Readiwriter Spelling

Curriculum alignment for New Zealand Curriculum (English)

Year 1 to Year 8

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Year 1 – Year 8

Introduction

At 3P Learning, we are committed to providing students, teachers and schools with high-quality learning resources that align with the most up-to-date curricula.

Our team of educators has created a spelling course that aligns with the requirements of the *New Zealand Curriculum (English),* so you can be assured that your students have access to relevant and targeted content. This document outlines the curriculum alignment and acts as a useful guide when using Readiwriter Spelling in your school.

Word lists and activities are aligned to the relevant *New Zealand Curriculum Achievement Objectives* in English, as well as *The Literacy Learning Progressions (Writing).* Additional recommended word lists are also provided and can be accessed in Readiwriter to support students.

Each spelling word list is available in three levels (core, entry, and exit) to assist teachers in providing differentiated content. In addition to the 11,000 words and hundreds of word lists, including the *Essential Spelling Lists,* teachers also have access to year-level courses that can be tailored to suit their specific class. Teachers can also create or import their own word lists and edit individual word lists when modifications and extensions are required.

Note: The order of the word lists in each course may differ from the order presented in this document.

3P Learning Limited Australia

3P Learning

Year 1

Level: 1	Strand: Speaking, Writing, and Presenting
Language features: **Use language features, showing some recognition of their effects** **INDICATORS:** • spells some high-frequency words correctly and begins to use some common spelling patterns • begins to use some strategies to self-correct and monitor spelling	
AFTER ONE YEAR AT SCHOOL **(Literacy Learning Progressions)**	**Readiwriter course word lists and activities**

• **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)**
 	
 • **encoding (spelling) unfamiliar words by using their developing knowledge of phoneme-grapheme relationships, which enables them to:**
   – recognise that there can be different ways of representing the same sound (e.g., **ph**one/**f**ather; **k**eep/**c**at)
   – apply sound–letter relationships in order to write words they want to use (e.g., catapulla)
   – recognise and write most sounds of English in at least one appropriate way (e.g., s, t, ch, ow, k, f, oy)
	VC and CVC words
	 VC and CVC words: s, a, t, p
	 VC and CVC words: + i, n
	 VC and CVC words: + m, d
	 CVC words: + ff, ll, ss
	 CVC words: + g, o, c, k
	 CVC words: + h, b, f, l
	 CVC words: + j, v, w, x
	 CVC words: + y, z, zz, qu
	
	 Onset and rime
	 ad words
	 an words
	 at words
	 ell words
	 en words
	 et words
	 ill words
	 in words
	 ip words
	 ob words
	 op words
	 ot words
	 ug words
	 un words

Readiwriter Spelling for the New Zealand Curriculum

Year 1

	ut words **Short vowels** short a words 1a short a words 1b short i words 1a short i words 1b short o words 1a short o words 1b short e words 1a short e words 1b short u words 1a short u words 1b **Activities** *Magic Boxes* *Syllable Sushi*
• **encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly** (e.g., jump/jump**ed**; boy/boy**s**)	**Word endings** add -s to make plurals 1a add -s to make plurals 1b add -ed with no change*
• **using their developing visual memory to accurately write some key personal words and some high-frequency words**	**Essential word lists** NZ essential word list 1a NZ essential word list 1b NZ essential word list 2a NZ essential word list 2b NZ essential word list 2c NZ essential word list 2d **Activities** *Look Say Cover Write Check* *Word List Workout*
	* word list not included in the course

Readiwriter Spelling for the New Zealand Curriculum

Year 2

Level: 1	Strand: Speaking, Writing, and Presenting

Language features:

Use language features, showing some recognition of their effects

INDICATORS:

- spells some high-frequency words correctly and begins to use some common spelling patterns
- begins to use some strategies to self-correct and monitor spelling

AFTER TWO YEARS AT SCHOOL (Literacy Learning Progressions)	Readiwriter course word lists and activities
• **using their visual memory to spell personal vocabulary as well as high-frequency words, which could include most of the words in essential lists 1 and 2 as well as some of the high-frequency words in essential lists 3 and 4**	**Essential Word Lists** NZ essential word list 3a NZ essential word list 3b NZ essential word list 3c NZ essential word list 4a NZ essential word list 4b NZ essential word list 4c NZ essential word list 4d NZ essential word list 4e **Activities** *Look Say Cover Write Check* *Word List Workout*

• **encoding (spelling) unfamiliar words by:**
   – 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
	Digraphs
	 ch words
	 sh words
	 th words
	 final sh words
	 ng digraph words
	 ph words*

that sound or look the same, and using known chunks and rimes

Blends

br, cr, dr initial blends

bl, cl, fl initial blends

fr, gr, pr, tr initial blends

gl, pl, sl initial blends

sc, sk, sm initial blends

sn, sp, st initial blends

sw, tw initial blends

tch words

ss words

Onset and rime

all words

ank words

ink words

Short vowels

short a words with or without blends

short e words with or without blends

short i words with or without blends

short o words with or without blends

short u words with or without blends

Activities

Magic Boxes

Syllable Sushi

Long vowel sounds

ain words 1

ay making long a words 1

ame words

ale words

ake words

eat words

ice words

ine words

est words

Year 2

	ing words ump words **Double letters** ff words ll words
• **encoding (spelling) unfamiliar words by:** – applying their knowledge of simple spelling rules (e.g., using -es for plural nouns ending in s, such as buses)	add -es to a verb 1*
• **encoding (spelling) unfamiliar words by:** – using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., greatest, florist)	**Morphemes** add -ing no change 1a add -ing no change 1b add -ed with no change 1a add -est with no change*
	*word list not included in the course

Year 3

Level 2	Strand: Speaking, Writing, and Presenting

Language features:

Use language features appropriately, showing some understanding of their effects

INDICATORS:

- uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning
- spells most high-frequency words correctly and shows growing knowledge of common spelling patterns
- uses a range of strategies to self-monitor and self-correct spelling

AFTER THREE YEARS AT SCHOOL (Literacy Learning Progressions)	Readiwriter course word lists
• **using their visual memory to spell personal vocabulary and high-frequency words (e.g., many words from essential lists 1–4 and some from list 5 and list 6)**	**Essential Word Lists** NZ essential word list 5a NZ essential word list 5b NZ essential word list 5c NZ essential word list 5d NZ essential word list 5e NZ essential word list 6a NZ essential word list 6b NZ essential word list 6c NZ essential word list 6d NZ essential word list 6e
• **encoding (spelling) unfamiliar words by:** − 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)	**Long vowels** a_e making long a words 1 i_e making long i words 1 o_e making long o words 1 u_e making long u words 1 ay making long a words 2 ai making long a words 1 ai making long a words 2 oi words 1 ee making long e words ea making long e words

Readiwriter Spelling for the New Zealand Curriculum

Year 3

	y making long e words
	ie making long e words
	ie making long i words
	igh making long i words
	oo making short /oo/ sound
	oo making long /oo/ sound
	Blends and digraphs
	ph words
	wh words
	words ending in ve
	words ending in le
	qu words
	kn or gn words
	wr words
	mp, pt final blends
	nd, nt, nk final blends
	ft, ct final blends
	final ch words with or without blends
• **encoding (spelling) unfamiliar words by:** − 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)	**Rules and conventions** k before e, i and y words y making long i words **Morphemes** add -s to a verb 1 add -es to a verb 1 add -er with no change add -en with no change add -est with no change double and add -ed add -ed to words ending in e add -ed to words ending in y add -ly no change 1 add -es to make plurals 1 change y to i and add −es 1*

Readiwriter Spelling for the New Zealand Curriculum

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	Compound words
	compound words 1a
	compound words 1b
	compound words 1c
	compound words 2
	Contractions
	contractions 1
• **encoding (spelling) unfamiliar words by:**	**Long vowels**
− 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	a_e making long a words 1
	i_e making long i words 1
	o_e making long o words 1
	u_e making long u words 1
	ay making long a words 2
	ai making long a words 1
	ai making long a words 2
	oi words 1
	ee making long e words
	ea making long e words
	y making long e words
	ie making long e words
	ie making long i words
	igh making long i words
	oo making short /oo/ sound
	oo making long /oo/ sound
	Blends and digraphs
	ph words
	wh words
	words ending in ve
	words ending in le
	R-controlled vowels
	or words*
	a making /or/ sound*

	*word list not included in the course

Year 4

Level: **2**	Strand: **Speaking, Writing, and Presenting**

Language features:

Use language features appropriately, showing some understanding of their effects

INDICATORS:

- uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning
- spells most high-frequency words correctly and shows growing knowledge of common spelling patterns
- uses a range of strategies to self-monitor and self-correct spelling

BY THE END OF YEAR 4 (Literacy Learning Progressions)	**Readiwriter course word lists**
encoding (spelling) by: - using their knowledge of diverse phoneme–grapheme relationships (e.g., **sh**ip, **ch**ef, o**ce**an, sta**ti**on, spe**ci**al), of the meaning and spelling of morphemes (e.g., root words and affixes), and of common, reliable spelling rules and conventions	**Long vowels** a_e making long a words 1 e_e making long e words i_e making long i words 2 o_e making long o words 2 u_e making long u words 2 oa making long o words oe making long o words long o words ew making long u words ue making long u words **Patterns and rules** dge saying /j/ words j saying /j/ before a, o or u se at the end of a word c saying /s/ before e, i or y or making /ur/ sound g saying /j/ before e, i or y a making the /or/ sound aw making the /or/ sound **R-controlled vowels**

Year 4

	ou words ure words 1 ow words 1 ore making /or/ sound ear words 1 air words 1 words making the /air/ sound **Rules and conventions** i before e rule 1 apostrophes 1 **Vowel sounds** ea making the short e sound **Blends** spl, spr, str initial blends **Frequently confused words** contractions 2 contractions 3 homophones 1 **Morphemes** add –est to words ending in y double and add –est add –y to words ending in e add –en to words ending in e change y to I and add -es double and add -en double and add -y
• **expanding their writing vocabulary by using strategies such as:** – applying their knowledge of the meaning of most common prefixes	**Prefixes and suffixes** add suffixes to words ending in x prefix un- prefix dis- prefix mis-

Readiwriter Spelling for the New Zealand Curriculum

Year 4

(e.g., un-, sub-, pre-, non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)	prefix un-* prefix sub-* prefix pre- and post-* add -ful no change* add -ly no change 1* add -tion to a verb* suffix -able 1* suffix -ible* add -ment no change*
• **encoding (spelling) by:** – using their visual memory to help them spell personal vocabulary and high-frequency words correctly (the high-frequency words include most words from essential lists 1–4 and many from essential lists 5–7)	**Essential word lists** NZ essential word list 7a NZ essential word list 7b NZ essential word list 7c NZ essential word list 7d
	*word list not included in the course

Year 5

Level: 3	**Strand: Speaking, Writing, and Presenting**

Language features:

Use language features appropriately, showing a developing understanding of their effects.

INDICATORS:

- demonstrates good understanding of all basic spelling patterns and sounds in written English
- uses an increasing range of strategies to self-monitor and self-correct spelling

BY THE END OF YEAR 6 **(Literacy Learning Progressions)**	**Readiwriter course word lists**
- **They draw on knowledge and skills that include:** – 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	**Vowel sounds** ir making /ur/ sound ur making /ur/ sound oi words 2 oy words 2 long i words long a words 2 a making long a words ei, eigh or ey making long a u making long /oo/ sound ui making long /oo/ sound ou making long /oo/ sound long /oo/ words o making the short u sound ou making the short u sound **Patterns and rules** ge saying /j/ words in final position s saying /zh/ i before e rule 2 **Morphemes** add -ing no change 2 double and add -ing 2 add -ing to words ending in e 2

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double and add suffix

add -or with no change

add -ness no change

add -ful no change

add -less no change

prefix in- 1

prefix il-

prefix im-

prefix anti-

prefix over- and under-

add -ly no change 2

add -ly to words ending in y

prefix re-

prefix de-

prefix super-

add suffixes to unstressed syllables

words ending in sion 1

words ending in sion 2

words ending in tion

words ending in cian

change f to v and add -es

Compound Words

compound words 3

Rules and conventions

s saying /zh/

i before e rule 2

Homophones

homophones 2

Activities

Word Facts

Magic Boxes

Finish the Sentence

Syllable Sushi

Year 5

	Look Say Cover Write Check *Word List Workout* *Picnic Panic*
• **They draw on knowledge and skills that include:** – correctly spelling all high-frequency words used in their writing	Essential word lists* Top 500 lists 1-50*
	*word list not included in the course

Year 6

Level 3	Strand: Speaking, Writing, and Presenting

Language features:

Use language features appropriately, showing a developing understanding of their effects.

INDICATORS:

- demonstrates good understanding of all basic spelling patterns and sounds in written English
- uses an increasing range of strategies to self-monitor and self-correct spelling

BY THE END OF YEAR 6 (Literacy Learning Progressions)	Readiwriter course word lists
• **They draw on knowledge and skills that include:** – 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	**Rules and conventions** words ending in el words ending in al words ending in il ge saying /j/ in longer words **Prefixes and suffixes** add –able to words ending in ce or ge

Readiwriter Spelling for the New Zealand Curriculum

their knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables

words ending in sion 1
words ending in sion 2
words ending in tion
words ending in ssion
words ending in cian
add -ous
add -ous no root word
prefix sub-
prefix inter-
suffix -able 1
suffix -ible 1
suffix -ibly
prefix up- and down-
prefix in- 2
prefix out-
prefix ir-
suffix -able 2
add -ous to words ending in our
words ending in sure or ture

Vowel sounds
ai making long a words 3
eer and ere words

Patterns and rules
ain making schwa sound
our making schwa sound
or making schwa sound
ure making schwa sound
schwa words

Morphemes
add –or with no root verb
add –er or –or 1
add –er or –or 2

Plurals

Year 6

	Irregular plurals 2a **Words origins** Greek origin ch for /k/ French origin ch for /sh/ **Frequently confused words** i before e rule 3 i before e rule 4
• **They draw on knowledge and skills that include:** – correctly spelling all high-frequency words used in their writing	Essential word lists* Top 500 lists 1-50*
	*word list not included in the course

Year 7

Level: 4	Strand: Speaking, Writing, and Presenting

Language features:

Use a range of language features appropriately, showing an increasing understanding of their effects

INDICATORS:

- demonstrates a good understanding of spelling patterns in written English, with few intrusive errors
- uses a wide range of strategies to self-monitor and self-correct spelling

BY THE END OF YEAR 7 (Literacy Learning Progressions)	Readiwriter course word lists
• **They draw on knowledge and skills that include:** – fluently and correctly encoding most unfamiliar 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	**Word endings** tion words words ending in cious or tious **Prefixes and suffixes** suffixes -ent, -ence and -ency suffix -ic add -ally suffix -al suffix -age suffix -fy suffix -ate number prefixes Latin and Greek add suffixes to words ending in y add -ly to words ending in le add -tion to a verb add -ous to words ending in ge add -ous after a long e sound suffix -ise or -yse prefix al- **Vowel sounds** a making schwa sound e making schwa sound

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i making schwa sound

o making schwa sound

u making schwa sound

er making schwa sound

a_e making long a words 3

ay making long a words 4

oi words 3

oy words 3

long a words 3

Word origins

French origin for gue for /g/

French origin for que for /k/

Latin origin sc for /s/

French words

Words from other languages

Portmanteau words 1

Italian words

Word endings

add -ar no root verb

Frequently confused words

homonyms

Activities

Word Facts

Finish the Sentence

Look Say Cover Write Check

Word List Workout

Picnic Panic

Year 8

Level: 4	Strand: Speaking, Writing, and Presenting

Language features:

Use a range of language features appropriately, showing an increasing understanding of their effects

INDICATORS:

• demonstrates a good understanding of spelling patterns in written English, with few intrusive errors

• uses a wide range of strategies to self-monitor and self-correct spelling

BY THE END OF YEAR 8 (Literacy Learning Progressions)	Readiwriter course word lists
• **They draw on knowledge and skills that include:** – fluently and correctly encoding most unfamiliar 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	**Plurals** irregular plurals 3 **Vowel sounds** oi and oy words 4 **Prefixes and suffixes** suffixes -ant, -ance and -ancy prefix pre- and post- add suffixes to words ending in fer position prefixes Latin and Greek number prefixes Latin and Greek size prefixes Latin and Greek prefix a- and an- prefix auto- **Word endings** words ending in tion, sion or cian words ending in cial or tial words ending in ce or cy words ending in se or sy **Frequently confused words** silent letters

Readiwriter Spelling for the New Zealand Curriculum

Year 8

homographs

consonant alternation

vowel alternation 1

vowel alternation 2

vowel alternation 3

ough words

homophones ending in ce/se or cy/sy

Word origins

phono and photo words Greek origin

phys and phobia words Greek origin

bio and geo words Greek origin

hydra, hydro and aqua words Greek and Latin

meter and logos words Greek origin

French words

words from other languages

graph words Greek origin

chrono, chore, chlor words Greek origin

cycl, tele, therm words Greek origin

arch and aster words Greek origin

chronos and cracy words Greek origin

ae and oe words Greek and Latin origin

Italian words

Activities

Word Facts

Finish the Sentence

Look Say Cover Write Check

Word List Workout

Picnic Panic

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