

# *Spelfabet* workbook



## Level 8 version 2

### Suffixes **Parent/aide edition**

Up to 5 copies can be made, for use with your own children/students.

These pages are in sets of two, to allow learners to:

1. Copy the words, then
2. Write the words independently.

Previous workbooks have covered regular plural, past tense and present progressive suffixes, and this workbook provides much more practice with both inflectional (grammatical) and derivational (meaning/word type) suffixes. They include y as in bony, er as in drummer, ive as in assertive, ing as in bouncing, es as in boxes, oes as in potatoes, ves as in knives, ies as in babies, er as in colder, est as in coldest, ful as in careful, age as in package, ous as in famous, ian as in magician, ist as in artist, ion as in action, discussion and extension, ly as in briefly, ible as in digestible, able as in adorable, ment as in agreement, ness as in fitness, less as in careless, hood as in childhood, al as in emotional, en as in freshen, ish as in selfish, ance as in reluctance, ence as in difference, ism as in criticism, ee as in employee, ic as in enthusiastic, ally as in frantically, ary as in primary and ie as in Aussie.

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**More information: [www.spelfabet.com.au](http://www.spelfabet.com.au)**

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# Introduction

The Spelfabet materials were devised as inexpensive, fine-grained, linguistically accurate, synthetic phonics teaching tools. This version also includes a strong focus on word building and meaningful word parts (morphology).

Originally intended for struggling learners, these materials can also be used by mainstream learners whose spelling lessons involve rote-learning high-frequency words or vocabulary lists, rather than explicitly and systematically teaching about sounds, spellings and word parts.

This workbook is designed for parents, integration aides and other non-experts to use with learners who can write regularly-spelt one and two-syllable words, spell a range of homophones and add prefixes to words. They now need to learn how to build longer and more academic words by adding suffixes.

The materials have been reworked a number of times based on experience and feedback from students, parents, teachers, integration aides and other speech pathologists. Thanks to everyone who helped, and sorry you're too numerous to mention by name here. I hope you find this version useful.

This workbook assumes learners can read and write the words in the Level 1-7 workbooks with a reasonable level of competence (getting about 90% correct), and contains:

- **Quite large print**, which spaces letters out more, making it harder to mix up their order.  
Please save trees by printing on scrap paper or double-sided if you can.
- **A simple, handwriting-like font**, without too many confusing curly bits.
- **Tasks which mostly involve adding suffixes to words.** Words needing slight changes before adding a suffix are grouped, e.g. dropping final e as in slime-slimy, doubling final consonants as in cut-cutters or changing y to i as in funny-funniest. Patterns like f-ve in shelf-shelves and o-oes as in potato-potatoes are covered, as are differences between UK and US English as in apologise/apologize, judgement/judgment and travelling/traveling.
- **Pictures and sentences**, to make word meanings and use clear and build vocabulary.  
The picture set used is mostly the Picture Communication Symbols by Mayer-Johnson LLC, and is used with permission.

- **General Australian English pronunciation** ("daughter" does not rhyme with "hotter", and "us" does rhyme with "bus"), and vocabulary. Where there are differences between UK and US spellings I have mostly used the UK spellings while noting US ones.

To use this workbook, get a dictionary and the parent/tutor cheat-sheet which downloads with this workbook. Sit with your learner (do not leave him/her to work independently, this work involves speaking and listening as well as writing and reading) and:

- Starting at the first item on the page, **tell the learner the sentence including the missing word**. All the sentences in the workbook are also on the parent cheat sheet. This is a spelling practice activity so don't waste precious spelling time waiting for them to work out which word to write. Your learner should then find the missing word at the top of the page, write it in the box while saying it aloud, altering the ending if necessary, add the suffix, then cross the base word out in the top box, and when the page is finished, read all the sentences. Reading one's own writing helps motivate legibility (if you can't read it, who might fix that?), reinforces the idea of our spelling/reading system as reversible, builds the habit of checking one's own work, gives extra exposure to each word, and lets you check for correct decoding and pronunciation, as word stress often changes when suffixes are added.
- **Words not quickly recognised should be sounded right out** (no reading the first bit and guessing the rest!) For words of more than one syllable, you might draw a circle around each syllable, or put your finger(s) over other syllables to focus attention on one syllable at a time. Learners with working memory difficulties often forget early syllables in long words while they are sounding out the rest, so you might need to provide reminders.
- **Discuss what the suffix means/does**, for example -er creates adjectives used for comparing things, e.g. softer, bigger, juicier, braver, and -ist creates adjectives meaning "the most" e.g. softest, biggest, juiciest, bravest.
- **Discuss the vocabulary on each page** to make sure your learner knows what all the words mean and how they are used in sentences. If you know extra meanings of the words, feel free to discuss them too e.g. the word "bright" can refer to light, but it can also refer to cleverness e.g. "She was the brightest student in the physics class". If you're unsure whether your learner has a grip on a word, say "let's make up a few more sentences, I'll go first", provide a couple of sentences that you think will be interesting and relevant to your learner (e.g. "We had spicy food at the Thai restaurant the other night"), then ask your learner to provide a sentence. Use your dictionary to check for precise definitions, extra meanings and example sentences if need be. If your dictionary

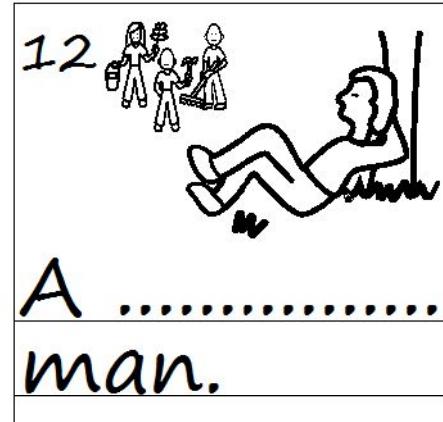
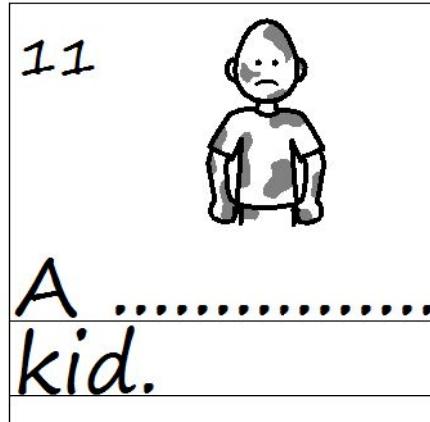
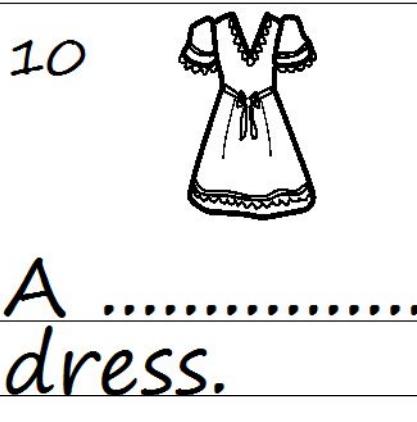
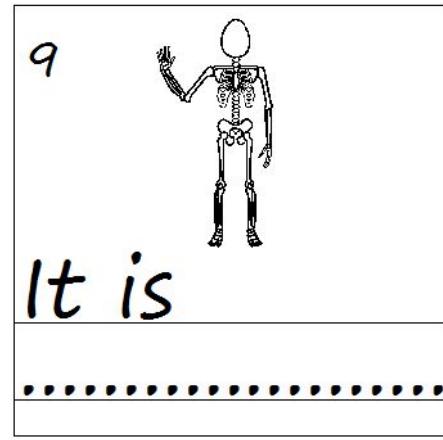
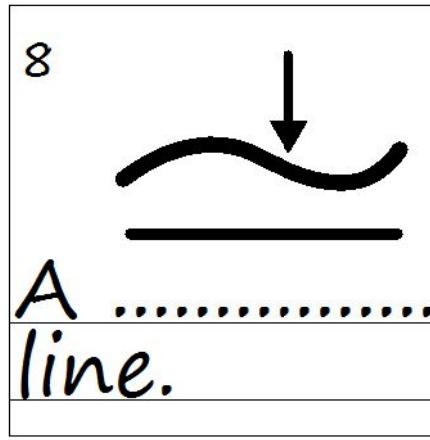
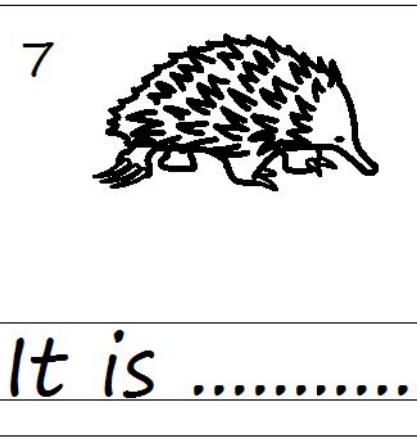
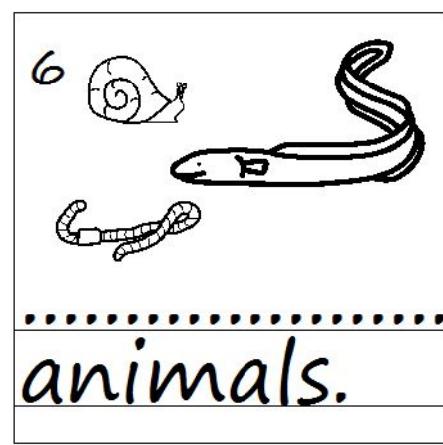
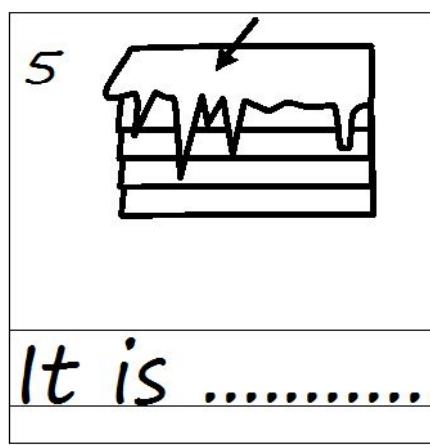
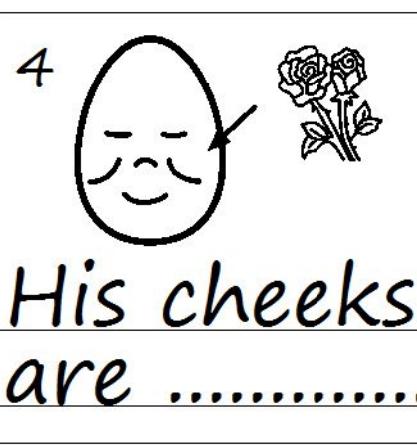
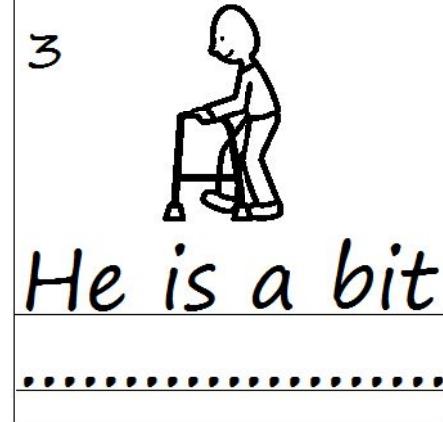
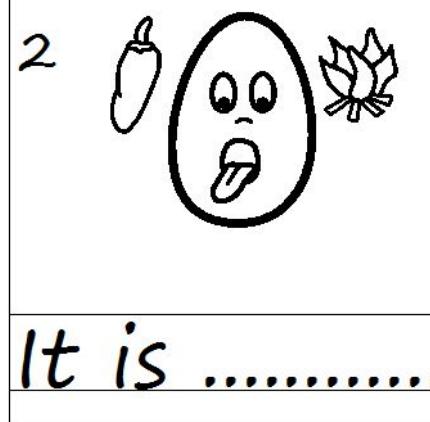
includes information about word origin, or your learner is studying a Latin-based language like French, Italian or Spanish, you might like to discuss that too e.g. the word "precious" is based on the Latin word for "costly", and the Spanish word is "precioso".

- **Ask your learner to use a "spelling voice" while writing.** This means saying every syllable in a stressed way, as it is spelt, and thus sounding a bit posh, like the Queen. e.g. education as "ed" + "u" + "ca" + "tion", even though in ordinary speech we often say "j" instead of "d", and the second and fourth vowels are said as very quick, neutral "uh" sounds (unstressed vowel or schwa). Saying words aloud while writing keeps the focus on linking spoken and written language, and prevents less helpful strategies like reciting letter names or pure visual copying.
- **Provide lots of praise for all the things the student is doing right** - forming letters correctly and writing legibly, saying the words, eliminating words that have been used, remembering spelling patterns previously studied, thinking logically about how to change word endings before adding the suffixes.
- **Teach through demonstration and practice:** There is a vast, mostly unhelpful meta-language about spelling: "spelling rules", "silent letters", "long/short vowels", letters "making sounds", "sight words" etc. These focus on developing *declarative knowledge* about spelling, but it's often inaccurate knowledge. Most spelling rules are highly unreliable and couched in complex language, all letters exist for a reason, "long" vowels are not simply prolonged versions of "short" vowels etc. The Spelfabet workbooks instead focus on developing *procedural knowledge* about spelling. Learners are set up to build their awareness of sounds in words and knowledge of spelling patterns and word structure through plenty of mostly errorless spelling and reading practice (learning by carefully-planned doing/habit formation).
- **Provide learners with lots of other reading and writing practice.** Younger children able to tackle this workbook should be able to read a range of age-appropriate texts and environmental print, in which they will see the patterns practised here. Older "reluctant" readers who find age-appropriate texts difficult because they contain a lot of long words might like to try books with simplified text like the Barrington Stoke or Rip Rap books. Supplier links for such books can be found here: [www.spelfabet.com.au/phonics-resources/07-decodable-books](http://www.spelfabet.com.au/phonics-resources/07-decodable-books). Encourage and monitor free writing, providing tricky spellings, and immediate, kind, accurate feedback about spelling mistakes, so your learner doesn't practise and memorise them.

Make two-syllable adjectives like "spiky" and "flaky" by dropping final e and adding y.

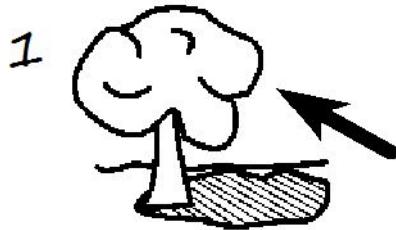
bone ice laze ~~shade~~ slime spine  
grime lace rose shake spice wave

-e +y

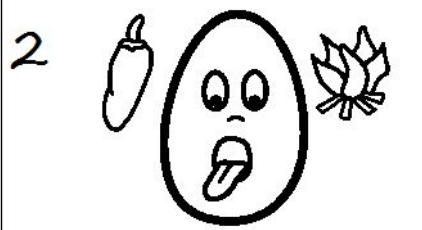


Spell two-syllable adjectives like "spiky" and "flaky" made by adjectives plus y.

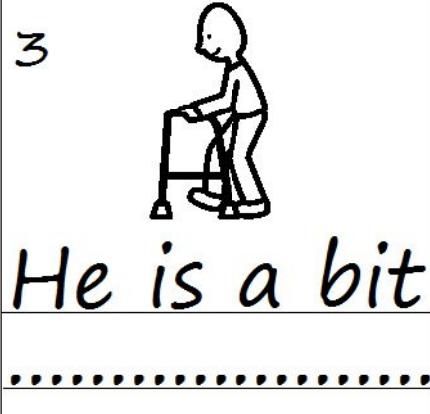
# Spell with y



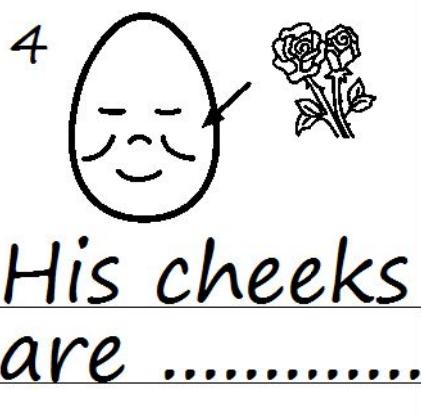
1 It is .....



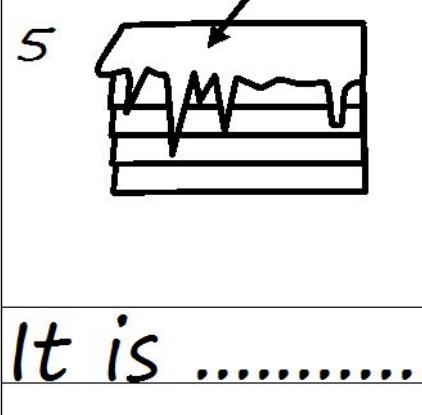
2 It is .....



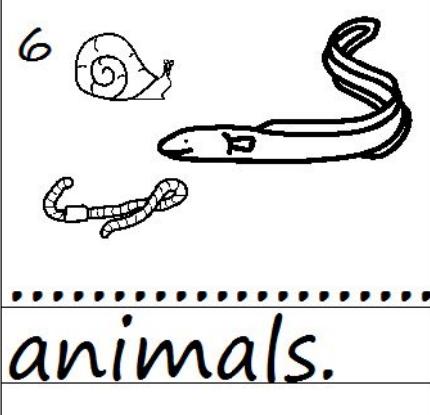
3 He is a bit .....



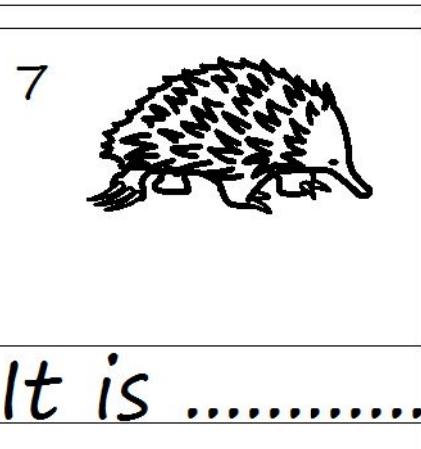
4 His cheeks  
are .....



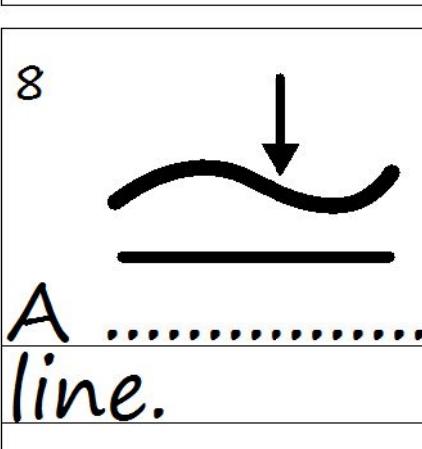
5 It is .....



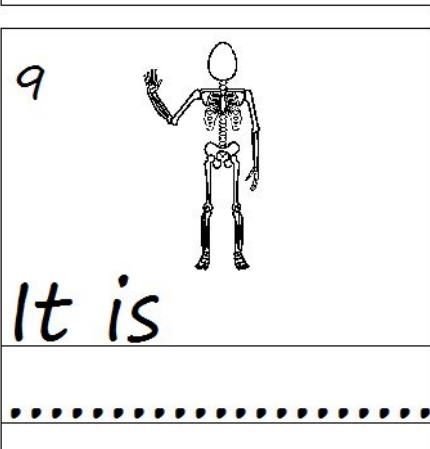
6 .....,  
animals.



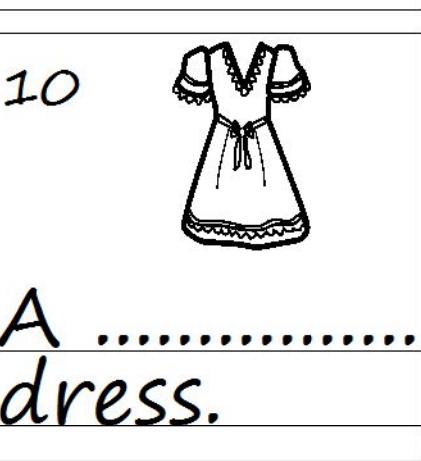
7 It is .....



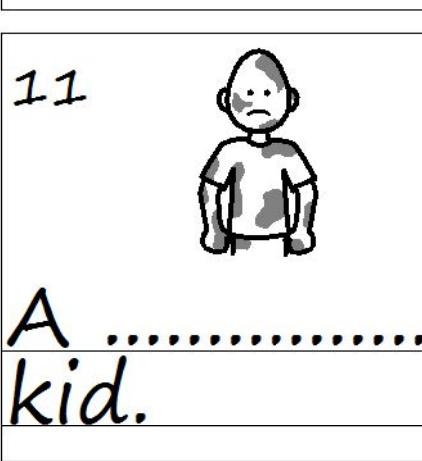
8 A .....  
line.



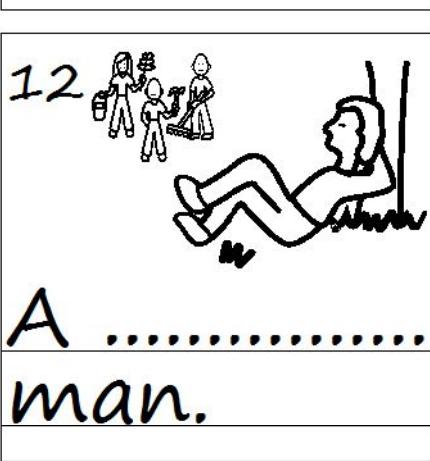
9 It is .....



10 A .....  
dress.



11 A .....  
kid.



12 A .....  
man.

Make two-syllable adjectives like nutty by doubling the last letter and adding y.

chat fog mud scrap snap ~~sun~~ +y  
flop fun run skin spot yum



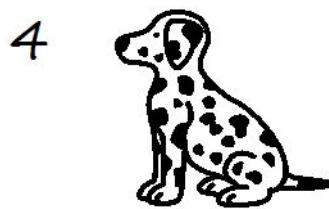
It is a  
sunny day. ✓



It is quite a  
..... dog.



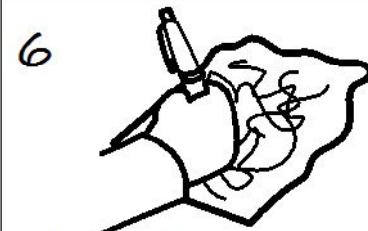
Such a .....  
comedy.



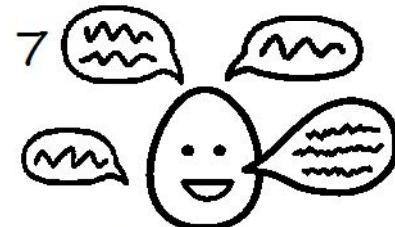
This is a  
..... dog.



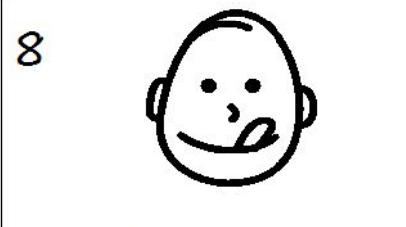
It has a  
..... ear.



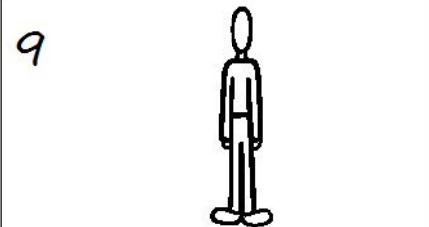
That is  
too .....



He is so  
.....



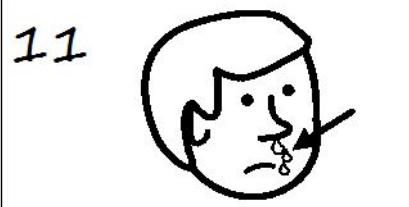
My lunch was  
.....



This man is  
very .....



It is so  
.....



His nose is  
.....



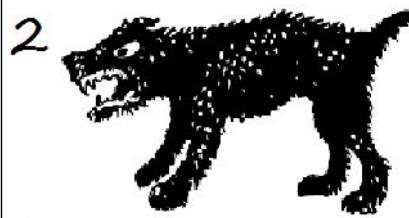
This is so  
.....

Spell two-syllable adjectives like nutty.

# Spell with y



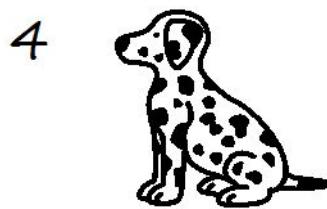
It is a ..... day.



It is quite a ..... dog.



Such a ..... comedy.



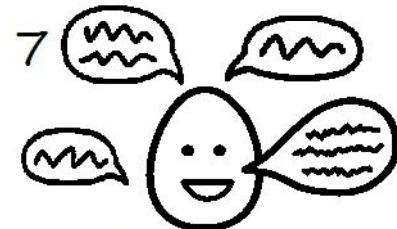
This is a ..... dog.



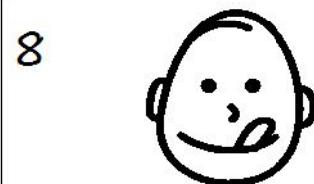
It has a ..... ear.



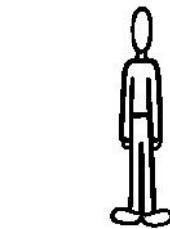
That is too .....



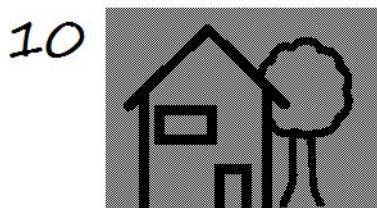
He is so .....



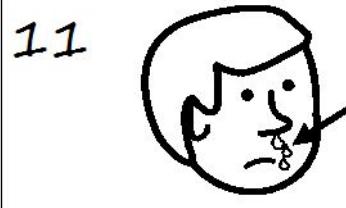
My lunch was .....



This man is very .....



It is so .....



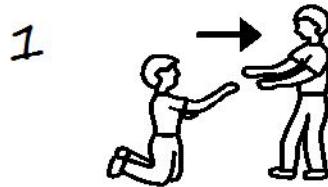
His nose is .....



This is so .....

Add -er to change a verb into a noun (people).

bowl dream ~~help~~ paint sing surf +er  
clean farm hunt shear ski wait



He is a good helper ✓



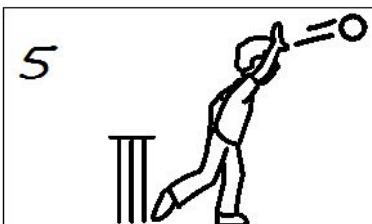
He works as a .....



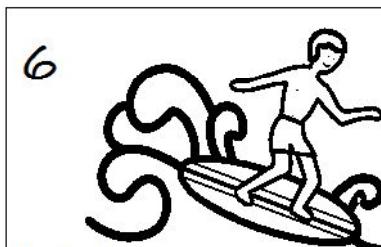
He is a day-  
.....



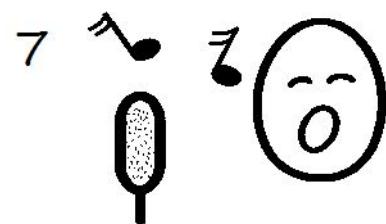
The ..... arrived.



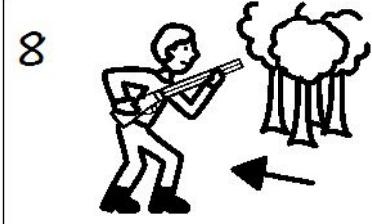
He is a fast ..... .



He's a ..... .



She's a great ..... .



The ..... shot wild pigs.



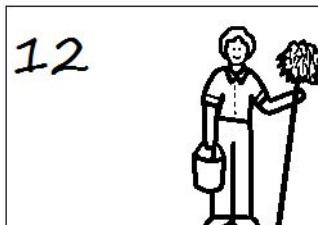
She's a good ..... .



The ..... grew wheat.



The ..... wore a cap.

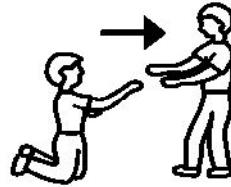


The ..... had a mop.

Add -er to change a verb into a noun (people).

# Spell with er

1



He is a good  
helper ✓

2



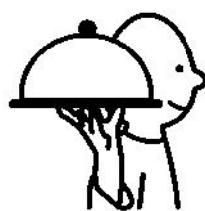
He works as  
a .....

3



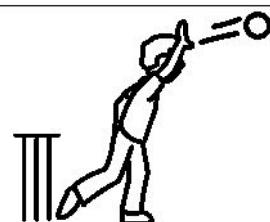
He is a day-  
.....

4



The .....  
arrived.

5



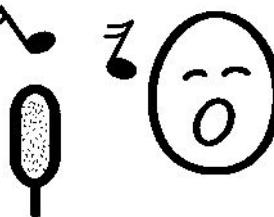
He is a fast  
.....

6



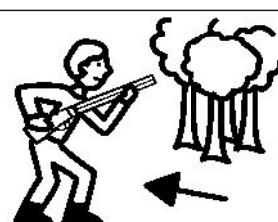
He's a  
.....

7



She's a great  
.....

8



The .....  
shot wild pigs.

9



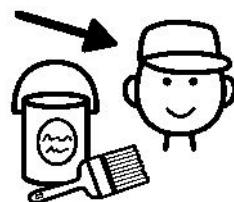
She's a good  
.....

10



The .....  
grew wheat.

11



The .....  
wore a cap.

12



The .....  
had a mop.