



Supplementary Homework Resources

Spelling Progressions

EVERTON PARK SPELLING STRATEGIES

C₃ H₄ U₁ N₁ K₅ I₁ N₁ G₂

Chunking is when we break bigger words into smaller parts, or syllables, and spell out those parts.

I need to spell 'introduction'. I can break it up into chunks and spell it a bit at a time.
in - tro - duc - tion

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Consult an Authority

Consulting an authority is a strategy we can use after we have tried other strategies. A dictionary, online resource like Google, a word wall, spellchecker or an adult are some of the authorities we can consult.

I've tried chunking it and using what I already know about words but it doesn't look right: corporaytion
Time to use a spellchecker or ask an adult!

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MEMORISATION

Creating rhymes or mnemonics are simple but effective ways that can help us to memorise the spelling of words.

affect is action
effect is the result
Laugh =
laugh and u get happy

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S₁ P₃ E₁ L₁ L₁ I₁ N₁ G₂

generalisations

Spelling generalisations are also known as spelling rules. We need to remember that there are **always** exceptions!

i before e except after c
drop the e then add 'ing'
race -> racing
if there is a consonant before the y,
cross off the y

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S₁ O₁ U₁ N₁ D₂ I₁ N₁ G₂

Sound Out

To sound a word out, we say the word slowly, listen to the sounds and write what we hear.

S - T - E - P - S
Steps!

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Using Analogy

Analogy helps us to think about words we already know and transfer that to words we don't know.

I know fish so I can write wish. I can hear or in sport. I know lots of words that rhyme with hat: mat, bat, sat, fat so I can write that.

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Using Meaning

Lots of words that have the same **meaning base** are spell the same. Using knowledge of **word meanings** is another strategy for spelling unknown words. When the meaning of the words are different, then the spelling is different.

'astro' means star...
....astronomy
....astronaut

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VISUALISATION

memory

If we write a word and it doesn't look right, we have another go. We **visualise** - look - say - cover - write - check, and visualise the letters as we say them.

Which one looks right?
was - was

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Supplementary Homework Resources

Spelling Progressions

Writing provides the context for spelling development, as spelling is one of the tools a writer uses to communicate effectively. Without writing, spelling has no purpose and no audience. It is vital that students see the connection between spelling and being able to communicate effectively through writing.

What makes an effective speller?

1. Uses a variety of spelling strategies to spell and learn new words.
2. Automatically recalls high-frequency words, personally significant words, topic and signal words.
3. Continually builds their vocabulary.
4. Understands the English orthographic system.
5. Understands and applies spelling generalisations.
6. Self-monitors and generates reasonable alternative spellings for unknown words.

How to use this resource

This document contains a series of progressions and word lists that you could use with your child when discussing spelling. These progressions are observable indicators and behaviours your child may demonstrate as they develop their spelling knowledge and skills. The word lists included are not exhaustive, they are examples of the types of words that correspond with that particular indicator. These Spelling Progressions are based on the National Literacy Progressions / Australian Curriculum Version 9 Literacy General Capabilities.

Year level								
Prep	1	2	3	4	5	6	7	8
Progression level								
1-4	5	6-7	8	9-10	10	11-12	12-13	14

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Spelling - Progression 1

Your child may be demonstrating these spelling behaviours:

- writes letters to represent words
- spells own name

Spelling - Progression 2

Your child may be demonstrating these spelling behaviours:

- explains that words can be represented with letters
- experiments with writing letters and words

Spelling - Progression 3

Your child may be demonstrating these spelling behaviours:

- writes letters of the alphabet and says a common corresponding phoneme (sound)
- writes letters to correspond to a given phoneme (sound)



Spelling - Progression 4

Your child may be demonstrating these spelling behaviours:

- writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. “d” for “dog”)
- writes some appropriate letters in sequence to represent words (e.g. “bis” for “because”)
- uses 'sounding out' to spell words (e.g. “p-at”)

Your child may be demonstrating these spelling behaviours:

writes some common one-syllable words with common phoneme–grapheme correspondences correctly
e.g. “am”

writes some common high-frequency words with uncommon phoneme–grapheme correspondences correctly
e.g. “was”

Examples:

am
and
at
bat
cat
can
fan
in
it
man
mat
not
on
pat
ran
sat
tan
that
van
was

any
busy
come
does
gone
great
love
none
once
one
other
said
some
son
there
they
two
was
who
you



Spelling - Progression 5

Your child may be demonstrating these spelling behaviours:

- uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words
- represents all phonemes when attempting to spell one- and two-syllable words (e.g. “sista” for “sister”)
- spells less familiar words using common phoneme–grapheme correspondences (e.g. spells “some” as “sum”)
- contributes to a group discussion about word origins (e.g. “bi” means “two” in “bicycle”)

Your child may be demonstrating these spelling behaviours:

writes common plurals formed by adding “s” correctly
 e.g. “cats”

writes words with common suffixes that indicate tense
 e.g. “play”,
 “played”, “playing”

writes a range of words from the 100 high-frequency words correctly

Examples:

apples	ask, asked, asking	a	find	long	the
cats		about	first	make	their
dogs	call, called, calling	after	for	me	them
horses		all	from	more	then
igloos	dance, danced, dancing	am	get	my	there
jars		an	go	new	these
kites		and	had	no	they
lions	do, did, doing	are	has	not	think
monkeys		as	have	now	this
rabbits	eat, eaten, eating	at	he	of	time
snakes		be	her	on	to
turtles	go, gone, going	because	him	one	two
zebras		been	his	or	up
hats	jump, jumped, jumping	before	how	other	us
pens		being	i	out	was
trees	laugh, laughed, laughing	but	if	over	way
eggs		by	in	people	we
bats		can	into	say	well
balls	visit, visited, visiting	come	is	see	what
nuts		could	it	she	when
	walk, walked, walking	day	its	so	which
		do	just	some	who
	work, worked, working	don't	know	take	will
		down	like	than	with
		each	little	that	you



Spelling - Progression 6

Your child may be demonstrating these spelling behaviours:

- recognises some spelling errors using visual, phonic and morphemic knowledge
- exchanges one letter in a word to make a new word e.g. "fan", "tan", "tap"

Your child may be demonstrating these spelling behaviours:

writes 2-letter consonant blends in words correctly e.g. "sl" in "slip"	writes common plurals formed with adding "es" correctly e.g. "boxes"	writes words with consonants doubled after a short vowel e.g. "shopping"	spells simple words with split digraphs correctly e.g. "blame", "tide"	spells common words with simple vowel digraphs e.g. "tree", "tail"	writes simple contractions e.g. "I'm", "isn't"
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Examples:

bl: blend, black	boxes	betting	bone	boat	I'm (I am)
br: brick, bride	boxes	binning	cone	coat	you're (you are)
cl: clap, clip	bridges	cutting	cube	deep	he's (he is)
cr: crab, crop	brushes	dulling	cube	feel	she's (she is)
dr: drip, dress	buses	fitting	cute	feet	it's (it is)
fl: flag, flip	buzzes	fussing	dive	free	we're (we are)
fr: frog, frost	churches	hissing	game	heel	they're (they are)
gl: glad, glide	classes	hopping	hide	keep	can't (cannot)
gr: grab, grape	dishes	jutting	hike	meat	won't (will not)
pl: plan, plot	dresses	lapping	joke	meet	don't (do not)
pr: prank, press	glasses	mopping	kite	neat	doesn't (does not)
sc: scan, scarf	horses	napping	lime	need	isn't (is not)
scr: scrape, screen	judges	puffing	mule	peel	aren't (are not)
sh: ship, shed	kisses	rapping	note	seat	hasn't (has not)
sk: skate, sky	matches	running	rake	seed	haven't (have not)
sl: slip, sled	passes	shipping	ripe	sheep	couldn't (could not)
sm: small, smile	sandwiches	sipping	robe	team	shouldn't (should not)
sn: snap, snow	switches	sitting	tape	three	wouldn't (would not)
sp: spin, spill	watches	stopping	time	tree	wasn't (was not)
spl: split, splash	wishes	wadding	vote	week	weren't (were not)
spr: spring, spray					
st: star, stamp					
str: street, strap					
sw: swim, swing					
shr: throw, throat					
sr: trap, tree					
sw: twin, twist					
sh: whale, wheel					
wr: wrap, wreck					



Spelling - Progression 7

Your child may be demonstrating these spelling behaviours:

- uses morphemic word families to spell words (e.g. "small", "smaller")
- uses simple dictionaries and spellcheckers

Your child may be demonstrating these spelling behaviours:

spells words with learnt consonant digraphs e.g. "sheep", "tooth"	spells multisyllabic words with learnt long vowel phonemes e.g. "pi-lot", "di-et"	writes one- and two-syllable words with consonant blends e.g. "clapping"	uses knowledge of morphemes to spell compound words with common base words e.g. "handbag", "bedroom"
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Examples:

bath	ca-ble	black	crashing	baseball
brush	e-qual	blast	dropping	bookshelf
catch	fa-mous	blend	drumming	butterfly
chair	gi-ant	blink	flapping	cupcake
cheese	is-land	clasp	flicking	earthquake
chop	la-ter	craft	grabbing	firefly
fish	me-tre	crisp	grinning	fishbowl
ghost	migh-ty	crust	skipping	grasshopper
graph	mo-tor	drab	slicing	heartbeat
lunch	pa-per	flint	slipping	honeymoon
match	piano	grasp	snapping	houseplant
phone	pi-rate	grime	sniffing	jellyfish
school	po-lar	gruff	spinning	moonlight
ship	re-lax	scrap	stomping	pancake
shrimp	re-mind	scrub	stopping	raindrop
thumb	re-tire	splash	striking	rainstorm
thump	sci-ence	swing	swimming	sandcastle
tooth	si-lent	twist	trapping	sunflower
whale	spi-der	whisk	whisking	toothbrush
whizz	ti-ger	wrist	wrapping	waterfall



Spelling - Progression 8

Your child may be demonstrating these spelling behaviours:

- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- recognises spelling errors in own writing

Your child may be demonstrating these spelling behaviours:

writes common words with silent letters correctly e.g. "crumb", "knee"	writes some common contractions correctly e.g. "you're", "won't"	uses three-letter consonant blends in words correctly e.g. "three", "string", "splash"	uses knowledge of morphemes to spell compound words, where the base word remains unchanged e.g. "grandmother"	spells words with r-controlled vowel digraphs e.g. "start", "worm"
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Examples:

autumn	I'm (I am)	scramble	birdhouse	carpet
ballet	he's (he is)	scream	daydream	dirt
castle	she's (she is)	scrubbed	firefighter	her
doubt	it's (it is)	shred	grandfather	first
gnaw	we're (we are)	shrug	grasshopper	fork
gnome	they're (they are)	skyscraper	handshake	nurse
honest	can't (cannot)	sprain	headlight	park
island	don't (do not)	sprint	lifeguard	port
knife	doesn't (does not)	sprout	moonlight	purse
know	hasn't (has not)	squat	newspaper	shark
lamb	didn't (did not)	squid	paintbrush	shirt
listen	isn't (is not)	streak	raincoat	short
plumber	aren't (are not)	strength	sailboat	sort
receipt	couldn't (could not)	stretch	skateboard	storm
salmon	wouldn't (would not)	stripe	snowflake	third
scene	shouldn't (should not)	strong	treehouse	thorn
subtle	hasn't (has not)	struck	waterfall	verse
thumb	wasn't (was not)	strum	wheelchair	work
wrinkle		thrill	windshield	world
yacht		thrive	workbook	worth



Spelling - Progression 9

Your child may be demonstrating these spelling behaviours:

- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes all common contractions correctly (e.g. "doesn't")
- uses spell check function
- uses authoritative sources (e.g. dictionaries or web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly

Your child may be demonstrating these spelling behaviours:

writes words with common prefixes and suffixes e.g. "unhappy", "helpful"	uses some common spelling generalisations when attempting to spell unfamiliar words e.g. drop e from base word when adding a suffix	uses less common vowel digraphs e.g. "head", "suit"	spells common homophones according to context e.g. "hear" or "here"; "their", "there" or "they're"
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Examples:

antisocial biannual coexist devalue disapprove hypoallergenic illiterate impolite incomplete irregular misbehave nonfiction overestimate postgraduate prehistoric semicircle submerge superhuman ultraviolet unexpected	accept - "cept" is often used as a suffix, like in "concept" achieve - "ie" is often used instead of "ei" after a "c" sound believe - "ie" is often used instead of "ei" after a "c" sound cemetery - "e" is often used instead of "a" in the second syllable definitely - "inite" is often used instead of "inately" foreign - "ei" is often used instead of "ie" gauge - "ue" is often used after a "g" sound height - "ei" is often used instead of "ie" leisure - "ei" is often used instead of "ie" maintenance - "tenance" is often used as a suffix, like in "tenant"	necessary - "cess" is often used instead of "c" after a "s" sound occurred - "cc" is often used instead of "c" after a short vowel sound privilege - "lege" is often used as a suffix, like in "college" receive - "ei" is often used instead of "ie" recommend - "mmend" is often used as a suffix, like in "commendation" rhythm - "yth" is often used as a suffix, like in "mythical" separate - "par" is often used instead of "per" their - "ei" is often used instead of "ie" truly - "uly" is often used instead of "uel" weird - "ei" is often used instead of "ie"	bait bough chow coil couch crawl douse duel gauze haunch joint mound poise pound quail saute snout sprout thigh trout	bare/bear blew/blue brake/break buy/by cell/sell dear/deer flour/flower grate/great hair/hare him/hymn knew/new knight/night mail/male meat/meet pair/pear right/write sea/see son/sun tail/tale you/yew
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Spelling - Progression 10

Your child may be demonstrating these spelling behaviours:

- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. “friend”, “friendship”, “unfriendly”)
- explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. “colour”, “color”)

Your child may be demonstrating these spelling behaviours:

writes words correctly when they do not include common phoneme–grapheme correspondences e.g. “island”	spells less common homophones correctly e.g. “site”, “sight”	uses knowledge of prefixes and suffixes to spell less common words e.g. “triangle”, “disagree”	spells a range of words with less common letter groupings correctly e.g. “ion” – “fashion”
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Examples:

bouquet chaos colonel debris faux fjord gnaw khaki knead lymph mnemonic quay query rendezvous rhyme scheme siege subtle tsunami yacht	air/heir ascent/assent cent/scent chord/cord creak/creek days/daze fawn/faun guessed/guest hoarse/horse knot/not knows/nose pail/pale peace/piece plane/plain principal/principle rain/reign sweet/suite waist/waste wait/weight	Prefixes: anti- de- ex- hypo- in- mis- non- over- pre- semi- Suffixes: -able -al -en -esque -ful -ic -ish -ive -less -ous	
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Spelling - Progression 11

Your child may be demonstrating these spelling behaviours:

- explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge
- explains how the spellings and meanings of some words have changed over time

Your child may be demonstrating these spelling behaviours:

writes irregular plurals correctly

e.g. "mice"

spells words with less common silent letters correctly

e.g. "subtle", "pneumonia"

Examples:

bacterium - bacteria

cactus - cacti

child - children

criterion - criteria

die - dice

foot - feet

fungus - fungi

goose - geese

louse - lice

man - men

mouse - mice

ox - oxen

person - people

phenomenon - phenomena

radius - radii

syllabus - syllabi

tooth - teeth

woman - women

chauffeur

corps

coup

debris

fascia

gnarled

gnaw

heirloom

indict

knife

lichen

mnemonic

phlegm

psychology

quay

receipt

rendezvous

subtle

tsunami

viscount

wrestle

yacht



Spelling - Progression 12

Your child may be demonstrating these spelling behaviours:

- uses knowledge of Latin and Greek word origins to explain spelling of technical words (e.g. “physical”, “maritime”, “vacuum”)

Your child may be demonstrating these spelling behaviours:

uses less common prefixes and suffixes including those that require changes to the base word

e.g. “glamour” – “glamorous”, “explain” – “explanation”

spells multisyllabic words including some with more complex letter patterns

e.g. “democracy”

Examples:

accountable - accountability
 admiration - admirable
 adventure - adventurous
 art – artistry
 condition - conditional
 decorate - decoration
 educate - educational
 elect - election
 encourage - encouragement
 explore - exploration
 hesitate - hesitation
 imagine - imagination
 observe - observation
 organise - organisation
 picture - picturesque
 propose - proposal
 represent - representation
 unite - unity
 vary - variation
 wonder – wonderful

balance - unbalance
 behave - misbehave
 circle – semicircle
 connect - disconnect
 direct - redirect
 exist – coexist
 fortuitous - unfortunate
 graduate - postgraduate
 historic - prehistoric
 inflammatory – anti-inflammatory
 legal - illegal
 mobile - immobile
 moral - immoral
 nutrition – malnutrition
 organise - disorganise
 possible - impossible
 satisfy - dissatisfy
 standard – substandard
 trust - distrust
 use – reuse

alphabetical
 architectural
 collaboration
 communication
 differentiation
 documentation
 experimental
 implementation
 international
 interpretation
 mathematician
 methodology
 multicultural
 optimization
 organization
 participation
 specification
 technological
 transportation
 understanding



Spelling - Progression 13

Your child may be demonstrating these spelling behaviours:

- uses spelling rules and generalisations, morphemic, visual, phonological, etymological and orthographic knowledge to spell unfamiliar words
- spells words with less common prefixes and suffixes (e.g. “im-precise” – “imprecise”, “employ-ee” – “employee”)
- explains how spelling can be a support to both reading and writing
- explains the limitations of spell check features in digital communication
- uses spelling rules and generalisations, word origins and visual memory to spell unfamiliar words
- spells less common plurals (e.g. “octopi”)

Your child may be demonstrating these spelling behaviours:

spells a range of challenging words with less common letter groupings

e.g. “naive”, “cadence”

Examples:

deftly
gamut
haphazard
idyllic
knack
labyrinth
nuanced
pique
rhapsody
serendipity
tenacious
unequivocal
chrysalis
pharaoh
fuchsia
schnitzel
dilemma
opaque
gherkin
bouquet
hierarchy



Spelling - Progression 14

Your child may be demonstrating these spelling behaviours:

- integrates spelling knowledge and spelling resources to spell complex, unfamiliar words (e.g. “photosynthesis”)
- monitors spelling in own texts and makes appropriate corrections
- explains how spelling is used creatively in texts for particular effects (e.g. characterisation and humour and to represent accents and styles of speech)



Spelling – Glossary

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analogy

A comparison between one thing and another, typically for the purpose of explanation or clarification.

audience

An intended or assumed group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing.

base word

A form of a word that conveys the essential meaning. It is not derived from or made up of other words and has no prefixes or suffixes (e.g. action, activate, react are all from the base word 'act').

blend

Running the individual sounds in a word together to make a word (e.g. sounding out /b/-/i/-/g/ to make 'big').

consonant

All letters of the alphabet that are not vowels. The 21 consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

consonant blend

A group of 2 or 3 consonants that are all pronounced individually (e.g. /b/ and /l/ in the word 'black'; /s/, /p/ and /r/ in the word 'spring').

contraction

An abbreviated version of a word or words, often formed by shortening a word or merging 2 words into one (e.g. doctor: Dr; do not: don't).

digraph

Two letters representing one sound. Vowel digraphs have 2 vowels (e.g. 'oo'), consonant digraphs have 2 consonants (e.g. 'sh'), vowel-consonant digraphs have one vowel and one consonant (e.g. 'er').

etymological knowledge

Knowledge of the origins and development of a form and meanings of words and how meanings and forms have changed over time.

grapheme

A letter or group of letters that spell a phoneme in a word (e.g. /f/ in the word 'fog'; /ph/ in the word 'photo').

high-frequency words

The most common words used in written English text. Many of these words cannot be decoded using sound-letter correspondence and need to be learnt (e.g. 'come', 'was', 'one').

homonym

Words that have the same spelling and pronunciation but have different meanings (e.g. wind and wind, lie and lie).

homophone

A word identical in pronunciation with another but different in meaning (e.g. 'bear' and 'bare', 'air' and 'heir').

long vowel

A vowel that is pronounced the same as the name of the letter (e.g. be, go).

multisyllabic

Words consisting of more than one syllable.

orthographic knowledge

Information stored in the memory that supports students to represent spoken language in written form.



phoneme

The smallest unit of sound in a word (e.g. the word 'is' has 2 phonemes: /i/ and /s/; the word 'ship' has 3 phonemes: /sh/, /i/, /p/).

phoneme deletion

Formation of a different word by removing a phoneme (e.g. take the /t/ away from the word 'train' to make a new word 'rain').

phoneme substitution

Substituting phonemes for others (e.g. changing the /r/ in 'rat' to /b/ to make 'bat'). It can occur with middle and final phonemes (e.g. changing /a/ in 'cat' to /o/ to make 'cot').

plural

More than one, e.g. 'dog' is singular (one dog), 'dogs' is plural (more than one dog) and 'loaves' is the plural of 'loaf'.

prefix

A meaningful element (morphemes) added to the beginning of a word to change its meaning (e.g. 'un' to 'happy' to make 'unhappy').

purpose

An intended or assumed reason for a type of text.

segment

To recognise and separate phonemes in a word. Speakers may say each sound as they tap it out. Stretch (e.g. mmmmaannn) and pausing between each phoneme (e.g. /m/-/a/-/n/) are examples.

silent letter

A letter that is in the written form of a word but is not pronounced in the spoken form (e.g. 't' in the word 'listen', 'k' in the word 'knew').

spelling generalisations

Principles that can be applied when trying to spell an unfamiliar word (e.g. words ending in '-f' or '-fe' form a plural using 'ves': calf – calves, knife – knives. There are exceptions: chief – chiefs).

suffix

An element added to the end of a word to change its meaning (e.g. to form past tense: '-ed'; to show a smaller amount or degree: '-less'; to form an adverb: '-ly').

syllable

A word, or part of a word, pronounced as a unit usually consisting of a vowel alone or a vowel with one or more consonants (e.g. 'bat' has one syllable; 'bat-ting' has 2 syllables).

vowel

A letter of the alphabet (a, e, i, o, u, and sometimes y) that represents a speech sound created by the relatively free passage of breath through the larynx and oral cavity.

vowel digraph

Two successive vowels that represent a single phoneme (e.g. /ai/ in the word 'rain'; /ea/ in the word 'beach'; /ee/ in the word 'free').

word origins

The historical development of words from their earliest known use. Word origin (etymology) tracks the transfer of words from one language to another.