

SPELLING SCOPE AND SEQUENCE

EXPOSE / TEACH / REVISE

Rule	Example	ES1	S1	S2	S3	Rule	Example	ES1	S1	S2	S3
Most words form a plural by adding –s	dog – dogs cat – cats	T	R			When a word ends in l, double the l, before adding –ed, –ing or –er	travel – travelled – travelling – traveller		T	T	R
Words ending in –ay, –ey and –oy, just add the ending	bay – bays stay stayed staying stays	T	R			Words that end in sh, ch, s, ss, x and z form plurals by adding –es	dishes churches		E	T	R
When c goes in front of a, o or u, it sounds like k	cat cot cut	T	R			When a word ends in a consonant followed by a y, change the y to i before adding –es	gases classes		E	T	R
Some verbs do not take a past tense –ed ending, but change their form	is/was has/have ran/run go/went	T	T	R		Some words that end in f, form the plural by changing the f to v then adding –es	leaf leaves half halves		E	T	R
When a word ends in –e, drop the –e, before adding –ing or –ed	love – loving – loved dare – daring – dared	E	T	R		Some words change their form when they become plural	mouse/mice goose/geese		E	T	R
Words with a short vowel followed by one consonant must double the consonant before adding –er	run – runner win – winner big – bigger	E	T	R		When adding –ing to words that end in y, leave the y	spy spying enjoy enjoying		E	T	R
Double l, f or s after a single vowel at the end of a word	call tall stuff mass less	E	T	R		For words that end in a consonant and y, change the y to i before adding –er or –est	easy easier easiest		E	T	R
Words containing a short vowel followed by a single consonant must double the consonant before adding –ed or –ing	bat – batted – batting shop – shopper – shopping	E	T	R		If a word ends in y, change it to i before adding –ly	day daily steady steadily		E	T	R
When c is followed by e, i or y, it sounds like s [link to above]	cent circus cycle	E	T	R		Final –e is left out when adding –y	scare scary bone bony		E	T	R
k goes in front of e and i [link to above]	keg kick	E	T	R		Omit the final –e from a root word, before adding an ending that begins with a vowel	have having crave craving		E	T	R
ck is only used after a short vowel sound	sack neck brick lock	E	T	R		Keep the final e if the ending starts with a consonant	care careful confine confinement		E	T	R
When g is followed by e, i or y, it sounds like j	gentle rage giant gypsy gesture		T	R		Just add endings to one syllable words with two vowels	seat seating seated spoil spoiling spoilt		E	T	R
q is always followed by a u	queen, quit, aqua [except in QANTAS]		T	R		When w is followed by a, the a is usually pronounced like short –o	was wash wad want wand wander wasp wattle		E	T	R

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When w is followed by ar, the ar is pronounced like –or	war warn warble ward warden warm warp wart		E	T	R	Words of more than one syllable, and the final syllable is stressed, double the final consonant before adding a suffix	forgot forgotten occur occurring appear appeared			E	T
When w is followed by or, the or is pronounced like –er	word worm worth worse worst world		E	T	R	Don't double the final consonant when the last syllable contains two vowels or is not stressed	whisper whispered encounter encountering			E	T
–e on the end of a word generally makes the vowel say its name	late make theme scene bike bone cube		E	T	R	When a word ends in –our change to –or before adding a suffix	humour humorous humorist			E	T
i before e except after c [except: neither, foreigner, sovereign, seize, counterfeit, leisure, forfeit, weird]	believe chief niece receive		E	T	R	Verbs ending in -c, add -k before adding a suffix beginning with a vowel	traffic trafficking picnic picnicking panic panicked			E	T
e before i is pronounced -ay	weigh veil vein reign neighbour freight		E	T	R	Most words ending in –o add –es to form the plural	tomato tomatoes			E	T
The sound ee on the end of a word is nearly always represented by –y	key happy silly party monkey [except coffee and committee		E	T	R	Words ending in a double vowel with an –o sound, just add -s	radio radios video videos			E	T
If a word ends in ie, change the ie to y before adding –ing	lie lying die dying			E	T	<p>Classrooms programs should devise learning experiences that focus on:</p> <ul style="list-style-type: none"> ✓ acquiring a large bank of high frequency words – Visual knowledge ✓ developing understandings of sound–letter patterns – Phonological knowledge ✓ understanding how words can change and knowing what rules apply when adding letter combinations – Morphemic knowledge ✓ developing knowledge of word origins and derivations of words to generalise patterns within word ‘families’ – Etymological knowledge ✓ expanding number of words in their ‘working lexicon’ in terms of word meanings and usage – Vocabulary development ✓ gaining control over strategies so they can apply the one most appropriate when spelling and checking unfamiliar words – Authoritative sources ✓ error detection and correction; proofreading for errors in common sequential letter patterns; and experience to detect incorrectly used words (homonyms) – Graphological knowledge. <p><i>www.jamberoo-p.schools.nsw.edu.au/</i></p>					
When –full and –till are used as a suffix, drop one l	care + full = careful un + till = until			E	T						
If a word ends in a consonant followed by a y, change the y to i before adding a suffix	beauty + full = beautiful lovely lovelier bury buried			E	T						
To add –able or –ous to a word, drop the e [exceptions: manageable, noticeable, courageous]	note notable desire desirable fame famous			E	T						
all or well at the beginning of a word, drop one l	all + most = almost well + come = welcome			E	T						
When a word ends in –ic, add –al before adding –ly	magic magically			E	T						

Within classrooms programs teachers should devise learning experiences that focus on:

- Acquiring a large bank of high frequency words – Visual knowledge
- Developing understandings of sound–letter patterns – Phonological knowledge
- Understanding how words can change and knowing what rules apply when adding letter combinations – Morphemic knowledge
- Developing knowledge of word origins and derivations of words to generalize patterns within word ‘families’ – Etymological knowledge
- Expanding number of words in their ‘working lexicon’ in terms of word meanings and usage – Vocabulary development
- Gaining control over strategies so they can apply the one most appropriate when spelling and checking unfamiliar words – Authoritative sources
- Error detection and correction; proofreading for errors in common sequential letter patterns; and experience to detect incorrectly used words (homonyms) – Graphological knowledge.