

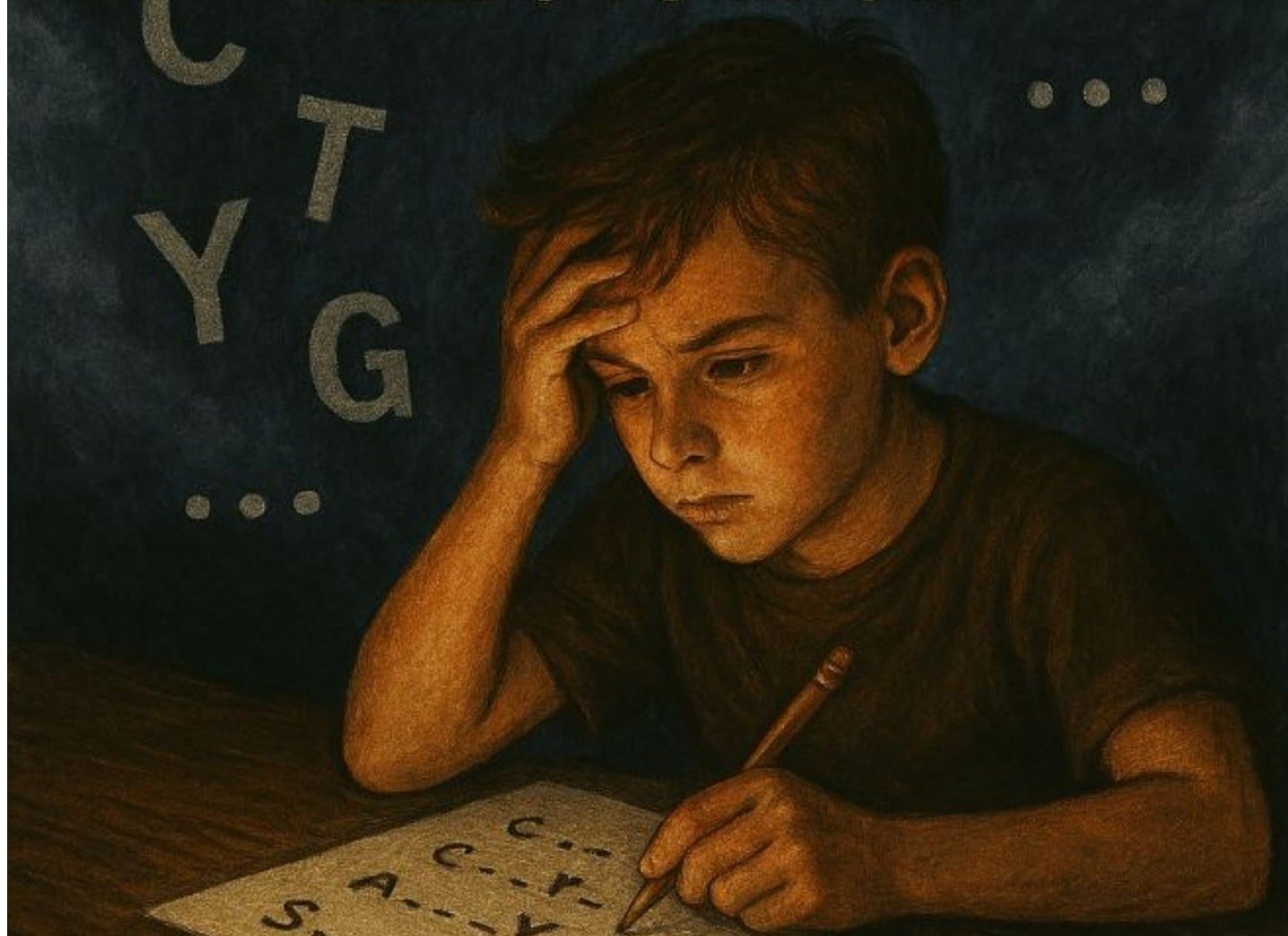
NAPLAN SPELLING SECRETS

20 PATTERNS YOUR CHILD
NEEDS TO KNOW

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NAPLAN Spelling Secrets

20 Patterns Your Child Needs to Know

A comprehensive guide for parents and educators

Introduction

Welcome to **NAPLAN Spelling Secrets: 20 Patterns Your Child Needs to Know**. This guide has been carefully crafted to help your child master the essential spelling patterns that frequently appear in NAPLAN tests.

Spelling is not merely about memorising individual words—it's about understanding patterns. The English language, despite its apparent irregularities, follows predictable patterns about 85% of the time. By teaching your child these crucial patterns rather than isolated words, you'll equip them with the tools to decode and spell thousands of words correctly.

NAPLAN tests assess students' spelling abilities through various question formats, including identifying misspelled words, applying spelling rules, and understanding word patterns. This book breaks down the 20 most important spelling patterns that your child needs to know to excel in these assessments.

Each pattern section includes:

- Clear explanations of the pattern rule
- Common examples that follow the pattern
- Memorable tips to help retention
- Practice exercises to reinforce learning

Let's begin this journey to spelling success together!

Pattern 1: The 'i before e except after c' Rule

One of the most famous spelling rules in English is "i before e, except after c, when the sound is 'ee'". This pattern helps with many commonly misspelled words.

The Rule Explained:

- When you hear the long 'ee' sound, write 'ie' (e.g., believe, achieve)
- When this sound follows 'c', write 'ei' (e.g., receive, ceiling)
- There are exceptions to this rule (e.g., seize, weird, caffeine)

Examples:

believe

chief

field

receive

ceiling

receipt

achieve

thief

Memory Tip:

Create a memorable sentence: "I believe that to achieve, you need to relieve grief."

Practice Exercise:

Fill in the blanks with 'ie' or 'ei':

1. I don't bel___ve what you're saying.
2. Did you rec___ve my letter?
3. The dog's master gave it a piece of rel___f.
4. They tried to dec___ve the teacher.
5. The th___f stole my wallet.

Pattern 2: Doubling Consonants with Suffixes

When adding a suffix that begins with a vowel (like -ed, -ing, -er) to a word ending in a consonant, we sometimes need to double the final consonant. Understanding this pattern helps with many common spelling errors in NAPLAN.

The Rule Explained:

Double the final consonant when:

- The word has one syllable (stop → stopping)
- The word ends in one vowel followed by one consonant (hop → hopping)
- The stress falls on the final syllable for multi-syllable words (begin → beginning)

Examples:

run → running

hop → hopping

stop → stopped

admit → admitted

prefer → preferred

regret → regretted

Memory Tip:

1-1-1 Rule: One syllable, one vowel, one consonant = double it!

Practice Exercise:

Add -ing to these words:

1. run → _____
2. help → _____
3. begin → _____
4. swim → _____
5. travel → _____

Pattern 3: Silent Letters

Silent letters are letters that appear in the spelling of a word but aren't pronounced. They're common sources of spelling errors in NAPLAN tests.

Common Silent Letter Combinations:

- Silent 'k' before 'n' (know, knee)
- Silent 'w' before 'r' (write, wrong)
- Silent 'b' after 'm' or when followed by 't' (climb, doubt)
- Silent 'g' before 'n' (gnaw, sign)
- Silent 'h' in various positions (hour, honest, ghost)

Examples:

knife

write

lamb

sign

ghost

island

column

autumn

Memory Tip:

Create visual associations: Picture a "knight" with a silent 'k' kneeling silently. For "wrist," imagine writing with your wrist while the 'w' stays silent.

Practice Exercise:

Circle the silent letter in each word:

1. knight
2. whistle
3. comb
4. listen
5. wrapper

Pattern 4: Common Prefixes and Their Meanings

Prefixes are added to the beginning of a word to modify its meaning. Understanding common prefixes helps with spelling and vocabulary.

Common Prefixes:

- **un-**: not, opposite of (unhappy, unlock)
- **re-**: again, back (return, rewrite)
- **dis-**: not, opposite of (disagree, disconnect)
- **pre-**: before (prefix, prepare)
- **in-/im-/il-/ir-**: not (invisible, impossible, illegal, irregular)

Examples:

unhappy

reconsider

disappear

preview

impossible

submarine

transport

bicycle

Memory Tip:

Learn prefix meanings rather than individual words. For example, "un-" means "not" or "opposite of", so "unhappy" means "not happy".

Practice Exercise:

Add a suitable prefix to each word to create a new word:

1. ____agree (not agree)
2. ____view (before viewing)
3. ____read (read again)
4. ____possible (not possible)
5. ____marine (under the sea)

Pattern 5: Common Suffixes and Word Endings

Suffixes are added to the end of words to change or add to their meaning. They often change a word's part of speech.

Common Suffixes:

- **-tion/-sion**: indicates an action or process (education, decision)
- **-ly**: forms adverbs from adjectives (quickly, quietly)
- **-ful**: full of (beautiful, careful)
- **-less**: without (homeless, careless)
- **-able/-ible**: capable of (enjoyable, visible)

Examples:

education

quickly

beautiful

careless

enjoyable

famous

happiness

comfortable

Memory Tip:

For -able vs -ible: If the root word is a complete word on its own, usually use -able (break → breakable). If the root word isn't complete, usually use -ible (leg → legible).

Practice Exercise:

Add an appropriate suffix to create a new word:

1. care + ____ = without care
2. beauty + ____ = full of beauty
3. slow + ____ = in a slow manner
4. educate + ____ = the process of educating
5. predict + ____ = able to be predicted

Pattern 6: Words Ending in 'y'

Words ending in 'y' often change spelling when suffixes are added. This is a common source of spelling errors.

The Rule Explained:

- If the word ends in a vowel + y, simply add the suffix (play → played)
- If the word ends in a consonant + y, change the y to i before adding most suffixes (happy → happier, happily, happiness)
- Exception: When adding -ing, keep the y (study → studying)

Examples:

cry → cries

happy → happiness

try → tried

city → cities

play → played

hurry → hurried

Memory Tip:

"Consonant before Y? Change to I and don't ask why!"

Practice Exercise:

Add the suffix shown to each word:

1. baby + -es = _____

2. try + -ed = _____

3. play + -ing = _____

4. happy + -ness = _____

5. worry + -ed = _____

Pattern 7: Words Ending in 'e'

Words ending in 'e' follow specific patterns when adding suffixes, which is crucial for accurate spelling.

The Rule Explained:

- Drop the final 'e' when adding a suffix that begins with a vowel (love + ing = loving)
- Keep the final 'e' when adding a suffix that begins with a consonant (hope + ful = hopeful)
- Exceptions: Words ending in 'ce' or 'ge' keep the 'e' before suffixes beginning with 'a'

or 'o' to preserve the soft sound (courage + ous = courageous)

Examples:

hope → hoping

make → making

close → closely

care → careful

change → changeable

use → usable

Memory Tip:

"When a suffix begins with a vowel, the 'e' will travel. When a suffix begins with a consonant, the 'e' will stay constant."

Practice Exercise:

Add the suffix shown to each word:

1. write + -ing = _____

2. love + -able = _____

3. noise + -y = _____

4. courage + -ous = _____

5. arrange + -ment = _____

Pattern 8: The Magic 'c' Rule

The letter 'c' makes different sounds depending on the letter that follows it. This pattern helps with pronunciation and spelling.

The Rule Explained:

- Soft 'c' sounds like 's' when followed by 'i', 'e', or 'y' (city, cent, cycle)
- Hard 'c' sounds like 'k' when followed by 'a', 'o', 'u', or any consonant (cat, cot, cut, fact)

Examples:

city (soft c)

centre (soft c)

cycle (soft c)

cat (hard c)

come (hard c)

cut (hard c)

Memory Tip:

"C is soft before E, I, and Y; C is hard in other places, oh my!"

Practice Exercise:

Identify whether each 'c' makes a soft sound (like 's') or a hard sound (like 'k'):

1. celebrate
2. bicycle
3. cinema
4. carpet
5. cybersecurity

Pattern 9: The Magic 'g' Rule

Similar to the 'c' rule, the letter 'g' can make different sounds based on the letter that follows it.

The Rule Explained:

- Soft 'g' sounds like 'j' when followed by 'e', 'i', or 'y' (gem, giant, gym)
- Hard 'g' sounds like the 'g' in 'go' when followed by 'a', 'o', 'u', or any consonant (gap, got, gum, great)

Examples:

gem (soft g)

giant (soft g)

gymnastics (soft g)

gate (hard g)

goat (hard g)

gun (hard g)

Memory Tip:

"G is gentle before E, I, and Y; elsewhere G is like Go, Guess, and Guy!"

Practice Exercise:

Identify whether each 'g' makes a soft sound (like 'j') or a hard sound (like in 'go'):

1. giraffe
2. gorilla
3. ginger

- 4. trigger
- 5. garbage

Pattern 10: Vowel Teams

Vowel teams are two or more vowels that work together to make a single sound. Mastering vowel teams is crucial for spelling success.

Common Vowel Teams:

- **ai/ay**: makes the long 'a' sound (rain, play)
- **ee/ea**: makes the long 'e' sound (feet, beat)
- **oa/ow**: makes the long 'o' sound (boat, grow)
- **ie/igh**: makes the long 'i' sound (pie, light)
- **oi oy**: makes the 'oi' sound (coin, toy)

Examples:

rain play street beach boat crow night soil

Memory Tip:

"When two vowels go walking, the first one does the talking." (This works for many vowel teams like 'ea', 'ai', etc.)

Practice Exercise:

Fill in the blank with the appropriate vowel team:

1. tr__n (long a sound)
2. gr__t (long o sound)
3. sl__p (long e sound)
4. n__t (long i sound)
5. b__ (toy sound)

Pattern 11: Compound Words

Compound words are formed by joining two or more words together. Understanding how compound words work helps with both spelling and vocabulary.

Types of Compound Words:

- **Closed compounds:** written as one word (football, sunset)
- **Hyphenated compounds:** joined with a hyphen (mother-in-law, forty-two)
- **Open compounds:** written as separate words (ice cream, high school)

Examples:

sunlight

doorknob

ice-cold

six-year-old

post office

washing machine

Memory Tip:

Visualize the compound word as its separate parts, then join them together. For example, "sun" + "flower" = "sunflower".

Practice Exercise:

Combine the words to form compound words:

1. book + shelf = _____
2. water + fall = _____
3. tooth + brush = _____
4. air + port = _____
5. break + fast = _____

Pattern 12: Homophones

Homophones are words that sound the same but have different meanings and spellings. These are frequently tested in NAPLAN.

Common Homophones:

- **there/their/they're:** place / possessive / contraction of "they are"
- **to/too/two:** preposition / also / number
- **your/you're:** possessive / contraction of "you are"
- **wear/where:** to have on / at what place

- **bare/bear**: naked / animal

Examples in Sentences:

They're putting **their** books over **there**.

I have **two** pencils **too**.

You're responsible for **your** own actions.

Do you know **where** I can **wear** this hat?

The **bear** has **bare** paws.

Memory Tip:

Create memory devices: "They're" contains the word "they" plus "are". "Their" contains the word "heir" (someone who inherits), which shows possession.

Practice Exercise:

Choose the correct homophone for each sentence:

1. We are going (to/too/two) the park.
2. The children left (their/there/they're) books at home.
3. (Your/You're) going to love this movie.
4. I don't know (wear/where) to find it.
5. I can only see (won/one) star in the sky.

Pattern 13: Words with 'qu'

In English, the letter 'q' is almost always followed by 'u'. Understanding this pattern is essential for correct spelling.

The Rule Explained:

- The letter 'q' is nearly always followed by 'u' in English words
- The 'qu' combination typically makes a 'kw' sound
- Rare exceptions include some borrowed words (e.g., Qatar, qin)

Examples:

queen

quiet

question

equip

aquarium

earthquake

squad

square

Memory Tip:

"Q and U are best friends - they always stick together!"

Practice Exercise:

Complete these words with 'qu':

1. ___een
2. s___are
___estion
3. ___ick
4. ___ilt

Pattern 14: Tricky Plurals

English has several rules for forming plurals, with many exceptions that can be challenging for students.

Rules for Forming Plurals:

- Add -s to most nouns (dog → dogs)
- Add -es to words ending in s, sh, ch, x, z (bus → buses, dish → dishes)
- For words ending in consonant + y, change y to i and add -es (baby → babies)
- For words ending in vowel + y, just add -s (key → keys)
- Some words ending in f/fe change to v and add -es (leaf → leaves)
- Irregular plurals don't follow rules (child → children, mouse → mice)

Examples:

kiss → kisses

box → boxes

lady → ladies

toy → toys

wolf → wolves

woman → women

Memory Tip:

For irregular plurals, create flashcards with pictures showing both singular and plural forms.

Practice Exercise:

Write the plural form of each word:

1. church → _____
2. story → _____
3. tooth → _____
4. sheep → _____
5. leaf → _____

Pattern 15: Contractions

Contractions are shortened forms of words where letters are removed and replaced with an apostrophe. They're commonly tested in NAPLAN.

Common Contractions:

- is not → isn't
- do not → don't
- I am → I'm
- it is/has → it's
- they are → they're
- would not → wouldn't

Examples in Sentences:

I **don't** know what **you're** talking about.

She's been working hard, but **hasn't** finished yet.

We'll be there soon, but **they're** already waiting.

I'm sure **it's** going to be fine.

Couldn't you have told me earlier?

Memory Tip:

Remember that the apostrophe in a contraction marks where letters have been removed. For example, in "don't", the apostrophe replaces the "o" in "not".

Practice Exercise:

Write the contraction for each phrase:

1. we are → _____
2. should not → _____
3. they will → _____
4. I would → _____
5. he is → _____

Pattern 16: Words with 'ch', 'sh', 'th', and 'wh'

These consonant digraphs (two consonants that make a single sound) are common in English and important for spelling.

Digraph Sounds:

- **ch**: usually makes a 'ch' sound as in 'chair', but can also make 'k' sound (chemistry) or 'sh' sound (machine)
- **sh**: makes a 'sh' sound as in 'ship'
- **th**: makes either a voiced sound as in 'this' or an unvoiced sound as in 'thin'
- **wh**: traditionally pronounced with a slight 'h' before the 'w' (what, when)

Examples:

chair

ship

that

think

when

cheese

shore

whisper

Memory Tip:

Create a tongue twister with each digraph: "Charlie chews cheese cheerfully" or "She sells seashells by the seashore".

Practice Exercise:

Fill in the blank with the correct digraph (ch, sh, th, or wh):

1. ___at is your name?
2. The dog likes to ___ase the cat.
3. Please be quiet and ___isper.
4. I ___ink we should go now.
5. Let's go to the ___op to buy some bread.

Pattern 17: Schwa Sound

The schwa is an unstressed vowel sound that can be spelled with any vowel. It's one of the most common sounds in English and often causes spelling difficulties.

The Schwa Sound:

- Sounds like 'uh' and appears in unstressed syllables
- Can be spelled with any vowel: a (about), e (taken), i (pencil), o (lemon), u (supply)
- Often causes spelling errors because the sound doesn't match the letter

Examples:

about (a)

problem (e)

family (i)

memory (o)

circus (u)

banana (a)

telephone (e)

Memory Tip:

To spell words with schwa sounds correctly, try pronouncing the word very clearly, emphasizing each syllable, or look at related words where the vowel is stressed.

Practice Exercise:

Identify the letter that represents the schwa sound in each word:

1. teacher
2. beautiful
3. dinosaur
4. column
5. famous

Pattern 18: R-Controlled Vowels

When a vowel is followed by 'r', it creates a unique sound that's neither short nor long. These r-controlled vowels can be challenging to spell.

Common R-Controlled Vowel Patterns:

- **ar**: as in car, farm, star
- **er**: as in her, term, serve
- **ir**: as in bird, first, stir
- **or**: as in for, short, corn
- **ur**: as in turn, nurse, hurt

Examples:

park

fern

bird

born

burn

market

circus

doctor

Memory Tip:

"Bossy R" changes the sound of the vowel it follows. Create an image of the letter 'r' as a strict boss controlling the vowels.

Practice Exercise:

Fill in the blank with the correct r-controlled vowel pattern (ar, er, ir, or, or ur):

1. f__m (place with animals)
2. b__d (flying animal)
3. h__t (feeling pain)
4. st__m (rain, thunder, lightning)
5. c__n (grain used for popcorn)

Pattern 19: Greek and Latin Roots

Many English words are derived from Greek and Latin roots. Understanding these roots can help with spelling and vocabulary expansion.

Common Greek and Latin Roots:

- **auto** (self): automobile, autobiography
- **bio** (life): biology, biography
- **chrono** (time): chronology, synchronize
- **dict** (speak): dictate, predict
- **graph** (write): paragraph, biography
- **phon** (sound): telephone, symphony
- **scope** (see): telescope, microscope

Examples:

automatic

biology

chronological

dictionary

photograph

microphone

telescope

Memory Tip:

Learn the meaning of common roots, and then use them to decode unfamiliar words. For example, if you know that "therm" means heat, you can guess that "thermometer" is a device that measures heat.

Practice Exercise:

Match the root with its meaning:

1. geo ____ a. water
2. hydro ____ b. earth
3. tele ____ c. far
4. meter ____ d. measure
5. port ____ e. carry

Pattern 20: Commonly Misspelled Words in NAPLAN

Certain words frequently appear in NAPLAN tests and are commonly misspelled. Mastering these tricky words can significantly improve test performance.

Commonly Misspelled Words:

- accommodation (two 'c's, two 'm's)
- definitely (not "definately")
- separate (not "seperate")
- necessary (one 'c', two 's's)
- occurrence (two 'c's, two 'r's)
- embarrass (two 'r's, two 's's)
- conscience (not "concience")
- privilege (not "priviledge")
- recommend (one 'c', two 'm's)
- immediately (not "immediatly")

Memory Strategies for Tricky Words:

Accommodation: Accommodate has two sets of double letters: cc and mm.

Definitely: It comes from "definite" - don't add an extra 'a'.

Separate: There's "a rat" in "separate".

Necessary: One Collar, Two Sleeves (one 'c', two 's's').

Occurrence: The occurrence of two 'c's and two 'r's is worth noting.

Memory Tip:

Create visual images or stories for tricky words. For example, imagine two chocolates (cc) and two marshmallows (mm) to remember "accommodate".

Practice Exercise:

Correct the spelling of these commonly misspelled words:

1. accomodation
2. definately
3. seperate
4. neccessary
5. ocurrence

Conclusion: Putting It All Together

Congratulations on working through all 20 essential spelling patterns for NAPLAN success! By understanding these patterns, your child now has powerful tools to tackle a wide range of words they might encounter in NAPLAN tests and beyond.

Revision Strategies:

- **Regular practice:** Spend 10-15 minutes daily reviewing different patterns
- **Word sorts:** Group words by patterns to reinforce understanding
- **Word walls:** Create visual displays of pattern examples
- **Games:** Use word games like Scrabble or Boggle to practice spelling
- **Real-world connection:** Point out pattern examples in everyday reading

Final Tips for NAPLAN Preparation:

- Focus on understanding patterns rather than memorising individual words

- Practice with past NAPLAN spelling questions
- Encourage reading, as exposure to correctly spelled words improves spelling
- Use the memory techniques provided in this guide
- Stay positive and celebrate progress

Remember that spelling is a skill that develops over time. By understanding these fundamental patterns, your child will not only perform better on NAPLAN tests but will also become a more confident and capable writer throughout their educational journey.

Best of luck to you and your child on the NAPLAN and beyond!

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A comprehensive guide to mastering the essential spelling patterns for NAPLAN success.