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Phonics & Spelling Help Sheets	
Consonants	Examples
Two consonants side-by-side can make two separate sounds. This is called a blend.	Examples: plum, snap, best, pumpkin
Two consonants side-by-side can make one sound. This is called a digraph.	Examples: thin, phone, fish, bothrub
Q and o are always found together in English words.	Examples: quilt, quarter, queen

Syllables & Syllable Types	Examples
Every syllable has a vowel.	Examples: wa-ter mel-on (watermelon), ta-ble (table)
Some syllables are accented. Their spellings are usually more predictable because they "follow" the spelling rules.	Examples: (accented syllable underlined) cap-sin, cur-tain, fea-ture, chee-tab, goa-ble, joo-ble
Some syllables are unaccented. Their spellings are less predictable.	Examples: (unaccented syllables underlined) wa-ter, lit-tle, cook-ie, cha-pel, of-fice, met-al

Vowels	Examples
The vowels are a, e, i, o, u and sometimes y and w.	Examples of y and w as vowels/part of a vowel team: cry, pretty, dog, snout, blew
Vowels that are short are often marked with a breve (´).	Examples: cit, dog, pup, wib
Vowels that are long are often marked with a macron (¯).	Examples: nã, wê, like, naïme
Long vowels say their names. Long u, however, makes two sounds: 1) its name and 2) /ew/.	U/ Saying its Name Examples: cube, cube (ew) Examples: moon, glue
Long vowels are less predictable in their spellings than short vowels.	Example: Long u can be spelled cube, muggin, fleg, blue, suit, you
When an oo or o follows a vowel, the vowel makes a nasal sound.	Examples: cap, fan, ram, Sam, swing, sank, pink, stunk
When i and o are followed by two or more consonants, they usually make their long vowel sound.	Examples: find, child, magnet, gold
When a vowel team makes its long vowel sound, the first vowel makes the sound while the second vowel is silent.	Examples: braid, day, scream, goat
In a vowel digraph, the mouth moves to pronounce both vowel sounds.	Example: digged, diggin, coin, boy
AI and OI are usually found in the middle of a word while AV and OV are usually found at the end of a word.	Examples: rain vs. rig, bait vs. boy
OU and AU are usually found in the middle of a word while OW and AW are usually found at the end of a word.	Examples: couch vs. cow, scribe vs. sign Exceptions: aw-l, ow-l, ow-n words
When an l follows an a, the a often makes the short a sound.	Examples: fall, wall, fallow, salt
When an r comes before a vowel, it often changes the sound of the vowel.	Example: clasp vs. rasp, park vs. mark, arm vs. warm
When a one-syllable word ends in y, the y typically makes the long i sound.	Examples: sky, why, spy, dry
When a two-syllable word ends in y, the y typically makes the long e sound.	Examples: hap-py, ba-by, bun-ny

Adding Suffixes	Examples
A vowel suffix is a suffix that starts with a vowel.	Examples: ar, er, or, ing, ed
A consonant suffix is a suffix that starts with a consonant.	Examples: -th, -ly, -ful, -less, -ness
Past tense -ed can make three different sounds: /t/, /d/, and /ɪd/.	Examples: jumped = /t/, loved = /d/, wanted = /ɪd/
When a word has one syllable, one vowel, and one consonant at the end, you double the final consonant before adding a vowel suffix. (This is sometimes called the 1-1-1 rule.)	Examples: hop → hopped, run → running, chat → chatting
When a word has two consonants at the end, just add the vowel suffix.	Examples: jump → jumped, block → blocking
When a word ends in silent e, drop the e before adding a vowel suffix.	Examples: hope → hoped (not hopeed), rule → ruling (not ruling)
When a word has two vowels (vowel team), just add the vowel suffix.	Examples: look → looked, read → reading
Add -es to words that end in -s/-ss, -ch/-tch, -sh, -x, and -z/-zz. Just add -s to everything else.	Examples: glasses, watches, pushes, foges, bugges
Change the y to i and add -es to words that end with a consonant + y.	Examples: baby → babies, berry → berries
Keep the y when adding -ing to avoid a double i in the word.	Examples: cry → crying, reply → replying Exception: skiing (not an English word)
Add s to words that end with a vowel + y.	Examples: monkey → monkeys, play → plays
Many words ending in -f or -fe get changed to -ves.	Examples: leaf → leaves, wife → wives
When a word has two or more syllables, double the final consonant before adding a vowel suffix only if: 1. The word ends in one vowel followed by one consonant. 2. The final syllable is accented.	Examples: (accented syllables underlined) forget → forgetting, omit → omitted, control → controlled, begin → beginning

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Consonants	Examples
Two consonants side-by-side can make two separate sounds. This is called a blend.	Examples: <u>pl</u> um, <u>sn</u> ap, <u>best</u> , <u>pumpkin</u>
Two consonants side-by-side can make one sound. This is called a digraph.	Examples: <u>thin</u> , <u>phone</u> , <u>fish</u> , <u>bathtub</u>
<i>Q</i> and <i>u</i> are always found together in English words.	Examples: <u>quilt</u> , <u>quarter</u> , <u>queen</u>
<i>K</i> usually comes before <i>e</i> , <i>i</i> , and <i>y</i> . <i>C</i> usually comes before <i>a</i> , <i>o</i> , <i>u</i> , or any consonant.	Examples: <u>kettle</u> , <u>kid</u> , <u>bulky</u> , <u>can</u> , <u>cut</u> , <u>clip</u> Exceptions: kangaroo, karate, kayak, koala
If <i>c</i> or <i>g</i> is followed by an <i>e</i> , <i>i</i> , or <i>y</i> , they typically make their "soft" sounds. (soft <i>c</i> = /s/ and soft <i>g</i> = /j/)	Examples: <u>city</u> , <u>cereal</u> , <u>cycle</u> , <u>gerbil</u> , <u>giraffe</u> , <u>gym</u> Some Exceptions: girl, gift, gear, celt
When a one-syllable word has a short vowel and ends in <i>f</i> , <i>l</i> , <i>s</i> , or <i>z</i> , you usually double the final <i>f</i> , <i>l</i> , <i>s</i> , or <i>z</i> .	Examples: off, sniff, hill, doll, kiss, pass, buzz, fizz Some Exceptions: gas, yes, bus, gel
Some consonants are silent in words. These words often come from other languages.	Examples: <u>listen</u> , <u>castle</u> , <u>bomb</u> , <u>thumb</u>
Spell final /k/ with CK in short vowel words.	Examples: <u>bläck</u> , <u>sick</u> , <u>trück</u> , <u>dëck</u>
Spell final /k/ with KE after single long vowels (CVCe).	Examples: <u>like</u> , <u>snake</u> , <u>smoke</u>
Spell final /k/ with K after a consonant or a vowel digraph.	Examples: <u>milk</u> , <u>pink</u> , <u>look</u> , <u>week</u>
Spell final /k/ with C in a word with two or more syllables.	Examples: <u>magic</u> , <u>garlic</u> , <u>picnic</u>
Spell final /v/ with VE.	Examples: <u>give</u> , <u>leave</u> , <u>solve</u>
Spell final /dge/ with DGE in short vowel words.	Examples: <u>bridge</u> , <u>judge</u> , <u>badge</u>
Spell final /dge/ with GE after a consonant, vowel team, or long vowel.	Examples: <u>large</u> , <u>stooge</u> , <u>page</u>
Spell final /ch/ with TCH in short vowel words.	Examples: <u>mătch</u> , <u>witch</u> , <u>hŭtch</u> Some Exceptions: rich, such, much
Spell final /ch/ with CH after a consonant or a vowel team.	Examples: <u>ranch</u> , <u>punch</u> , <u>reach</u> , <u>coach</u>

Vowels	Examples
The vowels are <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> and sometimes <i>y</i> and <i>w</i> .	Examples of <i>y</i> and <i>w</i> as vowels/part of a vowel team: <u>cr</u> y, <u>pre</u> tty, <u>da</u> y, <u>sn</u> ow, <u>ble</u> w
Vowels that are short are often marked with a breve. (˘) Vowels that are long are often marked with a macron. (¯)	Examples: căt, dög, püp, wëb Examples: nō, wē, like, nāme
Long vowels say their names. Long <i>u</i> , however, makes two sounds: 1- its name and 2- /ew/.	<i>U</i> Saying its Name Examples: <u>cute</u> , <u>cube</u> /ew/ Examples: <u>moon</u> , <u>glue</u>
Long vowels are less predictable in their spellings than short vowels.	Example: Long <i>u</i> can be spelled <u>cute</u> , <u>moon</u> , <u>flew</u> , <u>blue</u> , <u>suit</u> , <u>you</u>
When an <i>m</i> or <i>n</i> follows a vowel, the vowel makes a nasal sound.	Examples: <u>can</u> , <u>fan</u> , <u>ram</u> , <u>Sam</u> , <u>swing</u> , <u>sank</u> , <u>pink</u> , <u>skunk</u>
When <i>i</i> and <i>o</i> are followed by two or more consonants, they usually make their long vowel sound.	Examples: <u>find</u> , <u>child</u> , <u>most</u> , <u>gold</u>
When a vowel team makes its long vowel sound, the first vowel makes the sound while the second vowel is silent.	Examples: <u>braid</u> , <u>day</u> , <u>scream</u> , <u>goat</u>
In a vowel diphthong, the mouth moves to pronounce both vowel sounds.	Example: <u>cloud</u> , <u>down</u> , <u>coin</u> , <u>boy</u>
AI, and OI are usually found in the middle of a word while AY and OY are usually found at the end of a word.	Examples: <u>rain</u> vs. <u>ray</u> <u>boil</u> vs. <u>boy</u>
OU and AU are usually found in the middle of a word while OW and AW are usually found at the end of a word.	Examples: <u>couch</u> vs. <u>cow</u> <u>sauce</u> vs. <u>saw</u> Exceptions: aw+l, ow+l, ow+n words
When an <i>l</i> follows an <i>a</i> , the <i>a</i> often makes the short <i>o</i> sound.	Examples: <u>fall</u> , <u>wall</u> , <u>false</u> , <u>salt</u>
When a <i>w</i> comes before a vowel, it often changes the sound of the vowel.	Example: <u>clasp</u> vs. <u>wasp</u> , <u>pork</u> vs. <u>work</u> , <u>arm</u> vs. <u>warm</u>
When a one-syllable word ends in <i>y</i> , the <i>y</i> typically makes the long <i>i</i> sound.	Examples: <u>sky</u> , <u>why</u> , <u>spy</u> , <u>dry</u>
When a two-syllable word ends in <i>y</i> , the <i>y</i> typically makes the long <i>e</i> sound.	Examples: hap- <u>py</u> , ba- <u>by</u> , bun- <u>ny</u>

Syllables & Syllable Types	Examples
Every syllable has a vowel.	Examples: wa-ter-mel-on (watermelon), ta-ble (table)
Some syllables are accented. Their spellings are usually more predictable because they “follow” the spelling rules.	Examples: (accented syllable underlined) <u>raisin</u> , contain <u>in</u> , featur <u>e</u> , cheetah, goali <u>e</u> , p <u>oo</u> dle
Some syllables are unaccented. Their spellings are less predictable.	Examples: (unaccented syllables underlined) wait <u>er</u> , littl <u>e</u> , cooki <u>e</u> , chap <u>e</u> l, offic <u>e</u> , met <u>a</u> l
All five main vowels (<i>a, e, i, o, & u</i>) can all make the schwa sound in <u>unaccented</u> syllables. Schwa is often marked as ə.	Examples: <u>a</u> way, cam <u>e</u> l, penc <u>i</u> l, wag <u>o</u> n, <u>u</u> pon
Compound words are two words put together to form a longer word.	Examples: butter + fly = butterfly book + mark = bookmark
Closed Syllables (VC) have a vowel followed by a consonant. These vowels are typically short.	Examples: s <u>a</u> t, p <u>i</u> g, kitt <u>e</u> n, h <u>a</u> pp <u>e</u> n, dr <u>a</u> gon
Open Syllables end in a vowel and typically make the long vowel sound.	Examples: w <u>e</u> , h <u>i</u> , r <u>o</u> bot, m <u>u</u> sic
Silent <i>e</i> Syllables have a single vowel followed by a consonant and then a silent (or sneaky) <i>e</i> .	Examples: cak <u>e</u> , til <u>e</u> , cupcak <u>e</u> , reptil <u>e</u>
<i>R</i> -Controlled Syllables have an <i>r</i> that comes behind the vowel(s) and controls the sound of the vowel(s).	Examples: car, girl, heart, four, birthday, turkey
Vowel Team Syllables have two vowels side-by-side that make the vowel sound for the word.	Examples: coat, rain, rainbow, cowboy
Final Stable Syllables have a consonant + le at the end. (The <i>e</i> is added because every syllable needs a vowel.)	Examples: tabl <u>e</u> , turtl <u>e</u> , noodl <u>e</u> *-LE is the most common spelling of /əl/ when the last syllable <i>isn't</i> a suffix.
The accent is often on the <u>first</u> syllable in two-syllable words.	Examples: <u>trav</u> el, <u>wind</u> ow, <u>air</u> port
The accent is often on the <u>second</u> syllable in a two-syllable word with a prefix.	Examples: mist <u>ake</u> , dis <u>like</u> , ret <u>urn</u>

Adding Suffixes	Examples
A vowel suffix is a suffix that starts with a vowel.	Examples: <i>-ar, -er, -or, -ing, -ed</i>
A consonant suffix is a suffix that starts with a consonant.	Examples: <i>-ble, -ly, -ful, -less, -ness</i>
Past tense <i>-ed</i> can make three different sounds: /t/, /d/, and /id/.	Examples: <u>jump</u> ed = /t/, <u>love</u> d = /d/, <u>want</u> ed = /id/
When a word has one syllable, one vowel, and one consonant at the end, you double the final consonant before adding a vowel suffix. (This is sometimes called the 1-1-1 rule.)	Examples: hop → hopped run → running chat → chatting
When a word has two consonants at the end, just add the vowel suffix.	Examples: <u>jump</u> → jumped <u>block</u> → blocking
When a word ends in silent <i>e</i> , drop the <i>e</i> before adding a vowel suffix.	Examples: <u>hope</u> → hoped (not hopeed) <u>rule</u> → ruling (not ruleing)
When a word has two vowels (vowel team), just add the vowel suffix.	Examples: <u>look</u> → looked <u>read</u> → reading
Add <i>-es</i> to words that end in <i>-s/-ss, -ch/-tch, -sh, -x, and -z/-zz</i> . Just add <i>-s</i> to everything else.	Examples: <u>glasses</u> , <u>watches</u> , <u>pushes</u> , <u>foxes</u> , <u>buzzes</u>
Change the <i>y</i> to <i>i</i> and add <i>-es</i> to words that end with a consonant + <i>y</i> .	Examples: <u>baby</u> → babies <u>berry</u> → berries
Keep the <i>y</i> when adding <i>-ing</i> to avoid a double <i>i</i> in the word.	Examples: cry → crying, reply → replying Exception: skiing (not an English word)
Add <i>s</i> to words that end with a vowel + <i>y</i> .	Examples: <u>monkey</u> → monkeys <u>play</u> → plays
Many words ending in <i>-f</i> or <i>-fe</i> get changed to <i>-ves</i> .	Examples: <u>loaf</u> → loaves <u>wife</u> → wives
<p>When a word has two or more syllables, double the final consonant before adding a vowel suffix only if*:</p> <ol style="list-style-type: none"> 1. The word ends in <u>one</u> vowel followed by <u>one</u> consonant. 2. The final syllable is <u>accented</u>. <p>*The answer must be “yes” to <u>both</u> questions.</p>	<p>Examples: (accented syllables underlined)</p> <p><u>forget</u> → forgetting <u>omit</u> → omitted <u>control</u> → controlled <u>begin</u> → beginning</p> <p style="text-align: right;">www.thisreadingmama.com</p>

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Two consonants side-by-side can make one sound. This is called a digraph.	Examples: <u>thin</u> , <u>phone</u> , <u>fish</u> , <u>bathtub</u>
<i>Q</i> and <i>u</i> are always found together in English words.	Examples: <u>qu</u> ilt, <u>qu</u> arter, <u>qu</u> een
<i>K</i> usually comes before <i>e</i> , <i>i</i> , and <i>y</i> . <i>C</i> usually comes before <i>a</i> , <i>o</i> , <i>u</i> , or any consonant.	Examples: <u>kettle</u> , <u>kid</u> , <u>bulky</u> , <u>can</u> , <u>cut</u> , <u>clip</u> Exceptions: kangaroo, karate, kayak, koala
If <i>c</i> or <i>g</i> is followed by an <i>e</i> , <i>i</i> , or <i>y</i> , they typically make their "soft" sounds. (soft <i>c</i> = /s/ and soft <i>g</i> = /j/)	Examples: <u>ci</u> ty, <u>ce</u> real, <u>cy</u> cle, <u>ge</u> rbil, <u>gi</u> raffe, <u>gy</u> m Some Exceptions: girl, gift, gear, celt
When a one-syllable word has a short vowel and ends in <i>f</i> , <i>l</i> , <i>s</i> , or <i>z</i> , you usually double the final <i>f</i> , <i>l</i> , <i>s</i> , or <i>z</i> .	Examples: off, sniff, hill, doll, kiss, pass, buzz, fizz Some Exceptions: gas, yes, bus, gel
Some consonants are silent in words. These words often come from other languages.	Examples: <u>li</u> sten, <u>cas</u> tle, <u>bo</u> mb, <u>th</u> umb
Spell final /k/ with CK in short vowel words.	Examples: <u>bl</u> ack, <u>s</u> ick, <u>tr</u> uck, <u>d</u> eck
Spell final /k/ with KE after single long vowels (CVCe).	Examples: <u>li</u> ke, <u>sn</u> ake, <u>smo</u> ke
Spell final /k/ with K after a consonant or a vowel digraph.	Examples: <u>mi</u> lk, <u>pi</u> nk, <u>loo</u> k, <u>wee</u> k
Spell final /k/ with C in a word with two or more syllables.	Examples: <u>ma</u> gic, <u>gar</u> lic, <u>pic</u> nic
Spell final /v/ with VE.	Examples: <u>gi</u> ve, <u>lea</u> ve, <u>sol</u> ve
Spell final /dge/ with DGE in short vowel words.	Examples: <u>br</u> idge, <u>j</u> udge, <u>ba</u> dge
Spell final /dge/ with GE after a consonant, vowel team, or long vowel.	Examples: <u>lar</u> ge, <u>sto</u> oge, <u>pa</u> ge
Spell final /ch/ with TCH in short vowel words.	Examples: <u>ma</u> tch, <u>wi</u> tch, <u>hu</u> tch Some Exceptions: rich, such, much
Spell final /ch/ with CH after a consonant or a vowel team.	Examples: <u>ran</u> ch, <u>pun</u> ch, <u>re</u> ach, <u>coa</u> ch

Vowels	Examples
The vowels are <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> and sometimes <i>y</i> and <i>w</i> .	Examples of <i>y</i> and <i>w</i> as vowels/part of a vowel team: <u>cr</u> y, <u>pre</u> tty, <u>da</u> y, <u>sn</u> ow, <u>ble</u> w
Vowels that are short are often marked with a breve. (˘) Vowels that are long are often marked with a macron. (ˉ)	Examples: căt, dōg, pŭp, wĕb Examples: nō, wē, like, nāme
Long vowels say their names. Long <i>u</i> , however, makes two sounds: 1- its name and 2- /ew/.	<i>U</i> Saying its Name Examples: <u>c</u> ute, <u>c</u> ube /ew/ Examples: <u>m</u> oon, <u>gl</u> ue
Long vowels are less predictable in their spellings than short vowels.	Example: Long <i>u</i> can be spelled <u>c</u> ute, <u>m</u> oon, <u>f</u> lew, <u>bl</u> ue, <u>s</u> uit, <u>y</u> ou
When an <i>m</i> or <i>n</i> follows a vowel, the vowel makes a nasal sound.	Examples: <u>can</u> , <u>fan</u> , <u>ram</u> , <u>Sam</u> , <u>swing</u> , <u>sank</u> , <u>pink</u> , <u>skunk</u>
When <i>i</i> and <i>o</i> are followed by two or more consonants, they usually make their long vowel sound.	Examples: <u>find</u> , <u>child</u> , <u>most</u> , <u>gold</u>
When a vowel team makes its long vowel sound, the first vowel makes the sound while the second vowel is silent.	Examples: <u>bra</u> id, <u>da</u> y, <u>screa</u> m, <u>goa</u> t
In a vowel diphthong, the mouth moves to pronounce both vowel sounds.	Example: <u>clou</u> d, <u>down</u> , <u>coi</u> n, <u>bo</u> y
AI, and OI are usually found in the middle of a word while AY and OY are usually found at the end of a word.	Examples: <u>rai</u> n vs. <u>ray</u> <u>boi</u> l vs. <u>boy</u>
OU and AU are usually found in the middle of a word while OW and AW are usually found at the end of a word.	Examples: <u>cou</u> ch vs. <u>cow</u> <u>sau</u> ce vs. <u>saw</u> Exceptions: aw+l, ow+l, ow+n words
When an <i>l</i> follows an <i>a</i> , the <i>a</i> often makes the short <i>o</i> sound.	Examples: <u>fall</u> , <u>wall</u> , <u>false</u> , <u>salt</u>
When a <i>w</i> comes before a vowel, it often changes the sound of the vowel.	Example: clasp vs. <u>was</u> p, pork vs. <u>wo</u> rk, arm vs. <u>wa</u> rm
When a one-syllable word ends in <i>y</i> , the <i>y</i> typically makes the long <i>i</i> sound.	Examples: sky, why, spy, dry
When a two-syllable word ends in <i>y</i> , the <i>y</i> typically makes the long <i>e</i> sound.	Examples: hap-py, ba-by, bun-ny

Syllables & Syllable Types	Examples
Every syllable has a vowel.	Examples: wa-ter-mel-on (watermelon), ta-ble (table)
Some syllables are accented. Their spellings are usually more predictable because they “follow” the spelling rules.	Examples: (accented syllable underlined) <u>raisin</u> , contain <u>in</u> , featur <u>e</u> , cheetah, goali <u>e</u> , p <u>oo</u> dle
Some syllables are unaccented. Their spellings are less predictable.	Examples: (unaccented syllables underlined) wait <u>er</u> , littl <u>e</u> , cooki <u>e</u> , chap <u>e</u> l, offic <u>e</u> , met <u>a</u> l
All five main vowels (<i>a, e, i, o, & u</i>) can all make the schwa sound in <u>unaccented</u> syllables. Schwa is often marked as ə.	Examples: <u>a</u> way, cam <u>e</u> l, penc <u>i</u> l, wag <u>o</u> n, <u>u</u> pon
Compound words are two words put together to form a longer word.	Examples: butter + fly = butterfly book + mark = bookmark
Closed Syllables (VC) have a vowel followed by a consonant. These vowels are typically short.	Examples: s <u>a</u> t, p <u>i</u> g, kitt <u>e</u> n, h <u>a</u> pp <u>e</u> n, dr <u>a</u> gon
Open Syllables end in a vowel and typically make the long vowel sound.	Examples: w <u>e</u> , h <u>i</u> , r <u>o</u> bot, m <u>u</u> sic
Silent <i>e</i> Syllables have a single vowel followed by a consonant and then a silent (or sneaky) <i>e</i> .	Examples: cak <u>e</u> , til <u>e</u> , cupcak <u>e</u> , reptil <u>e</u>
R-Controlled Syllables have an <i>r</i> that comes behind the vowel(s) and controls the sound of the vowel(s).	Examples: car, girl, heart, four, birthday, turkey
Vowel Team Syllables have two vowels side-by-side that make the vowel sound for the word.	Examples: coat, rain, rainbow, cowboy
Final Stable Syllables have a consonant + le at the end. (The <i>e</i> is added because every syllable needs a vowel.)	Examples: tabl <u>e</u> , turtl <u>e</u> , noodl <u>e</u> *-LE is the most common spelling of /əl/ when the last syllable <i>isn't</i> a suffix.
The accent is often on the <u>first</u> syllable in two-syllable words.	Examples: <u>trav</u> el, <u>wind</u> ow, <u>air</u> port
The accent is often on the <u>second</u> syllable in a two-syllable word with a prefix.	Examples: mistak <u>e</u> , dislik <u>e</u> , retur <u>n</u>

Adding Suffixes	Examples
A vowel suffix is a suffix that starts with a vowel.	Examples: <i>-ar, -er, -or, -ing, -ed</i>
A consonant suffix is a suffix that starts with a consonant.	Examples: <i>-ble, -ly, -ful, -less, -ness</i>
Past tense <i>-ed</i> can make three different sounds: /t/, /d/, and /id/.	Examples: jump <u>ed</u> = /t/, lov <u>ed</u> = /d/, want <u>ed</u> = /id/
When a word has one syllable, one vowel, and one consonant at the end, you double the final consonant before adding a vowel suffix. (This is sometimes called the 1-1-1 rule.)	Examples: hop → hopped run → running chat → chatting
When a word has two consonants at the end, just add the vowel suffix.	Examples: jump <u>ed</u> → jumped block <u>ed</u> → blocking
When a word ends in silent <i>e</i> , drop the <i>e</i> before adding a vowel suffix.	Examples: hope <u>ed</u> → hoped (not hope <u>ed</u>) rule <u>ed</u> → ruling (not rule <u>ing</u>)
When a word has two vowels (vowel team), just add the vowel suffix.	Examples: lo <u>ok</u> → looked rea <u>d</u> → reading
Add <i>-es</i> to words that end in <i>-s/-ss, -ch/-tch, -sh, -x, and -z/-zz</i> . Just add <i>-s</i> to everything else.	Examples: glass <u>es</u> , watch <u>es</u> , push <u>es</u> , fox <u>es</u> , buzz <u>es</u>
Change the <i>y</i> to <i>i</i> and add <i>-es</i> to words that end with a consonant + <i>y</i> .	Examples: bab <u>y</u> → bab <u>i</u> es ber <u>ry</u> → ber <u>ri</u> es
Keep the <i>y</i> when adding <i>-ing</i> to avoid a double <i>i</i> in the word.	Examples: cry → cry <u>ing</u> , reply → repl <u>y</u> ing Exception: ski <u>ing</u> (not an English word)
Add <i>s</i> to words that end with a vowel + <i>y</i> .	Examples: monke <u>y</u> → monke <u>s</u> play → play <u>s</u>
Many words ending in <i>-f</i> or <i>-fe</i> get changed to <i>-ves</i> .	Examples: loaf <u>ed</u> → loaf <u>es</u> wife <u>ed</u> → wife <u>s</u>
<p>When a word has two or more syllables, double the final consonant before adding a vowel suffix only if*:</p> <ol style="list-style-type: none"> 1. The word ends in <u>one</u> vowel followed by <u>one</u> consonant. 2. The final syllable is <u>accented</u>. <p>*The answer must be “yes” to <u>both</u> questions.</p>	<p>Examples: (accented syllables underlined)</p> <p>forget<u>ed</u> → forget<u>ting</u> omit<u>ed</u> → omit<u>ted</u> control<u>ed</u> → control<u>led</u> begin<u>ed</u> → begin<u>ning</u></p> <p style="text-align: right;">www.thisreadingmama.com</p>