

For all papers except the Introductory Paper, ICAS Assessments - Spelling Bee assesses and reports students' skills at spelling words in four different contexts:

- dictation
- applying rules and conventions
- proofreading
- error correction

For the introductory Paper, ICAS - Spelling Bee does not assess or report in the context of error correction.

The words tested range from frequently used/common words with simple spelling patterns to less frequently used/less common and technical words with difficult or unusual spelling patterns. These words can be organised under four types of spelling knowledge: visual, phonological, morphemic and etymological.

The level of difficulty of the words assessed are listed below. Each table provides examples of the kinds of words that may be assessed in each paper. Each paper will contain some words that are easy to spell for students at the year level, some that are of medium difficulty and some that are quite challenging.

INTRODUCTORY PAPER	EASY (Approx. 12 items)	MEDIUM (Approx. 20 items)	HARD (Approx. 8 items)
VISUAL KNOWLEDGE (using memory of the visual features of a word) <ul style="list-style-type: none"> • Grammatical words e.g. prepositions, pronouns • Sight words • Homophones and commonly confused words • Words with silent letters 	<ul style="list-style-type: none"> • for • eye • to/two • know 	<ul style="list-style-type: none"> • that • some • saw/sore/soar • hour 	<ul style="list-style-type: none"> • above • children • quite/quiet • wrap
PHONOLOGICAL KNOWLEDGE (using sound-letter relationships) <ul style="list-style-type: none"> • Vowel/vowel digraphs e.g. ai, ea, ee, oo, ou, ie/ei • Vowel/consonant digraphs e.g. ow, ay, ar, er, qu • Vowel/consonant trigraphs e.g. ear, our, air, igh • Long vowel sounds with silent 'e' • Consonant/consonant digraphs e.g. sh, ch, th, ph, wh • Two-letter consonant blends e.g. gr, pr, bl, cl, st, ct, nt, nd • Consonant trigraphs and three-letter consonant blends e.g. thr, spr, scr, tch • Confusion between c/s/ss, g/j/dge • Confusion between single and double consonants 	<ul style="list-style-type: none"> • rain • star • hair • sore • cheek • grin • split • germ • happy 	<ul style="list-style-type: none"> • scream • shadow • fright • shave • whose • please • itch • judge • sudden 	<ul style="list-style-type: none"> • aloud • quarrel • journey • conclude • elephant • attract • stretch • success • disease
MORPHOLOGICAL KNOWLEDGE (using parts of words to build word families) <ul style="list-style-type: none"> • Adding suffixes e.g. s/es, ed, ing, ion, ous, ment, ful, ence/ance, ible/able. Rules and conventions which may be tested include • Knowing when to retain and when to drop silent 'e' • Doubling the final consonant • Changing 'y' to 'i' • Changing 'd' to 's' or 't' • Adding prefixes e.g. un, in, dis, mis • Adding multiple affixes 	<ul style="list-style-type: none"> • races • funny • flies • unhappy • unkindly 	<ul style="list-style-type: none"> • caring • swimming • laziness • dislike • usefully 	<ul style="list-style-type: none"> • completion • admitted • reliable • misbehave • impatiently
ETYMOLOGICAL KNOWLEDGE (using word origins and derivations) <ul style="list-style-type: none"> • Foreign words • Word elements derived from foreign words, including subject-specific or technical terms 	<ul style="list-style-type: none"> • cent 	<ul style="list-style-type: none"> • pizza • quarter 	<ul style="list-style-type: none"> • garage • bicycle

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The level of difficulty of the words assessed are listed below. Each table provides examples of the kinds of words that may be assessed in each paper. Each paper will contain some words that are easy to spell for students at the year level, some that are of medium difficulty and some that are quite challenging.

PAPER A	EASY (Approx. 12 items)	MEDIUM (Approx. 20 items)	HARD (Approx. 8 items)
VISUAL KNOWLEDGE (using memory of the visual features of a word) <ul style="list-style-type: none"> • Grammatical words e.g. prepositions, pronouns • Sight words • Homophones and commonly confused words • Words with silent letters 	<ul style="list-style-type: none"> • over • said • saw/sore/soar • know 	<ul style="list-style-type: none"> • who • children • past/passed • lamb 	<ul style="list-style-type: none"> • through • beautiful • quite/quiet • bristle
PHONOLOGICAL KNOWLEDGE (using sound-letter relationships) <ul style="list-style-type: none"> • Vowel/vowel digraphs e.g. ai, ea, ee, oo, ou, ie/ei • Vowel/consonant digraphs e.g. ow, ay, ar, er, qu • Vowel/consonant trigraphs e.g. ear, our, air, igh • Long vowel sounds with silent 'e' • Consonant/consonant digraphs e.g. sh, ch, th, ph, wh • Two-letter consonant blends e.g. gr, pr, bl, cl, st, ct, nt, nd • Consonant trigraphs and three-letter consonant blends e.g. thr, spr, scr, tch • Confusion between c/s/ss, g/j/dge • Confusion between single and double consonants 	<ul style="list-style-type: none"> • green • show • pair • stare • chain • help • scream • germ • happy 	<ul style="list-style-type: none"> • please • turn • search • alive • thousand • slippery • stretch • badge • swallow 	<ul style="list-style-type: none"> • believe • quantity • frighten • attitude • trophy • pleasant • shred • exciting • disease
MORPHOLOGICAL KNOWLEDGE (using parts of words to build word families) <ul style="list-style-type: none"> • Adding suffixes e.g. s/es, ed, ing, ion, ous, ment, ful, ence/ance, ible/able. Rules and conventions which may be tested include • Knowing when to retain and when to drop silent 'e' • Doubling the final consonant • Changing 'y' to 'i' • Changing 'd' to 's' or 't' • Adding prefixes e.g. un, in, dis, mis • Adding multiple affixes 	<ul style="list-style-type: none"> • houses • sunny • flies • unhappy • unkindly 	<ul style="list-style-type: none"> • caring • swimming • laziness • dislike • usefully 	<ul style="list-style-type: none"> • argument • admitted • reliable • attention • disappear • unpopularity
ETYMOLOGICAL KNOWLEDGE (using word origins and derivations) <ul style="list-style-type: none"> • Foreign words • Word elements derived from foreign words, including subject-specific or technical terms 	<ul style="list-style-type: none"> • cent 	<ul style="list-style-type: none"> • chef • bicycle 	<ul style="list-style-type: none"> • garage • parallel

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PAPERS B & C	EASY (Approx. 12 items)	MEDIUM (Approx. 20 items)	HARD (Approx. 8 items)
VISUAL KNOWLEDGE (using memory of the visual features of a word) <ul style="list-style-type: none"> • Grammatical words e.g. prepositions, pronouns • Sight words • Homophones and commonly confused words • Words with silent letters 	<ul style="list-style-type: none"> • who • children • past/passed • lamb 	<ul style="list-style-type: none"> • through • beautiful • quite/quiet • bristle 	<ul style="list-style-type: none"> • themselves • grammar • lightning/lightening • autumn
PHONOLOGICAL KNOWLEDGE (using sound-letter relationships) <ul style="list-style-type: none"> • Vowel/vowel digraphs e.g. ai, ea, ee, oo, ou, ie/ei • Vowel/consonant digraphs e.g. ow, ay, ar, er, qu • Vowel/consonant trigraphs e.g. ear, our, air, igh • Long vowel sounds with silent 'e' • Consonant/consonant digraphs e.g. sh, ch, th, ph, wh • Two-letter consonant blends e.g. gr, pr, bl, cl, st, ct, nt, nd • Consonant trigraphs and three-letter consonant blends e.g. thr, spr, scr, tch • Confusion between c/s/ss, g/j/dge • Confusion between single and double consonants 	<ul style="list-style-type: none"> • please • turn • search • alive • thousand • slippery • stretch • badge • bottom 	<ul style="list-style-type: none"> • believe • quantity • frighten • attitude • trophy • complain • scrawny • issue • tomorrow 	<ul style="list-style-type: none"> • threaten • preserve • encourage • participate • physical • estimate • throughout • original • disappear
MORPHOLOGICAL KNOWLEDGE (using parts of words to build word families) <ul style="list-style-type: none"> • Adding suffixes e.g. s/es, ed, ing, ion, ous, ment, ful, ence/ance, ible/able. Rules and conventions which may be tested include • Knowing when to retain and when to drop silent 'e' • Doubling the final consonant • Changing 'y' to 'i' • Changing 'd' to 's' or 't' • Adding prefixes e.g. un, in, dis, mis • Adding multiple affixes 	<ul style="list-style-type: none"> • caring • hopping • happiness • mistreat • usefully 	<ul style="list-style-type: none"> • argument • admitted • reliable • attention • disappear • unpopularity 	<ul style="list-style-type: none"> • continuous • rebellion • studious • decision • unusual • insignificance
ETYMOLOGICAL KNOWLEDGE (using word origins and derivations) <ul style="list-style-type: none"> • Foreign words • Word elements derived from foreign words, including subject-specific or technical terms 	<ul style="list-style-type: none"> • chef • bicycle 	<ul style="list-style-type: none"> • garage • parallel 	<ul style="list-style-type: none"> • restaurant • symphony

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The level of difficulty of the words assessed are listed below. Each table provides examples of the kinds of words that may be assessed in each paper. Each paper will contain some words that are easy to spell for students at the year level, some that are of medium difficulty and some that are quite challenging.

PAPERS D & E	EASY (Approx. 12 items)	MEDIUM (Approx. 20 items)	HARD (Approx. 8 items)
VISUAL KNOWLEDGE (using memory of the visual features of a word) <ul style="list-style-type: none"> • Grammatical words e.g. prepositions, pronouns • Sight words • Homophones and commonly confused words • Words with silent letters 	<ul style="list-style-type: none"> • through • beautiful • quite/quiet • bristle 	<ul style="list-style-type: none"> • themselves • grammar • autumn 	<ul style="list-style-type: none"> • although • rhythm • stationary/stationery • subtle
PHONOLOGICAL KNOWLEDGE (using sound-letter relationships) <ul style="list-style-type: none"> • Vowel/vowel digraphs e.g. ai, ea, ee, oo, ou, ie/ei • Vowel/consonant digraphs e.g. ow, ay, ar, er, qu • Vowel/consonant trigraphs e.g. ear, our, air, igh • Long vowel sounds with silent 'e' • Consonant/consonant digraphs e.g. sh, ch, th, ph, wh • Two-letter consonant blends e.g. gr, pr, bl, cl, st, ct, nt, nd • Consonant trigraphs and three-letter consonant blends e.g. thr, spr, scr, tch • Confusion between c/s/ss, g/j/dge • Confusion between single and double consonants 	<ul style="list-style-type: none"> • believe • quantity • frighten • attitude • trophy • complain • scrawny • issue • tomorrow 	<ul style="list-style-type: none"> • threaten • preserve • encourage • participate • physical • estimate • throughout • original • disappear 	<ul style="list-style-type: none"> • maintenance • turbulent • courageous • compromise • chemistry • spectacular • synchronise • fascination • accommodation
MORPHOLOGICAL KNOWLEDGE (using parts of words to build word families) <ul style="list-style-type: none"> • Adding suffixes e.g. s/es, ed, ing, ion, ous, ment, ful, ence/ance, ible/able. Rules and conventions which may be tested include • Knowing when to retain and when to drop silent 'e' • Doubling the final consonant • Changing 'y' to 'i' • Changing 'd' to 's' or 't' • Adding prefixes e.g. un, in, dis, mis • Adding multiple affixes 	<ul style="list-style-type: none"> • argument • admitted • reliable • attention • disappear • unpopularity 	<ul style="list-style-type: none"> • continuous • rebellion • studious • decision • unusual • insignificance 	<ul style="list-style-type: none"> • achievement • referred • apologise • contention • independent • confidentiality
ETYMOLOGICAL KNOWLEDGE (using word origins and derivations) <ul style="list-style-type: none"> • Foreign words • Word elements derived from foreign words, including subject-specific or technical terms 	<ul style="list-style-type: none"> • garage • oxygen 	<ul style="list-style-type: none"> • restaurant • parallel 	<ul style="list-style-type: none"> • bazaar • circumference