

Year 1 has 36 lessons that start the Reading Eggspress spelling journey. The spelling and word study skills covered in Year 1 include long and short vowels, tricky spellings, suffixes and words endings, plurals, double consonants, compound words and sound exceptions. With 30 words a week the program covers more than 1000 words per school year.

Lesson Number Teacher	Lesson Number Student	Lesson
Begin		
Lesson 1	1.1	Alphabet
Lesson 2	1.2	Short vowels
Lesson 3	1.3	Long vowels
Lesson 4	1.4	a-e, i-e, o-e, o-e, u-e
Lesson 5	1.5	Double consonants
Lesson 6	1.6	ea and ee w
Lesson 7	1.7	ea exceptions
Lesson 8	1.8	nk
Lesson 9	1.9	ar, er, ir, ur
Early		
Lesson 10	1.10	ch and tch
Lesson 11	1.11	Plurals: s, es
Lesson 12	1.12	Hard k
Lesson 13	1.13	oo and ou
Lesson 14	1.14	Ending: ve
Lesson 15	1.15	oa and ow
Lesson 16	1.16	Ending: er
Lesson 17	1.17	ay and ai
Lesson 18	1.18	Hard and soft c

Lesson Number Teacher	Lesson Number Student	Lesson
Middle		
Lesson 19	1.19	ou and ow
Lesson 20	1.20	Endings: et, it, ot
Lesson 21	1.21	or and ore
Lesson 22	1.22	The suffix: ing
Lesson 23	1.23	Ending: y
Lesson 24	1.24	oy and oi
Lesson 25	1.25	air, ear, are
Lesson 26	1.26	Suffixes: ed
Lesson 27	1.27	Words endings: le
Late		
Lesson 28	1.28	ew and ue
Lesson 29	1.29	wh and ph
Lesson 30	1.30	Endings: en and on
Lesson 31	1.31	ie and igh
Lesson 32	1.32	Suffixes: er and est
Lesson 33	1.33	au and aw
Lesson 34	1.34	Compound words
Lesson 35	1.35	Tricky words
Lesson 36	1.36	The prefix: un



Region	Outcome
Australian Curriculum	<p>Phonic and word knowledge</p> <p>AC9EILY13 spell one- and two-syllable words with common letter patterns</p>
NSW	<p>EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts</p>
VIC	<p>VELS – Level 2</p> <p>Students accurately spell frequently used words and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.</p>
QLD	<p>Essential Learnings:</p> <p>Common spelling patterns of monosyllabic words, two-syllable words and high frequency words, are used to spell familiar and unfamiliar words.</p>
SA	<p>Key Idea:</p> <p>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.</p>
TAS	<ul style="list-style-type: none"> Orally segment words into onset and rime. Realise that letters might be pronounced in different ways. Spell some frequently used words and build words where rime has the same spelling pattern such as w-ent, s-ent, b-ent. Use a word wall to find correct spelling of familiar words. Recognise and use digraphs and initial consonant blends. Spell some frequently used words, some words of one syllable and explore onset and rime. Build word families. (e.g. play, plays, played, playing)
WA	<ul style="list-style-type: none"> A common representation for each of the 44 phonemes in English in order to represent words in a plausible way in writing (e.g. word families linked to common rimes) and learn high frequency words to use in writing simple sentences. Initial two letter blends, final two letter blends and digraphs to develop fluent segmenting of words when writing. Strategies to spell words that include using phonic knowledge and referring to resources around the room. Strategies to learn spelling including Look, Say, Cover, Visualise, Write, Check.
NT	<p>Band 1</p> <ul style="list-style-type: none"> Recognised words including one syllable words with common spelling patterns. Initial digraphs (blends). Initial and final digraphs. Vowel digraphs. Some two syllable words with common spelling patterns. Use antonyms. Homophones. Spell the plural of common, regular nouns. Highlight words for emphasis.
ACT	<p>10.EC.12</p> <p>Use spelling strategies of hearing and analysing the sounds in spoken words (phonemic awareness) and representing them with appropriate letters and letter clusters, finding similarities with known words and using meaning patterns to spell accurately high-frequency words and words of two syllables with common spelling patterns.</p> <p>10.EC.13</p> <p>Use accessible resources to check the spelling of unknown words.</p>
NZ	<p>Use language features, showing some recognition of their effects. Indicator:</p> <ul style="list-style-type: none"> Spells some high frequency words correctly and begins to use some common spelling patterns.

Year 2 has 36 lessons that build on previous lessons in the program. The spelling and word study skills covered in Year 2 include compound words, prefixes and suffixes, contractions, past tense, plurals, compound words as well as many digraph and trigraph variations. With 30 words a week, the program covers more than 1000 words per school year.

Lesson Number Teacher	Lesson Number Student	Lesson
Begin		
Lesson 37	2.1	Plural verbs
Lesson 38	2.2	ar and or
Lesson 39	2.3	y and ey
Lesson 40	2.4	scr, spr and str
Lesson 41	2.5	qu
Lesson 42	2.6	Suffixes: ing and ed
Lesson 43	2.7	Prefix: un
Lesson 44	2.8	oo
Lesson 45	2.9	Soft c
Early		
Lesson 46	2.10	Plurals with y
Lesson 47	2.11	j
Lesson 48	2.12	le, el, al
Lesson 49	2.13	wh
Lesson 50	2.14	Exceptions
Lesson 51	2.15	Plurals: s, ves
Lesson 52	2.16	oo (2)
Lesson 53	2.17	Suffixes: ful, less
Lesson 54	2.18	kn, gn, wr

Lesson Number Teacher	Lesson Number Student	Lesson
Middle		
Lesson 55	2.19	Suffixes: er and est
Lesson 56	2.20	Homophones
Lesson 57	2.21	ing and ed (2)
Lesson 58	2.22	k and ck
Lesson 59	2.23	Suffix: ly
Lesson 60	2.24	Ending: ge
Lesson 61	2.25	Compound words
Lesson 62	2.26	Contractions
Lesson 63	2.27	Suffix: ment
Late		
Lesson 64	2.28	Past tense
Lesson 65	2.29	a-e, e-e, i-e, o-e, u-e
Lesson 66	2.30	ea and ee
Lesson 67	2.31	Endings, ar, er, or
Lesson 68	2.32	ai, a-e
Lesson 69	2.33	Word building
Lesson 70	2.34	r and est
Lesson 71	2.35	Tricky words
Lesson 72	2.36	ment, ness



Region	Outcome
Australian Curriculum	<p>Phonic and word knowledge</p> <p>AC9E2LY11 use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words</p> <ul style="list-style-type: none"> • using known words and knowledge of spelling patterns and morphemes to write unknown words • using context to read the correct word when an unknown word has more than one plausible pronunciation <p>AC9E2LY12 build morphemic word families using knowledge of prefixes and suffixes</p> <ul style="list-style-type: none"> • using morphemic knowledge of words to spell unknown words • writing unknown words using morphemic knowledge
NSW	EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts
VIC	VELS – Level 2 Students accurately spell frequently used words and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.
QLD	Essential Learnings: Common spelling patterns of monosyllabic words, two-syllable words and high frequency words, are used to spell familiar and unfamiliar words.
SA	<p>Key Idea: Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. This includes learning such as:</p> <ul style="list-style-type: none"> • Using a variety of sources for the correct spelling of words. • Spelling (e.g. using visual knowledge, knowledge of letter strings and of prefixes and suffixes to attempt to spell words; discussing and using possible strategies for spelling). <p>2.12 Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling.</p> <ul style="list-style-type: none"> • Makes informed attempts to spell (e.g. uses visual, phonetic and meaning-based strategies).
TAS	<ul style="list-style-type: none"> • Use knowledge of onset and rime and initial and final consonant blends to spell new words. • Spell frequently used words. • Explore onset and rime. <ul style="list-style-type: none"> • Explore common spelling patterns. • Explore compound words and use common plurals. • Build word families. • Develop knowledge of long vowels.
WA	<ul style="list-style-type: none"> • Alternative representations of the 44 phonemes in English in order to link sound, visual and meaning patterns and spell accurately high frequency words, monosyllabic words and some two syllables words with common spelling patterns. • Three letter blends (e.g. str, spl, scr, thr) and letter combinations that represent different phonemes (e.g. ow in window and how) to develop fluent segmenting of words when writing. • Generalisations including doubling the final consonant before adding ing. <ul style="list-style-type: none"> • Strategies to spell words that include using sound patterns, visual patterns and meaning patterns and referring to dictionaries. • Strategies to learn spelling including identifying the known and unknown parts of the word and focusing on the part to be learnt. • Procedures for using spelling and language tools including Have-A-Go pads.
NT	<p>Band 1</p> <ul style="list-style-type: none"> • Recognised words including one syllable words with common spelling patterns. • Initial digraphs (blends) • Initial and final digraphs. • Vowel digraphs. <ul style="list-style-type: none"> • Some two syllable words with common spelling patterns. • Use antonyms. • Homophones. • Spell the plural of common, regular nouns. • Highlight words for emphasis.
ACT	<p>10.EC.12 Use spelling strategies of hearing and analysing the sounds in spoken words (phonemic awareness) and representing them with appropriate letters and letter clusters, finding similarities with known words and using meaning patterns to spell accurately high-frequency words and words of two syllables with common spelling patterns.</p> <p>10.EC.13 Use accessible resources to check the spelling of unknown words</p>
NZ	<p>Use language features, showing some recognition of their effects. Indicator:</p> <ul style="list-style-type: none"> • Spells some high frequency words correctly and begins to use some common spelling patterns.

Year 3 has 36 lessons that build on previous lessons in the program. The spelling and word study skills covered in Year 3 include homophones, compound words, contractions, suffixes, irregular plurals and past tense. With 30 words a week, the program covers more than 1000 words per school year.

Lesson Number Teacher	Lesson Number Student	Lesson
Begin		
Lesson 73	3.1	Vowels
Lesson 74	3.2	shr and thr
Lesson 75	3.3	Endings: et, it, ot
Lesson 76	3.4	oy and oi
Lesson 77	3.5	Endings: ch
Lesson 78	3.6	air and eer
Lesson 79	3.7	Plurals: s, es
Lesson 80	3.8	Silent b, l, h
Lesson 81	3.9	Suffix: ing
Early		
Lesson 82	3.10	igh
Lesson 83	3.11	Suffix: ing
Lesson 84	3.12	ei, ey, eigh
Lesson 85	3.13	le, el, al
Lesson 86	3.14	Suffix: ed
Lesson 87	3.15	Homophones
Lesson 88	3.16	Silent k, g, w
Lesson 89	3.17	Suffixes: er and or
Lesson 90	3.18	wh, ph, gh

Lesson Number Teacher	Lesson Number Student	Lesson
Middle		
Lesson 91	3.19	ies, ied
Lesson 92	3.20	augh and ough
Lesson 93	3.21	Suffix: ed
Lesson 94	3.22	c and g
Lesson 95	3.23	Past tense
Lesson 96	3.24	ery, ary, ory
Lesson 97	3.25	ful and less
Lesson 98	3.26	Silent t, n, u
Lesson 99	3.27	Compound words
Late		
Lesson 100	3.28	squ and sph
Lesson 101	3.29	Suffix: y
Lesson 102	3.30	Contractions
Lesson 103	3.31	Irregular plurals
Lesson 104	3.32	Suffix: ly
Lesson 105	3.33	ear
Lesson 106	3.34	un, dis, mis
Lesson 107	3.35	Tricky words
Lesson 108	3.36	Suffix: ness



Region	Outcome
Australian Curriculum	<p>Phonic and word knowledge</p> <p>AC9E3LY09 understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns</p> <ul style="list-style-type: none"> reading and writing more complex words with consonant digraphs and consonant blends reading and writing consonant digraphs representing different sounds <p>AC9E3LY10 understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words</p> <ul style="list-style-type: none"> understanding how to use knowledge of prefixes to change the meaning of a base word using generalisations for adding a suffix to a base word to form a plural or past tense <p>AC9E3LY11 use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words</p> <ul style="list-style-type: none"> using phonic knowledge to explore less common letter patterns after short vowels using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends
NSW	EN2-SPELL-01 selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts
VIC	<p>VELS – Level 3</p> <p>Students spell most one-and-two syllable words with regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.</p>
QLD	<p>Essential Learnings:</p> <p>Sound, visual, and meaning patterns, including word functions, are used to spell single-syllable and multi syllable words.</p>
SA	<p>Key Idea:</p> <p>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. This includes learning such as:</p> <ul style="list-style-type: none"> Using a variety of sources for the correct spelling of words. <ul style="list-style-type: none"> Spelling (e.g. using visual knowledge, knowledge of letter strings and of prefixes and suffixes to attempt to spell words; discussing and using possible strategies for spelling). <p>2.12</p> <p>Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling.</p> <ul style="list-style-type: none"> Makes informed attempts to spell.
TAS	<ul style="list-style-type: none"> Explore sounds and groupings according to letters representing the sound and form generalisations Spell an increasing number of frequently used words. Explore homophones and common spelling patterns e.g. form generalisations about common ways to pronounce spelling patterns. <ul style="list-style-type: none"> Use contractions and some compound words. Develop knowledge of long vowels Use knowledge of onset and rime and initial and final consonant blends to spell new words. Explore compound words and use common plurals.
WA	<ul style="list-style-type: none"> Less frequently used representations of the 44 phonemes in English in order to link sound, visual and meaning patterns and spell accurately high frequency words, monosyllabic words and some two syllables words with common spelling patterns Letter combinations that represent different phonemes to develop segmenting of words when writing. Generalisations including dropping the final e before adding ing. <ul style="list-style-type: none"> Strategies to spell words that include using sound patterns, visual patterns and meaning patterns and referring to dictionaries and spell checks. Strategies to learn spelling including identifying the known and unknown parts of the word and focusing on the part to be learnt. Procedures for using spelling and language tools including Have-A-Go pads.
NT	<p>Band 2</p> <ul style="list-style-type: none"> Attempt to spell unknown words by representing all vowels and consonant sounds in words, placing vowels in every syllable. Use visual knowledge of common letter sequences when spelling unknown words. Use less common letter patterns and the sounds they represent. <ul style="list-style-type: none"> Include all letters but possibly sequence them inaccurately. Correctly spell meaning linked words. Extend word knowledge using simple prefixes. Use synonyms e.g. cheerful/ happy, tired/ sleepy. Homonyms e.g. tea: meal/ drink; scale: fish/ music.
ACT	<p>10.LC.14</p> <p>Use sound, visual and meaning patterns to spell words and use resources to check spelling and meanings.</p>
NZ	<p>Use language features appropriately, showing some understanding of their effects. Indicators:</p> <ul style="list-style-type: none"> Spells most high-frequency words correctly and shows growing knowledge of common spelling patterns. Uses a range of strategies to self-monitor and self-correct spelling.

Year 4 has 36 lessons that build on previous lessons in the program. The spelling and word study skills covered in Year 4 include common word endings, tricky spellings, prefixes and suffixes, plurals, homophones, compound words and some early examples of words with Greek and Latin origins. With 30 words a week, the program covers more than 1000 words per school year.

Lesson Number Teacher	Lesson Number Student	Lesson	Lesson Number Teacher	Lesson Number Student	Lesson
Begin			Middle		
Lesson 109	4.1	Long vowels	Lesson 127	4.19	Past tense
Lesson 110	4.2	ew, ue, ui	Lesson 128	4.20	our, ure
Lesson 111	4.3	air, eer, ear	Lesson 129	4.21	wh, ph, gh
Lesson 112	4.4	Suffix: ing	Lesson 130	4.22	y
Lesson 113	4.5	Plurals: s, es	Lesson 131	4.23	ch
Lesson 114	4.6	c and g	Lesson 132	4.24	in, ine, ain
Lesson 115	4.7	le, el, al	Lesson 133	4.25	Suffix: ous
Lesson 116	4.8	ge	Lesson 134	4.26	in, im, ir, il
Lesson 117	4.9	Suffix: ed	Lesson 135	4.27	ion, ation
Early			Late		
Lesson 118	4.10	un, dis, mis	Lesson 136	4.28	re, de, pre
Lesson 119	4.11	Plurals: s, ies	Lesson 137	4.29	ment, ship, hood
Lesson 120	4.12	ice, ise	Lesson 138	4.30	ery, ary, ory
Lesson 121	4.13	er and est	Lesson 139	4.31	able, ible
Lesson 122	4.14	ie and ei	Lesson 140	4.32	Latin origins
Lesson 123	4.15	Suffix: ly	Lesson 141	4.33	Tricky words
Lesson 124	4.16	Homophones	Lesson 142	4.34	Suffix: ly (2)
Lesson 125	4.17	ent and ant	Lesson 143	4.35	cc, xc
Lesson 126	4.18	Compound words	Lesson 144	4.36	Greek origins



Region	Outcome
Australian Curriculum	<p>Phonic and word knowledge</p> <p>AC9E4LY09 understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes</p> <p>AC9E4LY10 understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words</p> <ul style="list-style-type: none"> • applying generalisations for adding affixes • building morphemic word families and exploring word origins <p>AC9E4LY11 read and write high-frequency words including homophones and know how to use context to identify correct spelling</p>
NSW	<p>EN2-SPELL-01 selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts</p>
VIC	<p>VELS – Level 3</p> <p>Students spell most one-and-two syllable words with regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.</p>
QLD	<p>Essential Learnings:</p> <p>Sound, visual, and meaning patterns, including word functions, are used to spell single-syllable and multi syllable words.</p>
SA	<p>Key Idea:</p> <p>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. This includes such learning as:</p> <ul style="list-style-type: none"> • Using a variety of sources for the correct spelling of words. • Spelling (e.g. using visual knowledge, knowledge of letter strings and of prefixes and suffixes to attempt to spell words; discussing and using possible strategies for spelling). <p>3.12</p> <p>Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.</p>
TAS	<ul style="list-style-type: none"> • Explore sounds and groupings according to letters representing the sound and form generalisations. • Spell an increasing number of frequently used words. • Explore homophones and common spelling patterns about common ways to pronounce spelling patterns. • Use contractions and some compound words. • Build word families from base words. • Spell frequently used words with irregular spelling patterns. • Explore spelling patterns and homophones. • Use compound words. • Use base words to build more extensive word families. • Explore common prefixes. • Use a range of strategies to generate plausible attempts at spelling unfamiliar words when writing e.g. use syllabification knowledge; use visual strategies such as knowledge of common letter patterns and vowel digraphs; use knowledge of simple base words; use an increasing range of resources to check spelling.
WA	<ul style="list-style-type: none"> • Sound, visual and meaning patterns to spell multi-syllabic words. • Generalisations including using the /j/ phoneme for the grapheme g when it is followed by e, i or y. • Strategies to spell words that include spelling generalisations and sound, visual and meaning patterns. • Strategies to learn to spell high frequency words, personally significant words, topic words and signal words. • Procedures for using spelling and language tools including wall charts and dictionaries.
NT	<p>Band 2</p> <ul style="list-style-type: none"> • Attempt to spell unknown words by representing all vowels and consonant sounds in words, placing vowels in every syllable. • Use visual knowledge of common letter sequences when spelling unknown words. • Use less common letter patterns and the sounds they represent. • Include all letters but possibly sequence them inaccurately. • Correctly spell meaning linked words. • Extend word knowledge using simple prefixes and simple suffixes, • Use synonyms • Use homonyms
ACT	<p>10.LC.14</p> <p>Use sound, visual and meaning patterns to spell words and use resources to check spelling and meanings.</p>
NZ	<p>Use language features appropriately, showing some understanding of their effects. Indicators:</p> <ul style="list-style-type: none"> • Spells most high-frequency words correctly and shows growing knowledge of common spelling patterns. • Uses a range of strategies to self-monitor and self-correct spelling.

Year 5 has 36 lessons that build on previous lessons in the program. The spelling and word study skills covered in Year 5 include silent letters, eponyms, compound words, portmanteaus, loan words and words with Latin origins. With 30 words a week, the program covers more than 1000 words per school year.

Lesson Number Teacher	Lesson Number Student	Lesson
Begin		
Lesson 145	5.1	Vowels: exceptions
Lesson 146	5.2	rse and rce
Lesson 147	5.3	ent and ant
Lesson 148	5.4	and, end, ond
Lesson 149	5.5	Suffix: fy
Lesson 150	5.6	Homophones
Lesson 151	5.7	our and ure
Lesson 152	5.8	ic
Lesson 153	5.9	Silent letters
Early		
Lesson 154	5.10	ity
Lesson 155	5.11	Compound words
Lesson 156	5.12	Latin origins
Lesson 157	5.13	Suffix: ive
Lesson 158	5.14	ish
Lesson 159	5.15	un, dis, mis
Lesson 160	5.16	Plurals: s and es
Lesson 161	5.17	ist
Lesson 162	5.18	Portmanteau

Lesson Number Teacher	Lesson Number Student	Lesson
Middle		
Lesson 163	5.19	ous
Lesson 164	5.20	Plurals: s, ies
Lesson 165	5.21	fer
Lesson 166	5.22	age, idge
Lesson 167	5.23	ment, ship, hood
Lesson 168	5.24	Vowels
Lesson 169	5.25	ion, ian
Lesson 170	5.26	ch
Lesson 171	5.27	Tricky words
Late		
Lesson 172	5.28	oo, ou
Lesson 173	5.29	wh, ph, gh
Lesson 174	5.30	ence and ance
Lesson 175	5.31	Eponyms
Lesson 176	5.32	Suffix: ly
Lesson 177	5.33	que
Lesson 178	5.34	Word building
Lesson 179	5.35	Loan words
Lesson 180	5.36	anti, circum, extra



Region	Outcome
Australian Curriculum	<p>Phonic and word knowledge</p> <p>AC9E5LY08 use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations</p> <p>AC9E5LY09 build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations</p> <p>AC9E5LY10 explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word</p>
NSW	<p>EN3-SPELL-01 automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words</p>
VIC	<p>VELS – Level 4</p> <p>Students use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.</p>
QLD	<p>Essential Learnings:</p> <p>Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.</p>
SA	<p>Key Idea:</p> <p>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.</p> <p>This includes such learning as:</p> <ul style="list-style-type: none"> • Using a variety of sources for the correct spelling of words. • Spelling (e.g. using visual knowledge, knowledge of letter strings and of prefixes and suffixes to attempt to spell words; discussing and using possible strategies for spelling). <p>3.12</p> <p>Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.</p>
TAS	<ul style="list-style-type: none"> • Spell frequently used words with irregular spelling patterns. • Explore spelling patterns and homophones. • Use compound words. • Use base words to build more extensive word families; explore common prefixes. • Use a range of strategies to generate plausible attempts at spelling unfamiliar words when writing e.g. use syllabification knowledge; use visual strategies such as knowledge of common letter patterns and vowel digraphs; use knowledge of simple base words; use an increasing range of resources to check spelling. • Spell frequently used and subject specific words with irregular patterns and explore spelling patterns. • Explore how to add common prefixes, form past tense endings and use common suffixes. • Use a range of strategies to spell unfamiliar words when writing and monitor the effectiveness of some of the strategies used e.g. use letter combinations and syllabification knowledge; use visual strategies such as graphic patterns, critical features and word shapes; select appropriate resources to check spelling and make corrections.
WA	<ul style="list-style-type: none"> • Sound, visual and meaning patterns to spell multi-syllabic words. • Generalisations including maintaining a short vowel sound before a g which has the j phoneme, by adding d, n or l before the g. • Strategies to spell words that include spelling generalisations and sound, visual and meaning patterns. • Strategies to learn to spell high frequency words, personally significant words, topic words and signal words. • Procedures for using spelling and language tools including wall charts and dictionaries.
NT	<p>Band 3</p> <ul style="list-style-type: none"> • Spell accurately the words they need to use in class, including subject – specific words. • Use their knowledge of word parts to extend base words, compound words, base words, imported words. • Spell words with unusual spelling for common sounds. • Use homographs. • Acronyms and abbreviations. • Use a multi-strategy approach to learning the spelling of the words used in class and to recognise commonly misspelled words. • Use knowledge about spelling when responding to cues from electronic spelling checkers.
ACT	<p>10.LC.14</p> <p>Use sound, visual and meaning patterns to spell words and use resources to check spelling and meanings.</p>
NZ	<p>Use language features appropriately, showing a developing understanding of their effects. Indicators:</p> <ul style="list-style-type: none"> • Demonstrates a good understanding of spelling patterns in written English, with few intrusive errors. • Uses a wide range of strategies to self-monitor and self-correct spelling.

Year 6 has 36 lessons that build on previous lessons in the program. The spelling and word study skills covered in Year 6 include irregular plurals, compound words, word building, vowel and vowel exceptions, tricky words, homophones and word building. With 30 words a week, the program covers more than 1000 words per school year.

Lesson Number Teacher	Lesson Number Student	Lesson
Begin		
Lesson 181	6.1	ea and ee
Lesson 182	6.2	Homophones
Lesson 183	6.3	er and est
Lesson 184	6.4	ant and ent
Lesson 185	6.5	Plurals: s, es
Lesson 186	6.6	er and or
Lesson 187	6.7	Vowels
Lesson 188	6.8	ful and less
Lesson 189	6.9	un, mis, dis
Early		
Lesson 190	6.10	i and ay
Lesson 191	6.11	Word building
Lesson 192	6.12	Suffix: ic
Lesson 193	6.13	Compound words
Lesson 194	6.14	Loan words
Lesson 195	6.15	ie and ei
Lesson 196	6.16	able and ible
Lesson 197	6.17	igh, eigh, aigh
Lesson 198	6.18	Suffix: ous

Lesson Number Teacher	Lesson Number Student	Lesson
Middle		
Lesson 199	6.19	oa and ow
Lesson 200	6.20	Greek origins
Lesson 201	6.21	re, de, pre
Lesson 202	6.22	ance, ence
Lesson 203	6.23	cc, xc
Lesson 204	6.24	Tricky words
Lesson 205	6.25	ness
Lesson 206	6.26	Irregular plurals
Lesson 207	6.27	ion, ian
Late		
Lesson 208	6.28	Eponyms
Lesson 209	6.29	Vowels: exceptions
Lesson 210	6.30	Plurals: s, ies
Lesson 211	6.31	Suffix: ly
Lesson 212	6.32	ity
Lesson 213	6.33	ary, ery, ory
Lesson 214	6.34	ably, ibly
Lesson 215	6.35	in, im, ir, il
Lesson 216	6.36	ancy, ency



Region	Outcome
Australian Curriculum	<p>Phonic and word knowledge</p> <p>AC9E6LY08 use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words</p> <p>AC9E6LY09 use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words</p>
NSW	<p>EN3-SPELL-01 automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words</p>
VIC	<p>VELS – Level 4</p> <p>Students use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.</p>
QLD	<p>Essential Learnings:</p> <p>Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.</p>
SA	<p>Key Idea:</p> <p>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts. This includes such learning as:</p> <ul style="list-style-type: none"> • Spelling (e.g. using letters to represent all vowel and consonant sounds in words and in all syllables; using prefixes and suffixes in words; using a range of strategies when attempting to spell difficult words; using visual strategies such as recognition of common letter patterns, critical features of words and mnemonics; using dictionaries and thesauruses). <p>4.12</p> <p>Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts.</p> <ul style="list-style-type: none"> • Strategically edits or proofreads written text.
TAS	<ul style="list-style-type: none"> • Spell frequently used and subject specific words with irregular patterns. • Explore spelling patterns according to their writing needs. • Explore word derivations and use knowledge of word parts such as prefixes, suffixes and base words to learn new words. • Select from a range of strategies to spell unfamiliar words when writing and monitor the effectiveness of the strategies used. • Spell frequently used and subject specific words from all curriculum areas using appropriate strategies to check for and correct errors. • Explore word derivations and use sound, visual, and meaning knowledge in a multi-strategy approach to spell unfamiliar words
WA	<ul style="list-style-type: none"> • Word origins (e.g. Anglo-Saxon words and Greek roots), sound and visual patterns and syntax and semantics in a multi-strategy approach to spell unfamiliar words. • Generalisations including dropping one l when adding full and till to another root word (e.g. useful). • A multi-strategy approach for spelling unfamiliar words that includes syllabification, word origins, syntax, semantics, consulting an authority (e.g. the thesaurus), and sound and visual patterns. • Strategies to learn content specific words, including learning spelling generalisations, and to apply them to their writing. • Procedures for using spelling and language tools including the thesaurus, spelling and grammar checks and online dictionaries.
NT	<p>Band 3</p> <ul style="list-style-type: none"> • Spell accurately the words they need to use in class, including subject-specific words. • Use their knowledge of word parts to extend base words. • Spell words with unusual spelling for common sounds. • Use homographs. • Acronyms and abbreviations. • Use a multi-strategy approach to learning the spelling of the words used in class and to recognise commonly misspelled words. • Use knowledge about spelling when responding to cues from electronic spelling checkers.
ACT	<p>10.EA.15</p> <p>Use a multi-strategy approach to spelling unfamiliar words.</p>
NZ	<p>Use language features appropriately, showing a developing understanding of their effects. Indicators:</p> <ul style="list-style-type: none"> • Demonstrates a good understanding of spelling patterns in written English, with few intrusive errors. • Uses a wide range of strategies to self-monitor and self-correct spelling.