**Sound Memory**

1**. Say it as it sounds.**

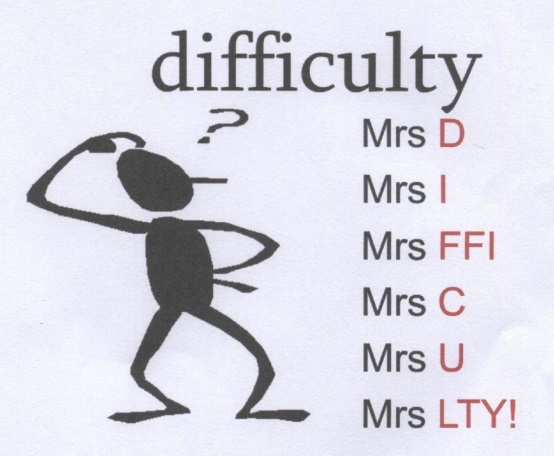
* Mispronounce a tricky word. Read the word exactly as it looks, e.g. business = ‘bus – i – ness’
* Then look at how it is actually spelt to identify the unusual spelling or letter.

2. **Say the letters aloud to a rhythm**

* For example, M-I-S-S-I-S-S-I-P-P-I
* You can sing, rap or clap the letters to a rhythm to help memorise it.
* Saying the word / rap silently, whispering it, saying it aloud (and shouting it) can also help to memorise it.

3. **Mnemonics**

* Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. **O**h **U G**rass **H**opper. This can be useful for some tricky words, but cannot be used all the time.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCJzWoY2fwMgCFUy9FAodF6gDyQ&url=http://meophamca.academyblogger.co.uk/lower-ks2-blog/lower-ks2-spelling-strategies/attachment/mnemonic-difficulty/&psig=AFQjCNGD8mp-SCBTsOWpOFaQKl6R7Pvebw&ust=1444852921928490)

4. **Tape players**

* Children record themselves saying the word or spelling the word. They listen back to the word and try to write it, they then listen again and check.