

## Alignment between the Stage 2 NSW English Syllabus: Spelling, CoST: 3-6 and the *Little Compendium of Standard English Spelling*

**OUTCOME:** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts **EN2-SPELL-01**

### Notes:

- PGCs = Phoneme Grapheme Correspondences
- If a student does not spell all items in CoST P1 correctly, this indicates they may be working below Stage 2 expectations. Consider additional assessments and intervention (e.g., see CoSTEY manual)
- For students requiring instruction relating to CoST P1, refer to the Stage 1 NSW English Syllabus: Spelling
- \* M1 in the CoST includes regular plural words only. Avoid activities that promote whole-word rote learning of irregular plural words. Rather, teach such words through blending and segmenting practices and by encouraging students to identify and discuss the PGCs in those words, as well as the meanings of those words.

NSW English syllabus: Spelling (Stage 2) <b>PHONOLOGICAL COMPONENT</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling	P3 and P4	<ul style="list-style-type: none"> <li>Applies to words listed by PGCs: Pages 16 to 113</li> <li>Applies to words listed by morphological generalisations: Pages 118 to 191</li> <li>Applies to words listed by etymological features: Pages 170 to 191</li> <li>Applies to words listed in morpheme maps: Pages 192 to 198</li> <li>Applies to homophones: Pages 199 to 201</li> </ul>
Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)	P2	Graphemes for: <ul style="list-style-type: none"> <li>Short monophthongs (vowels): Pages 71 to 80</li> <li>Schwa vowel: Pages 81 to 82</li> <li>Long monophthongs (vowels): Pages 83 to 96</li> <li>Diphthongs: Pages 97 to 113</li> </ul> [graphemes and words for each phoneme are listed by frequency]
Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling	P4	<ul style="list-style-type: none"> <li>Applies to the multisyllabic words listed for all PGCs: Pages 16 to 113</li> <li>Applies to all (disyllabic) words listed between pages 114 to 117</li> </ul>
Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling	P4	<ul style="list-style-type: none"> <li>Schwa vowel: Pages 81 to 82</li> <li>Also applies to all (disyllabic) words listed between pages 114 to 117</li> </ul>
NSW English syllabus: Spelling (Stage 2) <b>ORTHOGRAPHIC COMPONENT</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling	O1 to O9, O11 to O14	<ul style="list-style-type: none"> <li>Applies to many PGCs: Pages 16 to 113</li> <li>Orthographic patterns: Pages 114 to 117</li> </ul>
Understand that graphemes can be explained by their etymology	Aligns with: O1 – O7	<ul style="list-style-type: none"> <li>Applies to some PGCs: Pages 16 to 113</li> </ul> [see footnotes below the tables as these offer etymological explanations that are considered pertinent to teach]

Apply knowledge of taught vowel graphemes when spelling	O1 to O9	Graphemes for: <ul style="list-style-type: none"> <li>Short monophthongs (vowels): Pages 71 to 80</li> <li>Schwa vowel: Pages 81 to 82</li> <li>Long monophthongs (vowels): Pages 83 to 96</li> <li>Diphthongs: Pages 97 to 113</li> </ul> [graphemes and words for each phoneme are listed by frequency]
Proofread, identify and correct misspellings when creating written texts	N/A	Students may use the Compendium as a reference tool to support their learning or when correcting misspellings
Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word	N/A	
<b>NSW English syllabus: Spelling (Stage 2)</b> <b>MORPHOLOGICAL COMPONENT</b>	<b>CoST Codes</b>	<b>Little Compendium of Standard English Spelling (includes word lists) /notes</b>
Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	M1	Inflected suffixes: Pages 118 to 129 [generalisations with word lists included]
Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	M2	Derivational suffixes: Pages 132 – 160 [generalisations with word lists included]
Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling	See CoSTEY: M12 to M16	Common prefixes: Pages 161 to 167
Correctly spell irregular plural words across a range of written contexts	M1*	Best taught in connection with vocabulary, selecting subject-specific words to support wide reading and writing experiences
Correctly spell taught homophones when creating written texts	M4	Homophones: Pages 199 to 201 [listed by common phonological features, e.g., homophones with long the /a/ phoneme]

## Alignment between the Stage 2 NSW English Syllabus: Vocabulary, CoST: 3-6 and the *Little Compendium of Standard English Spelling*

**OUTCOME:** builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words **EN2-VOCAB-01**

**Note:** Only relevant content alignments are included below

NSW English syllabus: Vocabulary (Stage 2) <b>LEARNING AND USING WORDS</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Understand that many words derive from other languages, including Aboriginal and Torres Strait Islander Languages, and that pronunciation and spelling of words may reflect the etymology	M5	<ul style="list-style-type: none"> <li>▪ Applies to some PGCs: Pages 16 to 113 [see footnotes below the tables as these offer etymological and pronunciation explanations that are considered pertinent to teach]</li> <li>▪ Also see <i>Etymological features</i>:               <ul style="list-style-type: none"> <li>- Greek roots: Pages 170 to 177</li> <li>- Latin roots: Pages 178 to 198</li> </ul> </li> </ul>
NSW English syllabus: Vocabulary (Stage 2) <b>DEFINING AND ANALYSING WORDS</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root	M2 and M6	<ul style="list-style-type: none"> <li>▪ See <i>Morphological generalisations</i>:               <ul style="list-style-type: none"> <li>- Inflected suffixes: Pages 118 to 131</li> <li>- Derivational suffixes: Pages 132 to 160</li> <li>- Common prefixes: 161 to 167</li> <li>- Morpheme maps: Pages 192 to 198</li> </ul> </li> </ul>

## Alignment between the Stage 3 NSW English Syllabus: Spelling, CoST: 3-6 and the *Little Compendium of Standard English Spelling*

**Outcome:** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words **EN3-SPELL-01**

### Notes:

- PGCs = Phoneme Grapheme Correspondences
- If a student does not spell all items in CoST P1 correctly, this indicates they may be working below Stage 2 expectations. Consider additional assessments and intervention (e.g., see CoSTEY manual)
- For students requiring instruction relating to CoST P1, refer to the Stage 1 NSW English Syllabus: Spelling

NSW English syllabus: Spelling (Stage 3) <b>PHONOLOGICAL COMPONENT</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	P3 and P4	<ul style="list-style-type: none"> <li>Applies to words listed by PGCs: Pages 16 to 113</li> <li>Applies to words listed by morphological generalisations: Pages 118 to 191</li> <li>Applies to words listed by etymological features: Pages 170 to 191</li> <li>Applies to words listed in morpheme maps: Pages 192 to 198</li> <li>Applies to homophones: Pages 199 to 201</li> </ul>
NSW English syllabus: Spelling (Stage 3) <b>ORTHOGRAPHIC COMPONENT</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Apply and explain graphemes identified by their etymology	Aligns with: O1 – O7  M5 (roots)	<ul style="list-style-type: none"> <li>Applies to some PGCs: Pages 16 to 113 [see footnotes below the tables as these offer etymological explanations that are considered pertinent to teach]</li> </ul>
Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts	Aligns with: O1 to O14	<ul style="list-style-type: none"> <li>Applies to some PGCs: Pages 16 to 113 GPCs and sample words are listed in order of frequency.</li> </ul>
Recognise that the same grapheme can represent different phonemes	Aligns with: O1 to O14	<ul style="list-style-type: none"> <li>Applies to many PGCs: See pages 16 to 113</li> </ul>
Proofread written texts to correct misspellings, making use of spelling reference tools where required	N/A	Students may use the Compendium as a reference tool to support their learning or when correcting misspellings
NSW English syllabus: Spelling (Stage 3) <b>MORPHOLOGICAL COMPONENT</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots	M2 and M3	<ul style="list-style-type: none"> <li>Derivational suffixes: Pages 132 – 160 [generalisations with word lists included]</li> </ul>
Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-	M6	<ul style="list-style-type: none"> <li>Assimilated prefixes: Pages 168 to 169 [generalisations with word lists included]</li> </ul>

Explain the etymology of taught roots and apply this knowledge when creating written texts	M5	<ul style="list-style-type: none"> <li>▪ Applies to some PGCs: Pages 16 to 113 [see footnotes below the tables as these offer etymological and pronunciation explanations that are considered pertinent to teach]</li> <li>▪ Also see <i>Etymological features</i>: <ul style="list-style-type: none"> <li>- Greek roots: Pages 170 to 177</li> <li>- Latin roots: Pages 178 to 198</li> </ul> </li> </ul>
Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas	M4	<ul style="list-style-type: none"> <li>▪ Homophones: Pages 199 to 201 [listed by common phonological features, e.g., homophones with long the /a/ phoneme]</li> </ul>

## Alignment between the Stage 3 NSW English Syllabus: Vocabulary, CoST: 3-6 and the *Little Compendium of Standard English Spelling*

**Outcome:** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts **EN3-VOCAB-01**

**Note:** Only relevant content alignments are included below

NSW English syllabus: Vocabulary (Stage 3) <b>LEARNING AND USING WORDS</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Apply knowledge of taught Tier 3 subject-specific morphemes and their meanings	M2 to M6	<ul style="list-style-type: none"> <li>▪ Inflected suffixes: Pages 118 to 131</li> <li>▪ Derivational suffixes: Pages 132 to 159</li> <li>▪ Common prefixes: Pages 161 to 167</li> <li>▪ Assimilated prefixes: Pages 168 to 169</li> <li>▪ Greek roots: Pages 170 to 177</li> <li>▪ Latin root: Pages 178 to 191</li> <li>▪ Morpheme maps: Pages 192 to 199</li> </ul>
Identify and use words derived from other languages, including Aboriginal and Torres Strait Islander Languages, and know that the pronunciation and spelling of words may reflect their etymology	M5	<ul style="list-style-type: none"> <li>▪ Applies to some PGCs: Pages 16 to 113 [see footnotes below the tables as these offer etymological and pronunciation explanations that are considered pertinent to teach]</li> <li>▪ Also see <i>Etymological features</i>: <ul style="list-style-type: none"> <li>- Greek roots: Pages 170 to 177</li> <li>- Latin roots: Pages 178 to 198</li> </ul> </li> </ul>
NSW English syllabus: Vocabulary (Stage 3) <b>DEFINING AND ANALYSING WORDS</b>	CoST Codes	Little Compendium of Standard English Spelling (includes word lists) /notes
Analyse morphemic structures of Tier 2 and Tier 3 words to determine their meaning	M1 to M3 and M5 to M6	<ul style="list-style-type: none"> <li>▪ Inflected suffixes: Pages 118 to 131</li> <li>▪ Derivational suffixes: Pages 132 to 159</li> <li>▪ Common prefixes: Pages 161 to 167</li> <li>▪ Assimilated prefixes: Pages 168 to 169</li> <li>▪ Greek roots: Pages 170 to 177</li> <li>▪ Latin root: Pages 178 to 191</li> <li>▪ Morpheme maps: Pages 192 to 199</li> </ul>

