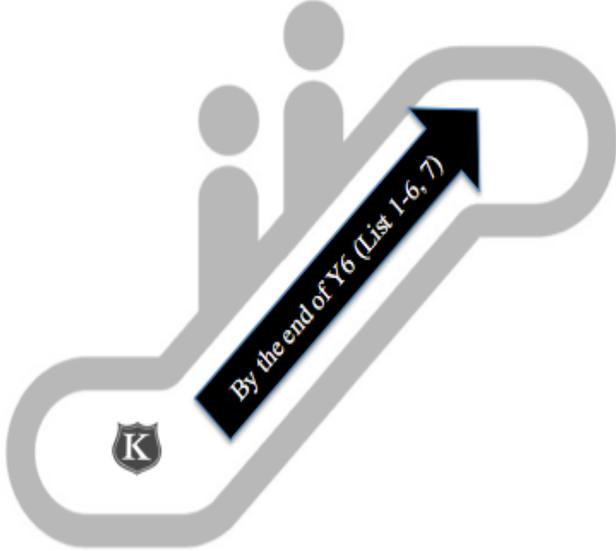




KNS Essential Spelling Escalator



| By the End of Year 8 | | Resources |
|---|---|--|
| <p>All Essential words lists 1-7 290 words Commonly Misspelt Words-55</p> <p>Reading</p> <ul style="list-style-type: none">• working out more complex, irregular, and/or ambiguous words by using strategies such as inferring the unknown from the known;• making links across a text by recognizing connectives or adverbial clauses;• fluently and correctly encoding most unfamiliar. <p>Writing</p> <ul style="list-style-type: none">• words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme– grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations;• using complex sentences that are grammatically correct;• craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the grammar, spelling, and punctuation. |  | <p>Books</p> <p>Effective Literacy Y5-8 Learning Through Talk Y4-8 Switch onto Spelling Spelling Under Scrutiny</p> <p>Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Year 8 Spelling Sounds and Words</p> <p>Literacy Progressions</p> <p>Exploring Language and Grammar</p> <p>The New Zealand Curriculum Exemplars</p> <p>Language Rules and Conventions</p> <p>Grammar Toolbox</p> |

| By the End of Year 6 | | Resources |
|---|--|--|
| <p>All Essential words lists 1-6 Some Commonly misspelt words</p> <p>Reading</p> <ul style="list-style-type: none">finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations. <p>Writing</p> <ul style="list-style-type: none">correctly spelling all high-frequency words used in their writing;using their knowledge of how words work (e.g., knowledge of diverse phoneme–grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with their knowledge of word derivations,to fluently and correctly encode most unfamiliar words, including words of many syllables;proofread to check the spelling, grammar, and punctuation. |  | <p>Books</p> <p>Effective Literacy Y5-8 Learning Through Talk Y4-8 Switch onto Spelling Spelling Under Scrutiny</p> <p>Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Literacy Progressions</p> <p>Year 6 Spelling Sounds and Words</p> <p>The New Zealand Curriculum Exemplars</p> <p>Language Rules and Conventions</p> <p>Grammar Toolbox</p> |

| By the End of Year 4 | | Resources |
|---|---|--|
| <p>Most of Lists 1-4 Some of Lists 5,6,7</p> <p>Reading</p> <ul style="list-style-type: none"> • automatically reading all high-frequency words; working out the meanings of new words, using strategies such as: –applying knowledge of the meanings of most common prefixes (e.g., over-, mis-, sub-, pre-, inter-, semi-, mid-) and most common suffixes (e.g., -ist, -ity, -ty, -ion, -able/-ible, -ness, -ment). <p>Writing</p> <ul style="list-style-type: none"> • using their visual memory to help them spell personal vocabulary and high-frequency words correctly. • using their knowledge of diverse phoneme–grapheme relationships (e.g., ship, chef, ocean, station, special), of the meaning and spelling of morphemes (e.g., root words and affixes), and of common, reliable spelling rules and conventions. • applying their knowledge of the meaning of most common prefixes (e.g., un-, sub-, pre-non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment). • using reference sources (e.g., dictionaries and thesauruses) to find the meanings of new words. |  | <p>Books</p> <p>Effective Literacy Y1-4, Y5-8</p> <p>Learning Through Talk Y4-8 Switch onto Spelling Spelling Under Scrutiny Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Literacy Progressions</p> <p>The New Zealand Curriculum Exemplars</p> <p>Language Rules and Conventions</p> <p>Grammar Toolbox</p> <p>Year 4 Spelling Sounds and Words</p> <p>Read Write Think word Family</p> |

After 3 years

All Essential words lists 1-4.

Some from list 5 and 6

Reading

- automatically reading all high-frequency words;
- articulating and using a variety of decoding strategies appropriately when they encounter unfamiliar words (e.g., by recognising syllables within words or by applying their knowledge of regular and irregular spelling patterns);
- knowing the meanings of some common prefixes (e.g., un-, re-, in-, dis-) and suffixes (e.g., -s, -es, -ed, -ing, -ly, -er, -less, -ful) and understanding how they affect the meanings of words.

Writing

- proofread their writing to check the spelling, grammar, and punctuation, drawing on their own developing knowledge about words and sentence construction and using classroom resources such as junior dictionaries;
- using their knowledge of phoneme–grapheme relationships, along with their developing awareness of spelling conventions, to select correct spelling patterns for sounds in words (e.g., spelling the k sound correctly in both catch and kitchen);
- applying their growing knowledge of useful spelling rules (e.g., the rules relating to adding simple plural suffixes such as those in baby/babies and half/halves) and their growing knowledge of morphology (e.g., adding a d to hear to make heard);
- applying their expanding knowledge of graphemes (e.g., of graphemes such as or, awe, oar, and oor, which record similar sounds) to write words correctly.



Books

Switch onto Spelling

Spelling Under Scrutiny

Spell Write Teacher Manual

Spell Write Yellow Book

Effective Literacy Y1-4

[Literacy Progressions](#)

[The New Zealand Curriculum Exemplars](#)

[Language Rules and Conventions](#)

[Grammar Toolbox](#)

[Year 3 Spelling Sounds and Words](#)

[Ready to Read Teacher Support Material.](#)

[Ready to Read Sound and Sense: Phonics and Phonological Awareness](#)

[BBC Skillswise Spelling](#)

[Spelling City](#)

[Junior Spelling and Word Games](#)

[PhonemeFlop](#)

[Rhyming Rockets](#)

| After 2 Years | | Resources |
|--|--|--|
| <p>Many words from Essential list 1 and 2 Some from Essential list 3 and 4</p> <p>Reading</p> <ul style="list-style-type: none"> • automatically recognising between 300 and 500 high-frequency words in their instructional texts; • using their knowledge of grapheme–phoneme relationships to identify both consonant sounds (e.g., s, t, p, sh, th, ch, ng) and vowel sounds (e.g., e, a, o, ai, ow, igh, ou, ee); • recognising common chunks of words and making analogies to words that look similar; • using their developing knowledge of morphology (such as knowledge of prefixes and suffixes); • finding the meanings of unknown words by using strategies such as: <ul style="list-style-type: none"> - rereading text to gather more information looking for definitions in the text - using prior and subsequent information in the sentences - inferring from the illustrations. <p>Writing</p> <ul style="list-style-type: none"> • proofread their text to check punctuation and spelling, (e.g., by using their previous writing and other sources to find or verify correct spellings); • using their knowledge of diverse phoneme–grapheme relationships to write some of the sounds of English in different ways (e.g., photo, laugh, Friday) – applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rimes; • using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., greatest, florist); • applying their knowledge of simple spelling rules (e.g., using -es for plural nouns ending in s, such as |  | <p>Books</p> <p>Effective Literacy Y1-4</p> <p>Switch onto Spelling</p> <p>Spelling Under Scrutiny</p> <p>Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Literacy Progressions The New Zealand Curriculum Exemplars Language Rules and Conventions Grammar Toolbox</p> <p>Year 2 Spelling Sounds and Words Ready to Read Teacher Support Material.</p> <p>Ready to Read Sound and Sense: Phonics and Phonological Awareness</p> <p>BBC Skillswise Spelling Spelling City Junior Spelling and Word Games</p> |

buses).

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After 1 Year

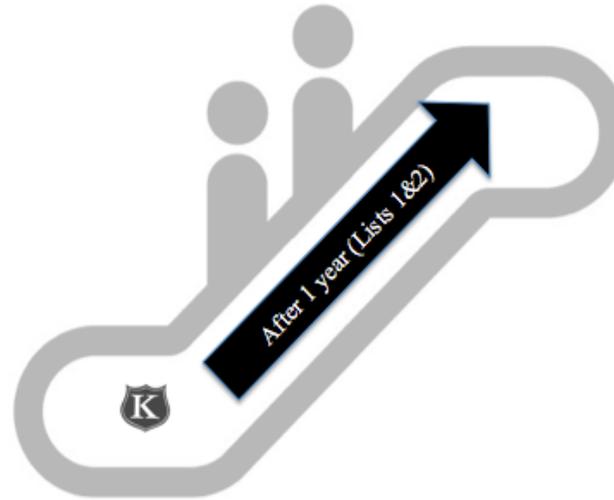
Most words from Essential list 1
Some words from Essential list 2

Reading

- using their developing phonemic awareness to aurally identify and distinguish individual phonemes within words, i.e., to blend phonemes (e.g., by saying m/a/n/ is man) and to segment phonemes (e.g., by saying seat is s/ea/t/);
- identifying all letters by name and being able to produce an associated sound for each letter;
- automatically recognising many (100–200) of the high-frequency words in their instructional texts;
- decoding unfamiliar words by using their developing knowledge of grapheme–phoneme relationships, which enables them to:
- identify common graphemes (e.g., sh, ch, ow, ai, th, oy) and produce an associated sound for each one;
- apply the knowledge that letters can be pronounced in different ways (e.g., about, and, apron);
- apply strategies such as: sounding out words; using knowledge of graphemes (e.g., sh, aw, t, p, or); and using analogy to read words that contain familiar chunks (e.g., est, en, ump);
- decoding unfamiliar words by using some knowledge of morphology (e.g., the word endings -s, -ing, and -ed).

Writing

- using their developing phonemic awareness to aurally segment words into syllables (e.g., win-dow, ham-bur-ger) and one-syllable words into individual phonemes (e.g., b/a/n/d; sh/i/p);
- using their developing visual memory to accurately write some key personal words and some high-frequency words;11;
- encoding (spelling) unfamiliar words by using their developing knowledge of phoneme– grapheme relationships, which enables them to recognise and write most sounds of English in at least one appropriate way (e.g., s, t, ch, ow, k, f, oy)
- recognise that there can be different ways of representing the same sound (e.g., phone/father; keep/cat);
- apply sound–letter relationships in order to write words they want to use (e.g., catapult);
- encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly (e.g., jump/jumped; boy/boys);
- using classroom resources such as wallcharts and picture dictionaries.



Resources

Books

Effective Literacy Y1-4
Switch onto Spelling
Spelling Under Scrutiny
Spell Write Teacher Manual
Spell Write Yellow Book

[BBC Skillswise Spelling](#)
[Spelling City](#)
[Junior Spelling and Word Games](#)

[Literacy Progressions](#)

[Year 1 Spelling Sounds and Words.](#)

[Ready to Read Teacher Support Material.](#)

[Ready to Read Sound and Sense: Phonics and Phonological Awareness](#)