School results on spelling skills of primary school students reveal a heterogeneous level across the different regions of France (survey on national assessment). The results in our region, Normandy, were below the national level. Thus, a school inspector asked our university team (PEON), specialized on written practices at school to help them better train teachers on spelling. In order to do so, we first needed to contextualise both students’ spelling practices and teachers’ experiences and methods. Therefore, we collected different data including interviews with teachers and written materials of 10 years-old children of the same class (homework notebooks, rough books, dictations etc.) in eight different schools of the region. We considered that the variety of school contexts would help access to a variety of practices regarding spelling.

In this presentation, we will discuss the results of the analyses we carried out on the written materials and especially on spelling variations (Millet & Lucci, Manesse & Cogis). From this, we characterized students according to different profiles from those who produce lots of errors of different types in all their different books to those who produce few errors whatever the materiel. We then characterized teachers according to their normative and corrective profile: from the one who correct almost every variation in every book to the one who only correct the variations in dictations only.

From these analyses, we observe so far that as for students are concerned, the level is highly heterogeneous within seven classes out of eight. Whatever their profile, students’ attention to spelling depends on the teachers’ attention to spelling that can highly vary from history books to ’everyday’ books. As far as teachers are concerned, we observe that those who mark lots of corrections do not pay attention and correct good spellers the same way they correct the low-level spellers.

Keywords: clara, lucie, antoine.