

# NSW English - Stage 3 Spelling Scope and Sequence

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

## Spelling EN3-SPELL-01

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

**Note.** Teach with Vocabulary and Handwriting

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
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### Phonological component (10-15 minutes each week)

<ul style="list-style-type: none"> <li>Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling</li> </ul>	<p><b>Consolidate (Weekly) – continued from Stage 2</b></p> <p><b>Weekly instructional considerations:</b></p> <ul style="list-style-type: none"> <li>Select some words from the Orthographic component and/or the Morphological component to teach the Phonological component.</li> <li>Where applicable, include words students are incorrectly spelling in their writing. Refer to spelling error analysis.</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>The more syllables and phonemes a word has, the more difficult it will be for the student to segment the word.</li> <li>Identifying the schwa in a multisyllabic word is more challenging than identifying other types of vowel phonemes.</li> </ul>
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### Orthographic and Morphological components: Weekly instructional considerations

Page references are from [Little Compendium of Standard English Spelling](#)

- 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 words include linguistic features matched to the teaching focus.

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

	Year 5: introduce		Year 6: consolidate	
	Identify specific graphemes and vocabulary to teach from error analysis data			
<ul style="list-style-type: none"> <li>Apply and explain graphemes identified by their etymology</li> <li>Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts</li> <li>Recognise that the same grapheme can represent different phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Graphemes for vowel phonemes. (pp. 70 - 113)</li> <li>Consolidate: letter patterns in unaccented final syllables (pp. 116 – 117)</li> </ul>	<ul style="list-style-type: none"> <li>Graphemes for consonant phonemes. (pp. 16 – 69)</li> <li>Consolidate: medial consonant doubling .in base words (pp. 114-115)</li> </ul>	Graphemes for vowel phonemes (pp. 70 to 113)	Graphemes for consonant phonemes. (pp. 16 – 69)
<ul style="list-style-type: none"> <li>Proofread written texts to correct misspellings, making use of spelling reference tools where required</li> </ul>	<p><b>Consolidate (Weekly) – continued from Stage 2</b></p> <p><b>Recommended resources (Daffern):</b></p> <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>			

### Morphological component (20-25 minutes per component each week) Page references are from the Spelling Compendium

	Year 5: introduce		Year 6: consolidate	
	Identify skills to teach from error analysis data			
<ul style="list-style-type: none"> <li>Explain and use spelling conventions to add derivational suffixes such as <i>-ion</i>, <i>-ian</i>, <i>-ence</i>, <i>-ous</i> to base words or roots</li> </ul>	<ul style="list-style-type: none"> <li><i>-ion</i> (pp. 132-134)</li> <li><i>-ation</i> (pp. 135-136)</li> <li><i>-ure</i> (p. 153)</li> </ul>	<ul style="list-style-type: none"> <li><i>-ance</i> &amp; <i>-ence</i> (pp. 141-142)</li> <li><i>-ous</i> (p. 160)</li> </ul>	<ul style="list-style-type: none"> <li><i>-ate</i> (p. 149)</li> <li><i>-ist</i> (p. 140)</li> <li>Review: <i>-er</i> / <i>-or</i> (agentive, pp. 138-139)</li> </ul>	Review taught suffixes. Other suffixes may be taught. (pp. 161-167)
<ul style="list-style-type: none"> <li>Explain and use spelling conventions for assimilated prefixes such as <i>in-</i>, <i>ad-</i>, <i>com-</i></li> </ul>	<p><b>Review as needed:</b></p> <p>Common prefixes (see Stages 1 and 2) (pp. 161-167)</p>			<p><b>Introduce and consolidate:</b></p> <p><i>in-</i> <i>ad-</i> <i>com-</i> (pp. 168-169)</p>
<ul style="list-style-type: none"> <li>Explain the etymology of taught roots and apply this knowledge when creating written texts</li> </ul>	<p><b>Introduce and consolidate:</b></p> <ul style="list-style-type: none"> <li>Teach roots that align with relevant Tier 3 vocabulary applicable to topics studied in other KLAs.</li> <li>Word building: Morpheme mapping (pp. 192- 198)</li> <li>For information on <i>roots</i> (pp. 170 – 191)</li> </ul>			
<ul style="list-style-type: none"> <li>Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas</li> </ul>	<p><b>Year 5 and 6 (each semester):</b></p> <p>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)</p>			