|  |  |
| --- | --- |
| /ch/ spelled ch | /ch/ spelled tch |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| beach | pinch | patch | lunch | roach |
| poach | charm | chant | botch | retch |
| latch | reach | cheat | each | catch |
| lynch | much | launch | punch | batch |
| peach | vouch | pouch | such | fetch |
| bunch | broach | coach | stench | leech |
| rich | slouch | hutch | which | screech |

|  |  |
| --- | --- |
| /j/ spelled -ge |  /j/ spelled -dge |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| page | edge | badge | stage | fudge |
| ledge | rage | large | merge | forge |
| huge | hinge | pledge | engage | smudge |
| fridge | plunge | dodge | ridge | knowledge |
| budge | bilge | urge | stooge | fringe |

|  |  |  |
| --- | --- | --- |
| /k/ spelled -ck | /k/ spelled -k | /k/ spelled -c |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| pack | stark | panic | back | bunk |
| stink | break | fleck | reek | rustic |
| cork | steak | leak | picnic | lack |
| cook | pink | stack | creek | attic |
| attack | punk | wreck | aback | puck |
| shack | flick | freak | brink | sneak |
| spook | skunk | talk | slack | folk |

|  |  |
| --- | --- |
| Double final consonant | Single final consonant |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| gloss | mat | class | fill | pan |
| pet | fluff | split | loss | bus |
| stuff | club | less | fizz | bud |
| bell | chum | mop | brass | gas |
| spot | stroll | stiff | blot | miss |
| grin | fuzz | strut | stall | box |

**What is the job of ‘e’?**

 In English orthography, the letter ‘e’ has nine different jobs it can perform when we see it at the end of a word. Sort the words below by some of the common functions of ‘e’ (keep in mind that in some words, the ‘e’ may be performing more than one job).

|  |  |  |  |
| --- | --- | --- | --- |
| To make the preceding vowel say its long sound | To make ‘c’ or ‘g’ say its soft sound /s/ or /j/ | To keep a word from ending in an “illegal” letter | To keep a word ending in ‘s’ from appearing plural |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| close | stale | have | rose | horse |
| place | dodge | code | moose | hinge |
| crate | plane | crave | bide | dance |
| loose | plume | goose | glue | force |
| late | change | race | rope | tease |

What’s The Rule? Support Document

**CH and TCH**

*When do we use ‘ch’ to spell /ch/, and when do we use -tch?*

In most English words, ch is used to spell the phoneme /ch/:

* at the beginning of a word or syllable (e.g. chant, chip)
* At the end of a word or syllable directly following a vowel phoneme that is not short (e.g. beach, roach), OR
* At the end of a word when directly preceded by a consonant phoneme *(e.g. lunch, belch)*

In most English words, -tch is used to spell the phoneme /ch/:

* At the end of a syllable directly following a short vowel

**There are only 4 exceptions to this rule in English: *much, such, rich, and which***

**-GE and -DGE**

*At the end of a word, when do we use ‘-ge’ to spell /j/, and when do we use ‘-dge’?*

In English, the letter ‘j’ is not used at the end of words. Therefore, when we hear the phoneme /j/ at the end of a word, it will always be represented by either the grapheme ‘-ge’ or ‘-dge’. Why?

 Since ‘g’ by itself makes the hard sound /g/, the letter ‘g’ must be followed by ‘e’ at the end of a word in order to represent the phoneme /j/. The role of the silent ‘e’ in this case is to allow the ‘g’ to make it’s soft sound.

At the end of a word, we use ‘-ge’ to spell /j/:

* Directly following a vowel phoneme that is not short (e.g. page, stooge), OR
* When directly preceded by a consonant phoneme (e.g. plunge, bilge)

Since one of the roles of silent ‘e’ at the end of a word is also to influence the preceding vowel to make its long sound, the consonant ‘d’ acts as a guardian to maintain the short vowel sound in some words that end in /j/.

In these words, the -dge spelling is used to represent the /j/ sound.

At the end of a word, we use ‘-dge’ to spell /j/:

* Directly following a short vowel (e.g. badge, ledge)

**/k/ spelled k, c, or ck**

*In English words, when do we use k, c, or -ck to spell /k/?*

In most cases, /k/ is spelled with the letter ‘c’ before the vowels ‘a’, ‘o’, and ‘u’ or as part of a consonant blend (cl, cr). Words that violate this rule tend to originate from other languages (e.g. *kayak, kangaroo).*  The phoneme /k/ is spelled with the letter ‘k’ when followed by the vowels ‘e’, ‘i’ or ‘y’.

The spelling ‘-ck’ is used to represent /k/ in a short word with a short vowel sound directly preceding /k/ in the final position *(e.g. pack, stick*). When the phoneme /k/ is in the final position following a vowel team or when preceded by a consonant, it will typically be spelled with the letter ‘k’ *(e.g. peak, link).*

**The “FLOSS” Rule**

*In English words, when do we double the final consonant in a one syllable word?*

In a short word with a short vowel sound that ends in ‘f’, ‘l’, ‘s’, or ‘z’, the final consonant will typically be doubled (e.g. *puff, bell, less, fizz).*

Short words with a short vowel sound ending in other consonants will typically be spelled with a single consonant ( e.g. *pat, map, tab, can).*

Exceptions to this spelling rule are often shortened forms of longer words (e.g. ‘gas’ is short for ‘gasoline’; ‘bus’ is a shortened form of ‘omnibus’) or can be explained by language of origin.

Reference

Moats, Louisa Cook (2010). *Speech to Print: Language Essentials for Teachers, 2nd Edition.* Baltimore*:* Paul H. Brooks Publishing Co.