

## Spelling Overview

For students to develop spelling skills and implement strategies, teachers need to teach spelling in an explicit, systematic, functional and contextual way. Students need to be taught the four forms of spelling knowledge: phonological, visual, morphemic and etymological knowledge.

1. **Phonological Knowledge:** phonological processing requires an understanding of phonemic awareness (involving being able to hear the sounds in words and manipulate them) and alphabetic awareness (knowledge of letter–sound correspondence). A combination of these two concepts is necessary to develop students' skills and enhance later reading and writing performance (Ball and Blachman, 1991)
2. **Visual Knowledge:** knowledge of the way words and letter combinations look
3. **Morphemic Knowledge:** knowledge of the meaning of words and how they take different spellings when they change form
4. **Etymological Knowledge:** knowledge of word origins

### **Further Curriculum Support:**

[www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/spelling/index.htm](http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/spelling/index.htm)

# Skill Focus: Understanding spoken words are made up of separate sounds

## STAGES ES1–I

### Strategy: marking sounds in words

#### Phonemic awareness

Competence in phonemic awareness involves understanding and demonstrating skills in:

- hearing individual sounds in spoken language
- manipulating individual sounds in spoken language.

(*Continuum of critical aspects of early literacy development, 2008.*

[www.curriculumsupport.education.nsw.gov.au/policies/literacy/assets/pdf/early\\_lit\\_cont.pdf](http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/assets/pdf/early_lit_cont.pdf))

Modelling strategies and then guiding students through those strategies in controlled and then independent activities provides the opportunity for them to see, practise and consolidate skills. Further to this, activities which allow students opportunities to transfer and consolidate their new skills in a variety of contexts are essential. There are many strategies that support phonemic awareness; however, instruction should progress from ‘shallow to deep’ (Stanovich, 1993).

Because there is a reciprocal relationship between reading and phonemic awareness (Adams, 1990; Stanovich, 1985), phonemic awareness is taught in the context of teaching reading and writing.

Further information can be accessed through:

[www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/spelling/index.htm](http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/spelling/index.htm)

[www.myread.org/guide\\_phonemic.htm](http://www.myread.org/guide_phonemic.htm)

This strategy, developed by Elkonin (1975) and Ball and Blachman (1991), helps students to:

- blend sounds together to make words (put sounds together to say a whole word)
- segment sounds they hear in spoken language (saying a word sound by sound)
- use blending and segmenting as a skill in phonics.

Students can also count the number of sounds in words using:

- the *marking sounds in words* cards and counters to build and segment spoken words.

Hands and fingers can be used to count sounds in words. Students make a fist and every time they hear a new sound in a word they count it by putting a finger up.

These strategies can be carried out as a whole class or in small groups.

Prepare a laminated card using the proforma provided.

Provide one sheet per child and up to ten counters each.

### K–6 Outcomes

WES1.11: Uses approximations and some conventional spelling

WS1.11: Writes words using blends, letter combinations, long vowel sounds, double consonants and double vowels

### Item & Stimulus

Writing task criterion 10  
Spelling

#### The Box



Language Conventions  
Year 3 Q: 1, 2, 3, 4, 5 and 19  
Year 5 Q: 1, 4 and 15

### Item Descriptor

Sounding out words to learn how to spell simple words

### Statements of Learning for English (p. 17)

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know how to decode new and familiar words using common letter/sound relationships and common visual letter patterns.

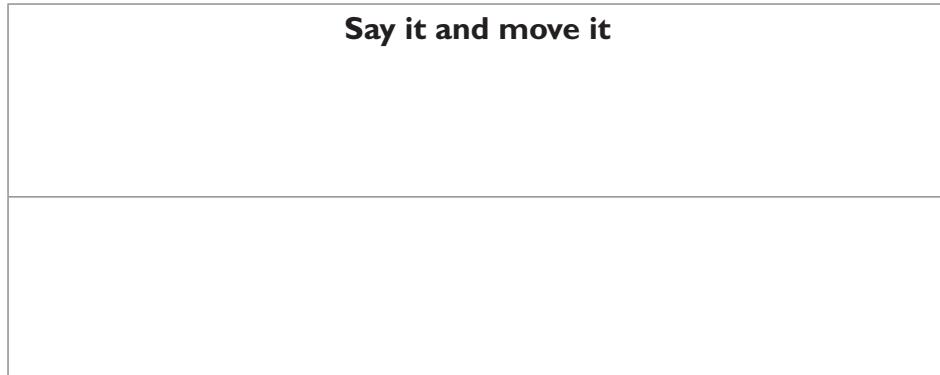
### Other links

[www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/spelling/index.htm](http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/spelling/index.htm)

[www.myread.org/guide\\_phonemic.htm](http://www.myread.org/guide_phonemic.htm)

[www.curriculumsupport.education.nsw.gov.au/policies/literacy/assets/pdf/early\\_lit\\_cont.pdf](http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/assets/pdf/early_lit_cont.pdf)

## Say it and move it



### Exploring deep knowledge (QTF)

Explain the purpose of the strategy to students

For example:

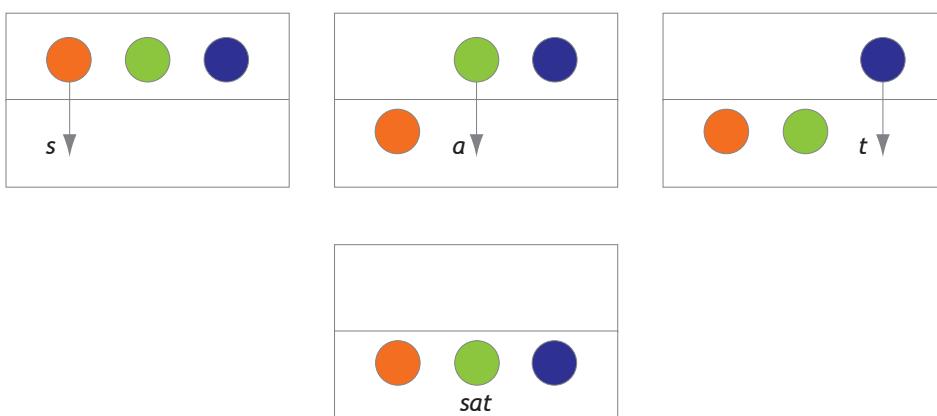
*This skill will help you to hear the sounds in spoken language.*

*This skill will help you to be able to sound words as you read the letters.*

### Exploring metalanguage (QTF)

Students place counters in the top section of their card as shown.

- The teacher says a word and the students repeat it, for example, *mat*.
- The students and teacher then say the word 'stretching it' or slowing it so that every sound can be heard, for example, *m-a-t*.
- The students repeat the process. As they say each sound they move a counter from the top section to the bottom section of their card.
- These words are said not written. This is important because as students' skills improve, you can use more complex words such as *much* which has 4 letters (m-u-c-h) but 3 sounds (m-u-ch).



(Ball and Blachman, Programming and Strategies Handbook, NSW DET, 1990)

Avoid acronyms or slang words to explain the strategy. Begin by using continuous sounds (for example m, s, f, r) rather than stop sounds (d, k, j, t) because they are easier to blend and segment.

Changing the sounds in a word:

- Example one: changing initial sound *sat, mat* and *fat*
- Example two: changing end sound *sat, sap, sam* and *sad*
- Example three: changing the medial sound *sat, sit* and *set*

Use high frequency words that students will use in their daily writing and use words that coordinate with the groups of sounds being introduced in explicit letter–sound relationships ‘*a, m, s, t, i, and f*’ (Carnine, Silbert and Kameenui, 1997).

These could include vowel-consonant words such as *if, am, is, to, in* and consonant-vowel-consonant words such as those listed above.

## Activities to support the strategy

### Exploring deep understanding (QTF)

The activities below can be used as components of sessions when constructing and deconstructing words in:

- spelling lists
- high frequency word studies
- shared book deconstruction activities
- guided reading text deconstructions
- shared class and group writing constructions.

### Guided

#### Activity one: playing the game ‘buzz’

Group students into small groups where there is a varied skill level. Lower performing students can work with a buddy or partner in the activity. A group leader is chosen.

Each student is given a *say it and move it* card.

The teacher uses words that have been identified as high usage words in the students’ daily writing.

The teacher says a word, for example *man*.

The students repeat the word *man*.

Students segment the word as shown in the above strategy – *m-a-n* – and move the counter as they say each new sound.

When students have counted the sounds in the word, they put their hands on their heads.

The group leader calls out the word *buzz* once the entire group has put their hands on their heads.

The first group ready earns points for their team.

Points can be on a cline such that each group earns points for their efforts. For instance, the first group may earn 5 points, the second group 3 points and so on.

#### Activity two: rhyming word sit down

Understanding rhyme is connected to many daily language activities. During shared reading sessions with written and spoken texts students clap/click when they hear rhyming words.

Students walk around in a circle taking one step each time a rhyming word is said.

The students sit down when the teacher says a word that doesn’t rhyme.

The following lists are a sample of words to use.

|     |     |      |       |      |     |
|-----|-----|------|-------|------|-----|
| sea | tea | me   | free  | key  | no  |
| now | cow | brow | broom | thin | bin |

Further information can be accessed through:

[www.curriculumsupport.education.nsw.gov.au/policies/literacy/assets/pdf/guide\\_phonaw.pdf](http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/assets/pdf/guide_phonaw.pdf)

# Skill Focus: Understanding that spoken words are made up of separate sounds

## STAGE 1

### Strategies

Students understand:

- the concept of same and different
- the concept of a letter/word/sound

### Phonics

Phonemic awareness skills involve manipulating the sounds in spoken language whereas phonics is related to the visual representation of the sounds in print (alphabetic code). Phonemic awareness and phonics are different but interrelated and should be taught early in explicit and systematic ways that are integrated into a balanced reading program.

Competence in phonics involves understanding and demonstrating skills in:

- understanding the relationships between the sounds of spoken language and the written symbols (alphabetic code)
- using this information to read and spell words.

The teaching of phonics needs to include a range of methods that are suited to the purpose of the classroom context.

Further information about the teaching of phonics can be accessed at:

[https://detwww.det.nsw.edu.au/curr\\_support/literacy/guide\\_phonics.pdf](https://detwww.det.nsw.edu.au/curr_support/literacy/guide_phonics.pdf)

### Signalling

Signalling is a strategy that teachers can use to assist students as they segment and blend words.

Students begin to say a sound when the teacher touches underneath the letter and continues to say the sound until the teacher removes their finger. Students learn to 'hold' a continuous sound for 1–2 seconds as the teacher touches underneath the letter. Students cannot hold stop sounds, (such as t) as they can only be pronounced in a moment.

Signalling can be used to identify single sounds and syllables within more complex sounds.

### Segmenting and blending words

Move it and say it cards and magnetic letters (or letter cards) which represent spoken sounds can be used to develop sound-letter relationship concept. *Direct Reading Instruction Carnine, Silbert and Kameenui, 1997 p. 75.*

### Cooperative cloze

Deconstructing text and using segmenting and blending skills to read and write words.

### K–6 Outcome

WSI.11: Writes words using blends, letter combinations, long vowel sounds, double consonants and double vowels

### Item & Stimulus

Writing task criterion 10

Spelling

#### The Box

Today you are going to write a narrative or story.

The idea for your story is "The Box".

What is inside the box? How did it get there?

Is there a problem? If so, what is it?

The box might reveal a message or something that was hidden.

What happens in your story if the box is opened?

Think about:

- the characters and where they are

- the complication or problem to be solved

- how the problem is solved

Remember to:

- plan your story before you start

- use capital letters for names

- pay attention to the words you choose,

- your spelling and punctuation, and paragraphs

- check and edit your writing after you have finished.



Language Conventions

Year 3 Q: 1, 2, 3, 4, 5 and 19

Year 5 Q: 1, 4 and 15

### Item Descriptor

Increasing the range and difficulty of words students can spell correctly

### Statements of Learning for English (p. 17)

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know how to decode new and familiar words using common letter/sound relationships, common visual letter patterns.

### Other links

[https://detwww.det.nsw.edu.au/curr\\_support/literacy/guide\\_phonics.pdf](https://detwww.det.nsw.edu.au/curr_support/literacy/guide_phonics.pdf)

## Activities to support the strategy

### Exploring metalanguage (QTF)

Create a cooperative cloze activity using words from texts being used in the classroom.

Delete words that are suitable for deconstruction.

### Modelled

Write two of the words that have been deleted from the text on the whiteboard.

For example: *in* and *is*

Use the terms *letter* and *word* explicitly. You might say:

*I can see that the first letter in both words is the same.*

*Both words have the same number of letters in them.*

*The last letter in each word is different.*

*I know the sounds that the letters make.*

*I am going to say the sounds that the letters make as I move my finger across the word.*

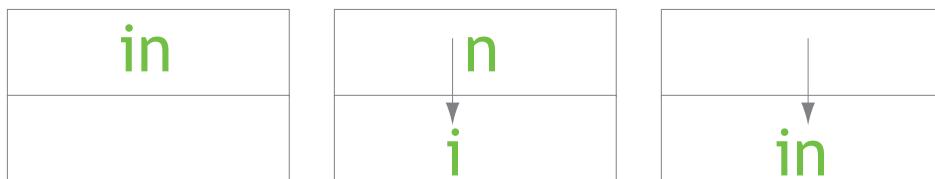
Then use the signalling technique as you say the sound that represents the letters, verbalising the blending.

*i-n ... in*

*i-s ... is*

Use the *say it and move it* card (see previous strategy) or draw the matrix on the whiteboard. Place the magnetic letters (or letter cards) that spell the word in the top half. As you touch the letter, say the sound *i* and move the letter into the bottom half of the matrix. Repeat with the next letter *n*. Then slide your finger under the word *in* as it sits in the bottom half of the matrix and blend out the sounds to say the complete word *i-n*.

Then repeat the word *in*.



### Guided

Students repeat the steps with the word 'is'.

Practise this with other words that have been deleted from the chosen text.

### Exploring deep knowledge (QTF)

Ask students what they can do when they come to a word they cannot read.

Encourage verbalisation of skills by asking probing questions. The students may respond with:

*I can look at the pictures.*

*I can think what will make sense.*

*I can sound out the words.*

*I can look at the beginning letter and say the sound that matches it.*

*I can look at the end letter and say the sound that matches the last letter.*

*I can read past the word to see what comes next.*

*I can start the sentence again and guess what will make sense.*

Remind the students of the skill that they have just practised to help them sound out words, and that they can use this skill to help them read the words. Write the words that are missing from the story they are about to share.

For example: *Black Dog* by Pamela Allen

As a shared reading activity, complete the cooperative cloze using the chosen text.

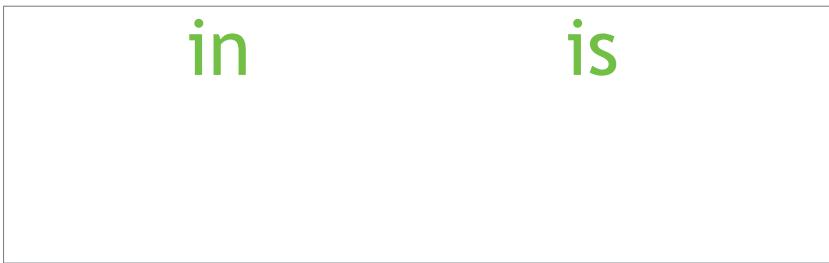
Deconstruct the pages by:

- Reading the sentence with the missing word. Do not say or substitute a word for the space.
- Asking the students for their suggestions and inserting their suggestions in the space (orally).



Black Dog \_\_\_\_ Christina lived together  
\_\_\_\_ a little house near \_\_\_\_ forest.  
They were \_\_\_\_ friends.

- Ask students if the suggestion makes sense. If it does not, keep on with other suggestions. When a suggestion does make sense then write the answer on the board with another word that is visually similar such as the example below.



The teacher asks:

*How can you choose which word is the correct one to write in the space?*

The students answer:

*They both have the same number of letters.*

*They both start with the letter 'i'.*

*The last letter is different.*

After students choose the correct word, they make it with magnetic letters on the whiteboard. A volunteer student carries out the 'say it and move it' strategy using the magnetic letters.

The teacher offers feedback on the students' achievement by verbalising the skills they have used to complete the task.

The level of complexity of words chosen will be suited to the level of the students and the sound pattern that is being studied.

## Independent

### Exploring deep understanding (QTF)

Word deconstruction strategy is part of daily guided reading activities. This can be a part of guided and explicit deconstruction of the key words followed by students using the words in cloze activities.

The words targeted can support the four forms of spelling knowledge.

For example: *Shhh little mouse* by Pamela Allen.

| phonological knowledge              | visual knowledge | morphemic knowledge                                      | etymological knowledge                |
|-------------------------------------|------------------|--|---------------------------------------|
| <i>stuck, crack, quickly, black</i> | <i>the</i>       | <i>come–coming<br/>start–starting<br/>stand–standing</i> | <i>no one<br/>nowhere<br/>nothing</i> |

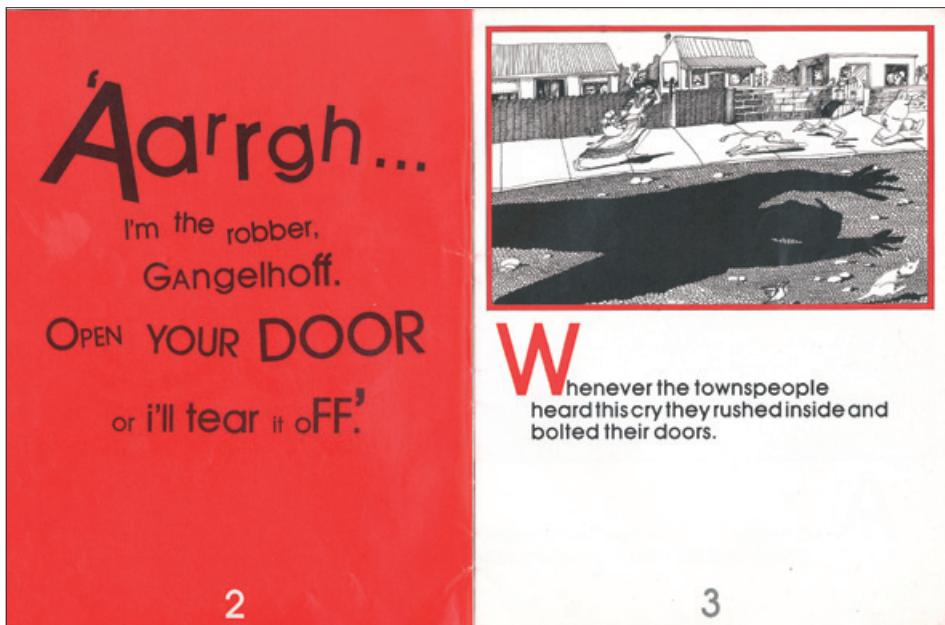
## Guided

### Exploring deep understanding and metalanguage (QTF)

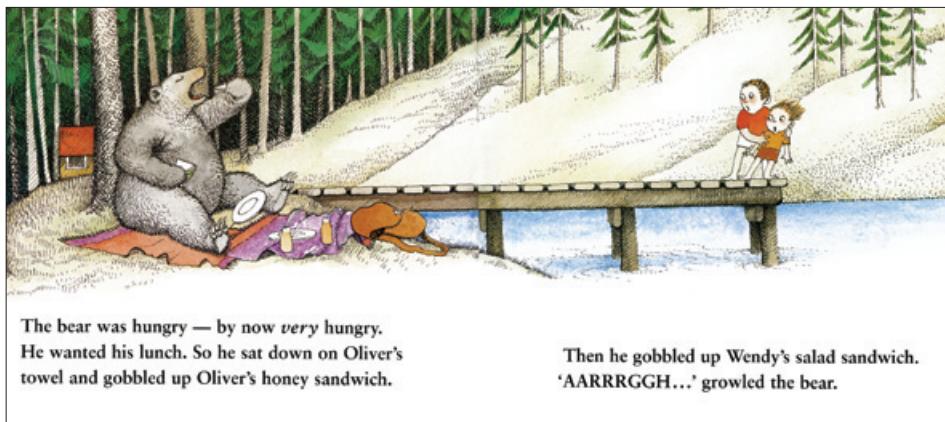
Provide students with texts that use language in a way that can explore blending in extreme situations.

The teacher can use the signalling method for the students to participate in being the voices of the characters as they blend the sounds to make spoken language in:

- The voice of the robber in *Gangelhoff* by Brian Murphy



- The voice of the bear in *The Bear's Lunch* by Pamela Allen



# Skill Focus: Understanding spoken words are made up of separate sounds

## STAGE 2

### Strategies

Breaking words into syllables for writing words using a scaffold

Highlighting vowel digraphs and less common digraphs when studying words to identify sound patterns after they segment words

Providing a scaffold where students deconstruct words into syllables and highlighting particular sound patterns

Tracking the types of errors students are making allows the teacher to:

- identify the sound patterns that are common errors in the class
- develop words suited to the needs of the students.

An example of a proforma is shown below with some examples.

| word         | syllables |       |     |     |  | sound pattern or spelling rule                     |
|--------------|-----------|-------|-----|-----|--|--|
| saying       | say       | ing   |     |     |  | ay   |
| played       | played    |       |     |     |  | ay   |
| dismay       | dis       | may   |     |     |  | ay   |
| because      | be        | cause |     |     |  | au / every beat has a vowel                        |
| conglomerate | con       | glom  | er  | ate |  | bossy 'e'  |
| hesitating   | hes       | i     | tat | ing |  | drop the 'e' off the main word before adding 'ing' |

| word | syllables |  |  |  |  | sound pattern or spelling rule |
|------|-----------|--|--|--|--|--------------------------------|
|      |           |  |  |  |  |                                |
|      |           |  |  |  |  |                                |
|      |           |  |  |  |  |                                |
|      |           |  |  |  |  |                                |
|      |           |  |  |  |  |                                |
|      |           |  |  |  |  |                                |

### K-6 Outcome

WS2.11: Students use knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words

### Item & Stimulus

Writing task criterion 10  
Spelling

#### The Box

Today you are going to write a narrative or story. The idea for your story is "The Box". What is needed? How did it get there? Is it new or old? Perhaps it is broken. The box might reveal a message or something that happened in your story. If it has a secret, what happens in your story if it has one?

- These about:**
- the characters and where they are
  - what is needed to be added
  - how the story will end.

**Remember to:**

- start by writing what you start
- write in sentences
- pay attention to the words you choose, good punctuation, capital letters and paragraphs
- check and edit your writing when you have finished.



#### Language Conventions

Year 3 Q: 6, 7, 8, 9, 10, 11, 12, 13,

14, 15, 16, 17, 18, 20, 21, 22 and 23

Year 5 Q: 2, 3, 6, 9, 13, 14, 17, 18 and 22

Year 7 Q: 1, 2, 3, 6, 9, 10, 12, 15, 17 and 20

Year 9 Q: 1 and 4

### Item Descriptor

Spelling a range of familiar and unfamiliar words

### Statements of Learning for English (p. 17)

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know how to decode new and familiar words using common letter/sound relationships, common visual letter patterns, simple tense and plural endings, and a base word.

### Activities to support the strategies

#### Guided

##### Exploring metalanguage (QTF)

The students brainstorm a list of words they may need when writing about dragons.

Students then sort the words into categories such as verbs, nouns, adjectives and adverbs.

The list is read together after it is compiled.

Add words that will link ideas together or draw on connectives that are displayed in the room.

The created word list provides a resource of words that will be used in the following writing activity.

## Modelled

### Exploring metalanguage (QTF)

The teacher models reading and clapping the syllables in the first few words.

The teacher highlights a known sound pattern in the letters and talks aloud as they complete the strategy.

For example, the word 'fierce'

The teacher says:

*I clapped the word and found one syllable.*

*I can see the rule that the 'e' makes the letter 'c' make the 's' sound.*

## Guided

The students work through the list, taking turns to clap the word and identify common sound patterns or spelling rules.

The students verbalise how they recognised a new syllable by saying statements such as:

*When my chin drops as I am saying the word I can count a new syllable.*

*Each beat has a vowel.*

*Two vowels together count as one beat because they make one sound like 'oo' and 'ea'.*

## Independent

### Exploring deep understanding (QTF)

Students use the list as a resource when they write a narrative about a dragon.

Students can add interesting, descriptive words to the list as they write.

### Using the words in a game

Students create a board game using the words from the word list as part of the game.

### Exploring deep knowledge (QTF)

Discuss the elements of games that students have played by asking probing questions.

List the elements on the board as they are brainstormed.

The teacher asks:

*What do you think the game should contain?*

*What background would be suitable?*

*What tools and resources will you need?*

*How will our word bank help us when we make our games?*

### **Exploring deep understanding (QTF)**

Students develop the criteria for the game together so that students are aware of the marking and the expectations.

Students work in cooperative groups with defined roles to develop the board game.

Students move to new groups to play other games.

# Skill Focus: Identifying patterns and syllables in words

## STAGE 3

### Strategies

Scaffolding to develop morphemic knowledge

Exploring morphemic knowledge (the meaning of words and how they take different spellings when they change form)

Learning to spell many new words correctly by playing with prefixes (word segments added to the beginning of a word, e.g. un, mis, pre, de, re) and suffixes (word segments added to the end of a word, e.g. ment, tion, ly, able, ful, less)

### Activities to support the strategies

Word lists are generated from the vocabulary within the topic students are working with.

Access *Teaching Spelling K–6 State Literacy Strategy*, NSW DET, pp. 55–56 for examples of words which could be used.

A proforma, such as the one below, is a useful matrix for deconstructing and exploring words.

| Word | Syllables | Meaning<br>(Which meaning is relevant to the text?) | Base word | Other words with similar meanings | Opposite<br>(What prefix can I use?) | Change by adding a suffix<br>(How does it change?) |
|------|-----------|---|-----------|-----------------------------------|--------------------------------------|--|
|      |           |   |           |                                   |                                      |  |
|      |           |   |           |                                   |                                      |  |
|      |           |   |           |                                   |                                      |  |

### K–6 Outcome

WS3.11: Students spell most common words accurately and use a range of strategies to spell unfamiliar words

### Item & Stimulus

Writing task criterion 10  
Spelling

#### The Box

Today you are going to write a narrative or story. This idea for your story is "The Box". What is inside the box? How did it get there? Who put it there? Perhaps it is about a lost dog or a cat. The box might reveal a message or something that was hidden.

What happens in your story? If the box is opened?

You will need:

- the characters and where they are
- the situation or problem to be solved
- what may happen next

Remember to:

- plan your story before you start
- use capital letters for names

pay attention to the words you choose,

your spelling and punctuation, and paragraphs

check and edit your writing when you have finished.

#### Language Conventions

Year 5 Q: 5, 7, 8, 10, 11, 12, 16, 19, 20, 21, 23, 24 and 25

Year 7 Q: 4, 5, 7, 8, 11, 13, 14, 16, 18, 19, 21, 22, 23, 24, 26, 27, 28 and 30

Year 9 Q: 2, 3, 5, 6, 8, 10, 11, 12, 13, 16, 19, 21, 22, 23, 24, 25 and 27

### Item Descriptor

Spelling increasingly difficult words using a range of strategies

### Statements of Learning for English (p. 21)

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know that sound, visual and meaning patterns can be used to decode words.

### Other links

<http://dictionary.reference.com>

<http://thesaurus.reference.com>

## Guided

Record key words from excerpts related to their learning which can be analysed using the matrix before reading and added to during reading.

For example, *Round the Twist* by Paul Jennings

### Exploring deep knowledge (QTF)

Discuss the title of the chapter ‘Danish pastry’ and ask probing questions that encourage students to think:

*What might the chapter be about?*

*What do you know about Danish pastry and what might be something ‘quirky’ that may happen with Danish pastries?*

### Exploring metalanguage (QTF)

Provide the text or the text excerpt. Provide an OHT of the excerpt.

Students read together and highlight key words on the second read.

#### *Danish Pastry*

*You know what it’s like. You stand on the end of the diving board and look down – and you’re too scared to jump. The kids are jostling up the ladder behind you. You can’t get back. ‘What am I doing here?’ you say to yourself. ‘You idiot.’*

*You jump. Now it’s too late. Nothing can get you back up. You hurtle down towards the water.*

*That’s what I felt like when I said I was going to write the scripts for a television show based on my short stories.*

*That’s what I felt like as I sat and waited for him to come. A man called Esben Storm. The director of most of the episodes and the person who was going to show me how to write scripts. I looked at his photo. There was a blob on his left ear. Was it an earring? Would I like him? Would he like me? What had I let myself in for? And what sort of name was Esben anyway? People in movies are a bit on the wild side, aren’t they?*

*I waited and worried. A car door slammed. I looked out of the window. A man in a leather jacket was walking down the drive. This was it. I had jumped off the diving board. I couldn’t go back now.*

*I spent the next two years working with Esben, writing and making the TV show Round The Twist.*

*Every script consultation day, Esben would lie back on my lounge and I would sit at the desk writing. We invented characters and places. We wrote new endings for stories.*

Student responses may appear like the following example. Use the thesaurus and dictionary as authoritative sources.

<http://dictionary.reference.com>

<http://thesaurus.reference.com>

| Word         | Syllables       | Meaning<br>(Which meaning is relevant to the text?)                       | Base word                              | Other words with similar meanings                             | Opposite<br>(What prefix can I use?) | Change by adding a suffix<br>(How does it change?) |
|--------------|-----------------|---|--|---|--------------------------------------|--|
| director     | di/rect/or      | (noun) a person who is responsible for people, projects and organisations | (verb) direct—to manage or give advice | supervisor, head, manager, leader, administrator, chief, boss |                                      |  |
| endings      | end/ings        | close, final, termination   | end                                    |   | beginning<br>unending                | ending<br>endings<br>ended<br>ends                 |
| consultation | con/sult/a/tion | ...   |  |   |                                      |  |

### Exploring higher-order thinking (QTF)

While exploring the words provide opportunities for the students to summarise, clarify and evaluate information from a number of sources by asking questions such as:

*How would the meaning of the word change if we changed the context?*

*What would be a context where the word would change meaning?*

*What other contexts or scenarios may we see this word used in?*

*How would the word change if we changed tense and voice?*

# Skill Focus: Identifying patterns and syllables in words

## STAGE 4

More proficient spellers employ their knowledge of a variety of strategies to assist them in how to spell. They draw frequently on all four knowledge areas (phonological, visual, morphemic and etymological) to make informed decisions when attempting to spell unknown words. They spell common words accurately, apply spelling generalisations, have knowledge of word parts (prefixes, suffixes, compound words), apply spelling rules when required and draw on knowledge of word origins in order to spell accurately. They have a highly consolidated bank of words they are familiar with and can make spelling decisions based on their visual memory of how words look.

### Strategy

#### Scaffolding

#### Exploring deep knowledge and metalanguage (QTF)

Scaffolding questions to:

- assist students to transfer and link prior knowledge to a new context
- build the body of technical knowledge by dividing up, renaming the words and exploring where they may ‘fit’ in context to various subject areas.

#### Exploring engagement through higher-order thinking (QTF)

Designing questions that encourage students to:

- make educated guesses by linking concepts and ideas
- collaborate evidence that has been researched and presented
- hypothesise about other forms of words and their usefulness in various contexts.

### Nominalisation

Nominalisation is an important tool for building taxonomies of technical terms. In particular, it enables us to name processes or actions (verbs) as things (nouns). Nominalisation constructs technical knowledge and places objects and events into different relations with one another. When students understand how base words are nominalised, they can build knowledge of concepts and technical words.

For further information access:

[www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/concepts/3writlangdevl56.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/concepts/3writlangdevl56.htm)

For example:

Science and geography use nominalisation where:

| processes are explained as verbs | become nouns<br>(nominalised verbs) |
|----------------------------------|-------------------------------------|
| to weather                       | weathering                          |
| to erode                         | erosion                             |

### K-6 Outcome

WS3.11: Students use knowledge of base words to construct new words

### KLA Outcomes

English 4.4.2: Students use appropriate language conventions and vocabulary

English 4.4.6: Students learn to use Standard Australian English, its variations and different levels of usage appropriately

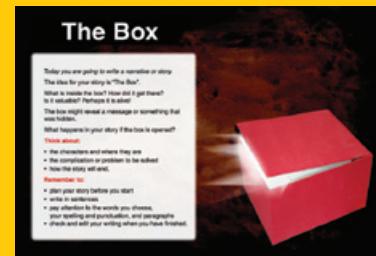
English 4.4.8: Students learn about the ways in which specific language forms and features and structures of texts are used to shape meaning including:

- spelling and vocabulary in written texts

### Item & Stimulus

Writing task criterion 10  
Spelling

#### The Box



Language Conventions

Year 5 Q: 23

Year 7 Q: 8, 25 and 29

Year 9 Q: 7, 9, 14, 15, 17, 18, 20, 26, 28, 29 and 30

### Item Descriptor

Using a multi-strategy approach to correctly spell increasingly difficult words

### Statements of Learning for English (p.25)

Students draw on their knowledge of texts and language to clarify meaning. They know that word origins, sound and visual patterns, and syntax and semantics in a multi-strategy approach can be used to decode unfamiliar words.

Mathematics also uses nominalisation, where:

| processes explained as verbs | become nouns<br>(nominalised verbs) |
|------------------------------|-------------------------------------|
| multiplying                  | multiplication                      |
| adding                       | addition                            |
| changing                     | rate of change                      |

## Activities to support the strategy

Access the following website for further information and activities to support scaffolding for nominalisation.

[www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/speclangtx.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/speclangtx.pdf)

Students identify the words that have been nominalised and convert them to the verb form, creating a suitable sentence to match the form.

The change in spelling in each example is discussed after the activity has been completed. Common spelling patterns that are used in nominalisation are noted such as:

-tion, -ent, -ence, -ance.

| word in verb form | word in noun form (nominalised) |
|-------------------|---------------------------------|
|                   |                                 |
|                   |                                 |
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## Other links

- <http://wwwfp.education.tas.gov.au/english/spellstrat.htm>
- [www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/concepts/3writlangdev156.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/concepts/3writlangdev156.htm)
- [www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/speclangtx.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/speclangtx.pdf)

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## Deconstructing words in Year 9 Language Conventions task

| word in verb form  | word in noun form (nominalised)  |
|--|--|
| achieve<br>She was able to achieve her goal and save sufficient money for the trip.                  | achievement<br>It was a great achievement when she had saved sufficient money for the trip.                                    |
| imagine<br>She could only imagine Africa being so exotic.  | imagination<br>Africa had seemed so exotic in her imagination.   |
| perform<br>The athletes were able to perform at their best level because they had trained regularly. | performance<br>Many athletes have found that regular training can make a substantial difference to their level of performance. |
| announce<br>The man announced a message over the radio.  | announcement<br>The announcement was made over the radio.  |
| receive<br>The winners received their trophies.  | recipients<br>The recipients waited to be handed their trophies.   |
| govern<br>Funding of various services is the responsibility of the people who govern the country.    | government<br>The government is responsible for funding various services.  |

## Strategy

Morphemic analysis is about analysing and manipulating the units that make up words. Morphemes are the smallest units of language that contain meaning. The word *bat* makes sense in itself, but the addition of *s* makes *bats* either a plural noun (*bats have been at the mulberry tree*) or a present tense verb with a singular subject (*he bats left-handed*). In a phrase like *environmental damage*, students may have an idea of what *environment* means, and could work out that *environmental* means to do with the environment, so that the phrase would mean *damage that comes from the environment*, like *flood* or *drought* or *erosion over time*.

Awareness of morphemes contributes to spelling as well as to vocabulary. It is easier to remember the spelling of *government* if students relate it to *govern*.

The major morphemes are affixes:

**Prefixes** often change the meaning of the base word (*lock/unlock*).

**Suffixes** often change the grammar of the base word (*environment environmental*).

See more on morphemes in the context of spelling in *Programming and Strategies Handbook (Secondary)* pp. 50–51, in *Programming and Strategies Handbook (Years 3 and 5)* pp. 112–114.

## Root words and etymology

Knowing the meanings of root words commonly used in the Key Learning Area will help students access more words. Examples include *tele*, *phono*, *photo*, *digit*, *aero*, *mono*, *hydro*, *bi*, *tri*, *cent*, and *ology*.

## Purpose

To help students become aware that they can work out word meanings by seeing that some words have meaningful parts and using the parts they know to work out the meanings.

## Activities to support the strategy

Teachers draw attention to the morphemic elements in words when studying a text.

To help establish the skill and the habit of using it, the teacher should provide a proforma for class use in decoding and deconstructing words.

Choose any text being used in class that includes words that lend themselves to morphemic analysis.

### Modelled

Use the ‘think aloud’ strategy to make explicit to students how you use morphemic analysis to work out the meaning of a word. For example, you might say

*This word is construction. I know that if I construct something, I make it. So construction must be a thing that is made.*

*I can underline the part of the word that shows me the base word.*

### Guided

Following teacher modelling, treat another word, preferably a parallel one, using contributions from students. For example, a parallel word might be *expect* (*expectation*).

Repeat this process, moving onto paired work, until the students are confident with the process.

### Independent

Ask students to apply the process to other words in the text.

Ask students:

*How can you use morphemes to help you work out the meaning of a word?*

Provide different examples of the morphemic element (a prefix that changes the meaning of the word, for example), and get students to think of and look for other examples.

Practise by using the word, saying the word, spelling the word.

## Texts where this instructional technique could be applied

### Year 9

#### Science

Water warning in Angkor ruins from 2008 Year 9 NAPLAN Reading paper

# Water warning in Angkor ruins



Dying city: Part of the spillway

Leigh Dayton  
Science writer

TWO enormous masonry structures discovered near Cambodia's fabled Angkor Wat provide rock-hard evidence that the once-powerful Khmer kingdom vanished because of over-building, environmental damage and climate change.

One of the new-found structures was a 40m by 80m spillway. The other was a 100m by 40m outlet channel that, like the spillway, was part of the elaborate water system that served the sprawling ancient agricultural city of Angkor.

'These two structures demonstrate very high levels of hydraulic engineering,' said Sydney University archaeologist Roland Fletcher, director of the Greater Angkor Project (GAP), a five-year collaboration between the university, French researchers and the Cambodian agency managing the Angkor site.

'The Khmer engineers used their expertise in masonry construction to build these structures that managed water flows for the entire city. There are considerable implications for our understanding of our own water management systems.'

Angkor is the largest known city from the pre-industrial world. It existed from the 9th to the 15th centuries.

Using satellite images, aerial photographs and field surveys, the GAP team estimated that the low-density city covered about 1000 sq km, spreading outwards from the central complex of Angkor Wat.

The intricate network of channels and reservoirs sustained a population of about 750,000.

Then, about 500 years ago, the Khmer capital was abandoned. This has baffled modern scholars. Theories ranged from invasions and decline of the controlling religion to major geological shifts.

But Professor Fletcher's group suspects the city died when it could no longer support the rice-growing economy that fed it.

That happened because of Angkor's success. As it grew, more land was cleared for rice paddies, increasing soil erosion into the irrigation canals. Silt built up, choking the water system and taking time and resources to keep it flowing.

The final kick came from an abrupt decrease in the monsoon rains that filled the great lake east of Angkor.

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## Year 7

### Science

Pet dogs – what do you think? from 2008 Year 7 NAPLAN Reading paper

## Pet dogs – what do you think?

May 21

Dear Editor,

Dogs are working animals, not pets. They belong out on the farm, rounding up sheep and cattle. In the city they are just a smelly, noisy nuisance. They leave their mess all over the streets, and some of them never stop barking.

Where are their owners? Why are these supposedly wonderful friends left alone to pine and whine and dig up the garden, or to bark at anyone who dares to walk past ‘their’ house?

If we must have dogs in the city, they need to be trained properly. Aside from the street-poopers and the barkers, there are the chasers and the bounders. These dreadful creatures rush up and almost knock you flat before you have time to decide if they are greeting you or attacking you.

Farm dogs earn their keep, but these city slickers consume far more than their fair share of the world’s resources. And of course, it’s not just scraps. It’s gourmet cuisine, individually tinned or freeze-dried, which the pampered darlings can eat at their leisure from personalised doggy bowls, before having a home-visit haircut and shampoo or retiring to their fur-lined baskets.

Sarah Williston



May 28

Dear Editor,

Yes, Sarah Williston (May 21), we do give dogs a good life, but they pay us back generously, with affection and intelligence and good humour.

Dogs are wonderful companions, loyal and trustworthy. They will play safely with the kids, or keep a house-bound person company all day long. Dogs are increasingly being used in nursing homes and hospitals as a welcoming and calming presence, and in some places, teachers even have a pet dog in the classroom.

It is true that training a dog takes considerable time and effort, but it is time well-spent. Taking responsibility for a canine pet builds character, as well as offering a lot of pleasure.

Sincerely,  
John Bonavista



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