

In addition to this, teachers take the opportunity to support children to learn good spelling habits when children ask for a word to be spelled for them when they are writing. Depending on the word asked for, teachers may give the spelling of a similar word or give the spelling of the root word. Or they may simply write the correct spelling and then engage with the child so that they look carefully and begin to remember the easy and tricky parts of the word.

A word about 'Text Speak'

As adults we know when it is and isn't appropriate to use the spelling of text messaging (text speak). The appropriate times to use this type of language will be discussed with children in both literacy and ICT.

What can parents do?

As always encouragement and praise works wonders. Reading with your child regularly and talking about words helps them to recognise when a word 'looks right'. Try not to overly correct your child's writing - the section above might help you decide if there are words you should correct and how you might do this. Please make sure spelling, reading and writing homework are always completed. The frequently used word lists are also available on our website. The important thing to remember with spelling homework is that your child should know how to spell the word at the end of it. So, if you feel they're still unsure by the end of the homework activity then it is okay to try some other games and activities. A number of different activities can be found on our website. Doorway Speller is also a free activity which can be downloaded from the internet.

Spelling Information for Parents



*Touch Primary and Nursery
A Community with Learning at its Heart*

There is no getting away from the fact that spelling is part of every day life; from filling out forms to writing emails. We all need to be able to write with confidence and clarity. When we complete an application form for a new job we know that spelling mistakes lessen our chances of getting the job!

We want our children to be able to learn to spell well, without fear of getting it wrong or 'failing' a spelling test. We want children who have a specific difficulty with spelling (such as dyslexia) to learn the necessary skills and strategies to manage their spelling. So how do we do this?

The learning activities your child will experience will be appropriate to their current development. As learning to spell involves us in different processes (sounds, visual, word origins and meanings) we use a multi-sensory approach to teach spelling and for spelling activities.

As in all areas of learning children will progress at different rates. We expect the majority of children will make the following rate of progress:

Nursery: children will begin to make marks (early writing) and become aware that print carries a message. They will become aware of patterns in sound but may not yet link this to letters. Many children will be able to write their own name before they leave nursery. (This is the preliminary spelling stage.)

P1: children will link sounds to letters and begin to use some initial letter sounds to write simple words when writing their own stories. They will write the sounds they hear but may miss out other letters. They will learn to spell the 25 most frequently used words. (This is the semi-phonetic spelling stage.)

P2-4: children will use their knowledge of letter sounds and groupings of letters e.g. oi, ough, ea to spell new words. The majority of children will learn to read and spell the first 100 most frequently used words in P2 and the first 200 words in P3. (This is the phonetic spelling stage.)

P4-6: children will be increasingly confident using spelling rules to add a prefix or suffix e.g. lazy changing to laziness: change the y to i and add the suffix ness. (This is the transitional spelling stage.)

P6-7: children will use their knowledge of the roots or origins of words (etymology) to help understand and spell new words e.g. rupt means to break as in bankrupt or disruption. (This is the independent spelling stage.)

Correcting Spelling

We want children to want to write and to 'have a go' with new words. It is important for them to experience trying to spell a word and then deciding if it 'looks right'; going back and checking over work and looking up correct spellings in word banks, dictionaries or spellcheckers. To do this teachers will not correct every spelling in a child's piece of work. They will choose particular spellings they feel children should be spelling correctly or where they are almost there.

Children will participate in spelling activities each week. These activities may centre around the children's own spelling mistakes; spelling patterns; frequently used words; words needed for other aspects of their learning and words associated with other aspects of their literacy work.