

SPELLING IN THE HOME and CLASSROOM



- The knowledge that students need if they are to become proficient spellers takes four different forms:
 - ✓ Phonological knowledge
 - ✓ Visual knowledge
 - ✓ Morphemic knowledge
 - ✓ Etymological knowledge

Phonological knowledge focuses on how sounds correspond to letters.

Visual knowledge focuses on how words look.

Morphemic knowledge focuses on the meaning of words and how they change when they take on different grammatical forms.

Etymological knowledge focuses on the origins and meaning of non-phonetic words.

- Understanding the importance of the four forms of knowledge and their relationship with the process of learning to spell has significant implications for teaching.



- Students need explicit teaching about the phonological, visual, morphemic and etymological aspects of spelling that are relevant to their stage of spelling development within the context of meaningful written language experiences.

- When they have access to this knowledge, students will be better able to spell unfamiliar words accurately for a variety of social and academic purposes.

Knowing about what words mean and:

- how words sound,
- how words look,
- how words change form, and
- where words come from

forms the basis of the strategies which **writers** use when working out how to spell words.

Within the Classroom

- explicit and systematic teaching of spelling using a variety of strategies and activities
- there may be an individualised programme for students
- frequent exposure to and experience with spelling activities in the context of talking, listening, reading and writing
- teaching of phonological, visual, morphemic and etymological spelling knowledge