

# Simplifying Spelling

Richard Scott

spelling is  
~~diffecolt~~  
~~challageng~~  
hard.

- ! This bullet point means there is a tip that you can use.
- ? This bullet point means there is a task for you to do.

*Please see page 39 for a list of resources that have informed this booklet.*

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## Common misspellings

\*Level

1	acceptable	It is not acceptable to smoke in the toilets.	E3
2	remember	Please remember to bring your ID.	E2
3	accommodation	The accommodation was 5-star.	L1-2
4	occasion	You will never have an occasion to wear it again.	E3
5	achieve	To achieve you must study at home.	E3
6	relevant	I will learn spellings that are relevant to me.	L1-2
7	argument	They had an argument about paying the bill.	E2
8	beautiful	It is a beautiful day.	E2
9	separate	You need to separate the laundry.	E3
10	because	I did it because I wanted to.	E1
11	knowledge	Knowledge is power.	E2
12	believe	I believe in you.	E2
13	calendar	Can you check your calendar?	E2
14	definite	Give me a definite answer.	E3
15	business	The business went bust.	E3
16	difficult	I can be difficult.	E2
17	embarrass	I didn't mean to embarrass you.	L1-2
18	Wednesday	Today is Wednesday.	E1
19	equipment	Can you get the equipment?	E2
20	friend	Add me as a friend on Facebook.	E2
21	communication	Communication is key to a happy relationship.	E3
22	necessary	It is necessary to practise at home.	L1-2
23	queue	There was a big queue for the cinema.	L1-2
24	a lot	There were a lot of ants in the nest.	E1
25	receipt	Please can I have a receipt?	L1-2
26	restaurant	The food in the restaurant was lovely.	L1-2
27	said	They said it would be easy.	E1
28	neighbour	My neighbour is a pain.	L1-2
29	successful	To be successful you need to work hard.	E3-L1
30	write	Please write down your address.	E1

\*Levels E1, E2 & E3 link to the Entry Level spelling expectations published in the appendix of the 2018 Functional English Content which comes into effect in September 2019.

*DfE (Feb 2018), Subject content functional skills: mathematics*

<https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics>

Also see pages 41-43 of this resource.

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## My spelling list

Keep a personal dictionary or a list of spellings that are important and useful to you. Use the space below (and maybe store the list on your phone) and keep revisiting these spellings. Use extra paper if you run out of space.

- 🔔 Only learn a few words at a time. Do not overcrowd your brain.
- 🔔 Concentrate on the part you have got wrong. You already know how to spell the rest of the word.
- 🔔 Use the tips in this booklet to help.

	Spelling	Sentence and/or tip.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

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## What is spelling and why is it important?

- Your aim is to make spelling automatic so there is no hesitation when writing.

! *To save time in an exam underline or highlight words you are not sure of and come back to them later.*

- You need to take risks as a writer and a speller. Have a go at spelling unfamiliar words and you might surprise yourself.

! *If you really cannot think of the spelling replace it with a word that has a similar meaning (synonym). See the cover of this book for an example.*

- You must be able to check your work for mistakes. Make sure you see exactly what is on the page rather than what you think is written.

! *Reading the written piece backwards (word by word - not reading the words backwards) can help.*

- English has evolved over time and has borrowed many words from different languages. This complicates English spelling. This 10-minute video provides a fun summary of some of the main historical influences:

[www.youtube.com/watch?v=H3r9bOkYW9s](https://www.youtube.com/watch?v=H3r9bOkYW9s) History of English (The Open University)

- Poor spelling irritates and distracts the reader. It disrupts the flow of his or her reading.
- Be positive about your spelling. You can spell!  
You just need a method to help you.

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## What can cause misspelling?

- Lack of visual memory/recognition of a word's shape.
- Poor handwriting, poor letter shapes and the lack of a flowing hand.
  - ❗ *Using clear joined-up writing helps you see and feel the word's shape compared to print writing.*
- The English spelling system is complex – too many exceptions to the rule.
- Sound-symbol relationship of English – 44 sounds represented by 26 letters (20 of these sounds use the vowels, including the letter 'y').
- How you and others pronounce the word.
- You've used the incorrect spelling for so long and have never been corrected.
- You over-rely on IT or other resources to spell for you.

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## How can you check your spelling?

Using other resources to help with your spelling is helpful but be careful not to over-rely on them. These resources may not be around when you need them, e.g. in an exam.

- Predictive text on a mobile phone
  - Does not always get you the right spelling
- Speech-to-text recognition software (computer, phone, etc)
  - Does not always get you the right spelling because of accent, homophones, etc.
- Books
  - Dictionaries (definition) and Thesauri/Thesauruses (synonyms – similar meaning words)
  - Online
  - Paper
  - Electronic
  - Aurally Coded English (ACE) Spelling Dictionary (ordered phonetically not alphabetically)
  - Etymology (origins on words)
  - Mobile apps
  - [www.urbandictionary.com](http://www.urbandictionary.com) (for everyday (slang) words that you won't find in the dictionary and is created by the general public i.e. selfie)
- Word processor (i.e. Microsoft Word)
  - Red line – spelling
  - Green line – grammar
  - Blue line – homonyms, 'Are you sure you wanted to use that word?' (Microsoft Office 2010 onwards)
    - See next page
- Ask someone else
  - Assuming they know the correct spelling – they may not



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## Using a spell-checker

Using a spell-checker can be useful but be careful. The following poem on the left was run through Microsoft's spell-checker and it only highlighted 6 mistakes.

red = spelling query (none)

green = grammar query

blue = homonyms query

Original	Translation
<p><u>Ode to Spell Checker</u> Eye halve a spelling checker It came with my pea sea It plainly marks four my revue Miss steaks eye kin knot sea.</p> <p>Eye strike a key and type a word And weight four it two say Weather eye <u>am</u> wrong <u>oar</u> write It shows me strait a weigh.</p> <p>As soon as <u>a mist ache</u> is maid It nose bee fore two long And eye can put the error rite <u>Its rare lea ever wrong.</u></p> <p><u>Eue have</u> run this poem threw it I am shore your pleased two no Its letter perfect awl the weigh My checker <u>tolled</u> me sew.</p>	<p><u>Ode to Spell Checker</u> I have a spell checker It came with my PC It plainly marks for my review Mistakes I cannot see.</p> <p>I strike a key and type a word And wait for it to say Whether I am wrong or right It shows me straight away.</p> <p>As soon as a mistake is made It knows before too long And I can put the error right It's rarely ever wrong.</p> <p>I have run this poem through it I am sure you're pleased to know It's letter perfect all the way My checker told me so.</p>

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## How to improve your spelling

Regular reading may improve your spelling and reading because you are looking at words and storing them away in your visual memory. Your visual memory is like a filing cabinet full of pictures, or shapes, of words. Good readers read by just looking very quickly at a word and recognising its shape.

Even more useful is to do what weak spellers don't like – writing! When you read, the correct spellings are on the page in front of you. When you write, you have to find the spellings from your memory's filing system, which may be in a bit of a muddle. The more often you task your brain with finding words you want, the more the words will stick.

Brains are naturally quite lazy but you can improve your filing system if you make your brain work harder.

It is very important to practise your spellings every day. The practice will only take one or two minutes so you could, for example, do it during a commercial break when watching your favourite TV programme.

People who practice every day become better spellers. Those who try to get away with it with once or twice a week, unfortunately, are not likely to remember the spellings forever.

Even if you think you have got the spelling after the second or third time, you should continue practising the spelling for the rest of the week to commit the spelling to memory.

**Pages 11-25 describe a range of spelling strategies and ideas.**

**Pages 26-32 list some common spelling rules.**

**Find the ones that work for you and your spellings.**

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## Break Words Up

There are many ways you can break up words:

- Small words
- Syllables
- Words within words
- Prefixes and Suffixes
- Say it oddly

Some people are good at remembering sounds in a word. Others are better at knowing what a word looks like. When you split up a word aim for groups of roughly three letters and avoid leaving one letter on its own.

## Compound Words

A compound word is made when two words are joined together to make a new word. For example, joining 'tooth' and 'paste' gives you the new word 'toothpaste'.

? Match the following words together to create a new longer word. Draw lines between them and then write the new compound word on the dotted line.

snow

tooth

break

news

hose

hand

paste

paper

pipe

fast

bag

man

toothpaste

.....

.....

.....

.....

.....

.....

? Can you think of some more compound words? Write them below.

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## Break Words Up

### Syllables

Finding syllables in words is one of the best ways to break up words. A syllable is one letter or a group of letters, which forms part of a word – sometimes it can be the whole word itself.

There are many ways to describe a syllable. A syllable is:

1. A **beat** in a word. Think about beating time to a word with a drum. The number of beats in the word should be the same as the number of syllables.
2. A **push** of breath. Each syllable uses its own bit of breath as you breathe out.
3. A chunk of a word with **one vowel sound** in it.
4. The sound you make when you speak and you **jaw drops** down. Rest your chin on the back of your hand and feel each syllable when you say a word.

All words can be broken into syllables. A word can contain one syllable or several.

### Example:

The word 'accommodation' splits into 5 syllables.

1	2	3	4	5
ac	com	mo	da	tion

- ? Use the list on page 4 or your own spelling list. Split each word into syllables. Use the syllables to practise, and then test yourself.
- ! It may help to write the word's syllables down, cut them up and then stick them onto coloured paper with a small gap between each syllable.
- ! If you struggle to work out syllables, this website may help:  
<http://www.howmanysyllables.com>

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## Break Words Up

### Words in Words

Most of us are confident about spelling and reading short words. You can use these short words to help spell longer ones. Memory is a strange thing. You are more likely to remember something that is a bit odd, funny or rude.

Look at the word 'library'. Can you see anything a bit odd, funny or rude inside the word?

Can you see the bra in library?

? How many small words can you find in the following words (without reordering the letters)?

- vegetable
- many
- shorter
- words
- inside
- them

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## Break Words Up

### Affixes

Some words are made up of a main word (also called 'base word' or 'root word') with groups of letters added to the beginning or the end of a word. These groups of letters are called 'affixes' (affix means to fix to).

The group of letters that are added to the beginning of a word is called a **prefix** (from Latin circa 15<sup>th</sup> Century - 'pre' meaning before and 'fix' meaning fix)

#### Example:

Prefix		Base		New word
un	+	happy	=	unhappy

The group of letters that are added to the end of a word is called a **suffix** (from Latin circa 15<sup>th</sup> Century 'suf' meaning on top of and 'fix' meaning fix)

#### Example:

Base		Suffix		New word
comfort	+	able	=	comfortable

Sometimes there are many prefixes and suffixes in one word; for example, 'antidisestablishmentarianism'. If you break it into smaller parts **YOU CAN SPELL IT!**

anti	dis	establish	ment	arian	ism
Prefix	Prefix	Base	Suffix	Suffix	Suffix

Now you have broken it up you have lots of small words to help you spell the larger word. Some you may already be able to spell.

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## Break Words Up

### Prefixes

? Match each prefix with a base word. (There may be more than one combination). Then work out the meaning of the prefix.

Prefix meaning	Prefix	Base	Total meaning
	pre		
	post		
	over		
	uni		
	multi		
	re		
	de		
	un		
	dis		

Base words to match with the prefix:

mortem	frost	form	storey	agree
sleep	fair	paid	play	

? Can you think of some more words with prefixes? Write them below.

--

# Break Words Up

**?** Can you match each suffix with a base word? (N.B. There may be more than one combination). Then work out the meaning of the suffix.

Base words to match with the prefix:

**?** Can you think of some more words with suffixes? Write them below.

Aug 2018. Kindly contributed by Richard Scott, Warwickshire Adult & Community Learning. Search for Richard on [www.skillsworkshop.org](http://www.skillsworkshop.org) E1-L2 Functional English (writing). For related resources and curriculum links visit the download page for this resource at skillworkshop.



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## Using different senses

The more senses you use, the more likely you are to remember a word. In addition to sight and sound, you can also use touch and movement. For example, using magnetic letters on a fridge or writing on sandpaper.

- Visual memory – what you remember by using your eyes
- Auditory memory – what you remember by using your ears
- Motor memory – what you remember by using movement
- Tactile memory – what you remember by using touch

Most people practise their spelling by using pen and paper but you do not have to. If you have a hobby you can use these to help with your spelling.

- If you like painting, use paint and paint your spellings
- If you like sewing, use needle and thread and sew your spellings
- If you like woodwork, use tools to carve your spellings into wood

## Visual Memory - Word Shape

We are good at remembering diagrams, pictures, shapes and colour (by using our visual memory) but we are **not** so good when it comes to small, black marks on white paper (writing). Use your visual memory to help.



You may find the shape of the word, with some colour added, is easier to remember than just the letters on their own. The word 'daily' makes a shape which is not the same as most other words:

Making a picture out of a difficult word can also help your visual memory. For example, some people find it helps to draw a bus around the first three letters of 'business'.



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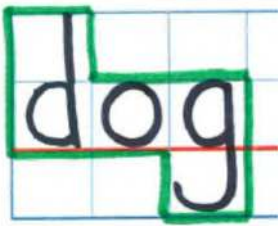
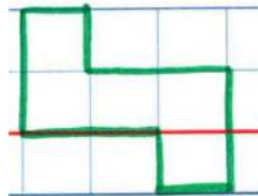
Using different senses

Visual Memory - Word shape (continued)

? Choose a word that you find difficult to spell. Use the blank grid guide on the next page and write the word. The red line is the main line to write on. Ensure the letters fill the spaces as much as you can (see alphabet below for a guide on how to write each letter to make use of the space).



**Example:**

The word 'dog' looks like this.	So the word shape is this.
	

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## Visual Memory - Word shape (continued)

? Write the spelling word below. Then draw around it with a coloured pen.


? Now draw just the shape in this box, without the letters.


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## Using different senses

### Other Visual Memory Aids

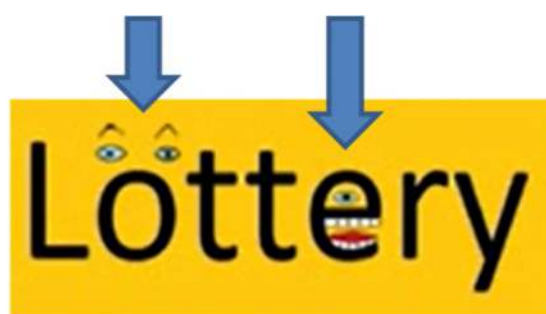
- ❗ Sometimes just highlighting different parts of a word may be all that is needed.
- ❗ You might remember that the word 'accommodation' has two 'c's and two 'm's if you picture accommodation with two cots and two mattresses:



- ❗ You might remember that the word 'necessary' if you picture the 'c' as a nose and the 's's as two hissing snakes:



- ❗ Give the letters human characteristics. 'Surprised' and 'happy' they won.



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## Using different senses

### Auditory memory – say it oddly

- ❗ Many words are said the way they are written but there are plenty that are not. Try pronouncing the word in a different way to help with the spelling.

#### For example:

When we say the word 'Wednesday' we do not pronounce the 'd' so when you are spelling 'Wednesday' break the word up and say the 'd'

<b>Wed</b>	<b>nes</b>	<b>day</b>
as in to marry		

- ? Choose a difficult word that is not said how it is written.

Show below how you can break the word up and/or say it oddly to help you with the spelling.

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Using sentences (mnemonics)

## Auditory Memory - Silent Letters

For spellings with silent letters, there are a couple of tricks you can use:

- ❗ Simply remember it has a **silent letter**
- ❗ Say it oddly
- ❗ Create a sentence with words that share the same letter.
  - The writer wrote about wrong wrinkles.
  - The government govern the country.
  - The knight knew the knack of knitting knickers
  - The sign signals what to do.

? Find a word where the silent letter causes you difficulty. Search for words that share the same letter and create sentences like those above.

## Auditory Memory - Acrostics

In an acrostic the first letter of each word spells out a word or message.

'small animals in danger' spells the word 'said':  
small  
animals  
in  
danger

'that horrible orange umbrella gave harry trouble' spells the word 'thought'

? Create an acrostic for a word you find difficult to spell. This can take a bit of work but is worth the effort. There are many sources on the internet that can provide ideas to get you started (search 'mnemonic generator').

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## Using sentences (mnemonics)

### Word within words

! Find a smaller word in the spelling word and then create a memorable sentence.

**Example:**

- Please can I have a piece of pie?

? Find the smaller words in the word that is bold and underlined.  
Then find that word again in the sentence. Highlight or circle it.

- If you lie to me I won't **believe** you.
- Add an **address** to your letter.
- The **secretary** will keep his secret.
- Since I must rely on you, I am, **sincerely** yours.
- You might have to spit when you are in **hospital**.

## Sentences and visual memory

! You can make sentences that help you picture something in your mind's eye or that indicate the difficult parts of word.

- It is ne**cess**ary to have **1 c**ollar and **2 s**leeves on a shirt.
- The **CID** investigates in**cid**ents and ac**cid**ents.
- If you are emba**rrass**ed you will have **2 r**ed cheeks and **2 s**carlet ears.
- **W**illiam **K. W**illiams is an a**wkw**ard boy.
- Math**e**matics is **e**asy.



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## Additional Tips and Tricks

- ❗ Knowing the origin of a word can help with the spelling as it will remind you why the word does not follow English spelling rules. For this you will need an etymology dictionary which can be found in book stores or on the internet.
- ❗ Focus on the vowels in the word; i.e. sentence (all 'e's), they ('e' not 'a', although sounds like an 'a').
- ❗ Try spelling and writing the word with your eyes closed so that you get a 'feel' of the spelling. Do this using sandpaper or other rough paper to give you a greater input/feel for the word (useful for people with dyspraxia too).
- ❗ Look-say-cover-write-check
  1. Use the template on the next page or copy it onto another piece of paper.
  2. Write the correct spelling in the 1<sup>st</sup> row.
  3. Look at it.
  4. Say it out loud and/or use a trick that helps you remember the spelling.
  5. Cover the correct spelling so you cannot see it.
  6. Imagine the spelling on the paper in front of you or in your mind's eye.
  7. Wait at least 3 seconds before you try to write it (the longer you leave between looking and writing will increase the chance of the spelling staying in your long-term memory).
  8. Write your spelling on the next blank row.
  9. Double check what you have written and make changes if you need to.
  10. Check what you have written with the correct spelling in the 1<sup>st</sup> row.
  11. Repeat steps 3-10 in the 3rd row and then again in the 4th row.
  12. Read your work backwards to check for spelling. Reading forward checks for sense and you may miss spelling errors as you know what the writing is supposed to say.



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## Look-Say-Cover-Write-Check Template

Correct spelling
Attempt 1
Attempt 2
Attempt 3






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Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

## Spelling Rules: Quick Guide

### Plurals

1

Most words add 's'  
to make the plural.



one apple



two apples

2

Add 'es' to words ending  
in 'ch', 'sh', 's', 'ss', 'x' or 'z'  
to make the plural.



one box



two boxes

3

When the letter before a 'y'  
is a consonant, change the 'y'  
to an 'i' before adding an 'es'.



one poppy



two poppies

4

When words end in 'ay',  
'ey', 'iy', 'oy' and 'uy' add  
an 's' to make the plural.



one turkey



two turkeys

5

When words end in 'f' or 'fe'  
change the 'f' or 'fe' to  
a 'v' before adding 'es'.



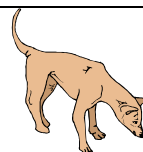
one knife



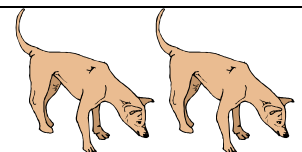
two knives

6

When a word ends in 'o' and  
comes after a consonant,  
add 'es' to make the plural.



one dingo



two dingoes

# Simplifying Spelling

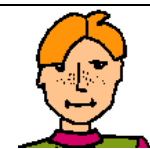
Name \_\_\_\_\_ Date \_\_\_\_\_

Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

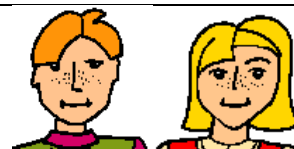
## Spelling Rules: Quick Guide

### Plurals (continued)

- 7 Sometimes, a word may completely **change** its form when a plural is made.

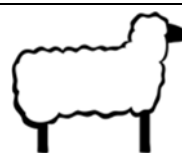


one child

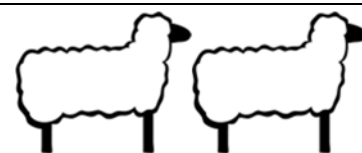


two children

- 8 Sometimes, a word stays the same in both its **singular** and **plural** form.

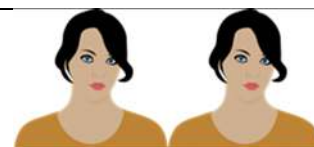


one sheep



two sheep

- 9 It may be confusing making **compound words** into plural forms. The significant word is made plural.



My sisters-in-law are twins

- 10 Some words, particularly those from other languages, may have **exceptions** when making plurals.



one analysis



two analyses



### Adding - es to verbs

- 11 When a verb ends with a hissing sound ('sh', 'ch', 'ss', 'x', 'z') add an 'es' to make the 3<sup>rd</sup> person singular present tense.



Emma waltzes with Les on Friday night.

- 12 When a verb word ends with a consonant followed by a 'y', change the 'y' to an 'i' before adding 'es'.



The pirate buries his treasure.

# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_

Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

## Spelling Rules: Quick Guide

### Double consonants and silent/magic 'e'

13 When a word ends with a short vowel followed by a consonant, **double** the last consonant before adding 'ed'.



She skipped for 20 minutes at the gym.

14 Double the consonant before adding 'ing' to words that have a short vowel followed by a consonant at the end.



Grandad was sitting in his chair all morning.

15 Double the last letter before adding 'er' or 'est' to words that have a short vowel followed a single consonant.



She's a great swimmer.

16 Double the last letter of words ending in a short vowel followed by a single consonant before adding a 'y'.



Patrick enjoys laying back on a sunny day.

17 When a word ends in a silent 'e', drop the 'e' before adding an 'ing'.  
The magic 'e' runs away!



Dave loves platform diving on weekends.

18 For words ending in a silent 'e', you must first drop the 'e' before adding a 'y'.



Kookaburras are very noisy birds.

# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_

Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

## Spelling Rules: Quick Guide

### Suffixes

- 19 For action words that end in 'ie', change the 'ie' to a 'y' before adding an 'ing'.



Matthew enjoys lying on his back to watch clouds.

- 20 Often 'ly' is added to base words to turn them into **adverbs** or **adjectives**.



The jelly turned out perfectly.

- 21 When adding 'ly' to words which end in 'y', change the 'y' to an 'i' before adding the 'ly'.



Amanda scored the goal quite daintly.

- 22 The suffix 'ful' only has one 'l'.



The painting was very colourful.

- 23 Before adding 'er' and 'est' to words ending in a consonant, followed by a 'y', change the 'y' to an 'i'.



Dean is the skinniest member at the gym.

- 24 When adding a vowel suffix to words ending in a silent 'e', drop the 'e' and add the suffix.



Vikings lived many, many years ago.

- 25 Just add a 'y' to words ending in two consonants to form describing words.



The last few days have been quite windy here.

# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_

Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

## Spelling Rules: Quick Guide

### Prefixes

**Prefixes** are added to roots to form new words. Roots often have meanings from other languages.



Mr Smith predicts a hot summer.

'pre' means 'before' and 'dict' means 'say' (Latin)

**Prefixes** ending in vowels are added directly to base words. They change the meaning the meaning of the word.



We must all try to recycle.

Some **prefixes** ending in a consonant vary depending on the first letter of the base word.

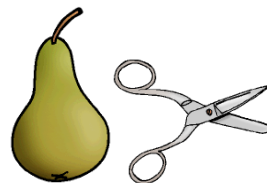


It's impossible for cows to talk.

Cows are incapable of speech.

### Homonyms

**Homophones** are words that have the same sound but a different meaning and spelling.



A **pair** of scissors.  
A **pear** is a fruit.

**Homographs** are words that may have more than one meaning or pronunciation.



A calculator is a useful **object**.

The lawyer said, "I **object**!"



# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_

Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

## Spelling Rules: Quick Guide

### Letter sounds

- 31 The letter 'g' may have a soft or hard sound. A hard 'g' is usually followed by a consonant or an 'a', 'o' or 'u'.



'g' in 'golf' is hard

- 32 The letter 'g' may have a soft or hard sound. A soft 'g' is usually followed by an 'i' or 'e'.



'g' in 'gem' is soft

- 33 The letter 'c' may have a soft or hard sound. When 'c' meets an 'a', 'o' or 'u' its sound is hard.



cards (hard c)

- 34 The letter 'c' may have a soft or hard sound. When 'c' meets an 'e', 'i' or 'y' its sound is soft.



centipede (soft c)

- 35 English has many 'silent letters'.



The knight rode on his horse. It climbed the hill slowly because of the weight of the armour.

## I before E

- 36 'i' before 'e' except after 'c' (when the sound is "ee").



Some people believe that unicorns exist. I received a toy unicorn in the post.

# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_

Spelling Rules source: <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>

## Spelling Rules: Quick Guide

### Verbs

37 There are some verbs that do not follow the usual spelling pattern, they are called '**irregular verbs**'.



I bought (buy) some sweets.

38 Some irregular verbs have more than one spelling in the past tense.



He **learned** his spellings.  
He **learnt** his spellings.

### Abbreviations

39 Sometimes when writing, words may be shortened. These are known as **abbreviations**.



I need an appointment to see **Dr Phillips**.  
(Doctor)

### Capital letters

40 **CAPITAL** letters are used at the beginning of **proper nouns** (names and places).



Uluru is a well known landmark in Australia.

41 **CAPITAL** letters are also used at the beginning of **proper adjectives**.



Let's visit this well known British landmark.

42 Missing **CAPITAL** letters can cause confusion.



My best friend is a swede.



# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_



## Spelling Practice

Practice 1		Practice 2		Practice 3	
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
8		8		8	
9		9		9	
10		10		10	
11		11		11	
12		12		12	
13		13		13	
14		14		14	
15		15		15	
16		16		16	
17		17		17	
18		18		18	
19		19		19	
20		20		20	
21		21		21	
22		22		22	
23		23		23	
24		24		24	
25		25		25	
26		26		26	
27		27		27	
28		28		28	
29		29		29	
30		30		30	

# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_



## Spelling Practice

Practice 4		Practice 5		Practice 6	
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
8		8		8	
9		9		9	
10		10		10	
11		11		11	
12		12		12	
13		13		13	
14		14		14	
15		15		15	
16		16		16	
17		17		17	
18		18		18	
19		19		19	
20		20		20	
21		21		21	
22		22		22	
23		23		23	
24		24		24	
25		25		25	
26		26		26	
27		27		27	
28		28		28	
29		29		29	
30		30		30	

# Simplifying Spelling

Name \_\_\_\_\_ Date \_\_\_\_\_



## Notes / Questions

# Simplifying Spelling

Answers, bibliography and functional skills mapping



## Answers

### Syllables

Page 12

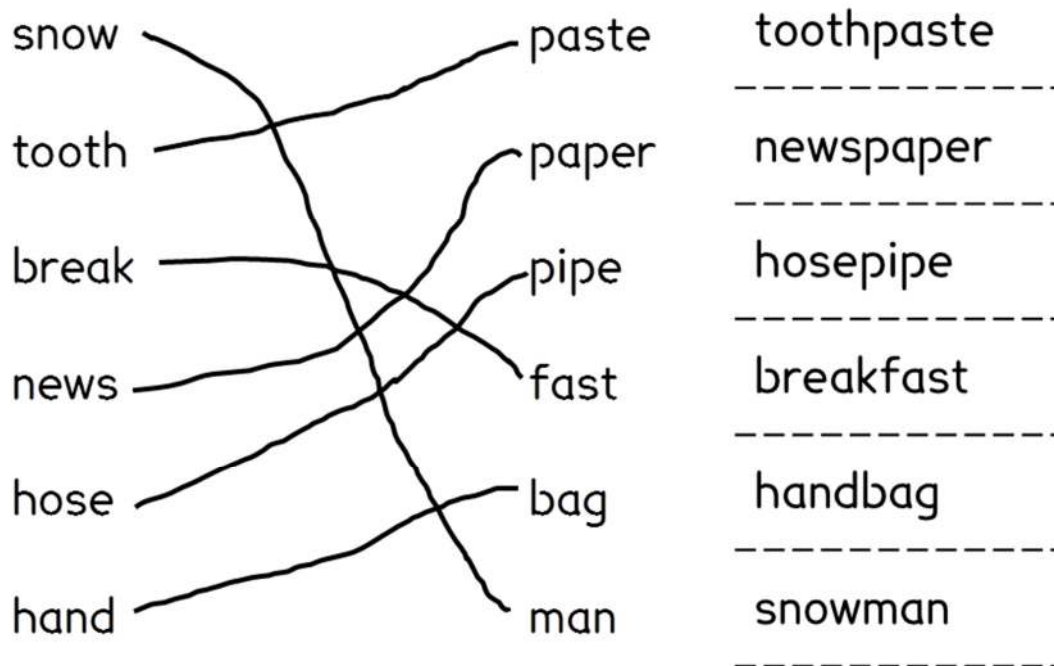
		No. of syllables	Syllables
1	acceptable	4	ac-cept-a-ble
2	remember	3	re-mem-ber
3	accommodation	5	ac-com-mo-da-tion
4	occasion	3	oc-ca-sion
5	achieve	2	a-chieve
6	relevant	3	rel-e-vant
7	argument	3	ar-gu-ment
8	beautiful	3	beau-ti-ful
9	separate	2 or 3	sep-a-rate sep-a-rate
10	because	2	be-cause
11	knowledge	2	knowl-edge
12	believe	2	be-lieve
13	calendar	3	cal-en-dar
14	definite	3	def-i-nite
15	business	2	busi-ness
16	difficult	3	dif-fi-cult
17	embarrass	3	em-bar-rass
18	Wednesday	2	Wednes-day
19	equipment	3	e-quip-ment
20	friend	1	friend
21	communication	5	com-mu-ni-ca-tion
22	necessary	4	nec-es-sar-y
23	queue	1	queue
24	a lot	2 words, 1 syllable in each	a lot
25	receipt	2	re-ceipt
26	restaurant	3	res-tau-rant
27	said	1	said
28	neighbour	2	neigh-bour
29	successful	3	suc-cess-ful
30	write	1	write

# Simplifying Spelling

Answers, bibliography and functional skills mapping

## Compound Words

Page 11



## Words in words

Page 13

Here are some examples of the words you may have found. You may have found more.

vegetable	<u>ve</u> getable	ve <u>ge</u> table	veget <u>ab</u> le
many	<u>ma</u> ny	ma <u>n</u> y	m <u>an</u> y
shorter	<u>sh</u> orter	sh <u>or</u> ter	
words	<u>w</u> ords	w <u>or</u> ds	
inside	<u>in</u> side	in <u>s</u> ide	in <u>si</u> de
them	<u>th</u> em	th <u>e</u> m	th <u>em</u>

# Simplifying Spelling

Answers, bibliography and functional skills mapping

## Prefixes

Page 15

Here are some answers for the prefix exercise. You may have found more.

Prefix meaning	Prefix	Base	Total meaning
before	pre	paid	paid before
after	post	mortem	after death
too much	over	sleep	too much sleep
one	uni	form	one form (one for all)
many	multi	storey	many levels
again	re	play	play again
to take away	de	frost	to take away frost
not	un	fair	not fair
not	dis	agree	to not agree

## Suffixes

Page 16

Here are some answers for the suffix exercise. You may have found more.

Base	Suffix	Suffix meaning	Total meaning
walk	ed	past tense	to walk in the past
reply	ing	present tense	to reply in the present
table	s	plural	more than one table
box	es	plural	more than one box
accept	able	fit for	fit to be accepted
use	ful	full of	full of use
arrange	ment	product of	result of arranging
hope	less	without	without hope
friend	ly	like	like a friend

## Using Sentences - Words in Words

Page 23

- If you **lie** to me I won't **believe** you.
- **Add** an **address** to your letter.
- The **secretary** will keep his **secret**.
- **Since** I must **rely** on you, I am, **sincerely** yours.
- You might have to **spit** when you are in **hospital**.

# Simplifying Spelling

Answers, bibliography and functional skills mapping



## Resources that have informed this booklet and further reading

- <http://www.spellingcity.com/richardscott/>
- <http://www.beatingdyslexia.com/spelling-strategies.html>
- <http://www.howtospell.co.uk/spellingquiz.php>
- <http://www.gamesgames.com/games/spelling>
- <http://www.vocabulary.co.il/adult-spelling-programs-how-they-can-help-you/>
- <http://grammar.yourdictionary.com/spelling-and-word-lists/Practice-My-Spelling.html>
- <http://www.oxforddictionaries.com/spelling-challenge>

### Spelling list sources:

- <http://www.telegraph.co.uk/finance/jobs/11498666/top-ten-spelling-mistakes-job-seekers-employees-cvs-curriculum-vitae.html>
- <https://oupeltglobalblog.com/2010/09/30/20-most-commonly-misspelt-words-in-english/>
- <http://www.dailymail.co.uk/news/article-2782743/Embarrassment-fluorescent-accommodate-named-50-words-Britons-difficulty-spelling.html>
- <http://businesswriting.com/tests/commonmisspelled.html>
- <http://www.oxforddictionaries.com/words/common-misspellings>

### Spelling rules (pages 26-32) all adapted from:

- <http://www.parkhurstss.eq.edu.au/index.php/about-parkhurst-state-school/curriculum/spelling/>
- Chambers Adult Learner's Guide to Spelling by Anne Betteridge  
ISBN: 0550102248 or 9780550102249
- Teaching Spelling and Handwriting: A Guide for Undergraduates by D Brook  
ISBN: 0901437859 or 9780901437853
- Spell It Out: The Singular Story of English Spelling by David Crystal  
ISBN: 1846685680 or 9781846685682

### Font

The main font used is 'Lexie Readable'. <https://www.k-type.com/lexie-readable/>  
(Regular and bold typefaces are free for personal, educational and charity use).

# Simplifying Spelling Functional skills English mapping

Source: DfE (Feb 2018), Subject content functional skills: English Source: DfE (Feb 2018), Subject content functional skills: English <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

## Subject content - FUNCTIONAL SKILLS ENGLISH

→ = not covered in detail in this resource but included to show progression across levels. ✓ indicates **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. (Content at each level subsumes and builds upon the content at lower levels.)

### Purpose and learning aims of Functional Skills English

**Functional Skills English** specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' **underpinning knowledge** (i.e. spelling) as well as their ability to apply this in different contexts.

**Entry Levels:** a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

**Levels 1 and 2:** a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

### Functional English - Writing

'Writing' within Functional Skills English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

#### Learning aims for writing

**E1,2 & 3.** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

**L1-2** (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

### Spelling, punctuation and grammar (SPaG) content descriptors

Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
E1.15. Spell correctly words designated for Entry Level 1* ✓	E2.14 Form regular plurals ✓ E2.16 Spell correctly words designated for Entry Level 2* ✓	E3.14 Form irregular plurals → E3.17 Spell correctly words designated for Entry Level 3* ✓	L1.21 Spell words used most often in work, study and daily life, including specialist words ✓	L2.22 Spell words used in work, study and daily life, including a range of specialist words ✓
<b>Scope of study – learners should write texts that include</b> (content/text types at each level subsume previous levels)				
short simple messages and notes	short, straightforward letters, emails and simple narratives	straightforward narratives, instructions, explanations and reports	straightforward narratives, instructions, explanations and reports of varying lengths	straightforward and complex articles, explanations, narratives, and reports of varying lengths

\* Refer to the appendix of *Subject content functional skills: English (DfE, Feb 2018)* or pages 41-43 of this resource.



# Simplifying Spelling

## Functional skills English mapping

Source: DfE (Feb 2018), Subject content functional skills: English Source: DfE (Feb 2018), Subject content functional skills: English <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

### Functional Skills Entry Level 1 – Expectations for spelling

The words have been chosen because they are common words.

Letters	Sound	Letters	Sound(s)	<p>In addition, Entry Level 1 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.</p> <ul style="list-style-type: none"> <li>all common words with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself)</li> <li>common two syllable words where /i:/ at the end is spelled with 'y' (e.g., twenty)</li> <li>common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy)</li> <li>-ed for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped)</li> <li>the following contractions:  <b>Mr, Mrs</b>  <b>n't</b> (e.g., didn't)  <b>'ll</b> (e.g., I'll)  <b>'re</b> (e.g., we're)  <b>'s</b> (e.g., it's) </li> </ul>
<u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u>	/k/	<u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>	/ʊ/	
<u>off</u>	/f/	<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u>	/u:/	
<u>miss</u> , <u>cross</u> , <u>house</u>	/s/	<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u>	/eɪ/	
<u>who</u>	/h/	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>	/aɪ/	
<u>write</u> , <u>wrote</u> , <u>wrong</u>	/r/	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/	
<u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u>	/l/	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/	
<u>get</u> , <u>give</u>	/g/	<u>boy</u>	/ɔɪ/	
<u>change</u> , <u>large</u>	/dʒ/	<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/	
<u>have</u> , <u>give</u> , <u>live</u> , <u>of</u>	/v/	<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>	/ɔ:/ or /ɔ:r/	
<u>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>Wednesday</u>	/z/	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/	
<u>come</u> , <u>some</u>	/m/	<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/	
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/	<u>are</u> , <u>our</u>	/a:/ or /a:r/	
<u>think</u>	/ŋ/	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/cə/ or /cər/	
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/	
<u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u>	/i:/	<u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/	
<u>enjoy</u>	/ɪ/	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/	
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/	<u>little</u>	/əl/	
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/m/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/	
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ʊ/			

**Notes for tables on pages 41, 42 & 43:** the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent. The letters underlined in the 'Letters' columns correspond to the 'Sound(s)' in the adjacent column. These letters may need special attention for spelling. The sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

# Simplifying Spelling Functional skills English mapping

Source: DfE (Feb 2018), Subject content functional skills: English Source: DfE (Feb 2018), Subject content functional skills: English <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

## Functional Skills Entry Level 2 – Expectations for spelling

The words have been chosen because they are common words that are not straightforward to spell.

Letters	Sound	Letters	Sound(s)	<p>In addition, Entry Level 2 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.</p> <ul style="list-style-type: none"> <li>words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph)</li> <li>words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)</li> <li>words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)</li> <li>words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)</li> <li>words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)</li> <li>words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)</li> <li>Words with suffixes ending in '-tion' (e.g., mention, question, position, action)</li> <li>common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary)</li> <li>the following homophones: <b>there, their, they're; here, hear; one, won; to, too, two.</b></li> </ul>
<b>letter</b> , <b>better</b>	/t/	<b>woman</b>	/u/	
<b>differ</b> , <b>different</b> , <b>difficult</b> ,	/f/	<b>move</b> , <b>blue</b> , <b>blew</b> , <b>truly</b> , <b>fruit</b> , <b>group</b> , <b>through</b>	/u:/	
<b>address</b> , <b>promise</b> , <b>city</b> , <b>circle</b> , <b>decide</b> , <b>notice</b> , <b>since</b> , <b>sentence</b> , <b>once</b> , <b>answer</b> ,	/s/	<b>eight</b> , <b>eighteen</b> , <b>eighty</b> , <b>weigh</b> , <b>weight</b> , <b>daily</b> , <b>great</b> , <b>break</b> , <b>obey</b> , <b>straight</b>	/ei/	
<b>sure</b> , <b>sugar</b> , <b>pressure</b> , <b>machine</b> , <b>special</b>	/ʃ/	<b>find</b> , <b>behind</b> , <b>quiet</b> , <b>quite</b> , <b>eye</b> , <b>height</b> ,	/ai/	
<b>whole</b>	/h/	<b>thought</b> , <b>caught</b> , <b>naughty</b> , <b>cause</b> , <b>always</b>	/ɔ:/	
<b>arrive</b> , <b>carry</b>	/r/	<b>forward(s)</b> , <b>forty</b> , <b>fourteen</b> , <b>quarter</b> , <b>therefore</b>	/ɔ:/ or /ɔ:r/	
<b>add</b> , <b>address</b>	/d/	<b>perhaps</b> , <b>thirteen</b> , <b>thirty</b> , <b>surprise</b> , <b>year</b> , <b>early</b> , <b>heard</b> , <b>learn</b> , <b>earth</b>	/ɜ:/ or /ɜ:r/	
<b>guard</b> , <b>guide</b>	/g/	<b>remember</b> , <b>grammar</b> , <b>calendar</b> , <b>surname</b> , <b>pressure</b> , <b>forward</b>	/ə/ or /ɜ:r/	
<b>age</b> , <b>page</b> , <b>strange</b> ,	/dʒ/	<b>half</b>	/a:/ or /æ/	
<b>breathe</b>	/ð/	<b>care</b> , <b>bear</b> , <b>bare</b> ,	/cə/ or /cær/	
<b>position</b> , <b>possess</b> , <b>potatoes</b> , <b>cause</b>	/z/	<b>our</b> , <b>hour</b>	/aʊə/ or /aʊr/	
<b>imagine</b>	/n/	<b>seven</b> , <b>decide</b> , <b>address</b> , <b>arrive</b> , <b>important</b> , <b>probably</b> , <b>woman</b> , <b>second</b> , <b>difficult</b>	/ə/	
<b>mean</b> , <b>people</b> , <b>believe</b> , <b>complete</b> , <b>extreme</b> , <b>everything</b> , <b>everybody</b>	/i:/	<b>idea</b> , <b>material</b>	/iə/	
<b>busy</b> , <b>business</b> , <b>minute</b> , <b>build</b> , <b>women</b> , <b>pretty</b>	/i/	<b>six</b> , <b>next</b>	/ks/	
<b>friend</b> , <b>anything</b>	/e/	<b>music</b> , <b>beautiful</b> , <b>computer</b>	/ju:/	
<b>won</b> , <b>son</b> , <b>among</b> , <b>young</b> , <b>touch</b> , <b>double</b> , <b>trouble</b> , <b>country</b> , <b>something</b> , <b>month</b>	/i/	<b>possible</b> , <b>example</b> , <b>animal</b>	/əl/	
<b>watch</b> , <b>knowledge</b>	/ʊ/			

# Simplifying Spelling Functional skills English mapping

Source: DfE (Feb 2018), Subject content functional skills: English Source: DfE (Feb 2018), Subject content functional skills: English <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

## Functional Skills Entry Level 3 – Expectations for spelling

The words have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt.

Letters	Sound	Letters	Sound(s)
<b>appear, opposite, apply</b>	/p/	<b>committee, achieve</b>	/i:/
<b>doubt, debt, attach, minute</b>	/t/	<b>average, equip, bargain</b>	/ɪ/
<b>scheme, occasion, according,</b>	/k/	<b>curiosity, qualify, qualification</b>	/ʊ/
<b>picture, actual</b>	/tʃ/	<b>island</b>	/aɪ/
<b>rough, tough, cough, enough</b>	/f/	<b>though, although,</b>	/eʊ/
<b>listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience</b>	/s/	<b>bought, brought, ought, therefore</b>	/ɔ:/
<b>especially, appreciate,</b>	/f/	<b>sugar, popular, particular, regular, centre</b>	/e/ or /ɜ:r/
<b>guarantee</b>	/g/	<b>competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain</b>	/e/
<b>knowledge, college</b>	/dʒ/	<b>experience</b>	/ɪe/
<b>ease, criticise, position, cause</b>	/z/	<b>excellent</b>	/ks/
<b>measure, treasure, pleasure</b>	/ʒ/	<b>communicate, community, education</b>	/ju:/
<b>committee, bomb, thumb, crumb, climb, condemn, column, autumn</b>	/m/	<b>available</b>	/el/
<b>knot, knee, knife, knowledge</b>	/n/		

In addition, Entry Level 3 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- common words with the following suffixes or endings
  - ion (e.g., competition, discussion)
  - ian (e.g., electrician, politician)
  - cious, -tious (e.g., suspicious, cautious)
  - cial, -tial (e.g., artificial, essential)
  - ation, -ant, -ance (e.g., observation, observant, observance)
  - ent, -ency (e.g., frequent, frequency)
  - able, -ably (e.g., comfortable, comfortably)
  - able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)
  - ible, -ibly (e.g., possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)
- the following words that are homophones or near-homophones:

• who's, whose  
• accept, except  
• berry, bury  
• brake, break  
• fair, fare  
• groan, grown  
• heel, he'll  
• knot, not

• mail, male  
• meat, meet  
• missed, mist  
• peace, piece  
• plain, plane  
• scene, seen  
• weather, whether  
• farther, father

• guessed, guest  
• led, lead  
• past, passed  
• aloud, allowed  
• desert, dessert  
• steal, steel