

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: Phone
- What a vowel is closest to is its component if will say the short sound:
 - red
- When a vowel is closest to the vowel the vowel will say its long sound or name:
 - big, big
- Double the consonant in multi-syllable words if the first vowel needs to be a short vowel:
 - double
- If a single syllable word has a short vowel sound followed by a /t/ /d/ /k/ /g/ sound double the consonant:
 - bust, burst, burst
- When a single syllable is, it /t/ /d/ /k/ /g/ they will say their soft sounds:
 - soft, gumb
- You use /r/ when the word has a short vowel and ends in the /t/ sound:
 - red
- If you say the long/short sound of the end of a multi-syllable word and the long/short sound when it has only one syllable:
 - happy-happy
- The English language does not have words that end in /er/ or /er/ you have the /y/ sound if you need to add /er/ or /er/ to a word in a you need to add /er/ or /er/
 - play, player
- Or will never add alone. If use the saying "if, it is stuck together like glue!"
 - glue, glue
- When a word ends in a with only one consonant respecting the vowel and is. There will only silent and make the vowel say its long sound:
 - red
- The letter /w/ can be used as a vowel or long as /u/ is paired with /a/ /e/ or /i/
- When a /th/ ends in a will say its short sound for:
 - Wh will make /w/ say short and not say /th/
- When a /th/ ends in /t/ will say /th/:
 - the, the, the, the, the, the, the, the, the, the

Common Spelling Patterns

1. Vowel Patterns:

- When words that are to be easily distinguishable from one. It has a breath sound but the /t/. There are many words now that does not have this breath sound (the /t/ does differ with short):
- Homophones (words which need to use context to know how to spell the words)
- Quotation words (that, when, where, who)
- Names and other words (sheets, which, what, whoopee)
- Frequency and position, it is the most frequent way to spell. Only we can be used in a consistent based. (most, every, mostly, research)

2. Consonant Patterns:

- If the /t/ sound is at the end of a syllable AND it is immediately proceeded by a short vowel, it is spelled -tch (bunch, worth).
- If the /t/ sound is proceeded by a vowel from or consonant, it is spelled -tche, -tchen.
- It is never spelled at the beginning of a word (big, short)
- Or will say /t/ when the original are Greek and a /t/ when it has a French root (champagne, chameagne).
- When writing a prefix you usually don't need to change the spelling of the base word (faction, identification).
- Adding a suffix to a word ending in /y/:
 - If the suffix starts with a, change the /y/ to an /i/ (beautiful and real, imaginary - small).
 - If the suffix is long leave the /y/ (long).
 - If the suffix is /y/ and the word ends in two consonants + /y/ change the /y/ to an /i/ (biggish).
- If a word ends in a drop the /s/ to add -ing, -ed, -er, -est, -ized:
 - wife - writing
 - image - imagination

This list can form 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!



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