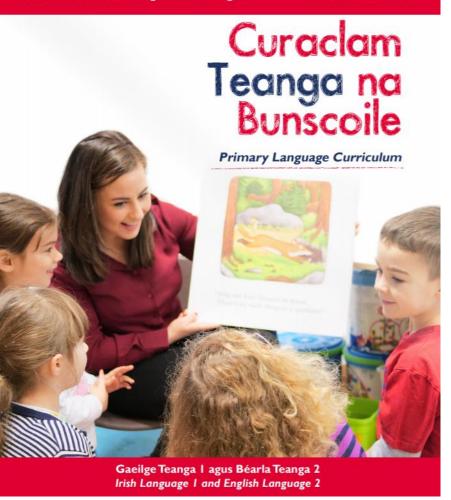


Béarla Teanga I agus Gaeilge Teanga 2

Scoileanna Gaeltachta agus lán-Ghaeilge

Irish-medium schools



# Spelling and word study



# Stage 1

Through appropriately playful learning experiences, children should be able **Junior and Senior Infants** 

# Stage 2

Through appropriately engaging learning experiences, children should First and Second class be able to

# Stage 3

Through appropriately engaging learning experiences, children should Third and Fourth class be able to

# Stage 4

Through appropriately engaging learning experiences, children should Fifth and Sixth class be able to

accurately spell words. sound correspondences and common spelling patterns to Use knowledge of letter-

spellings, drawing on their

Recognise, name and sound letters and use some correct

try out invented spelling. sound and letter patterns to

spelling. and begin to use reference frequency words accurately Spell a wide range of highmaterials to check and correct

accurately.

Spell high-frequency and

high-interest words

using this knowledge to correctly spell words in their writing. patterns and meaningful word parts and roots impact on spelling, Supported by Use appropriate reference materials to independently check and

Analyse how letter- sound correspondences, common spelling

correct spelling.







uses digraphs and letter strings and a range of familiar words, draws on visual memory for high-frequency words and begins to use dictionaries.

begins to understand that some words are spelled differently from how they are pronounced.

### **Supported by**



**Supported by** 



# h

### The child...

uses strategies including syllabification, strings and patterns, and dictionaries to spell a wider range of words and self-corrects more often.

understand that some words are spelled differently from how they are pronounced.

### Supported by



### Supported by



# i

### The child...

uses a range of strategies flexibly to spell unusual and difficult words.

### **Supported by**



# 1

### The child...

identifies and discusses similarities and differences between words in different languages.

discusses and evaluates the purpose of standardised spelling.

analyses and discusses the origins of words from a range of subject areas.

identifies, explains, and uses a range of strategies to spell unusual and difficult words to create texts.

### **Supported by**



## Supported by



### **Supported by**



# k

### The child...

reflects on sources and strategies used to aid spelling and assesses their use.

discusses differences between standard English in Ireland and in other countries.

### **Supported by**



### Supported by

