

# Readiwriter

## Spelling

### Curriculum alignment for **New Zealand Curriculum (English)**

#### 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.

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V03.12.2020

# Year 1

<b>Level: 1</b>	<b>Strand: Speaking, Writing, and Presenting</b>
<p><b>Language features:</b></p> <p><b>Use language features, showing some recognition of their effects</b></p> <p><b>INDICATORS:</b></p> <ul style="list-style-type: none"> <li>spells some high-frequency words correctly and begins to use some common spelling patterns</li> <li>begins to use some strategies to self-correct and monitor spelling</li> </ul>	
<p><b>AFTER ONE YEAR AT SCHOOL (Literacy Learning Progressions)</b></p>	<p><b>Readiwriter course word lists and activities</b></p>
<ul style="list-style-type: none"> <li><b>using their developing phonemic awareness to aurally segment words into syllables (e.g., win-dow, ham-burger) and one-syllable words into individual phonemes (e.g., b/a/n/d; sh/i/p)</b></li> <li><b>encoding (spelling) unfamiliar words by using their developing knowledge of phoneme-grapheme relationships, which enables them to:</b> <ul style="list-style-type: none"> <li>recognise that there can be different ways of representing the same sound (e.g., <b>ph</b>one/<b>f</b>ather; <b>ke</b>ep/<b>cat</b>)</li> <li>apply sound-letter relationships in order to write words they want to use (e.g., catap<b>u</b>lla)</li> <li>recognise and write most sounds of English in at least one appropriate way (e.g., s, t, ch, ow, k, f, oy)</li> </ul> </li> </ul>	<p><b>VC and CVC words</b></p> <p>VC and CVC words: s, a, t, p</p> <p>VC and CVC words: + i, n</p> <p>VC and CVC words: + m, d</p> <p>CVC words: + ff, ll, ss</p> <p>CVC words: + g, o, c, k</p> <p>CVC words: + h, b, f, l</p> <p>CVC words: + j, v, w, x</p> <p>CVC words: + y, z, zz, qu</p> <p><b>Onset and rime</b></p> <p>ad words</p> <p>an words</p> <p>at words</p> <p>ell words</p> <p>en words</p> <p>et words</p> <p>ill words</p> <p>in words</p> <p>ip words</p> <p>ob words</p> <p>op words</p> <p>ot words</p> <p>ug words</p> <p>un words</p>

# Year 1

	<p>ut words</p> <p><b>Short vowels</b></p> <p>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</p> <p><b>Activities</b></p> <p><i>Magic Boxes</i> <i>Syllable Sushi</i></p>
<ul style="list-style-type: none"> <li>• <b>encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly</b> (e.g., jump/jumped; boy/boys)</li> </ul>	<p><b>Word endings</b></p> <p>add -s to make plurals 1a add -s to make plurals 1b add -ed with no change*</p>
<ul style="list-style-type: none"> <li>• <b>using their developing visual memory to accurately write some key personal words and some high-frequency words</b></li> </ul>	<p><b>Essential word lists</b></p> <p>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</p> <p><b>Activities</b></p> <p><i>Look Say Cover Write Check</i> <i>Word List Workout</i></p>
	<p>* word list not included in the course</p>

# Year 2

<b>Level: 1</b>	<b>Strand: Speaking, Writing, and Presenting</b>
<p><b>Language features:</b>  <b>Use language features, showing some recognition of their effects</b></p> <p><b>INDICATORS:</b></p> <ul style="list-style-type: none"> <li>spells some high-frequency words correctly and begins to use some common spelling patterns</li> <li>begins to use some strategies to self-correct and monitor spelling</li> </ul>	
<p><b>AFTER TWO YEARS AT SCHOOL  (Literacy Learning Progressions)</b></p>	<p><b>Readiwriter course word lists and activities</b></p>
<ul style="list-style-type: none"> <li><b>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</b></li> </ul>	<p><b>Essential Word Lists</b></p> <p>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</p> <p><b>Activities</b></p> <p><i>Look Say Cover Write Check</i>  <i>Word List Workout</i></p>
<ul style="list-style-type: none"> <li><b>encoding (spelling) unfamiliar words by:</b> <ul style="list-style-type: none"> <li>using their knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways (e.g., photo, laugh, Friday)</li> <li>applying strategies such as sounding out words, making analogies to words</li> </ul> </li> </ul>	<p><b>Digraphs</b></p> <p>ch words  sh words  th words  final sh words  ng digraph words  ph words*</p>

# Year 2

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

	<p>ing words ump words</p> <p><b>Double letters</b></p> <p>ff words ll words</p>
<ul style="list-style-type: none"> <li>• <b>encoding (spelling) unfamiliar words by:</b> <ul style="list-style-type: none"> <li>– applying their knowledge of simple spelling rules (e.g., using -es for plural nouns ending in s, such as buses)</li> </ul> </li> </ul>	<p>add -es to a verb 1*</p>
<ul style="list-style-type: none"> <li>• <b>encoding (spelling) unfamiliar words by:</b> <ul style="list-style-type: none"> <li>– using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., greatest, florist)</li> </ul> </li> </ul>	<p><b>Morphemes</b></p> <p>add -ing no change 1a add -ing no change 1b add -ed with no change 1a add -est with no change*</p>
	<p>*word list not included in the course</p>

**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

# Year 3

	<p>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</p> <p><b>Blends and digraphs</b></p> <p>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</p>
<ul style="list-style-type: none"> <li>• <b>encoding (spelling) unfamiliar words by:</b> <ul style="list-style-type: none"> <li>– 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)</li> </ul> </li> </ul>	<p><b>Rules and conventions</b></p> <p>k before e, i and y words  y making long i words</p> <p><b>Morphemes</b></p> <p>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*</p>



# Year 3

	<p><b>Compound words</b>          compound words 1a          compound words 1b          compound words 1c          compound words 2</p> <p><b>Contractions</b>          contractions 1</p>
<ul style="list-style-type: none"> <li>• <b>encoding (spelling) unfamiliar words by:</b> <ul style="list-style-type: none"> <li>– 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</li> </ul> </li> </ul>	<p><b>Long vowels</b></p> <p>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</p> <p>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</p> <p><b>Blends and digraphs</b></p> <p>ph words          wh words          words ending in ve          words ending in le</p> <p><b>R-controlled vowels</b></p> <p>or words*          a making /or/ sound*</p>

# Year 3

	*word list not included in the course
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# 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., **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

**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

	<p>ou words          ure words 1          ow words 1          ore making /or/ sound          ear words 1          air words 1          words making the /air/ sound</p> <p><b>Rules and conventions</b>          i before e rule 1          apostrophes 1</p> <p><b>Vowel sounds</b>          ea making the short e sound</p> <p><b>Blends</b>          spl, spr, str initial blends</p> <p><b>Frequently confused words</b>          contractions 2          contractions 3          homophones 1</p> <p><b>Morphemes</b>          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 l and add -es          double and add -en          double and add -y</p>
<ul style="list-style-type: none"> <li>• <b>expanding their writing vocabulary by using strategies such as:</b> <ul style="list-style-type: none"> <li>– applying their knowledge of the meaning of most common prefixes</li> </ul> </li> </ul>	<p><b>Prefixes and suffixes</b>          add suffixes to words ending in x          prefix un-          prefix dis-          prefix mis-</p>

# Year 4

<p>(e.g., un-, sub-, pre-, non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)</p>	<p>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*</p>
<ul style="list-style-type: none"> <li>• <b>encoding (spelling) by:</b> <ul style="list-style-type: none"> <li>– 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)</li> </ul> </li> </ul>	<p><b>Essential word lists</b></p> <p>NZ essential word list 7a  NZ essential word list 7b  NZ essential word list 7c  NZ essential word list 7d</p>
	<p>*word list not included in the course</p>

# 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

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

	<p><i>Look Say Cover Write Check</i> <i>Word List Workout</i> <i>Picnic Panic</i></p>
<ul style="list-style-type: none"> <li>• <b>They draw on knowledge and skills that include:</b> <ul style="list-style-type: none"> <li>– correctly spelling all high-frequency words used in their writing</li> </ul> </li> </ul>	<p>Essential word lists* Top 500 lists 1–50*</p>
	*word list not included in the course

## Year 6

<b>Level 3</b>	<b>Strand: Speaking, Writing, and Presenting</b>
<p><b>Language features:</b> Use language features appropriately, showing a developing understanding of their effects.</p> <p><b>INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• demonstrates good understanding of all basic spelling patterns and sounds in written English</li> <li>• uses an increasing range of strategies to self-monitor and self-correct spelling</li> </ul>	
<p><b>BY THE END OF YEAR 6</b> <b>(Literacy Learning Progressions)</b></p>	<p><b>Readiwriter course word lists</b></p>
<ul style="list-style-type: none"> <li>• <b>They draw on knowledge and skills that include:</b> <ul style="list-style-type: none"> <li>– 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</li> </ul> </li> </ul>	<p><b>Rules and conventions</b> words ending in el words ending in al words ending in il ge saying /j/ in longer words</p> <p><b>Prefixes and suffixes</b> add –able to words ending in ce or ge</p>



## Year 6

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

	<p>Irregular plurals 2a</p> <p><b>Words origins</b>          Greek origin ch for /k/          French origin ch for /sh/</p> <p><b>Frequently confused words</b>          i before e rule 3          i before e rule 4</p>
<ul style="list-style-type: none"> <li>• <b>They draw on knowledge and skills that include:</b> <ul style="list-style-type: none"> <li>– correctly spelling all high-frequency words used in their writing</li> </ul> </li> </ul>	<p>Essential word lists*</p> <p>Top 500 lists 1-50*</p>
	<p>*word list not included in the course</p>

# 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

# Year 7

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)**

- **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

**Readiwriter course word lists**

**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

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*