



STAGE 1: EMERGENT SPELLING (3-5 YEARS)

In this stage children are able to create scribbles, letters, and letter-like marks, however these images are not yet associated with sounds. In this stage, the child will learn:

- The distinction between drawing and writing
- How to make letters
- The direction of writing on a page
- Some letter-sound matches
- Strategies for building skills:
 - o Encourage your child's interaction with print: read to them, spend time around books, and make sure they see you reading.
 - o Teach letter names and letter forms.
 - o Introduce concepts like rhyming and the beginning or ending of sounds.

STAGE 2: LETTER NAME-ALPHABETIC SPELLING (5-7 YEARS)

In this stage, children learn to represent the sounds in words with letters. At first, spellings will be short and specific to major sounds in the words, often omitting the vowel. With time, children will gain accuracy and build to consonant blends, digraphs (i.e., two vowels that say a sound like /ea/ in 'read') and short-vowel patterns to spell many short-vowel words. In this stage the child will learn:

- The alphabetic principle: children use letters to represent sounds. This can be particularly tricky with letters like "w", "c", or "y" as they do not represent the sound in their name.
- Consonant sounds
- Short vowel sounds
- Consonant blends and digraphs
- Strategies for building skills:
 - o Encourage any attempts your child makes at writing, regardless of accuracy.
 - o Practice with short words often seen in writing. Specifically, try to initially practice with letters that represent their sound and that follow the basic rules for writing.
 - o Encourage your child to add a vowel in all target words.

STAGE 3: WITHIN-WORD PATTERN SPELLING (7-9 YEARS)

In this stage, students learn long-vowel patterns and r-controlled vowels like "-or", "-air", "-ire" or "-er". Children may still confuse spelling patterns and reverse the order of letters, such as "form" to "from". In this stage, the child will learn:

- Long-vowel spelling patterns
- r-controlled vowels
- More-complex consonant patterns
- Diphthongs and other less common vowel patterns
- Strategies for building skills:



- o Discuss how to look at a word for its word family.
- o Encourage examining a word visually for its features like common endings, vowel patterns, consonant series, etc.
- o Practice self-correcting with your child.
- o Teach students how to locate and use reading/spelling resources like dictionaries and spell check on their own.

STAGE 4: SYLLABLES & AFFIXES SPELLING (9-11 YEARS)

In this stage, students apply what they have learned about simple beginning words to spell longer words. As they learn to break words into syllables, they also learn to add grammatical endings like –ed, -ing, or –es. They will also start to understand homophones, or words that sound the same but are spelled differently like their, there and they're. In this stage, the child will learn:

- Longer syllabic spelling patterns
- Grammatical endings
- Homophones
- Strategies for building skills:
 - o Teach your child how to study a word for specific letter patterns.
 - o Practice word sorting to increase visual and auditory associations of letter patterns.
 - o Continue to assist your child in developing their proofreading skills.

STAGE 5: DERIVATIONAL RELATIONS SPELLING (11-14 YEARS)

In this stage, students begin to identify root words and the changes in the meaning of the word with variable prefixes and suffixes. They will also identify changes in letter patterns as a word changes meanings. For example, “knife” changes to “knives” and “quality” changes to “qualities”. In this stage, the child will learn:

- Prefixes, suffixes, and root words
- Increasingly complex rules for changing meanings of words
- Strategies for building skills:
 - o Continue to develop proofreading skills.
 - o Help your child create individualized spelling dictionaries for words that are particularly difficult for him or her.



READING EXPECTATIONS GRADE 1-8

- By the end of Grade 1, your child should be reading approximately 53 words correctly per minute.
- By the end of Grade 2, your child should be reading approximately 89 words correctly per minute.
- By the end of Grade 3, your child should be reading approximately 107 words correctly per minute.
- By the end of Grade 4, your child should be reading approximately 123 words correctly per minute.
- By the end of Grade 5, your child should be reading approximately 139 words correctly per minute.
- By the end of Grade 6, your child should be reading approximately 150 words correctly per minute.
- By the end of Grade 7, your child should be reading approximately 150 words correctly per minute.
- By the end of Grade 8, your child should be reading approximately 151 words correctly per minute.

Hasbrauck and Tindal (2006)

If your child is below these norms or, if at any time your child is becoming frustrated or unhappy with the speed of their reading, it is advisable to seek help to better allow your child to succeed in their academic setting. Reach out to teachers or schedule an evaluation at North Shore Pediatric Therapy.