

KS2 SPELLING PASSPORT

A quick guide to some key points in supporting the teaching of spelling in the classroom

EI OR IE?

The rule is: *i before e except after c when the sound is 'ee'*.

eg. *thief, piece, niece* **but** *receive, deceit, ceiling*

Most words use *ie*

eg. *fierce friend view shriek field chief*

Words where *ei* makes a 'long a' sound

eg. *vein rein eight foreign*

Exceptions to the rule!

eg. *weird protein their either height*

SOME CONFUSING HOMOPHONES

Hear – with your ear

Here – similar to there

There – a place like here

Their – belongs to them (think about an heir)

They're – short for 'They are'

Where – a place like there and here

Wear – clothing (think wear earrings)

We're – short for 'We are'

Two – the number 2

Too – also; very eg. *It's too big.*

To – before a verb or a place (eg. *to go to school*)

Threw – the past tense of throw

Through – a preposition telling where etc.

MAKING PLURALS

Add *-es* if the word ends in a hissing sound (x, ch, ss, sh)

eg. *box-boxes church-churches dish-dishes guess-guesses*

If the word ends *vowel + y*, just add *-s*

eg. *day-days monkey-monkeys boy-boys*

If the word ends *consonant + y*, change the *y* to *i* and add *-es*

eg. *baby-babies puppy-puppies fly-flies*

Words ending in *-f* or *-fe*, change *f* to *v* and add *-es*

eg. *shelf-shelves knife-knives thief-thieves*

Words ending in *-ff*, and some *-f* words, just add *-s*

eg. *cliff-cliffs roof-roofs chief-chiefs*

Most words ending in *-o* add *-s*. (musical terms, shortened forms, newer words, *-oo* words) eg. *photos cuckoos*

Some older words ending in *-o* add *-es*

eg. *echoes cargoes tomatoes heroes potatoes*

ADDING SUFFIXES TO WORDS ENDING IN *-Y*

Change the *y* to *i* when you add *-ness, -er, -est, -ly*

eg. *happy-happiness pretty-prettier lazy-lazily*

Keep the *y* when adding *-ing*

eg. *marry-marrying try-trying*

ABLE OR IBLE?

Many more words end in *-able* than *-ible*

eg. *miserable agreeable enjoyable valuable*

If the opposite starts with *un*, it is probably an *-able* word

eg. *uneatable unreliable undrinkable unbreakable*

If the opposite starts with *il, im, in* or *ir* it is probably an *ible* word

eg. *irresistible impossible invisible illegible*

ADDING *-ED, -ING, -ER, -EST*

Words ending with a single consonant preceded by a short vowel, double the consonant before adding *-ing, -ed, -er, -est*

eg. *hop-hopping stop-stopped win-winner*

Words ending with a single consonant preceded by a double vowel or long vowel sound, just add the ending

eg. *beep-beeped look-looking dream-dreamer*

Words ending in *-e*, drop the *-e* before adding the ending

eg. *hope-hoping ride-rider fine-finest*

ADDING *-Y*

Words ending with a single consonant preceded by a short vowel, double the single consonant to keep the short vowel sound

eg. *sun-sunny tin-tinny bog-boggy*

SHUN SOUNDS: *-CIAN, -TION, -SION, -SSION?*

Words ending *-cian* are often occupations

eg. *optician electrician musician magician*

Words ending *-sion* often come from a base word ending in *d/de* or *s/se*

eg. *explosion (explode) confusion (confuse)*

Words ending *-ssion* often come from a base word ending *-ss*

eg. *discussion possession compression*

The most common 'shun' ending is *-tion*

eg. *direction attention fraction station*

ADDING PREFIXES

The rule is: Just add it. Do not change the base word.

Eg. *appear-disappear necessary-unnecessary*