# Readiwriter Spelling

# Curriculum alignment for

# Australian Curriculum (English)
## Foundation to Year 6

## 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 and Vocabulary course that specifically follows the requirements of the *Australian 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 every statutory requirement for Foundation to Year 6.

Each word list is available in three levels (core, entry and exit) to assist teachers in providing differentiated content. Teachers have access to all other courses and word lists if further remediation or enrichment is required. There are also sets of word lists for high frequency and sight words suitable for levels F-4.

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

# Foundation

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1438: Understand how to use knowledge of letters and sounds including onset and rime to spell words** | *Magic Boxes* |
| **Language: Phonics and word knowledge**<br>**ACELA1439: Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words** | **an words**<br>**at words**<br>**ad words**<br>**et words**<br>**ed words**<br>**en words**<br>**ell words**<br>**in words**<br>**ig words**<br>**it words**<br>**ip words**<br>**ill words**<br>**op words**<br>**ot words**<br>**ob words**<br>**ug words**<br>**ut words**<br>**un words**<br>**ag words**<br>**am words**<br>**ap words**<br><br>**an words with blends**<br>**at words with blends**<br>**ell words with blends**<br>**in words with blends**<br>**ip words with blends**<br>**op words with blends**<br>**ug words with blends**<br>**ut words with blends** |

# Foundation

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge** <br> **ACELA1817: Know how to read and write some high-frequency words and other familiar words** | **Top 500 list 1–10** <br> **First 100 high frequency words** <br> **1–10 Pre-primer Dolch word lists** <br> **Primer Dolch words lists** |
| **Language: Phonics and word knowledge** <br> **ACELA1818: Understand that words are units of meaning and can be made of more than one meaningful part** | **add s to make plurals 1a** <br> **add s to make plurals 1b** |
| **Language: Phonics and word knowledge** <br> **ACELA1819: Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words** | *Magic Boxes* |
| **Language: Phonics and word knowledge** <br> **ACELA1820: Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words** | **VC and CVC words: s, a, t, p** <br> **VC and CVC words: + i, n** <br> **VC and CVC words: + m, d** <br> **CVC words: + g, o, c, k** <br> **CVC words: + ck, e, u, r** <br> **CVC words: + h, b, f, l** <br> **CVC words: + ff, ll, ss** <br> **CVC words: + j, v, w, x** <br> **CVC words: + y, z, zz, qu** <br><br> **short a words 1a** <br> **short a words 1b** <br> **short e words 1a** <br> **short e words 1b** <br> **short i words 1a** <br> **short i words 1b** <br> **short o words 1a** <br> **short o words 1b** <br> **short u words 1a** <br> **short u words 1b** |

# Year 1

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1458: Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words**<br><br>**Language: Phonics and word knowledge**<br>**ACELA1778: Understand how to spell one and two syllable words with common letter patterns** | **Consonant blends**<br>**bl, cl, fl initial blends**<br>**gl, pl, sl initial blends**<br>**br, cr, dr initial blends**<br>**fr, gr, pr, tr initial blends**<br>**sc, sk, sm initial blends**<br>**sn, sp, st initial blends**<br>**sw, tw initial**<br>**est words**<br>**ump words**<br><br>**Consonants and digraphs**<br>**ff words**<br>**ll words**<br>**ss words**<br>**zz words**<br>**words ending in ck**<br>**tch words**<br>**CVC words: + ff, ll, ss**<br>**CVC words: + j, v, w, x**<br>**CVC words: + y, z, zz, qu**<br>**CVC words: + ch, sh, th, ng**<br>**ill words with blends**<br>**all words**<br>**ch words**<br>**sh words**<br>**th words**<br>**ash words**<br>**ash words with or without blends**<br>**final sh words**<br>**ack words**<br>**ick words**<br>**uck words**<br>**ock words**<br>**final ck words**<br>**ack words with or without blends**<br>**ick words with or without blends**<br>**uck words with or without blends**<br>**ock words with or without blends**<br>**ank words**<br>**ink words**<br>**unk words**<br>**ng digraph words**<br>**ing words** |

# Year 1

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge** <br> **ACELA1458: Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words** | **Short vowels** <br> **short a words with or without blends** <br> **short e words with or without blends** <br> **short i words with or without blends** <br> **short o words with or without blends** <br> **short u words with or without blends** <br><br> **Long vowels** <br> **ain words 1** <br> **ay making long a words 1** <br> **ame words** <br> **ale words** <br> **ake words** <br> **ate words** <br> **eat words** <br> **ice words** <br> **ine words** <br> **oke words** |
| **Language: Phonics and word knowledge** <br> **ACELA1455: Recognise and know how to use simple grammatical morphemes to create word families** | **add ed with no change** <br> **add s to a verb 1** <br> **add ing no change 1a** <br> **add ing no change 1b** <br> **compound words 1a** <br> **compound words 1b** <br> **compound words** |
| **Language: Phonics and word knowledge** <br> **ACELA1821: Use visual memory to read and write high-frequency words** | **Top 500 list 11–20** <br> **Dolch 1st Grade word lists** <br> **days of the week** <br> **numbers to 10** |

## Year 2

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1471:** Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words | ai making long a words 1<br>ay making long a words 2<br>ay making long a words 3<br>a_e making long a words 1<br>e_e making long e words<br>ee making long e words<br>ea making long e words<br>ie making long e words<br>y making long e words<br>i_e making long i words 1<br>ie making long i words<br>igh making long i words<br>o_e making long o words 1<br>u_e making long u words 1<br>ai making long a words 2<br>y making long i words<br>oo making short /oo/<br>oo making long /oo/ sound<br>or making /or/ sound<br>aw words<br><br>st, sk, sp final blends<br>nd, nt, nk final blends<br>mp, pt final blends<br>ld, lp final blends<br>lt, lf final blends<br>ft, ct final blends<br>nk final blends<br>final sh words with or without blends<br>final ch words with or without blends<br>spl, spr, str initial blends<br><br>compound words 2<br>contractions 1 |

# Year 2

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge** <br> **ACELA1472: Build morphemic word families using knowledge of prefixes and suffixes** | add s to make plurals 2 <br> add es to make plurals 1 <br> add es to make plurals 2 <br> add es to a verb 1 <br> add s to a verb 2 <br> add es to a verb 2 <br> add er with no change <br> add est with no change <br> add en with no change <br> add -ly no change 1 |
| **Language: Phonics and word knowledge** <br> **ACELA1823: Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds** | add ed with no change <br> add s to a verb 1 <br> add ing no change 1a <br> add ing no change 1b <br> compound words 1a <br> compound words 1b <br> compound words |
| **Language: Phonics and word knowledge** <br> **ACELA1824: Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable** | Top 500 list 21– 30 <br> Dolch 2nd Grade word lists <br><br> months of the year <br> numbers 11 to 20 <br> multiples of 10 |

# Year 2

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1825: Understand that a sound can be represented by various letter combinations** | words ending in ve<br>ph words<br>k before e, i and y words<br>qu words<br>wh words<br>kn or gn words<br>wr words<br>words ending in le<br><br>ai making long a words 1<br>ay making long a words 2<br>ay making long a words 3<br>a_e making long a words 1<br>e_e making long e words<br>ee making long e words<br>ea making long e words<br>ie making long e words<br>y making long e words<br>i_e making long i words 1<br>ie making long i words<br>igh making long i words<br>o_e making long o words 1<br>u_e making long u words 1<br>ai making long a words 2<br>y making long i words<br>oo making short /oo/<br>oo making long /oo/ sound<br>or making /or/ sound<br>aw words |

# Year 3

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge** <br> **ACELA1485: Understand how to use letter-sound relationships and less common letter patterns to spell words** | **j saying /j/ before a, o or u** <br> **g saying /j/ before e, i or y** <br> **dge saying /j/ words** <br> **oi words 1** <br> **oy words 1** <br> **i_e making long i words 2** <br> **long o words** <br> **aw making /or/ sound** <br> **au making the /or/ sound** <br> **o_e making long o words 2** <br> **oa making long o words** <br> **u_e making long u words 2** <br> **ue making long u words** <br> **ew making long u words** <br> **ea making the short e sound** <br> **ar words 1** <br> **a making /ar/ sound** <br> **er making /ur/ sound** <br> **ou words** <br> **ow words 1** <br> **ore making /or/ sound** <br> **ure words 1** <br> **air words 1** <br> **ear words 1** <br> **are making the /air/ sound** <br> **words making the /air/ sound** <br> **i before e rule 1** <br> **a_e making long a words 2** |
| **Language: Phonics and word knowledge** <br> **ACELA1486: Recognise and know how to write most high frequency words including some homophones** | **homophones 1** <br> **Top 500 list 31–40** |
| **Language: Phonics and word knowledge** <br> **ACELA1826: Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns** | *Magic Boxes* <br> *Syllable Sushi* |

# Year 3

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1827:** Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word | change y to i and add -es 1<br>add -s to words ending in ey<br>add -ed to words ending in e<br>double and add -ed<br>double and add -est<br>double and add -en<br>double and add -ing 1<br>add -ing to words ending in e 1<br>add -est to words ending in y<br>add -en to words ending in e<br>add -est to words ending in e<br>add suffixes to words ending in x<br>apostrophes 1<br>prefix un-<br>prefix dis-<br>prefix mis- |

## Year 4

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1779: Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words** | **add es to make plurals 2**<br>**add es to a verb 2**<br>**change y to i and add es 2**<br>**add er to words ending in y**<br>**add er to words ending in e**<br>**double and add er**<br>**change f to v and add es**<br>**add ing no change 2**<br>**add ing to words ending in e 2**<br>**double and add ing 2**<br>**double and add suffix**<br>**add suffixes to unstressed syllables**<br>**add -or with no change**<br>**add -ment no change**<br>**add -ness no change**<br>**add -ful no change**<br>**add -less no change**<br>**add -ly no change 2**<br>**add -ly to words ending in y**<br>**add -ly to words ending in -ful**<br><br>**prefix in- 1**<br>**prefix il-**<br>**prefix im-**<br>**prefix re-**<br>**prefix de-**<br>**prefix super-**<br>**prefix anti-**<br>**prefix over- and under-** |
| **Language: Phonics and word knowledge**<br>**ACELA1780: Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling** | **homophones 2**<br>**Top 500 list 41– 50** |
| **Language: Phonics and word knowledge**<br>**ACELA1828: Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a** | **compound words 3**<br><br>**ir making /ur/ sound**<br>**ur making /ur/ sound** |

# Year 4

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **variety of vowel sounds and known prefixes and suffixes** | ge saying /j/ words in final position |
| | s saying /zh/ |
| | oi words 2 |
| | oy words 2 |
| | long i words |
| | ar making the /or/ sound |
| | o making the /u/ sound |
| | a making the /o/ sound |
| | ai making long a words 3 |
| | long a words 1 |
| | long a words 1 |
| | a making long a words |
| | oi and oy words 1 |
| | y making the /i/ sound |
| | ou making the /u/ sound |
| | i before e rule 2 |
| | long a words 2 |
| | ei, eigh or ey making long a |
| | oi and oy words 2 |
| | u making long /oo/ sound |
| | ui making long /oo/ sound |
| | ou making long /oo/ sound |
| | long /oo/ words |

- 
- 
-

# Year 5

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1513: Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words** | prefix up- and down-<br>prefix in- 2<br>prefix out-<br>add -or to words ending in e<br>add -or with no root verb<br>add -er or -or 1<br>add -er or -or 2<br>add suffixes to words ending in y<br>prefix ir-<br>prefix sub-<br>prefix inter-<br>add -ar with no root verb<br><br>Greek origin ch for /k/<br>French origin ch for /sh/<br>French origin gue for /g/<br>French origin que for /k/ (exit)<br>French origin que for /k/<br>Latin origin sc for /s/<br><br>i before e rule 3<br>i before e rule 4<br>i before e rule 5 |
| **Language: Phonics and word knowledge**<br>**ACELA1514: Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word** | irregular plurals 2<br>irregular plurals 3<br><br>add -tion to a verb<br>add -ly to words ending in -le<br>add -ally<br>add -ous<br>add -ous no root word<br>add -ous to words ending in our<br>add -ous to words ending in ge<br>adding -ous after a long e sound<br>suffixes -ant, -ance and -ancy<br>suffixes -ent, -ence and -ency<br>suffix -able 1<br>suffix -able 2<br>suffix -ably |

# Year 5

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| | add -able words ending in -ce or -ge<br>suffix -ible<br>suffix -ibly<br>suffix -ic<br>suffix -al |
| **Language: Phonics and word knowledge**<br>**ACELA1829:** Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations | Greek origin ch for /k/<br>French origin ch for /sh/<br>French origin gue for /g/<br>French origin que for /k/ (exit)<br>French origin que for /k/<br>Latin origin sc for /s/<br><br>words ending in el<br>words ending in al<br>GiRL014436 - words ending in il<br>ge saying /j/ in longer words<br>our making schwa sound<br>or making schwa sound<br>ain making schwa sound<br>eer and ere words<br>ure making schwa sound<br>schwa words<br>words ending in sure or ture<br>words ending in sion 1<br>words ending in tion<br>words ending in ssion<br>words ending in sion 2<br>words ending in cian<br><br>i before e rule 3<br>i before e rule 4<br>i before e rule 5<br><br>ay making long a words 4<br>a_e making long a words 3<br>oy words 3<br>long a words 3 |

# Year 6

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| **Language: Phonics and word knowledge**<br>**ACELA1526: Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words** | portmanteau words 1<br>homographs<br>homophones 5<br>silent letters<br><br>suffix -age<br>suffix -fy<br>suffix -ate<br>suffix -ise or -yse<br><br>consonant alternation<br>vowel alternation 1<br>vowel alternation 2<br>vowel alternation 3<br><br>number prefixes Latin and Greek<br>size prefixes Latin and Greek<br>French words<br>Italian words<br>words from other languages<br><br>prefix al-<br>prefix auto-<br>prefix a- and an-<br>prefix pre- and post-<br>add suffixes to words ending in -fer<br>position prefixes Latin and Greek<br>phono and photo words Greek origin<br>phys and phobia words Greek origin<br>graph words Greek origin<br>chrono, chore, chlor words Greek origin<br>cycl, tele, therm words Greek origin<br>arch and aster words Greek origin<br>bio and geo words Greek origin<br>chronos and cracy words Greek origin<br>hydra, hydro, aqua words Greek and Latin |

# Year 6

| Curriculum statement | Readiwriter word lists & activities |
|---|---|
| | **meter and logos words Greek origin**<br>**ae and oe words Greek and Latin**<br>**origin 1**<br>**ae and oe words Greek or Latin origin 2** |
| **Language: Phonics and word knowledge**<br>**ACELA1830: Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words** | **er making schwa sound**<br>**a making schwa sound**<br>**e making schwa sound**<br>**i making schwa sound**<br>**o making schwa sound**<br>**u making schwa sound**<br><br>**tion words**<br>**words ending in tion, sion or cian**<br>**words ending in cious or tious**<br>**words ending in cial or tial**<br>**words ending in ce or cy**<br>**words ending in se or sy**<br><br>**oi words 3**<br>**oi and oy words 4**<br>**ough words** |