

EATONS HILL STATE SCHOOL

The Spelling Program includes lists of core words, sound/letter patterns, prefixes, suffixes and Greek/Latin roots.

It also includes spelling strategies to be developed throughout the school.

Outcome Levels

Early Years: 1.1
1.2
Year 3 Juncture

Middle Primary: 2.1
2.2

Upper Primary: Year 6 Juncture
Year 7/Extension

Assumptions about Spelling

Spelling is the ability to write words by use of correct orthography. It is integral to reading and writing. Contexts in which we write affect the way we spell. However, for most written communication, ensuring that spelling is standard is important.

Therefore, students need to be taught to become standard spellers. Standard spellers use four kinds of knowledge in order to spell:

- ◆ Phonological – knowledge of the sounds of English and how they are represented (orthography)
- ◆ Visual – knowledge of the shapes of letters, letter patterns and words
- ◆ Morphemic – knowledge of elements of meaning in written words
- ◆ Etymological – knowledge of word origins

These four kinds of knowledge operate together as writers write and proofread their writing. As the reading and writing demands in key learning areas increase there is a corresponding demand for knowledge of spelling skills. Therefore, spelling needs to be taught across all year levels in all key learning areas.

Assumptions about Spelling Learners

Learning to use standard spelling is a developmental process. Students learn to spell by advancing through increasingly complex perceptions of the organisational patterns of words. While patterns of development may vary, many students will progress through stages with identifiable characteristics, evident in their spelling approximations. These approximations are signs of development.

Eatons Hill State School draws its student population from the established and newer estates of Brendale and Eatons Hill. It also draws upon semi-rural acreages such as Clear Mountain, Warner and Cashmere.

The School Community is representative of one of the highest socio-economic levels in the state. It also includes a significant number of military families.

The Staff is aware that individual differences influence the planning and teaching of spelling in the school. While catering for students with diverse home backgrounds, the Spelling Program provides levelled content and a range of learning strategies that will develop our students' ability to use standard Australian Spelling.

The Eatons Hill State School Spelling Program endeavours to address the unique needs and individual abilities of each child within a multi-age environment.

Scope and Sequence

This section includes:

- ◆ A levelled list of core spelling words
- ◆ A levelled list of sound/letter patterns
- ◆ List of prefixes (some levels)
- ◆ List of suffixes (some levels)
- ◆ List of Greek/Latin roots (some levels)

These lists would accompany other class spelling lists such as:

- ◆ Personal spelling lists
- ◆ Topic/Theme words
- ◆ Subject words (eg maths terminology, New Basics etc)
- ◆ Lists built from the suggested sound /letter patterns, prefixes, suffixes and Greek/Latin roots in this Scope and Sequence.

The following is a general idea of the levels and corresponding Year levels:

Step 1.1	Year 1
Step 1.2	Year 2
Year 3 Juncture	Year 3
Step 2.1	Year 4
Step 2.2	Year 5
Year 6 Juncture	Year 6
Year7/Extension	Year 7

However, as lists are presented in levels of increasing complexity it would be expected that students would move across from level to level according to their ability regardless of year level or age.

Core Spelling - Step 1:1

a	mum
an	my
as	no
at	of
be	on
big	run
can	see
cat	she
dad	so
did	the
do	to
dog	up
get	we
go	yes
has	
he	
I	
in	
is	
it	
look	
me	

Sound/Letter Patterns

Step 1.1

Teach

*Single sounds both as initial and final sounds:

a, A: b, B; c, C; d, D; e, E
f, F; g, G; h, H; i, I; j, J
k, K; l, L; m, M; n, N; o, O
p, P; q, Q; r, R; s, S; t, T
u, U; v, V; w, W; x, X; y, Y
z, Z

Sound/Letter association

Consonant Vowel Consonant, eg: bat

Rhyming words

Clap Syllables of Words

Plural adding “s”

Core Spelling - Step 1:2

bed	ten	fly	nine	took
bit	was	gave	play	try
bus	win	give	pool	two
but	ago	game	put	well
by	all	good	ride	went
fun	ate	happy	room	what
got	baby	her	same	when
had	ball	have	said	why
him	book	hide	saw	will
his	box	home	say	with
hit	broom	hope	small	woke
hot	call	into	some	you
let	came	led	soon	being
lot	come	like	stop	best
man	cool	little	take	bring
not	for	live	than	broke
pet	day	long	that	end
ran	doll	made	them	face
red	eat	make	then	hand
six	food	men	time	ice
run	fell	moon	today	inside
sun	from	name	too	its
just				
kill				

life				
over				
plane				
plant				
race				
ring				
seven				
still				
swim				
thing				
going				
tri[
very				
woke				
began				
fish				

Sound/Letter Patterns

Step 1.2

Digraphs as initial sounds only: ch; sh; th; wh

Changing initial, eg “but” to “cut”
Medial, eg “run” to “ran”
Or final sounds, eg “hop” to “hot”

Teach “oo” (food), “oo” (look)

Teach “all” (ball); “ill” (will); “oll” (doll); “ell” (fell)

Silent “e” endings	a = a/e	qu (queer)
	e = e/e	
	i = i/e	hard and soft “c”
	o = o/e	hard and soft “g”
	u = u/e	

y being vowel sound at the end (fly, my)

Introduce Open Long Vowels: he, she, me, we, no, go, so

Initial Consonant Blends

br, cr, dr, fr, gr, pr, tr,

bl, cl, fl, gl, pl, sl,

sc, sk, sm, sn, sp, st, sw

Triple Blends: scr, thr, shr, sqr, spl

Consolidate medial short vowel sounds

eg: hit, hot, hat

Teach Adding

er, ed, ing, est, y, ly, es, or “s” to regular words

Core Spelling – Year 3 Juncture

again	land	start	window	children
away	less	tea	yellow	cold
back	lost	there	ground	corner
beach	miss	they	house	dinner
been	morning	three	how	door
black	much	train	low	drink
boat	must	tree	now	eight
each	off	way	out	eighteen
east	or	week	round	eighty
far	out	where	show	eleven
farm	pack	your	after	ever
feel	park	about	another	every
feet	pick	around	ask	fast
four	rain	below	better	father
green	reach	both	bird	felt
hard	read	brown	birthday	few
here	rest	down	blue	fifteen
I'd	road	found	boy	fifty
I'll	seen	slow	brother	find
I'm	sent	sound	camp	first

keep	sleep	town	cannot	flew
fourteen	nineteen	new		floor
forty	ninety	night		
friend	number	thirty		
full	o'clock	those		
girl	old	threw		
he's	only	told		
help	open	twelve		
high	other	twenty		
hurt	our	under		
join	right	upon		
jump	seventeen	use		
knew	seventy	walk		
know	she's	want		
last	sister	water		
later	sixteen	winter		
left	sixty	yesterday		
letter	street			
lunch	summer			
milk	talk			
most	teacher			
mother	that's			

myself	think			
never	thirteen			

Sound/Letter Patterns Year 3 Juncture

Teach:

Sound/letter association

Double “s” (dress)

ar (farm)

or (for)

“ow” (down) “ou” (about)

In Final Position: sh, th, ch, ck

Introduce long vowel sounds

a = ai, ay

e = ee, ea, y (as in happy)

o = oa, ow

final blends: st (lost) and nt (sent)

gh or ght (high, eight)

silent “k” followed by “n” (know)

silent “g” followed by “n” (sign)

silent “h” as in “wh” (when)

“th” in the medial Position (mother)

double consonants as in “better” and “cannot”

“nch” (lunch)

“er” making “u” (mother, father, winter)

“a” making “ar” (father)

Introduce:

lp (help) nd (find) ft (left) ld (old)

mp (jump) nk (think) lt (felt) lk (milk) lf (myself)

ng – always with a vowel (ang, ing, ong)

air (air) ear (hear) ew (new) aw (saw) ir (bird) er (her) oe (toe)

or (work) oi (join) oy (boy) ur (hurt) ue (blue) ull (full) ie (pie)

oar (roar) our (four) oor (poor)

Final Double Consonants

ff (puff) ll (pull) zz (buzz)

Medial Double Letters

eg: bb, gg, mm, nn, ll, dd, ff, pp

Word Building – adding er, ing, ed, s and t

Contractions

Core Spelling - Step 2:1

able	dead	fright	house	Mrs
across	depart	finish	hundred	Ms
air	didn't	fire	it's	next
afternoon	died	follow	jail	noise
almost	does	force	kept	north
along	dollar	fright	kind	once
already	done	germ	kitchen	outside
also	don't	gone	knife	pass
always	dream	gram	knock	round
animal	east	great	ladies	school
any	easter	hair	lady	show
because	everybody	half	lead	these
before	everyone	happen	leave	warm
behind	everywhere	haven't	light	were
bread	eyes	hear	many	word
buy	family	heavy	might	work
can't	fight	health	minutes	write
cent	finish	head	miss	
circle	fire	holiday	money	
city	follow	horse	month	

colour	force	hour	Mr	
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Sound/Letter Patterns Step 2.1

Teach

plural – adding “es”

silent “l” followed by “f” (half)

silent “w” followed by “r” (wrong)

silent “w” followed by “h” (whole)

le (circle)

short ea (already)

ear (wear)

difference between “wear” and “hear”

short u (put)

special endings “ed” = “t” (jumped)

“ed” = “d” (wanted)

“pt” (kept)

adding “es” to words ending in “s”, “ss”, “sh”, “ch”, “x”

irregular plurals, eg: half to halves

adding “es” to words ending in “y”, eg: baby – babies

syllables, eg: ho/li/day

homographs, eg: bark

homophones, eg: wear; where; ware

synonyms

antonyms

abbreviations

Comparatives/Superlatives, eg: old older oldest

Prefixes – “after” following (afterthought, afternoon, afterwards)
“centi” – one hundredth of a given unit (centimetre, centigrade)

Suffixes

Adjective Forming

en = made of (golden, woollen, brazen, wooden, silken, flaxen, earthen, wheaten, oaten, leaden)

ette, en, et, let, kin, ling, ock = small, little (maiden, chicken, floweret, locket, pocket, streamlet, rivulet, piglet, darling, gosling, hillock, hammock)

er, ar, or = one who (draper, baker, plumber, teacher, writer, footballer, swimmer, buyer, speaker, player, liar, beggar, scholar, sailor, conductor, inspector, actor, ancestor, contractor, doctor, divisor)

Consolidate

compound words (something)

contractions (I'd = I would; I'm = I am; couldn't = could not)

Core Spelling - Step 2:2

adult	decrease	heard	nothing	space
against	different	information	often	station
allow	disappear	interpret	parents	straight
appear	disc/disk	instead	peace	suddenly
arrive	doctor	invite	people	sugar
aunt	during	island	person	sure
believe	early	joyful	piece	tear
blood	earth	keyboard	poem	television
board	either	kilometre	police	they're
bought	empty	laser	present	though
break	energy	laugh	probably	thought
breakfast	enough	litre	quarter	through
caught	except	loose	quickly	trouble
centimetre	exit	lose	quiet	uncle
Christmas	explain	machine	quite	usual
clothes	favourite	meant	remember	vacation
computer	finally	metre	sadness	video
could	front	moment	scare	war
couldn't	guard	nearly	should	weather
dear	guess	neither	shouldn't	woman

decide	happiness	none	since	women
woollen				
work				
world				
worse				
would				
wouldn't				
you're				
million				

Sound/Letter Patterns

Step 2.2

Teach

“ch” = “k” (Christmas)
“ph” = “f” (telephone)
“au” = “or” (Paul: caught)
“aught” (caught)
“gh” = “f” (laugh)
“ough” = “uff” (enough)
“ought” = (bought)
silent “t” (often)
soft “c” = (peace)
“ould” = (could)

“ear” = “er” (early)
“re” as in “metre”

Teach Endings

ian (Australian) ain (mountain) the (bathe) tion (vacation)

Continue with:

syllabification (eg, won/der/ful – note: words where “ed” is a separate syllable
(at/ten/ded) and where it is not (ex/plored))

compound words

contractions

homophones

homographs

antonyms

synonyms

comparatives/superlatives

PREFIXES Step 2.2

Adding a Prefix

- (1) A prefix is a beginning that can be added to a word to change its meaning.
- (2) When a prefix is added to a word, the word usually stays the same.

auto = self

(automobile, automatic, autograph, autobiography)

bi, bis – twice

(bicycle, bi-weekly, piped, bigamy, biennial, biscuit)

circum = around

(circumscribe, circumnavigate, circumference, circumstance, circuit, circulate)

dis, di, dif = asunder, away or apart

(disappear, disapprove, disable, discolour, discharge, disagree, disallow, disarm, disbelieve, dispose, disqualify, dispense, divide, divorce, digress, diverse, diverge, differ, difficult, diffuse)

down = down, downwards

(downhill, downstairs, downgrade, downcast, downfall, downpour, downtrodden, downright)

ex = out of

(export, exclude, excavate, exceed, excel, except, exchange, exclaim, excursion, execute, exhale, exhaust, exhibit, exile, expand, explode, express, extend, exterior, extract, extravagant)

in, il, ig, im, ir = not

(incapable, insane, inattentive, insecure, inexhaustible, inaccurate, imperfect, ignoble, illegal, illegible, illogical, irregular, irreversible, irreverent)

inter = between

(interject, international, intermingle, interfere, intermarry, intercede, interpret, intervene, interleave, interact, interrupt, interstate, intertwine, interview)

mid = in the middle of

(mid-air, midday, midnight, midocean, midstream, midsummer, mid-off, mid-step, midland, midway)

mis = bad, wrong

(misjudge, mistake, misuse, mishap, misdeed, mispronounce, misplace, misshapen, mis-spell, misled, mishandle, misrule, misrepresent, mislaid, misjudge)

mis = not
(misunderstood)

n = not
(never, neither, nor, none)

over = above, beyond, too much
(overcoat, overgrown, overflow, overact, overlook, oversleep, overcast, overbalance, overcharge, overheard, overpower, overcrowded, overheard, overturn)

pre = before
(prefer, precede, predict, precedent, prefix, precipice, prepay, prehistory, prejudice, prescribe, prescription, presuppose, pretend, preview)

re = back or again
(return, review, refer, recede, repay, revise, reflect, readdress, revolt, remain, relax, release, rebate, respect, rearm, recoat, recommence, reconstruct, redirect, refit, relabel, reinvest, restart, reafforestation, reunite, re-emerge, re-export, rewind, rewrite, refuse, repay)

sub = under
(submarine, submerge, subterranean, subtract, subdue)

to = this
(today, tomorrow)

trans = across
(transport, transparent, transcribe, transmit, transfer, translate, transact, transform, transfer, transfuse, transgress, tranship, transitive)

un = not
(unclean, unfair, uncommon, untidy, unequal, unload, untie, undo, unfold, unnecessary, unable, unhealthy, unpack)

under = beneath
(underground, underwater, undergrowth, underline, undertake, underpay, underclothes, undergo, underfed, undercurrent, undersize, underhand, undermine, undersea)

up = upwards
(upset, uphold, uphill, uproot, upturn, upright, upheaval, upshot, uptake, upkeep, upstairs, upbringing)

SUFFIXES Step 2.2

Noun Forming

ant = one who

(assistant, dependant, tenant, servant, applicant, attendant, confidant, debutant)

ee = one who

(payee, addressee, employee, refugee)

ent = one who

(agent, precedent, regent, antecedent, president)

hood, ness, ment, t, th = state of

(1) If a word ends in an “e” the “e” is kept when “ness” is added

(2) If a word ends in “y” the “y” is changed to an “i” then “ness” is added

(3) If the suffix “ment” is added to a word (except a word ending in a “y”) the word stays the same

(childhood, boyhood, girlhood, manhood, womanhood, parenthood, darkness, kindness, sadness, brightness, blindness, goodness, sickness, gladness, carelessness, badness, sweetness, illness, weakness, happiness, laziness, business, weariness, enjoyment, movement, employment, contentment, advancement, complement, implement, supplement, replacement, government, statement, basement, amazement, argument, amusement, equipment, measurement, payment, judgement, excitement, height, weight, might, gift, drought, breadth, health, strength, truth, stealth, length, width, depth)

ion = act of state of (pronounced “shon”)

(action, direction, correction, suspension, desolation, occasion, decision, reception, procession, civilization, education, production, fraction, introduction, admission, transmission, inspection, perspiration, attraction, relation, mansion, vocation, vacation, confusion, protection)

ir = not

(irregular)

ist = one who

(botanist, scientist, motorist, geologist, dentist, chemist, novelist, dramatist, cyclist, pianist, typist)

y, ty = state of being

(misery, geology, energy, biography, poverty, entirety, enmity, enormity)

Verb Forming

en = to make

(frighten, lengthen, tighten, blacken, darken, hasten, widen, ripen, deaden, redden, sweeten)

le = to make

(startle, sparkle)

Adjective Forming

able = capable of

- (1) Usually if a word ends in an “e” the “e” is dropped when “able” or “ible” is added
- (2) If a word ends in “ce” or “ge”, keep the “e” when “able” is added
(breakable, manageable, moveable, portable, useable, playable, available, inhabitable)

al, ar = belonging to

(final, legal, floral, central, decimal, dental, equal, solar, similar, regular, lunar, singular)

ful = full of

(careful, hopeful, awful, playful, spiteful, pitiful, plentiful, fearful, thoughtful, truthful, graceful, delightful, wonderful, beautiful, tearful, sinful, colourful, harmful)

less = without

(careless, hopeless, needless, sleepless, guiltless, thoughtless, valueless, fearless, homeless, penniless, waterless, heartless, armless, tearless, harmless, colourless, toothless)

Adverb Forming

ly = like

- (1) If the suffix “ly” is added to a word (except a word ending in a “y”) the word usually stays the same
- (2) The suffix “ly” usually changes adjectives to adverbs
- (3) If “ly” is added to a word ending in “le” the “le” is dropped
(gracefully, beautifully, sharply, badly, wrongly, miserably, frightfully, sensibly, honestly, sadly, slowly, quickly, strongly, happily, quietly, heavily, softly, loudly)

Core Spelling – Year 6 Juncture

aboriginal	beautiful	country	factory	impossible
Aborigine	beginning	couple	female	income
accident	behave	dairy	fewer	index
ache	belief	dependent	fiction	industry
achievement	bicycle	descendant	figure	interesting
activity	boundary	desert	flour	introduction
adventure	brought	develop	flower	investigate
aeroplane	budget	diary	forest	join
agreement	busy	dictionary	fourth	known
aloud	butcher	double	fraction	length
although	calendar	easy	fridge	manager
ambulance	camera	edge	frightened	married
angel	Celsius	electric	further	masculine
angry	centre	employee	giant	mathematics
ankle	century	employer	group	maximum
annual	certain	enemies	harbour	millimetre
answer	choose	entrance	having	minimum
apply	clothes	envelope	heavy	mirror
area	communicate	environment	hospital	music
average	comparison	equal	human	nation

barbecue	cooperate	excite	husband	natural
bathe	council	exercise	import	neither
opposite	replied	voice		
parallel	rescue	waist		
parcel	scared	we're		
percentage	science	wear		
perimeter	scientist	weight		
personal	search	whether		
picture	second	won't		
pilot	silence	worry		
population	sincerely	would		
possible	stationary	wrote		
potato	straight			
principal	suburb			
probably	telephone			
procedure	temperature			
profit	thought			
program	together			
public	touched			
question	tried			
raised	truly			
realise	tyre			

reason	usable			
receive	valuable			
recipe	various			
regard	visitors			

Sound/Letter Patterns Year 6 Juncture

Revision/Consolidation of Previous Levels

Teach:

ain (certain)
ious (various)
ure (picture)
ie (belief)
our = or (fourth)
the (bathe)

Consolidate:

Homographs

Homophones

Contractions

Root Words

Synonyms

Antonyms

Abbreviations

Syllables

Comparatives/Superlatives

Teach:

Acronyms

Sound/Letter Patterns Year 7/ Extension

Revision and Consolidation of Previous Levels

Consolidate

Homographs

Homophones

Contractions

Root Words

Synonyms

Antonyms

Abbreviations

Syllables

Comparatives/Superlatives

Acronyms

PREFIXES Year 6 Juncture

Adding a Prefix

- (1) A prefix is a beginning that can be added to a word to change its meaning.
- (2) When a prefix is added to a word, the word usually stays the same.

a = at, on, in, into, to, towards

(ahead, amid, ashore, aground, abed, asleep, aboard, astern, abroad, afar, agape, adrift, aloft)

ad, ac, af, ag, al, an, ap, as, at = to

(adjacent, accident, affix, aggravate, allude, announce, appear, arrive, assist)

amphi = about, both

(amphibious, amphitheatre)

an = not without

(anarchy)

ante = before

(antecedent, antechamber, antenatal, anteroom, anticipate)

anti = against

(antipathy, antiseptic, antidote, Antarctic, antonym, antagonist)

contra = opposite

(contradict, contrast)

de = down

(decay, describe, descent, degrade)

deci = 1/10 of a given unit

(decibel, decimal)

dia = through

(diameter, diagonal, diagram, diagnosis)

dis = not

(disobeyed, dishonest)

dis, di, dif = asunder, away or apart

(disappear, disapprove, disable, discolour, discharge, disagree, disallow, disarm, disbelieve, disconnect, dispose, disqualify, dispense, divide, divorce, digress, diverse, diverge, differ, difficult, diffuse)

en = to make

(endear, enrich, encamp, encircle)

extra = beyond

(extraordinary)

fore = before

(forecast, forearm, foretell, foreleg, forehead, foreclose, forefather, forefront, forestall, forewarn, foresight)

hyper = above

(hypersensitive, hyperactive, hyperbole)

intro = within

(introduce)

ob, o, oc, of, op = in the way of, against

(obstruct, object, omit, occur, offer, oppress)

out = beyond

(outgrow, outcast, outlive, outrun, outplay, outdistance, outweigh, outside, outpost, outbid, outlast, outshine)

para = beside

(paraphrase, parallel)

post – after

(postscript, postdate)

pro = before

(prologue, program)

re = back or again

(return, review, refer, recede, repay, reflect, readdress, revolt, remain, relax, release, rebate, respect, rearm, recoat, recommence, reconstruct, redirect, refit, relabel, reinvest, restart, reafforestation, reunite, re-emerge, re-export, rewrite, refuse, repay)

sub, suc, suf, sug, sum, sup, sur, sus = under

(submerge, submarine, subterranean, subtract, subdue, submit, subscriber, subsidise, substance, succeed, suffer, suffuse, suggest, summary, summon, support, surround, surmount, suspend, suspect, sustain)

super,sur = above

(supervise, superman, surpass, surfeit)

with = from, against

(withdraw, withhold, withstand)

SUFFIXES – Year 6 Juncture

Noun Forming

age = stage of being
(marriage, breakage)

ance, ence = state of being
(assistance, attendance, appearance, remembrance, substance, confidence, interference, recurrence, evidence, credence, reference, dependence, eloquence, absence)

ice = state of being
(police, justice, novice, cowardice, service)

isk = small or little
(asterisk, obelisk)

ism = state of being
(communism, magnetism, criticism, heroism, Catholicism, rheumatism)

ory, ery, ary = place where
(territory, factory, laboratory, rockery, bakery, surgery, dictionary, library)

ship = office of, state of
(scholarship, stewardship), (friendship, hardship)

Verb Forming

ate, ize, ise = to make
(renovate, abbreviate, captivate, civilise, dramatise, realise, criticise, apologise, economise, baptise, pasteurise, promise, practise, advertise, televise, exercise, surprise)

fy = to make
(falsify, simplify, terrify, horrify)

se = to make
(cleanse, rinse)

Adjective Forming

able, ible = capable

(breakable, manageable, moveable, portable, useable, playable, available, inhabitable, credible, horrible, inexhaustible, edible, visible, legible)

ish = rather or like

(foolish, childish, boyish, waspish, yellowish, babyish, fiendish, Spanish, sheepish, roguish, womanish)

ive = relating to

(native, objective, captive, active, relative, selective, secretive, talkative)

our = full of

(1) Usually, the final “e” is dropped when the suffix “ous” is added to a word

(2) Usually the “y” is changed to “i” when the suffix “ous” is added to a word

(gracious, wondrous, dangerous, joyous, courteous, gaseous, mountainous, envious, fabulous, nervous, furious, continuous, mysterious)

y, ey = like, of the nature of

(woody, stormy, smoky, dirty, smelly, frosty, grassy, brassy, trusty, down feathery, heady, clayey, bluey)

ward = direction

(wayward, homeward, northward, eastward, forward, earthward, seaward, schoolward)

Adverb Forming

ward, wards = direction

(homeward, upward, eastward, skywards, downwards)

LATIN AND GREEK ROOTS – Year 6 Juncture

LATIN/GREEK	ROOT	MEANING	DERIVATIVES
Greek	aster	a star	asterisk, astronomy, astrology, astronaut, aster
Latin	bi (bin)	two	bicycle, biannual
Greek	biblio	a book	bibliography, Bible
Greek	bios	life	biology, biography, microbe, amphibious
Greek	botanicus	of plants	biology
Greek	cyclos	a wheel	cycle, cyclic
Latin	decem	ten	December, decimal, decimate
Latin	dens (dents)	a tooth	dentist, indent, dental, dentures, trident, dentistry
Latin	exter (exterus)	the outside	exit, external
Latin	finis	the end	finish, finalise, finality, finale, finite, infinity
Greek	grapho	I write	autograph, paragraph, geography, graphic, monograph, homograph, biograph
Greek	kilo	one thousand	kilogram, kilolitre

Latin	liber	free	liberate,
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Latin	locus	a place	local, locality, location, locate
Latin	memor	mindful	memory, remember, remembrance, memorable, memoirs, memento
Latin	multis	many	multitude, multiply, meter, metre
Latin	natio	the race	nation, national
Greek	okto	eight	octagon, octopus
Latin	ped	the foot	pedal
Greek	peri	around	periscope, perimeter
Greek	phono	sound	megaphone, phonograph, Sympathy
Latin	porto	I carry	export, import, transport, support, important, report, deport, port, portable
Latin	quantis	of number	quantity
Latin	specto	to look at	inspect, respect
Latin	stella	a star	stellar, constellation
Greek	tele	afar	television, telegram, telegraph, telephone, telescope, telepathy
Latin	video (visus)	I see	television, evidence, revise, visible, provide

Core Spelling – Year 7/Extension

accept	catalogue	disease	genetic	jail
actually	ceiling	documentary	genre	jewellery
advice	cereal	drawer	geography	journey
analysis	character	dual	government	judgement
ancient	cheque	economic	governor	juicy
anxious	classify	editorial	grammar	juvenile
appeared	conversation	effect	groceries	knelt
argument	cough	eligible	guarantee	knowledge
attendance	counsel	encyclopaedia	guest	labour
audience	course	enquiry	guilt	language
automatic	court	equipment	heard	leisure
barrier	cousin	eucalyptus	historical	library
behaviour	daughter	exceed	honour	lightning
breathe	debt	except	humours	limb
brilliant	decrease	experience	humour	liquid
built	definite	faithfully	hurriedly	literacy
business	dependent	fare	imaginary	manufacture
café	dessert	feminine	immediately	mayor
calculator	destructible	flavour	independent	mysterious
calf	dialogue	foreign	initial	necessary

cancel	disappeared	fuel	interview	neighbour
capital	disappointed	furniture	invisible	nephew
niece	receipt	tongue		
nuisance	recommend	trouble		
numerous	require	unconscious		
occasionally	restaurant	unfortunately		
occupation	secretary	unique		
ordinary	separate	unnecessary		
original	several	vacuum		
parliament	soldier	vehicle		
particular	stationery	vicious		
permanent	stomach	vocabulary		
personal	suitable	wholly		
possession	surprise			
prayer	technology			
principle	temporary			
quantity	terrible			
quarrel	theatre			
queue	thoroughly			

PREFIXES YEAR 7 EXTENSION

Adding a Prefix

- (1) A prefix is a beginning that can be added to a word to change its meaning.
- (2) When a prefix is added to a word, the word usually stays the same.

a, ab, abs = from, away, up, out, of
(avert, abnormal, abstract, abstain, arise, awake)

a = of
(akin)

arch = chief
(archangel, architect, archbishop)

cata = down
(cataract, catapult)

con, co, col, com. Cor = with, together
(confer, coincide, collect, compose, correlate)

epi = upon
(epidemic, epigram)

eu = well
(eulogy, euphony)

in = into
(intake, input, inside, interior, inject, indent, indoors, infect, infest, inlay, inquest, inquiry, inroads, inscribe, insect, inshore, invert, involve, invoke)

per = through
(perspire, perfect, perceive)

peri = around
(perimeter, perious, periphery)

pro, pur – for, forth, forward
(project, purpose)

sub, suc, suf, sug, sum, sup, sur, sus = under
(submerge, submarine, subterranean, subtract, subdue, submit, subscriber, subsidise, substance, succeed, suffer, suffuse, suggest, summary, summon, support, surround, surmount, suspend, suspect, sustain)

syn = together

(syntax, synonym, synthesis)

tude, ure = state of being

(gratitude, multitude, departure, adventure, capture)

Adjective Forming

ic = belonging to

(civic, public, angelic, chronic)

Latin and Greek Roots – Year 7/Extension

Latin	ago (actus)	I do	action, agent, agile, transact, actor, actress, activity, enact, act, active, amputate, dispute, react
Latin	annus	the year	anniversary, annual, annuity, biennial, perennial, superannuation
Latin	audio (auditus)	I hear	audience, audible, audition, auditory
Latin	cedo (cessus)	I go	proceed, procession, concession, ancestor, succeed, accede, access, precede, recede, intercede, antecedent
Greek	chrono	time	chronometer, chronicle
Latin	curro (cursus)	I run	incur, recur, concurrence, occur, currency, course, cursory, courier, cursive, discourse
Latin	dico (dictus)	I say	predict, contradict, indicate, dictate, verdict, edict, diction, dictator, predicate, dictionary
Latin	duco (ductus)	I lead	conductor, conduct, introduce, productive, educate, abduct, reduce
Greek	elastos	flexible	elastic
Latin	fortis	strong	forceful, enforce, comfort, fortify, discomfort
Latin	flecto (flectus)	I bend	inflection, reflect, flex
Greek	geo	the earth	geography, geology, apogee, geometry, perigee

Greek	logos	a word	prologue, epilogue
Latin	magnus	great	magnificent, magnitude, magnify, main, magnate, magnanimous
Latin	manus	the hand	manufacture, manuscript, manage, manger, manual, emancipate, manacle,
Latin	mitto (missis)	I send	transmit, remit, submit, emit, missile
Latin	nomen	the name	nominate, nominal
Latin	pend	to hang	suspend, pendulum
Latin	puto (putatus)	I think	compute, dispute, reputable
Latin	populus	the people	popular, population, republic, public, publican, publish
Latin	rego (rectus)	I rule	correct, direct, erect, regent, rectangle, regiment, region, righteous, regular, upright
Latin	Rupo (ruptus)	I break	interrupt, abrupt, erupt
Latin	scribo (scriptus)	I write	scribe, transcribe, enscribe, prescription
Latin	solvo	I solve	solve, resolve

Latin	specto	to look at	inspect, inspection
Latin	spire	to breathe	expire, respiration
Latin	struo (structus)	I build	construct, obstruct, instruct
Latin	tendo (tensus)	I stretch	extend, attend, intend, intense, pretend, superintend, tend, tendency, tender, tense
Latin	traho (tractus)	I draw	attract, detract, contract, trace, retract, subtract, retrace, portray, portrait, tractor, traction, betray
Latin	venio (ventus)	I come	advent, avenue, convene, prevent, contravene, intervene, supervene, covenant, revenue
Latin	verto (versus)	I turn	advertise, reverse, converse, convert, revert, invert, adversity, adversary
Latin	voco (voc)	the voice	vocal, vocabulary
Latin	volu	to turn	revolve, evolve, revolution
Greek	zoon	an animal	zoo, zoology, zodiac
Latin	alter	other	alter, alternate
Latin	anima	the soul, life, breath	animal, animate, inanimate, animation

Greek	baros	weight	barometer, isobar
Latin	cado (casus)	I fall	decay, decadence, accident, occasion, cascade, decide, casual, incident, deciduous, casualty
Latin	capio (captus) capis	I take	accept, capture, receive, capable, captivate, conceive, deceive, except, receipt, intercept, anticipate, captive
Latin	caput (capitus)	the head	chief, precipice, capitulate, capital, captain
Latin	centum	a hundred	cent, century, centipede
Greek	chronos	time	chronometer, chronicle, chronological
Latin	cite (citatus)	I rouse	excite, resuscitate, recite
Latin	civis	citizen	civic, civilian, city, civilise
Latin	colo (cultus)	I till	colony, culture, cultivate, agriculture, horticulture
Latin	cor (cordis)	the heart	courage, discourage, encourage, record, cordially
Latin	credo (creditis)	I believe	credit, incredible, incredulous
Greek	demos	the people	endemic, epidemic, demagogue, democracy

Latin	facio (factus)	I do, I make	fact, factory, artificial, benefit, effect, magnificent, sacrifice, satisfactory, magnify
Latin	gatus (gressus)	I go step by step	gradual, graduation, grades, progress
Latin	jacio (jectus)	I throw	project, eject, reject, inject, object, interject, subject
Latin	jungo (junctus)	I join	conjunction, junction, joint
Latin	lego (lectus)	I read, gather, choose	collect, elect, illegible, lecture, legend, neglect, recollect, select
Latin	mens (mentis)	the mind	mentality, demented, mention, mentor
Greek	metron	a measure	diameter, perimeter, symmetry, barometer, thermometer, isotherm, chronometer, gasometer, micrometer
Greek	micro	small	microbe, microcosm, microfiche, microscope
Latin	minor	small	minor, minority, minute, minus
Latin	nullus	nothing	annul, nullify
Greek	phos	light	photograph, phosphorus
Latin	pono (positus)	I place	compose, compositor, dispose, expose, interpose, opponent, propound, positive, postpone, deposit, opposite

Latin	rumpo (ruptus)	I break	interrupt, abrupt, erupt, eruption, interruption
Latin	sentio	I feel	sensible, sensitive, resent, sense, sentiment, assent, consent, dissent, nonsense
Latin	simulus	I like	simulate, similar
Greek	skopeo	I view	telescope, microscope, periscope
Latin	spiro	I breathe	transpire, perspire, conspire, inspire
Latin	sumo	I take	assume, presume
Greek	techne	skill	technique, technical
Latin	teneo	I hold	abstain, contain, detain, retain, sustain, tenacious, tenant, tenet, continent, obtain, continue
Latin	textiles	woven	textile, texture
Greek	therme	heat	thermal, thermometer, isotherm
Latin	vivo	live	vivacious, vital
Latin	volvo	I turn	revolve, involve, revolt
Latin	unus	one	unite, union, unity

Learning Experiences

The following is an overview of suggested spelling strategies. The following pages give examples of most of these strategies.

<p><u>EYES TO SEE (Visual)</u></p> <ul style="list-style-type: none"> ◆ Word shapes ◆ Word Sorts ◆ Common Letter Patterns ◆ Words within words ◆ Compound Words ◆ Double letters ◆ Contractions ◆ Prefixes ◆ Suffixes ◆ Jumbled Letters ◆ Proof reading ◆ Look, Say, Cover, Write, Check ◆ Have-a-go 	<p><u>EARS TO HEAR (Auditory)</u></p> <ul style="list-style-type: none"> ◆ Consonant sounds ◆ Vowels ◆ Consonant blends ◆ Silent letters ◆ Short/long vowels ◆ Two letters –one sound ◆ Vowel/r blends ◆ Different letters=same sound ◆ Rhyming words ◆ Syllables ◆ Tricky letter sounds <p>Can use:</p> <ul style="list-style-type: none"> ◆ Instruments ◆ Earphones ◆ Loud speaker ◆ Hand clapping ◆ Cassette Tapes
<p><u>HANDS TO FEEL (Kinesthetic)</u></p> <ul style="list-style-type: none"> ◆ Finger tracing ◆ Water painting ◆ Making words with objects ◆ Stencilled letters ◆ Rubber stamps ◆ Cut out letters – newspapers, magazines ◆ Keyboarding ◆ Decorative writing ◆ Letter tiles/magnetic tiles ◆ Finger spelling ◆ Geoboards ◆ Finger painting ◆ Playdough ◆ Secret writing ◆ Fingerprints 	<p><u>MIND TO REMEMBER</u></p> <ul style="list-style-type: none"> ◆ Memory tricks (mnemonics) ◆ Spelling rules/generalisations ◆ Comparatives and superlatives ◆ Plurals ◆ Word origins ◆ Homophones ◆ Homographs ◆ Focusing on meaning ◆ Word families ◆ Verb tenses ◆ Games and puzzles ◆ Alphabetical Order

EYES TO SEE (Visual)

- ◆ **Word Shapes** – Boxing the Shape of short and tall letters
- ◆ **Common Letter Patterns** – common patterns regardless of different sounds they make eg: cough, rough, thought
- ◆ **Word Sorts** – See Spelling CD Rom – Improving Spelling Outcomes
- ◆ **Words within words** -eg candidate – can, date, an
- ◆ **Compound words** - eg snowman
- ◆ **Double letters** - little, book, llama
- ◆ **Contractions** – can't, didn't
- ◆ **Prefixes** – units at beginning of words which change meaning eg unnecessary, dissatisfaction
- ◆ **Suffixes** – endings that change the meaning or tell something about the grammar eg helpful, helpless
- ◆ **Jumbled letters** – includes:
 - Palindromes** – words spelt the same forwards and backwards eg: mum
 - Anagrams** – words formed by rearranging letters eg: left – felt
- ◆ **Proofreading** – comparing alternative spellings to determine which is correct. (See Spelling CD Rom “Spelling Improving Learning Outcomes”)
- ◆ **Look, Say, Cover, Write, Check.** (See Spelling CD Rom “Spelling Improving Learning Outcomes”)

HANDS TO FEEL (Kinesthetic)

- ◆ **Finger Tracing** – tracing in air, sand, on objects, children's backs etc
- ◆ **Water Painting** – Painting words on surfaces using water.
- ◆ **Glue Painting** – writing words with glue and sprinkling with glitter, sand etc
- ◆ **Making words** – matchsticks, lego, paddlepop sticks etc

- ◆ **Cut-out letters** – cutting letters from newspapers, magazines etc
- ◆ **Decorative Writing** – bubble writing, rainbow writing, stick writing, block writing etc
- ◆ **Letter tiles/magnetic tiles** – to construct words using letters
- ◆ **Keyboarding** – typing words on computer
- ◆ **Finger spelling** – spelling out words with fingers
- ◆ **Geoboards** – using rubber bands to make words on a geoboard
- ◆ **Finger painting** – finger painting the words
- ◆ **Playdough** – moulding the letters to make the words
- ◆ **Finger prints** – finger printing letters of words
- ◆ **Wool letters** – glueing wool to make letters of words
- ◆ **Stencilled letters** – tracing letter stencil to make words

MIND TO REMEMBER AND CHECK

- ◆ **Memory tricks (mnemonics)** eg: you **hear** with your **ear**.
- ◆ **Spelling rules/generalisations** eg: “i” before “e” except after “c”
- ◆ **Comparatives/Superlatives** eg: big, bigger, biggest
- ◆ **Plurals**
- ◆ **Word Origins** eg: Greek/Latin Roots, words from other languages etc
- ◆ **Homophones** – sound same/spelt different eg: their, there, they’re
- ◆ **Homographs**- same spelling/different meaning eg: bear
- ◆ **Focussing on Meaning** – These include:
 - opposites
 - puzzles
 - classifying
 - matching pictures to words
 - dictionary use – alphabetical order

antonyms/synonyms

abbreviations

words often confused eg: bought/brought

- ◆ **Word Families** – words formed from the base words eg: deport, deported, deporting, departs
- ◆ **Verb tenses** – eg: grow, grew
- ◆ **Games and Puzzles** – eg hangman, wordsearch, crosswords etc (See Resource List)

EARS TO HEAR (Auditory)

- ◆ **Consonant Sounds**
- ◆ **Vowels** include “y” saying “i” or “ee”
- ◆ **Consonant Blends** eg: bi, br, lt
- ◆ **Silent Letters** eg: lamb, gnat
- ◆ **Short/Long Vowels**
- ◆ **Two Letters** – one sound eg: ch, ng, ph, ee, ai, ea
- ◆ **Vowel/r blends** – eg: ar, er, ir
- ◆ **Tricky Letter Sounds** – eg: gh, ion
- ◆ **Different Letters/Same Sounds** – eg: daughter, sure, store, soar
- ◆ **Rhyming Words**
- ◆ **Syllables**

Can use

- ◆ Instruments
- ◆ Handclapping
- ◆ Loudspeaker
- ◆ Earphones
- ◆ Cassette tapes

Suggested Resources

- ◆ Spelling - Improving Learning Outcomes (Computer Software/Education Department)
- ◆ Thrass – “Teaching handwriting, reading and spelling skills”, charts & tapes
- ◆ Jolly Phonics
- ◆ Strategic Spelling Teacher Resource and Student Texts – Lower, Middle & Upper
- ◆ A Sound Way – Phonological Awareness
- ◆ Letter land
- ◆ First Steps
- ◆ My Individual Spelling Program Text
- ◆ Spell it Deluxe (Computer Software)
- ◆ Superspell (Computer Software)
- ◆ Roll the Dice – Game
- ◆ Change a letter – Game
- ◆ Dealer plays too – Game
- ◆ Alphabet cards - Game
- ◆ Disappearing Letters - Game
- ◆ Working with words – Game
- ◆ Dealers Choice – Game
- ◆ Rime it – Game
- ◆ Lose a letter - Game

Assessment Strategies

Assessment is the purposeful, systematic and ongoing collection of evidence for use in making judgements about students' spelling development.

Evidence is gathered to:

- ◆ Provide on going feedback on individual students when informing students, teachers, parents, carers or others in the community about their progress and demonstration of spelling knowledge.
- ◆ Inform decision making with regards to the learning needs of students, the learning and teaching process and resource requirements in future planning.

Assessment may focus on:

- ◆ **Spelling strategies used by students when attempting new or unfamiliar words**
- ◆ Knowledge of segmentation and syllabification
- ◆ Knowledge of letter strings and visual patterns
- ◆ Knowledge of high frequency words
- ◆ Knowledge of word families
- ◆ Spelling generalisations
- ◆ Changes in word form: prefixes, suffixes, word endings
- ◆ Origins of words
- ◆ Proofreading
- ◆ Attitudes to writing and spelling
- ◆ Willingness to have a go

Assessment Methods

Assessment Technique	Ways to Gather and Record Evidence
Observation	Checklists, quick notes, anecdotal records, journal entries, spelling logs.....
Formal Analysis	Collection and analysis of work samples, teacher made and other tests, cloze exercises, proofreading exercises, dictation.....
Conferencing	Checklists, quick notes, anecdotal records, discussions
Student self-assessment	Learning journals, responses to spelling, personal spelling list, self assessment sheets, Individual spelling record sheets.....