

DNPS-SPELLING POLICY

— Implemented Term 1, 2011/Updated 2016

STAGE: Early Stage 1

OUTCOMES and CONTENT

OUTCOME

A student:

ENe-5A

demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling

CONTENT

Students:

Develop and apply contextual knowledge

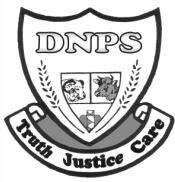
- ◆ understand that initial approximations can lead to correct formal spelling

Understand and apply knowledge of language forms and features

- ◆ spell unknown words phonetically with closer approximations
- ◆ know how to use onset and rime to spell words
- ◆ identify patterns in words leading to the identification of word families
- ◆ use and write beginning and ending sounds of spoken words
- ◆ know that letters are used to represent sounds when writing words

Respond to and compose texts

- ◆ use approximations and some conventional spelling
- ◆ attempt to spell unknown words using simple strategies, eg segmenting
- ◆ spell some common words accurately in their own writing
- ◆ vocalise or subvocalise words when trying to write them
- ◆ use plural form when spelling some words



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STAGE: Stage 1

OUTCOMES and CONTENT

OUTCOME

A student:

EN1-5A

uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words

CONTENT

Students:

Develop and apply contextual knowledge

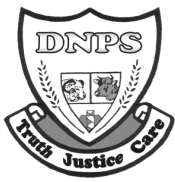
- ◇ demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently

Understand and apply knowledge of language forms and features

- ◇ 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
- ◇ 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
- ◇ recognise common prefixes and suffixes and how they change a word's meaning
- ◇ begin to understand how knowledge of word origins supports spelling and vocabulary

Respond to and compose texts

- ◇ spell high-frequency and common sight words accurately when composing texts
- ◇ spell known words using letter names
- ◇ isolate and write the initial, medial and final sound of a word
- ◇ exchange one letter in a written word with a different letter to make a new word
- ◇ use double consonants where appropriate, eg 'hopping'
- ◇ begin to use a dictionary for spelling activities and word meaning
- ◇ recognise when a word is spelt incorrectly
- ◇ use morphemic and phonological knowledge when spelling



DNPS-SPELLING POLICY

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STAGE: Stage 2

OUTCOMES and CONTENT

OUTCOME

A student:

EN2-5A

uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words

CONTENT

Students:

Develop and apply contextual knowledge

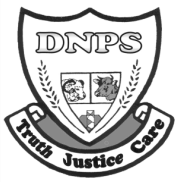
- ◇ understand how accurate spelling supports the reader to read fluently and interpret written text

Understand and apply knowledge of language forms and features

- ◇ understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters
- ◇ recognise homophones and know how to use context to identify correct spelling
- ◇ understand how knowledge of word origins supports spelling

Respond to and compose texts

- ◇ use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- ◇ use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words
- ◇ discuss and use strategies for spelling difficult words
- ◇ experiment with spell check applications and develop an awareness of the limitations of their features in digital technology
- ◇ use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries
- ◇ identify spelling errors in own writing and unknown texts and provide correct spelling



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STAGE: Stage 3

OUTCOMES and CONTENT

OUTCOME

A student:

EN3-4A

draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

CONTENT

Students:

Develop and apply contextual knowledge

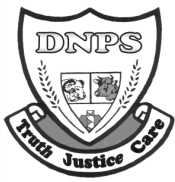
- ◇ understand how accurate spelling supports the reader to read fluently and interpret written text with clarity

Understand and apply knowledge of language forms and features

- ◇ 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
- ◇ understand that the pronunciation, spelling and meanings of words have histories and change over time

Respond to and compose texts

- ◇ recognise most misspelt words in their own writing and use a variety of resources for correction
- ◇ integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts
- ◇ use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts
- ◇ demonstrate an awareness of the limitations of spell check features in digital communication



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STAGE: All Stages

Quota Spelling

Devising Lists

Lists must be devised from easiest to hardest words.

The Make-Up of a List (catering for all-from low achievers to high achievers)

Teachers are to devise quota lists so that students of different abilities gain a sense of achievement. Low achieving students must be kept in mind when devising lists. The following is a guide to how many words particular ability groups should achieve on assessment tasks.

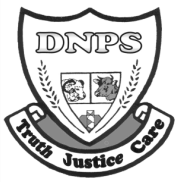
<u>Ability Level</u>	<u>Early St 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Below Average	4-6	6-8	8-12	12-16
Average	7-8	9-12	13-16	17-23
Above Average	9-10	13-15+	17-20+	24-30+

Mystery Words-These are additional words used for extension of better students that are studying at an advanced level in Stages 1, 2 & 3. They are not part of the standard quota list but are difficult words that come from 'Word Exploration'. They are used additional to the maximum quota during the assessment task. Mystery Words are selected by the teacher and become part of the assessment task without student prior knowledge.

Break-Up of Types of Knowledge that Constitute a List

The following table shows the number of each type of word to be part of a quota list.

<u>WORD TYPE</u>	<u>Early St 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Phonological words	4	6	6	7
Visual words	6	5 or 6	9	5
Theme words	N/A	N/A	N/A	5
Morphological words	Some in Term s2,3,4	2	3	10
Etymological words	N/A	1 or 2	2	3



DNPS-SPELLING POLICY

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STAGE: All Stages

Quota Spelling

Number of Words Per Stage:

	<u>Early St 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Maximum in Quota List	10	15	20	30
Maximum 'Mystery Words'	0	3	5	8

Homework Expectation

<u>Early Stage 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Nil	Nil	Max of 15 min/week	Max of 20 min/week

Lists:

Lists are introduced each fortnight.

b c d f g h j k l m n p q r s t v w x y z

DEVISING QUOTA WORDS-Stage 1

Key Ideas:

- ◆ First 5 words achievable for lowest ability students.
- ◆ Words ordered from easiest to learn, to hardest.
- ◆ Each student's quota re-assessed every 2 weeks.
- ◆ Minimum study = 7 words.
- ◆ Words must be from common usage, some common writing errors and/or theme words.

LIST Word Example	Derivation
1. it	Comprises: Cvc Can be sounded out
2. on	
3. bed	
4. rats	Easy common word
5. off	
6. must	Introduces scope & sequence focus, at easier level: Eg. st, ch, -ain
7. best	
8. much	
9. raining	Harder common word
10. without	
11. stinky	Harder level of focus: Eg. st, ch, -ain
12. chicken	
13. against	
14. matchstick	Compound words Multi-syllables
15. chocolate	

Term:	Weeks:	Scope & Sequence Focus:	Finalised List
	WORDS 1-4	WORDS 6-9	1. 2. 3. 4. 5. 6. 7. 8.
	WORD 5-Common	WORD 10-Common	9. 10. 11. 12. 13. 14. 15.
	WORDS 11-13	WORDS 14 and 15	Transfer these to Spelling Sheet Word List for that fortnight. Put this sheet in your Learning Program.

c h w h s h t h

sn sm tw br bl cr cl dr fr fl gr gl pr pl sl st sw str tr sp spr scr

kn wr qu ph

b c d f g h j k l m n p q r s t v w x y z

DEVISING QUOTA WORDS-Stage 2

<u>Term:</u> _____	<u>Weeks:</u> _____	<u>Scope & Sequence Focus:</u>	<u>Finalised List</u>
WORDS 1-8 (achievable for weaker spellers)	WORDS 9-13	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <u>Common Words</u> </div>	WORDS 14-17	WORDS 18-20 (Better students)	<div style="background-color: black; color: white; padding: 5px; text-align: center;"> Transfer these to Spelling Sheet Word List for that fortnight. </div>

Key Ideas:
 First 8 words achievable for lowest ability students. Words ordered from easiest to learn, to hardest.
 Minimum study= 12 words. Words must be from common usage, some common writing errors and/or theme words.
 Each student's quota re-assessed every 2 weeks.

sn sm tw br bl cr cl dr fr fl gr gl pr pl sl st sw str tr sp spr scr spl

c h w h s h t h

kn wr ph gn

b c d f g h j k l m n p q r s t v w x y z

DEVISING QUOTA WORDS-Stage 3

<u>Term:</u> <u>Weeks:</u>	<u>Scope & Sequence Focus:</u>	<u>Finalised List</u>
<p><u>WORDS 1-10 (achievable for weaker spellers)</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><u>Common Words</u></p> </div> <p style="text-align: center;"><u>WORDS 18-25</u></p>	<p style="text-align: center;"><u>WORDS 11-17</u></p> <p style="text-align: center;"><u>WORDS 26-30 (Better students)</u></p>	<ol style="list-style-type: none"> 1.2.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.

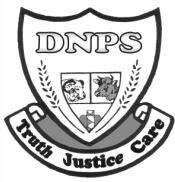
Transfer these to Spelling Sheet Word List for that fortnight.

Key Ideas:
 First 10 words achievable for lowest ability students. Words ordered from easiest to learn, to hardest.
 Minimum study= 12 words. Words must be from common usage, some common writing errors and/or theme words.
 Each student's quota re-assessed every 2 weeks.

sn sm tw br bl cr cl dr fr fl gr gl pr pl sl st sw str tr sp spr scr spl

kn wr qu ph gn

c h w h s h t h



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STAGE: All Stages

Spelling Within Writing

Conferencing Tips-Writing Drafts

1. For most writing activities, the session should be totally quiet.
2. Students access the teacher through either 'hands-up' or a student waiting list on the whiteboard.
3. Students are made aware of what to do, if waiting for assistance eg. write an attempt at word and continue writing.
4. Students always attempt word first in Personal Dictionary before seeking help.
5. Teacher to always have an activity available for those that finish before time.

Personal Dictionary-How to Use

During a writing activity students are to use 'Personal Dictionary' (Spell It Booklet). When unsure of a word, student turns to the correct alphabetical page in booklet and attempts the word. Student then shows teacher the attempt and teacher corrects as necessary whilst briefly pointing out accuracy of attempt and difficult sounds within the word.

Student returns to writing and fixes error or inserts correctly spelt word.

Assessment of Writing

How often?

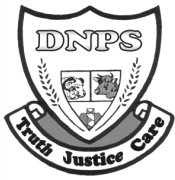
Assessments of student writing should occur at least twice per term.

What to look for?

For Spelling- initial, medial and end sounds used/ use of common words/ attempts at unfamiliar words/ attempts at difficult words/ over-reliance on sounding out/ ability to make connections from known words to similar words eg. lamp-stamp

Assessment of Word Lists

Students are tested on their individual quota list words fortnightly. These results are recorded in Assessment folder. A score of within 2, entitles a student to have their quota increased for the next list studied. A score with more than 2 errors may cause a decrease.



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NAPLAN PRACTISE

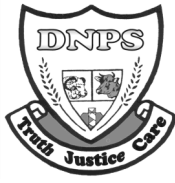
Students are to be exposed to the types of spelling-based activities used in NAPLAN testing.

For students in Grades 3 and 5, this should occur sporadically throughout the year leading up to the actual test (several times per term prior to the test would suffice).

For students in Grades 1, 2, 4 and 6 this should occur at least once per term.

Practise examples are best created by 'doctoring' a student's writing and using notebook software so it can be examined and practised as a class activity on the interactive whiteboard.

<u>Examples of Activities</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
<p>The spelling mistake in this sentence has been circled. Write the correct spelling for the circled word in the box.</p> <p>We went to <u>scool</u>. <input type="text" value="P1"/></p>	✓	✓	✓
<p>This sentence has one word that is incorrect. Write the correct spelling of the word in the box.</p> <p>We bought fresh bred. <input type="text" value="P2"/></p>	✓	✓	✓



CLASSROOM ORGANISATION

Subject: SPELLING

Class: _____ Term: _____ Weeks: _____

General Organisation of Subject

- A new list is introduced every:- *fortnight*
- A list is derived from (tick all) :-
 - unit based words
 - school-based curriculum word groups
 - common words eg. Johnstons

	Mon	Tues	Wed	Thurs	Fri
Time Allocation (80 min)					

Word lists are:

- Individual quota lists
- Grouped into levels

Assessment

Tests are given each:- *fortnight*

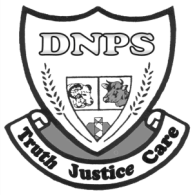
Testing is:

- Dictation for more able students
- List tests

Specific Strategies

<u>Extension of Students</u>	<u>Management for Fast Finishers</u>	<u>IEP's</u>

Groupings / Rotation of Activities (if applicable)



SPELLING CONTENT-Page 1

Term: 1 2 3 4 (circle correct)

Class: _____

WORD LISTS -see overleaf for word lists studied

ACTIVITIES -see 'Activities' sheet overleaf

LIST BREAK-UP

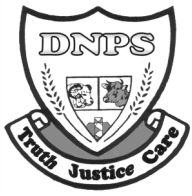
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Theme words	N/A	N/A	N/A	5
Morphological words	Some in Terms 2,3,4	2	3	10
Etymological words	N/A	1 or 2	2	3

NUMBER of WORDS in a LIST PER STAGE

	<u>Early St 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Maximum in Quota List	10	15	20	30
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SPELLING GENERALISATIONS USED



SPELLING CONTENT-Page 2-Stage 1

Term: 1 2 3 4 (circle correct)

Class: _____

COMPUTER/NOTEBOOK PROGRAMS USED

<u>Program</u>	<u>Focus</u>	<u>Activity</u>	<u>Group</u>	<u>Completed (Tick)</u>
<i>Notebook-Spell It-Level 1A</i>	<i>Visuals- said, this, feel, and, saw Visuals-look, put, way, then, I'm Visuals-made, must, just, them, make Visuals-been, some, very, such, soon</i>	Right v. Wrong Right v. Wrong Right v. Wrong Naplan practise		
<i>Notebook-Spell It-Level 1B</i>	<i>Visuals- also, back, six, ten, over Visuals- give, must, any, off, will Visuals- who, can't, out, our, after, seven Visuals- his, her, came, also, why</i>	Right v Wrong Naplan practice Right v. Wrong Missing Letter		
<i>Notebook-Spell It-Level 1C</i>	<i>Visuals- two, too, five, give, were Visuals- for, four, how, here, what, when Visuals- now, more, many, went, about Visuals- mine, eight, twice, like, was</i>	Right v. Wrong Right v. Wrong Right v. Wrong Right v. Wrong		
<i>Notebook-Spell It-Level 1D</i>	<i>Rhymes- -eet or -eat Sounds -ing, -ong, -ung Sounds -ick Sounds -all and -ell</i>	Right v. Wrong Right v. Wrong Word building Rymes		

ASSESSMENTS USED

List Test		Writing samples	
Dictation		Proofreading test	
Student Conference			
Dictagloss			

SPELLING EVALUATION



SPELLING CONTENT-Page 2-Stage 2

Term: 1 2 3 4 (circle correct)

Class: _____

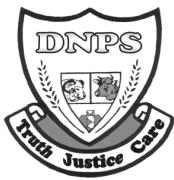
COMPUTER/NOTEBOOK PROGRAMS USED

<u>Program</u>	<u>Focus</u>	<u>Activity</u>	<u>Group</u>	<u>Completed (Tick)</u>
<i>Notebook-Spell It-Level 2A</i>	<i>Visuals– are,during,whose,father,him</i> <i>Visuals– off,which,among,sure,see</i> <i>Visuals– ahead,thing,you,since,face,</i> <i>Visuals– every,very,out,through</i>	Right v. Wrong Right v. Wrong Naplan practise Right v. Wrong		
<i>Notebook-Spell It-Level 2B</i>	<i>Visuals– although,over,where,toward</i> <i>Visuals– always,either,already,ought</i> <i>Visuals– might,been,build,though</i> <i>Visuals– whether,couldn't,would,seen</i>	Right v Wrong Naplan practice Missing Letter Right v. Wrong		
<i>Notebook-Spell It-Level 2C</i>	<i>Visuals– body,bodies,even,half,talk</i> <i>Visuals– lunch,choice,fruit,children</i> <i>Visuals– thank,dear,anyway,parent</i> <i>Visuals– whole,computer,special,read</i>	Right v. Wrong Right v. Wrong Right v. Wrong Right v. Wrong		
<i>Notebook-Spell It-Level 2D</i>	<i>Visuals- -ice</i> <i>Visuals- -ang</i> <i>Visuals- -ane or -ain</i> <i>Visuals- -ark and -ork</i>	Word Building Right v. Wrong Right v. Wrong Rhymes		

ASSESSMENTS USED

List Test		Writing samples	
Dictation		Proofreading test	
Student Conference			
Dictagloss			

SPELLING EVALUATION



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STAGE: Stages 1 and 2 (more over page)

SPELLING GENERALISATIONS (page 1)

Reference list of spelling generalisations

English spelling is influenced by many spelling generalisations. Students need to understand how to apply these generalisations and realise that there are many words that are exceptions to all generalisations.

Here are some examples that students will encounter when they are learning how to spell correctly.

The list is not exhaustive and is meant as a guide only.

Students should be given opportunities initially to predict rules and make generalisations themselves. They should also discuss exceptions to these generalisations and explore ways of learning how to spell these exceptions e.g. by using mnemonics.

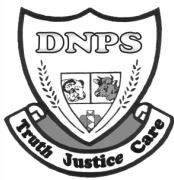
The following generalisations are grouped according to the stage or stages at which they might be addressed. However, teachers should take into account students' prior experiences and understandings when deciding which generalisations to use in spelling sessions.

Stage 1

- For the *k* sound followed by a vowel at the beginning of words, use a *k* if the vowel following is either *e* or *i*, otherwise use *c*, e.g. **catch**, **kept**, **kit**, **cot**, **cup**
- When a word starts with *g* - and is followed by *-e*, *-i* or *-y*, it can sound like a *j*, e.g. **germ**, **ginger**, **gym**
- When a word starts with *c* and is followed by *-e*, *-i* or *-y*, it is pronounced as *s* e.g. **central**, **circuit**, **cylinder**
- The *-ck* digraph occurs only after a short vowel sound, e.g. **pick**, **lock**, **cricket**
- When a word ends in a vowel and a *-y* (*-ay*, *-ey*, *-oy*) just add the ending, e.g. **stay**, **stayed**, **staying**, **key**, **keys**, **toy**, **toys**

Stages 1–2

- When a word ends in *-e*, drop the *e* before adding *-ing*, e.g. **create**, **creating**; **practise**, **practising**
- If a word ends in *-l*, to add a suffix double the *l*, e.g. **travel**, **travelling**
- When a word of one syllable contains a single short vowel, double the final consonant before adding a suffix, e.g. **run**, **running**, **runner**; **star**, **starred**
- When a word of one syllable contains two vowels, just add the suffix, e.g. **seat**, **seating**, **seated**; **spoil**, **spoiling**, **spoilt**.



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STAGE: Stages 2 and 3

SPELLING GENERALISATIONS (page 2)

Stage 2

- If the final syllable of a word ends in *-e*, the preceding vowel is long, e.g. *late*, *bike*, *compete*, *phone*, *endure*
- When the sound is a long *e*, use *i* before *e* except after *c*, e.g. *believe*, *receive*. When the sound is a long *a*, use *ei*, e.g. *neighbour*
- To make a word plural when it ends in *-s*, *-sh*, *-ch*, or *-z*, add *-es*, e.g. *church*, *churches*; *wish*, *wishes*
- When a word ends with one *-f*, change the *f* to *v* and then add the plural suffix *-es*, e.g. *half*, *halves* (Exceptions: *roof*, *roofs*; *chief*, *chiefs*)
- When a word ends in *-y*, change the *y* into *i* before adding *-ly*, e.g. *steady*, *steadily*
- When a word ends in a consonant and a *y*, change the *y* into *i* before adding an ending, except if the ending is to be *ing*, e.g. *cry*, *cried*, *crying*; *mercy*, *merciful*; *lady*, *ladies*
- To add a consonant ending to a word ending in *e*, just add the ending, but to add a vowel ending to a word ending in *e*, drop the *e* before adding the ending, e.g. *sideways*, *chasing*

Stages 2–3

- When a word ends in *-ic*, add *-al* before adding *-ly*, e.g. *magic*, *magically*
- When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, e.g. *forgot*, *forgotten*; *occur*, *occurred*
- When a word has more than one syllable and the final syllable contains two vowels, then the final consonant is not doubled before adding a suffix, e.g. *appear*, *appeared*; *complain*, *complained*
- When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, e.g. *whisper*, *whispered*; *encounter*, *encountering*

Stage 3

- To add *all-* as a prefix to a root word, drop one *l* e.g. *almost*, *always*
- To add *-full* as a suffix to a root word, drop one *l* e.g. *wonderful*, *helpful*
- To add *-able* as a suffix to a root word, drop the *e* e.g. *note*, *notable*; *desire*, *desirable*
- When a word ends in *-our* change this to *-or* before adding *-ous* or *-ate*, e.g. *humour*, *humorist*, *humorous*.

DNPS SPELLING CONTENT-Activities Taught-EARLY ST 1

CLASS: _____

TERM: 1 2 3 4 (circle) YEAR: _____

	NUMBERED WORD LISTS (to be inserted in row below)				
	List No:	List No:	List No:	List No:	List No:
	Weeks 1/2	Weeks 3/4	Weeks 5/6	Weeks 7/8	Weeks 9/10
<u>ACTIVITIES- WORD EXPLORATION</u>					
Prefixes					
Brainstorming of words with particular sound eg -ee-					
Rhymes					
Word Endings/ Building Words eg. add -ing, -ed					
Plurals					
Black Line Masters (include BLM used eg. B V37)					
<u>ACTIVITIES-LIST FAMILIARISATION</u>					
Alphabetical Order					
Spelling Bingo					
Memory Game					
Look/ Cover/ Write/ Check practise					
Unjumbling					
Sentence writing					
Words in words					
<u>ACTIVITIES-GAMES</u>					
Game-Now You See It					
Smartboard/ Computer games used (list below):					
•					
•					
•					
•					
•					
•					
•					
<u>ACTIVITIES-OTHER</u>					

RESOURCE CODE (include code book below and number of specific sheet in relevant column above)

S=Sound Waves (Teacher Resource Book No: _____)
 B= Black Line Master (Sound Waves)

DNPS SPELLING CONTENT-Activities Taught-STAGE 1

CLASS: _____

TERM: 1 2 3 4 (circle) YEAR: _____

	NUMBERED WORD LISTS (to be inserted in row below)				
	List No:	List No:	List No:	List No:	List No:
	Weeks 1/2	Weeks 3/4	Weeks 5/6	Weeks 7/8	Weeks 9/10
<u>ACTIVITIES- WORD EXPLORATION</u>					
Prefixes					
Brainstorming of words with particular sound eg -ee-					
Game- 2 Minutes					
Rhymes					
Word Endings/ Building Words eg. add -ing, -ed					
Plurals					
Black Line Masters (include BLM used eg. B V37)					
<u>ACTIVITIES-LIST FAMILIARISATION</u>					
Alphabetical Order					
Memory Game					
Look/ Cover/ Write/ Check practise					
Word-shape puzzlers					
Sentence writing					
Words in words					
Word Groups eg. nouns					
Unjumbling					
Word Shapes					
Game-Spelling Bingo					
<u>ACTIVITIES-GAMES</u>					
Find-A-Words					
Game-Now You See It					
Smartboard/ Computer games used (list below):					
•					
•					
•					
•					
•					
<u>ACTIVITIES-OTHER</u>					
Spelling list test					
NAPLAN practice using smartboard					

S=Sound Waves (Teacher Resource Book No: _____)
 B= Black Line Master (Sound Waves)
 Q=Quota Spelling Sheet

DNPS SPELLING CONTENT-Activities Taught-STAGE 2

CLASS: _____

TERM: 1 2 3 4 (circle) YEAR: _____

	NUMBERED WORD LISTS (to be inserted in row below)				
	List No:	List No:	List No:	List No:	List No:
	Weeks 1/2	Weeks 3/4	Weeks 5/6	Weeks 7/8	Weeks 9/10
ACTIVITIES- WORD EXPLORATION					
Prefixes					
Brainstorming of words with particular sound eg -ee-					
Game- 2 Minutes					
Rhymes					
Word Endings/ Building Words eg. add -ing, -ed					
Plurals					
Black Line Masters (include BLM used eg. B V37)					
Using a dictionary to find words with prefixes					
ACTIVITIES-LIST FAMILIARISATION					
Alphabetical Order					
Spelling Bingo					
Memory Game					
Look/ Cover/ Write/ Check practise					
Word-shape puzzlers					
Sentence writing					
Words in words					
Word Groups eg. nouns					
Unjumbling					
Word Shapes					
ACTIVITIES-GAMES					
Find-A-Words					
Game-Now You See It					
Smartboard/ Computer games used (list below):					
•					
•					
•					
•					
ACTIVITIES-OTHER					
Spelling list test					
NAPLAN practice using smartboard					

S=Sound Waves (Teacher Resource Book No: _____)
 B= Black Line Master (Sound Waves)
 Q=Quota Spelling Sheet

DNPS SPELLING CONTENT-Activities Taught-STAGE 3

CLASS: _____

TERM: 1 2 3 4 (circle) YEAR: _____

	NUMBERED WORD LISTS (to be inserted in row below)				
	List No:	List No:	List No:	List No:	List No:
	Weeks 1/2	Weeks 3/4	Weeks 5/6	Weeks 7/8	Weeks 9/10
ACTIVITIES- WORD EXPLORATION					
Prefixes					
Brainstorming of words with particular sound eg -ee-					
Game- 2 Minutes					
Rhymes					
Word Endings/ Building Words eg. add -ing, -ed					
Plurals					
Black Line Masters (include BLM used eg. B V37)					
Using a thesaurus					
Using a dictionary to find words with prefixes					
ACTIVITIES-LIST FAMILIARISATION					
Alphabetical Order					
Spelling Bingo					
Memory Game					
Look/ Cover/ Write/ Check practise					
Word-shape puzzlers					
Sentence writing					
Words in words					
Word Groups eg. nouns					
Unjumbling					
Word Shapes					
ACTIVITIES-GAMES					
Find-A-Words					
Game-Now You See It					
Smartboard/ Computer games used (list below):					
•					
•					
•					
•					
ACTIVITIES-OTHER					
Spelling list test					
NAPLAN practice using smartboard					

S=Sound Waves (Teacher Resource Book No: _____)
 B= Black Line Master (Sound Waves)
 Q=Quota Spelling Sheet



DNPS-SPELLING CORE CURRICULUM

Stage: E1 Term: 1 Class: _____ Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge and Etymological Knowledge</u>	<u>Sign Off</u>
1/2	s, m	a, go, I, not, to	N/A	
3/4	a, t, o	is, in, see, the, will, went	N/A	
5/6	f, p, l, d	at, we, can, like, come, sister	N/A	
7/8	j, n, h, c	my, he, mum, dad, baby, jump	N/A	
9/10	i, g, k, r	it, on, dog, cat, good, down	N/A	



DNPS-SPELLING CORE CURRICULUM

Stage: E1

Term: 2

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	e, b, x	up, me, no, yes, have, this		N/A	
3/4	u, q	am, he, she, play, jump, came		N/A	
5/6	v, z, w, y	be, up, boy, girl, with, going	Plurals-adding 's'	N/A	
7/8	-am, -an	big, the, baby, look, shop, happy		N/A	
9/10	-ap, -at	and, you, run, went, house, little	Adding '-ing' and doubling last letter eg. run-running	N/A	



DNPPS-SPELLING CORE CURRICULUM

Stage: E1

Term: 3

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-ed, -eg	at, go, little, good, chip, cheese (ch-)	Plurals-adding 's'	N/A	
3/4	-en, -et	he, she, school, house thin, teeth (th-)		N/A	
5/6	-id, -ig	and, yes, baby, some ship, shell (sh-)	Plurals-adding 's'	N/A	
7/8	-in, -ip	but, not, said, went lock, sock (-ck)		N/A	
9/10	-it, -og	got, big, fun, with whip, wheel (wh-)	Adding '-ing' and doubling last letter eg. hit-hitting	N/A	



DNPS-SPELLING CORE CURRICULUM

Stage: E1

Term: 4

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-op, -ot	as, go, the, say, boat, float (-oa-)	Plurals-adding 's'	N/A	
3/4	-ug, -un	is, to, the, said zoo, look (-oo-)		N/A	
5/6	-up, -ut	one, two, did, have see, tree (-ee-)	Plurals-adding 's'	N/A	
7/8	Revision -ag (list the words revised)	Revision-(list the words re-vised)	Revision-(list the words revised)	N/A	
9/10	Revision -ad (list the words revised)	Revision-(list the words re-vised)	Revision-(list the words revised)	N/A	



DNPS-SPELLING CORE CURRICULUM

Stage: 1

Term: 1

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	Revision -et, -og	Revision: come, down, the, have, it, she	Revision Plurals adding -s eg. hop-hops	N/A	
3/4	ch-, sh-	Revision: going, with, you, went, up	Plurals adding -es eg. catch-catches	Days of Week: Sunday, Monday	
5/6	th-, gl-	said, this, feel, and, saw	drop y to add -ies eg. baby-babies	Days of Week: Tuesday, Wednesday	
7/8	bl-, gr-	look, put, way, then, I'm	Tense: do-does-doing-done don't/ doesn't/ didn't	Days of Week: Thursday, Friday	
9/10	st-, sp-	been, some, very, such, soon	-teen words eg. thirteen, sixteen	Days of Week: Saturday	



DNPS-SPELLING CORE CURRICULUM

Stage: 1

Term: 2

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	st-, sp-	them, made, make, just, must, be	her-hers our-ours	Months of Year: May	
3/4	-or-or -oor or -aw eg. paw, door, for	back, over, ten, one, six, also	adding -ed and -ing (no doubling of last letter!) eg. watch-watched-watching	Months of Year: March	
5/6	-ai- or -ay-, -ar	I'll, will, give, much, any, off	inside, outside, beside	Months of Year: April	
7/8	-ung, -ong, -ang, -ing	his, is, her, came, also, why	adding -er eg. hot-hotter	Months of Year: June	
9/10	-oo-, -ou- eg. look, moon	who, can't, out, our, after, seven	adding -est (doubling last letter) eg. big-biggest	Months of Year: July	



DNPPS-SPELLING CORE CURRICULUM

Stage: 1 Term: 3 Class: _____ Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-er, or -ur or -ir	two, too, to, five, give, were	go, goes, going	Months of Year: September	
3/4	wh-, -ck	for, four, how, here, when, what	made, make, makes	Months of Year: October	
5/6	-tch-	now, more, many, want, about, three	adding -ing (not doubling last letter) eg.hear-hearing	Months of Year: January	
7/8	-air or -ear eg. pair, pear	nine, eight, time, like, was, my	Drop e before adding -ing eg. ride-riding	Months of Year: February	
9/10	-ee- or -ea-	because, there, these, say, can, see	wr- eg. write-wrote-written	Months of Year: August	



DNPS-SPELLING CORE CURRICULUM

Stage: 1

Term: 4

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	tw-	while, again, there, their, go, is	some- eg. sometimes, somehow, someone, somewhere	Months of Year: November	
3/4	qu-	does, doesn't, more, in, into, or	come-comes-coming/ came	Months of Year: December	
5/6	e sound for -y, -ie, -ei eg. lady	could, would, should, then, be, are	has and have hasn't and haven't	Revision Days of Week	
7/8	Revision-(list the words revised)	Revision-(list the words revised)	Revision-(list the words revised)	Revision-(list the words revised)	
9/10	Revision-(list the words revised)	Revision-(list the words revised)	Revision-(list the words revised)	Revision-(list the words revised)	



DNPS-SPELLING CORE CURRICULUM

Stage: 2

Term: 1

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	Revision wh-, -ck	Revision because, where, we're, into, is, we, that, my, went	their, there, they're	Revision Days of week	
3/4	Revision -air, -ing	Revision said, come, have, it, be, make, want, about, there	your, yours, you're	Revision Months of year	
5/6	-ou-, -oe-, -oa- eg. shoe, canoe, boat, oar, shout, you	so, or, are, him, father, during, who's, whose, whom	change y to I when adding -es eg. hippy-hippies	bi- eg. bicycle	
7/8	-ee-, -ea-	do, if, off, see, which, among, sure, sleep, canteen	myself, yourself	tri- eg. triangle	
9/10	-ie- combinations eg. pie, piece, friend	ahead, since, thing, mix, face, you, from, has, man	prefix -un eg. happy-unhappy	tele- eg. telephone	



DNPS-SPELLING CORE CURRICULUM

Stage: 2

Term: 2

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-ire, -ure eg. sure, pure, fire	every, very, moon, out, everyone, everything, through, threw, though	adding -ness eg. happy-happiness	re- eg. reply, react, retire	
3/4	-are, a_e and i_e (long vowel sound) eg. pace, grape, line, smile	although, get, over, did, where, everywhere, towards, however, big	compound words eg. homework, classroom	trans- eg. transport	
5/6	o_e, e_e, u_e (long vowel sound) eg. hole, here, cute	either, always, therefore, already, ought, yes, dead, fly, do	adding -ing and dropping last letter eg. hate-hating	pent- eg. pentagon	
7/8	kn-, gn- (silent letters) eg. knock, gnash, gnarl	though, might, build, forward, backward, we, dad, mum, been	half-halves, knife-knives leaf-leaves yourself-yourselves	oct- eg. octopus, october	
9/10	wr-, -ph- eg. write, graph, phone	whether, could, would, couldn't, wouldn't, seen, see, she, running	they're, you're	cent- eg. centipede, centimetre, centre	



DNPS-SPELLING CORE CURRICULUM

Stage: 2

Term: 3

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-mb (silent letters), h- eg. numb, honest	body, bodies, even, half, recess, talk, but, banana, best	its, it's	kilo- eg. kilogram, kilometre	
3/4	-oi- or -oy- eg. foil, toy, ahoy	child, children, lunch, mother, choice, fruit, bag, wet, fly	person, personal, personality	ex- eg. exact, excited, exit	
5/6	-nk, -nt, -nd eg. tank, spent, sand	thank, you, dear, parent, month, letter, your, me, anyway	man-men woman-women	-graph	
7/8	-tt, -gg, -dd, -ff, -ll, at end of words eg. fluff, ball, egg, mitt	hole, whole, week, special, computer, red, read, being, isn't	adding -ing and -ed and doubling last letter eg. add-added-adding	milli- eg. millipede, millimetre	
9/10	-mm, -cc, -pp, -nn (in mid- dle of words) eg. butter, hopping	clock, bottom, top, mon- ey, breakfast, none, skip, hop, near	adding -ing and -ed and doubling last letter eg. clap-clapped-clapping	in- eg. into, inside, inaccurate	



DNPS-SPELLING CORE CURRICULUM

Stage: 2

Term: 4

Class: _____

Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-tt, -gg, -dd, -ff, -ll, (in middle of words) eg. butterfly, battle	bought, ought, brought, open, under, shut, near-by, go, sad	double last letter when adding -er, -est eg, mad-madder-maddest	micro- eg. microscope	
3/4	-ie- or -ei-, -lt eg. spelt	caught, taught, more, tomorrow, soon, after, men, stop, sand	i before e rule except after c eg. belief, receive	anti- eg. antidote	
5/6	-er-, -ur-, -ir-, -or- eg. burn, were, fir	break, brake, today, yesterday, walk, used to, by, why, us	adding -ing (no doubling last letter) eg. burning,	Revision- list the words revised	
7/8	-ew-, -ue- eg. flew, glue,	Revision- list the words revised	adding -ly eg. sad-sadly	Revision- list the words revised	
9/10	-au- or -aw-, -lp eg, claw, audience, help	Revision- list the words revised	Revision- list the words revised	Revision- list the words revised	



DNPS-SPELLING CORE CURRICULUM

Stage: 3 Term: 1 Class: _____ Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Theme Words</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	Revision -mm, -cc, -pp, -nn (in middle of words)	Revision bought, ought, over, brought, open,	5 Theme Words listed below:	Revision adding -es and -ing	Revision re- eg. respect, redo	
3/4	Revision -oi- or -oy-	Revision very, everyone, out, everything, through	5 Theme Words listed below:	Revision Compound words	Revision in- eg. inhospitable	
5/6	-edge, -odge, udge eg. ledge, lodge, budge	although, afterwards, right, write, refrigerator	5 Theme Words listed below:	-ful, -ly eg. happy-happily wonder-wonderful	sub- eg. submarine	
7/8	-ough (middles), -ough (ends) eg. thought, rough	otherwise, previously, still, take, taking	5 Theme Words listed below:	Adding -ous, -eous, -less eg. careless, courteous, fabulous	quad- eg. quadruplets	
9/10	-augh eg. daughter, laugh	finally, consequently, walking, working, find	5 Theme Words listed below:	Prefixes un-, dis-, in- eg. untidy, distasteful	uni- eg. university, union	



DNPS-SPELLING CORE CURRICULUM

Stage: 3 Term: 2 Class: _____ Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Theme Words</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-tion, -sion eg. nation, decision	rather than, therefore, firstly, lastly, understand	5 Theme Words listed below:	-able, -ible, eg. portable, possible,	semi- eg. semi-circle	
3/4	-ight, -eigh eg. eight, height, fright	meanwhile, lastly, follow, within, Australian	5 Theme Words listed below:	Adding -en, -ened, - ening eg. fright-frighten-etc.	mini- eg. minibeast	
5/6	str-, spr-	exercise, character, question, answer, famous	5 Theme Words listed below:	Adding -ious, -able, un- eg. envy-enviable- envious-unenviable/ belief etc	part- eg. particle, partition	
7/8	thr-, scr-, shr-	busy, busily, business, practise, practice	5 Theme Words listed below:	apology--apologetic- apologise accomodate--accompany- accomodation	-ology eg. geology, biology	
9/10	-ould	occasionally, favourite, subtraction, addition,	5 Theme Words listed below:	sign-significant- signature--insignificant- insignificance--resign	-spire eg. respire, aspire	



DNPS-SPELLING CORE CURRICULUM

Stage: 3 Term: 3 Class: _____ Year: _____

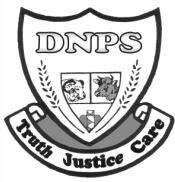
<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Theme Words</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	silent letter review kn-, gn-, wr-, ph-, -mb	famous, several, minus, number, numeration	5 Theme Words listed below:	inter- emit-emission	equ- eg. equal	
3/4	-dd, -tt, -cc (double letters in middle) eg. success, flutter	especially, quite, quiet, area, way/weigh	5 Theme Words listed below:	de- eg. demonstrate, decade, determine	phys- eg. physio	
5/6	-ttle eg. bottle, battle	immediately, certain, wonderful, learn, awesome	5 Theme Words listed below:	man- eg. manage- manager, management elect- eg. election	sit- eg. situation	
7/8	-aw-, -au- eg. claw, audio, awesome	cylinder, civilisation, peculiar, deadly, someone	5 Theme Words listed below:	occur-occurrence- occurred	soc- eg. society	
9/10	-ie-, -ei-	election, difficult, usually, spectacular, anybody	5 Theme Words listed below:	re- eg. recognise, recommend, reconnect	tech- eg. technology	



DNPS-SPELLING CORE CURRICULUM

Stage: 3 Term: 4 Class: _____ Year: _____

<u>Week</u>	<u>Phonological Knowledge</u>	<u>Visual Knowledge</u>	<u>Theme Words</u>	<u>Morphemic Knowledge</u>	<u>Etymological Knowledge</u>	<u>Sign Off</u>
1/2	-mple eg. sample, temple, crumple	Canberra, Ballarat, New South Wales, excursion, radical,	5 Theme Words listed below:	alter- eg. alternate, altered app- eg. approved	jud- eg. judge, judgment	
3/4	Review -ire, -ure, -ere	Victoria, parliament, government, illustrated, understand	5 Theme Words listed below:	gov- fed-	popu- eg. popular, population	
5/6	Soft c- eg city, citizen	goldfields, minister, premier, straight, asked	5 Theme Words listed below:	mis- eg. mistaken -aff- eg. affable, staff	-naut eg. astronaut, nautical	
7/8	Revision- list the words revised	Revision- list the words revised	5 Theme Words listed below:	Revision- list the words revised	Revision- list the words revised	
9/10	Revision- list the words revised	Revision- list the words revised	5 Theme Words listed below:	Revision- list the words revised	Revision- list the words revised	



DNPS-SPELLING POLICY

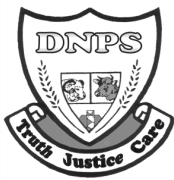
— Implemented Term 1, 2011/Updated 2016

STAGE: All Stages

What constitutes a fortnight's spelling (160 minutes)

- Drill/Familiarisation 40 minutes
- Word Exploration/ Building 100 minutes
- Assessment 20 minutes

<u>WORD FAMILIARISATION/DRILL-Page 1</u>	<u>Early 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
<p><u>Activity/Game</u> Memory Game- teacher taps out 3 words with ruler, then taps out 2 of these same words. Students are asked to name the missing word.</p>				
<p><u>Activity/Game</u> Spelling Bingo- students write 3 words from list in 'Games Book'. Teacher calls out words from list. Students tick a word if matches teacher word. When 3 student words are ticked, student calls out 'Bingo'. Student next to 'winner' checks their answers. Winning student wins points for team.</p>				
<p><u>Activity/Game</u> Examine 'Words in Words' of list words. Game can be devised, with teacher giving clue <i>eg. I am a word inside 'catch' and I am an animal.</i> First correct student to have hand up wins points for team.</p>				
<p><u>Activity/Game</u> Examine prefixes of list words. Game can be devised, with teacher giving clue <i>eg. I am a list word (eg. stand) that has the same prefix as stop.</i> First correct student to have hand up wins points for team.</p>				
<p><u>Activity/Game</u> As above for 'Rhyming Words'</p>				



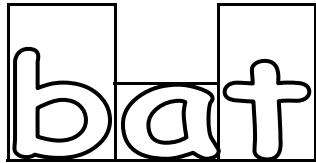
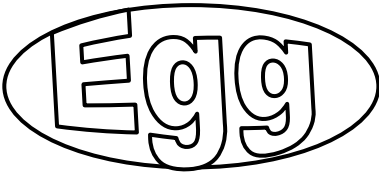

DNPS-SPELLING POLICY

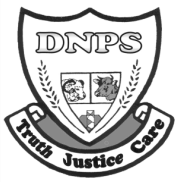
— Implemented Term 1, 2011/Updated 2016

STAGE: All Stages

What constitutes a fortnight's spelling (160 minutes)

- Drill/Familiarisation 40 minutes
- Word Exploration/ Building 100 minutes
- Assessment 20 minutes

<u>WORD FAMILIARISATION/DRILL-Page 2</u>	<u>Early 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
<p>Activity/Game As previously for collections of nouns, verbs etc. <i>eg. What 3 words in the list are nouns/places etc.?</i></p>				
<p>Activity/Game Unjumble list words</p>				
<p>Activity/Game Match list words to 'Word Shapes' <i>eg.</i></p> 				
<p>Activity/Game Make 'Word Shape Puzzlers' <i>eg.</i></p> 				
<p>Activity/Game Write sentences using given list words <i>eg. write a sentence that uses the list words -'catch and apple'.</i></p>				
<p>Activity/Game Syllabification- students clap to the syllables for list words.</p>				
<p>Activity/Game Find-A-Word/ Now You See It-identifying words <i>eg.</i></p> 				



DNPS-SPELLING POLICY

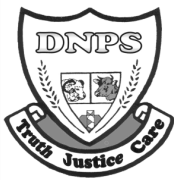
— Implemented Term 1, 2011/Updated 2016

STAGE: All Stages

What constitutes a fortnight's spelling (160 minutes)

- Drill/Familiarisation 40 minutes
- Word Exploration/ Building 100 minutes
- Assessment 20 minutes

<u>WORD EXPLORATION/BUILDING-Page 1</u>	<u>Early 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
<p><u>Activity/Game</u> Rhyming Words-build up lists of rhymes. Play 'Bingo' with the newly devised lists.</p>				
<p><u>Activity/Game</u> Brainstorming-Play game '2 minutes'. teacher writes a sound (eg. -ee-) on the board and students have 2 minutes to write down as many words as they can that have that sound. When buzzer rings at end of 2 minutes, students put on their teacher hat, swap books and mark. Team points awarded <i>eg. 10 for 1-4 words/ 20 for 5-8 words/ 50 for more than 8/ 50 for the most words/ 50 for the biggest word.</i> Teacher then devises -ee- list by asking students for their best word. (Time Required: 15 minutes) This can then be used for drill and other games eg. Bingo.</p>				
<p><u>Activity/Game</u> Prefixes-Build lists of words from list word prefixes <i>eg. stop-stamp, stood, still, stick, strike.</i> Use for games.</p>				
<p><u>Activity/Game</u> Plurals-develop plurals for list words and words that rhyme with them. Use for games.</p>				
<p><u>Activity/Game</u> Adding an ending- develop lists of words by adding: -ing, -ful, -est, -es, -er, -ed etc. to the ending of base words. Use for games.</p>				



DNPS-SPELLING POLICY

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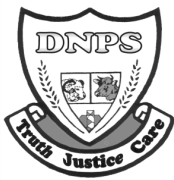
STAGE: All Stages

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<u>WORD EXPLORATION/BUILDING-Page 2</u>	<u>Early 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
<u>Activity/Game</u>				
<u>Activity/Game</u>				
<u>Activity/Game</u>				
<u>Activity/Game</u>				
<u>Activity/Game</u>				

<u>TESTING/ASSESSMENT</u>	<u>Early 1</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
LIST TEST -students tested on their individual quota	✓	✓	✓	✓
DICTION -only to be used for more able students			✓	✓
STUDENT CONFERENCE -anecdotal assessment per individual	✓	✓	✓	✓
WRITING SAMPLES -common words/ medial sounds etc.	✓	✓	✓	✓



DNPS-SPELLING POLICY

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STAGE: All Stages

<u>SMARTBOARD GAMES</u>	<u>Focus</u>	<u>Stage</u>	<u>OTHER GAMES</u>	<u>Focus</u>	<u>Stage</u>
Snakes Alive	R	All	Bingo	D	1,2,3
Save the Penguins	R	All	2 minutes	D/P W/S	1,2,3
Santa's Presents	R	E1,1,2	Memory	D	1,2,3
Orbs in Orbit	R	2,3	Word Snap	R	1,2,3
Roo Roundup	R	E1,1,2	Word Concentration	D	E1-3
Hungry Koala	p	E1,1,2	Spelling Knockout	D	E1-3
Magic Frog	p	All	Phonics dominoes	All	E1-3
Fridge Magnet	R	All	Boggle	W	2,3
Dinosaur Hunt	R	All	Scrabble	W	2,3
Dice Wars	R	All	Scattergories	W	1,2,3
Bananas	p	All	Hotword Flashcards	W,R,D	E1-3
20/20 Cricket Bash	R	2,3	Rhyme Time Challenge Box	R	E1-3
Bat Cave	R	All	Chute game	S	1-3
Big Match	R	2,3	Now You See It	D	E1-3
Spin Out in Space	R	All			
Rhyming Bingo	R	1,2,3			

FOCUS CODE: D=Drill R=Rhymes W=Word Building P=Prefixes S=Sounds