora health program would move	head read bread breath leather	family berry baby copy	finish idea cycle mountain receive	dirt birth bird third whirl	cheer thank hurt fear	whether half understand export dcade	ought fought bought thought brought	knife self scarf shelf
Rule	For words where the last letter is an 'e'. drop the 'e' before adding 'ing'			When the letter before the 'y' is a consonant change the 'y' into an 'i' before adding 'es'			When 'full' is added to the end of a word drop one of the 'ls' e.g. hope+ full = hopeful			Many words that end in 'f' or 'fe' change to a 'v' before adding 'es' when making a plural E.g. leaf- leaves		
9	habitat taught everything could young	poke woke smoke stroke spoke	watch wish finish beach	Sydney symbol recess ought Newcastle	near dear fear spear beard	array delay relay prey	circus council country colour question	saw law prawn fawn awful	carry copy cry try	Words from writing Christmas Words	while white whip whether whistle	bright smooth wise clever
Rule	Words that end in 'ch' and 'sh' have 'es' added to them to make them plural			When a word ends in a vowel and y, just add -ed.			When the letter before 'y' is a consonant, change the 'y' to 'i' before adding 'es' or 'ed' e.g. copy- copies/ copied			Most base words remain unchanged when adding the suffixes -er or -est. If a word ends in e, just add -r or -st		
10	Revision			Revision			Revision			Revision		