supported by

Use appropriate reference materials to independently check and correct spelling.

Using this knowledge to correctly spell words in their writing.

Analyze how letter-sound correspondence, common spelling patterns and meaningful word parts and roots impact on spelling.

Spell a wide range of high-frequency words accurately and spell high-frequency words accurately. Identify our invented spelling.

Recognise, name and sound letters and use some correct spellings, drawing on their experience. Children should be able to learn spellings, acquiring through appropriate and engaging learning.

Junior and Senior Infants

Stage 1

First and Second Class

Stage 2

Third and Fourth Class

Stage 3

Fifth and Sixth Class

Stage 4

Reading experiences, children should be able to learn spellings, acquiring through appropriate and engaging learning.

Spelling and Word Study
The child...

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.

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.

The child...

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

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.

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.