

# NSW English - Stage 2 Spelling Scope and Sequence

Details will need to be refined by the class teacher, based on error analysis data

## Spelling EN2-SPELL-01

Selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts

**Note.** Teach with Vocabulary and Handwriting

**Term 1**

**Term 2**

**Term 3**

**Term 4**

### Phonological component (10-15 minutes each week)

#### Weekly instructional considerations:

- Select some words from the Orthographic component and/or the Morphological component to teach the Phonological component.
- Where applicable, include words students are incorrectly spelling in their writing. Refer to spelling error analysis.
- Differentiation: The more syllables and phonemes a word has, the more difficult it will be for the student to segment the word.
- Differentiation: Identifying the schwa in a multisyllabic word is more challenging than identifying other types of vowel phonemes.

Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling

#### Year 3:

- Introduce metalanguage: diphthong and schwa vowels; stressed syllable (accented/strong beat); unstressed syllable (unaccented/weak beat)
- Consolidate metalanguage taught in Early Stage 1 and Stage 1: syllable, phoneme, short vowel, long vowel, voiced phoneme, unvoiced phoneme.

Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

#### Year 4:

- Consolidate phonological skills using new vocabulary.

Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling

Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling

### Orthographic and Morphological components (20-25 minutes per component each week)

#### Weekly instructional considerations:

- Select words from the Morphological component to teach the Orthographic component.
- Some of the words selected for teaching the Orthographic and Morphological components should be introduced first as part of the Phonological Component.
- Where applicable, include words students are incorrectly spelling in their writing. Refer to spelling error analysis to inform decisions.
- Where possible, include words from topics studied in other KLAS. Ensure those words include linguistic features matched to the teaching focus.

### Orthographic component (Page references are from the [Little Compendium of Standard English Spelling, Daffern. T](#))

Introduce in Year 3. Consolidate and expand in Year 4 with new vocabulary				
Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling	Letter patterns in unaccented final syllables (in base words) -le, -al, -el, -il, -ol (pp. 116-117)	Medial consonant doubling generalisation in base words (pp. 114-115)	Letter patterns in unaccented final syllables (in base words) -or, -er, -our (pp. 89, 91)	Graphemes for consonant phonemes. (pp. 16 – 69)
Understand that graphemes can be explained by their etymology	Graphemes for vowel phonemes (pp. 70 - 113)	Graphemes for consonant phonemes. (pp. 16 – 69)	Graphemes for vowel phonemes (pp. 70 to 113)	-
Apply knowledge of taught vowel graphemes when spelling	-	-	-	-
Proofread, identify and correct misspellings when creating written texts	<b>Recommended resources (Daffern):</b>			
Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word	<ul style="list-style-type: none"> <li><a href="#">Little Compendium of Standard English Spelling</a> (for teachers)</li> <li><a href="#">Spelling Out Words</a> (personal spelling and vocabulary reference student workbook)</li> </ul>			
	<b>Introduce</b>	<b>Consolidate (ongoing)</b>		

### Morphological component (Page references are from the [Little Compendium of Standard English Spelling, Daffern. T](#))

Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	<b>Year 3</b> -s & -es (plural: p. 125-128) (tense: p. 120-121)	<b>Year 3</b> -ing (tense: p. 118-119) -ed, -t (tense: p. 122-124)	<b>Year 3</b> -er (comparative) -est (superlative) (pp. 129-131)	-
Identify derivational suffixes such as <i>-able</i> , <i>-ness</i> , <i>-ian</i> and <i>-ment</i> , explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	<b>Year 4</b> -able -ible (pp. 145-148)	<b>Year 4</b> -hood -ship -dom (p. 144)	<b>Year 3</b> -er, -or (agentive) (pp. 138-139) -y, -ly (pp. 157-158)	<b>Year 3</b> -ness, -ment, -ful, -ish, -less (pp. 150, 152, 154, 155, 156)
Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling <b>Common prefixes: pp. 161-167</b>	<b>Year 3</b> sub- mis-	<b>Year 4</b> en- in-	<b>Year 3</b> non- de	<b>Year 4</b> sub- fore-, inter-
Correctly spell irregular plural words across a range of written contexts	<b>Year 3 and Year 4 (as needed):</b> Select new or incorrectly spelled words, aligned with instruction in vocabulary, reading comprehension and creating written texts.			
Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas	<b>Year 3 and 4 (each semester):</b> Teach 3 to 6 misspelled or new homophones; where possible, align with weekly orthographic focus (e.g., when teaching words with graphemes for long /e/, select a suitable homophone pair comprising the long /e/ phoneme). (pp. 199-201)			