

A man and a woman are flying on a large green pencil that is shaped like a rocket. The pencil is moving from left to right, leaving a trail of yellow and red flames behind it. The man is on the left, leaning forward, and the woman is on the right, pointing towards the right. The background is a light pink color with horizontal lines.

Written by  
Mike Jones

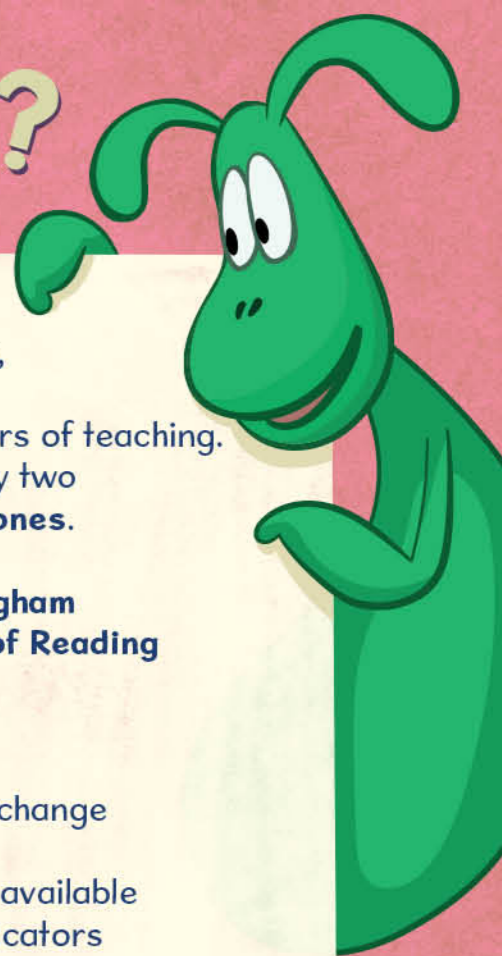
Illustrated by  
Leah Heming

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 realised 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**

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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**



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# 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 memorisation 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 realising 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 Nesy 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 **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

GO

Left → to → right

all through  
the word

c-a-t

cat

# HOW TO SPELL

say  
the  
whole  
word

BREAK it into  
separate **CHUNKS**

This is  
called

**SEGMENTING**

← cat →

c-a-t



# 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 \*

\* **y** sometimes  
makes a  
**VOWEL** sound

To remember



an **e**lephant  
in **o**live  
**u**nderpants



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** brag  
**cr** crab  
**dr** drop

**fr** from  
**gr** grid  
**pr** prod  
**tr** trap

**bl** blog  
**cl** clap  
**fl** flag

**gl** glad  
**pl** plan  
**sl** slam

**sm** smog  
**sn** snap  
**sp** spot  
**st** stop  
**sw** 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** wing  
**ong** long  
**ang** fang  
**ink** sink  
**ank** bank  
**unk** bunk  
**old** 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 → similar sounds  
**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 → **ea**t **br**ea**d**  
**ie** → 2 sounds → **pie** **thief**  
**ei** → 2 sounds → **vein** **recei**ve  
**oe** **toe** **oa** **boat** **ow** → 2 sounds → **sn**ow **co**w  
**oo** → 2 sounds → **bo**ot **wo**od  
**ui** **fruit** **ue** **blue** **ew** **new**  
**ou** → 3 sounds → **mo**use **so**up **co**usin  
**oi** **coin** **oy** **boy**  
**ey** → 2 sounds → **honey** **obe**y  
**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

/ō/



**augh** caught

/or/



**eigh** eight

/ā/

1 make  
sound

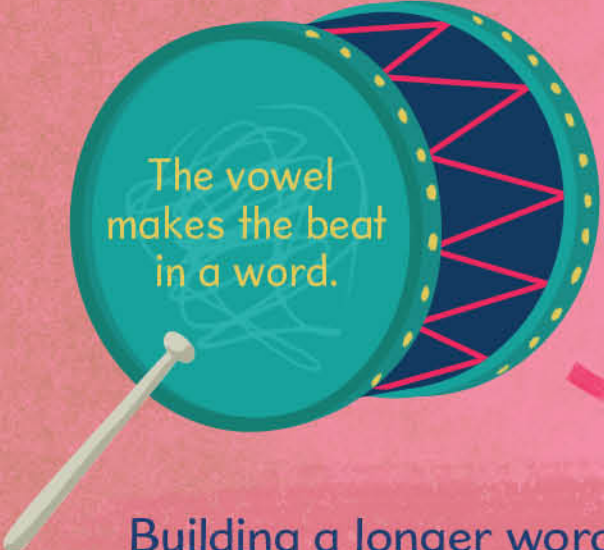
4 LETTERS





# SYLLABLE

Every word must have a vowel.



The vowel makes the beat in a word.

The **beat** is called a

**syllable**

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



**To remember**

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

# TYPES OF SYLLABLE

## CLOSED SYLLABLE

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

**wĕt**

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

## OPEN SYLLABLE

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

**wē**

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

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

The **e** makes no sound.

Closed syllable.

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

## VOWEL TEAM (vowel digraph)

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

rail-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

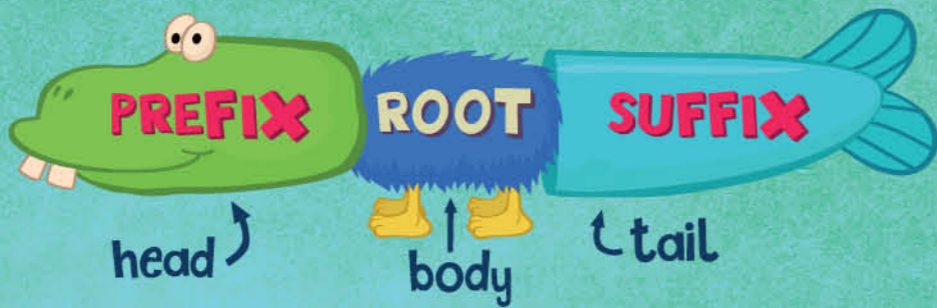
the sound of **-le**  
draw  
lifting elephants



To remember

**PREFIX / SUFFIX**

draw



**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**.



under

sea

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

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

Words ending in **ff ll ss**

FLOSS

**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**



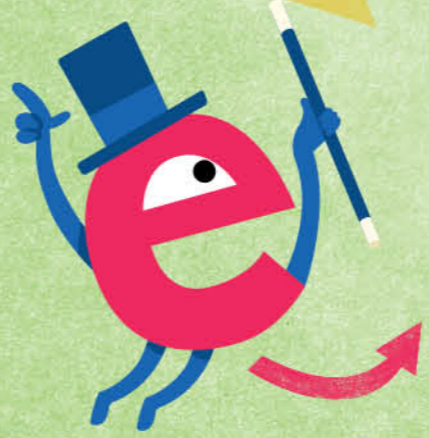
The **vowel** goes from a **short** sound to a **long** name.

/A/

**make**

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

 gives **MAGIC power** to the **vowel**.



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



**Read** the words and **listen** to the different vowel sounds.

<b>hat</b>	<b>hate</b>
<b>pin</b>	<b>pine</b>
<b>cub</b>	<b>cube</b>
<b>hop</b>	<b>hope</b>

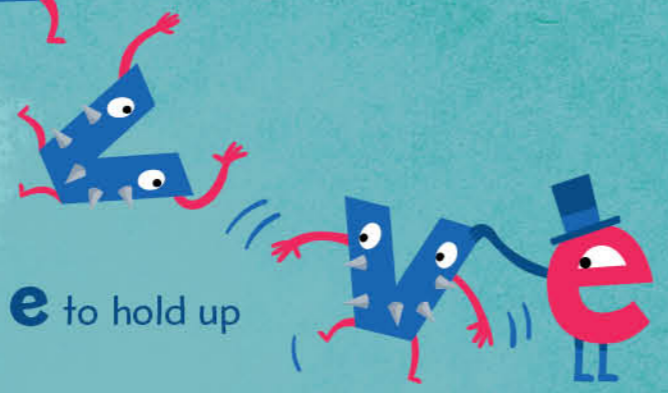
power gone  
silent



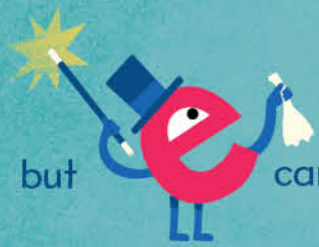


# THE **V** RULE

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



Give it an **e** to hold up



but **e** can't use its **MAGIC** power on the **vowel**.

Don't have **vv** together. It looks too much like **w**

**giv** → **give**

**covver** → **cover**

# **C**UDDLY **K**ICKING

**c** and **k**  
make the **same** sound.

Use **c** at the beginning. Use **k** at the end.

To remember  
**k** is a **mean**,  
**Kick**ing letter.  
It comes **Last**.  
**pinK beaK**

To remember  
**c** 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

i, y, e, makes a softy of 

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



# SOFT

i, y, e, makes a softy of 

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



To remember 

🎵 sing a song 🎵

i, y, e, makes a softy of 

i, y, e, makes a softy of 

Listen to the **song** on the **Nessy** YouTube channel.




# VOWEL **r**


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



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

All **3** make the **same** sound.



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

- ar** card
- or** corn





rule 7

VOWEL 



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




**c**arry  
**b**orrow

**b**erry  
**m**irror  
**h**urry

rule 8

VOWEL 

VOWEL+   
+ MAGIC   
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**

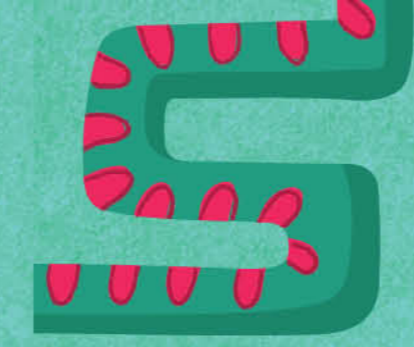
**ge** or **dge**  
Make the same sound.

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



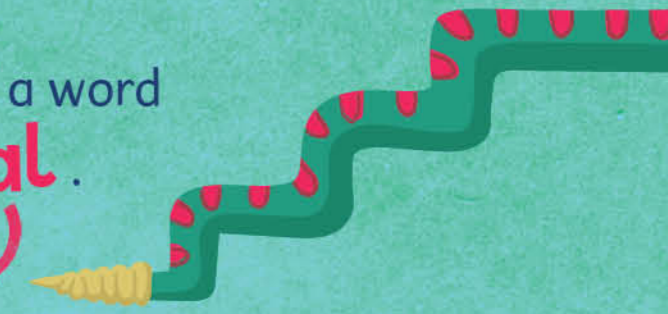
# PLURALS (part 1)

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**es** glass**es** patch**es** dish**es** quizz**es**





How do you know which to use?

DIGRAPHS with the same sound

At the beginning or in the middle.

At the end.

Before a tail (suffix).

ai	aim	paint	ay	play	playing
oi	oil	coin	oy	boy	boys*
igh	light		y	cry	crying
oa	oat	road	ow	snow	snowed
oo	moon		ew	chew	chewy*

\* EXCEPTIONS  
oyster - royal - loyal

\* EXCEPTIONS  
steward



a, o, i are letters at the beginning or middle of the alphabet.

y and w are letters that come at the end of the alphabet.



# O making the SOUND /u/



/u/

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

- /u/ glove
- /u/ money
- /u/ mother

**EXCEPTIONS**  
one - once - stomach



# No X next to S

X makes a similar sound to S

never put X next to S



exit

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** = **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** = **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** <sup>double</sup>

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**

body of the word  
ends with e

tail starts  
with a vowel

**hope** + **ful** = **hop****eful**

tail starts  
with a consonant



# rule 16

suffixing rule 3

**y** changes  to 

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!

**Keep y**

**cry + ing = crying**

keep the y

**joy + ful = joyful**

**EXCEPTION**

skiing

# rule 17

## ed RULE



makes 3



hunted **ed** /id/

hopped **ed** /t/

played **ed** /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

/ɔr/

war

warm

/er/

wor

worm

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

# qua + squa



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

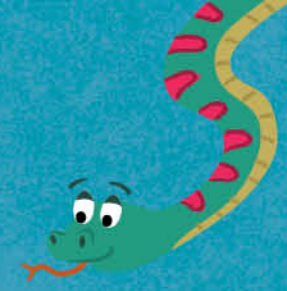
/ɔ/

quality

/ɔ/

squash

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





# du dw

Make the same sound.

## du

beginning  
or  
middle

launch  
sauce  
haunt  
astronaut

## dw

### end

before l  
before n  
before k

law  
straw  
crawl  
yawn  
hawk

EXCEPTION  
awesome





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

**ou**  
makes 3 sounds

↓

mouse  
soup  
cousin

74

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 **monstrously** difficult because it **makes** so many different sounds!

Oh **u** great **hairy** monster

 /or/	 /o/	/oo/
thought	through	
/uff/	/off/	
rough	cough	
/ō/	/ow/	
dough	bough	

To remember 

**draw** a hairy **monster** and **say**

Oh **u** great **hairy**




# augh

Another **ugly** great **hairy** monster

or, arf!



			
/or/	/ō/	/arf/	/ā/
caught	laugh		
daughter	slaughter	naughty	taught
			laughter



# 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**

**i** sticks to these letters:

/sh/ /sh/ /sh/

**t i c i s 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**

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

**depression**

/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.

spacece

infectt

office

partt



spacious

infectious

official

partial



# SILENT LETTERS

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



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

Look for a **pattern** ...

**Silent Letters** are often positioned next to the same letter.



## 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**





# 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/**

**fur** **i** **ous**

Learn these **Link** endings.

/e/ /us/

**-ious**  
anxious

/e/ /un/

**-ion**  
million

/e/ /unt/

**-iant**  
variant

/e/ /uns/

**-ience**  
experience

/e/ /s/

**-ies**  
berries

/e/ /d/

**-ied**  
married

/e/ /ist/

**-iest**  
busiest

/e/ /er/

**-ier**  
barrier

/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**

**j**acket  
**j**ob  
**j**ust

Use g before letters

**i y e**

**g**entle  
**g**iant  
**g**ym

At the End of Words

**ge** or **gy**

**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**ual

**/j/**

sold**ier**



# 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  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.

computer  
faster

calendar

**or**

Use or after:

<b>ct</b>	<b>r</b>
doctor	horror
<b>it</b>	<b>s</b>
visitor	sensor

**ar**

Use ar after **L**:

so ar  
regu ar

# Y as a vowel

Y 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	2+ syllables
/ɪ/ try	/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:  
i before e  
except after **C**  
and when **sounded** as /A/  
as in **neighbour** and **weigh**



**ie** (try first)

field  
thief  
believe

**EXCEPTIONS**  
weird  
height  
seize

**ei** use after **C**

receive  
ceiling

**EXCEPTIONS**  
science - glacier

use where the  
**sound** is /A/

rein  
beige





# ASSIMILATED PREFIXES

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



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

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

# 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 } /a/

**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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