**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 9. Fourteen progressions are provided in this span.**

*Description:* This Learning Progression describes how a student becomes increasingly proficient in selecting and arranging letters to form accurately spelt words. Students develop increasing skill and proficiency in using spelling as a tool to understand and to create meaning in texts. At higher levels of the progression, students monitor their own spelling and explain how spelling contributes to meaning.

*Related Learning Progressions*: Particular links exist between this Learning Progression and the Learning Progressions of *Creating texts, Phonemic awareness* and *Phonic knowledge and word recognition*.

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each progression are not hierarchical, nor are they to be used as a checklist.*

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| **Victorian Curriculum Foundation Level**  | **Victorian Curriculum Level 2** |
| The student:* writes letters to represent words
* spells own name.
 | The student:* explains that words can be represented with letters
* experiments with writing letters and words.
 | The student:* writes letters of the alphabet and says a common corresponding sound (phoneme)
* writes letters to correspond to a given sound.
 | The student:* writes letters to represent the dominant or first sounds (phonemes) in words, when attempting to spell words (apl for apple)
* writes some appropriate letter combinations to represent words (bis for because)
* correctly writes some common one-syllable words with regular phonic graphemic patterns (am)
* correctly writes some common high-frequency words with irregular phonic graphemic patterns (boy).
 | The student:* represents all phonemes when attempting to spell one- and two-syllable words
* correctly writes a range of words from the hundred high-frequency words correctly (class)
* spells less familiar words using regular phonemic graphemic patterns (sum for some)
* writes common plurals formed by adding ‘s’ correctly (cats)
* writes words with common suffixes that indicate tense (play, played, playing)
* uses visual knowledge (my), phonic knowledge (can) and morphemic knowledge (plays = play + s) to attempt to spell words.
 | The student:* exchanges one letter in a word to make a new word (dip, tip)
* writes two-letter consonant blends in words correctly (sl in slip)
* writes common plurals formed with adding ‘es’ correctly (boxes)
* uses onset and rime to spell words (p-at)
* writes words with consonants doubled after a short vowel (shopping).
 | The student:* uses morphemic word families to spell words (small, smaller)
* writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine)
* spells words with learnt digraphs (that)
* spells words with learnt long vowel sounds (skirt)
* writes one and two syllable words with consonant blends (clapping)
* uses knowledge of morphemes to spell compound words with common base words (Sunday)
* uses simple dictionaries and spellcheckers.
 | The student:* writes most common and high-frequency words correctly
* writes common words with silent letters correctly (white)
* writes some common contractions correctly (won’t, don’t)
* uses three-letter consonant blends in words correctly (three, string, splash)
* uses knowledge of morphemes to spell compound words, where the base word remains unchanged (grandmother)
* uses bank of spelling strategies and knowledge to attempt to spell words (phonic knowledge, visual knowledge, morphemic knowledge)
* recognises spelling errors in own writing.
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| **Victorian Curriculum Level 3** |  | **Victorian Curriculum Level 9** |
| The student:* writes all words from the hundred high-frequency words correctly
* writes words with common prefixes and suffixes (unhappy, helpful)
* uses some common spelling generalisations when attempting to spell unfamiliar words (drop e from base word when adding a suffix)
* uses correct vowel digraphs (bean, green)
* writes all common contractions correctly (doesn’t)
* spells common homophones correctly (hear, here)
* uses spell check function
* uses authoritative sources (dictionaries/web search to spell unfamiliar words)
* uses learnt spelling rules and knowledge, word origins and generalisations to spell (phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
* identifies errors and attempts to correct spelling.
 | The student:* writes words which do not include common phonic patterns or letter groupings correctly
* spells less common homophones correctly (site, sight)
* applies spelling generalisations when writing words
* explains and uses a range of morphemic word families (friend, friendship, unfriendly)
* uses knowledge of prefixes and suffixes to spell less common words (triangle, disagree)
* explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (colour, color)
* spells a range of words with less common letter groupings correctly (mountain)
* uses knowledge of base words to spell unfamiliar words (line, linesman).
 | The student:* writes irregular plurals correctly (mice)
* spells words with less common silent letters correctly (caught, debt)
* explains how the spellings and meanings of some words have changed over time
* explains how words are spelt using a combination of strategies and knowledge including morphemic knowledge, visual knowledge, phonological knowledge, etymological knowledge and orthographic knowledge.
 | The student:* uses less common prefixes and suffixes including those which require changes to the base word (separation, explanation)
* spells multisyllabic words including some with more complex letter patterns (democracy)
* uses knowledge of Latin and Greek word origins to explain spelling of technical words (physical, maritime, vacuum).
 | The student:* spells a range of challenging words with less common letter groupings (naive, cadence)
* spells words with less common prefixes and suffixes (im-precise, employ-ee)
* spells less common plurals (foci)
* explains how spelling can be a support to both reading and writing
* explains the limitations of spell check features in digital communication
* uses spelling rules and generalisations, word origins and visual memory to spell unfamiliar words.
 | The student:* monitors spelling in own texts and makes appropriate corrections
* uses spelling knowledge and spelling resources to attempt complex, unfamiliar words (photosynthesis)
* explains how spelling is used creatively in texts for particular effects (characterisation and humour and to represent accents and styles of speech).
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Student learning in literacy has links beyond English in the Victorian Curriculum F–10. Teachers are encouraged to identify links within their teaching and learning plans.