# Year 9 NAPLAN spelling list

40 words in 8 spelling patterns for Year 9. Practise one group a week for 10 minutes, three or four times a week. The routine and a progress tracker are on page 2.

| # | Pattern | Words | Remember |
|---|---|---|---|
| 1 | -cious and -tious | suspicious, vicious, nutritious, ambitious, cautious | Base words with c keep the c: suspicion, suspicious. Words linked to -tion take t: ambition, ambitious. |
| 2 | -ance and -ence | abundance, significance, persistence, convenience, confidence | Link to a related word: significant gives significance, confident gives confidence. |
| 3 | -able and -ible | inevitable, manageable, irreplaceable, eligible, gullible | Keep the e after soft c or g: manageable, irreplaceable. |
| 4 | Assimilated prefixes | illegible, irrelevant, immature, appreciate, collaborate | Prefixes change their last letter to match the next one (in to il, ir or im; ad to ap; con to col), which creates a double letter. |
| 5 | Double letters | accommodate, possession, harass, occurrence, exaggerate | accommodate has two c and two m. harass has one r. possession has two sets of double s. |
| 6 | Greek roots | synonym, philosophy, hierarchy, rhetoric, thermometer | Know the parts: syn (together), onym (name), phil (love), soph (wisdom), therm (heat), meter (measure). |
| 7 | Words from French | colleague, liaison, silhouette, entrepreneur, questionnaire | French spellings keep their own patterns: -gue, -ette, -eur and double n in questionnaire. |
| 8 | Homophones | complement, discreet, cereal, censor, cite | complement completes something. discreet means careful; discrete means separate. cite a source, see a site. |

## Look, say, cover, write, check

1. **Look** at the word and spot the tricky part.
2. **Say** it out loud, slowly, in syllables.
3. **Cover** it up.
4. **Write** it from memory.
5. **Check** it letter by letter. Wrong? Try again.

## Tips for parents

- Keep it short and finish on a word your child gets right.
- Praise the parts that are right, not just whole words.
- Talk about the pattern, not just the word. Patterns help with new words too.
- In NAPLAN, spelling is tested online. Some words are read aloud; others must be found and corrected in a sentence.

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# Spelling routine: 10 minutes a session

One group of words each week. Do this three or four times during the week.

| Time | Step | What to do |
|---|---|---|
| 2 minutes | **Look and talk** | Read the five words together. Talk about the pattern in the "Remember" column. |
| 4 minutes | **Look, say, cover, write, check** | Your child does each word once using the steps on page 1. |
| 3 minutes | **Dictation** | Read that week's sentence below slowly, twice. Your child writes it in the box. |
| 1 minute | **Fix and tick** | Your child checks the sentence against the list, writes any wrong word correctly three times and records the score. |

## Dictation sentences (fold the page along the dashed line so your child cannot see the sentences)

| # | Sentence (parent reads) | Child writes it here |
|---|---|---|
| 1 | The cautious, ambitious chef made a nutritious meal. | |
| 2 | Her persistence gave her the confidence to see its significance. | |
| 3 | It was inevitable that the irreplaceable painting would be manageable. | |
| 4 | Students who collaborate appreciate that illegible work is irrelevant. | |
| 5 | The hotel could accommodate us, so do not exaggerate the problem. | |
| 6 | Learn a synonym for rhetoric from the philosophy class. | |
| 7 | My colleague handed out the questionnaire to the entrepreneur. | |
| 8 | Be discreet when you cite the report on cereal. | |

## Progress tracker (words right out of 5)

| # | Pattern | Try 1 | Try 2 | Try 3 | Try 4 | Got it |
|---|---|---|---|---|---|---|
| 1 | -cious and -tious | /5 | /5 | /5 | /5 | ☐ |
| 2 | -ance and -ence | /5 | /5 | /5 | /5 | ☐ |
| 3 | -able and -ible | /5 | /5 | /5 | /5 | ☐ |
| 4 | Assimilated prefixes | /5 | /5 | /5 | /5 | ☐ |
| 5 | Double letters | /5 | /5 | /5 | /5 | ☐ |
| 6 | Greek roots | /5 | /5 | /5 | /5 | ☐ |
| 7 | Words from French | /5 | /5 | /5 | /5 | ☐ |
| 8 | Homophones | /5 | /5 | /5 | /5 | ☐ |

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