

# Public School Stage 3 Spelling Program

Spelling will consist of up to 16 words per week. Students will be allocated an ability group (colours) based on T4 2012 South Australian Spelling Assessment results. This ensures that each individual student will have up to 16 list words per week (as per spelling policy\*).

All students will be tested with 10 test words per week. The pre-test words will be the weekly list words. The end of week test words will be a mixture of spelling list words as well as different words using the same sound and/or spelling rule. The tests will also consist of all theme words from the weekly lists (as per spelling policy\*\*).

There will be 3 dictation sentences included in the weekly test. Assessment will be ongoing and consistent with 1 mark awarded for each fully correct sentence.

*\*Lists begin with common words shared by all spelling groups.*

*Lists begin with simpler spellings to finish with more complex spellings towards the end. No group should have more than 20 words. Fifteen words are ideal for S2 &3 and ten for S1.*

*\*\* The spelling test will consist of 6 focus family words that are not included in the weekly spelling list. We are testing to see if students can apply the spelling skills, rules and strategies learnt during the week.*

## Curriculum Links (NSW Australian Curriculum English)

**EN3-4A** - A student draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.

Students:

-  Develop and apply contextual knowledge
-  Understand and apply knowledge of language forms and features
-  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
-  Understand that the pronunciation, spelling and meanings of words have histories and change over time Recognise most misspelt words in their own writing and use a variety of resources for correction
-  Integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts
-  Use morphemic, visual, syntactic, semantic and phonological strategies, e.g. recognition of letter patterns of words, when composing texts

### WEEK ONE WORDS: Theme: Natural Disasters

viscosity	igneous	mantle	dormant
extinct	shield	rain	storms
twister	cyclone	mudslide	tsunami
seismograph	family	tropical	tides

# Public School Stage 3 Spelling Program

## WEEK 2; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
yellow bellow hollow pillow shadow rise move there	watch catch latch batch stitch match mapped trotted	batch bewitch blotch butcher clutch crutches prepped matted	butterscotch dispatched farfetched homestretch kitchenette overstretch pressed prepped	scratchiness sketchiness stretchability wretchedness featherstitched catchphrase undepressed compelled	support attitude <b>practice</b> <b>practise</b> railroad rattlesnake tornado volcano
<b>Family Words:</b> 'tch' <b>Spelling Rule:</b> When a word ends with a short vowel followed by a consonant, double the last consonant before adding 'ed' <b>Theme:</b> Natural Disasters					
<b>Dictation:</b> <ol style="list-style-type: none"> <li>The yellow pillow was soft.</li> <li>I like to watch a batch of scones baking in the oven.</li> <li>The butcher let me drive the car with the broken clutch.</li> <li>The butterscotch was dispatched to the kitchenette.</li> <li>The stretchability of the featherstitched jumper was an amazing advantage.</li> </ol>					
<b>Assessment:</b>  Spelling pre/post testing.  Anecdotal observations.			<b>Evaluation:</b>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

## WEEK 3; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
rose close chose those suppose sure their while	less mess press lass pass boss jogged planned	hopeless mission discuss guess glass address admitted committed	cuteness embossed focussed addressee assailant classical distilled equalled	dissatisfied embarrassing airsickness ambassadorial assiduousness bouillabaisse travelled referred	leadership resilience <b>spa</b> <b>spar</b> homemaker windowsill destruction flooding
<b>Family Words:</b> 'ss' <b>Spelling Rule:</b> When a word ends with a short vowel followed by a consonant, double the last consonant before adding 'ed' <b>Theme:</b> Natural Disasters					
<b>Dictation:</b> <ol style="list-style-type: none"> <li>The rose they chose smelled lovely.</li> <li>The less mess there is, the happier the boss is.</li> <li>He thought it was a hopeless mission but the correct guess helped them.</li> <li>The embossed logo they were focussing on was way beyond cuteness.</li> <li>The dissatisfied politician was embarrassing because of her lack of ambassadorial behaviour.</li> </ol>					
<b>Assessment:</b>  Spelling pre/post testing.  Anecdotal observations.			<b>Evaluation:</b>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

# Public School Stage 3 Spelling Program

## WEEK 4; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
easy plea leave squeak weave iron light right	died diet cried field fries alien flies ladies	babies grieve easiest enemies alienate audience bunnies poppies	brainier dizziest dieback hacienda companied dreadiest centuries charities	biennially bioscience debriefing chandeliers achievements circumambient embroideries equivalencies	<b>relationships</b> anti-bullying principal principle sheetrock something natural <b>thunderstorm</b>
<p><b>Family Words:</b> 'ie'</p> <p><b>Spelling Rule:</b> When an action word ends with a consonant followed by a 'y', change the 'y' to an 'i' before adding 'es'</p> <p><b>Theme:</b> Natural Disasters</p>					
<p><b>Dictation:</b></p> <ol style="list-style-type: none"> <li>1. It was easy to guess his plea was guilty.</li> <li>2. When her father died she cried for a long time.</li> <li>3. Babies are the easiest to care for when they have bunnies keeping them occupied.</li> <li>4. The dieback companied tree rot on the large hacienda for centuries.</li> <li>5. The bioscience doctor celebrated his achievements by purchasing chandeliers.</li> </ol>					
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>✎ Spelling pre/post testing.</li> <li>✎ Anecdotal observations.</li> </ul>			<p><b>Evaluation:</b></p>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

## WEEK 5; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
head read bread breath leather visit still world	able made toilet bubble cattle edible parties fries	hassle handle missile nimble muscle riddle berries bunnies	credible ensemble nouvelle ridicule available honourable academies apologies	vulnerable coleoptile despicable irreversible ensemble incontrovertible philosophies physiologies	empower <b>future</b> laps lapse <b>typewriter</b> nutcracker catastrophe eruptions
<p><b>Family Words:</b> 'le'</p> <p><b>Spelling Rule:</b> When an action word ends with a consonant followed by a 'y', change the 'y' to an 'i' before adding 'es'</p> <p><b>Theme:</b> Natural Disasters</p>					
<p><b>Dictation:</b></p> <ol style="list-style-type: none"> <li>1. The man read as he ate his bread.</li> <li>2. I was able to make a bubble toilet.</li> <li>3. It was a hassle that the missile would not fire because the bunnies had no muscle.</li> <li>4. The credible ensemble was ripped, so the leader gave his apologies.</li> <li>5. The vulnerable bee could not break through the coleoptile because of his weak physiologies.</li> </ol>					
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>✎ Spelling pre/post testing.</li> <li>✎ Anecdotal observations.</li> </ul>			<p><b>Evaluation:</b></p>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

# Public School Stage 3 Spelling Program

## WEEK 6; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
near fear dear spear beard also build family	dough rough enough ought through cough ringing yelling	though through thorough trough tough thought signing pressing	toughen although doughnut toughest sourdough roughhouse toughing pointing	toughened drought forethought thoroughbred thoroughfare thoughtlessness building befriending	cooperation modelling tacks tax grandmother grasshopper clean-up humanity
<b>Family Words:</b> 'ough' <b>Spelling Rule:</b> When a word ends in double consonant, do not double the last letter before adding an 'ing' <b>Theme:</b> Natural Disasters					
<b>Dictation:</b> 1. The dear man with a beard did fear the spear. 2. The dough was rough enough to dampen my cough. 3. I went through the thorough contract, though I thought about signing it. 4. Although the sourdough I made was the toughest the chef has ever seen, it made a very tasty doughnut. 5. My forethought allowed my thoroughbred to avoid the thoroughfare by befriending the farmer who had endured the drought.					
<b>Assessment:</b> ✎ Spelling pre/post testing. ✎ Anecdotal observations.			<b>Evaluation:</b>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

## WEEK 7; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
mice slice price twice advice try true here	fluid juice squid suit cruise build bluffing stinging	guided quill quilts fluidly lawsuit penguin consulting directing	quitter squint squishy guilty squiggly suitcase printing regarding	vanquishing acquitted anguished acquiesced colloquium mannequins contradistinguishing topstitching	enjoyment helpful waive wave underestimate weatherproof rescue evacuate
<b>Family Words:</b> 'ui' <b>Spelling Rule:</b> When a word ends in double consonant, do not double the last letter before adding an 'ing' <b>Theme:</b> Natural Disasters					
<b>Dictation:</b> 1. The mice ate the slice against the advice of the prince. 2. The fluid that squirted out of the orange was juice. 3. I guided the penguin over to the nice warm quilts. 4. I had to squint to see the squishy, squiggly suitcase from so far away. 5. The acquitted man was vanquishing his right to another trial about the missing mannequins.					
<b>Assessment:</b> ✎ Spelling pre/post testing. ✎ Anecdotal observations.			<b>Evaluation:</b>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

# Public School Stage 3 Spelling Program

## WEEK 8; TERM 3

ORANGE LIST	BLUE LIST	GREEN LIST	RED LIST	PINK LIST	EVERYONE LIST
use fuse cube tune fume hour most more	heir vein neigh rein seize weird happily steadily	sheila weirder atheist ceiling theists weighed bodily lazily	seizures weirdest heightened neighbours eighteenth overweight noisily clumsily	reincarnations antiapartheid conceivability reinforcements inconceivability superheavyweight niftily scarily	friendly <b>instructions</b> knights nights readymade together <b>preparation</b> shelter
<b>Family Words:</b> 'ei' <b>Spelling Rule:</b> When adding 'ly' to words which end in 'y', change the 'y' to an 'i' before adding the 'ly' <b>Theme:</b> Natural Disasters					
<b>Dictation:</b> 1. I would like to use the cube to make the most of every hour. 2. The royal horse owned by the heir would die when the current Queen's reign ended. 3. The ceiling weighed too much for the atheist and sheila to escape. 4. When the patient had many seizures the neighbours called the overweight doctor. 5. The conceivability of the superheavyweight to prove theories of reincarnations was unlikely.					
<b>Assessment:</b> ✎ Spelling pre/post testing. ✎ Anecdotal observations.			<b>Evaluation:</b>		

**Spelling Test = 10 words – each groups 8 words plus 2 highlighted everyone's words**

## Week 8 & Week 9 – No Spelling (Camp) (Revision)

### Term 3 Assessment Test Words

yellow	mapped	builder	butterscotch	featherstitched	practise
rose	boss	glass	embossed	embarrassing	leadership
weave	diet	babies	dizziest	bioscience	principal
bread	bubble	muscle	ensemble	philosophies	catastrophe
near	rough	thorough	doughnut	thoughtfulness	cooperation
twice	fluid	guided	squiggly	contradistinguishing	underestimate
tune	heir	weirder	heightened	superheavyweight	readymade
Orange	Blue	Green	Red	Pink	Everyone

Total = /42

# Public School Stage 3 **Spelling Program**

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1	8	15	22	29	36
2	9	16	23	30	37
3	10	17	24	31	38
4	11	18	25	32	39
5	12	19	26	33	40
6	13	20	27	34	41
7	14	21	28	35	42

Score

**/42**