

<b>Title:</b>	Spelling in Practice.
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Unique Reference Number:</b>	A/503/3162
<b>Sector Subject Area:</b>	14.1: Foundations for Learning and Life.
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to identify contexts requiring accurate spelling and to locate correct spellings using a range of strategies and resources.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made by direct observation. Knowledge-based learning outcomes may be assessed through oral questioning, written tests or assignments.

<b>Learning outcomes</b>	
<i>The learner will:</i>	
1. Be able to identify situations where accurate spelling is required.	
<b>Delivery content:</b>	
<p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise when accurate spelling matters, understand why accuracy is important and identify how to achieve it.</p> <p>The learner must:</p> <ul style="list-style-type: none"> <li>1.1 List specific examples of <b>situations where accurate spelling is important.</b></li> <li>1.2 Give a reason why each situation needs <b>accurate spelling.</b></li> <li>1.3 List how <b>accuracy may be achieved.</b></li> </ul>	
2. Be able to locate correct spellings.	

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to use alphabetical order, dictionaries and peer support to find correct spellings.

The learner must:

- 2.1 Use the **first and second place letters** to find words.
- 2.2 Use the first and second place letters to **sequence words in alphabetical order.**
- 2.3 Use a **personal dictionary or simplified dictionary** to find unknown spellings.
- 2.4 Ask for **help to spell words.**

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

**1.1: Situations where accurate spelling is important:**

**Definition:**

Specific examples of situations where accurate spelling is important include completing job applications, writing formal letters, filling in official forms, sending professional emails, writing CVs or producing work submitted for assessment.

**Teaching must include:**

- Defining what "accurate spelling" means in practical terms.
- Teaching learners to recognise formal versus informal contexts.

	<ul style="list-style-type: none"> <li>• Providing a range of real-life examples where misspelling causes problems.</li> <li>• Supporting learners to connect spelling accuracy with their own goals.</li> <li>• Reinforcing that context determines how important spelling accuracy is.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Examining real examples of misspellings in formal documents.</li> <li>• Discussing the consequences of spelling errors in applications.</li> <li>• Sorting contexts by how critical spelling accuracy is.</li> <li>• Creating a personal list of contexts where accurate spelling matters.</li> </ul>
<p><b>1.2: Accurate spelling:</b></p>	<p><b>Definition:</b> Each situation needs accurate spelling for specific reasons such as creating a professional impression, ensuring the reader understands the message, meeting employer or institution expectations, or avoiding misunderstanding in official documents.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Defining why spelling errors create negative impressions in formal contexts.</li> <li>• Teaching learners to consider the reader's perspective.</li> <li>• Providing examples showing how misspelling affects meaning and impression.</li> <li>• Supporting learners to articulate reasons clearly.</li> <li>• Reinforcing that reasons vary by context and audience.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussing specific real consequences of spelling errors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading examples of letters or forms with spelling errors and evaluating impact.</li> <li>• Matching situations to the reasons accuracy is important.</li> <li>• Asking learners to identify which spelling errors would matter most in their own lives.</li> </ul>
<p><b>1.3: Accuracy may be achieved:</b></p>	<p><b>Definition:</b> Accuracy in spelling can be achieved through strategies such as using a dictionary, using a spell-checker, looking up words before writing, asking someone, using a personal word list, or applying known spelling rules and patterns.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Defining the range of strategies available for achieving spelling accuracy.</li> <li>• Teaching learners to identify and use multiple spelling resources.</li> <li>• Providing practice applying each accuracy strategy.</li> <li>• Supporting learners to choose the most appropriate strategy for each context.</li> <li>• Reinforcing that skilled spellers use multiple strategies, not just memory.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practising each accuracy strategy with real writing tasks.</li> <li>• Creating a personal "how to check my spelling" reference card.</li> <li>• Comparing the effectiveness of different strategies.</li> <li>• Discussing when each strategy is most appropriate.</li> </ul>
<p><b>2.1: First and second place letters:</b></p>	<p><b>Definition:</b> Using the first and second place letters to find words means applying alphabetical order based on the initial letter and, when words share the same first letter, using the second letter to locate or identify words in lists, indexes or dictionaries.</p>

	<p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Defining alphabetical order and two-level alphabetisation.</li> <li>• Teaching learners to locate words using first then second letters.</li> <li>• Providing practice navigating dictionaries and word lists.</li> <li>• Supporting learners to use letter position to narrow searches quickly.</li> <li>• Reinforcing that two-level alphabetical order is required for most real dictionary use.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Using dictionaries to locate words starting with the same first letter.</li> <li>• Sorting word lists alphabetically by first then second letter.</li> <li>• Timing dictionary lookup to develop efficiency.</li> <li>• Applying alphabetisation to personal word lists.</li> </ul>
<p><b>2.2: Sequence words in alphabetical order:</b></p>	<p><b>Definition:</b> Sequencing words in alphabetical order using the first and second place letters means arranging a list of words so that those starting with A come first, those starting with B come second, and when words share the same first letter, the second letter determines order.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Defining alphabetical sequencing and its practical applications.</li> <li>• Teaching learners to apply two-level alphabetisation to word lists.</li> <li>• Providing practice sorting words from A-Z using first and second letters.</li> <li>• Supporting learners to create alphabetically ordered personal dictionaries.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reinforcing that alphabetical ordering is an essential reference skill.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Sorting word cards into alphabetical order by first then second letter.</li> <li>• Creating alphabetically ordered personal spelling lists.</li> <li>• Using alphabetical order in practical contexts (indexes, registers).</li> <li>• Checking alphabetical sequences for errors.</li> </ul>
<p><b>2.3: Personal dictionary or simplified dictionary:</b></p>	<p><b>Definition:</b> Using a personal dictionary or simplified dictionary to find unknown spellings means accessing a resource — either a dictionary the learner has created with their own target words, or a simplified dictionary with accessible definitions — to locate correct spellings independently.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Defining personal dictionaries and simplified dictionaries and their purpose.</li> <li>• Teaching learners to create and maintain a personal dictionary.</li> <li>• Providing practice using simplified dictionaries appropriate to level.</li> <li>• Supporting learners to locate unfamiliar words efficiently.</li> <li>• Reinforcing that maintaining a personal dictionary is a long-term spelling resource.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Creating and maintaining a personal dictionary of target words.</li> <li>• Practising using simplified dictionaries for unknown words.</li> <li>• Comparing personal dictionaries with peer dictionaries.</li> </ul>

	<ul style="list-style-type: none"> <li>• Adding new words to personal dictionaries from own writing errors.</li> </ul>
<p><b>2.4: Help to spell words:</b></p>	<p><b>Definition:</b> Asking for help to spell words means recognising when independent strategies are insufficient and seeking assistance from a teacher, peer or other trusted person in an appropriate and confident manner.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Defining asking for help as a positive and proactive strategy.</li> <li>• Teaching learners appropriate ways to ask for spelling help.</li> <li>• Providing practice using polite and specific requests for spelling help.</li> <li>• Supporting learners to value help-seeking as a learning behaviour.</li> <li>• Reinforcing that asking for help is different from depending on others — it is a bridge to independence.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practising polite and specific spelling help requests.</li> <li>• Discussing the difference between always asking and using strategies first.</li> <li>• Identifying trusted people and appropriate times to ask for help.</li> <li>• Building confidence in asking for help through low-stakes practice.</li> </ul>