

An illustration of a man and a woman running on a large green pencil. The man, on the left, is wearing a green long-sleeved shirt and blue pants, running towards the right. The woman, on the right, is wearing a blue dress and yellow tights, running towards the left. The pencil is green with a white eraser at the right end and a yellow and red flame-like shape at the left end. The background is pink with horizontal lines.

Written by
Mike Jones

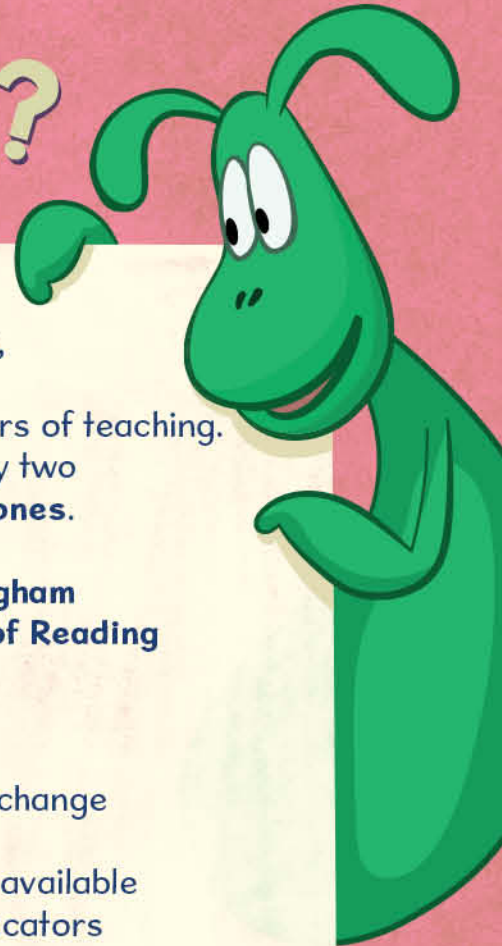
Illustrated by
Leah Heming

IMPOOV YOR SMELLING

THE RULES OF READING & SPELLING



WHO IS NESSY?



Nessy Learning was founded in 1999 by mother and son, **Pat** and **Mike Jones** at the **Bristol Dyslexia Centre**.

Nessy uses strategies and games developed over 20 years of teaching. An award winning, ed-tech company, Nessy is now run by two dyslexic people: **Tiffany James** and her husband **Mike Jones**.

Nessy resources follow the evidence based **Orton-Gillingham methodology of Structured Literacy**. This is a **Science of Reading** process that helps children become competent readers using science.

Nessy has a team of dedicated people with a passion to change the educational outcomes for children with dyslexia. The goal of the company is to make effective instruction available to all children at an affordable, low cost. Nessy helps educators to identify and support children with dyslexia.

THE AUTHOR'S STORY

Mike Jones is a parent, entrepreneur, and has dyslexia. At 8 years old, Mike could not read or spell his own name. His mother **Pat Jones**, homeschooled him, and created a series of techniques that taught him to read, write and spell. Pat's intervention transformed Mike's ability to learn, and he soon went from bottom of the class straight to the top. Their story has now been made into the film '**Mical**'.

When Mike left school he went on to study law, while Pat set up a school to help children with dyslexia. In his free time, Mike helped out by answering the phone at her school. He recalls how conversations all started the same way, with parents desperate for help. He remembered his own struggle and realized he felt a deep passion to help others with dyslexia. After qualifying as a dyslexia specialist, Mike launched **Nessy** in 1999. **Nessy** is an online program that included all the techniques that had helped him. To date, more than 100,000 schools and millions of children worldwide have learned to read and write using his programs.

THE ILLUSTRATOR'S STORY

Leah Heming is an illustrator, art director, art gallery curator and nature guide. She has collaborated with **Nessy Learning** on books, illustrations and animations since 2014.

Leah has illustrated a dozen children's picture books that have been published around the world. She has also art-directed part of popular children's TV series '**Driver Dan's Story Train**' and worked as a concept designer on the series '**Numtums**'.

In her spare time, Leah studies permaculture, ecology and runs an art gallery and artist residency. She combines her love of nature and illustration by creating fun and interactive nature-guided walks for all ages, with the hope of inspiring new generations to protect the planet.

TESTIMONIALS

Nessy is absolutely brilliant. I have been in tears over my son who is ADHD and dyslexic and struggled to learn to read. At last a program that not only works but he loves and will play as much as he's allowed. Flying along with his reading now.
Ambridge



As a parent we love Nessy because we can see what she is working on Nessy notifies us if something doesn't seem right.
Rebecca Desmarais



Love the videos!!! The phonics videos are very short and to the point with a focus sound and visuals to help the children remember.
Leah Marie



I highly recommend Nessy for reading and spelling. They are very systematic in their approach. The worksheets and games that go along with the subscription are fantastic.
Christy Flamenbaum



My son could barely read a word a year ago. Now he's reading David Walliams and Roald Dahl with the help of Nessy.
Rachel Drummond

After a year of struggling with my son's reading, and trying 3 other reading/dyslexia intervention programs, this (Nessy) is the first one to actually help him improve! I really can't believe how well he is doing after only a month. Things have finally clicked. He is reading for fun now, which two months ago I never would have thought he'd do. He can't wait to do Nessy every day and he's always willing to work longer than our 30 minutes we set aside for it. Thanks for such a great program.
Jenna Miller DeMasellis



The printable worksheets are perfect for differentiation. Makes life so much easier for teachers and lovely activities to support personal target areas for the kids.
Hannah Halliday



Yes, it is brilliant! The children really learn from all the animated videos and the games really embed the learning in a multisensory way. I found many children start to enjoy reading and spelling using these activities when they haven't wanted to be engaged, as they gain lots of confidence and retain the rules.
Penny Robinson

I use it (Nessy) in school. The children have gained so much confidence and they love it!! I also run two Nessy clubs after school for them. The resources are just brilliant.
Kelly George



My son absolutely loved Nessy. We used it every day until he was 11. It's a really great interactive learning platform. Helped him lots. Helped me support him as I watched how he learnt.
D Hazzard



INTRODUCTION

Words in English sometimes have odd sounds. **Love** sounds as if it should be spelled **luv**. **They** has no **a**. These words don't seem to follow any logic, but both words can be explained by rules.

Almost everyone will have heard of at least one spelling rule - i before e except after c. Ironically, this is probably the least useful rule, because it has so many exceptions. But there are many more useful rules that everyone should know. The Cambridge Dictionary states that 75% of English words follow basic rules. When I first learned that rules could be applied to reading and spelling, I was amazed. This confusing language did make sense after all.

~~luv~~ → Love ~~tha~~ → they

There are many thousands of words in English. Trying to learn them all using memorization is too difficult, but learning rules gives us the ability to work out how to spell almost any word.

Academic research into the most effective way to teach reading and spelling has repeatedly found that the best approach is understanding the structure and rules of English. Unfortunately, teacher training usually does not cover the rules. Many teachers are now realizing there is more to learn.

Rules are especially useful when the reader is confronted with an unfamiliar or difficult word. They are a way to apply logic to what may, at first, seem an illogical letter sequence. Learning rules helps the brain make letter-sound connections. Once the connections have formed a permanent memory, the rule is no longer needed - a process called Orthographic Mapping.

For children, a rule benefits from being associated with a tangible picture that can be imagined.

To make the rules more memorable, they have been given a special Nessy strategy.

CHAPTERS

- 1** The Basics
- 2** Spelling Rules
- 3** Advanced Rules
- 4** Index

CHAPTER 1

The Basics



Skip this chapter
if you already know the basics.

ALPHABET

aA bB cC dD eE
fF gG hH iI jJ kK
lL mM nN oO pP
qQ rR sS tT uU
vV wW xX yY zZ

Each letter has a sound

b

bat



and a name

Bee



eee

Vowels have a...

breve

short sound **ă**

apple



and a long name

macron

ā

apron

The sound is called a **phoneme**

The letter symbol is called a **GRAPHEME**

Matching sounds to letters is called **PHONICS**

After learning a group,
blend the sounds into CVC words.

Learn letter **sounds** first.
Group 4-5 together.
This is a good sequence:

satp

inmd

herck

golf

bujq

vwxyz

sat

pat

tap

pin

map

dim

hen

red

can

dog

log

fog

bus

jug

quick

van

win

box

yes

zap

CVC = Consonant Vowel Consonant



**SOUNDING
OUT**

and

Blending

are

CRITICAL

to the **process**

of *learning to read*

DECODING

is using **PHONIC** Knowledge

to *read* an unfamiliar word

by *Blending* **sounds**

Once the process of decoding
has been mastered,

SPEED is the key
to reading fluency.

HOW TO READ

say each sound
and

Blend

them
together



Left → to → right

all through
the word

c-a-t



HOW TO SPELL

say
the
whole
word



BREAK it into
separate **CHUNKS**

This is
called

SEGMENTING

← cat →



ALPHABETIC PRINCIPLE

means knowing all the phonic sounds
and how they connect together.

There are

44

different

sounds



sh ch ck th wh ff ll all ss zz
ee ea* ai ay oe oa ow* igh ie* oo
ar or er ir ur a-e i-e o-e u-e
ui ue ew oi oy ou ph au aw
ey* ei* eu wor war wa
are ire ure ear* air ough* augh*

* Makes more than one sound.

These letters are called the

VOWELS

a e i o u

an elephant
in olive
underpants

* **y** sometimes
makes a
VOWEL sound

To remember



All the other letters are called

CONSONANTS

To remember
draw letter ANTS



ANTS



INITIAL CONSONANTS

Once **CVC** words have been mastered, move on to **CCVC**.

Both consonants make distinct
sounds that are blended together.

br	cr	dr	
brag	crab	drop	
fr	gr	pr	tr
from	grid	prod	trap

bl	cl	fl
blog	clap	flag
gl	pl	sl
glad	plan	slam

sm	sn	sp	st	sw
smog	snap	spot	stop	swim

END CONSONANTS

Words that end with 2 consonants **CVCC**.

Words where the vowel makes
an unexpected sound,
are sometimes called **units**
or **glued sounds**.

ing	ong	ang	
wing	long	fang	
ink	ank	unk	old
sink	bank	bunk	cold



When spelling,
there may be **difficulty**
discriminating the second
to last consonant.

end
send

and
sand

ond
pond

ent
sent

ump
jump

amp
camp

CONSONANT DIGRAPH

2 letters that spell 1 sound.

Digraphs that spell consonant sounds.

Common spelling difficulties.

sh	ship	similar sounds
ch	chip	
ck	kick	ck/k
th	moth	th/f/v
wh	wheel	wh/w
ph	phone	ph/f
qu	quick	q/qw/kw/cw

A consonant digraph
is represented as **CC**
shelf = CCVC

VOWEL DIGRAPH

Digraphs that spell vowel sounds.

ai	train	ay	play
ee	keep	ea	→ 2 sounds → eat bread
ie	→ 2 sounds → pie thief		
ei	→ 2 sounds → vein receive		
oe	toe	oa	boat
ow	→ 2 sounds → snow cow		
oo	→ 2 sounds → boot wood		
ui	fruit	ue	blue
ew	new		
ou	→ 3 sounds → mouse soup cousin		
oi	coin	oy	boy
ey	→ 2 sounds → honey obey		
au	sauce	aw	saw

A vowel digraph
is represented as **VV**
tree = CCVV

make
1 sound

2 LETTERS

TRIGRAPH

3 letters that make 1 sound.

igh light

ear clear

are care

tch match

air fair

ure cure

dge bridge

ore score

ire fire

1 make
sound

Some words start with 3 consonants
but unlike a trigraph, each makes a distinct sound.

str string

spr spring

shr shrink

thr three

spl splash

scr scratch

3 LETTERS



QUADGRAPH

4 letters make 1 sound.

ough thought

augh caught

eigh eight

/ō/



/or/



1 make
sound

/ā/

4 LETTERS



SYLLABLE

Every word must have a vowel.



Building a longer word by syllable makes it easier to **read** and **spell**.

The **beat** is called a **syllable**



To remember draw a **Silly Bull** beating his hoof on the ground!

TYPES OF SYLLABLE

CLOSED SYLLABLE

The **vowel** makes a **short** sound.

wet

A **consonant** has **closed** in the **vowel** making it **short** of **breath**.

OPEN SYLLABLE

The **vowel** has a **long** name.

we

There is no consonant to close the vowel. It is **open** to **fresh air** and **SHOUTS** its name.

To split a word into syllables,
underline the vowels, then divide in the middle.

vce SYLLABLE

Vowel Consonant e Syllable

es-cape

The **e** makes no sound.

Closed syllable.

A **consonant** has **closed** in the **vowel**.

Even though the **vowel** is **closed** in, the **e** causes the **vowel** to have a **long** name.

VOWEL TEAM (vowel digraph)

A pair of **vowels** go together to make **1** sound.

rai-road

This is a **compound word**
2 separate words join to make a new word.
E.g. hotdog, cowboy, football

r CONTROLLED SYLLABLE

car-pet

The **r** controls the **vowel** and together they make **1** sound.

closed syllable

cle SYLLABLE

Consonant followed by **-le**.
-le makes the sound /ul/.

split
noo-dle
1 2 3

Count back **3** and **split**.

DIPHTHONG SYLLABLE

The **sound** is not like either letter.
It makes a new and different **sound**.



To remember
the sound of **-le**
draw
lifting elephants

To remember

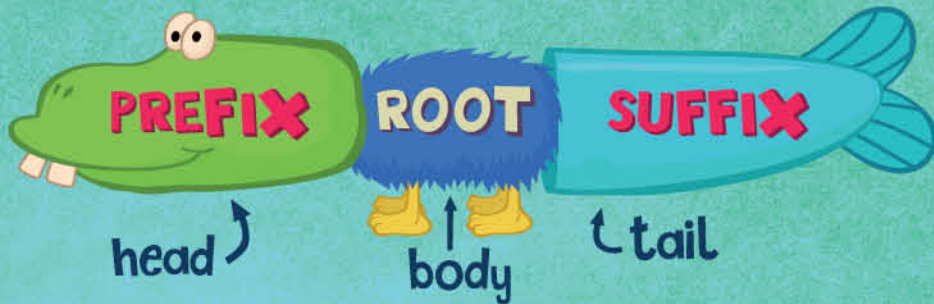
PREFIX / SUFFIX

draw

head

and

tail



report transport export

The same body can have a different head/prefix that changes the meaning.



(the head of the word)

in- un- dis- mis- ab- ad- ex-
sub- trans- inter- per-
bi- re- de- pre-

These are
the most **common**
but there are **more**.

Understanding
the **meaning**
of a **PREFIX**
helps to develop
vocabulary.



under

sea

Adding a **SUFFIX** can change the **spelling** of the root word.

Words can have more than one **PREFIX** and **SUFFIX**.

**SUFFIXING
RULES**



(the tail of a word)

-ing -ed -s -es -y -er
-ful -ly -ish -ous -age
-ance -ence -ant -ent -ic
-le -al -el -able -ible -en -et
-ism -ive -ist

CHAPTER 2

spelling rules





FLOSS

FLOSS

Words ending in **ff ll ss**

ff or f

puff **beef**

Use **ff** after a **short vowel** sound.

Use **f** as **vowel** has a **long** name.

ll or l

well **cool**

Use **ll** after a **short vowel** sound.

Use **l** as this is **not** a **short vowel** sound.

FLOSS

ss or s

boss **peas**

Use **ss** after a **short vowel** sound.

Use **s** as **vowel** has a **long** name.

zz

buzz **fizz**

same rule

Protect a **short vowel** with a **double** letter.



EXCEPTIONS

bus **us** **if** **gas** **yes**



Gas on the bus!

MAGIC

Also called **split vowel** digraph
vowel **consonant e** or **silent e**



The **vowel**
goes from a
short sound
to a **long** name.

/A/

make

 has no **power** left
to make a **sound**.
It is **silent**.

 gives
MAGIC power
to the **vowel**.

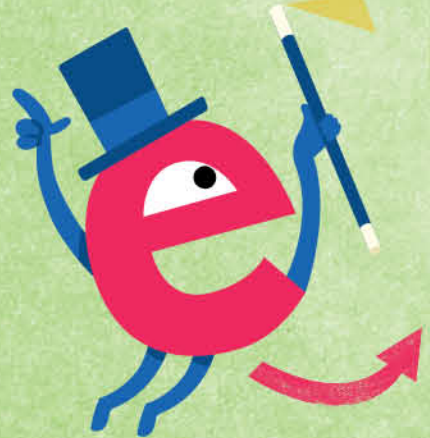
Read

the words and

Listen

to the different **vowel** sounds.


sends **power**
to the **vowel**



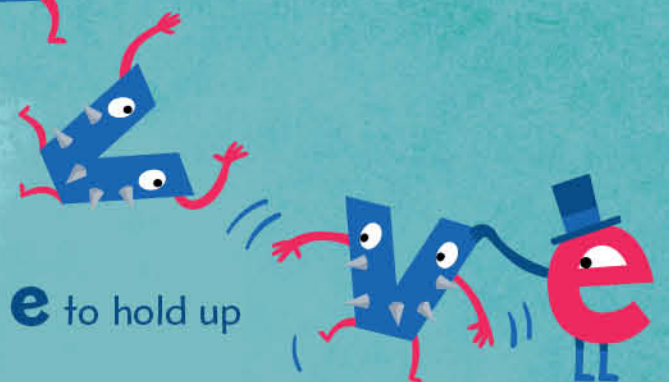
hat	hate
pin	pine
cub	cube
hop	hope


power gone
silent

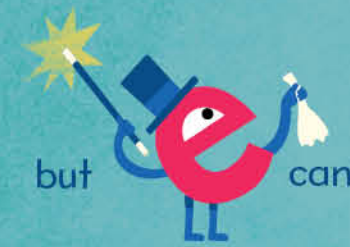


THE RULE

Don't end a word with **v**.
It's so pointy, it will fall over!

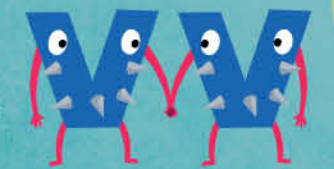


Give it an **e** to hold up



but can't use it's **MAGIC power** on the **vowel**.

giv → **give**



Don't have together. It looks too much like

covver → **cover**

CUDDLY KICKING



and make the **same** sound.



Use at the beginning.



Use at the end.

To remember

is a **mean**, **Kick**ing letter.
It comes **Last**.

pinK beaK

To remember

is a **lovely**, **cuddly** letter.
It comes **first**.

at old

But when **c** is followed by **i** or **e**
it makes a **soft** sound /s/,
you have to use **K**

King Key

SOFT c

i, y, e, makes a
softy of c

When it is soft,
makes the sound /s/.



i, y, e, makes a
softy of g

SOFT g

When it is soft,
makes the sound /j/.



To remember sing a song
i, y, e, makes a softy of c
i, y, e, makes a softy of g
Listen to the song on the **Nessy** YouTube channel.

VOWEL

 controls the vowel.
The **two** letters make **one** new sound.



To remember 
Roar like a **Lion**
to make the sound.
Draw a **Lion mane**
around the **two** letters.

 **ar** **card**

 **or** **corn**

 **er** **herb**
 **ir** **bird**
 **ur** **surf**

  
All **3** make the
same sound.



rule 7

VOWEL **r r**



2 **r**'s cancel
each other out.



carry
borrow

berry
mirror
hurry

rule 8

VOWEL **r e**

VOWEL + **r**
+ MAGIC **e**

changes
the **sound** again.

are ★ **care**
ore ★ **score**
ere ★ **sincere**
ire ★ **fire**
ure ★ **cure**

THE 3 PROTECTORS



The **vowel** has a letter friend.

bank

Use **K**

This **short vowel** has no letter friend.

back

Use the protector **ck**

Listen to the **vowel** when it has a **Long** name.

bake

Use **ke**

ch or **tch**

Make the same sound.



I must protect the **short vowel**!

When the **vowel** has a letter friend.

bunch

Use **ch**

This **short vowel** has no letter friend.

catch

Use the protector **tch**

The **vowel** has a letter friend or a **Long** name.

fringe

Use **ge**

cage

Use **ge**

This **short vowel** has no letter friend.

bridge

Use the protector **dge**

ge or **dge**

Make the same sound.

To remember
draw a **shield**
around the protectors.

ck

tch

dge

PLURALS (part 1)

means

MORE than
ONE !



Add **-s** to the **end** of a word
to make it **plural**.

steps

Add **-es**, where a word ends with one of these **hissing** sounds.

x ss ch sh zz

box**x**es glass**ss**es patch**ch**es dish**sh**es quizz**zz**es



How do you know which to use?

DIGRAPHS
with
the same
sound

At the beginning or in the middle.

ai

aim

oi

oil

igh

light

oa

oat

oo

moon

paint

coin

road

ay

oy

y

ow

ew

At the end.

play

boy

cry

snow

chew

Before a tail (suffix).

playing

boys*

crying

snowed

chewy*

*** EXCEPTIONS**
oyster - royal - loyal

*** EXCEPTIONS**
steward

O making the **SOUND** /u/



O makes the sound /u/ before the letters **v, n, th.**

/u/
g**l**ove
/u/
m**o**ney
/u/
m**o**ther

EXCEPTIONS

one - once - stomach



No **X** next to **S**

X makes a similar sound to **S**

never
put
X next to **S**



ex~~**s**~~**it**

never
have
XX
together



3 SUFFIXING RULES

Adding a **SUFFIX** (a tail) to a word may make it change.

Read these words. **Listen** to the different **vowel** sounds.

hop**ping**

This is a **rabbit** word!
A **rabbit** is a **short** animal
and it has 2 **ears**.

A **rabbit** word has a
short vowel sound
and 2 **consonant ears**.



hop**ing**

The **vowel** has a
Long name.

To remember

draw **rabbit ears**
on the two **consonants**

rule 14

suffixing
rule 1

DOUBLING RULE

(sometimes called the 1-1-1 rule)

2 letters to protect
the **short vowel**



hop + ing = hop**ping** (double)

1 syllable
1 short vowel
1 consonant at the end

tail starts with a vowel

snow + ing = snow**ing**

no short sound

no change
just add the tail

fun + y = fun**ny**

y tail makes vowel sound /e/

melt + ed = melt**ed**

2 consonants



rule 15

suffixing
rule 2

DROP RULE

hope + ing = hop**ing** (spell without the e)

body of the word
ends with e

tail starts
with a vowel

hope + ful = hope**ful** (just add the tail keep the e)

tail starts
with a consonant

rule 16

suffixing rule 3

y changes **y** to **i**

body of the word ends with y

when adding a tail y changes to i

cry + ed = cried

the tail **ing** already has an i

You can't have 2 eyes except on your face!

cry + ing = crying

keep the y

joy + ful = joyful

Keep **y**

EXCEPTION

skiing

rule 17

ed RULE

ed

makes 3

sounds

- hunted /id/
- hopped /t/
- played /d/

How do you **know** when to use **ed**, **t** or **d**?

Use **-ed** on the end of a **REAL** word.

Ask yourself, is there a **REAL** word before the final sound?

- stop ~~x~~ → stop ✓ → use ed **stopped**
- melt → mel ~~x~~ → use t
- fold → fol ~~x~~ → use d

CHAPTER 3

Advanced Rules



MORE PLURALS

(part 2)

Change **f/fe** to **-ves**

leaf → leaves

knife → knives

Words ending in **o** add **-es** or **-s**

potato → potatoes

tomato → tomatoes

photo → photos

zero → zeros

IRREGULAR PLURALS

Nouns that **change** vowels.

foot → feet

tooth → teeth

man → men

A few words **change** a lot.

mouse → mice

child → children

person → people

... and some words **stay** the same!

sheep → sheep

deer → deer

fish → fish

THE W RULE



W is a **wizard** letter.



knows **3** spells that **change** letter sounds.

/ɔ/ **wa**

wasp

/or/ **war**

warm

/er/ **wor**

worm

Try **reading** and **spelling** these words.

qua + **squa**

qu

knows **1** of **W**'s sound spells.

/ɔ/ **quality**

/ɔ/ **squash**

The **sound** of the letter **a** is changed.



du dw

Make the same sound.

du

beginning
or
middle

la**u**nch

sa**u**ce

ha**u**nt

astron**u**t

dw
end

before **l**

before **n**

before **k**

la**w**

stra**w**

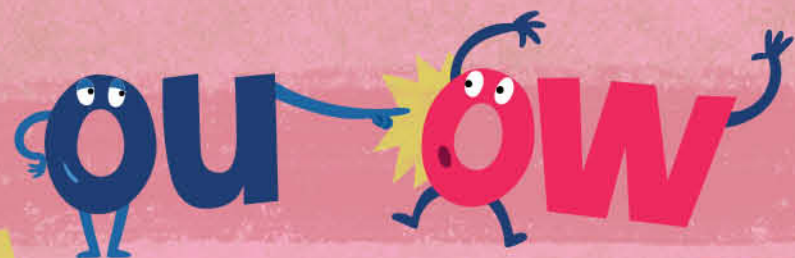
cra**w**

ya**w**n

ha**w**k

EXCEPTION

awesome



When **ou** **ow**
make
the **same** sound.

ou
makes 3 sounds

↓

mouse
soup
cousin

beginning
middle

out
count
round
loud
mouse

cow
how
growl
brown

end
before l
before n

ow
makes 2 sounds

↓

cow
snow

EXCEPTION
crowd

ough



ough is **monsterously** difficult because it **makes** so many different sounds!

Oh u great hairy monster

		
/or/	/o/	/oo/
th ough	thr ough	
/uff/	/off/	
r ough	c ough	
/ō/	/ow/	
d ough	b ough	

To remember



draw a hairy monster and say

Oh u great hairy

augh



Another ugly great hairy monster

ō, ā!



				
/or/	/ō/	/arf/	/ā/	
ca ugh t	la ugh			
da ugh ter	sla ugh ter	na ugh ty	ta ugh t	la ugh ter

ch

as /k/ and /sh/

ch

makes
3 sounds

ch

most
common



chin
chip
chime

ch

sh

French
words

machine
chef
mustache

k

Greek
words

tech
school
choir

CONNECTIVE

i sticks to these letters:

/sh/

t

/sh/

c

/sh/

s

i

i

i

When these **Letters** join **together** they make a new **sound**.

/sh/
-tion

Use **tion** for all **ation** words.

station

Use **tion** after a consonant

junction

/shun/
-cian

Use **cian** for people's jobs.

musician

Can you think of other jobs done by **ian**?



/shun/
-ssion

Use **ssion** for all **mission** words.

permission

depression

Use **ssion** after a **short e**

/zjun/
vision

Makes a different sound.

-cious -tious

/shus/

-cial -tial

/shul/

-cient -tient

/shunt/

To help **pick** the right **ending**, think of the **root** word.

space

spacious

infect

infectious

office

official

part

partial

SILENT LETTERS

A **silent letter** makes **NO** sound.



Look for a **pattern** ...

Silent letters are often positioned next to the same letter.

They **exist** **because** the words came from other **Languages**.



Silent **b**

climb thumb debt

Silent **k**

knife know knee

Silent **g**

gnome gign

Silent **u**

guitar guide

Silent **c**

scissors muscles

Silent **n**

column hymn

To remember mispronounce and say the **silent letter**

skissors

Silent **t**

castle listen



LINKS

(sometimes called a **connective**)

fury + **ous**

When **y** changes to **i**
sometimes it **becomes**
a **LINK** between the
body and **tail** of the word.

fur **i** **ous**

body
of the word

Link

tail
of the word

As it is **squeezed**,
i makes the sound **/e/**

furi **ous**

Learn these **Link** endings.

/e/ /us/

-ious

anxious

/e/ /uns/

-ience

experience

/e/ /ist/

-iest

busiest

/e/ /un/

-ion

million

/e/ /s/

-ies

berries

/e/ /er/

-ier

barrier

/e/ /unt/

-iant

variant

/e/ /d/

-ied

married

/e/ /un/

-ian

librarian

Add suffix



1 Just add

-Ly is a suffix. Many words add -ly to the end.

week + Ly becomes weekly

lone + Ly becomes lonely

2 Words ending in ful become fully

careful + Ly becomes carefully

3 Words ending in l become lly

final + l becomes finally

4 Words ending in ic become ally

basic + Ly becomes basically

5 Words ending in le become ly

simple + Ly becomes simply

6 Words ending in al add Ly

normal + Ly becomes normally

7 Words ending in y change y to i
(the y rule)

happy + Ly becomes happily

7 WAYS to SPELL /j/

j dge ge gi gy du di

(all make the **same** sound)

At the beginning

j

or

ge

Use j before letters

a o u

jacket

job

just

Use g before letters

i y e

gentle

giant

gym

At the End of Words

ge

gy

or

dge



(THE PROTECTOR Rule)

1 syllable

Use **dge** after a short vowel

bridge

2-3 syllable

Use **ge** for words ending in **age**

manage

Use **gy** for all other words

biology

Connecting **root** and **suffix**

/j/

grad**u**al

/j/

sold**i**er

5 WAYS to SPELL /K/ SOUND

c k ck ch que
(all make the **same** sound)



At the beginning of words

C or **K**

(CUDDLY  KICKING )

Always use **C** as a first choice.

coat
act
music

Use **K** before **i y e**
(SOFT **C** rule)

skill
sky
key

At the end of words

ck

Use **ck** at the **end** of a **1 syllable** word, after a **short vowel**.

lock
peck
back

THE PROTECTOR Rule

ch

Makes the sound /k/ in **words** that come from **Greek**.

anchor
choir
character

the 3 sounds of **ch**

qu que

Makes the sound /k/ in **words** that come from **French**.

antique
mosquito
conquer



At the **end** of a word,
ce **se**
 make the **same** sound.



When to use **ce**

For **words** ending in **ace** and **ice**

face **rice**
place **advice**

EXCEPTION
 lettuce

After **n**

fence **dance**

EXCEPTION
 rinse



When to use **se**

After **r**

nurse
course

After **oo**

goose
choose

Makes sound **/z/**

nose
bruise

ENDING a WORD with er or ar

Words that **end** with **er** **or** **ar** are **difficult** to **spell** as they all make the **same** sound and there is **no** clear **rule** as there are lots of **exceptions**.

er

Most **common** try first.



calendar

or

Use **or** after:

ct

doctor

r

horror

it

visitor

s

sensor

ar

Use **ar** after **L**:



Y as a vowel



makes **vowel** sounds /ɪ/ /i/ /ē/ in **multisyllabic** words.

3 SOUNDS

At the **beginning** of words as a **consonant** sound.

yesterday

In the **middle** of words as a **vowel** sound.

/ɪ/

pyramid

/i/

psychology

At the **end** of words as a **vowel** sound.

1 syllable

/ɪ/

try

2+syllables


/ē/

baby



The **BEST** known **spelling rule**
but one of the **Least** helpful
as it has **lots** of **EXCEPTIONS**

The **rule** applies when making a **choice** between **ie** or **ei**

The **FULL** rule is:
 before **e**
except after **c**
and when **sounded** as /A/
as in **neighbor** and **weigh**



ie (try first)

field
thief
believe

EXCEPTIONS
weird
height
seize

ei use after **c**

receive
ceiling

use where the
sound is /A/

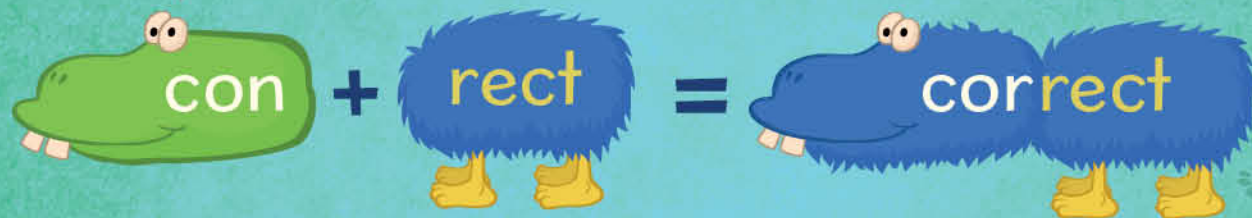
EXCEPTIONS
science - glacier

rein
beige



ASSIMILATED PREFIXES

A **PREFIX** is said to be **assimilated** when the **Last** letter changes to be the **same** as the **ROOT**.



PREFIX (meaning)	ROOT	CHANGE
ad (to)	+ peal	= appeal
in (not)	+ legal	= illegal
sub (under)	+ focate	= suffocate

Knowing the **meaning** of a **PREFIX** helps **vocabulary**

8 ways to spell Long A

Become **familiar** with the **different** ways of **representing** the **same** sound.

beginning or middle	
(try first)	a-e sale
	ai sail
	ei reindeer
	eigh eight
(Less common)	a April
	ea steak

At the **end**

ay delay they

Ask yourself, where is the **SOUND**?

8 ways to spell Long E

HOMOPHONES are words that **SOUND** the same but are spelled differently.

1 syllable

(try first) **ee** see

ea sea

(less common) **ie** brief

2+ syllables

y candy

e-e delete

e even

ei receive

ey honey

8 ways to spell Long i

1 syllable

(try first) **i-e** line

igh high

y sky

(few words) **ie** pie

2+ syllables

i-e invite

igh delight

i silent

y type

5 ways to spell Long O

beginning or middle

(try first) **o-e** rode

oa road

(few words) **oe** toe

At the end

ow elbow

2+syllables

o-e antelope

o hotel

8 ways to spell Long U

beginning or middle

(try first) **oo** moon

ui fruit

u-e cube

(few words) **ou** soup

eu feud

At the end

ew chew

ue blue

2 syllables

u music

Also by **Nessy**



Nessy programs



Visit **nessy.com** to watch video explanations of the rules and get **FREE** worksheets and word lists.

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