



Nurturing spelling in the classroom

Let's be very clear: we learn to spell so we can write to communicate.

As teachers we are going to do that by recognising spelling progress. Often, correct spellings are learned over time and an encouraging teacher will acknowledge the correct parts of a word rather than simply marking the word incorrect.

We ask our students to use strategies such as those below when attempting an unfamiliar word and proofreading written work. All students will be able to get some of the word correct. Why not simply tell them the rest?

Set aside the last 5-10 minutes of a writing lesson to supply correct spellings of words that students have found troublesome. The class know that correct spelling is important but it does not get in the way of unknown words being used in writing because the students feel supported.

While you are writing

- ◆ **Say the word** to yourself very slowly; really stretch it out.
- ◆ **Think of the beginning** sound and write down the letters that make that sound.
- ◆ **Think of the middle** sound and write down the letters that make that sound.
- ◆ **Think of the ending** sound and write down the letters that make that sound.
- ◆ **Look at the word** carefully and see if it looks right. Read it back to yourself to make sure you'll be able to read it later even if it isn't

When you have finished

- ! **Edit your work for spelling.**
- ◆ **Circle or underline** the words you are unsure of.
- ◆ **Check the spelling** of each word in a dictionary or other resource.
- ◆ **If you can't find the word** in a dictionary or you don't know how to use a dictionary, ask someone for help.
- ◆ **Make** the necessary corrections.