



SUFFIX SPELLING CHANGES – RULE CHARTS & SAMPLE CARDS

An increased awareness of phonetic and structural patterns in words develops spelling consciousness, thereby leading to improved encoding accuracy. Visual learners tend to be better spellers since they remember how words look. Therefore, visual learners are more apt to spell words with suffixes correctly. Patterns become imbedded in visual memory as a reader sees them repeatedly over a period of time. Auditory or kinesthetic learners are more dependent on rules and instruction. They can become good spellers, but it takes more effort.

In an attempt to determine the value of phonological and structural algorithms for spelling, Stanford University conducted a computerized study of more than 17,000 words. The findings stated that nearly 50 percent of the words were spelled correctly according to the defined algorithms. Another 37 percent had an error in only one syllable. Less than 3 percent of the words had 3 or more errors. These figures support that structural and phonetic generalizations can be of value in spelling programs.

Rules are worth teaching if the generalization applies to many words and there are few exceptions. At the top of the list of rules meeting these criteria are the suffix spelling change rules. Data supports that these are among the most consistent English spelling patterns.

TEACH RULES & PROVIDE PLENTIFUL DRILL FOR APPLYING THEM

These rules should be taught one at a time in the order listed. Rule charts are provided. Post them as the rules are introduced. Then provide students with ample drill applying the concepts. Drill cards or assignments may be tedious, but they are effective. Like multiplication tables, these rules must be memorized, and it is application practice that leads to mastery.

- 1. Words ending with s, x, z, ch, or sh, add -es**
dress dresses box boxes buzz buzzes church churches wish wishes
- 2. Words ending in y preceded by a consonant, change the y to i if suffix begins with e**
baby babies try tries tried trying key keys play plays played playing
- 3. Words ending with a silent e, drop the e if suffix begins with a vowel**
nice nicer nicest nicely scare scares scared scaring scary
- 4. Words ending in one vowel followed by one consonant, double the final consonant if suffix begins with a vowel**
chat chats chatted chatting chatter chatty

By teaching these rules to your students, you set expectations for spelling accuracy. Since young students are tuned in to phonetic elements of words, these rules can be taught as early as second grade. With older students, some phonics review may be needed. One of the best ways to ensure that students remember and apply the rules is to add suffixes to spelling words. Do this on practice exercises and on spelling tests.

This preview file contains the 4 rule charts and samples of 9 student cards with answer keys. The full product (350 Suffix Spelling Changes – Rule Charts & Drill Cards) contains 30 student cards (6 for rule 1, 12 for rule 2, 12 for rules 3/4) with answer keys.

RULE 1

Words ending with
s, x, z, ch, or sh,
add ***-es***

dress dresses miss misses

box boxes buzz buzzes

church churches wish wishes

RULE 2

Words ending in *y*
preceded by a **consonant**,
change the *y* to *i* if suffix
begins with e

baby babies try tries tried tring
keyu keys playu plays played playing

SUFFIXES 1-1 (-s or -es)*Add -s or -es to make plurals.*

- | | |
|-----------|------------|
| 1. class | 10. lamp |
| 2. ring | 11. pencil |
| 3. ruler | 12. dress |
| 4. fox | 13. hand |
| 5. spoon | 14. dish |
| 6. peanut | 15. farm |
| 7. gas | 16. clown |
| 8. ditch | 17. ax |
| 9. hose | 18. bush |

SUFFIXES 2-1 (-y root words)*Add -s or -es to make plurals.*

- | | |
|------------|-------------|
| 1. donkey | 10. buggy |
| 2. turkey | 11. penny |
| 3. lady | 12. day |
| 4. story | 13. city |
| 5. candy | 14. valley |
| 6. toy | 15. key |
| 7. tray | 16. boy |
| 8. nursery | 17. fly |
| 9. spy | 18. chimney |

SUFFIXES 2-2 (-y root words)*Add -er and -est to the adjectives.*

- | | |
|-------------|------------|
| 1. windy | 7. noisy |
| 2. bumpy | 8. ugly |
| 3. pretty | 9. bossy |
| 4. sloppy | 10. heavy |
| 5. friendly | 11. crabby |
| 6. coy | 12. filthy |

SUFFIXES 1-1 (-s or -es)

ANSWER KEY

- | | |
|------------|-------------|
| 1. classes | 10. lamps |
| 2. rings | 11. pencils |
| 3. rulers | 12. dresses |
| 4. foxes | 13. hands |
| 5. spoons | 14. dishes |
| 6. peanuts | 15. farms |
| 7. gases | 16. clowns |
| 8. ditches | 17. axes |
| 9. hoses | 18. bushes |

SUFFIXES 2-1 (-y root words)

ANSWER KEY

- | | |
|--------------|--------------|
| 1. donkeys | 10. buggies |
| 2. turkeys | 11. pennies |
| 3. ladies | 12. days |
| 4. stories | 13. cities |
| 5. candies | 14. valleys |
| 6. toys | 15. keys |
| 7. trays | 16. boys |
| 8. nurseries | 17. flies |
| 9. spies | 18. chimneys |

SUFFIXES 2-2 (-y root words)

ANSWER KEY

- | | |
|---------------|-------------|
| 1. windier | windiest |
| 2. bumpier | bumpiest |
| 3. prettier | prettiest |
| 4. sloppier | sloppiest |
| 5. friendlier | friendliest |
| 6. coyer | coyest |
| 7. noisier | noisiest |
| 8. uglier | ugliest |
| 9. bossier | bossiest |
| 10. heavier | heaviest |
| 11. crabbier | crabbiest |
| 12. filthier | filthiest |

RULE 3

Words ending with a **silent e**,
drop the **e** if suffix
begins with a vowel

nicee nicere niceste nicelye

livee livese livede livinge livelye

scaree scarese scarede scaringe scary

RULE 4

Words ending in **one vowel**
followed by **one consonant**,
double the final consonant
if suffix **begins with a vowel**

wet wets wetting wetter wettest

chat chats chatted chatter chatty

**SUFFIXES 3/4-1 (drop silent e)
(double final consonant)**

Add -er and -est to the adjectives.

- | | |
|---------|-----------|
| 1. slim | 7. sharp |
| 2. fat | 8. hot |
| 3. kind | 9. cold |
| 4. mean | 10. fine |
| 5. safe | 11. fresh |
| 6. dull | 12. tough |

**SUFFIXES 3/4-6 (drop silent e)
(double final consonant)**

Add -y or -ly.

- | | |
|-----------|------------|
| 1. wealth | 10. fog |
| 2. quick | 11. mist |
| 3. plain | 12. quiet |
| 4. bad | 13. loyal |
| 5. gab | 14. swamp |
| 6. slow | 15. ache |
| 7. wise | 16. scare |
| 8. whine | 17. mud |
| 9. dust | 18. blotch |

**SUFFIXES 3/4-10 (drop silent e)
(double final consonant)**

Add -s or -es, -ed, and -ing to the verbs.

- | | |
|-----------|-----------|
| 1. wrap | 6. speak |
| 2. owe | 7. skate |
| 3. grieve | 8. repair |
| 4. ruin | 9. flush |
| 5. shut | 10. waste |

**SUFFIXES 3/4-1 (drop silent e)
(double final consonant)**

ANSWER KEY

- | | |
|-------------|----------|
| 1. slimmer | slimmest |
| 2. fatter | fattest |
| 3. kinder | kindest |
| 4. meaner | meanest |
| 5. safer | safest |
| 6. duller | dullest |
| 7. sharper | sharpest |
| 8. hotter | hottest |
| 9. colder | coldest |
| 10. finer | finest |
| 11. fresher | freshest |
| 12. tougher | toughest |

**SUFFIXES 3/4-6 (drop silent e)
(double final consonant)**

ANSWER KEY

- | | |
|------------|-------------|
| 1. wealthy | 10. foggy |
| 2. quickly | 11. misty |
| 3. plainly | 12. quietly |
| 4. badly | 13. loyally |
| 5. gabby | 14. swampy |
| 6. slowly | 15. achy |
| 7. wisely | 16. scary |
| 8. whiny | 17. muddy |
| 9. dusty | 18. blotchy |

**SUFFIXES 3/4-10 (drop silent e)
(double final consonant)**

ANSWER KEY

- | | | |
|------------|--------------|-----------|
| 1. wraps | wrapped | wrapping |
| 2. owes | owed | owing |
| 3. grieves | grieved | grieving |
| 4. ruins | ruined | ruining |
| 5. shuts | <i>shut</i> | shutting |
| 6. speaks | <i>spoke</i> | speaking |
| 7. skates | skated | skating |
| 8. repairs | repaired | repairing |
| 9. flushes | flushed | flushing |
| 10. wastes | wasted | wasting |