Vocabulary & Spelling Program

Last updated – 18/1/2015

Compiled by Rachel Roebuck, Karena Aczel and Laura Bosch, Yasmin Pearce, Julie Thomas, Kylie Spicer (2014).
With acknowledgements to Mark Windsor (Murrumba District Office) and contributors to past BISS Spelling Program documents.
Sue Murphy PEA-AC English
OUR SCHOOL AT A GLANCE

- Total enrolments: 661
- Girls: 320
- Boys: 341
- Full-time equivalent enrolments: 660.4
- Indigenous students: 9%
- Language background other than English: 3%
- Student attendance rate: 89%

School ICSEA value: 939

OUR SPELLING DATA STORY
### SCHOOL OPINION SURVEY DATA

#### Staff

<table>
<thead>
<tr>
<th>Item Description</th>
<th>This School</th>
<th>LSGc P-XV</th>
<th>State Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2105 This is a good school</td>
<td>100.0</td>
<td>93.7</td>
<td>40</td>
</tr>
<tr>
<td>S2107 I would recommend this school to others</td>
<td>100.0</td>
<td>90.7</td>
<td>40</td>
</tr>
<tr>
<td>S2122I feel that students receive a good education in the school</td>
<td>100.0</td>
<td>97.0</td>
<td>32</td>
</tr>
<tr>
<td>S2204 Student behaviour is well managed at this school</td>
<td>97.5</td>
<td>86.6</td>
<td>40</td>
</tr>
<tr>
<td>S2207 Students are encouraged to do their best at this school</td>
<td>100.0</td>
<td>98.0</td>
<td>40</td>
</tr>
<tr>
<td>S2212I feel confident engaging all of my students in learning at this school</td>
<td>100.0</td>
<td>94.5</td>
<td>40</td>
</tr>
<tr>
<td>S2216I feel confident using student assessment data to support student achievement at this school</td>
<td>100.0</td>
<td>97.7</td>
<td>32</td>
</tr>
<tr>
<td>S2290I have access to quality professional development</td>
<td>78.6</td>
<td>80.2</td>
<td>40</td>
</tr>
<tr>
<td>S2304I feel that staff morale is positive at this school</td>
<td>89.7</td>
<td>81.8</td>
<td>39</td>
</tr>
<tr>
<td>Overall rating for all survey items</td>
<td>89.2</td>
<td>94.3</td>
<td>31</td>
</tr>
</tbody>
</table>

#### Parent

<table>
<thead>
<tr>
<th>Item Description</th>
<th>This School</th>
<th>LSGc P-XV</th>
<th>State Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2035 This is a good school</td>
<td>91.3</td>
<td>94.1</td>
<td>20</td>
</tr>
<tr>
<td>S2034 I would recommend this school to others</td>
<td>87.0</td>
<td>93.5</td>
<td>20</td>
</tr>
<tr>
<td>S2036 My child is getting a good education at this school</td>
<td>95.7</td>
<td>93.7</td>
<td>20</td>
</tr>
<tr>
<td>S2037 Student behaviour is well managed at this school</td>
<td>70.0</td>
<td>80.9</td>
<td>20</td>
</tr>
<tr>
<td>S2031 Teachers at this school are interested in my child’s wellbeing</td>
<td>91.3</td>
<td>96.4</td>
<td>20</td>
</tr>
<tr>
<td>S2017 My child’s Literacy/English skills are being developed at this school</td>
<td>95.8</td>
<td>89.4</td>
<td>20</td>
</tr>
<tr>
<td>S2016 My child’s Numeracy/Mathematics skills are being developed at this school</td>
<td>91.7</td>
<td>93.1</td>
<td>20</td>
</tr>
<tr>
<td>S2039 Teachers at this school provide my child with useful feedback about his/her school work</td>
<td>91.3</td>
<td>90.6</td>
<td>20</td>
</tr>
<tr>
<td>S2038 The school provides me with useful feedback about my child’s progress</td>
<td>91.7</td>
<td>89.2</td>
<td>20</td>
</tr>
<tr>
<td>Overall rating for all survey items</td>
<td>92.2</td>
<td>89.6</td>
<td>17</td>
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#### Student

<table>
<thead>
<tr>
<th>Item Description</th>
<th>This School</th>
<th>LSGc P-XV</th>
<th>State Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2068 This is a good school</td>
<td>93.0</td>
<td>91.4</td>
<td>125</td>
</tr>
<tr>
<td>S2067 I would recommend my school to others</td>
<td>92.1</td>
<td>91.3</td>
<td>127</td>
</tr>
<tr>
<td>S2039 I am getting a good education at my school</td>
<td>93.9</td>
<td>94.5</td>
<td>128</td>
</tr>
<tr>
<td>S2041 Student behaviour is well managed at my school</td>
<td>88.2</td>
<td>78.0</td>
<td>127</td>
</tr>
<tr>
<td>S2063 My teachers care about me</td>
<td>93.8</td>
<td>89.8</td>
<td>127</td>
</tr>
<tr>
<td>S2059 My English skills are being developed at my school</td>
<td>96.3</td>
<td>96.1</td>
<td>123</td>
</tr>
<tr>
<td>S2050 My Maths skills are being developed at my school</td>
<td>92.2</td>
<td>92.1</td>
<td>127</td>
</tr>
<tr>
<td>S2040 My teachers provide me with useful feedback about my school work</td>
<td>96.9</td>
<td>93.0</td>
<td>129</td>
</tr>
<tr>
<td>S2037 I feel encouraged to do my best</td>
<td>97.7</td>
<td>96.2</td>
<td>130</td>
</tr>
<tr>
<td>Overall rating for all survey items</td>
<td>94.2</td>
<td>93.5</td>
<td>124</td>
</tr>
</tbody>
</table>

The suite of School Opinion Surveys were reviewed during 2012 (parental survey) and 2013 (staff and principal) resulting in major changes to items and response categories. While some of the new items may look identical to items from previous years, direct comparisons should not be made due to the break in time series. Refer to the School Data Profile Handbook for additional information about the reported DCS results.

*% Agreement = percentage of positive responses (“strongly agree”, “agree” and “somewhat agree”). N = minimum number of respondents for items.

**Distribution Legend:**
- % Strongly Disagree
- % Disagree
- % Somewhat Disagree
- % Somewhat Agree
- % Agree
- % Strongly Agree
A whole school approach to the teaching of spelling and vocabulary ensures consistency and continuity in the development of each student’s knowledge and understanding about spelling. At Bribie Island State School, a whole school approach to the teaching of spelling and vocabulary includes the following core priorities:

- Clear Curriculum Intent
- Consistency of Approach
- Differentiated Instruction
- Alignment of planning, teaching and assessment
- Understanding the elements of a Spelling Program
- Understanding the interrelated aspects of Spelling and Vocabulary
- Explicit teaching of Spelling and Vocabulary Skills

**WHAT IS SPELLING?**

- Spelling is the organised use of graphics to represent the spoken word in written form
- Spelling requires the skills of segmenting and blending
- Correct spelling is important because of the connection between spelling and meaning
- Spelling is integral to reading and writing
- Contexts in which we write affect the way we spell
- Correct spelling is a product of word study, not of creative writing
- For most written communication, ensuring spelling is standard is important
- Proficient spelling involves knowing what strategies to use and what knowledge to apply rather than rote learning

**WHAT IS VOCABULARY?**

- Vocabulary is a student’s knowledge of words and their meanings.
- Vocabulary includes two forms; print and oral vocabulary.

**WHY VOCABULARY?**

- Low-income year one students begin school knowing 50% less words than middle-income year one students (Marzano & Quackenboss, 2008)
- Low-income year one students have to learn an additional 25 new words a day to make up the difference (Marzano & Quackenboss, 2008)
- These students end up learning 1-2 new words per day independently as readers while their counterparts learn seven (Beck, McKeown & Kucan, 2002)
- As these students move up in grade level, the discrepancy continues to widen (Marzano & Quackenboss 2008)
- Children from advantaged homes have receptive vocabularies that are five times larger than children who come from low SES homes. (Hart, Risley, 1995, 1999)

**WHY THIS HAPPENS?**

- Parents spoke significantly fewer words to their children
- Children hear more imperative speech or commands rather than expansive conversations
- teaching vocabulary is synonymous with teaching background knowledge – Art and science of teaching Handbook

Research shows that vocabulary plays a large part in overall student success.

Has direct links to reading, spelling and writing success. First steps in Writing states; effective spellers continually expand their vocabulary so they can express meaning in their own writing by using rich and varied language.

Vocabulary has a strong relationship with comprehension.
BELIEFS ABOUT SPELLING AND VOCABULARY AT BISS

- All students can be successful spellers
- Skilled spellers are active writers – drawing on a variety of skills and knowledge in order to create text
- All teachers are teachers of spelling
- Monitoring and Assessment inform teaching and learning
- Teachers need a repertoire of skills/practices
- A common language for instruction assists in optimising student achievement
- We believe that it is imperative to learning in all KLA’s
- Spelling should be ‘taught’ rather than students learning lists of words
- Currently no collaborative approach to spelling (jolly phonics/thrass)
- Collaboration of c2c/high frequency words/jolly phonics
- Underpins all other KLA’s
- Jolly phonics/reading focus
- Vital to all learning
- Integrated
- Move to whole word knowledge

AN EFFECTIVE SPELLING and VOCABULARY TEACHER AT BISS

- Range of strategies
- Helps students ‘make connections’ and see patterns
- Teachers using 4 knowledges of spelling
- Gradual release model—collaborative discussions
- CONTEXT of words
- Gradual release of responsibility
- Specific training
- External PD
- Open-ended questioning
- Quality rather than quantity

AN EFFECTIVE SPELLING and VOCABULARY STUDENT AT BISS

- Spell word and use correctly in context
- Makes connections to problem new words—uses knowledge in writing
- Discussion of ideas—effective conversations
- Use of jolly phonics
- Use of contextualised vocab related to units
- Strategy toolbox/individual approaches—small groups
- Willing to have-a-go
- Repeated exposure
- Risk-taking
- Using vocab knowledge in daily life
AN EFFECTIVE Spelling and VOCABULARY CLASSROOM – look like, sound like feel like AT BISS

• Visual
• Discussion
• Feels calm
• LL—brainstormed lists
• SL—‘that’s a word/pattern we talked about’
• FL—students having a go at words
• Collaborative
• Interactive displays
• Display student work samples
• Recognition of independent use
• Teacher making links
• Visual cues
• Class modelled
• Logical layout/stimulating
• Explores vocab/word walls/rich use
**WHAT IS AN EFFECTIVE SPELLING PROGRAM?**

<table>
<thead>
<tr>
<th>Effective spelling programs:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make links...</td>
<td>between reading, writing, and spelling, recognising that spelling is a tool of writing</td>
</tr>
<tr>
<td>Develop knowledge...</td>
<td>phonological, visual, morphological and etymological knowledge needed to understand our spelling system</td>
</tr>
<tr>
<td>Are developmental...</td>
<td>in nature and take account of students’ needs</td>
</tr>
<tr>
<td>Have systematic and explicit teaching...</td>
<td>of spelling knowledge and strategies</td>
</tr>
<tr>
<td>Are student centred...</td>
<td>encouraging them to take control of the process</td>
</tr>
<tr>
<td>Are planned...</td>
<td>with in-built monitoring systems, and have teaching opportunities that offer students multiple chances to learn</td>
</tr>
<tr>
<td>Adopt a problem solving approach...</td>
<td>because spelling is a THINKING PROCESS, not a rote learning task.</td>
</tr>
<tr>
<td>Have assessment strategies...</td>
<td>that involve the collection of authentic evidence to monitor student development</td>
</tr>
</tbody>
</table>

**WHAT IS AN EFFECTIVE VOCAB PROGRAM? - UNDERSTANDING THE 6 STEPS TO AN EFFECTIVE VOCABULARY PROGRAM**

Effective spellers bring together their skills and knowledge of each of the following aspects to make sense of what they are reading. Each aspect is interrelated and of equal importance. Effective teachers make DELIBERATE choices about emphasising particular aspects, depending on the year level, the ability level of the students and the learning goals each lesson.

**Step One:** Provide a description, explanation or example of the new term

**Step Two:** Ask students to restate the description, explanation or example in their own words.

**Step Three:** Students create a picture, symbol or graphic representation of the term

**Step Four:** Students are engaged in activities that help them add to their knowledge of the terms

**Step Five:** Students discuss the terms with one another and share what they are thinking about the term and what it means to them

**Step Six:** Students are periodically involved in games that allow them to play with the vocabulary terms
SPELLING DEVELOPMENT

MATCHING SPELLING DEVELOPMENT WITH YEAR LEVELS

<table>
<thead>
<tr>
<th>Pre</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>4–5 yrs</td>
<td>6–7 yrs</td>
<td>7–8 yrs</td>
<td>9–10 yrs</td>
<td>10–11 yrs</td>
<td>11–12 yrs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Preliminary:** Letter-like symbols used to write
- **Semi-Phonetic:** Some letter-sound correspondence
- **Phonetic:** Words spell as they ‘sound’
- **Transitional:** Awareness of visual patterns

Independent
Uses conventional spelling

UNDERSTANDING THE ELEMENTS OF A BALANCED SPELLING PROGRAM

SPELLING KNOWLEDGES

**Phonological Knowledge**

*Can I hear all of the sounds in the word?*

You can use this type of spelling knowledge by stretching out the sounds in words and checking that the sounds are typical of the sounds that you would expect from the letters in the word.

**Visual Knowledge**

*Are there any tricky parts in the word?*

You can use this type of spelling knowledge when there are tricky parts in the spelling word which you can’t hear like double vowels, silent letters or letter combinations which make different sounds than the individual letters would make by themselves like digraphs or diphthongs. If you are using this strategy you will need to do something to the word to make it memorable.

**Morphemic Knowledge**

*How do I want to change the word?*

This type of spelling knowledge works best if you know how you are trying to change the meaning of the spelling word. By thinking about the meaning, you can apply the correct rule when changing the word and spell it correctly.

**Etymological Knowledge**

*Where does the word come from?*

By knowing the origin of the word or why it was created can help you to make an informed decision about which spelling patterns to use. Knowing the root meaning of words can also affect the choices that we make when spelling because words that are created from the same root meaning generally share part of their spelling.
Implementing a Spelling Program
Teaching / Learning Cycle

STEP 1: ASSESS
Collect a range of evidence through observation, consultation, focused analysis, self-assessment

STEP 2: EVALUATE
Determine which phase of spelling development is the student is operating in.

STEP 3: PLAN
Decide which learning experiences to teach according to:
- The needs of individuals, groups, whole class
  - Developmental outcomes
  - Year level outcomes
  - The 4 kinds of spelling knowledge

STEP 4: TEACH
Teach spelling explicitly and systematically

STEP 5: MONITOR
Keep track of student progress using assessment strategies as in Step 1.

STEP 6: REVIEW
Evaluate program to make judgements about:
- Student progress
- Program effectiveness

Evaluation should be used to inform planning.
CLEAR CURRICULUM INTENT AT BISS

Professional development opportunities provided to all staff to support ‘best practice’ in the teaching of reading, and ‘implementation of whole school’ strategies

NATIONAL CURRICULUM

ENGLISH

Our School Curriculum Framework, incorporating both National curriculum and QCARF.

Our whole school planning expectations

Our whole school differentiation expectations

Term overview expectations, including GTMJ to ensure teaching and learning are clear to students and families.

Our term/week/lesson explicit teaching and learning focus
ALIGNMENT OF PLANNING, TEACHING AND ASSESSMENT

- NAPLAN, Numeracy - data collected Term 3/4
- PAT SPG - ENGLISH - Data collected term 1 and 4
- C2C 4 Spelling Knowledge - data collected via pre and post-test in term 1, 2, 3, 4
- Year Level ‘Focus’ Vocabulary words for ENGLISH and MATHS - data collected via pre and post-test in term 1, 2, 3, 4

Data entered onto one school to track student growth across the school, and assist with data collection for reporting on students.

Return to school target setting document to review school expectations for student achievement.

Term planner (unpacking) for ENGLISH (additional to C2C unit plan for English.)

Literacy learning goals each term, with success criteria and tracking.

Differentiation documents to support.

Criteria/reading goals/all made clear to students and parents

Reading Comprehension—Questioning—QAR—Whole of school focus
- Whole of school language
- Whole of school implementation
- Growth in student results in this area

ENGLISH ROUTINES— At BISS we expect to see (minimum requirements)
- Literacy block (three times weekly)
- Hands on experiences
- Connections to familiar/real world situations
- Reading

Assessment of ENGLISH (on the report card, this includes VOCABULARY and SPELLING to form the students overall ENGLISH mark).
- Diagnostic—Assessment for learning
- Formative—Assessment as learning
- Summative—Assessment of learning

Moderation of judgements around ENGLISH within year level PLC (also coalition schools at key junctures throughout the year).
Please refer to BISS Target Setting document.

Reporting on students (spelling and vocabulary to be included in all students ENGLISH report comments).

Parent teacher feedback sessions

Continued celebration of student success and growth
The Effective Teacher at Bribie Island State School:

<table>
<thead>
<tr>
<th>ROUTINES</th>
<th>ADDRESSING CONTENT</th>
<th>ENACTED ON THE SPOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sets clear Learning Goals</td>
<td>• Has a deep curriculum knowledge</td>
<td>• Motivates and engages students.</td>
</tr>
<tr>
<td>• Is a reflective practitioner</td>
<td>• Plans effectively</td>
<td>• Is part of the wider school community.</td>
</tr>
<tr>
<td>• Uses effective tools to gauge and track student success</td>
<td>• Facilitates the development of deep knowledge and understanding</td>
<td>• Knows their students.</td>
</tr>
<tr>
<td>• Is well organised</td>
<td>• Facilitates the development of Higher Order Thinking Skills.</td>
<td>• Is an effective communicator.</td>
</tr>
<tr>
<td>• Seeks feedback</td>
<td>• Demonstrates a variety of pedagogical skills/strategies.</td>
<td>• Is flexible.</td>
</tr>
<tr>
<td>• Uses data to inform planning</td>
<td>• Is aware of resources available/evaluates their effectiveness</td>
<td>• Is supportive.</td>
</tr>
<tr>
<td>• Establishes and maintains clear rules and procedures</td>
<td>• Has a knowledge of varied learning styles</td>
<td>• Uses a range of effective management strategies.</td>
</tr>
<tr>
<td>• Is consistent</td>
<td>• Scaffolds learning (Gradual Release of Responsibility)</td>
<td>• Is student responsive.</td>
</tr>
<tr>
<td>• Regularly uses formative and summative assessment to inform planning</td>
<td>• Revisits/Revises content already taught (practices and deepens knowledge)</td>
<td>• Establishes and maintains effective relationships.</td>
</tr>
<tr>
<td>• Organises the physical layout of the classroom to enhance learning.</td>
<td>• Engages students in linking what is new to what is already known.</td>
<td>• Differentiates to cater for student needs.</td>
</tr>
</tbody>
</table>

CONSISTENT PRACTICE – ACROSS THE SCHOOL

- Spelling and vocabulary is taught every day, in every class.
- Teachers use a balanced approach to teaching spelling that includes a variety of teaching approaches that scaffold students from fully supported instruction to independent reading.
- Teachers explicitly teach students how to comprehend texts using Key Comprehension Strategies.
- There is on-going assessment and monitoring of every student.
- Spelling instruction is differentiated according to the needs of students.
- Support for students with spelling difficulties is on-going and is provided within a whole-school support network.
- Training and development in the teaching of spelling is provided for all teachers.
- The school works with parents to build effective partnerships, which support students.
- Literacy Learning Goals are created each term – these can support spelling as a school focus area.
DIFFERENTIATED INSTRUCTION

Differentiation Curriculum refers to teaching that is adapted to take into account the individual differences and needs of students in any one classroom. (Van Kraayenoord, 1997)

At Bribie Island State School we differentiate based on;

CONTENT – The knowledge and skills that students need to learn, apply, master a concept.

PROCESS – The way we teach lessons/ activities or alternate ways the students learn the content.

PRODUCT – What the students know and produce.

LEARNING ENVIRONMENT – The way the classroom is structured. The physical space and how it looks.

DIFFERENTIATED INSTRUCTION AT BISS:

- Differentiated learning goals
- Differentiated instruction with regards to vocabulary
- Differentiated groups using dashboard or BISS class groupings document
- Differentiated word use (C2C – Spelling knowledge focus)
- Time for student tracking and feedback in relation to goals
- Use of school based data sets to inform planning
- Targeted use of teacher aide time
- Variation in choice of instructional strategy
- Differentiated curriculum intent based on student needs
- Support and enrichment
SUBJECT SPECIFIC VOCABULARY

Analysis of standards documents, specifying what students should know and do in the various subject areas, are valuable resources for determining vocabulary for direct instruction. – Art and Science of Teaching Handbook

Core Vocabulary – At year level

<table>
<thead>
<tr>
<th>BISS RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER TERM</td>
</tr>
<tr>
<td>Yr P-1</td>
</tr>
<tr>
<td>Yr 2-3</td>
</tr>
<tr>
<td>Yr 4-6</td>
</tr>
</tbody>
</table>

*Please note, these are to be carried out in conjunction with testing of sample spelling focus words (see C2C spelling focus section below)

C2C (SPELLING KNOWLEDGES) SPELLING FOCUS

Recommended homework list.

<table>
<thead>
<tr>
<th>BISS RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR LEVELS</td>
</tr>
<tr>
<td>Year Prep</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2-3</td>
</tr>
<tr>
<td>Year 4-6</td>
</tr>
</tbody>
</table>

HIGH FREQUENCY WORDS SPELLING FOCUS

<table>
<thead>
<tr>
<th>YEAR LEVELS</th>
<th>HIGH FREQUENCY WORDS</th>
<th>PER WEEK</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Prep</td>
<td>Use BISS High Frequency Word lists</td>
<td>Make links between levelled readers and high frequency word lists.</td>
<td>Major links to reading – incorporate into reading groups/reading activities each week. No weekly testing required. Teachers may like to checklist in preparation for reading benchmarking. Info to be passed on to year 1, 2, 3 teachers. Support groups beginning term 1 to assist those experiencing difficulty with these lists.</td>
</tr>
</tbody>
</table>
ASSESSMENT OF SPELLING AT BRIBIE ISLAND STATE SCHOOL

BISS recommends all data to be added to one school. Please see the HOC if you require assistance with this.

➤ SA SPELLING

Used only by Prep and Yr 1 cohorts as a way of capturing whole yr level data.

➤ PAT SPELLING, PUNCTUATION AND GRAMMAR

<table>
<thead>
<tr>
<th>Year level</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Book 3</td>
<td>Book 3</td>
</tr>
<tr>
<td>3</td>
<td>Book 3</td>
<td>Book 3</td>
</tr>
<tr>
<td>4</td>
<td>Book 4</td>
<td>Book 4</td>
</tr>
<tr>
<td>5</td>
<td>Book 5</td>
<td>Book 5</td>
</tr>
<tr>
<td>6</td>
<td>Book 6</td>
<td>Book 6</td>
</tr>
</tbody>
</table>

- Book 7 is available for students who may require further testing
- Students on an ICP will require testing on the year level curriculum they are being reported on

➤ PAT VOCABULARY

<table>
<thead>
<tr>
<th>Year level</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Book 1</td>
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<tr>
<td>4</td>
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<td>Book 1</td>
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<td>5</td>
<td>Book 2</td>
<td>Book 2</td>
</tr>
<tr>
<td>6</td>
<td>Book 3</td>
<td>Book 3</td>
</tr>
</tbody>
</table>

- Book 4 is available for students who may require further testing
- Students on an ICP will require testing on the year level curriculum they are being reported on

➤ NAPLAN

THE WRITING TASK – Scores associated with Spelling and Vocabulary

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CATEGORY DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Symbols or drawings</td>
</tr>
<tr>
<td>1</td>
<td>Very short script</td>
</tr>
<tr>
<td>2</td>
<td>Mostly simple words</td>
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<tr>
<td></td>
<td>May include two or three precise words or word groups</td>
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<tr>
<td>3</td>
<td>Four or more precise words or word groups</td>
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<tr>
<td>4</td>
<td>Sustained and consistent use of precise words and word groups that enhance the meaning (may be some inappropriate or inaccurate word choices)</td>
</tr>
<tr>
<td>5</td>
<td>A range of precise and effective words groups is used in a fluent and articulate manner</td>
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<tr>
<td>SCORE</td>
<td>CATEGORY DESCRIPTOR</td>
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</tr>
<tr>
<td>0</td>
<td>No conventional spelling</td>
</tr>
</tbody>
</table>
| 1     | Few examples of conventional spelling  
  - Limited evidence (less than 20 words written) |
| 2     | Correct spelling of  
  - Most simple words  
  - Most common words (at least two)  
  - Errors evident in common words |
| 3     | Correct spelling of  
  - Most simple words  
  - Most common words (at least 20) |
| 4     | Correct spelling of  
  - Simple words  
  - Most common words  
  - Some difficult words (at least two)  
  Incorrect difficult words do not outnumber correct difficult words |
| 5     | Correct spelling of  
  - Simple words  
  - Most common words  
  - At least 10 difficult words  
  Incorrect difficult words do not outnumber correct difficult words |
| 6     | Correct spelling of all words  
  - AND  
  - At least 10 difficult words and some challenging words OR at least 15 difficult words if no challenging words  
  - Allow for a very occasional minor slip (one or two) |
COMMONALITY OF TERMS

High Frequency Words – These lists are a combination of sound and sight words, but due to their common use in English language, need to be identified quickly by students, by sight. Understanding of these words is essential too.

Sight words – Can now be found in our high frequency word lists.

Sound words – From years 1-6 these are incorporated into our C2C lists, via phonological words. Our Prep teachers and yr 1 where required, access our school jolly phonics program, with sound words included.

Focus Words – Our vocabulary words decided upon by each year level.

Spelling Knowledge Words – Our C2C list words.

Spelling is much more than the recall of the correct sequence of letters in any given word. The study of words should involve a problem-solving approach incorporating all four of the spelling knowledges. Providing students with the metalanguage to talk about spelling will enhance the use of the various knowledges. The explicit teaching of spelling and providing the time to practise and consolidate the spelling knowledges and strategies will assist students to develop as effective spellers.

Visual –

A recognition of the visual features of a word, including:
- how letters are combined
- visual appearance of letters
- patterns evident in written words.

Morphemic –

Components or units of words, such as affixes and root words, that provide a shared understanding of:
- how words are spelt (spelling patterns)
- word meanings and functions (e.g. tense, singular/plural)
- the pronunciation of words.

Etymological –

A knowledge of:
- word origins (e.g. Greek roots and Latin stems)
- the historical development of word meanings.

Phonological –

An understanding of the relationship between sounds and the letters that represent them; and the way letters can be grouped together:
- units of sound that exist within words (e.g. syllables, onset, rime)
- ways sounds are represented in a word (e.g. ‘aw’, ‘or’)
- concepts about the structure of words (individual phonemes and the ability to blend phonemes into words).
PHONICS VOCABULARY

Phoneme—A phoneme is the smallest unit of a sound in a word. Phonemes can be represented by one or more letters.

Consonant Blend—A consonant blend is a two-letter or three-letter grapheme. Each phoneme in the blend can be heard. For example /fr/ in frog. Each phoneme is blended quickly.

Automaticity—Phonic knowledge is only the first step towards reading. If reading is to become fluent then children need to recognise sounds.

Digraph—A digraph is a two-letter grapheme that makes one sound. For example /ch/ makes one sound in chop.

Blending—Blending is the process of synthesising words or syllables from their constituent phonemes. The constituent parts are indistinguishable from one another.

Segmenting—Is the process of breaking down a word into the individual phonemes in order to spell the word. It is the reverse phonic skill to blending.

Schwa—When a vowel phoneme is not stressed. For example, the word ‘rabbit’ the /i/ sound is not heard.
This list of critical (core yr level) vocabulary is designed to be an ever-changing document. The words in the lists should not only reflect our Australian Curriculum documents, but the needs of those students in each year level cohort.

<table>
<thead>
<tr>
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<th>Term 2</th>
<th>Term 3</th>
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APPENDIX - C2C SPELLING FOCUS AREAS

This list of critical spelling focus areas is designed to be an ever-changing document. The words in the lists should not only reflect our Australian Curriculum documents, but the needs of those students in each year level cohort. At BISS we recommend that as a year level you prioritise a focus, and then extend upon this focus as necessary for your students.

<table>
<thead>
<tr>
<th>C2C Spelling Concept</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Plurals</td>
<td>Comparatives and superlatives</td>
<td>I-blur verb forms</td>
<td>Homophones</td>
</tr>
<tr>
<td>Singulars</td>
<td>A plural often is more than one. Regular nouns are mostly formed by adding an ‘s’ or ‘es’.</td>
<td>The verb ‘is’ changes for number; the verb nouns are pluralised. The word stems cannot be pluralised; the word stems are only used to form one word. Adjectives are words used to describe objects.</td>
<td>Homophones are words that sound the same but have different spellings and meanings e.g. sort and sort.</td>
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LEARNING GOALS - SPELLING

Spelling Goals and Success Criteria Prep-10

Aligned with AC: E Content Descriptors and referenced using QSA Literacy Indicators

Prep Goals

- Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)
- Know how to use onset and rime to spell words (ACELA1438)
- Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)
- Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

I will know I am successful when:

- I can find and copy words from around the room to use in my writing.
- I can find and copy words from my word list to use in my writing.
- I can write familiar words and some sight words.
- I can use letters to write down the sounds I hear in words.
- I can use letters to write the sounds I hear at the beginning, middle and end of a word.
- I can break words into onset and rime, for example c/at
- I can build word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot

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 (ACELA1778)
- Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455)

Sound and letter knowledge

- Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
- Understand the variability of sound --- letter matches (ACELA1459)
- Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)
- Understand the variability of sound --- letter matches (ACELA1459) e.g letters can have more than one sound, sounds can be produced by different letters.

I will know I am successful when:

- I can check my spellings using word lists, my personal dictionary, books and charts.
- I can spell words using by stretching out the words and writing down the sounds or chunks that I can hear.
- I can use what I know about the spelling patterns in rhyming words to spell new words with the same sounds.
- I can spell some new words that have vowel digraphs.
- I can spell some new words that have consonant digraphs.
- I can use letters to write the sounds I hear at the beginning, middle and end of a word.
- I can spell some new words that have two and three letter consonant clusters.
- I can use what I know about spelling patterns to create word families.
- I can use what I know about spelling patterns to spell other words with the same patterns.
- I can talk about letters that have more than one sound (for example ‘u’ in ‘cut’, ‘put’, ‘use’ and a in ‘cat’, ‘father’, ‘any’)
- I try using different spelling choices for sounds in words. (for example the /s/ sound in ‘sat’, ‘cent’, ‘scene’)
Year 2

Goals -

- **Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations** *(ACELA1474)*
- **Recognise common prefixes and suffixes and how they change a word’s meaning** *(ACELA1472)*
- **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** *(ACELA1471)*

I will know I am successful when:

- I can check my spellings using word lists, my personal dictionary, other sources.
- I can check the meanings of words using a dictionary and other sources such as a glossary.
- I can spell some unfamiliar words using base words and by building on the base word.
- I can spell some unfamiliar words that have consonant blends.
- I can spell some unfamiliar words that have short-vowel digraphs such as....../ea/ as in bread, /oo/ as in book.
- I can spell some unfamiliar words that have long vowel sounds such as...
- I can spell some unfamiliar words that have common prefixes and suffixes such as (prefixes- un) (suffixes- s, es, ed, er, en, ing)
- I can spell some unfamiliar words that have two syllables.
- I can spell some unfamiliar words that have two syllables.

Year 3

Goals-

- **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)*
- **Recognise high frequency sight words** *(ACELA1486)*

I will know I am successful when:

- I can check my spellings using word lists, the dictionary, a thesaurus, digital resources and other sources such as glossaries.
- I can check the meanings of words using word lists, the dictionary, a thesaurus, digital resources and other sources such as glossaries.
- I can spell some unfamiliar words that have long vowel sounds such as /air/ ear/ /eye/ /ire/ /ore/ and /ure/
- I can spell some unfamiliar words that have three letter consonant clusters.
- I can use my knowledge of base words, compound words and word meanings in context to spell correctly.
- I can use my knowledge of base words, compound words and words in context to infer the meanings of words.
- I can use my knowledge of prefixes and suffixes to build word families from base words.
- I can use my knowledge of prefixes and suffixes to predict the meanings of words.
- I can apply spelling rules and generalisations to spell new words that use these rules or patterns.
- I can build words using suffixes with less common spelling combinations e.g. /tion/
- I can recognise familiar sight words and can spell these words correctly.
**Year 4**

Goals -

- **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)
- **Recognise** homophones and know how to use context to identify correct spelling (ACELA1780)

I will know I am successful when:

- I can check my spellings using word lists, the dictionary, a thesaurus, digital resources and other sources such as glossaries.
- I can check the meanings of words using word lists, the dictionary, a thesaurus, digital resources and other sources such as glossaries.
- I can use and explain the strategies I use to spell words such as:
  - using spelling rules
  - using word families
  - spelling generalisations
  - letter combinations e.g double letters
- I can recognise homophones and know how to use them correctly in context.

**Year 5**

Goals -

- **Understand** how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words (ACELA1513)
- **Recognise** uncommon plurals, for example ‘foci’ (ACELA1514)

I will know I am successful when:

- I can use my knowledge about spelling patterns to learn and spell new words.
- I can use word stems and their history and origin to learn, spell and explain the meanings of words.
- I can use my knowledge about prefixes and suffixes such as...to confirm my spelling choices, word meanings or word choices.
- I can check my spellings using digital and print thesauruses.
- I can use knowledge of word origins and roots and related words to interpret and spell unfamiliar words.
- I can discuss and show how these roots impact on plurals e.g. focus to foci.

**Year 6**

Goal -

- **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)

I will know I am successful when:

- I can accurately use and spell a bank of known words including technical words (in scientific texts) in my writing.
- I can accurately use and spell a bank of known words including words adopted from other languages in my writing.
- I can apply spelling patterns and generalisations to learn and spell new words.
- I can use base words, prefixes and suffixes such as...... (from current word study) to learn and spell new words and to explain their meanings.
- I can identify morphemes (units of meaning) in words and use these to spell and explain the meanings of words.
APPENDIX – VOCABULARY LEARNING GOALS POSTER

In Vocabulary our Learning Goal is:
I will understand words that are important to my learning and make personal connections to these words.

We will know we are successful when we:

5. I understand this word and am able to use this word in everyday speaking, reading and writing activities.
4. I can talk about the word with my friends or teacher and use it in a sentence.
3. I think I know what this word means and can draw a picture about this word.
2. I can explain a word, or restate my teachers or friends definition of the word.
1. I can listen to my teacher explain a word, and think about what I know about the word.

VOCABULARY LEARNING SCALE POSTER

Tracking My Progress

5. WOW—I am great at this.
   - I feel confident that I can teach this skill/knowledge to a friend.
   - I am applying this skill/knowledge to varied tasks.
   - I can explain this skill/knowledge and how to use it in my learning.

4. I am pretty good at this.
   - I feel confident that I can complete tasks set by the teacher.
   - I am using this skill/knowledge in my learning.
   - I can discuss this skill/knowledge and how to use it in my learning.

3. I am on the way
   - I am starting to feel a little more confident.
   - I can complete tasks with the help of my teacher or friends.
   - I am starting to use this skill/knowledge in my learning.

2. I am just getting started.
   - I know what I want to learn.
   - I have heard about this before.
   - I am still finding this tricky.
   - I need my teacher's help to complete this activity.

1. This is new learning for me.
   - I am listening to my teacher.
   - I am watching my teacher.
   - I am thinking of things I already know, and making connections to the new learning.
   - I am talking with my teacher and class.
   - I am asking questions.
### Vocabulary word knowledge

<table>
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<tr>
<th>Activating prior knowledge</th>
<th>Predicting</th>
<th>Synthesising</th>
<th>Visualising</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the word?</td>
<td>What context is the words used in?</td>
<td>What do you think the word means?</td>
<td>Write the word in a sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Draw a picture of what you think the words means.</td>
</tr>
</tbody>
</table>

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### Spelling: A Week Better

- **Making connections**: helps me to understand words better because
- **Questioning**: helps me to understand words better because
- **Inferring**: helps me to understand words better because
- **Synthesising**: helps me to understand words better because

**Name:**