**Look Say Cover Write Check - Spelling Chart**

\*\*\*If the ‘g’ is followed by an ‘i’ ‘y’ or an ‘e’ it sounds like a ‘j’ but spelt with a ‘g’\*\*\*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| LOOK / SAY | | | | | **C**  **O**  **V**  **E**  **R** | WRITE | **C**  **H**  **E**  **C**  **K** | WRITE | **C**  **H**  **E**  **C**  **K** | REVISE later | **C**  **H**  **E**  **C**  **K** |
| Copy & Say the word | Count  letters | What’s funny? | How to remember | Word shape |
| giant |  |  |  |  |  |  |  |  |  |  |  |
| giraffe |  |  |  |  |  |  |  |  |  |  |
| gem |  |  |  |  |  |  |  |  |  |  |
| gentleman |  |  |  |  |  |  |  |  |  |  |
| age |  |  |  |  |  |  |  |  |  |  |
| gypsy |  |  |  |  |  |  |  |  |  |  |
| gentle |  |  |  |  |  |  |  |  |  |  |
| germ |  |  |  |  |  |  |  |  |  |  |
| ginger |  |  |  |  |  |  |  |  |  |  |
| magic |  |  |  |  |  |  |  |  |  |  |

**Parent Guidance for supporting your child with their spellings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LOOK SAY COVER WRITE CHECK COVER CARD | | | | |
| Copy & Say the word | Count  letters | What’s funny? | How to remember | Word shape |
| **Copy** the word very carefully.    **Say** the word.    **Say** the letters of the word.    **Count** the number of letters in the word. Write the number in the next column. Check it’s the same as in the word you copied. | **Write** how  many  letters there are in the word. | **Write** which parts of the  word might be difficult to remember. Think about letters that are:   * silent * double - 2 vowels etc | Some ideas to help you remember the spelling:   * Similar to another word * Another word inside it - Mnemonic * Origin * Common letter   string - Sound   * Your own ideas | **Write** the word carefully in the middle row. Tall letters (b,d, f, h, k, l, t) reach into the top row. The ones that drop below the line (g, j, p, q, y) reach into the bottom row.    **Draw** around the outline of the word.    **Look away** from the paper and try to ‘see’ the word in your head. |
| **THEN**  **Cover** your work with this card.    Try to ‘**see’** the word in your head again and **write** it in the next column.    **Lift** the card. **Check** your spelling.    If it’s right, **tick** () the next column.  If it’s wrong, cross it out, look carefully at the correct spelling again, then cover and write in the next column.    If it’s right, tick () the next column.  Try again later. | | | | |