

<p>Say the word using your 'spelling' voice.</p> <p>Examples: us – u – ally</p> <p>Pronouncing words in a way you wouldn't normally to emphasise all of the letters.</p>	<p>Break the word up into syllables or sensible chunks.</p> <p>Examples: Ad-ven-tur-ous</p> <p>Mix –ture (but I'd also identify the 'ure' as a common letter string)</p>	<p>Remember the spelling of common affixes.</p> <p>Port –able</p> <p>Word can be split but –able is a very common suffix</p> <p>Cautious - endings cious or –tious with the added treat of 'au' making an /or/sound</p>
<p>Think of the tricky part. What makes it tricky?</p> <p>Examples: Thumb</p> <p>Common silent letters i.e. b, k, l and also 'thum' can be put on sound buttons – just the 'b' can't</p> <p>Trouble – the /u/ sound spelled 'ou' – I'd talk about other similar words here too.</p> <p>Dough – 'ough' letter string - tricky as it can make different sounds. Compare to cough.</p> <p>Science - words with the /s/ sound spelt sc</p> <p>Vague – the hard /g/ sound like tongue</p>	<p>Take off the suffix and prefix and then put them back on.</p> <p>Port – able</p> <p>Attention – children won't have heard the root word attend very much, nor recognise it as a verb. This is an exception to the usual rule of a 'd' or 'de' ending – usually comprehend = <u>comprehension</u></p>	<p>Look for a word in a word.</p> <p>architect— words with the /k/ sound spelt ch but also the word 'arch' in the word. Architects look at arches!</p> <p>Descendant – there's an ant in descendants. Ants eat our dead descendants – depressing but memorable! Also 'sc' making the /s/ sound again like scissors and science.</p>
<p>Try it three times – picture it in your head from a book you have read. Recall the context in which you have seen it before.</p>	<p>Think back to any spelling rules you know.</p> <p>Receipt</p> <p>I before e except after C</p> <p>explode – root words ending in 'de' – you usually drop the 'de' and the suffix is sion.</p> <p>Typical - the /i/ sound is spelt y other than at the end of words like pyramid too</p>	<p>Read it back like it is the first time you have seen it!</p> <p>Use reading strategies.</p> <p>Take your time.</p>

<p>Explosion – recall from war time stories we've been reading</p> <p>Science – picture your science book or a class display</p> <p>Typical – remember seeing a similar word - pyramid – Ancient Egyptians in Y4. Symptom = COVID leaflets etc</p>		
<p>Use your fingers as sound buttons.</p> <p>Trouble – all okay bar that tricky sound and the usual ending of 'le' rather than 'el'</p> <p>Obtain – broken down then just add -ed</p> <p>Suffer – as above</p>	<p>Check the Speed Sounds Chart. Check alternative graphemes.</p> <p>Weightless - words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p>Think before ink.</p>

Examples all taken from 2018 SPAG test