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# Diagnostic uses of the South Australian Spelling Test

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## Abstract

This paper suggests some simple procedures for extracting information about children's spelling sub-skills from an examination of the errors they make when attempting items in the South Australian Spelling Test (SAST). A pattern of errors (miscues) can indicate children's grasp of regular grapho-phonetic relationships and their awareness of less predictable letter sequences. In addition, the nature of their errors provides some evidence of the stage of development they have reached and the strategies they use when attempting to spell words that are beyond their current level of competence. This information can guide teachers when planning individual support for weak spellers.

## Introduction

For many years it has been recognised that spelling errors can yield useful information about children's current skills and strategies for writing in an alphabetic code (Peters, 1974, 1975; Schonell, 1958). In particular, children's attempts at spelling English words can reveal much about their understanding of regular grapho-phonetic relationships and their awareness of less predictable orthographic units. Recently, attention has focused also on using children's errors (miscues) as an indication of both the stage of development they have reached on their journey toward independence in spelling and of the strategies they use when attempting to spell words just beyond their current vocabulary level (e.g., Ganske, 1999; Gentry & Gillet, 1993; Moats, 1995). When teachers are aware of the knowledge, skills and strategies their children are using for spelling they are able to tailor with more precision the support they give to individuals.

Children's daily written work provides the richest source of spelling errors, and teachers can collect relevant examples of miscues made by any children who are still struggling with spelling. The children's attempts at writing a word may reveal for example, lack of phonemic awareness and weakness in applying phonic knowledge – or, on the other hand, an overdependence on phonics when writing irregular words. Inaccurate spelling may also reflect inefficient use of visual imagery to capture or check the spelling of an irregular word, or it may indicate overgeneralisation of a spelling rule or principle. While it is unnecessary to conduct analyses to determine patterns of errors in the written work for the majority of students in a class, analysis of this type can be helpful when teachers are planning a remedial intervention program for students with learning difficulties, or for any student who has reached a temporary plateau in spelling skill development.

Another source of information concerning children's spelling ability comes from informal or formal testing using teacher-made or published materials. Specifically designed diagnostic tests exist that allow teachers to investigate children's spelling ability and subskills more systematically (e.g., Greenbaum, 1987; Schonell & Schonell, 1960; Vincent & Claydon, 1982), but these diagnostic tests do not appear to be used much by regular classroom teachers. A more widely used test instrument in Australia is the South Australian Spelling Test (SAST) (Westwood, 1979, 1994, 2005). While the primary purpose of SAST is to provide a quick screening instrument enabling teachers to determine the spread of spelling ability in their classes and to identify any students who may require additional support, it is also acknowledged that inspection of a child's errors in the test can yield some limited diagnostic information. For example, from the pattern of errors and the correct responses it is possible to note the individual's ability to spell phonetically, to use syllabification, to produce some less predictable orthographic sub-units, and to spell some irregular words. It is this secondary diagnostic purpose that is the focus of this paper.

## Diagnostic assessment: underlying principles

Before examining examples of children's errors from SAST, it is important to remember that: (a) the acquisition of spelling ability is a developmental process; and (b) the ability to spell relies to varying degrees on a number of perceptual and cognitive subskills and processes. When we analyse children's errors we relate their performance to a stage of development, and we look for evidence concerning the correct or incorrect application of appropriate sub-skills and processes such as phonic analysis or visual sequential memory.

***Developmental stages in spelling acquisition***

It is widely accepted that children pass through at least five identifiable stages of development on the road to becoming competent spellers.

- The first stage, typically seen in very young children (and in older children with intellectual disability) is usually termed pre-phonemic or pre-phonetic stage. Children at this stage will produce random strings of letters and shapes as they pretend to write, but the letters and shapes do not have any meaningful association with component sounds of words.
- The next developmental stage is termed early phonetic. Children at this stage begin to show some understanding of letter-to-sound correspondences, but their grasp is less than perfect. Sometimes, for example, letter names are confused with letter sounds when spelling a simple word.
- At the third stage (phonetic), children are becoming more skilled in using regular sound-symbol correspondences and they are mastering additional graphemes such as digraphs, consonant blends and commonly occurring orthographic units (e.g., dis-, -ing, -ent). However, at the beginning of this phonetic stage a few children still have difficulties identifying certain sounds within words (auditory analysis), causing them to omit letters or to insert incorrect letters when they spell the word (e.g., bow for blow; sboon for spoon). There is a tendency for most poor spellers to reach a plateau at this phonetic stage of development and to continue to write irregular words as if they are phonically regular. Templeton (2003) refers to children with this problem as “phonocentric”.
- At the fourth stage (transitional), children are acquiring a much more sophisticated understanding of word structure and are not relying entirely on phonic cues. They are using words and parts of words they already know when attempting to spell unfamiliar words (spelling by analogy), and they are becoming aware of some underlying rules such as doubling letters or changing a final “y” to “-ies” in certain plural forms. They tend to use visual checking more efficiently to make sure a word looks correct after they have written it.
- The final stage is termed independence. Children at this stage understand and can apply a wide range of complex grapho-phonetic principles and they have mastered a bank of irregular words with unpredictable spelling patterns. Independent spellers are not necessarily perfect spellers, but they can use appropriate strategies for proofreading, checking, and self-correcting as necessary.

***Subskills and processes***

The ability to spell accurately at any stage relies to varying degrees on the following subskills and processes.

- Visual imagery and visual sequential memory: accurate spelling involves the ability to perceive and store letter sequences in long-term memory, and to recall these patterns as necessary. The spelling of many irregular words has to be mastered by visual processing rather than by auditory analysis. It must be noted, however, that some weak spellers rely too much on visual memory even when spelling phonemically regular words, and tend to make errors that conform to the overall shape of the word but contain correct letters in the wrong order.
- Phonological awareness: predicting the spelling of an unfamiliar word requires attention to the sound units that are contained within the word. This requires adequate auditory discrimination, phoneme recognition (identifying speech sounds), segmentation (breaking spoken words into sound units), and phoneme blending (putting together a sequence of sounds to pronounce a word). Awareness of rhyme is also helpful when attempting to spell an unfamiliar word by referring to a known word (spelling by analogy).
- Phonic knowledge: there are three main stages in mastering phonics. The first stage involves learning all the basic single letter-to-sound relationships necessary for spelling simple phonetically regular words such as “top” and “dig”. The second stage involves knowing digraphs such as ch, th, ph and consonant blends such as tr, bl, st, scr, str. The final stage involves knowing commonly occurring clusters of letters that represent pronounceable parts of words (orthographic units) such as -atch, -tion, -ence, -ate, -est, -ally, -een, -ean, -cient, pre, sub-, dis-, etc.
- Word meanings: it is much easier to learn the correct spelling of a word if the meaning is known (for example, knowing the meaning and spelling of the word “heal” makes it more likely that a speller will correctly write the word “healthy” rather than “heelthy” or “hellthy” in a given context). It is also valuable to understand the meanings of various parts of words such as prefixes, suffixes and plural forms (morphemic knowledge).
- Pronunciation: the speller’s ability to say a target word correctly is important because auditory analysis of the word depends on referring to a correct model. It is also essential that the teacher can say a target word very clearly and accurately when dictating a spelling test to the class.

- **Kinaesthetic memory:** to some extent the correct sequence of letters in a word is stored as a pattern of fairly rapid movements of fingers and writing instrument (or fingers on keyboard). The more frequently we write or type a word correctly the more the spelling of that word becomes automated.
- **Awareness of word forms in English:** good spellers have a well-developed sense of the letters than typically occur in sequence within English words (Peters, 1985). They are sensitive, for example, to the fact that -ight is an acceptable string of letters, but -etmcs is not.

With the above points in mind some of the errors produced by students of various ages undertaking SAST Form B will be investigated.

## The South Australian Spelling Test

The South Australian Spelling Test (SAST) is a norm-referenced graded word list that has been available for use in schools since 1979. It is a standardised test of spelling achievement for students in the age range 6 years to 16 years, and can be administered to an individual student, to a group, or to a whole class. The test has also been used as the standard measure of students' spelling achievement in a number of research studies. Norms for SAST were obtained first in 1978 (Westwood, 1979) but have been updated in 1993 and again in 2004, based each time on data from very large samples of students. The test is available now in two parallel forms, A and B. The original SAST Form A is a modified version of a graded word list first compiled in Britain by Dr Margaret Peters (1970). The new SAST Form B, covering the same age range, comprises a word list devised by Bissaker and Westwood in 2004. Each form of SAST contains 70 words. Form B will be used in this paper to illustrate the diagnostic uses of SAST, but the underlying principles apply equally to errors obtained from Form A.

The first eight words in Form B are based on phonic regularity. Items 9 to 14 are high-frequency words using the long vowel sound, together with two other words with less predictable spelling patterns. Words 15 to 20 introduce several consonant blends in initial and/or final positions. Words 21 to 39 require an increasing awareness of vowel digraphs and/or other irregular vowel combinations. Words 40 to 70 were selected not on the basis of phonic regularity but because the words can be analysed into two, three or four syllables (with the exception of the word "choir") and provide opportunities for spellers to demonstrate their ability in applying higher-order phonic skills to produce less predictable orthographic units.

Spencer (2002) suggests that word difficulty depends not only on word length but also on how often the word is seen and used (frequency factor), and phoneticity (how regularly the phonemes in the spoken word can be represented predictably by graphemes when spelling the written word). In determining the specific order of items in Form B, an item difficulty analysis was conducted using a sample of 60 students in the age range 6 to 16 years. Results from this analysis were then combined with information from Spencer's analysis of word difficulty (2002) and the word-frequency indicators provided by Leech, Rayson and Wilson (2001) to determine final word order.

## A Note Of Caution

Analysing spelling errors is far from an exact science. One has to work mainly from intuition when trying to account for why a student made a particular error. For this reason it is important to avoid the temptation of over-interpreting data or attaching too much significance to a single error. Some chance errors occur when a student loses concentration or when the student is fatigued. A spelling test such as SAST does not reveal the mental processes or strategies the student used when producing incorrect spellings, nor does the test itself reveal whether the student can pronounce the word correctly or knows its meaning. Such information needs to be obtained in follow-up assessments. Analysing errors to detect consistent patterns can only provide a first clue to possible weaknesses or misunderstandings on the part of the speller. These clues need to be investigated carefully by further diagnostic assessment, examination of the student's daily written work, and by interviewing the student to discuss his or her approach to spelling.

## Diagnostic information from results in SAST Form B

The errors used as examples below were obtained from students who took part in the item difficulty analysis for SAST Form B in 2004. At the time of testing the students were not asked to indicate whether they were male or female, so the gender of the three students described below is not known (nor is it important).

### Child A

Let us begin with a child aged 6.5 years. The majority of children of this age can score between 10 and 22 words in SAST Form B, with an average score being 16 words. This child scored a total of eight words correct, which places him or her below the normal range but slightly above the critically low score of six. The child

could spell correctly the following simple consonant-vowel-consonant words: “in”, “top”, “bus”, “dig”, “fed”, “men”, and could also spell “be” and “no”. Here are some of this child’s errors. The target words are in brackets.

3. ca (can)	17. sop (stop)
4. pex (pet)	18. sin (skin)
13. woz (was)	19. cos (cost)
14. san (son)	20. htap (thank)
15. fal (flag)	23. aaot (part)
16. rip (trip)	24. faot (four)

We can tentatively conclude that this child is still in the “early phonetic” stage of spelling. He or she can spell some simple consonant-vowel-consonant (CVC) words that have perfect sound-to-single-letter correspondences, and has mastered two two-letter high frequency words with slightly less predictable vowel sound. The child has continued to apply the phonic principle (incorrectly this time) to spell “woz”, and has not recognised “woz” as an incorrect image even though the word would have seen many times in classroom reading material. For children of this age (and also with older weak spellers), a tendency to spell irregular words phonetically is very common. There is evidence in the other errors that this child is not yet identifying all the relevant sounds in medial and final positions within words (see items 14 to 19). This is due perhaps to under-developed phonological skills (particularly auditory discrimination and segmentation) and/or to a lack of knowledge of graphemes for digraphs and blends when writing the words. When faced with words requiring digraphs and consonant blends, the child is regressing to a pre-phonetic level and writing words that have little relation to the visual or auditory characteristics of the dictated words (e.g., “aaot” for part).

#### *Intervention*

This child is not seriously behind in spelling development but is not performing yet at a level quite commensurate with his or her age. The most important thing for a teacher to do is ensure that the child continues to have daily opportunities to write for authentic purposes of communication, and that he or she receives regular corrective feedback on the work produced. In terms of more specific support it would be useful to check first the child’s basic phonic knowledge and then provide systematic instruction and practice with appropriate word families containing common digraphs and consonant blends. It would be important to check the child’s pronunciation of the words before spelling is attempted. Games that require players to “stretch out the word” (segmentation) could be useful for encouraging careful attention to sounds within

words. Flashcards for “look-say-cover-write-check” activities could be used to build a vocabulary of more irregular high-frequency words. Given some systematic support of this type there is no obvious reason why this student should not develop age-appropriate spelling skills.

#### ***Student B***

The age of this student was 16 years 2 months at the time of testing. He or she scored a total of 36 words correct. Most students of this age can spell between 53 and 64 words correctly (mean score 58). A score of 36 equates with typical performance for a student aged 9 years 3 months.

Some of this student’s errors included:

28. fary (fare)	45. lafter (laughter)
32. trit (tight)	46. fortty (thoughtful)
33. cryed (cried)	47. incorge (encourage)
34. nune (none)	48. efeshent (efficient)
40. unell (unusual)	49. prpicesice (purpose)
41. quatly (quality)	50. coreise (curious)
42. funnter (furniture)	55. naver (neighbour)
44. fachen (fashion)	57. assment (assessment)

This senior student is performing well below the peer group norm in spelling. However, he or she can spell a corpus of simple regular and irregular words (as reflected in the correct responses to items 1 to 30). This suggests at least adequate basic phonic knowledge and reasonable visual memory. However, the student has difficulty applying phonic principles to words such as “unusual”, “quality” and “furniture”, and the written attempt at such words does not produce a reasonable phonic alternative. In particular the student reveals significant weaknesses in applying phonic analysis to words with two or more syllables. Some of the three- or four-syllable words are reduced to only two syllables when written (see for example, “furniture” becomes “funnter” and “assessment” becomes “assment”).

#### *Intervention*

It would be very difficult (probably impossible) to attempt to help this student within the context of a whole-class lesson. Any intensive support would need to be given in frequent and intensive one-to-one tutorials. The student would also need to devote additional personal time to practice. It would be important first to discover if the student really wants to improve in spelling. If there is no personal commitment or intrinsic motivation, it will be an uphill battle at this age.

Assuming that the student is motivated to improve and



is willing to devote adequate time to word study, the starting point should be practising orally the segmentation of multi-syllabic spoken words into syllables (Roberts, 2001). The teacher or tutor models the correct pronunciation. The student imitates the model. The teacher stretches the spoken word into syllables, counting (by raising fingers or by tapping) the number of syllables as each one is articulated. (With much younger students syllables can be counted by pushing the correct number of counters forward on the desk.) The tutor and student together say the word in syllables. The teacher then writes the word, stressing each syllable as the student observes. The teacher and student together read the word, again stressing the syllable units. The student then writes the word three times from memory while articulating each syllable, without reference to the model. Helping secondary students analyse words into syllables in this manner can also have a very positive effect not only on their spelling ability but also on their success in reading difficult vocabulary found in typical subject textbooks (Bhattacharya, 2006).

The student also needs to be taught more effective ways of monitoring and self-correcting all written work (Fulk, 1997; Maki, Vauras & Vainio, 2002; Snowball, 1997). In this case the self-questioning might involve asking, “Does this word look correct?”, “Do I have the correct syllables?”, “If I change this letter, does it look better?”.

During tutorials it would also be useful to spend time reviewing some common orthographic units that occur across many words, for example, -ence, -ally, -tion (Bhattacharya & Ehri, 2004). This type of experience can help a student become more aware of the strategy of spelling by analogy (using what you already know in order to attempt an unfamiliar word) (Kirkbride & Wright, 2002). Errors arising naturally in the student’s written work across all school subjects can provide a starting point for such word study.

### **Student C**

This student, aged 12 years, scored a total of 56 words correct in the test. The student’s errors included:

28. fair (fare)	54. chemicly (chemically)
30. cloud (cloud)	57. assesment (assessment)
40. unusal (unusual)	58. adalessents (adolescence)
48. eficcent (efficient)	59. casuatie (casualty)
51. aceptable (acceptable)	62. excetery (exemplary)
53. qiour (choir)	63. magnifficent (magnificent)

The average score for a student of this age is 49, with a normal range of 42 to 56. It could be concluded that the student has no problem with spelling and is able to spell correctly most words needed for daily writing purposes. However, some of his errors when attempting the more complex words are of interest (see items 48 to 63 above).

It can be seen that in six of the errors the problem is related to misapplication of double or single letters. The student is tending to write double letters where the word requires a single letter or a single letter where the word requires double.

### *Intervention*

This type of highly specific error can be eliminated (if the student is motivated to do so) by some individual tuition in which he or she actively compares and discusses the differences between the incorrect and correct versions of the spelling. Using the remedial procedure known as “Old way-New way” the student can rehearse and write the correct spelling (the “new way”) at least six times and verbalise each time how it differs from the incorrect version (the “old way”) (Lyndon, 1989; Westwood, 2005). It is also helpful for the student to create a personal mnemonic as a reminder of the correct spelling of certain words with double letters.

## **Classifying Spelling Errors**

When attempting to determine a student’s stage of development, and to identify any specific patterns of weaknesses in spelling it is sometimes useful to analyse errors into specific categories (Brann, 1997; Peters, 1975; Roberts, 2001). By classifying the errors in this way a teacher can often obtain a clearer impression of a student’s main areas of difficulty (Roberts, 2001). Table 1 (see Appendix A, page 32) illustrates this procedure, and provides a summary of some of the errors made by students when attempting the first 39 words in SAST Form B. It must be noted that classifying errors into subtypes is often very subjective, and readers may disagree with several of the classifications made in Table 1. For example, is the error “thaik” (for “thank”) an example of faulty auditory analysis, or is it due to weakness in applying basic phonic knowledge when encoding the word? Alternatively, the error may simply reflect a tendency to rely too much on the visual impression of the word.

To remove some of the subjectivity in making judgments we asked ourselves key questions:

- For the category faulty auditory analysis we asked, “Did the child identify the sounds correctly when hearing this word?”;
- For the early phonetic stage we asked, “Has the child written a word that could be classified as a reasonable phonic alternative to the correct word?”;

- For weak phonic skills we asked, “Does the error suggest that incorrect letters were selected to represent given sounds?”;
- For misapplication of rule or principle we asked, “Has the student over-generalised something he or she has been taught?” This might include rules about changes made for plural forms, doubling or dropping letters, failing to apply a final “e”, or (as in the cases below) applying a final “e” where not required;
- For faulty visual imagery we have asked, “Has the student reproduced the overall pattern and shape of the word but with letters in incorrect sequence?”.

### ***Additional Errors in SAST***

From item 40 in SAST the spelling of the target words is rather less predictable if using auditory cues alone, and the speller has to depend more on knowledge of larger orthographic units beyond vowel or consonant digraphs and blends. The proficient speller also needs to use visual checking of the word once it is written in order to detect any illogical within-word letter groups that do not conform to normal English spelling patterns (Redfern, 1993).

When one examines errors students have made on items 40 to 70 one is tempted to congratulate the students concerned for their creativity – it is almost inconceivable that so many miscues could be generated from one dictated list. On one hand it can be seen that many students have shown effective phonic skills by producing words that can be regarded as plausible phonic alternatives (although incorrect). But on the other hand, the students have demonstrated poor awareness of acceptable within-word orthographic units. When students attempted to spell these more challenging words they revealed:

- a tendency to hear and reproduce correctly only the most conspicuous phonemes in the dictated word (often in initial and final positions);
- a weakness in breaking a word down accurately into its component sounds;
- a tendency to ignore the correct number of syllables in multi-syllabic words, often resulting in a shortening of the original (e.g., “coolt” for “quality”; “actaple” for “acceptable”; “excmple” for “exemplary”; “adlesence” for “adolescence”);
- a tendency to rely almost entirely upon elementary auditory cues and to encode these using simple letter-to-sound correspondences without reference to the feasibility of the letter sequence produced (e.g., -iea-; -iia-; xef-; -etpib-; egsl-).

It seems clear from the data in Table 2 (see Appendix

B, page 33) that students who fail to spell these more challenging words in SAST need to be taught to analyse such words more accurately into syllables, and to consider carefully the most likely combination of letters required to produce those syllables in writing. Roberts (2001, p. 47) refers to this as teaching students how to “chunk and think” when faced with multi-syllabic words. Once the word is written in draft form they then need to apply a careful visual checking strategy to ensure the word looks correct and does not contain illogical sequences of letters (Peters, 1985). In her book *Spelling Recovery*, Roberts (2001) describes an excellent step-by-step learning strategy based on these principles.

### **Summary**

This paper has described some of the ways in which results from SAST can be used to help identify students’ stages of development in spelling and to locate possible weaknesses in their current approach to tackling unfamiliar words. This information can help teachers select appropriate follow-up assessments for certain individuals, and can guide the planning of more effective intervention. Additional information on diagnostic assessment and approaches to spelling instruction can be found in Hammond (2004), Jamieson and Jamieson (2003), Moats (1995), Roberts (2001) and Westwood (2005).

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## Appendix A

Table 1: Sample errors from first half of SAST Form B

Target word	Pre-phonemic stage	Faulty auditory analysis	Early phonic or phonic stage	Weak phonic skills	Misapplication of rule or principle	Faulty visual imagery	Unclassified errors
3. CAN		ca		cen	cane (final e rule)		
4. PET				pex peit			
7. FED		fead feed					
11. BY		boi	bi biye biy bie buy	bu bay			
13. WAS			woz	yos			
14. SON		sin suan san sane	sun	saun	sune (final e rule)		suy
15. FLAG		fag fal			flage (final e)		flags
16. TRIP		crip rip turip tcrip					
17. STOP		sop					
18. SKIN		stkring sin	sckin scin	sgine	scine		
20. THANK	htap tac	thar thak sak sank		thaingk thaik		thanck	khaingk
22. HOOK		hek houk hock	hok hooc hooch	hoak houck hoke hoc			
23. PART	aaot	pat bart		prrt purt		prat	
24. FOUR		fory	for fore foar	fowr			faot fro
25. OUR	ari	ow	awer hour awa	are ar ore aw uyer uor			awy oraw
26. THEY		vay	thay theay				there
27. HEAR			here hier	hir her			hire
28. FARE		fear fey fey far	fair	fer fere feer ferr feiar			fero
30. CLOUD		clawt klad clod	claud clawd cloed	clad claed cluw d		cluod	cloualld cidd
31. AIR		ear ery	ere eir aere	are er			erie
32. TIGHT			tite tiet	tiet tighet	tit		titr
33. CRIED			cride cryd cryed cryid kried	krid crid criad			klud
35. ASK			arsk arsc rsk arscck	asc	arske rske		rstk
36. TREAT		tcrete creet	treet	tret			thet
37. SURF		soof sof souf sirr	serf seref srf			safe sruf	
38. WORLD		weld wold	wld worled	world wloud			wauls wrould weid wida
39. DANCER		daner dasser dersour	daner danzer	densa densor dancair			dansu desur desr

## Appendix B

Table 2: Summary of errors made on items 40 to 70 in SAST Form B

[The most commonly occurring errors are presented in **bold type**]

40. UNUSUAL	<b>unushl</b>	unyouth	unocyeeos	unuthw	unusiol	unyoushwer	unuelle	unushrc
	unugle	uny	unewshe	<b>unushel</b>	unyall	aunyoya	unyoow	
41. QUALITY	qwoity	qoltey	colity	coolt	cwuliti	qolate	qolity	qulute
	qquality	cwolitei	qylatie	cwolity	qolitey	quelty	qkilt	ckwilday
42. FURNITURE	founiner	fernicher	founich	fonicro	<b>furnicher</b>	ferncher	furnech	farnitar
	furitshe	fnicha	foenichur	frinchu				
43. RELIABLE	reyliada	reelibel	reliabl	relibel	reliybel	relieabe	reliabal	reual
	reibal	rellabal	reliebal	reeball	reliabll			
44. FASHION	<b>fashon</b>	fason	fashin	fashen	fasien	fashien	fashan	fashw
45. LAUGHTER	luchter	<b>lafter</b>	laftna	lufter	larehter	loulter	laffter	<b>larfter</b>
	lather	lrustr	lauphter	laughter				
46. THOUGHTFUL	thourtful	thortful	<b>thoughtfull</b>	thotfull	latful	thotfal	thortfu	thurtful
	thortfo	farifall	thotha	fotfoot				
47. ENCOURAGE	<b>incourage</b>	incourage	incurage	incarge	encuriag	ncrige	encourage	engourage
	ncuris	inkurie	incuriag	increge	ncrurig	enkuriy	inkarine	curing
48. EFFICIENT	ifishent	xefishen	efichent	efishont	infchint	efishint	ifishint	efinte
	eefishen	iefishstan	efishin	efissent				
49. PURPOSE	perpouse	porpuse	purpous	<b>purpus</b>	porpoo	perpose	pupish	perpoise
50. CURIOUS	ceuresu	<b>curios</b>	cooo	curias	curouse	cousin	quirous	
51. ACCEPTABLE	acsetpib	axeptible	atteptable	acaa	acceptibal	exceptabl	accepttable	exectiable
	akseptibal	acetable	actaple	ecseptble	acceptyble	acceptable		
52. EQUIPMENT	ecuipment	equptment	equinpmnt	<b>equitment</b>	equiptment	eqiptment		
53. CHOIR	cyour	<b>chior</b>	quior	chiour	chour	qiour		
54. CHEMICALLY	cemically	cemikly	<b>chemicly</b>	chemically	cemilley	clamity	cemiclie	cemicly
	chamicly	cheemically						
55. NEIGHBOUR	neoghbour	<b>neibour</b>	noughbour	naourbour	neborgh			
56. NOCTURNAL	<b>nocturnal</b>	nocktur	nocktornal	knocktoernal	noternal	noctum		
57. ASSESSMENT	assessmant	assassmant	<b>assesment</b>	esesment				
58. ADOLESCENCE	adulecents	addelesence	<b>aderlesents</b>	adolesonce	atterlessons	adalesents	adalessensts	
	adilesince	adlesence	addalessence	adalesance				
59. CASUALTY	causalty	casualty	<b>casulty</b>	casutey	casuatie	cosilsly	causlity	causualty
60. CATALOGUE	<b>catalog</b>	clogalog	catolge	catalauge	catalouge	catilog	cataloge	
61. BOULDER	<b>bolder</b>	ballder	baulder	bowlder	bloder	bovlder	boder	boleder
62. EXEMPLARY	exepalary	<b>exemplery</b>	exemplory	egzemplyery	escemplary	exemplery	ezemplary	
	exemblane	excetery	examplary	egslemplery	excmple	egsemiry	exempliary	
63. MAGNIFICENT	magicnifent	manificant	<b>magnifisent</b>	magnifficent	magnificent			
64. SUBSTITUTE	subtitute	subtertute	subsitut	subtchote	substatute	subiturt	supstatute	
65. MAINTENANCE	maternancey	matents	manetennits	maiternice	matenance	maintenance	mantens	mantinates
	matetmense	mantanance	matainance	mateinence	maintinence	maintanance		
66. DISGUISE	<b>discise</b>	disquiseern	desguise	diskies	<b>descise</b>	diseyes	disguise	disguss
	discuise							
67. PROPRIETOR	preprieter	propriater	pripriotor	<b>proprior</b>	perpyiter	propreter	perpiate	perperiter
	prapriater	prpriter	proprior	prepriorer				
68. VACCINATION	<b>vaxination</b>	<b>vacination</b>	vacsonatione	vaxenation	vacenation	vasanasion		
	vacanation	thatination						
69. EXCRUCIATING	excrushating	excrisiating	exsurcyating	exgrucuating	exscrosiatin	excrutiating		
70. KALEIDOSCOPE	calidascope	colideascope	colidoscope	coylidescoping	coliderspcope	calideascope		
	colidescope	koliedescope	caleidescope					