Teacher Guidance

This resource has been designed to assess the following areas of the Year Two Australian Curriculum:

- AC9E2LY10: use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words

- AC9E2LY12: build morphemic word families using knowledge of prefixes and suffixes

- AC9E2LY11: use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words

- AC9E2LY09: manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words

How to conduct the spelling test

1. Print out the Teacher Spelling Script.

2. Print and distribute the Student Spelling Test template to each student.

3. Use the Teacher Spelling Script to read out each word.

4. Students write down these words on their spelling test.

How to use the Spelling Test Marking Guide

1. Print a copy of the Spelling Test Marking Guide for each student. Attach this to their spelling test.

2. For each student, highlight the words they spelled correctly.

3. Write the total at the bottom of each section column.

4. If the student scored 3 or more out of 5, highlight the section heading to show they have mastered that spelling skill/pattern.

5. If the student scored less than 3 out of 5, do not highlight the section heading. This will identify areas to focus on in future spelling lessons.

6. Calculate a total score out of 45.

How can I use this test to inform my teaching?

This test is designed to be given as a summative assessment at the end of Year Two. It assesses the spelling rules covered throughout the year. The data derived from this test could:

- provide feedback to students.

- assist in formal reporting to parents.

- provide the teacher for the subsequent year with baseline data for the students.

- form part of the students' English portfolio

This resource could also be used at the beginning of Year Three to assess students' spelling knowledge. The marking guide could assist teachers at the beginning of the year to identify gaps in knowledge and plan spelling lessons to cater to students' spelling needs.