Explicitly model spelling strategies and monitor student understanding in this area.

- Dictionary skills – develop alphabetical order
- Use dictionary to attempt correct spelling
- Use syllabification for spelling long, unfamiliar words (See appendix)
- Introduce suffixes: s, ed, ing, er, y
- Introduce concept of base/root words
- Introduce concept of compound words
- Homophones e.g. bear/bare (See list in Appendix)
- Spell high frequency irregular words (See list in Appendix)
- Use Look, Say, Cover, Write, Check
- Use spelling knowledge to “Have a go” at spelling complex words
- Write letters to represent all letter names
- Write letters to represent all letter sounds
- Letter combinations which make the same vowel sound e.g. Long vowel sound “i” = y, i-e, ie
• Use ‘y’ as a vowel
e.g. y- by, my, fly
    y- Mummy, cherry, funny

• Use digraphs in spelling:
  ar, ch, ck, qu, sh, th, wh, air
  oo – 2 sounds short oo book, cook, took
        long oo moon, spoon, room
  “er” sounds –  er  tiger, mixer, fern, her
                  ir  bird, stir,
                  ur  burn, turn, churn, curl
  “or” sounds –  or  corn, storm, torn
                aw  straw, draw, raw
  “oi” sounds –  oi  oil, coil, boil,
              oy  boy, toy
  “ou” sounds –  ou  out, spout
               ow  cow, now

Long a –  ai  train, mail,
           ay  day, tray

Long e –  ea  beach, teach
          ee  bee, sleep

Long i –  ie  tie, lie, pie

Long o –  oa  goat, float
          ow  snow, bow
          oe  toe

(Note it is best to introduce one form of the spelling of a sound at a time e.g.
    Long –a  - not ai and ay words mixed
    er words  – not er, ir, ur mixed)

• Use digraphs in blends: e.g. shr, thr, scr, spr, str

• Spell “Magic e” words  a-e  i-e  o-e  u-e

• After a short vowel, double the consonant at the end of a one syllable word e.g. ck, ff,
  ll, ss, zz