**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.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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). |

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.