

Phonics and Spelling Information

General Information Based on Word Origin

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Sound	Spelling(s)	Examples	Information and Rules
Long and short vowel sounds	Short, one-syllable words	<i>sky, sun, hen, do, his, are</i>	Anglo-Saxon in origin Simple, common words originate from Old English, which was viewed as the language of the common person, and Middle English, which was a mixture of Old English and French; pronunciations changed over time, but spellings often did not.
Long and short vowel sounds	Vowel teams	<i>read, night, key, hawk, toe, bread</i>	Anglo-Saxon in origin Pronunciations changed over time, but spellings often did not.
One sound	Digraphs (<i>ch, sh, th, wh, ck, ng, gh</i>)	<i>such, with, shall, when, back, sing</i>	Most Anglo-Saxon in origin The digraph <i>ph</i> (to spell the /f/ sound) and <i>ch</i> (to spell the /k/ sound) are Greek in origin.
/oi/, /ou/	<i>oi, oy, ow, ou</i>	<i>toy, soil, cow, loud</i>	Anglo-Saxon in origin
	Silent letters	<i>knight, mine, gnat, guess</i>	Anglo-Saxon in origin Many of these letters used to be pronounced (for example, /nīt/ used to be /knīht/, with the /h/ representing a more voiced glottis sound).
	Irregular spellings	<i>was, of, love, one</i>	Anglo-Saxon in origin
/er/, /ar/, /or/	Vowel-r (<i>er, ur, ir, ar, or, ear, oar, our</i>)	<i>card, herd, lord, fur, heard, pour</i>	Anglo-Saxon in origin
	Six syllable types	open, closed, VCe, Vr, VV, Cle	Anglo-Saxon in origin

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	Compound words	<i>doghouse, mailman</i>	Anglo-Saxon in origin
/ū/	<i>ou</i>	<i>soup, coupon</i>	Norman French in origin A lot of our words for food, fashion, relationships, and social ideas derive from Norman French.
/s/, /j/	<i>ce, ci, cy, ge, gi, gy</i>	<i>peace, rouge, science</i>	Norman French in origin
	Special endings (-ette, -elle, -ique, -ine)	<i>boutique, baguette, novice, cuisine</i>	Norman French in origin
	Multisyllabic words with roots, prefixes, suffixes	<i>instruction, refer, paternal, reject, designate, aquarium</i>	Latin in origin These are the most predictable spellings and pronunciations; they include many content-area words found in social sciences, physical sciences, and literature.
/f/	<i>ph</i>	<i>agoraphobia</i>	Greek in origin
/k/	<i>ch</i>	<i>chlorophyll</i>	Greek in origin
/i/	<i>y</i>	<i>gymnasium</i>	Greek in origin
	Words using combining forms	<i>hypnosis, biology, geography, decathlon</i>	Greek in origin These word parts are all considered roots, or combining forms; these terms are used in philosophy, mathematics, science, and medicine.

Phoneme-Grapheme Connections: Vowel Sounds

The following table lists the spellings by frequency of use.

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ă/	<i>a, a_e</i>	<i>hat, have</i>	Most often spelled just with <i>a</i> in closed syllable
/ā/	<i>a, a_e, ai, ay, eigh, ey, ea</i>	<i>baby, made, maid, may, weigh, prey, steak</i>	Most often spelled with <i>a</i> at the end of an open syllable (as in <i>baby</i>) Spelled in the middle of a syllable with <i>a_e</i> or <i>ai</i> Spelled at the end of a syllable with <i>a</i> or <i>ay</i> Spellings <i>eigh, ey, and ea</i> are less common
/ĕ/	<i>e, ea</i>	<i>bed, breath</i>	Most often spelled just with <i>e</i> in closed syllable Can be spelled with <i>ea</i> —for example, in the <i>-ead</i> family (<i>bread, head, lead, etc.</i>)
/ē/	<i>y, e, ee, ea, ei, ie, ey, e_e</i>	<i>pretty, fever, meet, bead, receive, piece, key, mete</i>	Most often spelled with <i>y</i> at the end of a multisyllabic word (like in <i>funny</i>) Also, often spelled with just <i>e</i> at the end of an open syllable (like in <i>me</i> or <i>he</i>) Spelled in the middle of a syllable with <i>ee</i> or <i>ea</i> Spellings <i>ei, ie, ey, and e_e</i> less common
/ĭ/	<i>i, i_e, y</i>	<i>sit, give, gym</i>	Most often spelled just with <i>i</i> in closed syllable Much less often spelled <i>i_e</i> as in <i>live</i> and <i>give</i> In words of Greek origin, can be spelled <i>y</i>
/ī/	<i>i_e, i, y, igh, ie, y_e</i>	<i>mine, hi, fly, high, tie, byte</i>	Most often spelled with <i>i_e</i> in a VCe syllable or just <i>i</i> at the end of an open syllable Less often spelled <i>y</i> at the end of a single-syllable word Spelled in the middle of a syllable either <i>i_e</i> or <i>igh</i> Spellings <i>ie</i> and <i>y_e</i> less common Long <i>i</i> is also found in a few irregular word families such as the <i>-ind</i> family (<i>find, bind, etc.</i>) and <i>-ild</i> family (<i>wild, child, etc.</i>)

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ɒ/	<i>o, a, ough</i>	<i>fox, swap, thought</i>	<p>Most often spelled just with <i>o</i> in closed syllable</p> <p>Much less often spelled <i>a</i> as in <i>swamp</i> or <i>want</i> (often this spelling occurs after <i>w</i> because the /w/ sound affects the sound of <i>a</i>)</p> <p>Very rarely spelled <i>ough</i> (as in <i>bought</i>)</p>
/ō/	<i>o, o_e, oa, ow, oe, ough</i>	<i>potato, hope, soap, bow, oboe, though</i>	<p>Most often spelled with <i>o</i> at the end of an open syllable (like in <i>go</i>)</p> <p>Spelled in the middle of a syllable with <i>o_e</i> or <i>oa</i></p> <p>Spelled at the end of a syllable with <i>ow</i> (or much less often <i>oe</i>, as in <i>toe</i>)</p> <p>Long <i>o</i> also found in a few irregular word families such as the <i>-old</i> family (<i>cold, bold, etc.</i>), <i>-ost</i> family (<i>most, host, etc.</i>), and <i>-ough</i> family (<i>though, dough, etc.</i>)</p>
/ʊ/	<i>u, o</i>	<i>hut, cover</i>	<p>Most often spelled just with <i>u</i> in closed syllable</p> <p>The accented short <i>u</i> sound; the schwa (/ə/) is the same sound, but it is found in unaccented syllables</p>
/ū/	<i>oo, u, o, u_e, ou, ew, ue, ui, ough</i>	<i>too, truth, who, tube, soup, chew, glue, suit, through</i>	<p>Very tricky to spell</p> <p>Most often spelled <i>oo</i></p> <p>Spelled just with <i>u</i> at the end of an open syllable</p> <p>Spelled in the middle of a syllable <i>u_e</i> or <i>oo</i></p> <p>Spelled at the end of a syllable <i>ew</i> or <i>ue</i></p> <p>Spelled in a word of French origin <i>ou</i> or <i>ui</i></p>
/aw/	<i>o, al, au, aw</i>	<i>lost, call, pause, flaw</i>	<p>Most often spelled <i>o</i> in a closed syllable</p> <p>Also often spelled <i>al</i> or <i>au</i> in the middle of a syllable (as in <i>walk</i> and <i>haunt</i>); unless the syllable ends with <i>n</i> or <i>l</i> (as in <i>pawn</i> or <i>bawl</i>)</p> <p>Spelled <i>aw</i> at the end of a syllable</p>
/oo/	<i>u, oo, o</i>	<i>put, took, woman</i>	<p>Most often spelled <i>u</i> in a closed syllable</p> <p>Also often spelled <i>oo</i> (as in <i>-ook</i> family, <i>book, look, etc.</i>)</p> <p>Much less often spelled <i>o</i></p>

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/yū/	<i>u, u_e, ew</i>	<i>unite, use, few</i>	<p>Actually two sounds, but often taught as one sound</p> <p>Is different than just long-<i>u</i> sound by itself (contrast <i>chew</i> with <i>few</i> to hear the difference)</p> <p>Most often spelled with <i>u</i> at the end of an open syllable, as in <i>unicorn</i></p> <p>Also often spelled with <i>u_e</i> in the middle of a syllable</p> <p>Much less often spelled <i>ew</i> at the end of a syllable</p>
/oi/	<i>oi, oy</i>	<i>oil, boy</i>	<p>Most often spelled <i>oi</i> in the middle of a syllable</p> <p>Also spelled <i>oy</i> at the end of a syllable</p>
/ou/	<i>ou, ow, ou_e</i>	<i>loud, cow, mouse</i>	<p>Most often spelled <i>ou</i> in the middle of a syllable (but if it precedes <i>l</i> or <i>n</i>, can be spelled <i>ow</i>, as in <i>fowl</i> or <i>town</i>)</p> <p>Also spelled <i>ow</i> at the end of a syllable</p> <p>Can be spelled <i>ou_e</i>, too (mainly in the <i>-ouse</i> family like <i>house, mouse, blouse</i>, etc.; silent <i>e</i> helps keep these words from looking plural)</p>
/er/	<i>er, or, ar, ir, ur, ear</i>	<i>jerk, odor, cellar, bird, burp, heard</i>	<p>Most often spelled <i>er</i></p> <p>Less often spelled <i>or</i> or <i>ar</i></p> <p>Much less often spelled <i>ir, ur, or ear</i></p>
/ar/	<i>ar, are, ear</i>	<i>cart, are, heart</i>	<p>Most often spelled <i>ar</i></p> <p>Much less often spelled <i>are</i> or <i>ear</i></p>
/or/	<i>or, ore</i>	<i>sport, core</i>	<p>Most often spelled <i>or</i></p> <p>Much less often spelled <i>ore</i></p>

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ə/	<i>o, u, a, i, e, ou</i>	<i>other, circus, about, panic, elect, famous</i>	<p>Very difficult to spell—helps to know derivations to figure out spelling in multisyllabic words</p> <p>For example, in <i>definition</i>, the first <i>i</i> makes the /ə/ sound, so it's difficult to figure out. If you know that <i>definition</i> derives from the word <i>define</i>, in which the <i>i</i> makes the long <i>i</i> sound, you can figure out that you should spell the /ə/ with an <i>i</i>.</p> <p>Spellings of /ə/ used fairly evenly across words—24 percent for <i>o</i>, 20 percent for <i>u</i>, 19 percent for <i>a</i>, 18 percent for <i>i</i>, 11 percent for <i>e</i>, and 5 percent for <i>ou</i></p>

Phoneme-Grapheme Connections: Consonant Sounds

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/b/	<i>b, bb</i>	<i>big, nibble</i>	<p>Almost always spelled just with <i>b</i></p> <p>Can be spelled with a double <i>b</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>bubble</i> and <i>flabby</i></p>
/k/	<i>c, k, ck, ch, -que</i>	<i>car, kit, sick, chemist</i>	<p>Spelled <i>c</i> before <i>a, o,</i> or <i>u</i></p> <p>Spelled <i>k</i> before <i>e, i,</i> or <i>y</i></p> <p>Spelled <i>k</i> at the end of a syllable after a long vowel or vowel team (as in <i>seek, book,</i> or <i>make</i>)</p> <p>Spelled <i>k</i> at the end of a syllable after a consonant (as in <i>sink</i> or <i>walk</i>)</p> <p>Spelled <i>ck</i> at the end of a syllable after a short vowel (as in <i>lock</i> or <i>peck</i>)</p> <p>Spelled <i>ch</i> in words of Greek origin (as in <i>chlorophyll</i>)</p> <p>Spelled <i>que</i> in words of French origin (as in <i>boutique</i>)</p> <p>Sounds /k/ + /w/ and /k/ + /s/ have other spellings (<i>qu</i> and <i>x</i>)</p>
/d/	<i>d, dd, -ed</i>	<i>dog, cuddle, roared</i>	<p>Almost always spelled just with <i>d</i></p> <p>Can be spelled with a double <i>d</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>fiddle</i></p> <p>Also spelled with inflectional ending <i>-ed</i> when the base word ends with a voiced sound, as in <i>flowed</i></p>
/f/	<i>f, ph, ff</i>	<i>fat, phone, muffle, stuff</i>	<p>Most often spelled with just <i>f</i></p> <p>Spelled <i>ph</i> in words of Greek origin (as in <i>philosophy</i>)</p> <p>Can be spelled with a double <i>f</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>baffle</i></p> <p>Also spelled with <i>ff</i> in a syllable ending with the /f/ sound—follows the FLOSS rule (as in the word <i>off</i>)</p>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/g/	g, gg	<i>got, buggy</i>	<p>Most often spelled with just <i>g</i></p> <p>Can be spelled with a double <i>g</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>goggles</i></p> <p>See /g/ + /z/ for other spelling (x)</p>
/h/	<i>h, wh</i>	<i>hot, who</i>	<p>Most often spelled with just <i>h</i></p> <p>Rarely spelled with other spellings, such as <i>wh</i> (as in <i>whose</i>)</p>
/j/	<i>ge, j, dge, d, gi, gy</i>	<i>cage, jet, edge, soldier, gist, gym</i>	<p>Most often spelled <i>ge</i>, especially with a syllable that has a long vowel and ends in /j/ (as in <i>huge</i> and <i>page</i>)</p> <p>Also often spelled <i>j</i> at the beginning of a word</p> <p>Spelled <i>dge</i> at the end of a syllable with a short vowel sound (as in <i>judge</i> and <i>ridge</i>)</p> <p>Much less often spelled with <i>d, gi, or gy</i></p> <p>No English words end with <i>j</i></p>
/l/	<i>l, ll</i>	<i>lid, fall</i>	<p>Most often spelled with just <i>l</i></p> <p>Also spelled with <i>ll</i> in a syllable ending with the /l/ sound—follows the FLOSS rule (as in <i>will</i>)</p>
/m/	<i>m, mm, mb</i>	<i>hum, clammy, climb</i>	<p>Most often spelled with just <i>m</i></p> <p>Can be spelled with a double <i>m</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>humming</i></p> <p>Rarely with another spelling, such as <i>mb</i> (as in <i>plumber</i>)</p>
/n/	<i>n, kn, nn</i>	<i>no, knee, funny</i>	<p>Most often spelled with just <i>n</i></p> <p>In a few Anglo-Saxon words, spelled with <i>kn</i></p> <p>Can be spelled with a double <i>n</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>tunnel</i></p>

Phoneme-Grapheme Connections: Consonant Sounds			
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/p/	<i>p, pp</i>	<i>pot, topple</i>	Almost always spelled just with <i>p</i> Can be spelled with a double <i>p</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>sappy</i>
/k/ +/w/	<i>qu</i>	<i>quick</i>	<i>qu</i> represents two sounds, /k/ and /w/ When heard together in a word, most often spelled with <i>qu</i>
/r/	<i>r, wr</i>	<i>run, write</i>	Almost always spelled just with <i>r</i> In a few Anglo-Saxon words, spelled with <i>wr</i>
/s/	<i>s, ce, ci, cy, ss</i>	<i>seal, rice, science, cyst, mess</i>	Usually spelled just with <i>s</i> Can be spelled with a <i>c</i> before <i>e, i, or y</i> Also spelled with <i>ss</i> in a syllable ending with the /s/ sound—follows the FLOSS rule (as in <i>pass</i>)
/t/	<i>t, tt, -ed</i>	<i>top, little, gasped</i>	Almost always spelled just with <i>t</i> Can be spelled with a double <i>t</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>potty</i> Also spelled with inflectional ending <i>-ed</i> when the base word ends with an unvoiced sound, as in <i>walked</i>
/v/	<i>v, ve</i>	<i>very, have</i>	Almost always spelled just with <i>v</i> At the end of a word ending with the /v/ sound, has a silent <i>e</i> (as in <i>love, leave, etc.</i>). No English words end with <i>v</i>
/w/	<i>w, u</i>	<i>work, suede</i>	Almost always spelled just with <i>w</i> Spelled with <i>u</i> in <i>qu</i> (see /k/ + /w/ above) and after <i>g</i> (as in <i>language</i>), <i>s</i> (as in <i>suede</i>), and <i>p</i> (as in <i>pueblo</i>)

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/k/ + /s/ /g/ + /z/	x	<i>exercise</i> <i>exact</i>	x the only consonant that can represent two sounds in a word After an accented syllable, represents the sounds /k/ + /s/ (<i>box</i>) Before an accented syllable, represents the sounds /g/ + /z/ (<i>exist</i>)
/y/	i, y	<i>onion, yes</i>	/y/ sound almost evenly represented by i (55 percent) and y (44 percent)
/z/	s, z, es, x, zz	<i>was, zero,</i> <i>flies,</i> <i>xylophone,</i> <i>buzz</i>	Most often spelled with s (especially in Anglo-Saxon words, such as <i>his, is, has</i>) Spelled with inflectional ending –s when the base word ends with a voiced sound, as in <i>flows</i> Spelled with inflectional ending –es (as in <i>foxes</i>) Spelled x in words of Greek origin (as in <i>xenophobia</i>) Also spelled with zz in a syllable ending with the /z/ sound—follows the FLOSS rule (as in the word <i>jazz</i>)
/th/	th	<i>thank</i>	Unvoiced /th/ always spelled with <i>th</i>
/th/	th	<i>this</i>	Voiced /th/ always spelled with <i>th</i>
/sh/	ti, sh, ci, ssi, ch	<i>action,</i> <i>shed,</i> <i>special,</i> <i>passion,</i> <i>chef</i>	More than half of /sh/ sounds spelled with <i>ti</i> as in the syllable – <i>tion</i> 26 percent spelled with <i>sh</i> The rest divided across several other spellings— <i>ci, ssi, si, sc, s, ch</i> . Spelled <i>ch</i> in words of French origin (as in <i>chagrin</i>)
/zh/	si, s, -ge, z	<i>vision,</i> <i>measure,</i> <i>garage,</i> <i>seizure</i>	Half of /zh/ sounds spelled with <i>si</i> as in suffix – <i>sion</i> Another third spelled <i>s</i> as in suffix – <i>sure</i> Spelled – <i>ge</i> in words of French origin (as in <i>rouge</i>) Less often spelled with <i>z</i> as in suffix – <i>zure</i>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/ch/	<i>ch, t, tch</i>	<i>chair, adventure, watch</i>	<p>More than half of /ch/ sounds spelled with <i>ch</i>, including at the end of a syllable following vowel team or consonant (as in <i>each</i> or <i>bench</i>; exceptions include <i>such</i> and <i>which</i>)</p> <p>Another third spelled with <i>t</i> as in suffix <i>-ture</i></p> <p>Spelled <i>tch</i> at the end of syllable following short vowel (as in <i>witch</i>)</p>
/wh/	<i>wh</i>	<i>white</i>	<p>Unvoiced /wh/ always spelled with <i>wh</i></p> <p>Sound almost lost in American English due to most dialects pronouncing this spelling as /w/</p>
/ng/	<i>ng, n</i>	<i>sing, monkey</i>	<p>Spelled <i>ng</i> at the end of syllable</p> <p>Spelled <i>n</i> when before /k/ or /g/ (as in <i>sink</i> or <i>language</i>)</p>

Letter Patterns and Morphemes

Letter Patterns and Morphemes	
Rule	Explanation
No words end with <i>j</i> or <i>v</i> .	If a word ends in /j/, spell it with <i>-ge</i> (following long vowel) or <i>-dge</i> (following short vowel). If a word ends in /v/, put a silent <i>e</i> after the <i>v</i> (as in <i>dove</i> and <i>live</i>).
Short vowels love extra guardians (consonants).	This is why we use spellings such as <i>ck</i> , <i>dge</i> , <i>tch</i> , and <i>x</i> (which stands for two consonant sounds) after short vowels. It's also why we double consonants when adding endings (as in <i>mopping</i> and <i>rubbed</i>).
The letter <i>e</i> has a lot of jobs.	Used to make short- <i>e</i> sound in closed syllables Used to make long- <i>e</i> sound in open syllables Used to make long- <i>e</i> sound in vowel teams such as <i>ee</i> and <i>ea</i> Used to mark long vowels in VC <i>e</i> words (as in <i>lake</i> and <i>note</i>) Used to mark the soft- <i>c</i> and soft- <i>g</i> sounds (as in <i>cease</i> and <i>page</i>) Used to mark the voiced /th/ in verbs (as in <i>breathe</i> and <i>teethe</i>) Keeps words from ending in <i>v</i> (as in <i>have</i> and <i>believe</i>) Keeps words from looking plural (as in <i>horse</i> , <i>house</i> , and <i>please</i>)
Soft <i>c</i> and soft <i>g</i> follow specific rules.	French in origin <i>c</i> makes /s/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i> <i>g</i> makes /j/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i>
The letter <i>u</i> acts as interloper.	We put a silent <i>u</i> after <i>g</i> to keep it from changing to the soft sound /j/ (as in <i>guest</i> and <i>guide</i>).
Some word families don't follow the rule of closed syllables and short vowels.	<i>Find, bind, kind, rind, hind, mind</i> <i>Most, ghost, post, provost</i> <i>Wild, mild, child</i> <i>Old, cold, sold, told, mold</i>

Letter Patterns and Morphemes	
Rule	Explanation
Six syllable types	<p>Closed syllable: Vowel closed off by consonant to make it short (<i>music</i>)</p> <p>VCe: Silent-<i>e</i> makes vowel say long sound (<i>like</i>)</p> <p>Open syllable: Vowel not closed off by a consonant, so it is long (<i>music</i>)</p> <p>Vowel team: Includes those that spell long vowel sounds (<i>meet</i>), short vowel sounds (<i>bread</i>), and diphthongs (<i>cow</i>)</p> <p>Vowel-<i>r</i>: Includes those with one vowel (<i>car</i>) or two vowels (<i>heart</i>)</p> <p>Stable final syllable: <i>Cle</i>—final syllable with a consonant followed by <i>-le</i> such as in <i>little</i> (other examples include <i>-tion</i> and <i>-ture</i>, as in <i>station</i> and <i>adventure</i>)</p>
Syllable division: VC-CV: Two consonants between two vowels	When syllables have two adjacent consonants between them, divide between the consonants. First syllable will be closed (with short vowel sound), as in <i>mid-dle</i> and <i>tem-per</i> .
Syllable division: V-CV and VC-V: One consonant between two vowels	<p>First try dividing before the consonant. This makes the first syllable open (with a long vowel sound). This method works 75 percent of the time (e.g., <i>e-ven</i>).</p> <p>If you don't recognize the word, divide after the consonant. This makes the first syllable closed (with a short vowel sound). This method works 25 percent of the time (e.g., <i>ev-er</i>).</p>
Syllable division: Consonant blends and digraphs	Consonant blends and digraphs stick together. Do not separate them, as in <i>crust-y</i> and <i>moth-er</i> .
Accenting	<p>Accent first word of an Anglo-Saxon compounds (<i>catfish</i>).</p> <p>Accent root word in a Latin-based words (<i>instruction</i>).</p> <p>Accent syllable before <i>-tion</i> (<i>production</i>).</p> <p>Accent first syllable to make a noun and accent second syllable to make a verb (<i>present</i> vs. <i>present</i>).</p>

Letter Patterns and Morphemes	
Rule	Explanation
Adding endings: Consonant doubling	<p>When a one-syllable word with one vowel ends with one consonant, double the final consonant before adding a suffix that begins with a vowel (<i>fit, fittest</i>).</p> <p>Do not double if the suffix begins with a consonant (<i>ship, shipment</i>).</p> <p>In multisyllabic words, double the final consonant if the last syllable is accented (<i>repelled</i>). If it is not accented, do not double the consonant (<i>canceling</i>).</p>
Adding endings: Drop silent <i>e</i>	<p>When a base word ends in silent-<i>e</i>, drop the <i>e</i> when adding a suffix that begins with a vowel (<i>like, liking</i>).</p> <p>Keep the <i>e</i> before a suffix that begins with a consonant (<i>shame, shameless</i>).</p>
Adding endings: Change <i>y</i> to <i>i</i>	<p>When a base word ends in <i>y</i> preceded by a consonant, change the <i>y</i> to <i>i</i> before a suffix (except <i>-ing</i>; <i>ruby, rubies</i>).</p> <p>If a base word ends in <i>y</i> preceded by a vowel (e.g., <i>ay</i>), just add the suffix (<i>pray, praying</i>).</p> <p>Note that <i>y</i> changes to <i>i</i> even if the suffix begins with a consonant (<i>busy, business</i>).</p>
Inflectional endings	Anglo-Saxon in origin and do not change a word's part of speech (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>)
Three sounds of <i>-ed</i>	<p>Makes the /əd/ sound when base word ends in <i>d</i> or <i>t</i> (<i>beaded</i> or <i>panted</i>)</p> <p>Makes the /d/ sound when base word ends in voiced sound (<i>canned</i>)</p> <p>Makes the /t/ sound when base word ends in unvoiced sound (<i>fixed</i>)</p>
Three sounds of plural (<i>-s</i> or <i>-es</i>)	<p>Makes the /z/ sound when base word ends in voiced sound (<i>moves</i>)</p> <p>Makes the /s/ sound when base word ends in unvoiced sound (<i>sticks</i>)</p> <p>Add <i>-es</i> and make the /əz/ sound when based word ends with /s/, /z/, /j/, /ch/, /sh/, or /zh/ (<i>kisses, buzzes, edges, witches, hushes, garages</i>)</p>
Derivational suffixes	Latin in origin and can change a word's part of speech (<i>nature, natural, naturalize, naturalistic</i>)

Other Patterns

Most Common Prefixes	Most Common Suffixes	Most Common Latin and Greek Roots (found in more than 100,000 multisyllabic words)	
<i>un-</i>	<i>-s</i>	<i>duct</i>	<i>ten</i>
<i>re-</i>	<i>-es</i>	<i>fic</i>	<i>tain</i>
<i>dis-</i>	<i>-ed</i>	<i>fer</i>	<i>tim</i>
<i>in-</i>	<i>-ing</i>	<i>tent</i>	<i>sist</i>
<i>mis-</i>	<i>-er</i>	<i>tend</i>	<i>sta</i>
<i>fore-</i>	<i>-or</i>	<i>tens</i>	<i>stat</i>
<i>de-</i>	<i>-hood</i>	<i>mit</i>	<i>stit</i>
<i>pre-</i>	<i>-ion</i>	<i>miss</i>	<i>pon</i>
<i>a-</i>	<i>-ship</i>	<i>cap</i>	<i>pose</i>
	<i>-y</i>	<i>ceit</i>	<i>pound</i>
	<i>-ible</i>	<i>ceive</i>	<i>plic</i>
	<i>-able</i>	<i>cep</i>	<i>ply</i>
		<i>cept</i>	<i>graph</i>
		<i>cip</i>	<i>ology</i>

Adapted from Ebbers, 2011; Henry, 2010; Moats, 2009; Venezky, 1999.

Sound-Spelling Chart

This chart provides the most common spelling patterns for each sound.

SHORT VOWEL SOUNDS

<i>/ă/ - sat</i>	<i>/ĕ/ - hen</i>	<i>/ĭ/ - pig</i>	<i>/ŏ/ - hot</i>	<i>/ŭ/ - rug</i>
a_	e_ ea_	i_ y_	o_	u_ o (m, n, v)

LONG VOWEL SOUNDS

<i>/ā/ - game</i>	<i>/ē/ - feet</i>	<i>/ī/ - bite</i>	<i>/ō/ - boat</i>	<i>/ū/ - two</i>
a	_y	i_e	o	oo
a_e	e	i	o_e	u
ai_	ee	_y	oa	o
ay	ea	igh	ow	u_e
eigh	ie	ie	oe	ou ue

OTHER VOWEL SOUNDS

<i>/ō/ - book</i>	<i>/yū/ - use</i>	<i>/aw/ - hawk</i>	<i>/ə/ - about (in multisyllabic words)</i>
u oo_	u u_e ew	o a(l) (w)a au_ aw	o u i e

DIPHTHONGS

<i>/oi/ - toy</i>	<i>/ow/ - cow</i>
oi_ oy	ou_ ow

VOWEL-R SOUNDS

<i>/er/ - her</i>	<i>/ar/ - card</i>	<i>/or/ - for</i>
er _or _ar ir ur	ar	or

CONSONANT SOUNDS (◻ = Short Vowel Sound)

/b/ - ball	/k/ - cat	/d/ - dog	/f/ - fan	/g/ - go
b ◻bb	c(a, o, u) k(e, i, y) c k ◻ck ch	d ◻dd	f ph ◻ff	g ◻gg
/h/ - hat	/j/ - jump	/l/ - log	/m/ - man	/n/ - no
h	j g(e, i, y) _ge ◻dge	l ◻ll	m ◻mm	n ◻nn kn_
/p/ - pan	/kw/ - queen	/r/ - rat	/s/ - sit	/t/ - toe
p ◻pp	qu	r rr wr_	s ◻ss c(e, i, y)	t ◻tt
/v/ - van	/w/ - win	/ks/ - fox /gz/ - exact	/y/ - you	/z/ - zoo
v _ve	w	_x	y i	s z ◻zz
/wh/ - white	/sh/ - shoe	/ch/ - chin	/th/ - think	/th/ - that
wh_	sh _ti(on)	ch ◻tch t(u)	th	th
/ng/ - ring	/zh/ - genre			
_ng n(k, g)	_si(on) s(u) ge			

Tips for Using the Sound-Spelling Chart

Copy the chart double-sided and laminate it if possible. Give one chart to each student to keep in his or her desk.

Have students use the chart during reading, spelling, and writing lessons.

When teaching or practicing a specific sound, have students use a marker to circle that box on the chart to help them focus on that sound and its spellings.

Cover parts of the chart that you have not taught yet with sticky notes.

Use this chart in conjunction with a systematic phonological awareness and phonics scope and sequence based on the sound system. The following is an example phonological awareness and phonics scope and sequence:

- Teach a few consonant sounds with their main spellings (e.g., /m/ with *m*, /t/ with *t*, /s/ with *s*, /ă/ with *a*). Play phonological awareness games with these sounds and have students spell and read words with these sounds and spellings.
- Teach a few more consonant sounds, playing, spelling, and reading words as you go.
- Add another vowel sound (e.g., /i/).
- Continue through the consonant sounds with their most common spellings and the short vowels.
- Come back to the /k/ sound, but now show the spelling *ck*. (This is a good one to show at this point because it appears only after short vowels.) Again, have students spell and read words with this sound and spelling.
- Teach and practice the sounds /sh/, /ch/, /th/, and /th/ with their spellings (*sh*, *ch*, and *th*).
- Move into long-vowel sounds, starting with the CVe pattern. This is a good place to start because you can change short-vowel, closed syllables (*can*) into VCe words (*cane*) by adding the *e* at the end.

Cycle through previously learned sounds and spelling patterns to build in review and practice.

As students master sounds and patterns in one-syllable words, have them practice spelling and reading sounds with specific patterns in two- and three-syllable words.

Adapted from McGuinness, 1997; Moats, 2009.