

Common Spelling Patterns

Common Spelling Patterns

- Every word in the English language has to have a vowel or vowel sound
 - Sometimes the vowel doesn't sound like its normal short or long sound. Ex: *Room*
- When a vowel is closed in by a consonant it will say it's short sound
 - cut
- When a word's word ends in one vowel the vowel will say it's long sound or name
 - go, she
- Double the consonant in multisyllable words if the first vowel needs to be a short vowel
 - bubble
- If a single syllable word has a short vowel sound followed by a /f/ /t/ /d/ /s/ sound double the consonant
 - buzz, bluff, will, pass
- When c and g follow s, l, or y they will say their soft sounds
 - coast, gum
- You use ck when the word has a short vowel and ends in the /k/ sound
 - back
- It will say the long /k/ sound at the end of a multisyllable word and the long /f/ sound when it has only one syllable
 - happy, cry
- The English language can not have words that end in /j/ or /x/. If you hear the /j/ sound it will usually end in -dge. If it ends in x you need to add e
 - flood, wedge
- Q will never sit alone. I use the saying 'q & u stick together like glue'
 - Queen, quest
- When a word ends in s with only one consonant preceding the vowel and is. The s will stay silent and make the vowel say it's long sound
 - make
- The letter w can be used as a vowel as long as it is paired with a, u, or o
 - When w follows o it will say it's short sound /o/
 - It will make /g/ say /ai/ and /u/ say /ai/
 - When w follows o it will say /o/
 - now, blow, show, work, wet, worse, won

Common Spelling Patterns

- Vowel Patterns
 - Wh- words: They're created to be easily distinguishable from /w/. It has a breathy sound for the /h/. There are many words now that does not use this breathy sound (this can also differ with dialect)
 - Homophones: (*which, whether*) need to use context to know how to spell the word
 - Question words: (*what, where, when, why*)
 - Station and air words: (*whisk, whisk, who, whoever*)
 - Frequency and position: /ll/ is the most frequent way to spell. Only /w/ can be used in a consonant blend: (*swell, win, swim, smell*)
- Ck Patterns
 - If the /k/ sound is at the end of a syllable AND it is immediately preceded by a short vowel, it is spelled -ck (*back, catch, quick*)
 - If the /k/ sound is preceded by a vowel team or consonant, it is spelled -g (*each, break*)
 - /k/ never comes at the beginning of a word (*chip, ship*)
 - Ck will say /k/ when its origins are Greek and a /t/ when it has a French root (*chimpanzee, champagne*)
- When adding a prefix you usually don't need to change the spelling of the base word
 - fiction - nonfiction
- Adding a suffix to a word ending in y
 - If the suffix starts with a, change the y to an i (suffixes: -ed, -est, -er, -ing, -ness)
 - If the suffix is -ing leave the y (singing)
 - If the suffix is -ly and the word ends in two consonants + y change the y to an i (happily)
- If a word ends in a drop the s to add -ing, -ed, -er, -est, -able
 - write - writing
 - imagine - imaginable

This list can turn into an exhaustive list (because the English language has Greek, Latin, and Anglo-Saxon roots). This can cause exceptions to these patterns. These are the spelling patterns that I deem to be most important when teaching reading. It can be fun to find words with patterns you are working with and have your child identify what patterns they notice in the words!



Spelling And Writing Patterns Teachers Revised Edition

K Morrison



Spelling And Writing Patterns Teachers Revised Edition:

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