

**VICTORIAN CURRICULUM ENGLISH F-6**

**SPELLING, PHONICS AND WORD KNOWLEDGE**

**SCOPE AND SEQUENCE**

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| **Foundation** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language** - Phonics and Word Knowledge | Recognise all upper- and lower-case letters and the most common sound that each letter represents [(VCELA146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA146)  Blend sounds associated with letters when reading consonant-vowel-consonant words [(VCELA147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA147) | … read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters. |
| Writing | | |
| **Language** - Phonics and Word Knowledge | Spelling  Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name [(VCELA157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA157)  Know how to use onset and rime to spell words where sounds map more directly onto letters [(VCELA158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA158) | … use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. |
| **Speaking and Listening** | | |
| **Language** - Phonics and Word Knowledge | Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words [(VCELA168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA168)  Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) [(VCELA169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA169) | … students can identify rhyme, letter patterns and sounds in words. |

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| **Level 1** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| Reading and Viewing | | |
| **Language** - Phonics and Word Knowledge | Spelling  Recognise short vowels, common long vowels and consonant digraphs, and consonant blends [(VCELA181)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA181)  Phonic Knowledge  Understand how to spell one and two syllable words with common letter patterns [(VCELA182)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA182)  Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound [(VCELA183)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA183) | … use knowledge of the relationships between sounds and letters, high-frequency words, [sentence](http://vcaa2015.esa.edu.au/glossary/popup?a=E&t=sentence)-boundary punctuation and directionality to make meaning. |
| **Writing** | | |
| **Language** - Phonics and Word Knowledge | Recognise and know how to use simple grammatical morphemes in word families [(VCELA191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA191)  Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components[(VCELA184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA184) | … accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. |
| **Speaking and Listening** | | |
| **Language** - Phonics and Word Knowledge | Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables [(VCELA203)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA203)  Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words [(VCELA204)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA204) | … listen for and reproduce letter patterns and letter clusters. |

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| **Level 2** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language** - Phonics and Word Knowledge | Learn some generalisations for adding suffixes to words [(VCELA217)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA217)  Recognise most letter–sound matches including silent letters trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations [(VCELA218)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA218) | … recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. |
| **Writing** | | |
| **Language** - Phonics and Word Knowledge | Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound [(VCELA226)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA226)  Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds [(VCELA227)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA227) | … accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. |
| **Speaking and Listening** | | |
| **Language** - Phonics and Word Knowledge | Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution  [(VCELA238)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA238)  Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters [(VCELA239)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA239) | … listen for and manipulate sound combinations and rhythmic sound patterns. |

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| **Level 3** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language** - Phonics and Word Knowledge | Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters [(VCELA249)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA249)  Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word [(VCELA250)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA250) | … apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. |
| **Writing** | | |
| **Language** - Phonics and Word Knowledge | Understand how to use letter–sound relationships and less common letter combinations to spell words [(VCELA263)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA263) | … use knowledge of letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. |

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| **Level 4** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Writing** | | |
| **Language** - Phonics and Word Knowledge | Understand how to use phonic generalisations to identify and write words with more complex letter combinations [(VCELA294)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA295)  Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families [(VCELA295)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA295)  Recognise homophones and know how to use context to identify correct spelling[(VCELA296)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA296) | … make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. |

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| **Level 5** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language** - Phonics and Word Knowledge | Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals [(VCELA312)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA312) | … students confidently encounter and can decode less familiar words. |
| **Writing** | | |
| **Language** - Phonics and Word Knowledge | Recognise and write less familiar words that share common letter patterns but have different pronunciations [(VCELA326)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA326) | … demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. |

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| **Level 6** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Writing** | | |
| **Language** - Phonics and Word Knowledge | Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words[(VCELA353)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA353)  Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages[(VCELA354)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA353) | … use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. |