

Correlation Between

## **EdAlive's SpellingFORCE Software**

And

## **ENGLISH LANGUAGE SYLLABUS 2001 For Primary and Secondary Schools**

Curriculum Planning and Development Division,  
Ministry of Education, Singapore



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Grade	Spelling Patterns	Phonics	Word Building	Frequency Words	Words in Context	Thematic Vocab	Contractions	Difficult Words	Extension Vocab	Homophones	MOE Starter List
K1	x	x	x	x	x						x
K2	x	x	x	x	x						x
P1	x	x	x	x	x	x					x
P2	x	x	x	x	x	x					x
P3	x	x	x	x	x	x	x	x		x	x
P4	x	x	x	x	x	x	x	x	x	x	x
P5	x	x	x		x	x	x	x	x	x	
P6	x	x	x		x	x	x	x	x	x	
S1	x	x	x		x	x		x	x	x	
S2	x	x	x		x	x		x	x	x	

*In line with the latest MOE English Language Syllabus  
Ages 5 -15: Kindergarten 1&2, Primary 1 - 6, Secondary 1&2*

## About SpellingFORCE Content

### **Core Design**

At its core, SpellingFORCE has a bank of over 10,000 words together with common misspellings and sentences that demonstrate the words in context. This bank of words covers over 95% of all the written English that we analysed during our extensive research into children's writing and reading materials.

### **Curriculum Correlations**

The spelling lists in SpellingFORCE have been built to equal or exceed the requirements of the relevant curricula documents for the UK, Scotland, Republic of Ireland, all Australian States, New Zealand and Singapore for children aged 5-15.

The thematic arrangement of the words within the SpellingFORCE lists and use of the words in context allows the software to address not only spelling skills including spelling rules and site vocabulary but general and topic specific vocabulary building, word building, grammar, punctuation, sentence syntax, decoding and more.

### **The Core Vocabulary of 10,000+ Words**

The core vocabulary of 10,000+ words is organized into different categories that focus on different teaching styles and outcomes. Each category contains a large number of spelling lists and each spelling list contains 10 words. The categories include:

1. **Dorothy E. Miller Phonics** containing 3,220 words in phonic progression to ensure that each word is presented in sequence and builds on the phonics rules presented in foregoing examples. Dorothy E. Miller has a lifetime of teaching reading in Australian primary schools and personally organised this outstanding teaching resource.
2. **Graded Words** containing 4,500 words arranged in teaching order and divided into grade appropriate levels. Based on the Dorothy E. Miller Phonics list with essential vocabulary from the Word Building and Word Group lists. The Graded Words lists includes High Frequency words and three sets of Extension Words covering Advanced Word Building (Extensions 2 & 3 have 1,000 words arranged in alphabetical order).
3. **Word Building** containing 1,790 words arranged in word building families. Word Building lists give the root word and words that are built from it. Starting with activities for 8-year-olds, the Word Building lists progress through to challenging Extension exercises.
4. **Word Groups** containing 2,110 words arranged in thematic order. Categories include *language terms, science, maths, word origins, in the house and people*.
5. **Frequency** containing 500 words in decreasing order of frequency. This category is based on an extensive analysis of children's literature.
6. **Difficult Words** containing 600 words that many people find difficult to spell. Lists 1-20 give the High Frequency Difficult Words in decreasing order of frequency. Lists 21-60 give the balance of the 600 words sorted in alphabetical order.
7. **Blunkett List** containing 690 words drawn directly from Blunkett's Word Bank arranged in thematic order. Includes Common Confusions, Geography, ICT, Drama, PE and more. The following samples are taken from the extended list.
8. **Key Stage 1** containing 230 words drawn directly from Key Stage 1 of the UK's DfEE's National Curriculum and National Literacy Strategy for Spelling.
9. **Key Stage 2** containing 3090 words drawn directly from Key Stage 2 of the UK's DfEE's National Curriculum and National Literacy Strategy for Spelling.

10. **Key Stage 3** containing 2030 words drawn directly from Key Stages 3 & 4 of the UK's DfEE's National Curriculum and National Literacy Strategy for Spelling.
11. **Homophones and Contractions** containing extensive list of Homophones & Contractions.

## Correlation with the Singapore MOE English Language Syllabus

### General Background

The spelling lists contained within SpellingFORCE equal or exceed the requirements of the *ENGLISH LANGUAGE SYLLABUS 2001 for Primary and Secondary Schools* from the Curriculum Planning and Development Division of the Ministry of Education, Singapore, and covers from K1 through to Secondary 2, which is approximately 5–15 years of age.

*“The teaching of decoding skills (knowledge of the letters of the alphabet, knowledge of letter-sound correspondence, phonemic awareness, etc.) will not be taught in isolation or only through drill and practice. It will be balanced by activities that involve the construction of meaning,” (page 7).*

*“The study of the grammar of English, its structures and language conventions, including spelling and punctuation, is therefore an important aspect in the learning of English,” (page 97).*

### Starter List (Page 139)

The vocabulary in SpellingFORCE covers 100% of the 3 letter or greater words in the Starter List.

## Grade Level Correlations

MOE Level	Learning Outcomes Addressed	
<b>Primary Two</b>	<b>5 Write legibly, coherently and cohesively for different purposes and audiences.</b>	c) Apply knowledge of spelling conventions and strategies to their own writing. e) Use grammar, punctuation and vocabulary appropriately.
	<b>7 Use reading strategies to construct meaning.</b>	a) Use phonological awareness strategies: <ul style="list-style-type: none"> <li>• Blend sounds of consonants and vowels to make words.</li> <li>• Identify and produce rhyming words.</li> <li>• Separate spoken words into beginning and ending sounds.</li> <li>• Distinguish long and short vowels in words.</li> <li>• Match spoken words to printed words.</li> <li>• Understand that as letters of words change, so do the sounds.</li> <li>• Read common, irregular sight words e.g. <i>the, have, said</i>.</li> <li>• Read aloud to check pronunciation and understanding.</li> </ul>
<b>Primary Four</b>	<b>3 Speak fluently and expressively on a range of topics</b>	e) Use appropriate vocabulary.
	<b>5 Write legibly, coherently and cohesively for different purposes and audiences.</b>	b) Apply knowledge of spelling conventions and strategies to their own writing. e) Use grammar, punctuation and vocabulary appropriately.
	<b>7 Use reading strategies to construct meaning.</b>	a) Use phonological awareness strategies: <ul style="list-style-type: none"> <li>• Match spoken words to printed words.</li> <li>• Read common, irregular sight words e.g. <i>the, have, said</i>.</li> <li>• Decode words using common letter sounds / letter patterns e.g. <i>th~, ~tion</i>.</li> <li>• Use known parts of a word to make sense of the whole word.</li> </ul>
<b>Primary Six (Special / Express / Normal Academic)</b>	<b>5 Write legibly, coherently and cohesively for different purposes and audiences.</b>	b) Apply knowledge of spelling conventions and strategies to their own writing. e) Use grammar and vocabulary appropriately.
	<b>7 Use reading strategies to construct meaning.</b>	a) Use phonological awareness strategies: <ul style="list-style-type: none"> <li>• Use known parts of a word to make sense of the whole word.</li> </ul>
<b>Secondary Two (Special / Express / Normal Academic)</b>	<b>3 Speak fluently and expressively on a range of topics.</b>	e) Use grammar appropriate to speech, and vocabulary appropriate to the topic and context.
	<b>5 Write legibly, coherently and cohesively for different purposes and audiences.</b>	d) Use grammar, punctuation and vocabulary appropriately.
	<b>7 Use reading strategies to construct meaning.</b>	a) Use phonological awareness strategies: <ul style="list-style-type: none"> <li>• Use known parts of a word to make sense of the whole word.</li> </ul>

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