

# PHASE 1: Preliminary Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Look what I can do</b>	not yet	some- times	always
• I can point to my name.			
• I know the first letter of my name.			
• I know the first letter of my name when I see it in another word.			
• I know the names of some letters.			
• I can write a letter and say its name.			
• I know some parts of stories off by heart.			
• I know where to find my favourite part of a story.			
• I can read some signs I see in the street and in shops.			
• I like to 'write' like a grown-up on forms and pads.			
• I like to try and write letters and numbers.			
• I ask lots of questions about print.			
• I can write lots of things when I want to.			
• Here are some of the letters I can write: _____ _____ _____			

# PHASE 2: Semi-Phonetic Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look what I can do	not yet	some-times	always
• I can read my name.			
• I can write my name.			
• I can read some words.			
• I can write words using one, two or three letters.			
• I can find a long word in a book.			
• I know the alphabet letters by name.			
• I can sometimes link letters with sounds.			
• I can tell if a word rhymes with another word.			
• I like writing.			
• I am a good writer.			
• I am good at finding things out about words.			
• I can tell people things I know.			
• Here are some of the letters I can write: _____ _____			

# PHASE 3: Phonetic Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look what I can do	not yet	some-times	always
• I can sound words out.			
• I can spell a lot of words correctly without even thinking about it.			
• I can divide a word into syllables.			
• I can find letter patterns in words like ing, ee, oo, th, sh, ed.			
• I can find a word I want to spell by using charts in my classroom or my own dictionary.			
• I know that a letter can stand for more than one sound like A in apple, ape or Australia.			
• I know that the same letters may not always sound the same, like zoo, book and blood.			
• I can sort words according to the way they sound, the way they look, the letters they start or end with.			
• I can put words into alphabetical order by looking at the first letter.			
• I like writing by myself.			
• I like talking to people about my writing.			
• I like finding out about words.			
• When I finish writing I read what I have written.			
• I can underline a word if I think it is not quite right.			

# PHASE 4: Transitional Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look what I can do	not yet	some-times	always
• I use words I know, to help me spell words I don't know, e.g. I can spell 'sign' and this helps me spell 'signature'.			
• I know some homophones, e.g. their/there; poor/pour.			
• I know letter patterns that can't be sounded out, e.g. ...tion, ...uit, ...ough, ...ight, ...tch.			
• I know how to use some prefixes and suffixes.			
• I know about silent letters.			
• I know about compound words.			
• I have a large bank of words I can spell.			
• I can divide words into syllables.			
• I know how to make words plural, e.g. box, boxes; hoof, hooves.			
• I am beginning to understand when I should double letters, e.g. stop, stopping.			
• I'm very good at 'having a go' at spelling words.			
• I like thinking about discoveries I have made about words.			
• I always proof read my work carefully.			
• I know at least four things I can do when I don't know how to spell a word.			

# PHASE 5: Independent Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look what I can do	not yet	some- times	always
• I can use and discuss spelling rules which enable me to spell unknown words.			
• I can make words plural.			
• I can add prefixes and suffixes.			
• I can use contractions.			
• I can use silent letters.			
• I can use double consonants.			
• I can understand the relationships of specific letters, e.g. 'i before e except after c'.			
• I can use compound words.			
• I can use root words.			
• I can use homonyms and homophones.			
• I can use synonyms and antonyms.			
• I can use palindromes.			
• I can use words with multiple meanings.			
• I can find, use and discuss word origins.			
• I can use and discuss proof-reading strategies.			
• I can make and use my own mnemonics.			
• I can notice and discuss word similarities, differences and relationships.			
• I can find words with unusual or irregular spellings, e.g. aisle, quay, weird, forfeit.			
• I enjoy the fascination of words and word play.			