



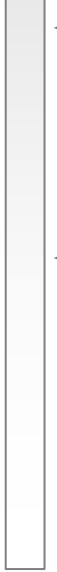






Year 2 English: Super speller

Child

Purpose: To identify spelling patterns in words.

Use of spelling patterns	Knowledge and understanding	Knowledge and understanding	Reflecting	
Identifies sound	Identifies sound patterns in words	Spells words using a variety of sound patterns and choices	Reflects on new understandings and explains application of new knowledge	
Short vowel in onset and rhyme patterns single syllable	 <p>Accurately identifies sound patterns using a range of graphophonic strategies and locates sound patterns at the beginning and ends of words.</p>	 <p>A high degree of accuracy is achieved when spelling unfamiliar and familiar words with known sound patterns.</p>	 <p>Documents a range of new understandings and skills. Readily links new knowledge to ability to spell a wider range of words.</p>	A
Digraphs (e.g. th, sh, wh)				
Blends (e.g. gl, dr, fr)				
Short vowel — single syllable (e.g. sad)				B
Short vowel and initial digraphs (e.g. that, ship)				
Short vowel and initial blends (e.g. glad, drip)	 <p>Identifies familiar sound patterns using consonant digraphs at the beginnings of words, and chunks of sound and vowel patterns at the end of words.</p>	 <p>Spells familiar words with accuracy and spells some unknown words with known sound patterns.</p>	 <p>Identifies new understandings and how they assist in spelling more words.</p>	C
Short vowel and final digraph (e.g. cash, rich)				
Short vowel before ng, nt, nd, nk and mp				
Common long vowel patterns in single syllable words a e o u				
Short e spelled ea (e.g. dead)				D
Short vowel pattern in ve pattern (e.g. give)	 <p>Identifies familiar sound patterns at the end of words by using chunks of sound, rhyme patterns and single syllables.</p>	 <p>Spells some familiar words with known sound patterns.</p>	 <p>Demonstrates some awareness of sound patterns and how they assist in spelling known words.</p>	
Less common long vowel patterns (e.g. i o)				
Diphthongs in single syllable common words				
Triple r blends (e.g. scr, str)				E
Consonant digraphs in more complex words				

Feedback

Literacy Indicator		✓
Indicator		
RV vii	<p>Children:</p> <p>Decode words to maintain fluency and predict meaning by combining knowledge about cuing systems, and use:</p> <ul style="list-style-type: none"> graphophonic cues including syllables, vowel patterns, consonant digraphs, three-letter blends, words within words, and chunks of sound semantic cues including units of meaning (morphemes), suffixes, base words, phrases, sentences and visuals syntactic cues including word order, language patterns and punctuation 	
WD xii	<p>Children:</p> <p>Spell high-frequency and familiar words correctly and spell unfamiliar words containing known base words and word endings, blends, digraphs, common long-vowel patterns and inflected endings</p>	
WD xiii	<p>Children:</p> <p>Attempt to spell unfamiliar words using a variety of strategies that involve understanding sound–symbol relationships, word structures and word meanings</p>	

Feedback

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