

# Writing Your Way



## Through the Code



RaisingRobustReaders.com

## FOREWARD

Writing Your Way Through the Code is a compilation of simple guidelines that explain WHY words are spelled and written the way they are.

But it is so much more!!!

Writing Your Way Through the Code is the writing and spelling complement to the Road Through the Reading Code. Now, instead of just writing words multiple times in the hopes of learning how to spell them, students are given the insight to understand HOW to spell them.

For example, when students learn that 'ay' is at the end of words and 'ai' is at the beginning or middle, the guesswork is eliminated. When they learn that English words don't end in 'i,' 'reply' is easy to spell correctly.

Students discover all six syllable types in the Road Through the Reading Code and the effect the syllable type has on the sound of words. They learn, for instance, that open syllables end in long vowel sounds, and closed syllables have short vowel sounds. The result? spelling 'diner' with one 'n' or two is easy to figure out.

There is no need to write words 10 times each or create spelling pyramids letter by letter in the hopes that such repetition will result in great spellers. Understanding the code makes the difference. Writing Your Way Through the Code makes the difference.

# Table of Contents

SIMPLE STRATEGIES FOR SUPER SPELLERS!	9
SPELLING “CLUES” AT A GLANCE	10
HEAR THE SOUND. WRITE IT DOWN.	14
Misbehaving High-Frequency Words	15
SAIL AWAY PHONOGRAMS (MODULE 2)	16
1. ay	17
2. ee	17
3. ay and ee	18
4. ai	19
5. ay, ee and ai	19
6. igh	20
7. ay, ee, ai and igh	20
8. oe	21
9. oa	21
10. ay, ee, ai, igh, oa, oe	22
11. eigh	22
12. ay, ee, ai, igh, oa, oe, eigh	23
Turning One into Many	23
13. Adding s	23
BOSSY R PHONOGRAMS (MODULE 3)	24
14. Bossy r Introductory Spelling	25
OPEN SYLLABLES (MODULE 5)	26
15. Open syllables a, e, i, o	27
16. Open Syllable y	28
17. O Makes Its Third Sound	28
18. Letter a - Schwa Sound	28
CLOSED SYLLABLES (MODULE 5)	29
19. Closed Syllable ä	30
20. Closed Syllable ě	30
21. Closed Syllable ä and ě	31

22. Closed Syllable ĭ	31
23. Closed Syllable ä, ě and ĭ	31
24. Closed Syllable ǒ	32
25. Closed Syllable ä, ě, ĭ and ǒ	32
26. Closed Syllable ů	32
27. Closed Syllable ä, ě, ĭ, ǒ and ů	33
28. Closed Syllables with Phonogram th	33
29. Closed Syllable Compound Words	33
<b>MISBEHAVING CLOSED SYLLABLES</b>	<b>34</b>
30. Long ī Followed by Two Consonants (nd, ld)	34
31. Long ō Followed by Two Consonants (ld, st, lt, ll)	34
<b>SPELLING CLUES</b>	<b>35</b>
<b>PHONOGRAM Y</b>	<b>35</b>
32. Y as a Consonant	35
33. Y Says Ī Review	35
34. Y Says ē	35
35. Y Says ĭ	36
<b>FLOSS RULE</b>	<b>36</b>
36. Words Ending in ff	36
37. Words Ending in ll	36
38. Words Ending in ss	37
39. Z at the End	37
<b>SPELLING THE SOUNDS OF C</b>	<b>38</b>
Spelling Soft C	38
40. Soft C - /s/	38
41. Spelling Hard C	38
42. Spelling K	39
<b>MAGIC E SYLLABLES (MODULE 5)</b>	<b>40</b>
<b>SILENT E IS A BUSY BEE. CLUE #1 *</b>	<b>41</b>
43. a_e Magic e Syllable	41
44. a_e Magic e Syllable & Closed Syllable ä	41
45. Long ā sound: ai, ay, eigh, a_e	41

46. i_e Magic e Syllable	42
47. i_e Magic e Syllable & Closed Syllable ĩ	42
48. Long ī sound: igh, y, i_e	42
49. o_e Magic e Syllable	43
50. o_e Magic e Syllable & Closed Syllable ǒ	43
51. Long ō sound: oa, oe, o_e	43
52. u_e Magic e Syllable	44
53. u_e Magic e Syllable & Closed Syllable ŭ	44
54. y_e Magic e Syllable	44
55 Magic e Syllable Review	44
<b>HARD AND SOFT G</b>	<b>45</b>
56. Spelling Hard G	45
57. Spelling Soft G	45
<b>Silent e isn't always a Magic e</b>	<b>46</b>
<b>SILENT E IS A BUSY BEE. CLUE #2</b>	<b>46</b>
58. English words do not end in 'v' so we add a silent e.	46
<b>SILENT E IS A BUSY BEE. CLUE #3</b>	<b>46</b>
59. It may soften C or G	46
<b>BOSSY R SYLLABLE (MODULE 5)</b>	<b>47</b>
60. Bossy r Basic Words	48
61. Bossy r Clue: er	48
62. Bossy r Clue: or	48
63. Bossy r Clue: ar	49
64. Bossy R: er, or, ar	49
<b>VOWEL BUDDY SYLLABLE (MODULE 5)</b>	<b>50</b>
65. Open, Closed and Vowel Buddy Review	51
66. ay, ee, ai, igh, oa, oe, eigh	51
<b>SPELLING SYLLABLE by SYLLABLE, SOUND by SOUND</b>	<b>52</b>
<b>CONSONANT -LE SYLLABLE (MODULE 5)</b>	<b>53</b>
<b>SILENT E IS A BUSY BEE. CLUE #4</b>	<b>54</b>
67. Silent e Makes Consonant-le a Syllable	54
<b>SEEING DOUBLE</b>	<b>55</b>

68. Double Letters With Consonant-le syllable	55
69. Double Consonants	55
70. Consonants following short and long vowels.	56
<b>THE LAZY SCHWA</b>	<b>57</b>
71. Schwa examples	57
<b>TH, CH and ED (MODULE 8)</b>	<b>58</b>
72. TH	59
73. CH /ch/ - the First Sound of ch	59
74. CH /k/ - The Second Sound of ch	60
75. CH /sh/ - The Third Sound of ch	60
76. ED /ed/ - The First Sound of ed	61
77. ED /d/ - The Second Sound of ed	61
78 ED /t/ - The Third Sound of ed	61
79. ED /ed/ /d/ /t/	62
<b>O PARTNER PHONOGRAMS (MODULE 10)</b>	<b>63</b>
80. OW Says /ow/ and /ō/.	64
81. OO Sounds Like /ōō/	65
82. OO Sounds like /OŌ/ and /Ō/	65
83. OU Sounds Like /ow/	66
84. OW and OU Say /ow/.	66
85. OU Says /OŌ/.	67
86. OU Says /Ū/.	67
87. OU Says /Ō/.	68
88. Misbehaving OU Words	68
<b>CHICK PHONOGRAMS (MODULE 11)</b>	<b>69</b>
89. CK Says /k/.	70
90. K and CK at the End of One Syllable Words	70
91. C at the End of Multi-Syllabic Words.	71
92. TCH Says /ch/	71
93. Misbehaving tch words (use ch instead):	72
94. TCH and CH	72
95. SH	72

96. WH	73
97. NG	73
98. PH	74
99. WR	74
100. MB	75
101. GN	75
103. DGE Says /j/	76
103. DGE and GE	76
<b>AU AND AW (MODULE 12)</b>	<b>77</b>
104. AW	78
105. AW Before N, L, K	78
106. AU	79
107. AUGH Says /aw/	79
<b>STINKY PARTNERS EW, UE, UI (MODULE 13)</b>	<b>80</b>
108. EW	81
109. UE	81
110. UI	82
111. EW, UE, UI	82
112. Short ĭ Spelled: UI, Y, and ĭ	83
<b>E-PARTNER PHONOGRAMS: EA, EI, EY and IE (MODULE 14)</b>	<b>84</b>
113. EA Says ē	85
114. EA Says ě	85
115. EA says ā	86
116. Ei says ē	86
117. Ei says ā	86
118. Ei Advanced Words	87
119. EY says ē	87
120. EY says ā	87
<b>IE, THE BACKWARD PHONOGRAM</b>	<b>88</b>
121. IE says ē	88
122. IE says Ī	88
<b>OI and OY COPY CAT PHONOGRAMS (MODULE 15)</b>	<b>89</b>

123. OI	90
124. OY	90
Ti, Ci, Si, the HUSH Phonograms (MODULE 16)	91
125. (ci, ti, si) + on	92
126. (ci, ti)+an	92
127 (ci, ti)+al	92
128. (ci, ti)+ous	93
129. Sl says /zh/	93
OUGH (MODULE 18)	94
130. OUGH	94
Prefixes and Suffixes	95
What is a Suffix	96
Vowel Suffixes	96
131. 1-1-1 Spelling Rule:	96
132. 2-1-1 Spelling Rule                      2-1-2 Spelling Rule	97
133. Adding a Suffix to Words Ending in Silent e	98
Adding a Suffix to Words Ending in Y	99
134. Does the word end in a vowel + y?	99
135. Does the word end in a consonant + y?	99
Plurals: Turning One into Many	100
136. Adding 's'	100
Adding the letter 's' is the most common way to make a word plural.	100
137. Add 'es' to words ending in 's', 'ch', 'sh', 'x'	100
138. Words ending in consonant + y	101
139. Words ending in 'f' or 'fe'.	101
140. s, es, ies Spelling Words	102
141. IST Suffix	102
142. EST Suffix	102
143. EST and IST Suffixes	103
145. AUGH + Suffixes	103
HOMOPHONES	104



## SIMPLE STRATEGIES FOR SUPER SPELLERS!

Research on spelling, though limited compared to research on reading, shows that spelling is harder than reading. This is easy to understand since a sound can be represented by a number of phonograms and/or patterns. The long e sound, for instance, can be made with 9 different phonograms (e, ee, ea, ey, y, i, ie, ie) and the magic e\_e pattern. So good readers are not necessarily good spellers. In fact, they can be dismal spellers...even when they apply the right sound: enternashunnel. (International).

Memorizing a string of letters, often time without even being able to pronounce the word, is counter productive to helping a child understand how to spell words. Sending a list of spelling words home on Monday and having the student copy them numerous (10?) times nightly; but no explanation of why they are spelled the way they are, is also ineffective.

Instead, Raising Robust Readers' Spelling Your Way Through the Code follows along and complements the Road Through the Reading Code. Now the 'weekly spelling list' is relevant and makes sense. It uses the phonograms being taught; it includes instruction on syllable types so vowel sounds make sense; and relevant spelling guidelines (rules) are applied. Student performance will tell you if there is a phonemic awareness weakness or lack of understanding of phonograms, syllables and spelling clues. Pay attention to the mistakes to look for a common problem; then give the student additional instruction and practice in that area.

Words can typically be explained by language of origin, meaning or word patterns. Time, exposure to words through reading and an analysis of words through explicit, sequential instruction can help make good spellers.

Just as children discover the reading code, exploring how words are spelled will also help them understand the logic of the English code. Dismal can become super.

Our *Sound Dictionary and Spelling Clues* will give students clues to choose which sound to use.

# SPELLING “CLUES” AT A GLANCE

These 31 spelling clues are referenced throughout the word lists in Spelling Your Way Through The Code.

## CONSONANT CLUES:

1. The letter q is always followed by the letter u, and we say /kw/ (quiet)
2. c followed by e, i, or y says /s/.  
c is the most common spelling for the sound /k/. But, when followed by e, i, or y, it says /s/ (cent, city, cycle).  
To keep the /k/ sound, use the letter k (keep, kite, Kylie) [cat & kitty]
3. g followed by e, i, or y may say /j/ (gentle, ginger, gym)
4. We often double f, l and s after a single vowel at the end of a one-syllable word.
5. Use the following spelling choices in one syllable words after a short vowel sound:  
/k/ ck - 'Two-letter k' (pick)  
/j/ dge - 'Three-letter j' (fudge)  
/ch/ tch - 'Three-letter /ch/' (witch)
6. Past Tense 'ed' makes three sounds, all spelled 'ed'  
If a base word ends in /d/ or /t/, 'ed' says /ed/ and makes another syllable (pound-ed, wait-ed)  
If the word ends in a voiced consonant, 'ed' says voiced /d/ (rub/rubbed)  
If the word ends in an unvoiced consonant, 'ed' says unvoiced /t/ (chip/chipped)
7. sh is used to say /sh/ at the beginning of a word (shepherd) and at the end of a syllable (wishful).
8. Use ti, ci, or si for the /sh/ sound in syllables two, three or four unless the syllable is ship. (look for our fun little jingle in the Sound Dictionary to make this even easier)

## VOWEL CLUES:

Watch the Six Syllable videos (Module 5) to better understand these vowel clues.

1. Closed syllables have a short vowel sound with these exceptions:  
words ending in ind, old, ost, ild, olt (The kind old ghost rode a wild colt)
2. Vowels a, e, o, u at the end of open syllables usually say their long sound. Letter 'i' does not always comply.
3. Vowels i and y may say /ĩ/ at the end of an open syllable, but usually say /ē/ or /ī/
4. English words end in y, not i
5. Base words do not end with the letter a saying, ā. Choose ay or ey or eigh. (a by itself at the end of a word says the schwa /uh/: (zebra, America)
6. or says /er/ after w (worm) ar says /or/ after w (warm)
7. We most often use (the phonogram) ei after c (receipt) unless it says /ā/ as in 'vein.' Be aware there are numerous exceptions.

## SILENT FINAL E'S:

Watch Wordy's Videos at Busy Bee Bend for a fun explanation. (Stop 9)

1. English words do not end in 'u' or 'v'
2. 'e' may soften 'c' or 'g'
3. 'e' helps the vowel before it say its name in the 'v-c-silent e' syllable pattern.
4. Every syllable must have a vowel. e makes 'consonant-l-e' a syllable.
5. "Wherever I need to be e": It keeps single words that end in s from looking like plurals (pleas/please); makes a little word a little bigger (rye/awe); and helps to clarify meaning (or/ore).

## SYLLABLE VOWEL CLUES: (Module 5)

Introduce the Six Silly Syllables early on to avoid the Sight Word Dead End. The "Six Silly Syllables and How to Cut the Cake" videos explain these rules through visual concepts that you can sing and act out. Wordy's friends, the Six Silly Syllables, will help children read rather than memorize 200 sight words.

1. At the end of an open syllable, no consonant is found.  
The vowel at the end will say its name and make a long vowel sound.
2. In a closed syllable, the vowel is short 'cause a consonant closes it in.  
This syllable has just one vowel and a consonant at the end.
3. In a Magic e syllable, at the end you'll see  
a vowel and a consonant and silent letter e.  
Standing next to the consonant, magic e can claim,  
"I'm strong enough to help that vowel be long and say its name."
4. If the Bossy r syllable is pushy with his roar,  
r and his neighbor vowel say /er/, /ar/, /or/.
5. In the Vowel Buddies syllable where two vowels are found,  
together they will make just one vowel or vowel-like sound.
6. The Consonant-le syllable is at the end of words you'll see.  
That consonant is followed by an l and silent e.

## SYLLABLE DIVISION CLUES: (Module 7)

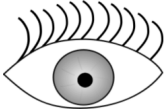
1. Cut between two consonants standing side by side.
2. When you find one consonant between two vowels, cut after the first vowel. But...
3. ...if that word does not make sense then cut just behind the consonant.
4. When the word ends in consonant l-e, count backwards 1-2-3 and divide.
5. Blends and partner phonograms don't usually separate.

# Tips for Learning Spelling Words



**Review** any clues that apply to the spelling words. You will find spelling clues throughout this guide.

---



## See

Look at the word carefully. Take the word apart by phonograms. See each phonogram in the word.

*Memory Trick:* Divide the word into syllables. Can you find any clues in the word?

gobble gin-ger

('g' may say /j/ before 'e', 'i', or 'y'.)

---



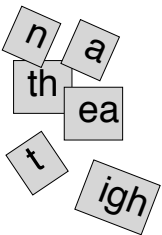
**Hear** each sound.

S t r e t c h  
out the word and say each sound.

*Memory Trick:* When learning the spelling of a word, pronounce it the way it is spelled (/ē/ lec tric)

instead of the way we pronounce it in conversation (/uh/ lec tric).

---



## Touch

Make and use letter tiles and put words together by phonogram sounds.

c augh t

---



## Write

Say each sound as you write each phonogram down.

*Memory Trick:* Underline the multi-letter phonograms.

---

MODEL for Students. Discuss the word and any associated clues. Many of our phonogram groups have two levels of word lists. Additional word lists are located in the resource index and at the bottom of each module in our [Road Through the Reading Code](#) online course. Guided discovery with word sorting is a powerful approach to help students understand spelling patterns and sound positions within a word.

## HEAR THE SOUND. WRITE IT DOWN.

(Note: Use phonogram tiles if children are not able to write)

When teaching the sound, follow these steps:

- Remind the students, “Hear the sound. Write it down.”
- Pronounce the word for the students
- Use it in a sentence
- Stretch out the word stressing each sound
- Ask ‘how many sounds do you hear?’
- “Let’s tap the sound with our fingers or on our arm or on the table”
- The first sound? The second sound? The next sound? (And so on)
- Hold up the number of fingers that correspond to the number of letters in the sound. Example ‘igh’ is a three letter i      H    igh
- Have students underline any multi-letter phonogram.

For the test:

- Students may or may not tap out the sound with fingers or on the table.
- Teacher does not hold up the number of fingers indicating the number of letters in the phonogram

## High Frequency Words

Most “sight words” can be read and correctly spelled using phonogram sounds, syllable clues and spelling clues. Only 25 of the 220 Dolch words are phonetically irregular and need to be identified and practiced for both reading and spelling. The following is a list of misbehaving common words. The remainder of the Dolch words, 195, can be read and spelled using the power of the code.

### Misbehaving High-Frequency Words

one	where	done	many	both
once	there	does	of	buy
two	said	don't	could	very
who	come	again	would	laugh
was	some	any	been	only

## SAIL AWAY PHONOGRAMS (MODULE 2)

ay ee ai igh oe oa eigh



# Vowel Partners That Make One Long Vowel Sound.

*Hear the sounds. Tap the sounds. Write them down.*

**Note:** Tapping should be encouraged for those students who need an extra avenue (kinesthetic) to spell words. Those students who can hear the sound and write it down without tapping should do so.

## 7. ay



**Clue:** ay is a 2-letter ā that we use at the end of English words.

*Hear the sounds. Tap the sounds. Write them down.*

may	way
lay	nay
ray	bay
pay	hay
day	say

*Hear the sounds. Tap the sounds. Write them down.*

tray	payday
play	stay
fray	stray
gray	clay
waylay	sway

## 2. ee

*Hear the sounds. Tap the sounds. Write them down*

eel	feet
peel	weed
feel	queen*
eek	green
peek	see
fee	beef

\***Clue:** The letter q is always followed by the letter u, and we say /kw/. (queen)

**Note:** Introduce phonogram **th** before introducing the word “three.”  
Introduce phonogram **sh** before introducing the word “sheep.”

*Hear the sounds. Tap the sounds. Write them down.*

three	street
sleep	freeway
bleed	sweep
creek	fleet
keep	been* (misbehaving word)

### 3. ay and ee

*Hear the sounds. Tap the sounds. Write them down.*

bay	say
peel	day
feel	green
may	deep
feet	sleep

*Hear the sounds. Tap the sounds. Write them down.*

stray	queen
sleep	sweep
sway	freeway
three	mayday
bleed	payday

## 4. ai



**Clue:** ai is a 2-letter ā that we do not use at the end of English words.

**Clue:** The letter q is always followed by the letter u, and we say /kw/. (quail)

*Hear the sounds. Tap the sounds. Write them down.*

mail	nail
aid	laid
pail	pain
rain	wait
hair	quail*

\*Review the Clue: The letter q is always followed by the letter u, and we say /kw/. (queen)

*Hear the sounds. Tap the sounds. Write them down.*

brain	praise
braid	gain
paint	strain
train	again* (misbehaving word)
waist	said* (misbehaving word)

## 5. ay, ee and ai

*Hear the sounds. Tap the sounds. Write them down.*

laid	quail
lay	queen
pain	bee
wait	say
train	way

*Hear the sounds. Tap the sounds. Write them down.*

paint	tweed
grain	waylay
trail	freeway
freed	railway
speedway	mainsail