Hints for Helping with Spelling
The most important aspect of spelling revision is for students to revise all core works and their Personal Spelling List and not just the words of the week. Try these strategies for revision.

Syllables
Break words into syllables and learn each part. E.g: happy = hap + py
Carpenter = car + pen = ter

Nightly Testing
Test (verbal or written) a group of words each night. Try a different group each night.

Affixes
Practise base words and add affixes to them. Build up families of words this way.

Smile  ➔  smiles  ➔  smiled  ➔  smiling
Happy  ➔  happiness  ➔  happily

Spelling Signs
Make small signs to show the different words from spelling lists and place these in locations where children often look. For example: bedroom door, bathroom, mirror, etc.

Spelling in Context
Use the spelling words in written sentences and have children identify them in a passage. Children could also write their own sentences using the words.

Jumble Words
Jumble up the letters in a word and ask children to sort them out. E.g  jgnlue = jungle etc.

Word Mazes
Create a word maze out of several words and ask children to find them. For example: mean, cat men combine to make a maze like this:

n m m r
t c a t
m e n o

Rhyming Parts/Groups
Ask children to put words into rhyming parts or groups. This will mean they link words to each other. E.g. bag, tag, rag, nag, sag are linked by the ag ending.

Look, Cover, Spell, Check
Have children use this strategy to revise a list of words.

Look at the word
Say the word (and spell it out loud)
Cover the word
Spell the word (out loud)
Write the word
Check by spelling the word (out loud)

Speed Spelling
See how fast your child can write out the words of the week. Set family records and try to beat it each week.
**HOW IS THE PROGRAM STRUCTURED?**

**Levels and Units**
The following shows the approximate units and levels for each year level.

<table>
<thead>
<tr>
<th>Yr. 1</th>
<th>Level 1 Unit A</th>
<th>Level 1 Unit B</th>
<th>Level 1 Unit C</th>
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</thead>
<tbody>
<tr>
<td>Yr. 2</td>
<td>Level 2 Unit A</td>
<td>Level 2 Unit B</td>
<td>Level 2 Unit C</td>
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<tr>
<td>Yr. 3</td>
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<td>Level 3 Unit B</td>
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<tr>
<td>Yr. 4</td>
<td>Level 4 Unit A</td>
<td>Level 4 Unit B</td>
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<tr>
<td>Yr. 5</td>
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<td>Yr. 6</td>
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</tr>
<tr>
<td>Yr. 7</td>
<td>Level 7 Unit A</td>
<td>Level 7 Unit B</td>
<td>Level 7 Unit C</td>
</tr>
</tbody>
</table>

- Progress by an individual student through this program will vary
- There are 10 weeks in each unit. This allows for time for end of term assessments and revision activities
- Each unit has 10 words (divided into categories e.g. tricky words, homophones etc)
- Each unit has approximately 8 activities that allow students to learn these words. The activities provided should reflect the Four Spelling Knowledges model.
- The layout of the units is consistent throughout the program so that parents and students can follow it – regardless of the class / year level.

**Words and Activities**
- Each class teacher will introduce the words at the start of each week for each student’s level.
- Each class teacher will explain the supporting activities at the start of each week for each student’s level.
- Weekly homework sheets should list the spelling level of each child in the class so that parents are aware of their progress.
- During the week, teachers will teach and revise the weekly core list.
- Parents need to help children by revising words with them each week.
- During the week, teachers will check on the progress of students as they complete each activity set.
- Before the last day of the week, teachers will mark the completed activities so that students have the opportunity to correct any errors.
- Parents should help their children by reviewing errors during the week.

**Assessment- Weekly**
- Teachers will conduct weekly tests of 20 words. (10 core words from that week’s unit and 10 revision words)
- Teachers will mark these tests and give feedback to the students. These results need to be listed in the student weekly data profiles.
- Students should list incorrect words in the Personal Spelling Lists for revision

**P.S.L (Personalised Spelling List)**
- Each child has a PSL book. It is a blue-lined book with a page allocated to each letter of the alphabet. Words placed in this book are taken from errors made in your child’s writing activities and from their weekly tests. They will be words that we feel your child should know. These words are not formally tested each week but will be checked orally at regular intervals.

**Assessment- end of unit**
- At the conclusion of the unit (100 words), each student will be tested on the unit words. This testing will be conducted over the period of one week (not 100 in one sitting)
- Students who get 80% or lower need to repeat that unit.
- Students who get 81% to 84% need to be given a targeted program for one-two weeks and be retested on the incorrect words. If after testing the student attains the missed words (to meet an overall target of 85%) they move to the next level.
- Students who get 85% or over move to the next unit in the program.
- Amendments to the above standards may have to be modified for students with learning difficulties.

**Assessment- end of term**
- At the conclusion of the term, each student needs to be tested on 50 words (30 core words and 20 from individual PSL books) This testing should be conducted over the period of one week.

This structured approach ensures children are repeatedly tested to ensure they retain the correct spelling – not just know them for a Friday test. All words are set to their individual level. All tests are marked by teachers or aides. Your child’s weekly test results also may be shown on the next week’s homework sheet as well as the errors they made which must be revised.

The program ensures a whole of school approach that allows students to progress according to ability rate. It also ensure multiple opportunities for children to learn words and be assessed on them.

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**HOW IS MY CHILD’S END OF SEMESTER GRADE CALCULATED?**

Data about weekly tests and end of term tests are recorded on each child’s data profile. Weekly tests (out of 20-10 core, 10 revision) are given orally by the teacher with the student listing words in their test books. End of term tests (out of 50-30 core, 20 PSL) are given orally by the teacher with the student listing words in their test books. These tests may take place over a few days (as most will need to be individually tested).

To calculate the overall grades for this area, teachers will:

A] average the weekly scores for each term

B] add each term’s weekly average to each term’s end of term test

(e.g. T1 weekly is 75% T1 test is 85% T2 weekly is 95% T2 test is 90% means 75+85+95+90= 86.25% average for the semester.)

Grades are then allocated as follows:

- A 95-100
- B 90-94.99
- C 80-89.99
- D 70-79.99
- E 0-69.99

If the student is on a different level than that of their year level expectation then the grades must be adjusted.

E.g a student in Yr.6 (but studying Level 5 spelling) gets overall average of 81% then they would be given a grade one lower (e.g. D not a C)

E.g a student in Yr.6 (but studying Level 7 spelling) gets overall average of 81% then they would be given a grade one higher (e.g. B not a C)

The final end of semester grade is the one used to add to other semester English strands results to calculate overall English grade.

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**HOW CAN I HELP MY CHILD WITH THIS PROGRAM?**

Parents always play a key role in any aspect of their child’s education.

Here’s what you can do to help:

⇒ Ensure you understand how the spelling program works. If the information in this document is not enough, contact your child’s teacher for more details.
⇒ Make sure your child is in a regular homework pattern. This will pay huge dividends as they get older and become more self-disciplined about their learning.
⇒ Check your child’s weekly spelling activities. Point out the errors but don’t give them the answers straight away. Have them make a second attempt.
⇒ Make sure your child’s work is neat. Poor handwriting will limit how well they remember the structure of what words should look like.
⇒ Revise your child’s spelling with them regularly. There are a number of possible activities listed over the page.
⇒ Ensure your child understands the importance of good spelling. Even in these days of texting, abbreviations etc—a good knowledge of words is essential.