

# SpellEx Part A mapped to the Victorian Curriculum

The following table maps SpellEx Part A to the Victorian 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.

VCAA code	VCAA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
<b>Literacy strand (Year 3)</b>				
<b>VC2E3LY01</b>	<b>Interacting with others</b> Use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas	<b>Elaboration 2</b> Listening actively, including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information  <b>Elaboration 4</b> Using language appropriately in different situations; for example, explaining a procedure to a group or engaging in a game with friends	<b>Lessons</b> 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.
<b>VC2E3LY03</b>	<b>Phonic and word knowledge</b> Understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns	<b>Elaboration 1</b> Reading and writing more complex words with consonant digraphs and consonant blends, for example 'shrinking', 'against' and 'rocket'  <b>Elaboration 2</b> Reading and writing consonant digraphs representing different sounds, for example 'machine', 'change' and 'school'	<b>Lessons</b> 1, 2, 13, 14, 16, 17, 20, 22, 23, 28, 29, 31, 32, 40, 41, 46, 47, 49, 58, 59, 61, 62, 67, 68, 70, 71, 73, 74, 88, 89, 91, 92, 97, 98	All lessons provide opportunities for students to read and spell complex words with consonant blends and digraphs. Students are encouraged to consider the sounds, grapheme choices, spelling generalisations and meaning (morphology and homophones) when spelling and editing work.  More specifically, lessons cover: <ul style="list-style-type: none"> <li>▶ Spelling terms 'phonemes', 'graphemes', 'vowels', 'consonants', 'syllables', 'prefixes', 'suffixes', 'bases' and 'schwa'</li> <li>▶ Common and less common graphemes to spell short vowel sounds</li> <li>▶ Common and less common graphemes to spell long vowel sounds</li> <li>▶ Use of syllabic and morphemic strategies to spell multisyllabic words</li> <li>▶ How to identify open and closed syllables and use this knowledge to spell multisyllabic words</li> <li>▶ 'Rabbit' words which have a double consonant in the middle</li> <li>▶ The schwa vowel sound in the unstressed syllable at the end of words and common spelling patterns for schwa</li> <li>▶ Graphemes with Greek origin 'ph' (/f/) and 'ch' (/k/)</li> </ul>
<b>VC2E3LY05</b>	<b>Phonic and word knowledge</b> Use phoneme–grapheme relationships and less common letter patterns to spell words	<b>Elaboration 1</b> Using phonic knowledge to explore less common letter patterns after short vowels, for example words that end in 'dge', such as 'badge', 'edge' and 'fridge'  <b>Elaboration 2</b> Using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends, for example 'str-ip'		

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				<ul style="list-style-type: none"> <li>▶ Words with /k/ using 'c', 'k', 'ck', and sometimes 'ch'</li> <li>▶ Words with soft 'c' and 'g' spelling /s/ and /j/</li> <li>▶ Words ending in /j/ with 'dge' or 'ge'</li> <li>▶ Words ending in /ch/ with 'tch' or 'ch'</li> <li>▶ Words with diphthongs /oi/ and /ow/ (cow)</li> <li>▶ Words with r-controlled vowels /ar/, /or/, /er/, /eer/, /air/, /ire/, /ure/</li> <li>▶ Words ending in /v/ with 've'</li> <li>▶ Words with silent letters 'kn' and 'wr'</li> <li>▶ Words ending with consonant plus 'le'</li> <li>▶ How spelling reflects a word's origin</li> </ul>
VC2E3LY04	<b>Phonic and word knowledge</b> 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	<b>Elaboration 1</b> Understanding how to use knowledge of prefixes to change the meaning of a base word, for example 'undone', 'remove' and 'misunderstand'  <b>Elaboration 2</b> 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'	<b>Lessons</b> 4, 5, 7, 8, 32, 34, 35, 43, 44, 47, 50, 76, 77, 82, 83, 94, 95, 101	<ul style="list-style-type: none"> <li>▶ Apply the 'doubling', drop 'e' and change 'y' to 'i' rules when adding suffixes to bases</li> <li>▶ Learn when to use suffix 'es' when using the change 'y' to 'i' rule (flies, replies)</li> <li>▶ Spell words with inflectional suffixes 's', 'ed', 'ing', 'er', 'est' and derivational suffixes 'ive', 'ion', 'y', 'ly', 'ful', 'less', 'ness'</li> <li>▶ Use prefixes 'un', 'mis', 'dis', 'in/im/il' to change the meaning of the base</li> <li>▶ Use word parts 'uni', 'bi', 'tri', 'tele', 'phone', 'scope' and bases 'fine', 'cent', 'vis'</li> </ul> <p>* When to use suffix 'es' for words ending in 'ss', 'sh', 'ch' or 'zz' is covered in Part B</p>
VC2E3LY06	<b>Phonic and word knowledge</b> Recognise and know how to write most high-frequency words, including some homophones	<b>Elaboration 1</b> Using context and syntactic knowledge to spell homophones, for example 'break' and 'brake' or 'ate' and 'eight'	<b>Lessons</b> 3, 9, 15, 19, 20, 21, 30, 36, 42, 48, 57, 63, 69, 75, 84, 90, 96	<ul style="list-style-type: none"> <li>▶ Tricky/useful word lessons (every 6th lesson)</li> <li>▶ Identify and spell common homophones (e.g. weight/wait, road/rode, hear/here) (Lesson 19)</li> <li>▶ Identify and spell homophones starting with 'kn' and 'wr' (e.g. right/write, new/knew) (Lesson 20)</li> </ul>
VC2E3LY07	<b>Building fluency and meaning making</b> Read different types of texts using phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when required	<b>Elaboration 1</b> Using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words	All lessons	Through explicit instruction in phonology, morphology and etymology, SpellEx Part A enables students to fluently read and understand new words in context. The program provides ample opportunities to read and write words in sentences and passages.

VCAA code	VCAA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
<b>VC2E3LY12</b>	<b>Creating texts</b> Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation	<b>Elaboration 2</b> Checking for correct use of apostrophes for contractions and to indicate possession	<b>Lessons</b> 55, 56, 85, 86	Proofreading and editing activities have been included across the program. In terms of punctuation, students are explicitly taught to: <ul style="list-style-type: none"> <li>▶ Spell contractions</li> <li>▶ Use possessive apostrophes</li> </ul>
<b>Language strand (Year 3)</b>				
<b>VC2E3LA12</b>	<b>Language for expressing and developing ideas</b> Understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nouns	<b>Elaboration 1</b> Using apostrophes to create contractions; for example, 'do not' becomes 'don't', 'will not' becomes 'won't' and 'of the clock' becomes 'o'clock'  <b>Elaboration 2</b> Using apostrophes to show singular possession, for example 'my friend's book' and 'the princess's shoe'	<b>Lessons</b> 55, 56, 85, 86	Students are explicitly taught to: <ul style="list-style-type: none"> <li>▶ Spell contractions</li> <li>▶ Use possessive apostrophes to show singular possession</li> </ul> *Plural possession and irregular nouns are covered in SpellEx Part B.

# SpellEx Part B mapped to the Victorian Curriculum

The following table maps SpellEx Part B to the Victorian 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.

VCAA code	VCAA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
<b>Literacy strand (Year 4)</b>				
<b>VC2E4LY01</b>	<b>Interacting with others</b> Use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information	<b>Elaboration 1</b> Making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required  <b>Elaboration 2</b> Developing speaking and listening behaviours, including acknowledging and extending others' contributions, and presenting ideas and opinions clearly and coherently	<b>Lessons</b> 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.
<b>VC2E4LY03</b>	<b>Phonic and word knowledge</b> 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	<b>Elaboration 1</b> Recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal'  <b>Elaboration 2</b> Using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful'	<b>Lessons</b> 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	<ul style="list-style-type: none"> <li>▶ Use the terms phonemes, graphemes, morphemes, prefixes, suffixes, bases, vowels and consonants when discussing spelling.</li> <li>▶ Use common and less common graphemes to spell short vowel sounds.</li> <li>▶ Use common and less common graphemes to spell long vowel sounds.</li> <li>▶ Use syllabic and morphemic strategies to spell multisyllabic words.</li> <li>▶ Identify open and closed syllables and use this knowledge to spell multisyllabic words.</li> <li>▶ Spell 'rabbit' words which have a double consonant in the middle.</li> <li>▶ Recognise the schwa vowel sound in unstressed syllables and use common spelling patterns for schwa.</li> <li>▶ Spell words with /k/ using 'c', 'k' or 'ck' and sometimes 'ch'.</li> <li>▶ Spell words with soft 'c' and 'g' spelling /s/ and /j/.</li> <li>▶ Spell words ending in /j/ with 'dge' or 'ge'.</li> <li>▶ Spell words ending in /ch/ with 'tch' or 'ch'.</li> <li>▶ Spell words with /wo/ (watch), /wor/ (warn) and /wer/ (work).</li> <li>▶ Spell words with r-controlled vowels /or/, /er/, /eer/, /air/.</li> <li>▶ Read and spell words ending with a consonant plus 'le'</li> <li>▶ Spell words using 'le', 'al', 'el', 'il', 'ol' letter combinations for the regular final syllable /əl/.</li> </ul>

VCAA code	VCAA content descriptor	Elaborations	SpellEx lessons	SpellEx content summary
<b>VC2E4LY04</b>	<b>Phonic and word knowledge</b> Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words	<b>Elaboration 1</b> Applying generalisations for adding affixes; for example 'hope' becomes 'hoping', 'begin' becomes 'beginning', 'country' becomes 'countries'  <b>Elaboration 2</b> Building morphemic word families and exploring word origins, for example 'tricycle', 'tripod' and 'triangle'	<b>Lessons</b> 4, 5, 8, 14, 16, 17, 22, 23, 31, 32, 49, 50, 58, 73, 74, 76, 77, 83, 85, 86, 94, 95, 97, 98	<ul style="list-style-type: none"> <li>▶ Apply the 'doubling', drop 'e' and change 'y' to 'i' rules when adding suffixes to bases.</li> <li>▶ 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.</li> <li>▶ 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'.</li> <li>▶ Spell words with prefixes related to position or time – 'in/im', 'ex/e', 'sub', 'super', 'pre', 'fore', 'mid', 'inter', 'post', 'trans'.</li> <li>▶ Spell 'rabbit' words.</li> <li>▶ Learn that many words have Greek and Latin roots which carry meaning.</li> <li>▶ Learn that we can form many words from one base – morphemic word families.</li> <li>▶ Read and spell words with bound and free morphemes (e.g. 'cept', 'rupt', 'gon', 'loc', 'nate', 'vert').</li> <li>▶ Learn that spelling reflects a word's origin.</li> <li>▶ Spell words with silent letters 'gn', 'kn', 'gu', 'mb' (Anglo Saxon and French origin).</li> </ul>
<b>VC2E4LY05</b>	<b>Phonic and word knowledge</b> Read and write high-frequency words including homophones and know how to use context to identify correct spelling	<b>Elaboration 1</b> Recognising that contextual and syntactical clues can be used to determine the use of homophones, for example 'We grow wheat on <b>our</b> farm' and 'The train trip will take about an <b>hour</b> '	<b>Lessons</b> 3, 9, 15, 21, 29, 30, 36, 42, 48, 57, 63, 69, 75, 84, 90, 92, 96	<ul style="list-style-type: none"> <li>▶ Learn to spell tricky/useful words (every 6th lesson).</li> <li>▶ Identify homophones and use context to select the correct spelling.</li> </ul>
<b>VC2E4LY06</b>	<b>Building fluency and making meaning</b> Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed	<b>Elaboration 1</b> Reading increasingly complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and language features	<b>Lessons</b> All lessons	Through explicit instruction in phonology, morphology and etymology, SpellEx enables students to fluently read and understand new words in context. The program provides ample opportunities to read and write words in sentences and passages.

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<b>Language strand (Year 4)</b>				
<b>VC2E4LA10</b>	<b>Language for expressing and developing ideas</b> Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	<b>Elaboration 2</b> Determining or clarifying the shades of meaning of synonyms and antonyms  <b>Elaboration 3</b> Using words encountered in texts that are formed from an Aboriginal and Torres Strait Islander language, for example the Shire of Nillumbik, which draws its name from the Wurundjeri name for the region, meaning 'shallow earth'	<b>Lessons</b> 55, 67, 97	<ul style="list-style-type: none"> <li>▶ Words that are synonyms may have different origins (e.g. 'love' from Old English vs 'adore' from French).</li> <li>▶ Words from Aboriginal languages may have similar spelling patterns (e.g. /wo/ spelled 'wa', Wagga Wagga from Wiradjuri people, wallaby from Dharuk language).</li> <li>▶ 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).</li> </ul>