



Essential
strategies for
every primary
classroom

GUIDING THINKING FOR
**EFFECTIVE
SPELLING**

SCOPE AND SEQUENCE

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 NELSON
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Aligning *Guiding Thinking for Effective Spelling* 2E to the New Zealand Curriculum and New Zealand Literacy Learning Progressions

The following scope and sequence has been developed to align the professional resource *Guiding Thinking for Effective Spelling* (second edition) to the New Zealand Curriculum, the New Zealand Literacy Learning Progressions and to the current pedagogical practices in teaching spelling in New Zealand.

While each student will undoubtedly move at his or her own pace and rate as they develop the skills and competencies related to this aspect of literacy learning, in developing this scope and sequence, we have drawn on the notion of progression. Each year level has been assigned indicators, progressing in competency, and is aligned to the overall best fit in the New Zealand Curriculum.

Teachers will assess the strengths and needs of their students and select the range of scope and sequence to best meet their individual learning needs.

YEAR ONE

Working within Level One of the New Zealand Curriculum

English Strand

Students will:

- have an awareness of the connections between oral, written and visual language;
- use sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge to make sense of a range of texts;
- associate sounds with letter clusters as well as with individual letters;
- use processing and some comprehension strategies with some confidence;
- begin to monitor, self-evaluate and describe progress;
- acquire and begin to use sources of information, processes and strategies to identify, form and express ideas;
- create texts by using meaning, structure, visual and grapho-phonetic sources of information, prior knowledge and some processing strategies with some confidence;
- use a range of high-frequency, topic-specific and personal-content words to create meaning;
- spell some high-frequency words correctly and begin to use some common spelling patterns;
- begin to use some strategies to self-correct and monitor spelling;
- write most letters and number forms legibly when creating texts.

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YEAR TWO

Working within Level One of the New Zealand Curriculum

English Strand

Students will:

- have an awareness of the connections between oral, written and visual language;
- use sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge to make sense of a range of texts;
- associate sounds with letter clusters as well as with individual letters;
- use processing and some comprehension strategies with some confidence;
- begin to monitor, self-evaluate and describe progress;
- acquire and begin to use sources of information, processes and strategies to identify, form and express ideas;
- create texts by using meaning, structure, visual and grapho-phonetic sources of information, prior knowledge, and some processing strategies with some confidence;
- use a range of high-frequency, topic-specific and personal-content words to create meaning;
- spell some high-frequency words correctly and begin to use some common spelling patterns;
- begin to use some strategies to self-correct and monitor spelling;
- write most letters and number forms legibly when creating texts.

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YEAR THREE

Working within Level Two of the New Zealand Curriculum

English Strand

Students will:

- select and use sources of information, processes and strategies with some confidence to identify, form and express ideas;
- recognise connections between oral, written and visual language;
- select and use sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;
- use an increasing knowledge of letter clusters, affixes, roots and compound words to confirm predictions;
- use a large and increasing bank of high-frequency, topic-specific and personal-content words to make meaning;
- create texts by using meaning, structure, visual and grapho-phonetic sources of information, and processing strategies with growing confidence;
- spell most high-frequency words correctly and show growing knowledge of common spelling patterns;
- use a range of strategies to self-monitor and self-correct spelling.

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LITERACY LEARNING PROGRESSIONS AFTER ONE YEAR AT SCHOOL

Reading

Students will:

- use their developing phonemic awareness to aurally identify and distinguish individual phonemes within words;
- identify all letters by name;
- be able to produce an associated sound for each letter;
- automatically recognise many (100–200) of the high-frequency words in instructional text;
- decode unfamiliar words by using developing knowledge of grapheme–phoneme relationships;
- identify common graphemes and produce an associated sound for each one;
- apply the knowledge that letters can be pronounced in different ways;
- apply strategies of sounding out and analogy to read words that contain familiar chunks.

Writing

Students will:

- use developing phonemic awareness to aurally segment words into syllables;
- use developing phonemic awareness to aurally segment one-syllable words into phonemes;
- use developing visual memory to accurately write some key personal words;
- use developing visual memory to accurately write some high-frequency words;
- encode/spell unfamiliar words by using developing knowledge of phoneme–grapheme relationships;
- encode/spell unfamiliar words by using developing knowledge of morphology to write word endings correctly;
- use classroom resources such as wall charts and dictionaries.

Handwriting

Students will:

- form all upper and lower-case letters and numerals correctly.

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LITERACY LEARNING PROGRESSIONS AFTER TWO YEARS AT SCHOOL

Reading

Students will:

- Draw on the knowledge, skills and strategies of the previous year descriptors and:
- automatically recognise between 300 and 500 high-frequency words in instructional text;
 - decode unfamiliar words by using knowledge of grapheme–phoneme relationships to identify both consonant and vowel sounds;
 - decode unfamiliar words by recognising common chunks of words and making analogies to words that look similar;
 - decode unfamiliar words by using developing knowledge of morphology (prefixes and suffixes).

Writing

Students will:

- Draw on the knowledge and strategies of the previous year's descriptors and:
- use developing phonemic awareness to form new words aurally by changing or taking out some of the sounds in a word or by adding new sounds;
 - encode/spell unfamiliar words by using knowledge of diverse phoneme–grapheme relationships to write some of the sounds in English in different ways;
 - encode/spell unfamiliar words by applying strategies such as sounding out words, making analogies, and using known chunks and rimes;
 - encode/spell unfamiliar words by applying strategies such as using increasing knowledge of morphology to correctly spell word endings and other morphemes;
 - encode/spell unfamiliar words by applying knowledge of simple spelling rules;
 - proofread to check spelling.

Handwriting

Students will:

- form all upper-case and lower-case letters correctly with increasing speed and automaticity.

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LITERACY LEARNING PROGRESSIONS AFTER THREE YEARS AT SCHOOL

Reading

Students will:

Draw on the knowledge, skills and strategies of the previous year's descriptors and:

- automatically read all high-frequency words;
- articulate and use a variety of decoding strategies appropriately when they encounter unfamiliar words (e.g. by recognising syllables within words or by applying their knowledge of regular and irregular spelling patterns);
- know the meanings of some common prefixes (e.g. un-, re-, in-, dis-) and suffixes (e.g. -s, -es, -ed, -ing, -ly, -er, -less, -ful) and understand how they affect the meanings of words;
- know the synonyms for, and multiple meanings of, many common words (e.g. left, might, right, fine);
- apply their knowledge of word families, collocations and sentence or phrase structures to find the meanings of unknown words.

Writing

Students will:

- Draw on the knowledge and strategies of the previous year's descriptors and:
- use increasingly specific words and phrases (e.g. adjectives and more precise nouns and verbs) that are appropriate to the content of the text;
 - use visual memory to spell personal vocabulary and high-frequency words (e.g. many words from essential lists 1–4 and some from list 5 and list 6);
 - encode (spell) unfamiliar words by:
 - using knowledge of phoneme–grapheme relationships, along with developing awareness of spelling conventions, to select correct spelling patterns for sounds in words (e.g. spelling the k sound correctly in both catch and kitchen);
 - applying growing knowledge of useful spelling rules (e.g. the rules relating to adding simple plural suffixes such as those in baby/babies and half/halves) and growing knowledge of morphology (e.g. adding a d to hear to make heard);
 - apply their expanding knowledge of graphemes (e.g. or, awe, oar and oor, which record similar sounds) to write words correctly.

Handwriting

Students will:

- write all upper-case and lower-case letters correctly, legibly and fluently.

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BIG IDEAS IN SPELLING TO INCORPORATE INTO CLASSROOM INSTRUCTION YEARS ONE TO THREE

YEAR ONE	YEAR TWO	YEAR THREE
<p>Big Ideas</p> <p><i>Phonological and phonemic awareness</i></p> <ul style="list-style-type: none">• rhyme, rhythm (syllables) and alliteration• blend, segment and manipulate sounds (phonemes) in spoken words <p><i>Alphabet and phonic knowledge/spelling</i></p> <ul style="list-style-type: none">• letter names and sounds• onset and rime• high-frequency words• words made of meaningful parts• have a go at writing• check own writing for spelling	<p>Big Ideas</p> <p><i>Phonological and phonemic awareness</i></p> <ul style="list-style-type: none">• rhyme, rhythm (syllables)• blend, segment and manipulate phonemes in spoken words <p><i>Alphabet and phonic knowledge/spelling</i></p> <ul style="list-style-type: none">• short vowels• common long vowels• blends• digraphs• high-frequency words• morphemic word families• checking own writing for spelling	<p>Big Ideas</p> <p><i>Phonological and phonemic awareness</i></p> <ul style="list-style-type: none">• blend, segment and manipulate phonemes <p><i>Alphabet and phonic knowledge/spelling</i></p> <ul style="list-style-type: none">• syllables• short/long vowels• letter clusters• high-frequency words• homophones, compound words and contractions• morphemic word families (exploration of how a prefix or suffix affects word meaning)• edit own writing and check for spelling
<p>What does this look like?</p> <ul style="list-style-type: none">• Word investigations• Mnemonics for tricky words• Word Walls and Alphaboxes• Onset and rime games• One Word Spelling – high-frequency words• Word Spree and other word games• Sound charts and sound boxes• Modelled, shared, interactive and independent writing• Noticing words and rhyme in literature and other texts, including big books• High-frequency word wall• Word-noticing board	<p>What does this look like?</p> <ul style="list-style-type: none">• Word investigations• Mnemonics for tricky words• Word Walls and Alphaboxes• Onset and rime games• Word Spree and other word games• Sound charts or word-noticing board• Guess My Word and Word Sorts• One Second Words• One Word Spelling – high-frequency words• Word charts – ‘If I can spell ..., then I can spell ...’• Word learning conversations• Building word families• Interactive writing• Noticing letter patterns when reading	<p>What does this look like?</p> <ul style="list-style-type: none">• Word investigations• Mnemonics for tricky words• Word Walls and Alphaboxes• Sound charts and anchor charts to show thinking• Guess My Word and Word Sorts• Word Study Journals used as a resource for writing• One Second Words• Word learning conversations• Chart about what effective spellers do• Word of the Week and word observations• Building morphemic word families• Noticing letter patterns when reading• Word-noticing board

YEAR FOUR

Working within Level Two of the New Zealand Curriculum

Students will:

- select and use sources of information, processes and strategies with some confidence to identify, form and express ideas;
- recognise connections between oral, written and visual language;
- select and use sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;
- use an increasing knowledge of letter clusters, affixes, roots and compound words to confirm predictions;
- use a large and increasing bank of high-frequency, topic-specific and personal-content words to make meaning;
- create texts by using meaning, structure, visual and grapho-phonetic sources of information, and processing strategies with growing confidence;
- spell most high-frequency words correctly and show growing knowledge of common spelling patterns;
- use a range of strategies to self-monitor and self-correct spelling.

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YEARS FIVE & SIX

Working within Level Three of the New Zealand Curriculum

Students will:

- recognise and understand the connections between oral, written and visual language;
- integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas;
- recognise and understand the connections between oral, written and visual language;
- monitor, self-evaluate and describe progress with growing confidence;
- demonstrate good understanding of all basic spelling patterns and sounds in written English;
- use an increasing range of strategies to self-monitor and self-correct spelling.

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YEARS SEVEN & EIGHT

Working within Level Four of the New Zealand Curriculum

Students will:

- recognise and understand the connections between oral, written and visual language;
- integrate sources of information, processes and strategies confidently to identify, form and express ideas;
- select and use appropriate processing and comprehension strategies with increasing understanding and confidence;
- monitor, self-evaluate, describe progress and articulate learning with confidence;
- be reflective about the production of own texts: monitor and self-evaluate progress, articulate learning with confidence;
- demonstrate a good understanding of spelling patterns in written English, with few intrusive errors;
- use a wide range of strategies to self-monitor and self-correct spelling.

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LITERACY LEARNING PROGRESSIONS AFTER FOUR YEARS AT SCHOOL

Reading

Students will:

Draw on the knowledge and strategies of the previous year's descriptors and:

- automatically read all high-frequency words;
- automatically select an appropriate decoding strategy when they encounter unknown words;
- work out the meanings of new words, using strategies such as:
 - apply knowledge of the meanings of most common prefixes (e.g. over-, mis-, sub-, pre-, inter-, semi-, mid-) and most common suffixes (e.g. -ist, -ity, -ty, -ion, -able/-ible, -ness, -ment);
 - use reference sources (e.g. dictionaries and thesauruses) to find the meanings of new words; infer word meanings from known roots and affixes (e.g. by using the known meaning of *tele-* and *-port* to infer the meaning of *teleport*);
 - select from a variety of strategies to monitor their reading and to use when meaning breaks down (e.g. cross-checking, rereading, using what they know about words and sentence structure, and looking for clues to confirm their predictions and inferences).

Writing

Students will:

Draw on the knowledge and strategies of the previous year's descriptors and:

- encode (spell) by:
 - using their knowledge of diverse phoneme-grapheme relationships (e.g. *ship*, *chef*, *ocean*, *station*, *special*), of the meaning and spelling of morphemes (e.g. root words and affixes), and of common, reliable spelling rules and conventions;
 - using their visual memory to help them spell personal vocabulary and high-frequency words correctly (the high-frequency words include most words from essential lists 1–4 and many from essential lists 5–7);
- proofread for accuracy of spelling, grammar and punctuation.

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LITERACY LEARNING PROGRESSIONS AFTER SIX YEARS AT SCHOOL

Reading

Students will:

Draw on the knowledge and strategies of the previous year's descriptors and:

- decode texts fluently and accurately, using a range of reliable strategies;
- monitor reading for accuracy and sense, demonstrating the confidence to adjust reading (e.g. by varying the speed of reading, by rereading, and by attending to the most important information) when encountering difficulties.

Writing

Students will:

Draw on the knowledge and strategies of the previous year descriptors and:

- use knowledge of how words work (e.g. knowledge of diverse phoneme-grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables;
- correctly spell all high-frequency words used in their writing;
- proofread to check the spelling, grammar and punctuation, using appropriate computer-based or print tools.

LITERACY LEARNING PROGRESSIONS AFTER EIGHT YEARS AT SCHOOL

Reading

Students will:

Draw on the knowledge and strategies of the previous year's descriptors and:

- decode texts with such automaticity that they do not need to decode all words;
- continue to develop their accuracy, fluency and independence in reading and in using texts to support their learning.

Writing

Students will:

Draw on the knowledge and strategies of the previous year's descriptors and:

- fluently and correctly encode most unfamiliar words (including words of many syllables) by drawing on their knowledge of how words work (e.g. in terms of diverse phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations;
- proofread the text to check the grammar, spelling, and punctuation.

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BIG IDEAS IN SPELLING TO INCORPORATE INTO CLASSROOM INSTRUCTION YEARS FOUR TO EIGHT

YEAR FOUR	YEARS FIVE & SIX	YEARS SEVEN & EIGHT
<p>Big Ideas</p> <p><i>Alphabet and phonic knowledge</i></p> <ul style="list-style-type: none">• syllabification <p><i>Spelling</i></p> <ul style="list-style-type: none">• letter patterns (more complex)• homophones/homographs• high-frequency words including some multisyllabic words• compound words• contractions• common prefixes and suffixes• adding a suffix to a base• morphemic word families (explore how a prefix or suffix affects word meaning)• edit own writing and proofread for spelling	<p>Big Ideas</p> <p><i>Alphabet and phonic knowledge</i></p> <ul style="list-style-type: none">• syllabification <p><i>Spelling</i></p> <ul style="list-style-type: none">• letter patterns (including less common vowel patterns)• homophones/homographs/homonyms• apostrophes (contractions and possessives)• high-frequency and topic words• morphemic word families (including prefixes, suffixes and Greek and Latin roots)• morphemes to help understand meanings of words• word origins• edit own writing and proofread for spelling	<p>Big Ideas</p> <p><i>Alphabet and phonic knowledge</i></p> <ul style="list-style-type: none">• syllabification <p><i>Spelling</i></p> <ul style="list-style-type: none">• uncommon letter patterns in multisyllabic words• homonyms (multiple meanings)• apostrophes (contractions and possessives)• automaticity with high-frequency and topic words• morphemic word families related to technical words• word origins to find meaning of words and to spell other words• edit own writing and proofread for spelling
<p>What does this look like?</p> <ul style="list-style-type: none">• Word investigations• Exploration of base words, prefixes and suffixes• Mnemonics for tricky words such as unstressed vowels (e.g. animal)• Word Walls and Alphaboxes to support spelling and vocabulary in all learning areas• Sound charts and anchor charts for spelling generalisations• Guess My Word and Word Sorts• Build and extend activities, building morphemic word families• Word Study Journal used as a resource for writing• Notice and learn about sound, visual and meaning patterns in words in all learning areas• Chart of what effective spellers know and do	<p>What does this look like?</p> <ul style="list-style-type: none">• Word investigations• Morphemic word charts and anchor charts created during each morpheme investigation• Mnemonics for tricky words• Word Walls and Alphaboxes to support spelling and vocabulary in all learning areas• Build and extend activities, building morphemic word families• Guess My Word/Rule and Word Sorts• Word Study Journal used as a resource for writing• Anchor charts to make thinking visible about word investigations• Word learning linked to vocabulary in all curriculum areas• Notice words that come from other languages	<p>What does this look like?</p> <ul style="list-style-type: none">• Word investigations• Morphemic word charts and anchor charts for word investigations• Research word origins and explore Greek and Latin roots• Mnemonics for tricky words• Word Walls and Alphaboxes to support spelling and vocabulary in all learning areas• Build and extend activities, building morphemic word families• Guess My Word/Rule and Word Sorts• Word Study Journal used as a resource for writing• Anchor charts to make thinking visible about word investigations• Word learning linked to vocabulary in all curriculum areas