



# LANGUAGE ARTS AGES AND STAGES: *SPELLING AND HANDWRITING*

## HOW TO USE THIS DOCUMENT

The Language Arts scope and sequence is intended to deliver an integrated approach to morphology, spelling & handwriting, and grammar & syntax.

Each year level is split into a number of weeks of focus activities in the three domains.

It is advisable to consult each domain before planning that week's lessons.

## CATCHING UP

There will be the inevitable occasion when children need to catch up on the core knowledge presented in the Language Arts continuum in order to progress at their grade level.

This may be due to prolonged absence, being new at the school or in need of more intensive support.

A possible solution is to have a Tier 2 unit dedicated to catching up, containing small groups of children with similar knowledge gaps

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## Subject SPELLING AND HANDWRITING

## Year Level FOUNDATION

WEEK 1	WEEK 11
<p>Introduce correct posture and pencil grip with the chant:            "1 2 3 4            Are your feet on the floor?            5 6 7 8            Is your back nice and straight?            9 10 11 12            This is how our pencil's held."</p>	<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>The difference between vowels and consonants</li> </ul>
WEEK 2	WEEK 12
<p>Introduce the concept of drawing circles by orienting children to the clock face, starting at 2, going up and around through 12, 6 and back up to 2 (see video in course materials).</p> <p>Introduce the concept of "the direction in which we read and write".</p>	<p>Introduce the concept of capital letters for special words. Orient students to the capitals in their names, at the beginning of sentences in their readers and in storybooks. Begin developing metalanguage for formation of capitals.</p>
WEEK 3	WEEK 13
<p>Practise large and small circles on mini whiteboards and paper.            Orient children to base line, middle and line above on lined paper.</p>	<p>Keep working on capital formation.</p>
WEEK 4	WEEK 14
<p>Introduce the concept of straight lines and practise drawing them on the board and on paper.</p>	<p>Model simple sentences, identify capitals, nouns, verbs and full stops.</p>
WEEK 5	WEEK 15
<p>Now you can start applying knowledge of circles and lines to the graphemes in your phonics program.</p>	<p>Have students copy simple sentences and identify capitals, nouns, verbs and full stops.</p>
WEEK 6	WEEK 16
<p>Introduce the concept of dots at the end of sentences and above letters &lt;j &amp; i&gt;.</p>	<p>Introduce Final Silent E Job 2: changing the sound of &lt;c&gt; and &lt;g&gt;.</p>
WEEK 7	WEEK 17
<p>Introduce the concept of crossbars going in the direction in which we read and write.</p>	<p>Introduce concept of open and closed syllables and relate this information to prefixes re- (open) and un- (closed).</p>
WEEK 8	WEEK 18

Dictate simple CVC words with lots of modelling and attention to formation and blending.	Revise structure of “high frequency irregular words” from your phonics program and begin using the 4-step process to teach and group these.
WEEK 9	WEEK 19
Introduce the concept of Final Silent E. Caution: “split digraph” is not linguistically accurate. If your phonics program incorporates this language, it may be worth revising this.	Continue with words above.
WEEK 10	WEEK 20
Continue Final Silent E concept development. Dictate examples of Final Silent E making a vowel say its name.	<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• Correct grip</li> <li>• Correct posture</li> <li>• Correct formation of all upper and lower case letters</li> <li>• The difference between vowels and consonants</li> <li>• Capital letters, full stops</li> <li>• Final Silent E Jobs 1&amp;2</li> <li>• The 4-step process</li> <li>• Open and closed syllables</li> </ul>

## Subject SPELLING AND HANDWRITING

Year Level ONE

WEEK 1	WEEK 11
Check for understanding: <ul style="list-style-type: none"> <li>• Correct grip</li> <li>• Correct posture</li> <li>• Correct formation of all upper and lower case letters</li> <li>• The difference between vowels and consonants</li> <li>• Capital letters, full stops</li> <li>• Final Silent E Jobs 1&amp;2</li> <li>• The 4-step process</li> </ul> Open and closed syllables	Continue adverb work using and analysing spelling of intensifiers (e.g. very, really, extremely).
WEEK 2	WEEK 12
Introduce the concept of syllables and start working on accurate syllable counting.	Introduce the concept of ad-being a chameleon (or assimilating) prefix. Use ac-, af- and ag- to demonstrate.
WEEK 3	WEEK 13
Continue 4-step process for high frequency irregular words per your phonics materials.	Make sure students know how to spell <i>because</i> . Use its structure <i>be-cause</i> , but also use one of the popular acronyms (e.g. "Betty Eats Cake And Uncle Sammy's Eggs")
WEEK 4	WEEK 14
Practise spelling plurals with -es (i.e. after <x>, <sh>, <ss> or <ch>, add <es> (foxes, wishes, glasses, beaches)	Do explicit lesson in "last three, CVC + vowel suffix". See video on course materials.
WEEK 5	WEEK 15
Revisit sentences from week 2 and change nouns to pronouns or vice versa.	Introduce concept of Illegal Letters <i, j, q, u, v> and show how Final Silent E solves Illegal Letter problems.
WEEK 6	WEEK 16
Reactivate prior knowledge of verbs and introduce concept of present tense as contrasted with past tense, using the suffix -ed and spelling of helper verb <i>was</i> .	Introduce the concept of sub-being a chameleon (or assimilating) prefix. Use suf-, suc- and sup- to demonstrate.
WEEK 7	WEEK 17
Reactivate prior knowledge of verbs and introduce concept of present tense as contrasted with future tense using the spelling of helper verb <i>will</i> .	Show how to write commas clearly.

WEEK 8	WEEK 18
Reactivate prior knowledge of Final Silent E Jobs 1&2 and develop concept of adding suffix -ing to target words.	Revise prefix in- and show how it assimilates to bases with im- form.
WEEK 9	WEEK 19
Use the 4-step process to analyse irregular verbs and begin gathering examples and deliberately using them in written work.	Introduce concept and spelling of irregular plurals men, mice/lice, children, feet, geese, teeth
WEEK 10	WEEK 20
Discuss the concept of vowel suffixes as opposed to consonant suffixes and how you don't change the base of Final Silent E words when adding consonant suffixes, with direct reference to -ly suffix words.	<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• Syllable counting</li> <li>• Adding vowel suffixes to Final Silent E words.</li> <li>• Last 3 CVC + vowel suffix</li> <li>• Plurals with -es suffix</li> <li>• Final Silent E Job 3</li> <li>• Chameleon prefixes</li> <li>• Commas</li> <li>• Irregular plurals</li> </ul>

WEEK 1
Check for understanding: <ul style="list-style-type: none"><li>• Syllable counting</li><li>• Adding vowel suffixes to Final Silent E words.</li><li>• Last 3 CVC + vowel suffix</li><li>• Plurals with -es suffix</li><li>• Final Silent E Job 3</li><li>• Chameleon prefixes</li><li>• Commas</li><li>• Irregular plurals</li></ul>
WEEK 2
Introduce the concept of con-being a chameleon (or assimilating) prefix. Use com- to demonstrate.
WEEK 3
Practise spelling -ible/-able words.
WEEK 4
Revise the Single Vowels chart from Spelling for Life.
WEEK 5
Reactivate prior knowledge of Final Silent E and introduce Final Silent E Job 4 (giving the last syllable a vowel in consonant + -le words).
WEEK 6
Continue with Final Silent E Job 4.
WEEK 7
Continue with Final Silent E Job 4.
WEEK 8
Begin to look at alternative spellings for consonant +<l> endings (e.g. final, label, evil etc.).
WEEK 9
Analyse spellings of irregular verbs using the 4 step process.

## WEEK 10

Check for understanding:

- Chameleon prefixes
- Single vowels
- Final Silent E Job 4

## Subject SPELLING AND HANDWRITING

## Year Level THREE

WEEK 1	WEEK 11
Check for understanding: <ul style="list-style-type: none"> <li>• Chameleon prefixes</li> <li>• Single vowels</li> <li>• Final Silent E Job 4</li> </ul>	Introduce language for cursive and begin practising basic joins.
WEEK 2	WEEK 12
Introduce the concept of the letter <y> being a stand-in when <e> or <i> can't be there.	Continue to practise cursive joins.
WEEK 3	WEEK 13
Introduce concept of the letter <y> also denoting Greek bases.	Introduce advanced joining in cursive.
WEEK 4	WEEK 14
Introduce concept of vowels + <r> and how this letter changes the sound of a preceding vowel.	Practise advanced joining in cursive.
WEEK 5	WEEK 15
Introduce sound change of vowel + <r> + Final Silent E.	Begin to guide all students to use cursive handwriting in all single word dictation tasks.
WEEK 6	WEEK 16
Begin Consonant Start Cards from Spelling for Life.	Introduce the Vowel Generator from Spelling for Life.
WEEK 7	WEEK 17
Continue Consonant Start Cards from Spelling for Life.	Continue with the Vowel Generator from Spelling for Life.
WEEK 8	WEEK 18
Begin Consonant End Cards from Spelling for Life.	Continue with the Vowel Generator from Spelling for Life.
WEEK 9	WEEK 19
Continue Consonant End Cards from Spelling for Life.	Teach the spellings of the days of the week and practise to mastery.
WEEK 10	WEEK 20
Finish off Wacky Rs from Spelling for Life	Check for understanding: <ul style="list-style-type: none"> <li>• Letter &lt;y&gt;</li> <li>• Abstract nouns</li> </ul>

	<ul style="list-style-type: none"><li>• Vowels + &lt;r&gt;</li><li>• Consonant initial and final clusters</li><li>• Vowel digraphs</li><li>• Cursive handwriting</li><li>• Days of the week</li></ul>
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WEEK 1
Check for understanding: <ul style="list-style-type: none"><li>• Letter &lt;y&gt;</li><li>• Abstract nouns</li><li>• Vowels + &lt;r&gt;</li><li>• Consonant initial and final clusters</li><li>• Vowel digraphs</li><li>• Cursive handwriting</li><li>• Days of the week.</li></ul>
WEEK 2
Do the 4-step process on January. Introduce the concept of syllable emphasis
WEEK 3
Do the 4-step process on February. Introduce the concept of schwa.
WEEK 4
Do the 4-step process on April (March, May, June are too simple, but by all means go over their etymology). Continue schwa work.
WEEK 5
Do the 4-step process on July. Revise the concept of "Last 3, CVC" and apply it to multisyllabic words, taking care to check syllable emphasis before doubling.
WEEK 6
Do the 4-step process on August. Introduce dictionary work from Language for Life.
WEEK 7
Do the 4-step process on September. Continue dictionary work from Language for Life
WEEK 8
Do the 4-step process on October. Set differentiated independent 4-step process tasks for all students. Check and give feedback.
WEEK 9

Do the 4-step process on November and December.  
Continue differentiated independent 4-step process with students.  
Do the Return of Illegal I lesson from Spelling for Life.

### WEEK 10

Check for understanding:

- Months of the year
- Syllable emphasis
- Schwa
- How to analyse and revise cross-curricular spelling words
- The return of Illegal <i>

The years five and six spelling scope and sequence contains suggestions for pattern analysis not explicitly covered in the earlier years.

By this time, given a good grounding in the concepts that came before, and interleaved with a robust morphology and grammar curriculum, only a handful of children will continue to struggle with spelling.

and six contain recommended morphemes only. By this stage, the basic concepts of function/content, parts of speech, altering bases, matrices, word sums and the concepts of Latin and Greek should be known. However, it is a good idea to always check for understanding of the previous years' morphemes before embarking on new ones.

The list below is a suggested list only. There will be many more morphemes, words and matrices that you can add and work with in relation to the content being taught across the curriculum.

THINGS TO COMPLETE	
<ul style="list-style-type: none"><li>• Suffix Generator from Spelling for Life</li><li>• Silent Letter Families from Spelling for Life</li><li>• concept of &lt;gh&gt; words from Spelling for Life</li></ul>	

