



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

### LEARN MORE

ICAS Paper to Year Level Conversion Table [www.eaa.unsw.edu.au/icas/paper-to-year-level-equivalent-table.asp](http://www.eaa.unsw.edu.au/icas/paper-to-year-level-equivalent-table.asp)



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

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

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

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