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| **Phase 1: LEARNING TO SPELL** | | | | |
| GENTRY’S LEVELS OF WRITING | EHRI’S PHASES OF WORD LEARNING | GENTRY’S STAGES OF DEVELOPMENTAL SPELLING | SPELLING CURRICULUM TO BE TAUGHT | EXPECTED COMPETENCY |
| LEVEL 0 WRITING:  No ability to use letters |  | No ability to use invented spelling | Learning to write one’s name; the alphabet song; nursery rhymes and word play; use of techniques leading child to begin to invent Level 1 spellings | Pre-Kindergarten |
| LEVEL 1 WRITING: Use of letters with no matches to sound | PRE-ALPHABETIC WORD READING | PRE-COMMUNICATIVE SPELLING | Use of techniques leading inventive spellers to Stage 2, plus a few correct spellings gleaned from writing. | Beginning to middle of kindergarten |
| LEVEL 2 WRITING: Use of partial sound-letter matches | PARTIAL ALPHABETIC WORD READING | SEMIPHONETIC SPELLING | Use of techniques leading inventive spellers to Stage 3, plus a few correct spellings gleaned from writing. | Middle to  end of kindergarten |
| LEVEL 3 WRITING: Use of one letter for each sound | FULL ALPHABETIC WORD READING | PHONETIC SPELLING | Use of techniques leading inventive spellers to Stage 4, plus a few correct spellings gleaned from writing; correct spelling of some high-frequency word families; the first grade word list | Beginning to middle of first grade |
| LEVEL 4 WRITING: Use of chunks of phonics patterns | CONSOLIDATED ALPHABETIC WORD READING | TRANSITIONAL SPELLING | Completion of the first grade word list, including correct spelling of CVC short-vowel patterns and some CVCe long-vowel patterns | Middle to end of first grade |

from *The Science of Spelling – The Explicit Specifics That Make Great Readers and Writers (and Spellers!)* J. Richard Gentry, 2004