

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:

fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:

s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:

Additive blending: s... sa... sat/ r... rai... rain

Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.

"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

If a reader is stuck- ask them to use taught word attack skills.

Still stuck?

Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:

fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:

s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:

Additive blending: s... sa... sat/ r... rai... rain

Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.

"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

If a reader is stuck- ask them to use taught word attack skills.

Still stuck?

Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:

fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:

s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:

Additive blending: s... sa... sat/ r... rai... rain

Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.

"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

If a reader is stuck- ask them to use taught word attack skills.

Still stuck?

Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:

fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:

s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:

Additive blending: s... sa... sat/ r... rai... rain

Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.

"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

If a reader is stuck- ask them to use taught word attack skills.

Still stuck?

Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

SPELDNSW speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

SPELDNSW speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

SPELDNSW speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



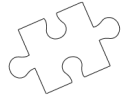
If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

SPELDNSW speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

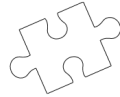
If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

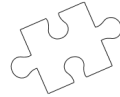
If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

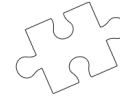
If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au

WORD ATTACK TIPS

Use these tips to support a reader to attack new words



MORPHEMES

Many words have meaningful parts called morphemes (e.g. suffixes, prefixes and base words). Analyse those first:
unwanted- un + want + ed
prediction- pre + dict + ion

SYLLABLES CAN HELP

English spelling is not syllabic but sometimes helping a reader break down larger words into smaller syllables can help:
fan/tas/tic
won/der/ful



SOUND OUT THE WORD

Encourage the reader to point to the letters and sound out the word. Tracking with a finger helps focus the reader:
s-l-i-p = slip
l-ea-sh = leash

BLEND THE SOUNDS TOGETHER

Teach the reader blending strategies to deal with new words:
Additive blending: s... sa... sat/ r... rai... rain
Continuous Phonation = sssssaaat = sat / rrrrrainnnn = rain



SAY THE WORD OUT LOUD

When learning to read, saying the words out loud helps the reader hear the words and then think about their meaning.
"Have I heard this word before?"

WRITE IT OUT

Practising spelling the word can help encode that word to long term memory for automatic recall when reading.



SPELDNSW

If a reader is stuck- ask them to use taught word attack skills.

Still stuck?
Jump in and model the strategies for them- avoid guessing!

speldnsw.org.au



We hope that you find this resource useful - see the SPELD NSW website for other resources, information and support!

SPELD NSW © Unless otherwise stated, this publication and all materials contained in it is owned and controlled by SPELD NSW. All rights are reserved. This publication may be used, shared, printed or photocopied in the form that they have been provided to you by SPELD NSW for educational purposes only. Please contact us if you want to make any commercial use of the publication or any of the materials contained in it.

www.speldnsw.org.au