SpellEx mapped to the NSW Syllabus (Stage 2)

Spelling content introduced in Part A will be revisited, consolidated and extended in Part B. New orthographic and morphemic content will also be introduced in Part B. Syllabus outcomes are the goal for the end of Stage 2, and as such, the content statements are addressed throughout Parts A and Part B.

Outcome	Syllabus content		SpellEx content (Parts A and B)
EN2-SPELL-01: selects, applies, and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts	**Phonological component**	explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling	Students work with words at a phoneme and syllable level throughout Part A and Part B. They will segment words orally into syllables (often using a spelling voice) and phonemes when spelling unfamiliar words.
		identify differences in vowel phonemes (short, long, diphthong and schwa vowels)	Students identify long and short vowels sounds, diphthongs and r-controlled vowels. The unstressed schwa vowel sound is given particular focus, with two lessons dedicated to spelling schwa in both Part A (Lessons 58–59) and Part B (Lessons 43–44). The schwa will be considered when spelling tricky words throughout the program. Students will learn how to use a spelling voice to help them spell this vowel sound.
		recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling	Part B: 43–44 ▸ Students identify stressed and unstressed syllables in words and use this knowledge when spelling multisyllable words.
		understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling	Part A: 58–59 Part B: 43–44 ▸ Students learn that the vowel sound in unstressed syllables is called schwa and that schwa can be spelled in different ways. ▸ Students learn that the schwa sound can be found in different positions of the word: at the end of words (e.g. 'flav**our**', 'doct**or**', 'nat**ure**'); at the beginning of words (e.g. '**a**bout', '**e**vent') and in the middle of syllables (e.g. 'mount**ai**n', 'liz**a**rd', 'butt**o**n', 'probl**e**m'). ▸ Students apply morphological knowledge (e.g. suffix 'er' spells schwa at the end of 'teacher') and a spelling voice to assist with spelling schwa.
			Part B: 82–83 Part B: 88–89 ▸ Final syllable /əl/ can be spelled in different ways: 'le', 'al', 'il', 'ol', 'el'. ▸ The most common spelling for /əl/ is 'le'.
	Orthographic component	understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling	Part A: 13–14 Part B: 7–8 ▸ 'ay' spells /ā/ at the end of a base (e.g. dism**ay**). ▸ 'a' spells /ā/ at the end of a syllable (open syllable).
			Part A: 16–17 Part B: 13–14 ▸ 'ee' and 'ea' are more frequently used to spell /ē/ in one-syllable words than other choices. ▸ 'y' commonly spells /ē/ at the end of a word (e.g. pon**y**). ▸ 'e' spells /ē/ at the end of a syllable (open syllable).

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Outcome	Syllabus content		SpellEx content (Parts A and B)	
	Orthographic component (cont'd)		Part A: 22 Part B: 19	▸ 'y' spells /ī/ at the end of a word (e.g. repl**y**). ▸ 'i' spells /ī/ at the end of a syllable (open syllable). ▸ 'igh' is often followed by the letter 't'.
			Part A: 23 Part B: 20	▸ 'ow' or 'o' often spells /ō/ at the end of words. ▸ 'o' is often used to spell /ō/ at the end of a syllable (open syllable).
			Part A: 31–32	▸ An English word cannot end in grapheme 'v'. ▸ A silent 'e' glues on the 'v' at the end of words.
			Part A: 41 Part B: 28–29	▸ 'u' often spells /ū/ or /oo/ at the end of a syllable (open syllable).
			Part A: 46	▸ 'ow', not 'ou', is usually used to spell /ow/ at the end of a word. ▸ 'oy', not 'oi', is used to spell /oy/ at the end of a word.
			Part A: 70–71 Part B: 31–32	▸ Long vowel sounds at the end of an open syllable are often spelled with a single vowel grapheme. ▸ The double consonants in the middle of 'rabbit' words keep the vowel sound in the first syllable short.

			Part A: 73–74, 97–98
			Part B: 34–35, 40–41
				▸ Spelling choices for /j/:
				  • 'g' can spell /j/ before an 'e', 'i', 'y'.
				  • 'dge' spells /j/ after a short vowel sound; otherwise use 'ge'.
				▸ Spelling choices for /ch/:
				  • 'tch' spells /ch/ after a short vowel sound; otherwise use 'ch'.
				▸ Spelling choices for /s/:
				  • 'c' spells /s/ before an 'e', 'i', 'y'.

			Part A: 61 Part B: 47	▸ 'ore', 'or', 'aw' spell /or/ at the end of a base. ▸ Never use 'au' at the end of a word.

Outcome	Syllabus content		SpellEx content (Parts A and B)
	Orthographic component (cont'd)		Part A: 67–68 Part B: 67–68 - At the beginning of words: 'k' spells /k/ at the beginning of a word if the next letter is 'e', 'i' or 'y', - otherwise use 'c'. - At the end of words: 'ck' spells /k/ at the end of a word, if preceded by a short vowel spelled with a single vowel letter. 'k' spells /k/ at the end of a word, if preceded by a digraph sound, a consonant or if inside a split digraph (e.g. cake). 'c' spells /k/ at the end of a longer word that ends with /ik/.
		understand that graphemes can be explained by their etymology	Part A: 20, 49, 100–101 Part B: 14, 67, 76–77, 97–98 /f/ spelled 'ph' comes from Greek. /k/ spelled 'ch' comes from Greek. /ā/ spelled 'et' comes from French. /sh/ spelled 'ch' comes from French. - Grapheme 'ea' is pronounced in different ways because some words (e.g. break, great, steak) have kept the Old English pronunciation. - Words with 'i' saying /ē/ are borrowed from other languages, e.g. 'pizza', 'salami', 'kiwi', 'sushi'. - Words with silent letters patterns 'kn' and 'wr' come from Old English. - Words with letter patterns 'gn', 'gu' & 'mb' come from Old English and Latin.
		apply knowledge of taught vowel graphemes when spelling	Part A: 1–2 Part B: 1–2 - Short vowels; 'ea' spells /e/ (head); 'o' spells /u/ (love). - Additional spelling choice for /u/: 'ou' (touch).
			Part A: 13–14 Part B: 7–8 - Spelling choices for /ā/: 'a', 'ai', 'a_e', 'ay'. - Less common graphemes for /ā/: 'eigh' (eight), 'ea' (great), 'ey' (they).
			Part A: 16–17 Part B: 13–14 - Spelling choices for /ē/: 'ee', 'ea', 'e', 'e_e', 'ie', 'ey', 'y'. 'i' is a borrowed grapheme for /ē/.
			Part A: 22 Part B: 19 - Spelling choices for /ī/: 'y', 'igh', 'i_e', 'i'. 'ight' word family.
			Part A: 23 Part B: 20 Spelling choices for /ō/: 'o', 'oa', 'ow', 'o_e'.
			Part A: 40–41 Part B: 28–29 - Spelling choices for /ū/ and /oo/: 'u', 'ue', 'ew', 'oo', 'u_e', 'ui', 'ou'. - Additional graphemes for /ū/ and /oo/: 'o' (e.g. do, who).

Outcome	Syllabus content		SpellEx content (Parts A and B)
	Orthographic component (cont'd)		Part A: 58–59 Part B: 43–44 ▸ Some examples of spelling choices for schwa at the end of words (e.g. 'er', 'or', 'ar', 'our', 'a', 'ure'), at the beginning of words (e.g. 'a', 'e') and in the middle of syllables (e.g. 'ai', 'ar', 'i', 'o', 'e', 'ou', 'ui').
			Part A: 61 ▸ Spelling choices for /ar/: 'ar', 'a'.
			Part A: 62 ▸ Spelling choices /ir/: 'er', 'ur', 'ir'. Part B: 46 ▸ Additional grapheme for /ir/: 'ear' (earth, learn).
			Part A: 61 ▸ Spelling choices /or/: 'or', 'au', 'ore', 'aw'. Part B: 47 ▸ Additional graphemes for /or/: 'oor' (poor), 'our' (your), 'oar' (board).
			Part B: 55–56 ▸ Spelling choices for /wo/, /wor/ and /wer/.
			Part B: 88–89 ▸ Spelling choices for /əl/: 'le', 'al', 'el', 'il'.
			Part A: 91 ▸ Spelling choices for /eer/ ('ear', 'eer', 'ere') and /air/ ('air', 'are', 'ere'). Part B: 91–92
			Part A: 92 ▸ Spelling choices for /ire/ and /ure/.
		proofread, identify and correct misspellings when creating written texts	Proofreading and editing activities have been included across the program. Guided activities in the workbook used in the whole-class lesson, Further Practice activities, Review Lessons, Top–Ups, Progress Monitoring assessments and Cumulative Reviews feature proofreading and editing.
		use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word	In the first Mid-Term Review in both parts of the program, students are introduced to 'Stella's Super Speller Checks'. Students are encouraged to use these checks throughout the year as a way of helping them think about and correct their spelling when writing in all curriculum areas. The Super Speller Checks are on a wall poster, Desk Strip and in the back of the Spelling Workbook for easy reference.
	Morphological component	identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	Part A: 4–5, 7–8, 34–35, 43–44 Part B: 4–5, 8, 16–17, 89 ▸ Introduction to prefixes, bases and suffixes. ▸ Introduction and consolidation of suffix rules: • just add • doubling • drop 'e' • change 'y' to 'i'.

Outcome	Syllabus content		SpellEx content (Parts A and B)	
	Morphological component (cont'd)		Part A: 5 Part B: 4, 44	▸ Suffix 'ed' means something happened in the past. ▸ Suffix 'er' is added to an adjective to compare. ▸ Suffix 'est' is a superlative and means 'the most'.
			Part A: 44 Part B: 58–59	▸ Suffix 's' and 'es' are used to make plural nouns. ▸ Words ending in 'x', 'ss', 'zz', 'ch' and 'sh' use suffix 'es'. ▸ Change 'f' to 'v' when adding plural suffix to words ending with 'f' or 'fe'.
			Part A: 85–86 Part B: 70–71	▸ Possessive apostrophe ('s) ▸ Plural possessive (s')
		identify derivational suffixes such as –able, –ness, –ian and –ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	Part A: 4–5, 7–8, 34–35, 43–44 Part B: 4–5, 8, 16–17, 89	▸ Introduction to prefixes, bases and suffixes. ▸ Introduction and consolidation of suffix rules: • just add • doubling • drop 'e' • change 'y' to 'i'.
			Part B: 44 Part B: 91 Part B: 94–95	▸ Adding suffix 'ist' forms a noun meaning 'a person who' (florist). ▸ Suffixes 'or' and 'er' form nouns meaning 'someone or something that does a task' (computer, doctor). ▸ Suffix 'ian' forms a noun and refers to a job someone does (electrican). ▸ Suffix 'eer' forms a noun and refers to a task someone does (volunteer). ▸ Suffix 'ant' means a 'person who' or 'thing that'.
			Part B: 14	▸ Suffix 'ly' changes adjectives into adverbs.
			Part A: 17 Part B: 14 Part A: 32 Part B: 73 Part B: 49–50 Part B: 83 Part B: 88 Part B: 94–95	▸ Suffix 'y' changes nouns into adjectives. ▸ Suffix 'ive' turns nouns and verbs into adjectives. ▸ Suffix 'ous' turns words into adjectives meaning 'having' or 'full of'. ▸ Suffixes 'ful', 'less', 'al', 'ive' turn nouns and verbs into adjectives. ▸ Suffixes 'able' and 'ible' turn words into adjectives meaning 'can be' or 'can have'. ▸ Suffix 'al' turns words into adjectives. ▸ Suffixes 'ance' and 'ence' change nouns into adjectives.
			Part A: 76–77, 94–95 Part B: 49–50	▸ Suffix 'ion' turns verbs into nouns. ▸ Suffixes 'age' and 'ment' turn verbs into nouns. ▸ Suffix 'ness' turns adjectives into nouns.

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Outcome	Syllabus content		SpellEx content (Parts A and B)
		identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling	**Part A: 4–5** **Part B: 4–5** ▸ Introduction to prefixes.
			Part A: 82–83 ▸ Prefixes 'mis', 'un', 'dis' mean 'wrong' or 'opposite'. ▸ Prefixes 'in', 'im', 'il' are chameleon prefixes for 'not'.
			Part B: 85–86 ▸ Prefixes of position: 'ex' (out), 'sub' (under), 'in/im' (in), 'super' (over), 'fore' (front), 'mid' (middle), 'inter' (between), 'trans' (across). ▸ Prefixes of time: 'pre/fore' (before), 'mid' (in the middle of), 'post' (after).
		correctly spell irregular plural words across a range of written contexts	**Part B: 58** ▸ Plurals where the medial vowel changes (e.g. goose to geese, tooth to teeth). ▸ Plurals which are quite different from the singular noun (e.g. person to people). ▸ Plurals that are the same as the singular noun (e.g. sheep, fish). ▸ Plurals where 'f' changes to 'v' then followed by 'es' (e.g. wolves, knives).
		correctly spell taught homophones when creating written texts	**Part A: 14, 19–20** ▸ Introduction to the term 'homophones', and how meaning can help determine spelling choices. ▸ Students have exposure to homophones throughout Parts A and B.
EN2–VOCAB–01: builds knowledge of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words	**Learning and using words**	build personal Tier 1, Tier 2 and Tier 3 vocabulary through social and learning interactions, reading and writing	Throughout both parts of the program, students learn the meaning of new words and use them in context. **Part B: 62** ▸ Common abbreviations used in addresses, invitations and measurement.
		understand that many words derive from other languages, including Aboriginal and Torres Strait Islander Languages, and that the pronunciation and spelling of words may reflect their etymology	**Part B: 22–23** ▸ Bound 'bases' from other languages such as Latin and Greek (e.g. ject, rupt, gon, struct).
			Part B: 55 ▸ Some words with 'wa' saying /wo/ come from Aboriginal languages (e.g. Wagga Wagga, wallaby).
			Part A: 67 **Part B: 67** ▸ Words like 'koala', 'kangaroo', 'kayak', 'karate' follow different rules for /k/ as they come from different languages.
			Part A: 100–101 **Part B: 76–77** ▸ English is composed of words from Old English, French, Greek and Latin. ▸ The spelling can sometimes indicate where a word is from. ▸ Latin bound bases: 'loc', and 'nate'.
			Part A: 49–50 **Part B: 97–98** ▸ Spelling reflects the origin of a word, though pronunciation might have changed. ▸ Many scholarly and scientific words come from ancient Greek.

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Outcome	Syllabus content		SpellEx content (Parts A and B)	
EN2–CWT–01, 02, 03: plans, creates and revises written texts for imaginative, informative and persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience	**Punctuation**	uses apostrophes for contractions, and to show singular and plural possession	Part A: 55–56 Part B: 71	▸ Using contractions to shorten two words to one.
			Part A: 85–86 Part B: 70–71	▸ Possessive apostrophe ('s) ▸ Plural possessive (s')

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