

# Session plan Module 6:

## Recognise the relevance of spelling and extending vocabulary when implementing equality and diversity

**Group:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

**Location:** \_\_\_\_\_

### Aims

- To introduce approaches to improve spelling
- To introduce approaches to extending vocabulary
- To identify appropriate vocabulary for use in the workplace
- To explore the use of 'jargon' in the NHS
- To increase awareness of equality and diversity.

### Outcomes

Participants will:

- develop an understanding of different spelling strategies and the language associated with spelling
- explore ways of developing vocabulary and appropriate use of vocabulary when completing documents at work
- have an awareness of how to adapt vocabulary to ensure that communication is inclusive
- discuss the use of technical language in the health sector and develop strategies to interpret jargon and texts.

Activity and time	Tutor activity	Learner activity	References
<b>Introduction</b> 10 minutes	<ul style="list-style-type: none"><li>• Recap on last week.</li><li>• Introduce aims and outcomes using <b>module 5 presentation slides 1-3.</b></li></ul>	<ul style="list-style-type: none"><li>• Listen and respond</li></ul>	SLlr/L2.1 KSF LI Core 1, 2

Activity and time	Tutor activity	Learner activity	References
<p><b>Personal spelling dictionary</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Introduce the concept of a personal spelling dictionary and encourage participants to create own dictionary with technical vocabulary used at work.</li> <li>• Note its importance in recording the participant's particular problem words.</li> <li>• Give out <b>Word list</b> handout and ask participants to highlight any words they think may be included in their personal dictionary.</li> <li>• Suggest participants keep the list as a reference sheet in their workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Read through handout</li> <li>• Highlight any relevant words</li> </ul>	<p>KSF L1, core 1, 2, 4, 5</p>
<p><b>Spelling strategies</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Talk through the <b>Spelling strategies</b> handout. Discuss each strategy.</li> <li>• In groups, ask participants to identify at least four words from the list on the handout and to choose an appropriate strategy to learn the word. They should try to create one mnemonic.</li> <li>• Encourage participants to use coloured pens and to be creative in their approaches.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussion</li> <li>• Paired/group activity</li> <li>• Give feedback</li> </ul>	<p>SLd/L2.1 Ww/L2.1 KSF L1 Core 1, 2, 4, 5</p>

Activity and time	Tutor activity	Learner activity	References
<p><b>Letter patterns – countdown!</b> 15 minutes</p>	<ul style="list-style-type: none"> <li>• Distribute the <b>Countdown</b> activity sheet and letter pattern cards. Participants should keep the cards relating to each letter pattern separate. In pairs/small groups they match up each set of bold letters with two or more other cards to create words and write the words on the numbered lines.</li> <li>• This should be done in ‘competition’ with other pairs.</li> <li>• Extension activity: participants to think of any other letter patterns and give examples. Note on flipchart.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Paired activity in ‘competition’ with other pairs</li> <li>• Give feedback</li> </ul>	<p>SLlr/2.1 Ww/L2.1 KSF LI Core 1, 2, 4, 5, 6</p>
<p><b>The language of spelling</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Introduce activity by explaining that there is a vocabulary associated with spelling and understanding spelling rules will be made easier with a knowledge of this vocabulary.</li> <li>• Give out <b>The language of spelling</b> activity and ask participants to complete.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Paired activity</li> <li>• Give feedback</li> </ul>	<p>SLd/L2.1 SILr/L2.1, 2</p>
<p><b>Some spelling rules</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Distribute <b>Some spelling rules</b> handout. Note that these are some of the more common spelling rules but there are others.</li> <li>• Ask participants to identify <u>two rules</u> relevant to them and to work through those sheets.</li> <li>• Guide and support participants as they work individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Read and complete individual sheets</li> </ul>	<p>SLlr/L2.1 Rt/L2.1 Ww/L2.1 KSF LI Core 1, 2, 4, 5</p>
<p><b>Break</b> 20 minutes</p>			

Activity and time	Tutor activity	Learner activity	References
<p><b>Match the sounds – homophone card game</b> 15 minutes</p>	<ul style="list-style-type: none"> <li>• Ask the question ‘What are homophones?’ and note replies on flipchart.</li> <li>• Participants to work in groups of 2/3.</li> <li>• Hand out sets of <b>homophone cards</b> (see guidance notes).</li> <li>• Explain that the purpose of the activity is to match two pictures together with a common word that sounds the same e.g. flower and flour.</li> <li>• When each pair is matched ask participants to write down the words using the correct spelling on the <b>Match the sounds</b> activity sheet.</li> <li>• When all 11 pairs have been identified, encourage participants to think of an additional three sets of homophones.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Speak to communicate</li> <li>• Group activity – matching pictures</li> <li>• Give feedback</li> </ul>	

Activity and time	Tutor activity	Learner activity	References
<p><b>Extending vocabulary</b> 15 minutes</p>	<ul style="list-style-type: none"> <li>• Ask ‘What is jargon’ and list responses on flipchart.</li> <li>• Show <b>presentation slide 4</b> and discuss how specialist language may create confusion, especially for people from other cultures for whom English is not their first language. Encourage participants to use in context and note when jargon may be appropriate or inappropriate.</li> <li>• Ask participants to cite personal experiences and to provide examples of confusing words/terms. Also to think of examples where colloquialisms may cause confusion e.g. ‘it’s raining cats and dogs’. Write up on flipchart and analyse with group.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Speak to communicate</li> <li>• Complete activity individually or in pairs.</li> <li>• Engage in discussion</li> <li>• Give feedback.</li> </ul>	<p>SLlr/L2.1 SLc/L2.1 Rw/L2.1, 3 KSF LI Core 1,2,3,4,5,6</p>
<p><b>Using thesaurus</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Discuss the difference between a dictionary and thesaurus.</li> <li>• Show <b>presentation slide 5</b> and discuss how participants’ writing may be limited to words used in conversation.</li> <li>• Explain the value of thesaurus.</li> <li>• Distribute <b>Choose a different word</b> and set activity. Encourage participants to use thesaurus and, if available, demonstrate thesaurus on Microsoft Word using PCs.</li> <li>• Take feedback from group.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Individual activity</li> <li>• Give feedback.</li> </ul>	<p>SLlr/L2.1 Rw/L2.1 – 3 KSF LI Core 1,2,3,4,5,6</p>

Activity and time	Tutor activity	Learner activity	References
<b>Practice test questions</b> 15 minutes	<ul style="list-style-type: none"> <li>• Give out <b>Spot the spelling mistakes and find the right word</b> activity sheets.</li> <li>• Explain this is a similar format to the test questions.</li> <li>• Ask participants to complete individually.</li> <li>• Take feedback, go through answers and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual activity.</li> <li>• Read and respond</li> </ul>	KSF LI Core 1, 2, 3, 4, 5, 6
<b>Summary</b> 10 minutes	<ul style="list-style-type: none"> <li>• Revisit session aims and outcomes.</li> <li>• Take feedback and questions.</li> <li>• Give out <b>Evaluation sheet</b> for module 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Complete evaluation sheet</li> </ul>	SLI/L2.1 KSF LI Core 1, 2, 3, 4, 5, 6

### Resources/aids

- Module 6 PowerPoint presentation/OHP slides
- Handouts: Word list; Spelling strategies; Some spelling rules
- Activity sheets: Countdown; The language of spelling; Some spelling rules; Match the sounds; Choose a different word; Spot the spelling mistakes and find the right word
- Countdown activity cards; Match the sounds homophone cards
- Dictionary and thesaurus
- Coloured pens
- Scissors
- Highlighter pens
- Flipchart and markers
- Kitchen timer for Countdown

# Activity summary and guidance sheet

## Module 6

### Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 6 aims and outcomes using **slides 1 - 3**.

### Personal spelling dictionary

Introduce the concept of a personal spelling dictionary and encourage participants to create their own dictionary with technical vocabulary they may use at work. The dictionary may be a small notebook which could fit into a pocket or into a handbag. Note that the purpose of the dictionary is for recording the participant's particular problem words. Give out **Word list** handout. The list contains a range of words commonly used in the health sector. Ask participants to highlight any words they may find useful for their personal dictionary. Suggest they may also like to keep the list as a reference document at work.

### Spelling strategies

Talk through the **Spelling strategies** handout and explain that there are a variety of techniques which could be used to help improve spelling. Discuss each strategy and link to learning styles. Ask participants to identify at least four words on the list and choose an appropriate strategy to learn the word. They should try to create one mnemonic. Supply them with coloured pens and any other resources they may wish to use (flipchart paper) and encourage them to be as creative as possible in their approaches.

### Letter patterns – countdown!

Distribute the **countdown** activity sheet and the letter pattern cards. Cards should be printed onto colour cardboard to make them easier to manipulate. They should keep the 'sets' of cards separate to avoid confusion. In pairs or small groups they match up each set of bold letters with two or more other cards to create words and write the words on the numbered sheets. Encourage pairs to work in 'competition' with other pairs to see who finishes first. Perhaps you could introduce a kitchen timer with a loud 'tick' to create tension and you could offer an incentive (e.g. jelly babies?) for the winning teams. If there is time, as an extension activity ask participants to think of any other letter patterns and to create as many examples as possible using these letter patterns – again working against the clock.

### The language of spelling

Introduce activity by explaining that there is a vocabulary associated with spelling and understanding spelling rules will be made easier with a knowledge of this vocabulary. Give out **The language of spelling** activity and ask participants to complete. Take feedback

### Some spelling rules

Introduce the **Some spelling rules** handout and note that these are some of the more common spelling rules but there are others. The handout is lengthy so ask participants to identify two rules relevant to them – ones they are not confident in applying – and to work through those sheets. Guide and support participants as they work individually. If you have access to computers and the internet, there are a number of interactive spelling games on [bbc.co.uk/skillswise](http://bbc.co.uk/skillswise) to which participants could be directed.

## Match the sounds – homophone card game

Ask the question ‘What are homophones?’ and note replies on flipchart. Participants to work in groups of 2/3. Hand out sets of **homophone cards**. The card activity should be copied onto pieces of cardboard. It may be a good idea to laminate the cardboard if used often. Cut the 22 pictures up into cards and present each pair or small group with a set of cards. Explain that the purpose of the activity is to match two pictures together with a common word that sounds the same e.g. flower and flour. In some instances the word may not be immediately obvious and participants should be encouraged to think more expansively to find the solution, e.g. the picture with the feet may cause some confusion but ask participants to describe what they see and ‘what is it about the feet?’ i.e. they are ‘bare’ feet. When each pair is matched ask participants to write down the words using the correct spelling on the **Match the sounds** activity sheet. Tutor to check if participants are using the correct spelling of each homophone either by observation or during feedback. When all 11 pairs have been identified, ask participants to think of an additional three sets of homophones. Homophones such as where and were; their, there and they’re should be explored.

## Extending vocabulary

Ask ‘What is jargon’ and list various responses on flipchart. Also ask for examples of jargon (abbreviations, acronyms etc). Show **slide 4** and prompt discussion on how specialist language may create confusion especially for people from other cultures for whom English is not their first language. Ask when jargon and specialist language may be appropriate or inappropriate – appropriate when talking to colleagues who know exactly what you mean but inappropriate when dealing with the public as this may create confusion. Explore how the public may be fearful when entering a hospital/medical environment and technical vocabulary and jargon may add to that fear. Ask participants to cite personal experiences of confusing jargon and to give examples of confusing words/terms. Also to think of examples where colloquialisms may cause confusion e.g. ‘it’s raining cats and dogs’. Write on flipchart and analyse with the group.

## Using thesaurus

Discuss the difference between a dictionary and thesaurus. Show **slide 5** and discuss how participants’ writing may be limited to words used in conversation and what strategies could be adopted to improve their vocabulary. Explain the value of the thesaurus. Distribute **Choose a different word** and set activity. Encourage participants to use thesaurus and, if available, demonstrate thesaurus on Microsoft Word using PCs (tools, language, thesaurus).

## Practice test questions

Give out **Spot the spelling mistakes and find the right word** activity. Explain that the format is similar to that of test questions. Ask participants to complete individually. Take feedback, go through answers and discuss – pinpointing any particular areas of difficulty and referring participants back to relevant activity sheets.

## Summary

Revisit session aims and outcomes, using **slides 2 and 3**.






**MOVE ON in the NHS**  
**Module 6: Recognise the relevance of spelling and extending vocabulary when implementing equality and diversity**





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**get on at work Aims**

- ➔ •To introduce approaches to improve spelling
- ➔ •To introduce approaches to extending vocabulary
- ➔ •To identify appropriate vocabulary for use in the workplace
- ➔ •To explore the use of 'jargon' in the NHS
- ➔ •To increase awareness of equality and diversity




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**get on at work Outcomes**

Participants will:

- develop an understanding of different spelling strategies and the language associated with spelling
- explore ways of developing vocabulary and appropriate use of vocabulary when completing documents at work
- have an awareness of how to adapt vocabulary to ensure that communication is inclusive
- discuss the use of technical language in the health sector and develop strategies to interpret jargon and texts




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get on at work What is jargon?

Jargon is specialised language concerned with a particular subject, culture or profession

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get on at work Dictionary and Thesaurus

We use a dictionary to find:

- a definition of a word
- the spelling of a word

We use a thesaurus to find synonyms and related words

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# Handout:

## Word list

Here are some of the most common words used in the health sector, plus what they mean. You might find it useful to keep this list with you when you are at work.

Useful words	Meaning
accessibility	easy to get to and to use (noun)
accommodation	where somebody lives (noun)
admission	The act of allowing somebody in, or of being honest about something (noun).
adolescent	young person, normally aged between about 13 and 17 (noun)
ageing	the process of getting older (verb).
allergy	a bad reaction to something like pollen, or nuts (noun)
analgesic.	a drug that relieves pain without the loss of consciousness (noun)
anxious	worried and nervous (adjective)
asthma	an illness that makes it difficult to breathe (noun)
arthritis	inflammation of the joints (noun)
authority	the power to command or control others; a governing, or organising body (e.g. a council) (noun)
behaviour	the way somebody or something behaves (noun)
bronchitis	a disease of the lungs (noun)
carbohydrate	energy-giving foods that contain carbon, hydrogen and oxygen, e.g. bread and pasta (noun)
cardiologist	a doctor who specialises in the heart (noun)
catheter	a small tube that is put in to drain fluid from the body (noun)
catheterised	the state of having a catheter inserted (adjective)

Useful words	Meaning
chiroprapist	person who treats minor foot problems (noun)
chiroprody	a branch of medicine that deals with minor foot problems (noun)
clinical	connected to the treatment of patients (adjective)
community	people who live in the same area, or who have something in common (noun)
complication	a new illness that you get when you are already ill (noun)
confidentiality	keeping something private (noun)
constipation	when you can't go to the toilet (noun)
contaminate	to make something dirty or unsafe (verb)
counsellor	a person who helps you talk through your problems (noun)
counselling	the act of giving advice and guidance (noun)
dementia	loss of mental ability, such as Alzheimer's disease (noun)
dentures	false teeth (noun)
depression	mental health problem that leaves you feeling very low (noun)
dermatologist	a medical expert who specialises in skin diseases (noun)
deteriorate	to get worse (verb).
deterioration	a worsening (noun)
development	progress, the process of getting bigger or better (noun)
diabetes	a disease that effects the amount of sugar in your blood (noun)
diagnosis	the act of saying what a person is suffering from (noun)
diarrhoea	stomach upset that causes you to go to the toilet more frequently (noun)
dietician	a specialist who advises on what you should eat and drink (noun)
disability	something that makes you unable to use part of your body or mind fully (noun)
discrimination	the act of treating somebody worse than others (noun)

Useful words	Meaning
disease	illness (noun)
domiciliary	in the home (adjective)
emergency	a crisis, an urgent event (noun)
emotional	showing your feelings (adjective)
environmental	of the environment, the world around us (adjective)
exercise	activity, work-out (noun)
faeces	solid human waste (noun)
fibre	foods that are good for you as they help move food through your body (noun)
genes	unit of information within a human cell (noun)
gynaecology	medicine that looks especially at women's reproductive system (noun)
hospice	a place where people with a terminal illness get specialist care (noun)
hygiene	cleanliness (noun)
immunisation	vaccination against disease (noun)
infection	a disease or illness (noun)
inhaler	piece of equipment that allows you to breathe something in (noun)
intellectual	of the mind (adjective)
malnourished	under-fed (adjective)
medication	medicine (noun)
minerals	natural elements such as zinc and calcium that you need in your diet (noun)
mobility	ability to get around (noun)
monitor	observe, keep an eye on (verb)
nausea	feeling like you are going to be sick (noun)
nutrition	diet, the goodness in the food that you eat (noun)

Useful words	Meaning
occupational	connected to your work / living (adjective)
oncologist	a specialist cancer doctor (noun)
orthopaedic	to do with bones, joints and muscles (adjective)
paediatrician	doctor specialising in the treatment of children (noun)
paracetamol	pain relieving drug (noun)
paralysed	unable to move (adjective)
patient	person who is receiving medical treatment (noun) able to wait for something whilst remaining calm (verb)
pharmacy	place that dispenses medicine (noun)
pharmacist	person who prepares and sells medicines (noun)
pharmaceutical	connected to the production of medicines and drugs (adjective)
physiotherapy	treating disease and injury by exercise or massage (noun)
physical	of the body (adjective)
pneumonia	serious illness of the lungs (noun)
practice	where a doctor, or medical professional works (noun)
practitioner	a health (or law) professional (noun)
prescription	piece of paper the doctor gives you to get a medicine (noun)
prevention	stop something happening (noun)
primary	most important, main, first (adjective)
professional	doing something in a skilled way (adjective) someone who works in a job that needs a high level of education / training (noun)
protein	natural substance found in food such as meat, fish, eggs and cheese (noun)
provision	the supply of something (noun)
psychiatric	to do with the treatment of mental illness (adjective)

Useful words	Meaning
psychological	connected with the mind (adjective)
recreation	enjoyment and relaxation away from work (noun)
rehabilitation	getting back to normal after an illness (noun)
resident	person who lives somewhere (noun)
residential	where people live rather than work (adjective)
rheumatism	aching pains in the bones or joints (noun)
screening	checking for a particular disease (noun)
self-esteem	confidence, belief in yourself (noun)
senile	behaving in a confused way because of old age (adjective)
specialist	somebody who has a lot of knowledge in a particular area (adjective)
stamina	the ability to do something for a long time (noun)
statement	official document outlining signs, symptoms and diagnosis of physical, intellectual, emotional and social difficulties (noun)
surgery	medical treatment where your body is cut open (noun)
symptom	change in your body that's a sign of illness (noun)
syringe	glass or plastic tube (with a needle) to take liquid from the body (noun)
temperature	how hot or cold something is (noun)
therapy	treatment to help or cure an illness (noun)
vaccination	when you protect someone from a disease by giving them a small bit of that disease so that they build up antibodies (noun)
vitamins	natural substances found in certain types of food (noun)
zimmer	a frame that can help elderly people to walk (noun)

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

# Handout: Spelling Strategies

There are a variety of techniques you could use to help improve spelling. These depend for their effectiveness on the types of word and also your preferred learning style e.g. are you a visual learner who responds to visual clues or an auditory learner who responds to verbal prompts?

Look at the following strategies and decide which one (or ones) may work for you:

## 1. Look – say – cover – write – check

The strategy involves five steps:

**Look** – read the word

**Say** – pronounce the word and then follow the letters as you say them

**Cover** – cover the word and repeat the spelling

**Write** – write the word and repeat the letters as you write

**Check** – check the spelling. Try again if incorrect

## 2. Mnemonics – use memory aids to fix a spelling:

- diarrhoea – diarrhoea is a really running heap of endless amounts!

## 3. Syllabification – breaking a word down into bits which can be spoken

- psychiatric = psy – chi – at – ric = 4 syllables

## 4. Spelling rules

- i before e except after c when the sound is ee
- when you add full to a word, use one l – help/helpful, hope/hopeful

## 6. Say the word out loud

Change the way you say the word to emphasise the bit that you want to remember.

Say the bits of the word the way that they appear.

- Wednesday can be split into three chunks = Wed – nes – day

## 7. Prefixes and suffixes

Take a root word and add different prefixes and suffixes to see how many real words you can make from one word.

- Symptom = symptoms, symptomatic, unsymptomatic, asymptomatic, symptomatology

## 8. Use a dictionary to check writing.



**9. Proofreading – check for personal errors.**

**Now try out some of these strategies on the words below:  
(Try to create at least one mnemonic)**

diagnosis

general practitioner

preventative

asthma

counselling

dyslexia

referral

vaccinations

supervision

hygiene

therapy

# Activity:

## Countdown!

The boxes with letters in bold are common letter patterns. There are three letter patterns 'cian', 'ity' and 'tion'. The other boxes are parts of words that have one of these letter patterns missing.

Match up each set of bold letters with two or more other boxes to create words. There are four words for each letter pattern. Write the words on the numbered lines. See if you can beat the other teams!

### **ITY**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

### **CIAN**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

### **TION**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

<b>ity</b>	<b>equ</b>	<b>al</b>	
	<b>sex</b>	<b>u</b>	<b>al</b>
	<b>di</b>	<b>ver</b>	<b>s</b>
	<b>dis</b>	<b>ab</b>	<b>il</b>

<b>cian</b>	<b>cli</b>	<b>ni</b>	<b>phy</b>
	<b>pae</b>	<b>dia</b>	<b>tri</b>
	<b>die</b>	<b>si</b>	<b>ti</b>

<b>tion</b>	<b>dis</b>	<b>crim</b>	<b>ina</b>
	<b>pop</b>	<b>ul</b>	<b>a</b>
	<b>re</b>	<b>cog</b>	<b>ni</b>
	<b>com</b>	<b>mun</b>	<b>ica</b>

# Answers: Countdown

## **ity**

1. equality
2. diversity
3. sexuality
4. disability

## **cian**

1. clinician
2. physician
3. paediatrician
4. dietician

## **tion**

1. discrimination
2. population
3. recognition
4. communication

# Activity: The language of spelling

Match the definition to the words below by writing the definition number in the box:

Vowels	<input type="checkbox"/>
Consonants	<input type="checkbox"/>
Long vowels	<input type="checkbox"/>
Short vowels	<input type="checkbox"/>
A prefix	<input type="checkbox"/>
A suffix	<input type="checkbox"/>
A root word	<input type="checkbox"/>
Singular	<input type="checkbox"/>
Plural	<input type="checkbox"/>
A syllable	<input type="checkbox"/>

**Definitions:**

1. one of anything (e.g. book)
2. a word which has no prefix or suffix attached
3. a e i o u
4. a part of a word found or added at the beginning
5. bcd fgh jklmn pqrst vwxyz
6. more than one (e.g. books)
7. a part of a word found or added at the end
8. a part of a word made by a single push of breath
9. makes the sound as in: can, bet, mitt, run
10. makes the sound of the letter as in: name, rune

# Answers: The language of spelling

Vowels	3
Consonants	5
Long vowels	10
Short vowels	9
A prefix	4
A suffix	7
A root word	2
Singular	1
Plural	6
A syllable	8

# Handout: Some spelling rules

Many of the words in the English language conform to certain patterns.

## Words with ie and ei

Remember: when ie and ei sound like ee as in *keep*, the *i* comes before *e* except after *c*.

Examples:

i before e	e before i	exceptions
relief	receive	leisure
achieve	ceiling	caffeine
field	receipt	weigh
niece	conceit	sufficient
siege	perceive	neither

Now look at the following text and select the right word.

An important factor to consider in preventative medicine is **deit/diet**. **Sceintists/Scientists** now **believe/beleive** that eating the correct foods at an early age can prevent symptoms of cancer, heart **siezuress/seizures** and other serious conditions in later life. Healthy eating can also prevent obesity and the media have now recognised that **weight/wieght** plays an important part in good health. However, **received /reiceved** opinion suggests that **neither/niether** the media nor the public understand just how this can affect health. Further, experts point to **deficiencies/deficeincies** in vitamin intake reduce the body's capacity to fight off minor infections and viruses. 'The situation can be **retreived/retrieved**' says one official, 'but we need to act now to raise public awareness. The problem is just as bad with some of our **foreign/foriegn neighbours/nieghbours** and we feel that the World Health Authority must take the lead.'



## **Doubling the final consonant**

### **Rule 1**

In many words of one syllable ending in a single consonant preceded by a single vowel, the consonant is doubled before adding *ed*, *er*, *est* or *ing*.

rub + ing = rubbing

fat + er = fatter

Now try these:

swim + *ing*

stab + *ed*

begin + *ing*

thin + *est*

hot + *er*

tin + *ed*

Remember that the final consonant is not doubled when it is preceded by two vowels or another consonant, such as:

feel + ing = feeling (two vowels)

duck + ing = ducking (double consonant)

### **Rule 2**

When a word ends in a vowel followed by the letter *l*, you double the *l* before adding *ed*, *ing* or *er*.

level + ing = levelling

Now try these:

quarrel + *ed*

travel + *ing*

travel + *er*

label + *ing*

signal + *ed*

cancel + *ing*

tunnel + *ing*

Please note that American spelling does not follow this rule – so beware when using American spellchecker.

*Parallel* and *paralleled* are exceptions to the rule.

## Words ending in -ful

When *full* is added to a word you change *full* to *ful*.

Look at this example:

help + full = helpful

Now try these:

use + *full*

wonder + *full*

cheer + *full*

care + *full*

thought + *full*

hope + *full*

peace + *full*

success + *full*

rest + *full*

Remember that if *-ly* is added to a word ending in *-ful* the word has two *l*'s, as in *fully* and *carefully*.

## Words ending in y

When a word ends in a consonant followed by a *y*, you change the *y* to *l* before a word ending such as *ed*.

Here are some word endings:

- -ed
- -er
- -est
- -ment
- -ly
- -age

Now try these:

Dry + *ed*

Dry + *er*

Marry + *age*

Supply + *ed*

Tidy + *ly*

Easy + *ly*

Try + *ed*

Angry + *ly*

Merry + *ment*

Remember to keep the *y* if it is preceded by a vowel.

## Plurals

When we want to speak or write about more than one person or thing we use the *plural form* so *child*, for example, becomes *children*; *woman* becomes *women* and *brother* becomes *brothers*. In the first two examples the words change but in the third adding the letter *s* changes the word to the plural. This is relatively straightforward and accounts for most plural terms in the language; however, there are plenty of words that do not conform to this pattern and for these we need to understand some essential rules.

### Rule 1

When a noun ends with a *y* preceded by a consonant e.g. *city*, then the *y* is replaced by *ies* for the plural i.e. *cities*.

Try converting the following terms from singular to the plural form.

Singular form	Plural form
Lady	
Country	
Ability	
Cemetery	
Baby	

...and back again

	Plural form
	Hobbies
	Candies
	Monstrosities
	Calamities
	Territories

**Note:** If a noun ends in *y* preceded by a vowel e.g. *boy*, then simply add an *s* to make it plural, i.e. *boys*.

**Rule 2**

When a word ends in *o, s, x, ch, z, sh* or *z* you add *es* to make the plural.

Try to convert the following noun examples to their plural form

- dish becomes \_\_\_\_\_
- loss becomes \_\_\_\_\_
- bench becomes \_\_\_\_\_
- lunch becomes \_\_\_\_\_
- miss becomes \_\_\_\_\_
- clash becomes \_\_\_\_\_
- touch becomes \_\_\_\_\_
- punch becomes \_\_\_\_\_
- moss becomes \_\_\_\_\_
- stitch becomes \_\_\_\_\_

**Rule 3**

To make plurals of most words that end in *f* or *fe*, you change the *f* or *fe* to *v* and add *es*.

Now try these:

- leaf becomes \_\_\_\_\_
- calf becomes \_\_\_\_\_
- wolf becomes \_\_\_\_\_
- shelf becomes \_\_\_\_\_
- knife becomes \_\_\_\_\_

There are exceptions to this rule. For example, *belief* becomes *beliefs* because the alternative would be *believes* and that would lead to confusion.

## Affixes

An affix is an addition to a word to change its meaning or create a new word. For example, if we affix *im* to *possible* we have *impossible*, or able to *laugh* we have *laughable*.

For example, by attaching the **prefix** (the beginning bit) *un* to the beginning of a word we can change the meaning of the word e.g. *happy* becomes *unhappy*. Now we can attach a **suffix** (the end bit) to our word and, again, change its meaning to *unhappiness*. You will notice how the *y* of *happy* becomes an *i* when we attach the suffix. Look at these examples.

Prefix	Root word	Suffix	New word
un	necessary	ily	unnecessarily
dis	like		dislike
in	formal	ity	informality
im	proper	ly	improperly
ab	normal	ity	abnormality

You will notice how the attachment of prefixes and suffixes is straightforward and does not affect the spelling of the root words. There are some words, however, which contradict this rule.

Prefix	Root word	Suffix	New word
	big	ger	bigger
	run	ning	running
	hot	test	hottest
	happy	iest	happiest
	multiply	ied	multiplied

Note how we double the last letter of the root word in the first three examples. This is because the root word ends with a vowel (a,e,i,o,u) preceding a consonant.

Another commonly used suffix is *able* as in *dependable*. Notice how the spelling of the root word is unaffected by the suffix. If your root word ends in *y*, however, then you must replace *y* with *i* and then attach the suffix as usual e.g. *rely* becomes *reliable*.

Now complete the table. Try to fill every box. The first example has been done for you

Prefix	Root word	Suffix	New word
e.g. un	happy	iness	unhappiness
			incompetence
	surprise		
			unmistakeable
	understand		
			disagreement
	appear		
			undefeated
	doubt		
			internationally
	tolerant		

## Homophones

There are many words in English which sound the same as others but which mean different things. These words, called homophones, can confuse readers when they are misused. Learn these words separately and check their meaning in the dictionary. Look at the following examples:

<b>It's</b>	abbreviation for 'it is' <i>It's busy in A&amp;E tonight.</i>
<b>Its</b>	belonging to. <i>The trolley has lost its wheel.</i>
<b>There</b>	in that place <i>Put the medicine over there.</i>
<b>Their</b>	of them <i>They removed their latex gloves.</i>
<b>They're</b>	abbreviation for 'they are' <i>They're going to operate in the morning.</i>
<b>To</b>	towards <i>I sent the sample to the laboratory.</i>
<b>Two</b>	number 2 <i>There are two patients in the doctor's waiting room.</i>
<b>Too</b>	excessively <i>Those forceps are too hot.</i>

Write a sentence using each of these words to show the correct meanings:

buy

by

dear

deer

scent

sent

pain

pane

maid

made

witch

which

# Activity: Match the sounds: homophone card game

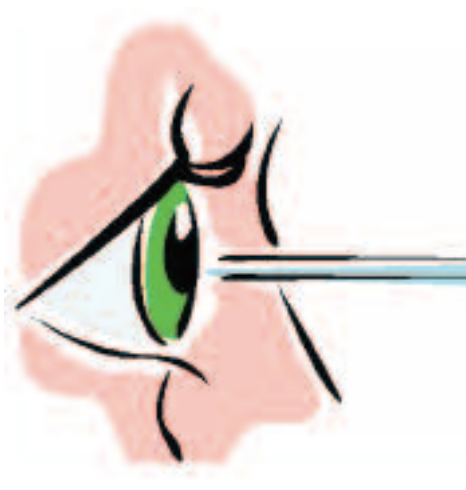
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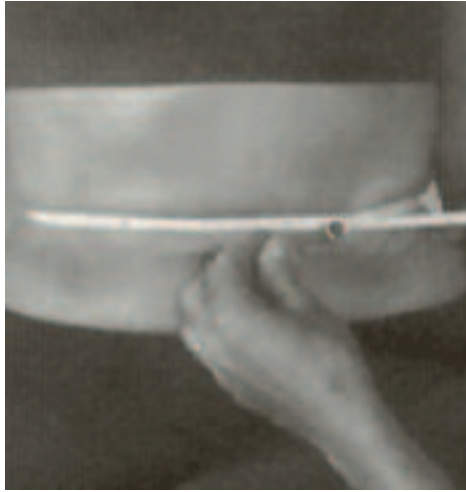


3.





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5.



6.



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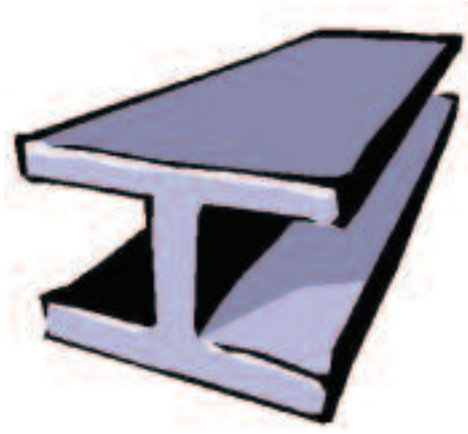
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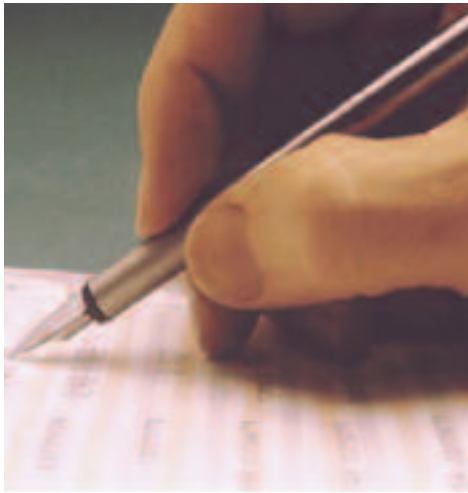
9.



10.



11.



## Activity: Match the sounds

Write down, in the table below, the pairs of homophones from the card game. There are 11 in total.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Think of three additional sets of homophones and write them below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Answers: Match the sounds

1.	hair	hare
2.	paw	poor
3.	see	sea
4.	waist	waste
5.	piece	peace
6.	bough	bow
7.	pair	pear
8.	bare	bear
9.	brake	break
10.	steel	steal
11.	write	right

# Activity: Choose a different word

Use thesaurus to replace the underlined words in this passage with an alternative. Ensure your alternative words are in the correct context.

## Mental health and the Disability Discrimination Act (DDA)

Many people think a physical or sensory impairment is a disability and a mental impairment is not. But people who have a mental health problem may be covered by the Disability Discrimination Act (DDA).



### The Disability Discrimination Act (DDA)

If a person's mental illness has a substantial, adverse and long-term effect on their ability to carry out normal day-to-day activities then they are likely to be covered by the DDA. The Act also covers people who have had a disability in the past.

The Act does not provide a list of impairments that are covered, but instead considers the effects of an impairment on a person. For example, someone with a mild form of depression with only minor effects may not be covered, while someone with severe depression with substantial effects on their daily life is likely to be considered as disabled under the Act.

Many people with a mental health impairment do not think of themselves as 'disabled' - but they have rights supported by the DDA.

There are many different types of mental impairment which can lead to a disability, including:

- dementia
- depression
- learning disabilities
- manic depression
- obsessive compulsive disorder
- schizophrenia
- self-harm

This is not an exhaustive list and there are varying degrees of severity. The charity Mind has a list of types of mental impairment.

**What does DDA do?**

The DDA aims to end discrimination against disabled people in a range of circumstances, including in employment, education and the provision of goods and services. For instance, if a student with a personality disorder was refused entry to college on the grounds that her disability may make her disruptive, this might amount to unlawful disability discrimination, unless it can be justified.

**What is a reasonable adjustment?**

In employment, a reasonable adjustment may be flexible working, part-time hours or a gradual build-up to full time hours after a period of illness.

In education, a reasonable adjustment may be providing additional help, like help with written work for someone with a learning disability or allowing a disabled student to use additional aids and equipment, like computers in lessons. These are just two examples.

*Extract from the Department of Health website: [www.dh.gov.uk](http://www.dh.gov.uk)*

# Activity: Spot the spelling mistakes and find the right word

Peter began working as a volunteer (1) with elderly people suffering from senile dementia within the community when he was an adolescent.

During the last two years he has worked as a domiciliary care assistant, helping clients with personal hygiene (2) including bathing, dressing and using the toilet. He has also been responsible for household care and shopping.

He has a professional attitude towards caring for the health of his clients and takes into account the importance of their intellectual, emotional and social well-being as well as their physical health.

In the future, Peter would like to be part of a specialist team ensuring that the elderly receive effective (3) care provision in an environment (4) that promotes self-esteem without discrimination.

Choose the most suitable word/s to replace these from the text:

1. volunteer

- A paid helper
- B unpaid helper
- C carer
- D assistant

2. hygiene

- A dirtiness
- B purity
- C welfare
- D cleanliness

3. effective

- A handy
- B obliging
- C efficient
- D valuable

4. environment

- A setting
- B mood
- C building
- D town



The following words have been spelt incorrectly. Choose the correct spelling by ticking the box:

5. comunity

- A community
- B communitty
- C comunitti
- D communitie

6. adollesent.

- A adolesent
- B addolesent
- C adolescent
- D adollescent

7. domisiliary

- A domisilliary
- B domisiliarie
- C domiciliary
- D domisciliary

8. proffesional

- A professionnall
- B profesional
- C proffessional
- D professional

9. intelecshal

- A intellectual
- B intelectual
- C intelecshual
- D intelecshual

10. discriminashun

- A discrimmination
- B discrimination
- C discriminnashun
- D discriminnation

**Answers:** Spot the spelling mistakes and find the right word

1. B

2. D

3. C

4. A

5. A

6. C

7. C

8. D

9. A

10. B