

CHESSWOOD MIDDLE SCHOOL



Spelling Principles

With reference and thanks to Pen Bartlett's
Wessex Dyslexia Programme



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These are a collection of spelling principles, our language has many exceptions!

- Many words have more than one spelling principle, when teaching new spellings ensure that the children know all the spelling principles necessary beforehand so that they are only learning one new principle at a time. E.g. if teaching the prefix un- and dealing with the word unhurried, the children will need to already be comfortable with the suffix rule of changing a y to an i before adding a vowel suffix. This may also be a good opportunity to revisit the suffix rule as it should have already been previously taught. If while doing so, the children are insecure with this rule, this will then need to be revisited thoroughly the next week.
- When planning spelling follow the sequence in the spelling progression document but ALWAYS revise, revise, revise. In teaching a new principle always discuss the other principles within the words being taught. This is especially important for the 3 suffix rules that need constant revision to truly embed them and for them to become second nature.
- **Key terminology**
 - Short vowel: a e i o u y
 - Long vowel: /ai/, /ee/, /igh/, /oa/, /ue/ (*when two vowels go walking the first one does the talking*), /oo/, /or/, /ar/,
 - Diphthongs – when two vowels are used in one syllable which form a completely new sound ou, ow, oi, oy (*i.e. when two vowels go walking the first one does NOT do the talking!*)
 - Root word (also know as base word)
 - Digraph
 - Trigraph

	Spelling principle	Examples	Example of exceptions
1	-ve endings No English words end in -v, always add -e	swerve, have	spiv (this is colloquial)
2	FLOSSY words Double the -ff, -ll, -ss (ie FLoSsy) at the end of one-syllable words, usually after a short vowel.	bell, cliff, cross	bus, if, nil, pal, this, gas, us, plus, yes 'as' doesn't double as the final sound is /z/ Although 'skill' is a FLOSSY word, when you add the suffix -ful the double l is dropped i.e. skilful.
3	The 1 2 3 /ar/ rule – 'ar' or 'a'? Use 'ar' before one consonant (add up to 3 letters) Use 'a' before two consonants (also add up to 3 letters)	f arm, m arket g lass, p laster (this rule is dependent on dialect)	ALWAYS use 'ar' before -ch and -sh e.g. larch, marsh
4	Double the consonant after a short vowel in most longer words. NEVER double h, v, w, x, k, j, q, y	dinner, clapping, tunnel	



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Spelling Principles

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		<p>whoops, whether, whopper, which.</p> <p>/h/: who, who'll, whose, who's, whole,</p> <p>NB: range of 'wh' question words.</p>	
10	<p>/f/ word families</p> <p>f</p> <p>ff –FLOSSY rule</p> <p>ph – many of the words that use –ph for the /f/ sound are connected to medicine and science. The words usually have Greek origins.</p> <p>gh -</p>	<p>trophy, pharmacy, sphere, physics, lymph, atmosphere</p> <p>rough, tough, enough, cough, trough, laugh</p>	
<p>Short vowel endings: All the following endings come AFTER a short vowel- they are the longer endings for their sound: -ck, -dge, -tch, -nch- -ff, -ll, -ss, -zz</p>			
11	<p>Soft c</p> <p>The letter c has the soft sound of /s/ when followed by –e, -i and -y</p>	<ul style="list-style-type: none"> cell, except, cedar, cellar, scent, cement, recent, innocent, cancel, parcel city, civil, circus, cider, city, circle, medicine, excite, pencil, incident, accident, decide cycle, cygnet, Cyclops, 	
12	<p>Soft g</p> <p>The letter g has the soft sound of /j/ when followed by an –e, -i and –y</p> <p>Soft g can be a beginning and an ending. Beginning: ge- gi- gy</p> <p>Ending: Use –ge (/j/) after long vowels and when there's a consonant before the final /j/ -ge (a short ending coming after a long vowel) -dge (a longer ending coming after a short vowel) (compare to same rule for –tch and -ck) -age sounding /ij/ is a separate syllable at the end of words, listen for the /ij/ sound.</p>	<p>Beginning:</p> <ul style="list-style-type: none"> gent, gem, general, genius giant, gigantic, giraffe gyrate, gymnastic, gypsy <p>Middle:</p> <ul style="list-style-type: none"> danger, agent, detergent, agenda digit, magic, tragic Egypt, biology, energy <p>Ending:</p> <ul style="list-style-type: none"> change, plunge, charge huge hedge, fudge passage, village, manage, average, cabbage, cottage, hostage (tricky examples: carriage and marriage due to the i before the –age) 	<p>-ject: object, eject, project, reject, inject, subject, adjective</p> <p>The following sound /ij/ but have a different ending: porridge, cartridge, partridge, knowledge, college, privilege</p>



CHESSWOOD MIDDLE SCHOOL

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	English words never end with a j.		
13	<p>Spelling choice for /u/</p> <p>The first choice for spelling /u/ is the letter 'u'</p> <p>/u/ can also be spelt with the letter 'o'</p> <p>Use 'o' to spell the /u/ sound when it's followed by -m, -n, -ve, -th</p>	<p>umbrella, summer, puppy</p> <p>come, some, income, accomplish</p> <p>month, among, none, sponge lovely, oven, dove, discover mother, smother, brother, another, nothing</p>	
14	<p>Final /s/: -ce ad -se</p> <p>Spell final /s/ sound 'ss' after a short vowel in a one syllable word (FLOSSY word) e.g. cross</p> <p>The first choice (most common) for spelling final /s/ after a long vowel or in multi-syllabic words is -ce</p> <p>-ce is also used after the consonant n-; this creates it's own word family.</p> <p>Use -se after a long vowel digraph</p>	<p>race, lice, advice</p> <p>dance, fence, chance, since, difference</p> <p>oo: loose, goose, moose, noose ea: crease, grease, lease, release or: horse, gorse, morse, remorse ur: nurse, curse, purse ee: geese</p>	<p>peace, force, fleece</p> <p>sense, dense</p>
15	<p>Final /z/</p> <p>Use -se after long vowels /ee/, /ie/, /oa/, /ue/</p> <p>Use -ze after long vowel /ai/</p>	<p>pose, wise, suppose, confuse, advise</p> <p>graze, maze, blazer, dazed</p>	<p>doze, froze, size, prize</p>
Vowel digraphs			
16	<p>Spelling choices for /ai/</p> <p>a-e ay ai a - acorn, David ea – only 2 commonly used root words</p> <p>-ey – they</p>	<p>great, break (also steak as an individual example of the spelling choice – not a root word from which to generate others.)</p> <p>they, grey, obey, convey, prey, survey, purvey (-ey can also</p>	



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	<p>ei – rein and reign NB: Remember 'i before e except after c OR when the sound is /ai/' eigh – only 6 commonly used words: weight, eight, neigh, neighbour, sleigh, freight,</p> <p>Use 'ai' in the middle of words and when followed by: -d, -l, -n, -r, -t, -nt</p> <p>Never end a word with -ai</p> <p>Use 'ay' at the end of a word (remember ALWAYS to think of the root word i.e. playful- the root word is play with the suffix -ful)</p>	<p>sound like /ee/ as in monkey; see the spelling choices for /ee/ section)</p> <p>veil, vein, reign, rein, reindeer, beige</p> <p>eight, eighteen, eighty, freight, weight, weighty, neigh, neighbour, sleigh,</p> <p>Children need to learn which words with an /ai/ sound in the middle are 'a-e' and which are 'ai'.</p> <p>One challenge for them would be to investigate this within homophones:</p> <p>waste – waist pale – pail tale – tail sale- sail whale – wail ale – ail pane – pain mane – main made – maid male – mail plane – plain</p>	
17	<p>Spelling choices for /ee/:</p> <p>e-e Pete e equal ee feet ea teapot ie thief ei ceiling (NB: Remember 'i before e except after c OR when the sound is /ai/' see also spelling choices for /ai/ as it includes 'eigh')</p> <p>ey monkey (see also spelling choices for /ai/ as 'ey' can make that sound as in they</p> <p>'ee' is never at the beginning of English words</p> <p>e- is generally at the beginning of words</p>	<p>ceiling, receipt, conceive, perceive, deceive, conceited,</p> <p>Key, Turkey, monkey, jockey, donkey, kidney, vwlley, galley, chimney, trolley, Jersey, money, honey, hockey, barley, cockney, alley, abbey, phoney.</p>	<p>Exceptions: either, neither, counterfeit, foreign, forfeit, height, heir, leisure, protein, seize, sovereign, their, weir, surfeit, weird, Keith, Neil, Sheila (Some argue that there are so many exceptions that 'i before e except after c or when the sound is /ai/' isn't actually a rule- a possible discussion point!)</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	Other than this, the spelling choices needs to be learnt visually as there are no specific rules but many homophones to learn e.g. steel/steal, week/weak, been/bean, deer/dear, flee/flea		
18	<p>'ea' sounding /ee/, /e/, /ai/</p> <p>'ea' usually sounds /ee/</p> <p>'ea' can also sound /e/</p> <p>'ea' sounds /ai/ in a few words</p>	<p>feast, treat.</p> <p>meant, bread, heather, instead, heaven, breath, steady, threat, pleasant</p> <p>NB: read sounding /e/, read sounding /ee/, red: <i>Can you read that red book that I have read?</i></p> <p>lead sounding /e/, lead sounding /ee/. Led: <i>After John had led the way to the lead mine, I decided to lead the rest of the men home.</i></p> <p>break, great, steak, (NB: these also have the homophones brake, grate, stake)</p>	
19	<p>/igh/</p> <p>No rules, children need to learn when to use the different spelling choices.</p> <p>igh: most common spelling for /igh/ i-e: pipe -y: my – this spelling choice is always at the end of a word i: iris, lion ie: only 4 commonly used words: tie, die, lie, pie y-e: this is an uncommon spelling for /i/</p> <p>Final /igh/ spelt: -y e.g. my ie e.g. lie (there are only 4 basic words ending in -ie: NB homophones by, bye, buy (children could make the u in</p>	<p>Only a small word family including: type, style, tyre, lyre, Tyne, Clyde, thyme, rhyme</p> <p>lie, pie, die, tie</p>	



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	'buy' a shopping basket if that helps.)		
20	<p>Spelling choices of /oa/ oa –boat (most common) o-e - lone o - Owen ow - low oe - toe -ough - though</p> <p>Use 'oa' at the beginning or in the middle of words – never at the end.</p> <p>Use 'ow' usually at the end of words and in the middle of words when followed by –l or –n</p> <p>Use 'oe' at the end of a few one syllable words after a single consonant:</p>	<p>oat, boat</p> <p>slow, fellow, snowman (root word: snow), bowl, own, grown.</p> <p>doe, toe, woe, foe, roe, hoe, Joe</p>	<p>Exceptions- explore different spellings linked to homophones e.g. moan, mown, groan, grown rowed, road, rode slow, sloe tow, toe toad, towed thrown, throne row, roe lone, loan doe, dough</p> <p>loan</p> <p>oboe (2 syllables), sloe (2 consonants)</p>
21	<p>Choices for /ue/ and /oo/</p> <p>/ue/: u-e cube u – unicorn, human</p>		



CHESSWOOD MIDDLE SCHOOL

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<p>eu – Europe ew – stew ue – cue ui – suit</p> <p>/oo/: oo – spoon ew – flew ue – glue ui - fruit</p> <p>'eu'– can sound both /ue/ and /oo/ – these are words with Greek origins, never use eu at the end of a word, always use at the beginning or in the middle of words.</p> <p>'ew' – can sound both /ue/ and /oo/ - children need to learn to hear these different sounds. ew is mostly used at the end of words, in the middle of only a few words and there is only one commonly used word which begins ew-</p> <p>'ue' – can sound both /ue/ and /oo/</p> <p>'ui' - can sound both /ue/ and /oo/</p>	<p>/ue/: Europe, feud, neutral, neurotic, deuce, eucalyptus, neutron, therapeutic, pneumonia, pneumatic, Zeus,</p> <p>/oo/: Reuben, rheumatism</p> <p>/ue/ sound: view, pew, stew, new, knew, few, dew, newspaper, newt, ewe, Matthew</p> <p>/oo/: blew, threw, screw, chew, crew, grew, brew, sewer, Andrew</p> <p>/ue/: due, cue, continue, issue, tissue, value, argue, rescue, statue, barbeque/ barbecue, avenue, virtue, pursue, venue, Tuesday</p> <p>/oo/: true, blue, clue, glue, Sue, sue, flue, queue (these all have only one syllable- can the children find any multi-syllabic words with 'ue' sounding /oo/?)</p> <p>/ui/: suit, nuisance, pursuit</p> <p>/oo/: fruit, juice, bruise, cruise, recruit</p> <p>Homophones to investigate: deuce- juice due- dew flue- flew- flu you- ewe- yew Jew- due- dew jewel- dual –duel knew – new chews – choose blue – blew</p>	
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		<p>cue – queue brews – bruise crews – cruise through - threw</p>	
22	<p>/ou/</p> <p>Use 'ou' at the beginning or in the middle of words – never at the end.</p> <p>'ou' is often followed by –t, -nt, -d, nd, -se, -ce</p> <p>Use 'ow' at the end of words and when followed by –l, -n, -er</p> <p>Challenge: can the children explain why there are two spellings for allowed and aloud? (How do these two spellings relate to the spelling principles?)</p>	<p>out, mouse, about</p> <p>howl, crown, shower, allowed (the root word being allow) NB: There are many 'Angry ow' words that the children can find and put into sentences e.g. scowl, row, howl, growl, frown, glower.</p>	
23	<p>Reading choices for 'ou'</p> <p>Shout - /ou/</p> <p>Couple /u/</p> <p>Soup long /oo/</p> <p>Mould /oa/</p> <p>Could short /oo/</p> <p>Trough /o/</p> <p>Pour /or/</p>	<p>Pound, mountain, cloud, spout, wound, found, sound, foul, council</p> <p>Double, enough, courage, touch, trouble, couple, country, rough</p> <p>Troupe, coupon, wound, group, soup</p> <p>Soul, boulder, shoulder</p> <p>could, would, should (Could old Uncle Len dance, Would old Uncle Len dance <i>Should</i> old Uncle Len dance)</p> <p>Trough, cough</p> <p>Pour, sour, tourist, four, fourteen</p>	
24	<p>/oi/</p> <p>/oi/ can be spelt 'oi' or 'oy'</p> <p>Use 'oi' at the beginning and in the middle of words- never at the end.</p>	<p>choice, hoist, oil, pointless</p>	<p>royal, loyal, voyage, oyster, Joyce</p>



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	Use 'oy' at the end of words	boy, toy, destroy, employed (root word- employ)	
25	<p>/air/ generally spelt in 3 ways: are - fare ear - pear air – chair ere – there</p> <p>There are no rules, children need to learn when to use which spelling choice.</p>	<p>Again it is useful to explore homophones, these also bring in some unusual spellings or /air/:</p> <p>bear – bare fare – fair pear – pair- pare stare – stair hare – hair wear – where – ware mare – mayor lair – layer flare – flair air - heir</p>	
26	<p>'ear' has three sounds: /er/, /air/, /ear/</p> <p>The long sound of /er/ spelt 'ear' is found at the beginning or in the middle of words.</p>	<p><u>Beginning:</u> Earn, earth, early, earl</p> <p><u>Middle:</u> learn, search, rehearsal, heard, pearl</p>	
27	<p>Choices for /er/: er, ir, ur</p> <p>Children need to learn these words visually however they can bear in mind the following:</p> <p>-er- is used in the middle of only a few words (this is a longer /er/ sound)</p> <p>- er at the end of words is usually a suffix meaning 'the one who' or 'that which'. (this is a shorter /er/ sound)</p>	<p>stern, term, perfect, yesterday, fern</p> <p>farmer, cooker, player, driver</p>	
28	<p>The short /er/ sound spelling choices: -er - farmer -our – colour -or - editor -re – theatre -ar - collar -a – camera</p> <p>-er is the most common of all the short /er/ endings</p> <p>-or is a Latin suffix meaning 'the one who' or 'that which', -or is often added to root words that</p>	<p>Inspect – inspector Create – creator Confess – confessor</p>	<p>NB American spellings:</p> <p>Meter (measurement) –we have the homophones metre/meter (measurement v gas meter)</p> <p>American English tends to use the –er spelling as in liter however The American spelling keep the –re spelling when /er/ follows a c or g e.g. acre, ogre to retain its hard sound.</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	<p>end in –ct, -it –ate, -ess</p> <p>/er/ spelt –re is used at the end of words to do with measurement.</p> <p>This spelling is used for some words with French, Latin or Greek origins.</p> <p>/er/ spelt ‘ar’</p> <p>Use ‘ar’ as an adjective ending when meaning ‘is like’</p> <p>Use ‘ar’ at the end of words after ll-</p> <p>Use ‘ar’ as a final syllable before –d</p> <p>Use ‘ar’ as a suffix meaning ‘the one who’</p>	<p>Object – objector Instruct – instructor Edit – editor Indicate – indicator Percolate – percolator Success – successor Visit – visitor Act – actor Profess – professor Credit – creditor Refrigerate – refrigerator</p> <p>There are also a range of common nouns ending in –or which do not have these root word endings: Author, error, tailor, mayor, minor, major, terror, junior, senior, sailor, gladiator, tractor, sponsor, tenor, doctor, purveyor</p> <p>Metre, centimetre, millimetre, litre, centilitre, kilometre, acre,</p> <p>Also non measurement words: theatre, centre, ogre, massacre, macabre, ocre, mediocre.</p> <p>circular, familiar, rectangular, singular</p> <p>cellar, pillar, dollar</p> <p>orchard, custard, Richard</p> <p>beggar, pedlar, burglar</p>	<p>Favourite, colour (English)/ favorite, color (American)</p>
29	<p>Choices for /or/ or – fork ore – more al – talk au – autumn aw – saw augh – caught ough – thought oar – roar</p>		



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	<p>oor – floor our – tour</p> <p>Use 'au' at the beginning and in the middle of words, never at the end.</p> <p>Use 'aw' at the end of words and when followed by -l or -n</p> <p>Word families: oor – only 4 commonly used words:</p> <p>ore</p> <p>our – only 2 commonly used words</p>	<p>Autumn, Paul, August, audience, automatic, saucer, applaud</p> <p>paw, jaw, crawl, bawl, lawn, dawn, spawn, hawthorn (compound word), trawler (root word trawl)</p> <p>door, floor, poor, moor</p> <p>ore, tore, core, bore, sore, more, score, wore, snore, swore, fore, shore, store</p> <p>tour, pour</p> <p>/or/ homophones: ore, or, awe, oar bored, board saw, sore, soar raw, roar horse, hoarse bore, boar fort, faught caught, court claws, clause paws, pause, pours, pores pore, paw, poor, pour core, caw for, four, fore floor, flaw coarse, course bawl, ball taught, taut moor, more shore, Shaw, sure stalk, stork draw, drawer tore, tour</p>	
Plural rules			
30	<p>Plural rule 1: <u>Adding -s</u></p> <p>The regular plural of a noun is spelled by adding -s to the singular noun</p>	cat- cats	
31	<p>Plural rule 2: <u>Adding -es</u></p>	buses, misses, rushes, presses, fetches, boxes, foxes, churches, nurses, mixes,	



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	<p>Use –es to form the plural if the singular noun ends in: -s; -ss; -se; -x; -sh; -ch; -tch; -zz; -ze</p> <p>NB: you can <i>hear</i> the /ez/ sound</p>	<p>fusses, pushes, passes, splashes, matches, fixes</p>	
32	<p>Plural rule 3: <u>Final –y plurals</u></p> <p>Words ending in –y after a consonant form the plural by changing y to an i and adding –es.</p> <p>Words ending in –y after a vowel form the plural by just adding s.</p> <p>(NB verbs follow the same rule e.g. try-tries, employ – employs)</p>	<p>lady – ladies, cherry – cherries</p> <p>journey – journeys, play - plays</p>	
33	<p>Plural rule 4: <u>Final –f, -ff, -fe</u></p> <p>Most of these endings just add -s</p>	<p>belief – beliefs, cuff – cuffs, roof - roofs</p>	<p>BUT there are 13 exceptions: elf- elves self – selves shelf – shelves life – lives wife – wives knife – knives wolf – wolves thief- thieves leaf – leaves sheaf – sheaves half – halves calf- calves loaf – loaves</p> <p>Some words can have either spelling e.g. turfs/ turves, scarfs/ scarves, wharfs/wharves, hoofs/ hooves</p>
34	<p>Plural rule 5: <u>Words ending in –o</u></p> <p>Words ending in consonant then –o, usually add –es Words ending vowel then –o, just add –s</p> <p>Musical instruments ending in –o, just add -s</p>	<p>tomato – tomatoes, potato – potatoes, volcano- volcanoes kangaroo – kangaroos, patio – patios</p> <p>banjos, pianos, cellos</p>	<p>There are a lots of exceptions to these rules e.g.: Eskimos, photos,</p>
35	<p>Plural rule 6: <u>Singular and plural possessives:</u></p> <p>Is it a plural or is it possessive?</p>	<p>The trees are green. The tree's leaves are green.</p>	<p>Remember the exception for the use of the apostrophe:</p> <p>its – 'The dog wagged its tail' - NO possessive apostrophe</p>



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Spelling Principles

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	Always look at the root word to ensure correct use of possessive apostrophe with plurals.	The girls' football teams. The boys' pairs of football boots.	to avoid confusion with the omission apostrophe: it's – 'It is lovely weather.' – 'It's lovely weather.'
36	<p>There are many irregular plurals which the children need to investigate e.g.:</p> <p>man- men foot – feet mouse – mice ox – oxen child – children axis – axes die – dice cactus – cacti fungus – fungi memorandum – memoranda bureau – bureaux formula – formulae appendix - appendices</p>		
Affixes			
<p>An affix is a letter or group of letters added to the beginning or end of a root word to change its meaning. There are two types of affixes: prefix (at the beginning of the root word) and suffix (at the end)</p> <p>E.g. root word= run; +prefix= rerun; + suffix = running; + prefix and suffix= rerunning</p>			
Prefixes			
37	<p><u>Prefixes:</u></p> <p>A prefix is a syllable added to the beginning of a root word to change its meaning. When a prefix is added to the root word, the spelling of the word does NOT change.</p> <p>So, if the last letter of the prefix is the same as the first letter of the root word, a double consonant occurs e.g. unnecessary, illegal</p>		
Prefix		Meaning	Example
<p>Anglo-Saxon origin:</p> <p>a- mis- un- en- over- under-</p>		<p>On, in Wrong, bad Not into over under</p>	<p>Aside Misspell Undo entangle overgrown underground</p>
<p>Latin origin:</p> <p>anti-</p> <p>ante-</p> <p>ab- ad- con-</p>		<p>against or opposite</p> <p>before</p> <p>away from to, toward together, with</p>	<p>bacterial, antidote (NB: ant- is the same as anti- but comes before a vowel root word as in: antacid, Antarctic. antechamber, anterior absent advance connect</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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de- dis- ex- im- in- inter- ob- per- pre- pro- re- sub- trans- il- ir- semi-	down, away from apart, opposite of out not in, not between, among against, in the way through, completely before forward back, again below, under across not not half	degrade dislike export impossible indirect interfere object perspire prepare progress refill subway transport illegal irregular semicircle
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Suffix Rules- these need continual reinforcement

Suffix	Meaning	Example
Consonant suffixes:		
-s	More than one	Cats
-s	Third person singular verbs	He writes...
-less	Without	Homeless
-ness	Quality of	Neatness
-ful	Full of	Houseful
-ly	Like	Friendly
-ly	How	Slowly
-ly	When	Lately
-hood	State of	Childhood
-some	Inclines to	Lonesome
-let	Little, small	Piglet
-fy	To make	Magnify
-ment	The state or act of	Employment
-ty	The state or act of	Liberty
-sion	The state or act of	Profession
-tion	The state or act of	Operation
Vowel suffixes:		
-ance	The state or act of	Resistance
-ancy	The state or act of	Brilliancy
-ary	The place where	Library
-ar	Like	Circular
-ar	The one who	Beggar
-an	The one who	American
-ant	The one who	Servant
-ent	The one who	Student
-ence	The state or act of	Independence
-ency	The state or act of	Agency
-or	The one who, that which	Doctor
-ory	Place where	Factory
-ness	Quality of	Kindness
-hood	State of	Childhood
-er	The one who, that which/ more	Teacher / faster
-est	Most	fastest
-es	More than one	Crosses



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Spelling Principles

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<p>-es -ee -ed -en -ing -y -ish -ist -ian -ity -ic -ive -ize -ible -ate -able -al -ous</p>	<p>Third person singular verbs The one who Has occurred in the past Made of Act of, present tense Marked by, full of Somewhat One who The one who The state or act of Like Inclined to To make Able To make Able/ capable Referring to Full of</p>	<p>She fishes.. Referee Laughed Wooden Singing Guilty Childish Artist Vegetarian Purity Poetic Attractive Dramatize Responsible Decorate Readable Autumnal Mysterious</p>	
<p>38</p>	<p>Suffix Rule 1: <u>The Doubling Rule</u> One-one-one: One syllable One vowel One consonant after the vowel</p> <ul style="list-style-type: none"> • If the base word is one-one-one and the suffix begins with a vowel, double the final consonant of the base word • If the suffix begins with a consonant do not double the final consonant of the base word <p>NB: although two 'r's in a root word cause the preceding vowel to be short e.g. merry, mirror, burrow; when the r has been doubled because of adding a suffix e.g. star – starry, the root word retains its original sound.</p> <p><u>The Doubling Rule Part 2</u> Two-one-one Two or more syllables One vowel One consonant after the vowel</p> <p>To understand this rule, the children need to be able to identify where the stress lies in a word i.e. first or second syllable. If the stress is on the second or third syllable, and the word</p>	<p>thin- thinner thin- thinly</p> <p>Begin – beginning Forgot – forgotten no double as stress on first syllable Limit – limited Target – targeted</p> <p>Prefer: Preferred (stress on second syllable so double) Preference (stress on first syllable so do not double)</p>	<p>Words ending in –fit are troublesome!</p> <p>Although the stress is on the first syllable, Anglo-Saxon words do double, Latin words do not:</p> <p><u>Anglo-Saxon</u> Misfitted Befitting Unfitted Refitted</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	<p>adheres to the one vowel, one consonant rule, double the final consonant. i.e. You do not double the t in 'consist+ent' as there are 2 consonants before the suffix. You do not double the l in reveal+ing as there are 2 vowels before the consonant. You do not double the consonant in 'equip+ment' because of the consonant suffix.</p>	<p>Refer Referral (stress on second syllable so double) Reference (stress on first syllable so do not double)</p>	<p>Outfitter See: http://en.wikipedia.org/wiki/List_of_English_words_of_Anglo-Saxon_origin#B <u>Latin</u> Profitable Discomfiting Benefiting Forfeited Counterfeiter See: http://en.wikipedia.org/wiki/Words_of_Latin_origin</p>
39	<p>Suffix Rule 2: <u>The Silent 'e' Rule</u> (drop or keep)</p> <p>When a base word ends in silent e drop the e before adding a vowel suffix. Avoid a vowel puddle (e.g. timeeing)</p> <p>When adding a consonant suffix, keep the silent 'e'.</p> <p>Keep the -e after a soft c or g: Peaceable, replaceable, noticeable, serviceable, changeable, chargeable, manageable, courageous, gorgeous, outrageous, singeing, tingeing.</p>	<p>time – timing</p> <p>time – timeless</p>	<p>Likeable (can also be spelt likable, but both are accepted)</p> <p>These exceptions lose their -e before a consonant suffix: wholly, duly, truly, awful, argument, judgment (though judgement is also acceptable), acknowledgment.</p> <p>Some other exceptions: Dyeing (to differentiate from dying) hoeing, shoeing, canoeing mileage</p>
40	<p>Suffix Rule 3: <u>The 'y' Rule</u> (change or keep – NEVER drop)</p> <p>When a base word ends in -y usually change to an 'i' before adding a vowel or consonant suffix.</p> <p>BUT there are 2 rules for keeping the y:</p> <ol style="list-style-type: none"> 1. Keep the y before the endings -ing, -ish, -ist to avoid 2 i's together 2. Keep the y if there is a vowel before it whether the suffix begins with a vowel or a consonant. 	<p>fury – furious happy- happiness</p> <p>trying, babyish playing, joyful</p>	<p>skiing</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

(with reference and thanks to Pen Bartlett's Wessex Dyslexia Programme)

41	<p>Suffix –ed This has three sounds: /t/ as in jumped, /d/ as in sailed, /ed/ as in folded.</p> <p>Children need to learn to listen and discriminate between the different sounds in the words.</p> <p>-ed is a vowel suffix so they need to remember the suffix rules- the key is to think of the root word before adding the suffix –ed.</p>		<p>Many children struggle to know irregular past tenses e.g. slept, said, found; so these could be taught at the same time as regular past tenses created by adding the –ed.</p>
42	<p>-al</p> <p>-al is usually a vowel suffix meaning 'to do with' e.g. seasonal- to do with seasons.</p> <p>-al is an adjective suffix e.g. a musical evening</p> <p>For spelling identify the root word- this often helps though not always e.g. cymbal.</p>	<p>music – musical person – personal politic – political electric – electrical renew – renewal arrive – arrival practice – practical department- departmental experiment - experimental</p>	
43	<p>-ly suffix</p> <p>Remember to always think of the root word; if it ends in a –l, the word will then have a double l.</p>	<p>real- really natural- naturally equal – equally general – generally historical- historically</p>	
44	<p>-able or –ible?</p> <p>-able is an adjective suffix meaning 'able' or capable'</p> <ol style="list-style-type: none"> 1. Use –able after a whole word 2. Use –able when the base word ends in –ve but drop the silent e 3. Use –able to keep c and h hard 4. Use –able if there is a companion word ending in –ation 5. Use –able to turn a verb or noun into an adjective 	<p>readable, comfortable, available</p> <p>believable, forgivable, usable,</p> <p>amicable, navigable</p> <p>duration – durable, variation – variable</p> <p>move – movable, comfort – comfortable</p>	<p>Both the following spellings are acceptable, though keeping the silent e is preferred in English: likeable, likable loveable, lovable moveable, movable</p> <p>The following is the preferred English spelling. liveable (livable is the American spelling) saleable</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	<p>-ible is an adjective suffix meaning able</p> <ol style="list-style-type: none"> 1. Use –ible for words that are not complete without this ending 2. Use –ible if there is a companion word ending in –tion or –sion 3. Use –ible to keep c and g soft 	<p>incredible, horrible, possible</p> <p>destruction- destructible accession- accessible</p> <p>legible</p>	
45	<p>Final /us/ spelt –ous and –us</p> <p>/us/ spelt –ous is an adjective suffix generally meaning full of.</p> <p>-ious is a two syllable ending LISTEN to the ending /ius/</p> <p>/us/ spelt –us is usually a noun ending.</p>	<p>Famous – full of fame Hazard – full of hazard Joyous – full of joy Advantageous – full of advantage Nervous – full of nerve</p> <p>Victorious, curious, serious, mysterious, melodious, furious</p> <p>Cactus, focus, crocus, fungus, lotus, bonus, octopus</p>	
46	<p>/shus/ -cious -tious -xious</p> <p>-cious is the most common ending.</p> <p>-tious – only use this ending if the root word can also end in -tion</p> <p>Only 2 words end in –xious</p>	<p>Spacious, vicious, gracious, conscious, precious, delicious, ferocious, atrocious</p> <p>Infect- infection- infectious Superstition – superstition Ambition – ambitious Nutrient – nutrition – nutritious Caution- cautious Fictitious - fiction</p> <p>Anxious and obnoxious</p>	
47	<p>/iz/ spelt –ize or ise</p> <p>Use –ize as a suffix meaning 'to make'</p> <p>Use –ise to spell the final syllable when it is part of the root word.</p>	<p>-ize: modernize, popularize, memorize, vitalize, westernize, magnetize, alphabetize, pressurize, vocalize, cannibalize, circularize, verbalize, dramatize</p> <p>-ise: exercise, advise, despise, revise, demise, devise,</p>	<p>advertise, realise, - these have a root word with the suffix meaning 'to make', so</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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		compromise, surprise.	should be -ize.
48	<p>-ist and -est are similar in sound.</p> <p>-ist is a Greek suffix meaning 'one skilled in' or 'one who believes in'</p> <p>-est is an adjective ending meaning 'the most' and is ONLY used when comparing THREE or more things.</p>	<p>Dentist, typist, scientist, artist, cellist, physicist, pianist, alarmist, capitalist, communist, pacifist</p> <p>Tiniest, noisiest, smallest, thinnest, strangest, fattest, finest (NB this is a good opportunity to revise all the suffix rules)</p>	
49	<p>-ant or -ent – 8 rules!</p> <ol style="list-style-type: none"> 1. Use -ant to keep the c and g hard as -ent would soften the c or g. 2. Use -ant for nouns meaning persons 3. Use -ant when a companion word ends in -ation 4. Use -ent to keep the c and g soft 5. -escent word family 6. -ent after qu- word family 7. if root contains i or e 8. after roots containing: -fer, -sist, -cur, -her, -spond, -min 	<p>Applicant, significant, elegant, vacant, extravagant</p> <p>Truant, lieutenant, occupant, entrant, attendant, contestant, assistant, tenant, peasant, participant</p> <p>domination – dominant information- informant</p> <p>innocent, magnificent, diligent, intelligent, tangent, divergent, stringent, reticent, emergent, urgent</p> <p>adolescent, incandescent, phosphorescent, convalescent, quiescent, fluorescent, reminiscent</p> <p>eloquent, consequent, frequent, subsequent</p> <p>lenient, obedient, convenient, expedient</p> <p>adherent, different, insistent, prominent, recurrent, concurrent, despondent.</p>	<p>president, resident, superintendent, student</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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50	<p>-ance, -ence, -ense</p> <p>-ance – a noun suffix meaning 'state or act of'</p> <ol style="list-style-type: none"> 1. Use to keep the c and g hard 2. Usually when the root contains a, o, u. 3. Use when turning a verb into a noun <p>-ence – noun suffix meaning 'state or act of'</p> <p>Use to keep the c and g soft Usually when the root contains i, e. Use after sist-, fer-, qu-</p> <p>-ense – NOT a suffix, it is part of a base word</p>	<p>Elegance, balance, abundance, clearance, appearance, instance, performance</p> <p>Innocence, experience, intelligence, difference, subsistence, frequency, conference, audience, presence.</p> <p>Tense, nonsense, dense, immense</p>	
51	<p>-ancy or -ency</p> <p>They are both suffixes meaning 'the state or act of'.</p> <p>Use -ancy to keep the c and g hard Use -ency to keep them soft</p>	<p>Vacancy, arrogancy</p> <p>Decency, urgency,</p>	
52	<p>/shun/ -tion -sion -ssion -cian</p> <p>-tion is the most common Use -tion when the root word ending in e /t/ sound spelt -te, -ct, -nt</p> <p>Use -tion immediately after short vowel /i/</p> <p>Use -tion if the /shun/ sound comes after a long vowel sound</p> <p>-ation changes the verb into a noun</p> <p>-sion or -ssion</p>	<p>Dictate- dictation Extract- extraction Invent- invention</p> <p>Ambition, condition</p> <p>Completion, devotion, population, institution</p> <p>Consider – consideration Form – formation Separate – separation Sense – sensation Prepare – preparation</p>	<p>Fashion cushion</p>



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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<p>Use –sion or –ssion when the root word ends in a /s/ sound spelt –se (-sion) or –ss (-ssion)</p> <p>Use –sion when the root word ends in –nd, –ge, -vert, -pel</p> <p>Use –ssion when the root word ends in –mit, –ceed, -cede</p> <p>-cian Use-cian when the root word ends in –ic. The completed word will become the name of the person connected to the root word.</p>	<p>Disperse – dispersion Possess – possession</p> <p>Comprehend – comprehension Submerge – submersion Convert – conversion Expel – expulsion</p> <p>Admit – admission Succeed – succession Recede – recession</p> <p>Music – musician Electric – electrician Statistic – statistician Magic – magician Politic – politician Physic – physician Optic – optician NB: technique (<i>French version of –k</i>) - technician</p>	
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Accented syllables: noun - verb

	Noun	Verb
53	<p><u>C</u>onduct <u>C</u>ontract <u>P</u>roduce <u>P</u>rotest <u>T</u>ransfer <u>P</u>erfect <u>P</u>rogress <u>P</u>ermit <u>P</u>resent <u>E</u>ffect <u>R</u>emake</p>	<p><u>C</u>onduct <u>C</u>ontract <u>P</u>roduce <u>P</u>rotest <u>T</u>ransfer <u>P</u>erfect <u>P</u>rogress <u>P</u>ermit <u>P</u>resent <u>E</u>ffect <u>r</u>emake</p>

The W rules

54	<p>W Rule 1: 'a' after 'w' sounds /o/ Because 'qu' sounds /kw/ it also changes /a/ to /o/</p>	<p>was, want, wand, swan, wander, whatever, wash, wasp, swap, wad, swamp, watch</p> <p>quality, quantity, qualify, squash, squad, squash</p>
55	<p>W Rule 2: 'ar' after /w/ sounds /or/</p>	<p>war, towards, reward, warm, warn, dwarf, swarm, ward, warp, wharf, wart</p>
56	<p>W Rule 3: 'or' after /w/ sounds /er/</p>	<p>word, work, world, worth, worse, worm, worship, worthy,</p>
57	<p><u>Silent letters</u></p>	



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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<p>Online video about silent letter origins: http://howtospell.co.uk/silentletters.php</p> <p>Silent k and g When a k or g come before 'n' they are silent.</p> <p>Silent w When w comes before r it is silent and only the r is sounded.</p> <p>When w comes before h NB: with correct pronunciation it shouldn't actually be silent it should sound /hw/</p> <p>Silent h Silent h often comes with a w at the beginning of the word NB: with correct pronunciation it shouldn't actually be silent it should sound /hw/</p> <p>Silent h can also come after a g</p> <p>Silent h can also come after r.</p> <p>Silent b When b comes after m it is silent and only the m is sounded.</p> <p>Silent l -lm, -lf, lk, -ld</p>	<p>Silent k (mostly Anglo-Saxon origin) Knack, knee, kneel, knew, knife, knight, knit, knob, knock, knot, know, knowledge, knuckles</p> <p>Silent g Gnash, gnat, gnaw, gnome, sign, design, resign, consignment, campaign, foreign, reign.</p> <p>Wrap, wreath, wreck, wrench, wrestle, wriggle, wring, wrinkle, wrist, write, write, writer, wrong, wrote, wrung</p> <p>whole, who, whom, whooping, whose,</p> <p>whisk, whit, what, when, whisper, what, whiskers, why, whiff</p> <p>ghost, gherkin, dingy, ghetto, ghastly, ghoul</p> <p>rhombus, rhinoceros, rhapsody, rhesus, rhyme, rhythm, rhetoric, rhubarb, rheumatism, rhododendron</p> <p>Lamb, bomb, comb, tomb, climb, limb, crumb, dumb, numb, thumb, plumber</p> <p>lf: calf, half lk: walk, chalk, folk, yolk, talk, stalk, Norfolk, Suffolk ld: could, should, would lm: calm, palm, psalm</p>	
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CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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<p>Silent n Silent n comes on the end of a word after m</p> <p>Silent t The 2 most common spellings are –ten sounding /n/ and –stle sounding /s/</p> <p>Silent p (mostly Greek origin) Silent p usually comes at the beginning of a word, before s, n or t.</p>	<p>hymn, solemn, condemn, column, autumn</p> <p>-ten christen. Fasten, glisten, hasten. Moisten, often, soften</p> <p>-stle bristle, castle, glisten, hustle, jostle, nestle thistle, trestle, whistle, wrestle</p> <p>pneumonia, pneumatic, psychiatrist, psalm, psychologist, pseudonym, ptarmigan, pterodactyl</p>	<p>The word mortgage doesn't fit with this principle, so needs to be learnt.</p> <p>The word receipt doesn't fit with this principle, so needs to be learnt.</p>				
Stable final syllables: A stable final syllable is a part of the root word and unlike a suffix cannot be taken off.						
Stable Final Syllables						
<ul style="list-style-type: none"> -ble rumble -ckle buckle -cle circle -dle puddle -fle rifle -gle bugle -kle ankle -ple apple -stle whistle -tle rattle -zle nozzle 	<ul style="list-style-type: none"> -cian musician -sion mansion -sion television -tion action 	<ul style="list-style-type: none"> -tious ambitious -cious malicious -ceous curvaceous 	<ul style="list-style-type: none"> -tial martial -cial facial -sial controversial 	<ul style="list-style-type: none"> -tient patient -cient deficient -sient transient 	<ul style="list-style-type: none"> -ture picture -dure procedure 	<ul style="list-style-type: none"> -age cabbage -ate certificate -ite definite -ine genuine -ile reptile -ice practise -ise practise -ive active -tain mountain -ique unique
58	<p>Stable final syllable Rule 1. The stick and tail rule If the letter before the // has a stick up or a tail down use –le.</p>	<ul style="list-style-type: none"> -ble: grumble, table, tremble -ple: people, simple, purple -dle: handle, cradle, idle -tle: cattle, throttle, shuttle -gle: jangle, eagle, giggle -fle: trifle, stifle, snuffle (do they know why stifle has a single 'f' and snuffle has a double 'ff'?) 	<p>zzle: puzzle, dazzle (it is always a double z as it always follows a short vowel) This spelling is only an exception if you do not write a z with a tail, when written in a cursive script with a tail, it keeps to the rule- this is interesting to discuss with children).</p>			
59	<p>Stable final syllable Rule 2. The sound /s/ after a vowel is spelt –stle with a silent 't'.</p>	<p>bustle, whistle, bristle, thistle, hustle, wrestle</p>				
60	<p>Stable final syllable Rule 3 /kl/ spelt 3 ways: -kle -ckle -cle Use –kle at the end of two syllable words after a vowel and a consonant. Use –ckle straight after a short vowel in a two syllable word.</p>	<p>tinkle, ankle, sparkle</p> <p>tackle, freckle, buckle, pickle</p>				



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	Use –cle at the end of words of three or more syllables	pinnacle, cubicle, tentacle	uncle, treacle, circle, cycle,
61	Stable final syllable Rule 4 THINK about the root word Is it a stable final syllable or a suffix?	The final sound /f/ can be: 1. A stable final syllable i.e. –fle e.g. trifle, raffle (note double ff after a short vowel) 2. A suffix i.e. –ful (meaning full of) e.g. helpful, thankful	
62	Stable final syllable Rule 5 -el sounding // -el is a noun ending Use –el to keep a c soft (sounding s) and g (sounding j) Use –el if the letter before // does NOT have a stick or tail	parcel, cancel, angel (not angle!) travel, funnel, morsel, vessel, channel, squirrel, novel, fuel, cruel, duel, kennel, marvel, level, vowel, panel, camel, caramel	satchel, scalpel, libel, label, rebel, model, chapel, hotel, hostel, pastel
63	-ture is a stable final syllable so therefore is part of the root word	Furniture, culture, fixture, capture	
64	-cie- sounding /sh/ There are 7 examples of this spelling choice for /sh/	ancient conscience deficient efficient proficient sufficient species	Glacier – the –cie- sounds /s/
65	/shunt/ spelt –cient is the most common Use after fi- and ffi- Only 3 words are spelt -tient	sufficient, proficient, efficient, deficient, coefficient, (NB: ancient, not after fi- or ffi-) patient, quotient, impatient	
66	/zhun/ This is always spelt –sion. LISTEN for the /zhun/ sound. These are always nouns and their verb forms end in –se or - de	Vision, television, fusion, explosion, television, conclusion, intrusion, invasion. Exclusion- exclude Television – televise Division – divide Invasion – invade Transfusion – transfuse Confusion - confuse	
67	/shul/ spelt –cial or –tial -cial is the most common	-cial: special, artificial, commercial, official, racial, social,	-sial: controversial -cial after n: financial, provincial,



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	-tial is often used after the letter n	-tial: essential, residential, substantial, circumstantial, confidential, torrential, credential	-tial NOT after n: initial, partial, spatial, martial, palatial.
68	Final syllables beginning with /ie/ -ice, -ine, -ite, -ive In words of more than one syllable , endings beginning with /ie/ often have a short /i/ sounds despite the silent e at the end.	-ice: office, service, apprentice, novice, practice, justice -ine: examine, discipline, medicine, famine, engine, doctrine -ite: granite, opposite, favourite, definite -ive: active, captive, fugitive, massive, corrosive, explosive	
69	Spelling choices for final syllable /seed/ -ceed -sede -cede -ceed is used in only 3 words: -sede is only used in 1 word: All other words ending in /seed/ are spelt -cede:	succeed, proceed, exceed supersede recede, concede, intercede, precede,	
70	-ary, -ery, -ory -ary is the most common spelling of the sound /eri/ It is used for adjectives When -ary is used for people it is a noun ending -ary meaning 'the one who' or 'that which' -ery is used when the word refers to occupation	Ordinary, necessary, primary, voluntary, extraordinary, solitary, culinary, Secretary – 'the one who keeps secrets' Adversary – the one who is adverse Boundary – that which sets bounds. Commentary – the one who makes comment Dignitary – the one who has dignity Supplementary – that which supplements. Bakery, nursery, archery, grocery, millinery, cannery, brewery	



CHESSWOOD MIDDLE SCHOOL

Spelling Principles

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	-ory comes after t- or s- and is usually easy to hear	Factory, story, migratory, history, satisfactory, accessory, advisory, compulsory	
71	-se or -ce ending? -se is a verb ending -ce is a noun ending	Some you can hear the differences: Could you please advise me on my accounts? I need some advice on my accounts. Some you can't: You need to practise your violin. Go and do your violin practice now.	
72	'-ain' sounding /in/ or /un/	/in/ chaplain bargain captain /un/ Britain Certain Villain Fountain Mountain curtain	