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Spelling Errors and Their Uses

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Introduction

The ability to analyze and categorize spelling errors is a powerful diagnostic skill. To explain why and how, we begin with two insights taken from a recent Reading Rockets post, [Spelling: In Depth](#), referencing the pioneering work of Edmund Henderson and Charles Read (1971).

- Children advance through identifiable stages in their development as spellers.
- Children's spellings provide a window into their understanding of language, which is informative for understanding their reading as well as their spelling.

Henderson and Read encourage us to view a student's spelling as a window into what a student knows and how they think about words. This work is guided by the use of two frameworks: stages of spelling development and understanding of language structure at the layers of phonology, orthography, morphology, and syntax. These two frameworks help us find clues to identify, classify, and interpret spelling errors. Spelling error analysis can guide diagnostic-prescriptive practice by providing evidence of a student's specific

strengths and needs, and it is useful for progress monitoring.

Decoding (reading) and encoding (spelling) are two different sides of the same coin. At an emergent level, decoding requires matching graphemes (print) to phonemes (speech), then blending those phonemes, working from print to speech. Encoding, or spelling, works in the opposite direction, from speech to print. The speller segments a spoken word into phonemes (speech) first, then matches those phonemes to graphemes (print) to spell the word. By segmenting a spoken word into phonemes first, we analyze that word just as the speller does, speech to print. To start your speech to print analysis, I suggest using the parking lot method.

The Parking Lot Method

To determine a student's stage of development and whether a student's spelling error reflects a missed or mistaken phoneme, grapheme, or morpheme, the parking lot method can be useful. In an earlier article in [Teaching Reading in Brief, Vol. 1, No. 3](#), the parking lot method for word analysis was introduced.

First, identify and create parking spots for each phoneme in a spoken word, drawing a parking line for each phoneme in sequence.

Next, park the letters from the student's spelling, grapheme to phoneme.

Then analyze. In your analysis, classify each misspelling by development and type into 3 bins:

Curious Question

When was English spelling standardized, and why?

- **Phonological (P):** Errors in identifying a speech sound (phoneme)
- **Orthographic (O):** Logical but incorrect letter or letter unit (grapheme)
- **Morphological (M):** Error spelling a meaningful word part (morpheme)

Emergent Phases of Spelling Development

To demonstrate the parking lot method, emergent spellings of the word train from a study by Tangel and Blachman (1999) are presented below. These student spellings illustrate phases, as noted by Ehri (1985) long ago, of emergent spelling development.

The word train also demonstrates how understanding of both phonetics and phonology comes into play. Phonetics is the study of “how phonemes are produced and perceived. Phonology is the rule system by which phonemes are sequenced and uttered” (Moats, 2020, p. 301-302). Phonetics teaches us about phonemes in isolation. Phonology helps us understand how phonemes change when coarticulated in speech.

When phonemes interact with neighboring phonemes in a spoken word, they can change. You do not pronounce the **t** in **train** as /t/, though the spelling can fool you into thinking that you do. The **t** is spoken /ch/ (a voiceless affricate) in anticipation of producing the following liquid consonant /r/ (Moats, 2020, p. 78-79). Brackets can be used [ch] to show this surface-level variant. Emergent spellers are attuned to features in speech that are not captured in the spelling, like the /ch/ in **train**. They are not as influenced by knowing the letters and that the **t** spells /t/. They spell what they hear. “As orthographic knowledge is acquired, it influences phonological processing in typical readers” (Baron et al., 2025, p. 1925).

Knowing that the **t** is affricated [ch] is important in understanding some of the emergent spellings below. These samples align with emergent spelling development phases.

Word to Spell: <i>Train</i>		
1. “KLMPARP” <div style="display: flex; justify-content: space-around; align-items: center;"> — [ch] — /r/ — /ā/ — /n/ </div>	2. “J,” “G,” “CH” <div style="display: flex; justify-content: space-around; align-items: center;"> <u>J, G, H</u> [ch] — /r/ — /ā/ — /n/ </div>	2. “R” <div style="display: flex; justify-content: space-around; align-items: center;"> — [ch] — ^R/r/ — /ā/ — /n/ </div>
<p>Pre-alphabetic. Some letter knowledge. The student knows and can write some letters and write left to right. None of the letters logically spell any of the phonemes. None of the letters fit parking spots.</p>	<p>Emergent partial-alphabetic. One letter-sound connection. The three different, initial spellings are logical. P: The first phoneme is perceived as an affricate. Voicing confusion is noted as the J and G refer to the voiced /j/, not the unvoiced /ch/. P: There are 3 omissions. Emergent spelling often starts with initial and/or final spellings-outside/in. O: The H is an example of letter name /ā//ch/ spelling.</p>	<p>Emergent partial-alphabetic. One letter-sound connection. The /r/ is logically spelled. P: Omissions. This student spelled /r/ while omitting the other sounds.</p>
<p>Both partial alphabetic samples show progress from the pre-alphabetic phase towards the basic understanding of the alphabetic principle, “the insight that letters represent the sounds in words” (Moats, 2020, p. 15).</p>		

Word to Spell: *Train*

<p>3. “JRA,” “TAN,” “HAN”</p> <p><u>J</u> <u>R</u> <u>A</u> <u> </u> [ch] /r/ /ā/ /n/</p> <p><u>T</u> <u> </u> <u>A</u> <u>N</u> [ch] /r/ /ā/ /n/</p> <p><u>H</u> <u> </u> <u>A</u> <u>N</u> [ch] /r/ /ā/ /n/</p>	<p>4. “TRAN,” “JRAN”</p> <p><u>T</u> <u>R</u> <u>A</u> <u>N</u> [ch] /r/ /ā/ /n/</p> <p><u>J</u> <u>R</u> <u>A</u> <u>N</u> [ch] /r/ /ā/ /n/</p>	<p>5. “TRANE,” “TRAYN”</p> <p><u>T</u> <u>R</u> <u>A/(E)</u> <u>N</u> [ch] /r/ /ā/ /n/</p> <p><u>T</u> <u>R</u> <u>AY</u> <u>N</u> [ch] /r/ /ā/ /n/</p>
<p>More advanced, partial-alphabetic. More parking spots are logically filled. P: Omissions of the final mid-nasal or the internal liquid /r/ are typical of this stage. P: Voicing confusion, /j/ for /ch/ O: /ā/ spelled a in a closed syllable.</p>	<p>Full alphabetic. More complete. All parking spots are logically filled. P: Voicing confusion, /j/ for /ch/ in the second sample. O: /ā/ spelled a in a closed syllable.</p>	<p>Consolidated alphabetic: Spelling using multi-letter units, rules, and patterns. More advanced vowel approximations. O: /ā/ spelled a-e or ay. Long vowel spellings have more detail showing more awareness of vowel spellings.</p>

6. The conventional, or full orthographic spelling of *train*, is the final sample in the set.

Attaining full orthographic spelling does not happen out of the blue. There is a developmental progression through definable phases and closer approximations toward the conventional spelling (Ehri, 1995; Moats, 2008; Bourassa & Treiman, 2014). Using spelling as a window into students’ thinking and development, we can discern if errors are typical or more concerning phonological or orthographic deficits (Broc, L. et al. 2021). Such analysis informs the instructional response. “As children’s literacy skills develop, all errors are not equal, and *some errors may represent areas of strength versus weakness*” (Baron et al., 2025, p. 1928).

Spelling Error Bins

The parking lot method can help us classify error types into the three language bins. To get started, the first group of errors below contain a few **phonological (P)** and **orthographic (O)** errors and one **morphological error (M)**.

<p>Camisha (2nd grade) spelled <i>chunk</i> / “chuck”</p> <p><u>ch</u> <u>u</u> <u> </u> <u>ck</u> /ch/ /ŭ/ /n/ /k/</p>	<p>Dante (2nd grade) spelled <i>sled</i> / “slad”</p> <p><u>s</u> <u>l</u> <u>a</u> <u>d</u> /s/ /l/ /ě/ /d/</p>	<p>A 4th grader spelled <i>haunted</i> / “hotid”</p> <p><u>h</u> <u>o</u> <u> </u> <u>t</u> <u>i</u> <u>d</u> /h/ /aw/ /n/ /t/ [ə] /d/</p>
<p>P: Nasal /ng/ omission - between a vowel /ŭ/ and the voiceless stop /k/ O: ck instead of k</p>	<p>P: Front vowel confusion - used a /ā/ to spell /ě/</p>	<p>P: Mid vowel confusion - /ō/ for /aw/ P: Nasal /n/ omission - between a vowel /aw/ and the voiceless stop /t/ M: Phonetic spelling (id) for -ed suffix</p>

Let's look at a more complex example where the parking lot method can help. In this example, 1st-grader Sam, age 7 years and 10 months, spelled strange as "srag."

First, identify and create parking spots for the phonemes: <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> /s/ /t/ /r/ /ā/ /n/ /j/	Next, park the letters Sam used. <u>s</u> <u> </u> <u>r</u> <u>a</u> <u> </u> <u>g</u> /s/ /t/ /r/ /ā/ /n/ /j/						
<p>P: Sam has two omissions or blank parking spots. For emergent spellers in the partial alphabetic phase, initial and final phonemes are often spelled, while medial phonemes can be missed. At the full alphabetic phase, all the parking spots are filled with logical, even if not conventional, spellings. Here, both omitted phonemes have coarticulation quirks requiring knowledge of phonology and allophones (predictable, rule-based changes in speech reflecting how most native speakers pronounce words).</p> <p>P: Unaspirated, voiceless stops: When /t/, the behind-the-teeth (alveolar), voiceless stop, comes at the beginning of an accented syllable, like in the word top, it is spoken with a push of air (put your hand in front of your mouth to feel it). We call this feature, aspiration. Inside the initial /s//t/ blend, /t/ is unaspirated (ex-aspiration!) (Moats, 2020). Aspiration is not a distinctive feature in this case. We identify /t/ as the same phoneme even when spoken with no aspiration. Unaspirated, inside a consonant blend, /t/ may be confused with its voiced (noisy) sister /d/. This unaspirated feature makes /t/ harder to identify, which may be why Sam missed it.</p> <p>P: Nasalized Vowels: The vowel before a nasal is nasalized as some air is directed through the nose in advance of the nasal. Because of this common gesture, segmenting them apart is hard. When there is a nasal between a vowel, especially a voiceless stop (/p/, /t/, /k/), the nasal is commonly omitted (Moats, 2020). Here is a collection of such errors for your viewing pleasure:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">SINK / "SIK"</td> <td style="padding: 5px;">SIMPLE / "SIPLE"</td> <td style="padding: 5px;">BASEMENT / "BASEMET"</td> </tr> <tr> <td style="padding: 5px;">UNBLENDED / "UNBLEDED"</td> <td style="padding: 5px;">JUMPY / "JUPPY"</td> <td style="padding: 5px;">TRANSPLANT / "TRASPLANT"</td> </tr> </table> <p>O: The final soft g is spelled ge (the e signals that the g is soft /j/).</p>		SINK / "SIK"	SIMPLE / "SIPLE"	BASEMENT / "BASEMET"	UNBLENDED / "UNBLEDED"	JUMPY / "JUPPY"	TRANSPLANT / "TRASPLANT"
SINK / "SIK"	SIMPLE / "SIPLE"	BASEMENT / "BASEMET"					
UNBLENDED / "UNBLEDED"	JUMPY / "JUPPY"	TRANSPLANT / "TRASPLANT"					

Typical Phonological Spelling Error Examples

Spelling error patterns will reflect aspects of phonology that are difficult for children to process. Spelling errors are most likely to reflect inaccurate phoneme identification and/or phoneme segmentation at the early stages of spelling development. Once a sound-symbol base is established, most dyslexic children spell phonetically as well as children without dyslexia. However, other kinds of spelling errors persist (Cassar et al., 2005; Moats, 1998).

Here are examples of mostly phonological (P) spelling errors from intermediate-grade students. Use vowel and consonant charts to understand the common error in each set.

<p>path / "paf"</p> <p><u>_p_</u> <u>_a_</u> <u>f</u> /p/ /ā/ /th/</p>	<p>gathered / "gatered"</p> <p><u>_g_</u> <u>_a_</u> <u>t</u> <u>_er_</u> <u>_ed_</u> /g/ /ā/ /TH/ /er/ /d/</p>	<p>clutches / "clushes"</p> <p><u>_c_</u> <u>_l_</u> <u>_u_</u> <u>sh</u> <u>_e_</u> <u>_s_</u> /k/ /l/ /ü/ /ch/ [ə] /z/</p>
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P: Common issue - Confused consonant phonemes made in a similar manner and place.

gram / “grem” _g_ _r_ e _m_ /g/ /r/ /ä/ /m/	cringe / “crange” _c_ _r_ a _n_ _ge_ /k/ /r/ /i/ /n/ /j/	scrunch / “skranch” _s_ k _r_ a _n_ _ch_ /s/ /k/ /r/ /ü/ /n/ /ch/
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P: Common issues: misidentified vowels before nasal consonants (nasalized vowels).
In this set, note the position of the correct and the misspelled vowel on the vowel chart on p. 11.

mountains / “mautins” _m_ au _ _ _t_ i _n_ _s_ /m/ /ou/ /n/ /t/ [ə] /n/ /z/	exempt / “exaped” _e_ xs a _ _p_ ed [ə] /g//z/ /ě/ /m/ /p/ /t/
P: /aw/ for diphthong /ou/ confusion. O: Misspelled schwa (<i>i</i> instead of <i>ai</i>)	P: voicing confusion (xs for /g//z/). M: overuse of -ed

P: Common issues: misidentified vowels before nasal consonants (nasalized vowels) and nasal omission (/n/; /m/) between vowel and voiceless stop.

In this set, note the position of the correct and the misspelled vowel on the vowel chart (p. 11).

word & student spelling	mouth position		word & student spelling	mouth position
faucet / “ f asset”	low, open		dawdle / “ d ottle”	low, open
costume / “ c ustume”	mid, low, open		reflex / “ r eflix”	front-smile
exempt / “ e xampt”	mid, front-smile		hasn’t / “ h esent”	front-smile

What do the vowel errors have in common? Similar position speaking the vowels.
This set comes from a 7th-grade student with persistent phonological errors.

skidded / “ c ided” _c_ _ _i_ dd _e_ _d_ /s/ /k/ /i/ /d/ [ə] /d/	injects / “ i ngecs” _i_ _n_ g _e_ _c_ _s_ /i/ /n/ /j/ /ě/ /k/ /t/ /s/	jolted / “ j oled” _j_ _o_ _l_ _ _e_ _d_ /j/ /ō/ /l/ /t/ [ə] /d/
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P: Common issue - Omission of unaspirated voiceless stops /k/, /t/ in medial and final positions.

Phonological Spelling Errors: Instructional Implications

The first instructional principle is to address spelling errors through the same layer of language where you find them (Ashby et al. 2024). Phonological spelling errors are addressed with phonemic awareness and phonological awareness instruction. Targeted instruction helps students identify phonemes that are confusing, as evidenced in their spelling. A good curriculum will target known trouble areas like nasals in final blends (Moats & Rosow, 2024, p. 65). Phoneme tracking with minimal pair chains, phoneme manipulation such as deletion and substitution, and syllable tracking to determine accent and accent shift in derived word sets, all are effective for most students in cleaning up the phonological spelling errors in this section.

Orthographic (O) Spelling Error Examples

The examples below are common orthographic issues in the intermediate grades. Spellings are logical but not correct. We first focus on consonant spelling errors. Find the common error in each set.

spark / “sparck” _s_ _p_ _ar_ ck /s/ /p/ /ar/ /k/	grudge / “gruge” d _g_ _r_ _u_ ge /g/ /r/ /ü/ /j/	mulch / “multch” _m_ _u_ _l_ tch /m/ /ü/ /l/ /ch/
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O: Common error - final complex consonant spellings for /k/, /j/ and /ch/.

cricket / “crice” _c_ _r_ _i_ c _e_ _t_ /k/ /r/ /i/ /k/ [ə] /t/	vacant / “vacent” _v_ _a_ _c_ e _n_ _t_ /v/ /ā/ /k/ [ə] /n/ /t/	circus / “circes” _c_ _ir_ _c_ e _s_ /s/ /er/ /k/ [ə] /s/
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O: Common error - hard / soft c rule. An **e** (**i** or **y**) cannot follow a hard **c**.

strapped / “strapt” p _s_ _t_ _r_ _a_ p _t_ /s/ /t/ /r/ /ā/ /p/ /t/ M: -ed spelled by sound	empties / “emptys” _e_ _m_ _p_ _t_ y _s_ /ë/ /m/ /p/ /t/ /ë/ /z/	sloppiest / “slopyest” p i _s_ _l_ _o_ _p_ y _e_ _s_ _t_ /s/ /l/ /ö/ /p/ /ë/ [ə] /s/ /t/
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O: Common error - not applying ending rules (doubling rule and y-rule).

Here are common orthographic vowel spelling errors at the intermediate grade level.

What are the common errors in each set?

relayed / “relaid” deployment / “deploiment” studios / “stoudios” beseeched / “beseched” soybean / “soibeen”	puppets / “pupits” mammoth / “mamith” cribbage / “cribage” wobble / “woble”
O: Common error: O: Vowel Team spellings – learned through spelling by position.	O: Common errors: O: Syllable juncture – medial consonant doubling marking an initial closed syllable that spells a short vowel. O: Schwa- vowels that cannot be identified by sounding out.

Orthographic Spelling Errors: Instructional Implications

Orthographic spelling errors are corrected with orthographic instruction. Orthographic rules and principles help students recognize spelling patterns. Print rules for syllables guide vowel spelling instruction. An early principle, short vowels attract consonants, concerns closed syllables. Short vowels are spelled in closed syllables (a single vowel letter followed by one or more consonants). Often, the short vowel is followed by more than one consonant. Examples include doubled consonants, final consonant blends, digraphs (**k** to **ck**) or trigraphs (**ch** to consonant + **ch** or **tch**; **ge** to consonant + **ge** or **dge**), and the doubling rule (**shop** + **-ing** = **shopping**). That is a lot of instructional territory to cover with one principle. This principle applies to many of the orthographic spelling error examples above.

A well-designed orthographic scope and sequence moves from simple to complex, follows a logical sequence, and allows for vertical acceleration of core concepts. Think about spellings for /k/. Start with basic spellings (*k*, hard *c*), then final *-ck* in closed syllables, then long vowel + *ke*. Higher in the sequence, introduce *q* + *u* (the *q* spells the /k/), and *x* in final position in simple words. Higher still, teach *ex-* as a Latin prefix, *-que* from French, *ch* /k/ from Greek, the suffix *-ic*, and so on. There are vertical paths for many basic orthographic concepts that in higher stages intertwine with morphology instruction.

Morphological (M) Spelling Error Examples

Here are a few typical morphological (M) spelling errors commonly seen in intermediate grade spellers, mixed with P and O types we reviewed.

<p>crispest / “crisbist”</p> <p>_c_ _r_ _i_ _s_ _b_ _i_ _s_ _t_ /k/ /r/ /i/ /s/ /p/ [ə] /s/ /t/ P: /b/ /p/ voicing confusion M: spelled -est by sounding out</p>	<p>clunked / “clonct”</p> <p>_c_ _l_ _o_ _n_ _k_ _t_ /k/ /l/ /ü/ /ng/ /k/ /t/ P: /ü/-/ö/ nasalized vowel confusion M: spelled -ed by sounding out</p>
<p>quickness / “quicnis”</p> <p>_q_ _u_ _i_ _c_ _n_ _i_ _s_ /k/ /w/ /i/ /k/ /n/ [ə] /s/ O: final /k/ spelled ck not c M: suffix -ness</p>	<p>management / “manijmint”</p> <p>_m_ _a_ _n_ _i_ _j_ _m_ _i_ _n_ _t_ /m/ /ä/ /n/ [ə] /j/ /m/ [ə] /n/ /t/ M: suffix -age M: suffix -ment</p>

M: Common error: knowledge of common suffixes that cannot be sounded out.

Here are spelling errors with Latin and Greek patterns, found in upper elementary or middle school at the morphological phase of spelling development.

<p>seclusion / “suclution”</p> <p>_s_ _u_ _c_ _l_ _u_ _ti_ _o_ _n_ /s/ [ə] /k/ /l/ /ü/ /zh/ [ə] /n/ O: use -sion. Clue is to spell /zh/ with si.</p>	<p>corrosion / “corosion”</p> <p>r _c_ _o_ _r_ _o_ _si_ _o_ _n_ /k/ [ə] /r/ /ö/ /zh/ [ə] /n/</p>
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M: Common error - Latin prefixes, for two reasons:

1. Unaccented Latin prefix (**se-**); sounding out does not work.
2. Assimilated prefix (**com-** to **cor-**) change the final consonant to match the root, creating a doubled consonant spelling.

<p>extracted / “extracked”</p> <p style="text-align: center;">c t</p> <p>_e_ _x_ _t_ _r_ _a_ _ck_ _e_ _d_</p> <p>/ě/ /k/ /s/ [ch] /r/ /ă/ /k/ /t/ [ə] /d/</p> <p>P: unaspirated voiceless stop omission</p>	<p>projector / “progeter”</p> <p>_p_ _r_ _o_ _g_ _e_ _c_ _t_ _e_ _r_</p> <p>/p/ /r/ /ō/ /j/ /ě/ /k/ /t/ [ə] /r/</p> <p>O: usually use <i>-or</i> for Latin <i>-ct</i> root nouns</p>
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M: Common error - The Latin root *tract* is confused with the base word *track*. The root *ject* and suffix *-er* are misspelled.

<p>hydrogen / “hydrigin”</p> <p>_h_ _y_ _d_ _r_ _i_ _g_ _i_ _n_</p> <p>/h/ /ī/ /d/ /r/ [ə] /j/ [ə] /n/</p>	<p>microscopic / “mycroscopik”</p> <p>_m_ _y_ _c_ _r_ _o_ _s_ _c_ _o_ _p_ _i_ _k_</p> <p>/m/ /ī/ /k/ /r/ /ō/ /s/ /k/ /ō/ /p/ /ī/ /k/</p>
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M: Common error - Greek combining forms (*hydro*, *gen*; *micro*, and suffix *-ic*) are spelled by meaning, not by sounding out.

Morphological Spelling Errors: Instructional Implications

Yes, use morphological instruction to address morphological spelling errors. Morphemes are the smallest units of meaning. Sometimes morpheme breaks and syllable breaks align, and sometimes they do not. Frequently, morphemes are spelled in unaccented syllables where sounding out does not work. Some morphemes, like *-ed*, the plural *-s*, and *-ate*, have more than one way of sounding. Meaning, usage, and language of origin provide clues a speller must use to spell well.

Morphology instruction needs to be logical, sequenced from simple to more complex, productive, and transparent. Productive means using morphemes found in many words, or in a particular field of study. Transparent refers to how the meaning of a morpheme remains clear when used in words, like *pre-* (before) in *preview*, *prepare* and *predict*.

Conclusion

Using stages of development and layers of language structure as guidelines, spelling error analysis is a powerful tool for evaluating students’ word knowledge. Spelling error analysis provides detailed evidence for what a student knows or confuses about words. “Recognizing phonological, orthographic, and morphological errors in students’ spelling attempts can lead directly to instructional decision making” (Moats, 2025, p. 2). Spelling analysis gives teachers a window into a student’s thinking to identify that student’s strengths, and instructional needs.

Even though spelling errors are found at discreet layers of language, each layer is not taught independently of the others. Word study instruction (Henry, 1989, 2010) is built by interweaving all layers of language structure, matching instruction to explicit content informed by development with room for vertical acceleration. Word study is not just spelling instruction. The goal of word study is to help students build lexical quality by knowing how a word is spoken, spelled, what it means, and how it is used (Perfetti, 2007). Working toward the goal of lexical quality supports students in becoming proficient readers, spellers, and writers.

Answer to this Issue's Curious Question

According to Baugh and Cable (2013), English spelling became standardized in about 1500, during the Renaissance. Factors included “the printing press, the rapid spread of popular education, increased communication and means of communication, the growth of specialized language, and the emergence of various forms of self-consciousness about language” (p. 198). However many of these standardizations have since evolved. For example, many words with silent e were dropped (such as *harte*, *moste*, and *takinge*). Americans Noah Webster and Benjamin Franklin attempted to develop unique, more phonetic American spellings, but were only partially successful, such as reversing *re* to *er* in words like *center* and *theater*. Franklin’s plan to eliminate C, J, Q, W, X, and Y and add some of his own creations was rejected.

Changes in spelling and grammar continue to be adopted in English and other languages today, though not all media outlets comply.

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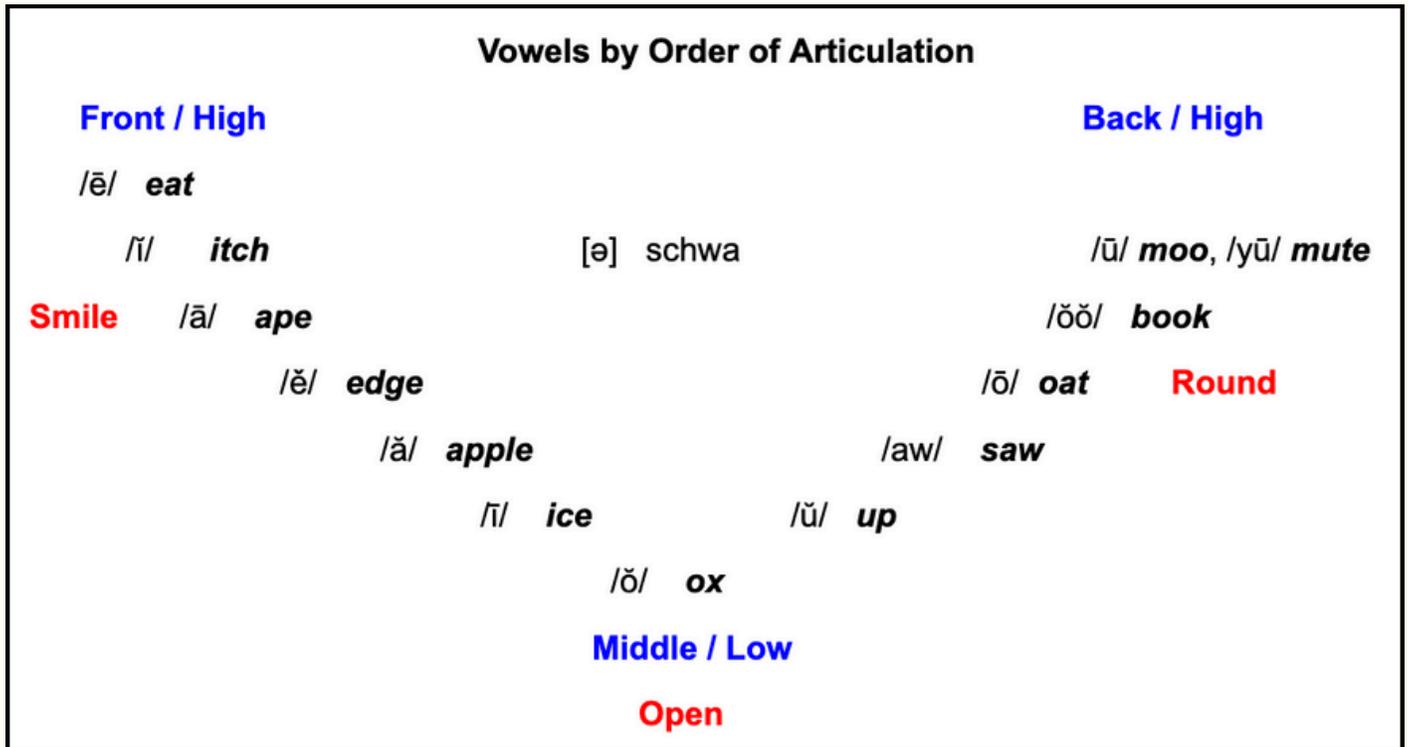
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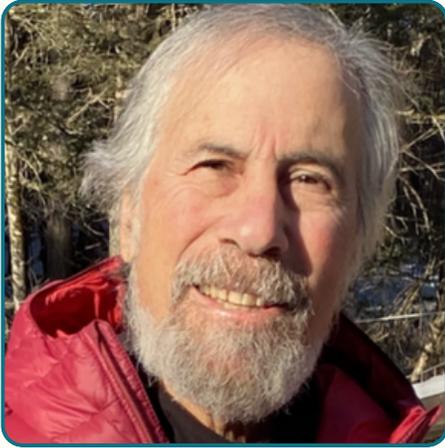
Vowel Phoneme Chart



Consonant Phoneme Chart

	lips	lips/teeth	tongue between teeth	tongue behind teeth	roof of mouth	back of mouth	throat
Stops							
Voiced	/b/			/d/		/g/	
unvoiced	/p/			/t/		/k/	
nasals	/m/			/n/		/ŋ/	
Fricatives							
Voiced		/v/	/ð/	/z/	/ʃ/		
unvoiced		/f/	/θ/	/s/	/zh/		/h/
affricates					/ch/		
					/j/		
glides	/w/				/y/		
	/wh/						
liquids				/l/	/r/		

Meet the Writer and Editors



Bruce L. Rosow, Ed.D., Language Tutor, Teacher Trainer & Author

Dr. Rosow has been an educator for 40 years. He has worked with students from pre-kindergarten through graduate school. Dr. Rosow began his career as an intermediate grade classroom teacher at Guilford Elementary School. Starting in 1991, he began training in structured-literacy instruction, studying with Dr. Louisa Moats at the Greenwood Institute. In 2008, Dr. Rosow completed his doctoral studies in educational psychology at American International College. Over this time, and for close to a decade, Dr. Rosow served as the Academic Dean of the Greenwood School, working with middle and high school students.

He then returned to public education, working in the Windham Central Supervisory Union, where he created and ran the Language Lab, providing remedial instruction to struggling readers. For almost two decades, Dr. Rosow also taught in the Language and Literacy Program at The Reading Institute, Simmons College and Bay Path University. Dr. Rosow and Dr. Moats recently completed the revision of *Spellography*, a word study curriculum for intermediate-grade students (95% Group, 2024). Dr. Rosow also co-authored the *Speech to Print Workbook*, 3rd Edition with Dr. Moats (Brookes, 2020). Dr. Rosow continues to tutor students, write curriculum, train teachers, and advocate for students with learning differences.

Dr. Brenda Warren has been studying and evaluating reading instruction for the past 20 years through three different lenses: as a pediatrician, school board member, and parent of a now-adult son with dyslexia. Her main interest has been examining how districts can overcome barriers preventing scientific reading research from fully impacting classroom practice, with a goal of ensuring that academic equity is present in our schools. In 2010, her work led her to pursue a doctorate in Education Leadership to study this topic in more depth. She graduated with her PhD in 2018. Her dissertation title is: *Closing the Science-to-Practice Gap for Reading Instruction: A Case Study of Two Schools Transitioning from Balanced Literacy to Scientifically Based Reading Instruction*.



Dorinne Dorfman, Ed.S., Ed.D., OG/A, has served as a teacher and principal for nearly 30 years in Vermont schools. After completing her undergraduate studies at Goddard College, she earned her Master's and Doctorate in Educational Leadership at the University of Vermont. As a postdoctoral Fulbright Scholar, she taught at the Technical University of Berlin and conducted research on democratic education in Germany. Since completing an Education Specialist Degree in Reading and Literacy Instruction at Bay Path University, Dr. Dorfman teaches evidence-aligned literacy at Barre Town Middle School.