

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

Yes

(All checked)

Start at Part 1 – Set 1.1

No

(There are some missing items)

**Explicitly teach kindergarten/
foundation content**

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

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

Yes

(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 -ence**
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

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
spellings
scene castle knight gnome chef phone wrestle
triumph



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

Yes

(All checked)

Start at Core Morphology

No

(There are some missing items)

See where to start
PART 1 CHECKLIST
or
PART 2 CHECKLIST