**Spelling**  
**Reception**

**CHILD SPELLING BEHAVIOURS:**

- Explores sounds used in speech
- Distinguishes between different letters
- Uses letter sounds when decoding a word
- Distinguishes between vowels and consonants
- Identifies initial and final sounds in words and begins to recognize middle sounds
- Identifies the number of sounds in a word
- Identifies sounds in order within a word
- Segments and blends CVC words when writing
- Students to spell high frequency words correctly when used in their writing (see Appendix Salisbury High Frequency Word List)
- Identifies their own spelling strategies e.g. Use of syllables, how to identify sounds in words, mnemonics
- Recognises all initial sounds in words
- Isolates sounds in CVC pattern words when writing or auditory work
- Uses capitals for the beginning of a sentence or name of a person
- Copies words from personal list when they require them
• Copies words correctly (letters in a correct sentence)

• Begins to use drafts for spelling attempts

• Understands the concept of alphabetical order

TEACHING STRATEGIES:

• Introduce explicit modelled spelling to demonstrate how to analyse the sounds in regular words in order to spell them

• Demonstrate how a word is divided into sounds and how each sound can be represented by a letter
  e.g. Say word, sound out word then use fingers or counters to represent each sound
  Write each letter on black/board or use a letter-board or letter cards

• Introduce Look Say Cover Write Check strategy

• Introduce strategies for spelling irregular words
  • Say it as you spell it eg. Mon – day was not woz – was
  • Mnemonics

• Encourage students to take risks and have a go at words they need to write.