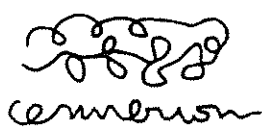


Spelling strategies

- 1 Say it slowly; what sounds do you hear?
- 2 Circle the word (or part) you think is wrong
- 3 Try it again
- 4 Look in your own writing and around the room for charts and lists
- 5 Ask a friend
- 6 Use a dictionary or word book.



INITIAL STAGE	Talking	Writing	
	Babbling	Scribbling and drawing	
EXPERIMENTAL STAGE	Invented words Conventional words During this stage the children's approximations gradually develop towards the adult model e.g. 'dink', 'dink dink', 'dada dink', 'dada me dink'. These examples are all approximations of 'Daddy I want a drink'.	Invented letters Conventional letters No spaces With spaces Invented words Children use their knowledge of sound and letters when writing	54/767VD bL Mof ceO MNO ofT bellAM l l s (I like school) l lk skl l lik skol l like school
DEVELOPING STAGE	The approximations continue until the adult model is reached of the structure of words and the relationship between letters and sounds is made	Conventional words During this stage further developments are made in understanding the relationships between letters and sounds	loin (lion) jump jumped

Reference: Adapted from *Spelling: A Teacher's Guide* (Revised Edition)
Hudson, C and O'Toole, M . .