

## Spelling Mastery and Australian Curriculum

### Level F (typically Grade 6)

Australian Curriculum Strands and Sub-strands											Australian Curriculum Content Descriptors	Spelling Mastery Explicit Content and Strategies	
Language			Literature				Literacy						
Language variation and change	Language for interaction	Text structure and organisation	Expressing and developing ideas	Sound and letter knowledge	Literature and context	Responding to literature	Examining literature	Creating literature	Texts in context	Interacting with others			Interpreting, analysing and creating texts
	√											Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	<ul style="list-style-type: none"> <li>○ <i>Spelling Mastery</i> classroom context (social expectations)</li> <li>○ Pronunciation</li> </ul>
		√										Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> <li>○ Punctuation, proofreading, copying sentences, oral language, editing, dictation</li> </ul>
		√										Understand the uses of commas to separate clauses (ACELA1521)	<ul style="list-style-type: none"> <li>○ Punctuation, proofreading, copying sentences, oral language, editing, dictation</li> </ul>
			√									Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	<ul style="list-style-type: none"> <li>○ Sentences, vocabulary, pronunciation, patterns, segmentation, spelling reviews, matching spelling, identifying spelling words, dictation, test and re-test, alphabet, spelling sounds, scanning, copying sounds, writing sounds, matching spelling, crossword puzzles, spelling contests, correct misspellings, spelling games, cloze activities with words rules: all words are morphographs, all morphographs have meaning, dropping final e, doubling rule (short words), changing y to i, doubling rule (multisyllabic words), rule for dropping the final vowel, adding ious, adding uous and ous, dropping final y, adding ex to beginning of word, adding ous to words ending with age, able – ible rule, fer rule, ity rule, ize rule</li> <li>○ Morphographic counting and analysis, word study. Pair study, spelling contests, rule discrimination, homonyms</li> </ul>
								√				Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none"> <li>○ Proofreading, editing, dictation, copying, charting performance, award certificates</li> </ul>
								√				Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	<ul style="list-style-type: none"> <li>○ Editing, proofreading (reports), copying, pair study</li> </ul>
										√		Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	<ul style="list-style-type: none"> <li>○ All written work within the <i>Spelling Mastery</i> context</li> </ul>

