# Which Part of SPELL @ SPELD NSW do I use with my students?



### **PART 1 CHECKLIST**

Students have been explicitly taught how to:

Spell CVC words including graphemes: qu, x mat sip fox quit

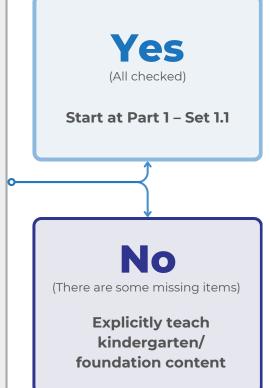
Spell CCVC, CVCC and CCVCC words stop melt frost

Spell basic code words containing consonant digraphs - sh, ch, th, ng wish chop moth rang

Spell words ending with /v/ as 've' have give

Spell basic code 2 syllable Cle words apple jumble

Add suffixes '-s', '-es', '-ed' and '-ing' to base words that require no suffixing rule to be applied. bags wishes jumped stomping



### **PART 2 CHECKLIST**

In addition to all the items on Part 1 CHECKLIST, students have been explicitly taught how to:

- Spell words with common long vowels brain goat tree light stay speak glow moon loud boy coin
- Apply the suffixing rule: Changing the 'y' to an 'i' ladies babied
- Apply the suffixing rule: Doubling rule runner muddy swimming hopped
- Apply the suffixing rule: **Dropping the final e**baker poked hiking
- Spell words with these morphemes:
  -s -es -ed -ing -y -ly -er/-est -en -er/-or lamps dishes banged singing lumpy badly stronger strongest golden teacher actor
- Select the correct ending spellings for /k/, /ch/, /j/ by considering the preceding vowel stick match hedge

Yes
(All checked)

Start at Part 2 – Set 1.1

No
(There are some missing items)

Use PART 1 CHECKLIST

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do I use with my students?



### **PART 3 CHECKLIST**

In addition to all the items on Part 1 & 2 CHECKLIST, students have been explicitly taught how to:

- Spell homophones with common long vowel sounds road/rode see/sea
- Spell words with these morphemes (and apply suffixing rules where appropriate): -ness -ful -less -able -ist -ous -ion -ment re- de- un- non- mid- over-darkness joyful fearless likeable realist famous action enjoyment reread declutter unclear nonfiction midterm overspend
- Spell single syllable and polysyllabic words with less common long vowels and r-controlled vowels south spear dare hair chew argue carpet chimney below include cartoon poison author mountain venue
- Spell words with less common / alternate consonant spellings scene castle knight gnome chef phone wrestle triumph



(All checked)

Start at Part 3 - Set 1.1

## No

(There are some missing items)

**Use PART 2 CHECKLIST** 

#### **PART 4 CHECKLIST**

In addition to all the items on Part 1, 2 & 3 CHECKLIST, students have been explicitly taught how to:

- Add inflectional suffixes to multisyllabic words committing submitted
- Spell words with these morphemes (and apply suffixing rules where applicable): de- -ee -ie -ness in- -(i)ty -en dis- pre- mis- -able -ive -age -ible semi--ish -ure under- over- -ion out- inter- -ic -ent

devalue employee selfie kindness inside acidity wooden disallow preheat misuse lockable creative breakage sensible semicircle babyish closure undercook overdone action outside intercity magnetic excellent difference

- Spell words with assimilated/chameleon prefixes inaccurate impossible illegal irregular
- Spell complex/multisyllabic words with common and less common long vowels and r-controlled vowels misunderstood haunted reaction carefully

Yes

(All checked)

Start at Part 4 - Set 1.1

Available in 2026

No

(There are some missing items)

**Use PART 3 CHECKLIST** 

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### Which Part of SPELL @ SPELD NSW

do I use with my students?



### CORE MORPHOLOGY CHECKLIST

Students have been explicitly taught how to: Spell CVC words including graphemes: qu, x mat sip fox quit Spell CCVC, CVCC and CCVCC words stop melt frost Spell basic code words containing consonant digraphs sh, ch, th, ng wish chop moth rang Spell words ending with /v/ as 've' have give Spell basic code 2 syllable Cle words apple jumble Add suffixes '-s', '-es', '-ed' and '-ing' to base words that require no suffixing rule to be applied. bags wishes jumped stomping Students should have also been explicitly taught and/or are being concurrently receiving explicit instruction in how to: Spell words with common long vowels brain goat tree light stay speak glow moon loud boy coin Select the correct ending spellings for /k/, /ch/, /j/ by considering the preceding vowel stick match hedge Spell homophones with common long vowel sounds road/rode see/sea Spell single syllable and polysyllabic words with less common long vowels and r-controlled vowels south spear dare hair chew argue carpet chimney below include cartoon poison author mountain venue Spell words with less common / alternate consonant scene castle knight gnome chef phone wrestle triumph



If you are looking to
supplement your phonics
program with explicit
morphology instruction,
use this checklist!



**Start at Core Morphology** 

### No

(There are some missing items)

See where to start
PART 1 CHECKLIST
or
PART 2 CHECKLIST

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