SpellEx mapped to the Australian Curriculum

The following table maps SpellEx Part A to the Australian Curriculum content descriptors for the Literacy and Language English strands. In addition to the content covered in the whole-class lessons referred to below, there is additional content covered in the further practice activities. These extra resources help consolidate understanding and add value to the whole-class lessons.

ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
Literacy strand (Year 3)				
AC9E3LY02	**Interacting with others** Use interaction skills to contribute to conversations and discussions to share information and ideas	**Elaboration 2** Listening actively, including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information **Elaboration 4** Using language appropriately in different situations; for example, explaining a procedure to a group, engaging in a game with friends	**Lessons** All lessons	All lessons provide opportunities for active listening and responding. Students are required to use appropriate language when responding to specific questions. Partner work within the lessons and in further practice activities provide opportunities for peer support and discussion.
AC9E3LY09	**Phonic and word knowledge** Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns	**Elaboration 1** Reading and writing more complex words with consonant digraphs and consonant blends; for example, "shrinking", "against" and "rocket"	**Lessons** 28, 29, 31, 32, 46, 47, 61, 62, 67, 68, 70, 71, 88, 89	▸ Spell compound words, words with affixes, words with open and closed syllables and 'rabbit' words ▸ Learn that a silent 'e' glues on the 'v' and add vowel suffix 'ive' to a base to form adjectives ▸ Read and spell words with grapheme choices for the long and short vowel sounds ▸ Read and spell words with 'ou', 'ow', 'oy', 'oi', 'ar', 'a', 'or', 'ore', 'au', 'aw', 'ir', 'er', 'ur' ▸ Learn when to use 'c' or 'k' at the start of words. Learn when to use 'c', 'ck' or 'k' at the end of words ▸ Read and write words with consonant plus 'le'. Learn when to use '-cle', '-kle', '-ckle'
		Elaboration 2 Reading and writing consonant digraphs representing different sounds; for example, "machine", "change" and "school"	**Lessons** 49, 100	▸ Learn that words with 'ph' saying /f/ and 'ch' saying /k/ come from the Greek language ▸ Learn that words with 'et' saying /ā/ and 'ch' saying /sh/ come from the French language

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ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
AC9E3LY10	**Phonic and word knowledge** Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words	**Elaboration 1** Understanding how to use knowledge of prefixes to change the meaning of a base word; for example, "undone", "remove" and "misunderstand" **Elaboration 2** Using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in "ss", "sh", "ch" or "z", add "es"	**Lessons** 4, 5, 7, 8, 32, 34, 35, 43, 44, 47, 76, 77, 82, 83, 89, 94, 95, 97	▸ Learn that words are made up of meaningful parts ▸ Suffixes and prefixes change the meaning of the base in some way ▸ Spell words with suffix 'er' and 'est' ▸ Apply the 'doubling', drop 'e' and change 'y' to 'i' rules when adding suffixes to bases ▸ Add 'es' to words ending with 'y' to form plurals ▸ Spell longer words containing suffixes: 'ive' and 'ion' ▸ Read and spell words with the prefixes: 'mis', 'un', 'dis', 'im', 'il', 'in' ▸ Spell words ending with: '-cle', '-kle', '-ckle' ▸ Read and spell words with the suffixes: '-ful', '-less', '-ness' ▸ Add suffixes to bases ending in 'dge' and 'ge'
AC9E3LY11	**Phonic and word knowledge** Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words	**Elaboration 1** Using phonic knowledge to explore less common letter patterns after short vowels; for example, words that end in "dge", "badge", "edge" and "fridge" **Elaboration 2** Using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends; for example, "str-ip"	**Lessons** 1, 2, 13, 14, 16, 17, 20, 22, 23, 40, 41, 46, 47, 49, 61, 62, 67, 68, 73, 74, 89, 91, 92, 97, 98	▸ Spell words with short vowel sounds including 'ea' saying /e/ (bread) and 'o' saying /u/ (love) ▸ Spell words with long vowel sounds using different graphemes ▸ Learn about digraphs 'kn' and 'wr' and identify homophones with silent letters ▸ Spell words with diphthongs: 'oi', 'oy', 'ow' and 'ou' ▸ Spell words with 'ph' saying /f/ and 'ch' saying /k/ ▸ Spell longer words with /k/ at the beginning and end of words ▸ Spell words with /ar/: 'ar', 'a' ▸ Spell words with /or/: 'or', 'ore', 'aw', 'aw' ▸ Spell words with /ir/: 'ir', 'er', 'ur' ▸ Spell words with /eer/: 'eer', 'ear' ▸ Spell words with /air/: 'air', 'are' ▸ Read and spell words with the graphemes 'ire' and 'ure' ▸ Learn that 'c' says /s/ and 'g' says /j/ if followed by 'e', 'i' or 'y' ▸ Spell words with 'le' at the end of the word: '-ckle', '-kle' or '-cle' ▸ Learn the 'dge' spelling rule and the 'tch' spelling rule ▸ Make appropriate spelling choices using phonic and other knowledge for all words
AC9E3LY12	**Phonic and word knowledge** Recognise and know how to write most high-frequency words including some homophones	**Elaboration 1** Using context and syntactic knowledge to spell homophones; for example, "break" or "brake" and "ate" or "eight"	**Lessons** 3, 9, 15, 19, 20, 21, 30, 36, 42, 48, 55, 56, 57, 63, 69, 75, 84, 90, 96	▸ Tricky/useful word lessons (Lists 1–15) ▸ Identify homophones using examples ▸ Learn about digraphs 'kn' and 'wr' and identify homophones with silent letters ▸ Learn about homophones that are contractions

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ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
Literacy strand (Year 4)*				
AC9E4LY09	**Phonic and word knowledge** Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes	**Elaboration 1** Recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, "builder" and "animal"	**Lessons** 58, 59	▸ Learn about the schwa vowel sound at the end of words. Learn six different ways to spell schwa: 'er', 'or', 'ar', 'a', 'our', 'ure' ▸ Use morphological knowledge and a spelling voice to help spell the schwa vowel sound
AC9E4LY10	**Phonic and word knowledge** Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words	**Elaboration 1** Applying generalisations for adding affixes; for example, "hope" – "hoping", "begin" – "beginning", "country" – "countries"	**Lessons** 7, 8, 34, 35, 43, 44	▸ Apply the 'doubling' , drop 'e' and change 'y' to 'i' rules when adding suffixes to bases
		Elaboration 2 Building morphemic word families and exploring word origins; for example, "tricycle", "tripod" and "triangle"	**Lessons** 50, 101	▸ Learn that word parts tell us something about the word's meaning. Read and spell words with the word parts: 'uni', 'bi', 'tri', 'tele', 'cent' ▸ Learn that words have Greek and Latin roots which carry meaning. Learn that we can form many words from one root (e.g., 'tele', 'micro', 'fin(e)', 'vis')
Language strand (Year 3)				
AC9E3LA10	**Language for expressing and developing ideas** Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts	**Elaboration 4** Extending vocabulary by adding prefixes and suffixes to base words; for example, "different", "differently" and "difference"	**Lessons** 5, 32, 47, 59, 76, 77, 82, 83, 94, 95	▸ Learn that words are made up of meaningful parts. Learn about 'er' at the end of words, suffix 'er' and 'est' ▸ Spell longer words containing suffix 'ive' and suffix 'ion' ▸ Learn that suffix 'er' is used to compare, and 'er' or 'or' is used for the job someone does ▸ Read and spell words with prefixes: 'mis', 'un', 'dis', 'im', 'il', 'in' ▸ Use word matrices ▸ Read and spell words with suffixes: '-ful', '-less', '-ness'

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ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
AC9E3LA11	**Language for expressing and developing ideas** Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession	**Elaboration 1** Using apostrophes to create contractions; for example, "do not" – "don't", "will not" – "won't" and "o'clock – of the clock"	**Lessons** 55, 56, 57	▸ Learn that a contraction is the joining and shortening of two words. Learn how to spell regular and irregular contractions ▸ Learn about homophones that are contractions. Learn to use context to help make the correct spelling choice ▸ Learn to read and spell the following useful contractions (List 9): 'won't', 'don't', 'can't', 'they're/there/their'
		Elaboration 2 Using apostrophes to show singular possession; for example, "my friend's book" and "the princess's shoe"	**Lessons** 85, 86	▸ Learn that the apostrophe plus suffix 's' shows possession. Write words using possessive apostrophe ▸ Learn that suffix 's' can indicate plural (boys), or it can show belonging (boy's hat)

*Although these content descriptors map to Year 4, SpellEx Part A does introduce students to schwa at the end of words in Year 3. Capable students will be working with more complex examples throughout the program.

SpellEx Part B mapped to the Australian Curriculum (ACARA v9)

The following table maps SpellEx Part B to the Australian Curriculum content descriptors for the Literacy and Language English strands. In addition to the content covered in the whole-class lessons referred to below, there is additional content covered in the further practice activities. These extra resources help consolidate understanding and add value to the whole-class lessons.

ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
Literacy strand (Year 4)				
AC9E4LY02	**Interacting with others** Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	**Elaboration 1** Making notes about a task, asking questions to clarify or follow up information and seeking assistance if required **Elaboration 2** Developing speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently	**Lessons** All lessons	All lessons provide opportunities for active listening and responding. Students are required to use appropriate language when asking and responding to questions. Partner work within the lessons and in further practice activities provide opportunities for peer support and discussion.
AC9E4LY06	**Creating texts** Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	**Elaboration 4** Using grammatical features including different types of verb groups, noun groups and adverb groups/phrases for effective descriptions and details according to purpose **Elaboration 5** Revising written texts to improve the selection of words used to connect ideas and improve the cohesion of the text	**Lessons** 14, 49, 50, 61, 70, 71, 73, 74, 94, 95, 97	▸ Make adjectives using a range of suffixes ('ful', 'less', 'ive', 'y', 'ic', 'ous', 'able', 'ible', 'al', 'ant'). ▸ Make nouns using suffixes (e.g. 'ment', 'ion', 'age'). ▸ Make adverbs using the suffix 'ly'. ▸ Alter sentences to accommodate the transformation of nouns and verbs into adjectives and adverbs. ▸ Consider synonyms from different language origins to enrich writing. ▸ Use apostrophes correctly in contractions, singular and plural possessives. Checking for correct spelling of multisyllabic words and punctuation is reinforced throughout all lessons.

ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
AC9E4LY09	**Phonic and word knowledge** Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes	**Elaboration 1** Recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, "builder" and "animal" **Elaboration 2** Using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example "straightaway" and "thoughtful"	**Lessons** 1, 2, 7, 8, 13, 14, 19, 20, 28, 29, 31, 32, 34, 35, 40, 41, 43, 44, 46, 47, 55, 56, 67, 68, 82, 83, 85, 88, 89, 91, 92	▸ Use the terms phonemes, graphemes, morphemes, prefixes, suffixes, bases, vowels and consonants when discussing spelling. ▸ Use common and less common graphemes to spell short vowel sounds. ▸ Use common and less common graphemes to spell long vowel sounds. ▸ Use syllabic and morphemic strategies to spell multisyllabic words. ▸ Identify open and closed syllables and use this knowledge to spell multisyllabic words. ▸ Spell 'rabbit' words which have a double consonant in the middle. ▸ Recognise the schwa vowel sound in unstressed syllables and use common spelling patterns for schwa. ▸ Spell words with /k/ using 'c', 'k' or 'ck' and sometimes 'ch'. ▸ Spell words with soft 'c' and 'g' spelling /s/ and /j/. ▸ Spell words ending in /j/ with 'dge' or 'ge'. ▸ Spell words ending in /ch/ with 'tch' or 'ch'. ▸ Spell words with /wo/ (watch), /wor/ (warn) and /wer/ (work). ▸ Spell words with r-controlled vowels /or/, /er/, /eer/, /air/. ▸ Read and spell words ending with a consonant plus 'le'. ▸ Spell words using 'le', 'al', 'el', 'il', 'ol' letter combinations for the regular final syllable /əl/.

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ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
AC9E4LY10	**Phonic and word knowledge** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words	**Elaboration 1** Applying generalisations for adding affixes; for example, "hope" – "hoping", "begin" – "beginning", "country" – "countries" **Elaboration 2** Building morphemic word families and exploring word origins, for example 'tricycle', "tripod" and "triangle"	**Lessons** 4, 5, 8, 14, 16, 17, 22, 23, 31, 32, 49, 50, 58, 73, 74, 76, 77, 83, 85, 86, 94, 95, 97, 98	▸ Apply the 'doubling', drop 'e' and change 'y' to 'i' rules when adding suffixes to bases. ▸ Learn when to use suffix 's' and suffix 'es' when making plurals and use the change 'y' to 'i' rule (memories) and 'f' to 'v' (knives) when appropriate. ▸ Spell words with suffixes 's', 'es', 'y', 'ly', 'ion', 'age', 'ment', 'ful', 'al', 'ive', 'ous', 'tious', 'cious', 'able', 'ible', 'ist', 'est', 'er', 'ic', 'ian', 'ent', 'ence', 'ant', 'ance'. ▸ Spell words with prefixes related to position or time – 'in/im', 'ex/e', 'sub', 'super', 'pre', 'fore', 'mid', 'inter', 'post', 'trans'. ▸ Spell 'rabbit' words. ▸ Learn that many words have Greek and Latin roots which carry meaning. ▸ Learn that we can form many words from one base – morphemic word families. ▸ Read and spell words with bound and free morphemes (e.g. 'cept', 'rupt', 'gon', 'loc', 'nate', 'vert'). ▸ Learn that spelling reflects a word's origin. ▸ Spell words with silent letters 'gn', 'kn', 'gu', 'mb' (Anglo Saxon and French origin).
AC9E4LY11	**Phonic and word knowledge** Read and write high-frequency words including homophones and know how to use context to identify correct spelling	**Elaboration 1** Recognising that contextual and syntactical clues can be used to determine the use of homophones; for example, "We grow wheat on our farm", "The train trip will take about an hour"	**Lessons** 3, 9, 15, 21, 29, 30, 36, 42, 48, 57, 63, 69, 75, 84, 90, 92, 96	▸ Learn to spell tricky/useful words (every 6th lesson). ▸ Identify homophones and use context to select the correct spelling.

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ACARA code	ACARA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
Language strand (Year 4)				
AC9E4LA11	**Language for expressing and developing ideas** Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	**Elaboration 2** Determining or clarifying the shades of meaning of synonyms and antonyms **Elaboration 3** Using words encountered in texts that are formed from a First Nations language: for example, Woomba Woomba or Toowoom was the place referred to by First Nations Australians on the Darling Downs and then the name was referred to as Toowoomba by the drovers	**Lessons** 55, 67, 97	▸ Learn that words that are synonyms may have different origins (e.g. 'love' from Old English v 'adore' from French). ▸ Learn that words from Aboriginal languages may have similar spelling patterns (e.g. /wo/ spelled 'wa', Wagga Wagga from Wiradjuri people, wallaby from Dharuk language). ▸ Learn that words borrowed from other languages may have different spelling patterns to other English words (e.g. koala and kangaroo from Aboriginal languages, kayak from Inuit languages, karate from Japanese do not follow the c/k spelling rule).

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