

HELPFUL HINTS



Use this information to help with spelling.

1 Adding **ed** and **ing** after doubling the last letter

1a To add **ed**, we often double the last letter if it comes straight after the letters **a, e, i, o, u** for **a**, **ee**, **i**, **oo** or **uo** before adding **ed**. If the letter is not straight after any of these, we usually do not double it, for example *rub/rubbed*, *camp/camped*.

Introduced Unit 2

1b To add **ing**, we often double the last letter if it comes straight after letters **a, e, i, o, u** for **a**, **ee**, **i**, **oo**, **uo** before adding **ing**. If the last letter is not straight after any of these, we usually do not double it, for example *beg/begging*, *camp/camping*.

Introduced Unit 10

2 Adding **ed** and **ing** to words ending in the letter **e**

2a To add **ed**, we usually leave the **e** and just add **d**, for example *hope/hoped*, *place/placed*.

Introduced Unit 20

2b To add **ing**, we usually take off the **e** before we add **ing**, for example *take/taking*, *chase/chasing*.

Introduced Unit 13

3 Adding **s**, **ed** and **ing** to words ending in a consonant and the letter **y**

3a To add **s**, we usually change the **y** to **i** and add **es**, for example *cry/cries*, *lady/ladies*.

Introduced Unit 15

3b To add **ed**, we usually change the **y** to **i** and add **ed**, for example *cry/cried*, *marry/married*.

3c To add **ing**, we usually just add **ing**, for example *cry/crying*, *marry/marrying*.

Introduced Unit 17

4 Adding **s**, **ed** and **ing** to words ending in a vowel and the letter **y**

4 To add **s**, **ed** and **ing** we usually just add **s**, **ed** and **ing**, for example *play – plays/played/playing*.

Introduced Unit 13

5 Adding **s** and **es**

5 We usually add **es** to words ending in **s, z, x, ch, sh** to represent **er** or **er** **o** **i** **u** **z** **s** **se**, for example *buses*, *fizzes*, *boxes*, *beaches*, *wishes*.

Introduced Unit 9

6 Joining **all**, **full** and **till**

6 When joining **all**, **full** and **till** to form new words, we usually leave off one **l**, for example *almost*, *useful* and *until*.

Introduced Unit 14

7 Using **a**, **or**, **ar** after



7a We often write **a** for **o** **a** after **wh** **u**, for example *was*, *what*.

Introduced Unit 9

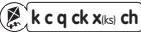







7b We often write **or** for **ir** **ur** **or** after **wh** **u**, for example *work*, *word*.

Introduced Unit 23

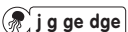
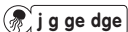





7c We often write **ar** for **or** **ore** **a** **aw** **au** after **wh** **u**, for example *war*, *wharf*.

Introduced Unit 25

8 Using ck, k, x, cks, ks

- 8a We often write **k** for  at the start of words, if the next letter is **e** or **i**, for example *kick, kettle*. With other letters, we usually write **c**, for example *cat, cry, cup, cost*. Introduced Unit 4
- 8b We often write **ck** for  straight after letters **a, e, i, o, u** for , , ,  or , for example *back, check, tick, rock, duck*. After other sounds, we often write **k**, for example *bake, pink, work, park*. Introduced Unit 4
- 8c We often write **x** and **cks** for the blend of the two sounds , for example *six, socks*. Introduced Unit 4







9 Using g for

- 9a We usually write **g** for  when it is followed by **e, i** or **y**, for example *gem, giant, gym*. Introduced Unit 12
- 9b We usually write **dge** for  after **a, e, i, o, u**, for , , ,  or , for example *badge, edge, bridge, lodge, budge*. Introduced Unit 12

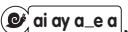


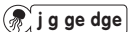
10 Using c for

- 10 The letter **c** often represents  when it is followed by **e, i** or **y**, for example *cent, city, lacy*. Introduced Unit 22

11 Using tch and ch

- 11 We usually write **tch** for  after **a, e, i, o, u**, for , , ,  or , for example *catch, stretch, itch, botch, clutch*. Exceptions: *rich, which*. We usually write **ch** after other sounds, for example *beach, coach, bunch*. Introduced Unit 32

12 Word Endings

- 12 We usually write **ay** for , **oy** for , **ve** for , **ge** and **dge** for  on the end of words, for example *day, boy, have, cage, bridge*. Introduced Unit 12, 13, 26, 33

13 Contractions

- 13 Contractions of two words are made by:
1. writing all of the first word
 2. joining the second word to it, leaving out one or more letters
 3. writing an apostrophe where letters have been left out.
- For example, *he is* contracts to *he's*. Introduced Unit 12

14 Compound Words

- 14 Compound Words are made by joining two words, for example *in + side* to make *inside*. Introduced Unit 8

15 Homophones

- 15 Homophones are words that sound the same but have different spelling, for example *here/hear, ate/eight*. Introduced Unit 13

16 Singular/Plural

- 16 Singular means *one* of something, for example *one cat*. Plural means more than one of something, for example *several cats*. Introduced Unit 7

17 Prefixes

- 17 Prefixes are added to the start of words to change their meaning, for example *tidy/untidy*. Introduced Unit 17

18 Suffixes

- 18 Suffixes are added to the end of words to make new words, for example *use/useful*. Introduced Unit 23