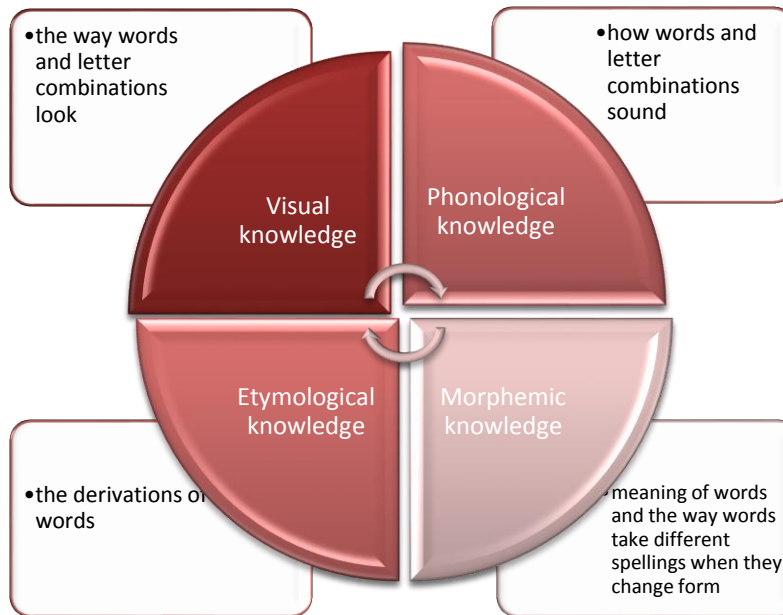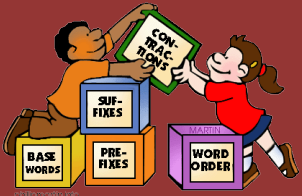# Spelling Yearly Program

Year 4

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

- •the way words and letter combinations look

- •how words and letter combinations sound

Visual knowledge

Phonological knowledge

Etymological knowledge

Morphemic knowledge

- •the derivations of words

- meaning of words and the way words take different spellings when they change form

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	Content
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	8th Cluster	9th Cluster	10th Cluster	11th Cluster
Phonics Involves making the connection between sounds and letters when reading and spelling. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	*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.			
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.	*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.	*Makes effective word choices in response to purpose and audience when creating texts. *Demonstrates understanding of new words for new concepts *Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words *Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing.
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.	*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.	*Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.

Assessment	Assessment for Learning	Assessment as Learning		Assessment of Learning
Assessment	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

Thank you to Leanne Williamson Thomas Acres Public School for her contribution to the layout of these 2 pages.

Yearly Overview

High Frequency Words						
Phonological		**Visual**			**Morphemic**	
without	difficult	whomever	principal	human	theirs	imagine
or	equal	therefore	Australia	naughty	himself	locate
yet	length	whatever	hop	breathe	themselves	measure
animal	different	everyone	rub	research	your	modify
length	female	everywhere	shrug	material	yours	observe
fauna	further	question	trim	language	yourselves	occupy
Aboriginal	important	Sydney	level	necessary	its	present
calendar	compare	who's	whiz	tomorrow	activity	require
canteen	contain	quarrel	quiz	none	activities	settle
colony	depend	clause	prefix	opposite	person	travel
custom	escape	Britain	reflex	kilometre	personal	here's
lunch	respect	method	search	feature	personality	there's
dinner	estimate	phrase	empty	straight	narrator	might've
instrument	identify	should	bury	orchestra	narrative	mightn't
respect	*need*	flavour	marry	computer	student	could've
thousand	research	centre	reply	special	man	couldn't
mountain	trail	office	copy	message	men	should've
yesterday	track	system	dispatch	passenger	women	shouldn't
follow	aloud	guess	sandwich	already	advertise	would've
	create	community	bench	sincerely	agree	wouldn't
	hasten	Canberra	approach	tomorrow	alter	won't
		religion	blotch	whenever	behave	must've
		among	neighbour	although	collect	mustn't
		against	false	frozen	create	needn't
		office	aloud		decide	be
		angry	different		defend	been
		careless			digest	being
					discuss	it's
					discover	isn't
					divide	wasn't
					explain	aren't
					December	

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.	
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	**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**

Phonological Word Groupings		
Words ending with e making the preceding vowel long: *e-e, these* Common words with silent letters, e.g. *si**g**n, **h**our, wa**l**k,* Words with regular letter groupings, e.g. *-are, -air, ear, -tch, ough, augh, -tion -bble, -pple, -ttle*. ear, tch, ai, au, ttle, ph, ou, oi, ound, qu, ear, ect, dge, ew, er, igh, ow	Prefixes and suffixes e.g. *happy, unhappy, happiness* Forming plurals • by adding *-es* • with words ending in *-f* or *-fe,* e.g. *half, knife.* • by changing *y* to *i* and adding *–es*	Forming comparatives and superlatives e.g. *happy, happier, happiest* Words which double the final consonant before adding -ing, -ed, -en e.g. *rotting, rotting, rotten*. Forming adverbs by adding -ly e.g. *sad, sadly quick, quickly*

Etymological Knowledge		
<u>cent</u> centimetre centigrade auto<u>graph</u> photograph transport portable	finalist finally circuit <u>octa</u>gon octopus	octagonal <u>t</u>elephone telescope television

Stage Two- Year Four

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				none opposite kilometre feature straight should've	**ttle** bottle throttle little settle rattle	hop rub shrug trim level	research material language necessary tomorrow might've	**ph** phone orphan photo nephew phantom	beauty bounty duty fancy plenty	himself themselves your yours yourselves occupy	**ou** pounce amount counter fountain trousers	armful basketful bucketful cupful handfuls
Rule				When a word ends in a short vowel followed by a singular consonant, double the last letter before adding 'ed' or 'ing'.			Words that have a consonant followed by y, change the y to i before adding -ful.			Words ending in -ful form the plural by adding -s.		
2				orchestra computer special message passenger observe	**o-e** close smoke froze spoke drove	whiz quiz prefix reflex search	already sincerely tomorrow whenever although it's	**oi** boil soil coin choice noise	funny busy tidy cheery easy	behave collect create decide defend been	**ound** sound hound round found mound	dingo echo hero mosquito potato
Rule				Words that end in 'ch', 'x' or 'z' are made plural by adding 'es'.			Describing words that end in 'y', change 'y' to 'I' before adding 'er' and 'est'.			Some words ending in o can be made plural by adding -es.		
3	without or yet animal length isn't	**-are** fare stare dared spared careful	test earn warn alarm doubt	fauna Aboriginal calendar canteen colony circuit	**i-e** drive beside thrive wire shire	empty bury marry reply copy	theirs its thousand research Australia orange	**silent 'k'** knot kneel known knuckle knitting	silent bold surprising kind proud	shouldn't would've wouldn't mightn't could've useful	**qu** queue queen quite quiet liquid	domino ghetto gazebo halo lasso
Rule	When a word has two consonants at the end, just add the endings 'ed' and 'ing'.			Words that end in 'y' change the 'y' to 'I' when adding 'es' and 'ed'. Keep the 'y' when adding 'ing'.			Most adjectives that end in consonants add 'ly' to form the adverb.			A few words ending in the single vowel 'o' add 's' to make the plural.		
4	custom lunch dinner instrument respect won't	**-ear** bear wear wearing hear hearing	stop trim scrub travel model	difficult equal length different female	**-ea** beat cheap peace scream cheat	dispatch sandwich bench approach blotch	digest discuss discover divide explain	**ow** yellow sorrow shown fellow barrow	half knife leaf shelf thief	photograph autograph occupy present require there's	**less** bless worthless lessons tireless useless	sleepy heavy easy steady cosy
Rule	Verbs that have a short vowel followed by a single consonant, double the last letter before adding -ed or -ing.			Words ending in ch add es			For some words ending in f or fe, change the f or fe to v and add -es for plurals.			When an adjective (describing word) ends in 'y', change the 'y' to 'i' before adding 'ly'.Example: happy, happily		
5	Revision			Revision			Revision			Revision		

Stage Two- Year Four

Week	Term One			Term Two			Term Three			Term Four		
6	further important compare contain depend settle	**air** dairy pair stairs aircraft airport	write race amuse trade handle	escape respect estimate identify *need* travel	**ai** paid saint remain praise grain	abolish duplex flummox accomplish dress	finalist finally being be transport portable	**ect** direct effect inject select defect	achieve believe piece ceiling receive	wasn't aren't man men octagon octopus	**dge** badge hedge ledge wedge bridge	shorten lengthen sweeten ripen deepen
Rule	When a word ends with a silent 'e' drop the 'e' before adding 'ing'.			Words ending in s, x, sh add es			i' before 'e' except after 'c'.			Many words that end in 'en' do not have to double the last letter when adding 'ed' or 'ing'.		
7	whomever therefore whatever everyone everywhere imagine	**tch** hatch hatching patch patched match	bottle flood rattle length badge	question Sydney who's quarrel clause alter	**au** cause fraud exhaust naughty applaud	employ follow empty marry reply	telephone telescope television couldn't agree frozen	**ness** business quickness laziness closeness brightness	injury duty baby family city	locate measure modify activities person personal	**silent 'b'** comb crumb doubt bomb thumb	railway boy valley journey convoy
Rule	Most nouns are made plural by adding 's'.			Usually, when a word contains a long vowel sound, do not double the last consonant when adding 'er', 'ed' and 'ing'			Words that end in a 'y' immediately preceded by a consonant, change 'y' into 'i' before adding 'es'. Example: ferry, ferries			Words that end in 'ay', 'oy', 'ey' and 'uy' add 's' to form the plural.		
8	Britain method phrase should flavour activity	**tion** caption traction fiction traction satisfaction	cheer wonder thought delight power	Canberra religion among against principal trust	**silent 'h'** honour honest ghost ache stomach	cherry biography emergency accuracy apology	must've mustn't needn't women here's advertise	**silent w** wrist wrote wrong whole wrestle	cliff bluff sniff staff puff	trail track aloud create hasten December	**ear** earn early pearl heard earned	mean meant learn learnt burnt
Rule	When adding 'full' to the end of a word drop one 'l'.			Words ending in y change to ies when no vowel			For words ending in -ff, just add an -s			Some words ending in 'n', when changing from present to past tense, add a 't' to the end.		
9	centre office system guess community personality	**bble** rabble dabble bubbles squabble babble	study fly fairy ferry butterfly	neighbour false human naughty breathe mountain	**ew** chew fewer grew threw newest	apply satisfy worry qualify mystify	narrator narrative student octagonal office yesterday	**er** baker sister mister neither allergic	fish deer sheep salmon offspring	cent centimetre centigrade angry careless follow	**igh** sigh fright higher plight tighten	fungus fungi larva larvae cactus
Rule	Words ending in y change to ies when no vowel			Changing y to i before adding -ed			Some words, when referring to singular and plural, stay the same.			Some words change, when pluralized, change to new words.		
10	Revision			Revision			Revision			Revision		

Based on PM Words, K-6 Spelling document & NSW English Syllabus for Australian Curriculum