

## ADDRESSING BARRIERS TO LEARNING (ABLE)

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### Taking a Closer Look at Spelling

<b>Pupil's Name</b>	
<b>Date of Birth</b>	
<b>School</b>	
<b>Class</b>	
<b>Date</b>	

<b>Names of those involved in ABLe conversations</b>

**Key: Highlight statements using "traffic light" system**

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

**Comments**

	Date	Date	Date	Comments
SELF-IMAGE/ATTITUDE				
• Sees him/herself as a good speller				
• Sees him/herself as a poor speller				
• Willing to "have a go" when composing/writing				
HANDWRITING				
• Pencil grasp and control				
• Holds pencil too tightly/lightly				
• Writing pressure				
• Letter reversals				
• Letter formation				
• Spacing of letters				
• Takes a long time to record on paper				
• Use of upper/lower case				
Phonic/word/Knowledge				
• Sound-symbol correspondence - (note phonemes known/unknown)				
• Able to use syllables to segment a word				
• Able to spell phonetically regular words - 2 letters/3 letters/4 letters/5 letters/6 or more				

letters				
<i>Spelling irregular/common/tricky words</i>				
<ul style="list-style-type: none"> <li>• Able to spell ____/100 first common words (Note words known/unknown)</li> </ul>				
ERROR ANALYSIS				
<i>Phonics/spelling</i>				
<ul style="list-style-type: none"> <li>• Visually close but phonetically poor (eg, boght for bought)</li> </ul>				
<ul style="list-style-type: none"> <li>• Random/inconsistent, doesn't sound or look similar (eg, balas for buildings)</li> </ul>				
<ul style="list-style-type: none"> <li>• Omits groups of letters in the middle of words and/or confuses the letter sequence</li> </ul>				
<ul style="list-style-type: none"> <li>• Words spelt accurately, in isolation, in a spelling test but incorrectly in the context of story writing</li> </ul>				
<i>Morphological rules/spelling rules</i>				
<ul style="list-style-type: none"> <li>• Adds "s" to form plurals</li> </ul>				
<ul style="list-style-type: none"> <li>• Adds "es" to form plurals of words ending in "ss" "ch" &amp; "sh" "y" becomes "ies"</li> </ul>				
<ul style="list-style-type: none"> <li>• Add "ed" to regular verbs for past tense</li> </ul>				
<ul style="list-style-type: none"> <li>• Add "er" and "est" to adjectives</li> </ul>				
<ul style="list-style-type: none"> <li>• Omit "e" when adding suffix</li> </ul>				
<ul style="list-style-type: none"> <li>• Rules for consonant doubling</li> </ul>				



<i>Proof-reading</i>				
• use a piece of unmarked writing and ask the child to put a line under errors and a wavy line under doubtful spellings				
• Able to identify errors				
• Able to identify some errors				
• Unable to identify errors				
• Attempts to self-correct				
• Able to self-correct				
• Able to use a word bank to self-correct				
• Able to use a dictionary to self-correct				