

Each table contains the progression points and standards related to the **Writing Dimension** and the Indicators of Progress for the focus on Conventions of Spelling. This focus is not found beyond level 4.75.

### Progressing towards Level 1

#### *Progression Point 0.5*

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

- understanding that their writing can communicate ideas, feelings and information
- use of letters and some words in the writing of brief texts about topics of personal interest
- emergent writing showing concepts about print, including left to right, top to bottom
- reading back from their own writing at the time of writing
- approximate use of letters for some letter–sound relationships and common words
- use of a variety of writing tools, including crayons, pencils and computer software.

#### *Indicators of Progress*

Students attempt to spell words by writing one or more of the letters in the word, usually having the initial letter, or by matching the most obvious sounds, particularly consonants.

Students know and can write some letters (upper and lower case), and recall the names of letters, both upper and lower case.

Students match letters with their common sounds, for example, they can use a model of the alphabet to select the letter for sounds they hear and then write the letter by copying.

Students write letters for some of the letter–sound links they know and may mix up upper and lower case letters.

Students recall the most common sounds that are linked with letters.

## ***Standard 1.0***

**At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.**

### ***Indicators of Progress***

Students show they are aware of the sound system and the relationships between letters and sounds in words when spelling.

Students use conventional letters and frequently occurring patterns of letters such as 'ing' or 'ay' in their writing.

Students use a knowledge of letter–sound relationships (especially consonants) to attempt to spell unknown words.

Students spell high-frequency words that have been taught.

Students identify words with a particular sound, for example, phone, farm, off, cough.

**Progressing towards Level 2**

**Progression Point 1.25**

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- inclusion of their own experiences when writing for personal purposes and audiences such as in lists, letters, cards, posters
- inclusion of one or more generally readable sentences
- some correct use of capital letters and full stops
- drawings that support the intended meaning of their writing
- plausible attempts at spelling unfamiliar words, matching sound–letter relationships and using some simple spelling patterns.

*Indicators of Progress*

Students recall the spelling of some frequently taught words used for writing.

Students predict the spelling of unfamiliar words by using letter–sound relationships and/or analogy, for example, they write plausible spelling attempts for one-syllable words that have regular two-letter rimes and predictable short vowel sounds, such as, ‘ip’, ‘et’. They segment the spoken word into onset and rime, say each segment and write it. Examples of these words are *set*, *lap* and *bus*.

Students use phonological processes when recall is not automatic, for example, they slowly articulate the sounds in sequence in a word in order to hear the individual sounds and then represent the sounds with appropriate letters.

Students use some simple spelling patterns to generate plausible attempts at spelling unfamiliar words, relying on letter–sound relationships and analogy.

Students identify and list words that have the same sound in initial, medial and final positions in texts (e.g. *at*, *cat*, *catch*), learn consonant digraphs, e.g., ‘sh’, ‘ch’, ‘th’; substitute letters to form new words, e.g., *cot*, *pot*, *hot* ; and build words from a base word, e.g., *an*, *and*, *hand*, *handy*.

Students can attempt new words by using sound–letter correspondence. They make analogy by linking familiar words with unfamiliar words.

**Progressing towards Level 2**

## ***Progression Point 1.5***

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- experimentation with a range of short text types; for example, recounts, letters, lists, procedures
- sequencing of a small number of ideas in short texts for different purposes and audiences
- rereading of their own writing, checking that it makes sense
- combination of writing with drawings or computer graphics to support meaning
- correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar words.

### ***Indicators of Progress***

Students recall the spelling of common high-frequency words, words of one syllable with regular rime units, and some two-syllable words with regular spelling (for example, *windy, playing*).

Students use their knowledge of some spelling patterns to generate plausible attempts at spelling unfamiliar words by using analogy.

Students use more complex phonological processes and more complex phonic conventions to spell words, for example, spelling words that have the sound pattern usually associated with 'wa' for example, *wan, was, wand, water*.

**Progressing towards Level 2**

***Progression Point 1.75***

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- inclusion of information and ideas in short texts for known audiences and selected purposes
- use of strategies to revise writing; for example, reading aloud, use of feedback from others
- mostly correct use of capital letters, full stops, and question marks
- correct spelling of unfamiliar words, using knowledge of sound–letter patterns.

***Indicators of Progress***

Students recall automatically the spelling of high-frequency words.

Students use their knowledge of some spelling patterns (regular and irregular rimes) to generate plausible spellings of unfamiliar one-syllable words and some two-syllable words with regular spelling, for example, *sunny*, *playing*.

Students use more complex phonological processes and phonic knowledge to assist the spelling of words.

Students review what they know about how words are spelt, for example:

(1) some words are spelt how they are said so you need to know the matching letter and sound patterns; and

(2) some words are exceptional words and do not sound how they are spelt.

Students review in words what they know about how to spell an unfamiliar word:

(1) for some words you can listen to how you say them and think of matching letter patterns; and

(2) some words are unusual and you need to remember how to spell them, think of their “picture/word shape” or remember a saying to assist you.

***Standard 2.0***

**At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known**

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audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.

### *Indicators of Progress*

Students spell one-syllable words with 2–4-letter irregular rimes and use these to spell related unfamiliar one-syllable words either by:

- (1) recoding and blending onsets and rimes; or
- (2) making rime and onset analogy with known words.

Students recognise syllables in familiar two-syllable words and use these to spell unfamiliar two-syllable words by analogy.

Students spell words that have the same spelling pattern but are pronounced differently, for example, *car*, *care*, and *warm* or *have* and *gave*.

Students develop words from base words, identify words within words and group them according to spelling patterns and sounds.

### Progressing towards Level 3

#### ***Progression Point 2.25***

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- composition of short, sequenced factual and imaginative texts in print and electronic forms
- related ideas, linked in sequence, to convey meaning to known audiences
- simple, and some compound, sentences joined by appropriate conjunctions
- effective vocabulary to convey meaning, including nouns, verbs and adjectives
- correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns.

#### ***Indicators of Progress***

Students spell correctly one-syllable words that have ‘silent letter patterns’ and link these with the origin of the word, for example, *knife* or *knee*. They predict how to spell unfamiliar one-syllable words of these types.

Students spell accurately regular high-frequency two- and three-syllable words and discuss the concept of the unstressed vowel for example, the *a* in *about*, or the *i* in *decimal*.

Students describe the strategies they use to spell two-syllable words, for example, either by analogy or by recoding each syllable.

#### ***Progression Point 2.5***

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- composition of short texts of more than one paragraph to describe experiences, tell a story, express a point of view
- appropriate ordering of events and ideas in print and electronic texts
- compound sentences linking two ideas or events, with correct use of verb tenses
- development of character, setting and plot in short narrative texts

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- correct use of full stops and question marks, and experimentation with other punctuation; for example, commas, quotation marks.

### *Indicators of Progress*

Students spell accurately two-syllable words of high or moderate frequency. Strategies for predicting the spelling of unfamiliar words include segmenting the spoken word into syllables, noting the syllable(s) with the unstressed vowel(s), writing each syllable and then blending the syllables.

Students show an awareness of simple morphographic patterns when spelling words, for example, 's' added to a noun can indicate a plural, 'ed' added to a verb can indicate an action that has finished, regardless of how the word is said.

**Progressing towards Level 3**

***Progression Point 2.75***

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- composition of texts for different purposes; for example, to narrate, inform, describe, present a point of view or explain
- composition of texts of three or four logically ordered paragraphs
- composition of texts that take account of the needs and interests of familiar and some unfamiliar audiences
- combinations of written and visual elements in print and electronic texts
- correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns.

***Indicators of Progress***

<p>Students spell accurately three-syllable words of high or moderate frequency and two-syllable words that have irregular spelling, discuss the strategies they use (for example, how they deal with the unstressed vowel) and predict how to spell unfamiliar two-syllable words of these types.</p> <p>Students spell correctly frequently occurring one-syllable homonyms and homophones and describe the strategies they use for assisting with each.</p>	<p>Students review what they know about how words are spelt, for example:</p> <p>(1) some words are spelt how they are said so you need to know the matching letter and sound patterns;</p> <p>(2) the spelling of some words is based on what they mean so you need to know the matching meaning and letter patterns;</p> <p>(3) some words sound the same but are spelt differently and you need to listen for how they are used; and</p> <p>(4) some words are exceptional words and their spelling is hard to predict from how they are said.</p>	<p>Students review by saying aloud what they know about how to spell an unfamiliar word:</p> <p>(1) for some words you can listen to their sound pattern, how you say it, and think of matching letter patterns;</p> <p>(2) for some words you think of what they mean and look for ‘meaning segments’;</p> <p>(3) some words will be like words you already know and you can use their spelling patterns; and</p> <p>(4) you decide whether it could be an exceptional word and know other resources to find the spelling pattern.</p>
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### Standard 3.0

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

#### Indicators of Progress

Students spell accurately three-syllable words of high or moderate frequency that have irregular spelling patterns and discuss how they might predict the spelling of irregular words.

Students identify frequently occurring bound morphographs (for example, ‘s’ when added to a noun or a verb) and use these simple morphographic patterns to assist in working out the meanings of unfamiliar words.

Students spell accurately familiar three-syllabic words by integrating morphographic and graphophonic strategies for known patterns.

Students spell words that are topic or context specific; they show they are aware that the meaning and spelling of a word may vary depending on the topic for which it is used.

Students review by saying aloud what they know about how to spell an unfamiliar word:

- (1) “for some words you can listen to their sound pattern, how you say it and think of matching letter patterns”;
- (2) “for some words you think of what they mean and look for ‘meaning segments’” ;
- (3) “some words will be like words you already know and you can use their spelling patterns”; and
- (4) “you decide whether it could be an exceptional word.”

Students proofread the words they write, identify incorrectly spelt words in their writing and correct them.

## Progressing towards Level 4

### ***Progression Point 3.25***

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- inclusion of familiar ideas and information for different purposes and audiences in print and electronic texts
- use of strategies for planning, drafting, proofreading, editing and revising
- appropriate vocabulary, punctuation and tense according to context, purpose and audience
- typical features and structures of different texts such as narratives and reports
- correct spelling of frequently occurring two- and three-syllable words and use of strategies to spell unknown words.

#### ***Indicators of Progress***

Students identify the meanings of some word stems, for example, they use ‘*port*’, meaning to move or carry something, to spell words such as *export*, *deport*, *portable*, *porter* and *car port*.

Students spell less familiar two- and three-syllable regular words:

(1) by using morphographic features, graphics and analogy with known words for isolated words; and

(2) for words in prose, the use, as well, information sources such as the semantic and grammatical contexts of the word.

### ***Progression Point 3.5***

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- production of texts for a range of different audiences and purposes in print and electronic forms
- use of strategies for planning; for example, using models of others’ writing or mind

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mapping

- deletion of unnecessary information or addition of new information when editing and revising writing
- inclusion of appropriate visual images and information in print and electronic texts.

### *Indicators of Progress*

Students identify the meanings of some word stems, for example, they use 'port', meaning to move or carry something, to spell words such as *export*, *deport*, *portable*, *porter* and *car port*.

Students spell less familiar two- and three-syllable irregular and exceptional words presented individually by using morphographic features and graphic knowledge and by making analogy with known words (for example, from 'light' to spell 'fright'). For words in prose, they use, as well, information sources such as the semantic and grammatical contexts of the word.

## Progressing towards Level 4

### **Progression Point 3.75**

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- use of structures and features appropriate to purpose and audience of print and electronic texts
- appropriate use of topic sentences and organisation of main and subordinate ideas
- selection of vocabulary, text structures and visual features to effectively communicate ideas and information
- maintenance of plot, characterisation and setting throughout extended narrative texts.
- use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns.

### *Indicators of Progress*

Students display an integrated and systematic set of strategies for spelling unfamiliar words.

Students spell isolated two- to four-syllabic words using morphographic and graphophonic analysis strategies, for example, they become aware of suffixes such as ‘*tion*’, ‘*age*’, ‘*ance*’ or ‘*ness*’ and how these are linked with existing words such as *attract*, *appear* or *tidy* and use these when spelling words such as *attraction*, *appearance*, *tidiness* or *carriage*.

Students spell unfamiliar two- and three-syllabic words in prose using morphographic, graphophonic semantic and syntactic knowledge.

### **Standard 4.0**

**At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative**

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language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

### *Indicators of Progress*

Students spell accurately familiar multi-syllabic words by integrating morphographic and graphophonic strategies.

Students review and automatise what they have learnt about morphographic units and how they can predict the spelling of words using them.

For unfamiliar three-syllable words, students identify the morphographs and the unstressed vowels and predict their spelling.

**Progressing towards Level 4.75**

***Progression Point 4.25***

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- composition of print and electronic texts for a range of purposes, including speculative, imaginative, explanatory and persuasive
- development of topics in coherent ways according to the purpose, and the needs and experience of the intended audience
- use of a variety of sentence structures, including combinations of simple and compound sentences for particular effects
- awareness of grammatical conventions; for example, tense and subject–verb agreement, appropriate punctuation
- use of a range of planning strategies.

***Indicators of Progress***

Students draw on graphophonic, morphemic and context knowledge to spell unfamiliar words and represent every sound with a logical letter combination.

Students can identify the prefixes and suffixes in two- to five-syllable unfamiliar words they need to spell and use this knowledge to assist their spelling attempts.

Students review and automatise what they have learnt about morphographic units and say how they can predict the spelling of words using them.

Students show that they are aware that word spellings are subject specific.

***Progression Point 4.5***

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- composition of print and electronic texts in a wide range of forms, including narratives, reports, explanations, procedures and points of view
- composition of persuasive texts about contemporary issues, including justification of personal points of view with supporting arguments
- experimentation with different techniques to influence audiences and achieve the intended purpose of their writing
- correct spelling, except of unfamiliar words with unusual spelling patterns
- use of headings and subheadings in the organisation of information in texts

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- use of editing and proofreading skills for clarity and cohesion of ideas.

### *Indicators of Progress*

Students usually show correct spelling, having difficulty only with unusual spelling patterns.	Students use morphographic knowledge to spell unfamiliar two- and three-syllable words by identifying the meaning of the stem when the stem is not a known word. They can, for example:  (1) identify the stem ‘ <i>ject</i> ’, infer its meaning by analysing what they know about <i>reject</i> , <i>project</i> , <i>subject</i> and use it to spell injection or trajectory; or  (2) identify ‘ <i>vert</i> ’ in <i>convert</i> and <i>invert</i> , work out its meaning and use it to spell inversion.	Students describe the effect on the meaning of words when suffixes such as ‘ <i>age</i> ’, ‘ <i>er</i> ’, ‘ <i>ist</i> ’, ‘ <i>or</i> ’ are added to nouns or verbs and use this to spell words that have these suffixes, for example, <i>passage</i> , <i>manager</i> or <i>chemist</i> .
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### ***Progression Point 4.75***

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- control of writing texts in various forms, including narratives, reports, explanations, procedures and persuasive texts
- composition of imaginative and informative texts presenting challenging ideas and issues
- appropriate use of figurative language to achieve particular effects
- strategic use of headings, subheadings, graphics, photographs and art work to support the meaning of the text
- use of a variety of software packages to plan, organise, revise and present electronic texts.

### *Indicators of Progress*

Students use morphemic knowledge to spell words when adding suffixes and prefixes and usually recognise when a word is spelt incorrectly.