

SPELLING DEVELOPMENTAL STAGES

Developmental Stage	Predominant Indicators	Intervention Strategies to help to move child onto next stage
Pre-communicative Stage <i>MozA3</i>	<ul style="list-style-type: none"> Knows letter shapes represent a spoken sound but has no sound/symbol correspondence Seeks to communicate, scribbles marks Upper/lower case letters/numbers often mixed May/may not be aware of L/R direction 	<ul style="list-style-type: none"> Immerse in print Rhyming games, I-Spy, syllable clapping etc. Opportunities for purposeful writing, e.g. lists, birthday cards, telephone messages etc.
Pre-phonetic or Semi-phonetic Stage <i>ws pntm</i>	<ul style="list-style-type: none"> Has some sound/symbol correspondence Knows writing flows L/R Letters linked to the dominant sounds and consonants written mainly, e.g. ru, = are you msr - monster cm = come May identify one/two phonemes and finish words with 'random' letters Knows there are spaces between words 	<ul style="list-style-type: none"> Continue as above to develop phonological awareness Work on letter sounds Word play, e.g. tongue twisters Encourage segmenting words into sounds Work on common whole words (e.g. at, in, on) and build word families Letter formation Pencil grip
Phonetic Stage <i>Wons upon a tum</i>	<ul style="list-style-type: none"> Begins to put vowels in syllables Letters linked to most sounds in words including vowels Begins to use consonant digraphs and initial and final blends, e.g. chat, stop, melt, grass Invented spellings relying heavily on sound of letters rather than 'look' of a word e.g. monstur, cum, sed, dor. 	<ul style="list-style-type: none"> Build word families to enable generalisation of spelling patterns Work on visual letter strings, e.g. alk, ight Introduce easier medial digraph, e.g. sheep, moon Learn letter strings kinaesthetically using joined script Focus on word meanings
Transitional Stage <i>Ones upon a time</i>	<ul style="list-style-type: none"> Mixture of phonetic approximations and correct spellings Relies more on visual appearance than sound of word Uses vowels in each syllable Begins to recognise common English letter strings and those which look 'alien', e.g. get Aware of alternative spellings for same sound Letters may be all present but in wrong order, e.g. siad, friend Begins to use medial digraphs 	<ul style="list-style-type: none"> Know and apply strategies to aid memory recall Use a 'try pad' to compare 2/3 different possibilities for a word Teach proof reading Base work on child's own errors where possible Continue to work on patterns and families Continue to work on more difficult medial digraphs, e.g. royal, boil
Correct Stage <i>Once upon a time</i>	<ul style="list-style-type: none"> Knows if words look wrong Can syllabify Large bank of words which are automatically correct Logical application of spelling patterns to unknown words 	<ul style="list-style-type: none"> Continue work on meanings, origins, roots, prefixes and suffixes Consider personal learning styles to support recall Remember even the best spellers are never perfect spellers!