

Professional Learning

with Dr Tessa Daffern

Components of Spelling: Phonology, Orthography, Morphology (PhOrM)

Maximising Multi-tiered Spelling Instruction Using the CoST Dashboard

This Professional Learning Workshop aims to build teacher capacity by introducing teachers to an explicit, structured and multi-tiered approach to teaching spelling. Delivered by Dr Tessa Daffern, this workshop provides a thorough overview of the research underpinning the CoST, the importance of following standardised assessment protocols and interpreting the results. Dr Daffern also explains essential metalanguage for explicit teaching, how to monitor progress, maximise the use of the CoST Dashboard resources, and implement high quality instructional techniques. Teachers are given practical advice and opportunities for practice to ensure the successful implementation of the CoST Dashboard in their school. As an interactive professional learning experience, this workshop prepares participants to confidently use and maximise the benefits of the CoST Dashboard to improve student learning in spelling.



Workshop attendance for first-time users of the CoST Dashboard is strongly encouraged.

What the workshop covers:

- A summary of the research underpinning the CoST Dashboard, including Triple Word Form Theory.
- An overview of the CoST assessment and administration procedures.
- An explanation of how to interpret the CoST results (standardised error analysis data).
- An overview of the CoST Dashboard structure and materials.
- Principles for successful and effective implementation including scoping and sequencing.
- Examples of how to connect spelling instruction with oral language, vocabulary and sentence-level grammar.
- Strategies for teaching the phonological component of spelling.
- Strategies for teaching the orthographic component of spelling, and etymology is pertinent to teach.
- Strategies for teaching the morphological component of spelling, and etymology is pertinent to teach.
- Examples of teaching cross-mapping skills for consolidation and deepening vocabulary knowledge.
- Video observations of teaching examples in action in authentic classroom settings.
- Demonstrations and practice activities to consolidate understanding.
- Examples of progress monitoring assessments to inform ongoing instructional decisions.

Who should attend?

This Professional Learning Workshop is for accredited schools only.

- Classroom teachers (Years 3 and above)
- Stage leaders, literacy leaders and curriculum coordinators in schools.

Completion of this Professional Development Workshop is strongly recommended with the first purchase of the CoST Dashboard.

Dr Tessa Daffern's website: www.tessadaffern.com

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A SAMPLE OF RELATED PUBLICATIONS & RESOURCES BY DR TESSA DAFFERN

On Components of Spelling: Phonology, Orthography & Morphology (PhOrM)

Instructional print resources for school-based educators

- Daffern, T. (2023). TMPhOrM: [Spelling out words - Personal spelling and vocabulary reference book](#) (workbook for students in Year 3 above; includes **FREE** subscription access to printable resources for 2 school years). Literacy Education Solutions. ISBN: 978-0-6483430-4-2
- Daffern, T. (2024). TMPhOrM: [The little compendium of Standard English spelling. 2nd edition](#). Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-6-6
- Daffern, T. (2023). TMPhOrM: [The components of spelling test manual - Early Years \(CoSTEY\). Instruction and assessment for the linguistic inquirer, 2nd Edition](#). Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-5-9
- Daffern, T. (2021). TMPhOrM: [The components of spelling test manual - CoST. Instruction and assessment for the linguistic inquirer, 2nd Edition](#). Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-3-5
- Daffern, T. (2018; updated in 2024). [Using metalanguage to explicitly teach spelling components: Posters for explicitly teaching the components of spelling](#). Literacy Education Solutions Pty Limited. ISBN: 978-0-6483439-9-7

Online assessment and instructional resources for school-based educators

- TMPhOrM: Components of Spelling Test Manuals & Dashboards (CoSTEY and CoST)
 - [The Components of Spelling: Early Years \(CoSTEY\) Online Assessment Tool](#) - one component (ideal for Foundation). Note: To be used in conjunction with the CoSTEY Manual. (Dashboard available in 2025).
 - [The Components of Spelling: Early Years \(CoSTEY\) Online Assessment Tool](#) - three components (ideal for Year 1 and Year 2). To be used in conjunction with the CoSTEY Manual. (Dashboard available in 2025).
 - [The Components of Spelling: Years 3 to 6 \(CoST Dashboard\)](#) - Online Assessment and tailored instructional resources.). To be used in conjunction with the CoST Manual.
- [Suggested spelling assessment schedule](#)

Selected book chapters

- Daffern, T. (2024). Teaching writing conventions. In E. Rata (Ed.), [Research Handbook on Curriculum and Education](#) (Vol. Part II Knowledge structures and the curriculum, pp. 228-244): Edward Elgar.
- Daffern, T. (2018) [Spelling assessment, learning, and instruction in VET](#). In: McGrath S., Mulder M., Papier J., Suart R. (eds) *Handbook of Vocational Education and Training: Developments in the Changing World of Work* (pp. 1429–1444). Springer, Cham. https://doi.org/10.1007/978-3-319-49789-1_90-1.

Selected journal articles

- Daffern, T., Hogg, K., Callaway, N., Wild, H., & Kelly, S. (2024). [Supporting schools to implement an evidence-based and effective approach to teaching spelling](#). *Learning Difficulties Australia*, 56(3), 31-38.
- Daffern, T. (2022). [Empowering teachers with an evidence-based spelling pedagogy](#). *Practical Literacy: The Early and Primary Years*, 27(2), 14-18.
- Daffern, T., & Fleet, R. (2021). [Investigating the efficacy of using error analysis data to inform explicit teaching of spelling](#). *Australian Journal of Learning Difficulties*. 26(1), 67-88. DOI:10.1080/19404158.2021.1881574
- Daffern, T., & Sassu, A. (2020). [Building morphological foundations](#). *Practical Literacy: The Early and Primary Years*, 25(3), 35-37
- Daffern, T., & Mackenzie, N. M. (2020). [A case study on the challenges of learning and teaching English spelling: Insights from eight Australian students and their teachers](#). *Literacy*, 54(3), 99-110. doi: 10.1111/lit.12215
- Daffern, T., & Ramful, A. (2020). [Measurement of spelling ability: Construction and validation of a phonological, orthographic and morphological pseudo-word instrument](#). *Reading and Writing: An Interdisciplinary Journal*, 33, 571- 603. DOI: 10.1007/s11145-019-09976-1
- Daffern, T. & Critten, S. (2019). [Student and teacher perspectives on spelling](#). *Australian Journal of Language and Literacy*, 42(1), 40-57
- Daffern, T. (2017). [Linguistic skills involved in learning to spell: An Australian study](#). *Language and Education*, 31(1), 307-329. DOI: 10.1080/09500782.2017.1296855
- Daffern, T., Mackenzie, N. M., & Hemmings, B. (2017). [Predictors of writing success: How important are spelling, grammar and punctuation?](#) *The Australian Journal of Education*, 61(1), 75-87. DOI: 10.1177/0004944116685319
- Daffern, T. (2016). [What happens when a teacher uses metalanguage to teach spelling?](#) *The Reading Teacher*, 70(4), 423-434 DOI: 10.1002/trtr.1528
- Daffern, T., Mackenzie, N., & Hemmings, B. (2015). [The development of a spelling assessment tool informed by Triple Word Form Theory](#). *Australian Journal of Language and Literacy*, 38(2), 72-82.

Multimedia: visit [Tessa Daffern's YouTube channel](#)