

The Essential
SPELLING
TOOLKIT



Phonics Scope & Sequence

I created this scope and sequence based on my Orton-Gillingham training and through personal study.

There is no perfect phonics scope and sequence; research does not tell us what order to teach phonics skills, except that we should move from simple to more complex. Feel free to move skills around as it feels appropriate for your learners.

This scope and sequence is intended for phonics and spelling instruction in grades K-2.

Scope & Sequence at a Glance

Consonants, Short Vowels, and Digraphs	s, j, a, t, p, m, d, c, h, r, n, i, b, f, g, k, -ck, o, l, e, v, sh, th, u, w, ch, wh, x, y, z, qu
FLOSS rule	Examples: puff, fell, miss, jazz
Simple 2-syllable compound words	Examples: inlet, logjam, catnip
Beginning blends	L-blends: bl-, cl-, fl-, gl-, pl-, sl- R-blends: br-, cr-, dr-, fr-, gr-, pr-, tr- S-blends: sc-, shr-, sk-, sm-, sn-, sp-, squ-, st-, sw-, scr-, spr-
Ending blends	-lp, -sp, -ct, -pt, -sk, -lk, -lf, -xt, -ft, -nd, -mp, -st, -lt, -nch
-ng & -nk endings	-ing, -ang, -ong, -ung, -ank, -ink, -onk, -unk
Long vowel/ending blend word families	-ild, -old, -ind, -olt, -ost
2-syllable compound words	Examples: backdrop, humdrum, quicksand
Syllable Types #1-2: Open and Closed	Open examples: she, he, we, go Closed examples: can, frog, milk
Syllable Division Principle #1: VC/CV	Examples: napkin, muffin, bandit, instruct, combo
Syllable Division Principle #2: V/CV	Examples: robot, tulip
Syllable Division Principle #3: VC/V	Examples: denim, visit, credit
Suffix -ed	The suffix -ed can represent /t/, /d/, or /ɪd/.
Magic e words	Examples: bone, June (or mule), cake, ride, Pete
Syllable Type #3: Magic e	Examples: classmate, handmade, timeline
Suffix -ing	When adding the ending, either double the final consonant, drop the e, or make no change to the base word.
Less common digraphs and trigraphs	wr- (wrist), kn (knob), ph (phone), gh (ghost), gn (gnat), -mb (lamb), -tch (switch), -dge (judge)
Common vowel teams	ee (feed), ea (eat), ai (rain), ay (day), oa (boat), ow (grow), oe (toe), igh (light), y (dry), oo (zoo), oo (good)

Syllable Type #4: Vowel Team	Examples: hayseed, firewood, raindrop
Spelling with -k, -ke, and -ck	Examples: silk, weak, make, and rack
R-controlled vowels	er (fern), ir (bird), ur (lurk), ar (arm), or (fork)
Syllable Type #5: R-controlled	Examples: barnyard, mutter, western
More r-controlled vowels	-air (chair), -are (care), -ear (year)
Diphthongs & complex vowels	aw (crawl), au (cause) a (ball), oi (boil), oy (joy), ou (cloud), ow (frown)
Syllable Type #6: Diphthong	Examples: cookout, jawbone, powder
Syllable Division Principle #4: V/V	Examples: cameo, diet, fluid
Consonant-le endings	-ble (bubble), -dle (kindle), -fle (baffle), -gle (eagle), -kle (ankle), -ple (apple), -tle (kettle), -zle (nuzzle)
Syllable Type #7: Consonant -le	Examples: bottle, feeble, jingle, turtle
Words that end with y as long e	Examples: crispy, giddy, tardy, stubby
Soft & Hard c and g	Soft: cell, gem Hard: crust, goose
Less common vowel teams	ui (bruise), ue (blue), ew (crew), eu (neutral), eigh (eight), ei (vein), ei (ceiling), ie (thief), ie (pie), ey (key), ea (head), ea (break), ou (youth), y (gym)
Words with the schwa sound	Examples: abode, dental, plankton
Extra spellings	ch (school), ch (machine), s - /z/
Words with prefixes	un-, re-, in-/im-/ir-/ill-, dis-, en-/em-, non-, in-/im-, over-, mis-, sub-, pre-, inter-, fore-, de-, trans-, super-, semi-, anti-, mid-, under-
Words with suffixes	-s/-es, -ed, -ing, -ly, -er/-or, -ion/-tion/-ation/-ition, -ible/-able, -al/-ial, -y, -ness, -ity/-ty, -ment, -ic, -ous/-eous/-ious, -en, -er, -ive/-ative/-itive, -ful, -less, -est

Spelling Patterns & Generalizations

These are the spelling patterns and generalizations that I consider worth teaching. Research does not tell us what specific patterns to teach.

Whether or not you teach all of these patterns, it's important for you as a teacher to understand them.

Spelling Patterns & Generalizations

FLOSS Rule	When a one-syllable word ends with the /f/, /l/, /s/ or /z/ sound, double the final letter.	stuff, will, dress, fuzz Exceptions: bus, gas, pal, us, if, this
C/K Spelling Rule	When spelling /k/, use <i>c</i> before the vowels <i>a</i> , <i>o</i> , and <i>u</i> . Use <i>k</i> before the vowels <i>e</i> and <i>i</i> .	cat, cot, cup keep, kite
Final /k/ Rule	When a one-syllable short vowel word ends with /k/, use <i>ck</i> . Use <i>k</i> after a consonant or long vowel.	stick, duck milk, rake
The V Rule	English words do not end with plain <i>v</i> . When /v/ occurs at the end of a word, it is spelled <i>ve</i> .	give, have, live
CH/TCH	When a one-syllable short vowel word ends with a short vowel and /ch/, spell it <i>tch</i> .	switch, latch Exceptions: much, such, rich, which
GE/DGE	When a one-syllable short vowel word ends with a short vowel and /j/, spell it <i>dge</i> .	bridge, badge
VCE Rule	When a word has the vowel-consonant-e pattern, the final <i>e</i> typically makes the preceding vowel spell its name.	cake gate
Doubling Rule	If a one-syllable word ends with a short vowel and single consonant, double the final consonant before adding a vowel suffix. Do not double when adding a consonant suffix.	sad + er = sadder sad + ly = sadly
Drop It Rule	Words ending with silent <i>e</i> drop the <i>e</i> before adding a vowel suffix. They keep the <i>e</i> when adding a consonant suffix.	hope + ed = hoped hope + ful = hopeful
Change It Rule	When a word ends with a consonant and <i>y</i> , change the <i>y</i> to <i>i</i> when adding a suffix that does not already begin with <i>i</i> .	tidy + er = tidier tidy + ing = tidying
Plurals	Add <i>-es</i> to words ending with <i>s</i> , <i>ss</i> , <i>sh</i> , <i>ch</i> , or <i>x</i> . Change <i>f</i> or <i>fe</i> to <i>v</i> and add <i>-es</i> .	bus + es = buses match + es = matches knife + es = knives
Prefix Rule	Never double a consonant when adding a prefix. If the prefix's final consonant and the root word's initial consonant are the same, keep them both.	mis + spell = misspell un + necessary = unnecessary
OI/OY Pattern	When spelling /oi/, <i>oi</i> is generally used at the beginning or middle of a syllable. <i>Oy</i> is generally used at the end.	oil boy
OU/OW Pattern	When spelling /ou/, <i>ou</i> is generally used at the beginning or middle of a syllable. <i>Ow</i> is generally used at the end.	pound cow
Consonant-le Doubling Rule	If a word ends with a short vowel and consonant-le, double the consonant.	bubble giggle

Reasons for Unusual Spellings in High Frequency Words

English isn't as crazy as you might have been told. There are many reasons for why words are spelled the way they are, even in irregular high frequency words.

It's also true that we don't always know why a word is spelled the way it is. (I couldn't find why *of* isn't spelled *uv*, for example).

The more you know about why words are spelled in a particular way, the better equipped you are when teaching your students. For some students, this extra information will help them remember a tricky spelling.

Reasons for Unusual Spellings in High Frequency Words

Word	Reason(s) for unusual spelling
again	In some dialects, this word is pronounced as it appears, <i>uh-gain</i> . In American English, we pronounce the <i>ai</i> with a short /ĕ/. It helps to pronounce this word as it is written when spelling it: <i>ā-gān</i> .
are	One reason for the final silent <i>e</i> in words is to make the word longer. That appears to be the case in <i>are</i> , as it is with the words <i>awe</i> , <i>owe</i> , <i>tie</i> , and <i>rye</i> .
because	In some dialects, the <i>au</i> in <i>because</i> represents the short /ŭ/ sound. It helps to pronounce this word as written when spelling it: <i>bē-kawz</i> . The final silent <i>e</i> is used to keep <i>becaus</i> from looking plural.
been	<i>Been</i> is the past participle of <i>be</i> . A similar word pair is <i>see-seen</i> . In some dialects, <i>been</i> is pronounced <i>bĕn</i> or <i>bĭn</i> . It may help to pronounce this word as it is written when spelling it: <i>bĕn</i> .
does	<i>Does</i> is related to <i>do</i> , which helps explain its spelling. The <i>es</i> communicates that this is the present tense form of <i>do</i> . Without the <i>e</i> , the word would look like a CVC word (<i>dos</i>). A similar word pair is <i>go-goes</i> .
done	In the old days, scribes made the <i>u</i> into a rounded <i>o</i> when it was adjacent to particular letters to make the word easier to read. It's called the scribal <i>o</i> and explains why some English words use the letter <i>o</i> to spell /ŭ/. The reason for the final <i>e</i> in <i>done</i> remains a mystery.
friend	In Old English, the word was spelled <i>freond</i> . The word's spelling evolved throughout the history of the English language.
from	In the old days, scribes made the <i>u</i> into a rounded <i>o</i> when it was adjacent to particular letters to make the word easier to read. It's called the scribal <i>o</i> and explains why some English words use the letter <i>o</i> to spell /ŭ/.
give	The word <i>give</i> ends with <i>e</i> because English words do not end with <i>v</i> .
goes	The <i>es</i> communicates that this is a present tense verb. Without the <i>e</i> , the word would look like a CVC word (<i>gos</i>).
have	The word <i>have</i> ends with <i>e</i> because English words do not end with <i>v</i> .

know	At one time the <i>k</i> was pronounced. The pronunciation changed, but we kept the spelling.
live	The word <i>live</i> ends with <i>e</i> because English words do not end with <i>v</i> .
love	In the old days, scribes made the <i>u</i> into a rounded <i>o</i> when it was adjacent to particular letters to make the word easier to read. It's called the scribal <i>o</i> and explains why some English words use the letter <i>o</i> to spell / <i>ü</i> /. The reason for the final <i>e</i> is because English words don't end in <i>v</i> .
once	This word is related to the words <i>one</i> and <i>only</i> , which helps explain its spelling. All these words relate to <i>one</i> .
one	This word is related to the words <i>only</i> and <i>once</i> , which helps explain its spelling. All these words relate to <i>one</i> . It helps to say-to-spell this word when writing it: <i>ōn</i> .
people	This word comes from the Latin, <i>popularis</i> , which helps explain the <i>o</i> . It's also related to the words <i>population</i> and <i>popular</i> , which both have to do with people.
said	The spelling makes sense when we look at the word pairs <i>pay-paid</i> and <i>lay-laid</i> . <i>Say-said</i> follows the same pattern. The pronunciation has changed over time.
school	This word comes from the Greek, in which the / <i>k</i> / sound may be spelled <i>ch</i> .
should	The letters <i>ou</i> can spell multiple sounds; in this word the silent letter <i>l</i> is used to indicate that <i>ou</i> spells the broad sound / <i>oo</i> / as in <i>book</i> .
some	In the old days, scribes made the <i>u</i> into a rounded <i>o</i> when it was adjacent to particular letters to make the word easier to read. It's called the scribal <i>o</i> and explains why some English words use the letter <i>o</i> to spell / <i>ü</i> /. The reason for the final <i>e</i> in <i>some</i> remains a mystery.
the	This word is actually not irregular when you pronounce with a long <i>e</i> at the end; it is an open syllable, which means the final vowel has its long sound. The more common pronunciation of <i>the</i> includes a schwa, which is quite common.
there	In this word, the <i>e</i> represents its short sound, but the <i>r</i> distorts the sound. The reason for the final silent <i>e</i> remains a mystery.
they	The letters <i>ey</i> are a rare spelling of the long <i>a</i> sound. Similar words include <i>prey</i> , <i>obey</i> , <i>hey</i> , and <i>whey</i> .
through	It appears that this word has an unusual spelling because of its complicated origins.
two	This word comes from the Old English <i>twa</i> and <i>twegan</i> , in which the <i>w</i> was pronounced. It helps to connect this word to others meaning two: <i>twin</i> , <i>twice</i> , <i>twenty</i> , and <i>twelve</i> .

very	In this word, the <i>e</i> represents its short sound, but the <i>r</i> alters its sound. Another reason for this spelling could be to distinguish <i>very</i> from its homophone <i>vary</i> .
want	When a <i>w</i> precedes the letter <i>a</i> , it often changes the sound of the <i>a</i> to /aw/. Similar words include <i>wad</i> , <i>wash</i> , <i>wand</i> , <i>watt</i> , and <i>wasp</i> .
warm	When a <i>w</i> precedes the letters <i>ar</i> , it changes the pronunciation to /or/. Similar words include <i>ward</i> , <i>wart</i> , <i>warn</i> , <i>warp</i> , and <i>war</i> .
were	The reason for the final silent <i>e</i> remains a mystery.
work	When a <i>w</i> precedes an <i>o</i> , it alters the sound of the <i>o</i> . Similar words include <i>word</i> , <i>world</i> , <i>worm</i> , and <i>worse</i> .
would	The letters <i>ou</i> can spell multiple sounds; in this word the silent letter <i>l</i> is used to indicate that <i>ou</i> spells the broad sound /oo/ as in <i>book</i> .
you	<i>Ou</i> is a rare spelling of the /oo/ sound. Other words with this spelling include <i>youth</i> , <i>group</i> , <i>soup</i> , <i>wound</i> , and <i>coupon</i> .
your	This word is related to the word <i>you</i> , which explains the similar spelling.

Phoneme-Grapheme Mapping Paper

Use these pages to introduce new spelling words and to practice those words on other days.

PROCEDURE

- Say the word.
- Have students repeat the word.
- Have students say the individual sounds in the word as they put a dot in a box for each sound.
- Have students spell each sound.
- Provide the correct spelling and explain why the word is spelled as it is. Students should adjust their spelling and write the word correctly on the line.

Use the chart on the right as a cheat sheet as you determine how different spellings should appear on the paper.

Also see Kathryn Grace's book, *Phonics and Spelling Through Phoneme-Grapheme Mapping*.

m	a	t							
t	e	x	t						
s	t	i	ck						
d	r	e	ss						
ch	i	l	d						
b	r	i	ng						
d	r	i	n	k					
sh	a	de							
b	a	tch							
s	l	u	dge						
s	p	ee	ch						
p	r	ay							
f	ir	st							
n	ur	se							
b	o	tt	le						
q	u	e	s	ti	o	n			

Name _____

1								
2								
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Dictation Pages

- Use these dictation pages to give your students spelling practice with the phonics patterns they are working on and have previously learned.
- Print the desired page for each student.
 - Worksheet 1: three sound-spelling blanks
 - Worksheet 2: four sound-spelling blanks
 - Worksheet 3: five sound-spelling blanks
 - Worksheet 4: six sound-spelling blanks
- In the top section, dictate one word at a time. Students should spell one sound per line in the first box, then write the whole word in the second box.
- In the second section, dictate a sentence for your students. They should write one word on each line (they may have extra lines left over depending on how many words are in the sentence).
- Students should check their sentence using CUPS: **C**apitalization, **U**nderstanding (does it make sense?), **P**unctuation, and **S**pelling.
- Finally, students rewrite the full sentence on the lines at the bottom.

Name _____

Dictation

Listen to your teacher say each word. Spell one sound per line. Then write the whole word on the line next to it.

1	____ _ ____ _ ____ _	_____
2	____ _ ____ _ ____ _	_____
3	____ _ ____ _ ____ _	_____
4	____ _ ____ _ ____ _	_____

Listen to your teacher say the sentence. Write it on the lines below. Then check using CUPS. Rewrite the sentence.

Capitalization **U**nderstanding
(Read it aloud. Does it make sense?) **P**unctuation **S**pelling

Name _____

Dictation

Listen to your teacher say each word. Spell one sound per line. Then write the whole word on the line next to it.

1	____ _ ____ _ ____ _ ____ _	_____ _____
2	____ _ ____ _ ____ _ ____ _	_____ _____
3	____ _ ____ _ ____ _ ____ _	_____ _____
4	____ _ ____ _ ____ _ ____ _	_____ _____

Listen to your teacher say the sentence. Write it on the lines below. Then check using CUPS. Rewrite the sentence.

Capitalization **U**nderstanding
(Read it aloud. Does it make sense?) **P**unctuation **S**pelling

Name _____

Dictation

Listen to your teacher say each word. Spell one sound per line. Then write the whole word on the line next to it.

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

Listen to your teacher say the sentence. Write it on the lines below. Then check using CUPS. Rewrite the sentence.

Capitalization **U**nderstanding
(Read it aloud. Does it make sense?) **P**unctuation **S**pelling

Name _____

Dictation

Listen to your teacher say each word. Spell one sound per line. Then write the whole word on the line next to it.

1	_____ _____ _____	_____
2	_____ _____ _____	_____
3	_____ _____ _____	_____
4	_____ _____ _____	_____

Listen to your teacher say the sentence. Write it on the lines below. Then check using CUPS. Rewrite the sentence.

Capitalization **U**nderstanding
(Read it aloud. Does it make sense?) **P**unctuation **S**pelling

Recommended Resources & Books

Free Blog Series

- Do's and Don'ts for Teaching Spelling: <https://www.themeasuredmom.com/dos-and-donts-for-how-to-teach-spelling/>
- What Phonology, Orthography, and Morphology Have to Do with Spelling: <https://www.themeasuredmom.com/what-do-phonology-orthography-and-morphology-have-to-do-with-spelling/>
- Should You Teach Syllable Types? <https://www.themeasuredmom.com/should-you-teach-syllable-types/>
- Should Students Use Invented Spelling? <https://www.themeasuredmom.com/should-students-use-invented-spelling/>



Mega Spelling Bundle

Word ladders, word sorts, dictation, and games

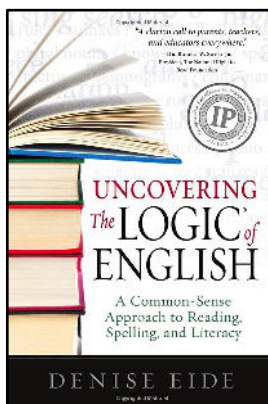
<https://www.themeasuredmom.com/product/spelling-mega-bundle/>

Devin Kearns' Phinder – this is a fabulous, free tool for finding words that are spelled with a particular grapheme.

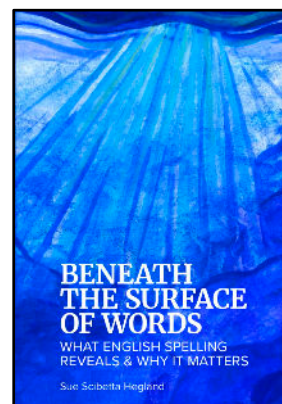
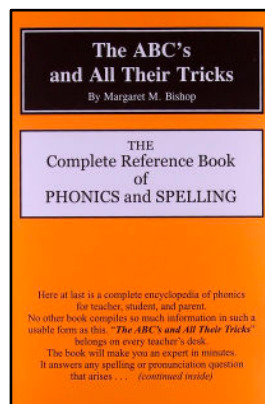
<https://devinkearns.com/phinder/>

Neil Ramsden's free Mini-Matrix Maker can be used to help you build a word matrix for word sums in a word family.

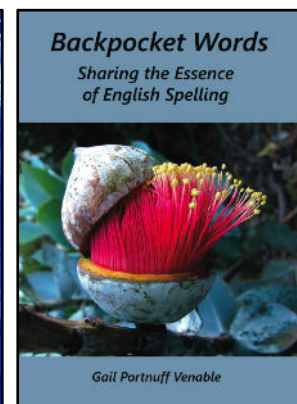
<http://www.neilramsden.co.uk/spelling/matrix/temp/index.html>



Use these books to understand English spelling patterns.



Use these books to increase your understanding of morphology.



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