

Targeting Spelling Years 1-6 Australian Curriculum Correlations

LANGUAGE

ELABORATIONS

	Expressing and developing ideas	
YEAR 1	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA 1778)	<ul style="list-style-type: none"> writing one-syllable words containing known blends, for example 'bl', 'st' learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')
	Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA 1445)	<ul style="list-style-type: none"> building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground') using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')
	Sound and letter knowledge	
	Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA 1457)	<ul style="list-style-type: none"> recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word recognising and producing rhyming words replacing sounds in spoken words (for example replace the 'm' in 'mat' with 'c' to form a new word 'cat') saying sounds in order for a given spoken word (for example f/i/sh, th/i/s)
	Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA 1458)	<ul style="list-style-type: none"> saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue') saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/a')
Understand the variability of sound-letter matches (ACELA 1459)	<ul style="list-style-type: none"> recognising that letters can have more than one sound for example 'u' in 'cut', 'put', 'use' and 'a' in 'cat', 'father', 'any' recognising sounds that can be produced by different letters (for example the /s/ sound in 'sat', 'cent', 'scene') 	
YEAR 2	Expressing and developing ideas	
	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA 1471)	<ul style="list-style-type: none"> drawing on knowledge of high frequency sight words drawing on knowledge of sound-letter relationships (for example breaking words into syllables and phonemes) using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge
	Recognise common prefixes and suffixes and how they change a word's meaning (ACELA 1472)	<ul style="list-style-type: none"> joining discussion about how a prefix or suffix affects meaning, for example 'uncomfortable', 'older', and 'division'
YEAR 3	Sound and letter knowledge	
	Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA 1474)	<ul style="list-style-type: none"> recognising when some letters are silent, for example 'knife', 'listen', 'castle', and providing the sound for less common sound-letter matches, for example 'tion'
	Text Structure and Organisation	
YEAR 3	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	<ul style="list-style-type: none"> recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements
	Expressing and developing ideas	
	Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	<ul style="list-style-type: none"> using spelling strategies such as: phonological knowledge, for example diphthongs and other vowel sounds that have multiple representations in spelling; three-letter clusters, for example 'thr', 'shr', 'squ'; visual knowledge, for example more complex single syllable homophones such as 'break/brake', 'ate/eight'; morphemic knowledge, for example inflectional endings in single syllable words, plural and past tense; generalisations, for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es'
Recognise high-frequency sight words (ACELA1486)	<ul style="list-style-type: none"> becoming familiar with most high-frequency sight words 	
YEAR 4	Expressing and developing ideas	
	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)	<ul style="list-style-type: none"> using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') using visual knowledge, for example diphthongs in more complex words and other vowel sounds that have multiple representations in spelling, as in 'oy', 'oi', 'ou', 'ow', 'oul', 'u', 'ough', 'au', 'aw'; silent beginning consonant patterns, for example 'gn' and 'kn' applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping')
	Recognise homophones and know how to use context to identify correct spelling (ACELA 1780)	<ul style="list-style-type: none"> using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two')
Recognise high-frequency sight words (ACELA1486)	<ul style="list-style-type: none"> becoming familiar with most high-frequency sight words 	
YEAR 5	Expressing and developing ideas	
	Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)	<ul style="list-style-type: none"> learning that many complex words were originally hyphenated but are now written without a hyphen, for example 'uncommon', 'renew' 'email' and 'refine' talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example, 'policewoman', 'salesperson', 'air hostess/steward; or 'flight attendant'
YEAR 6	Expressing and developing ideas	
	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	<ul style="list-style-type: none"> adopting a range of spelling strategies to recall and attempt to spell new words using a dictionary to correct students' own spelling