PLURAL RULE ONE
Most words add ‘s’ to make the plural

one apple  ➔  two apples
desk ➔  desks
name ➔  names
school ➔  schools
park ➔  parks
month ➔  months
truck ➔  trucks

Try these …
pencil ➔  ________
book ➔  ________
tree ➔  ________
cup ➔  ________
pad ➔  ________
plant ➔  ________

PLURAL RULE TWO
Add ‘es’ to words ending in ‘ch’, ‘sh’, ‘s’, ‘ss’, ‘x’ or ‘z’ to make the plural

one box  ➔  many boxes
beach ➔  beaches
fox ➔  foxes
cross ➔  crosses
pitch ➔  pitches

Try these …
church ➔  ________
gas ➔  ________
class ➔  ________
quiz ➔  ________
wax ➔  ________
dish ➔  ________
waltz ➔  Waltzes
hutch ➔  hutches

PLURAL RULE THREE
When the letter before a ‘y’ is a consonant, change the ‘y’ to an ‘i’ before adding an ‘es’

one baby

<table>
<thead>
<tr>
<th>city</th>
<th>cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>pony</td>
<td>ponies</td>
</tr>
<tr>
<td>filly</td>
<td>fillies</td>
</tr>
</tbody>
</table>

Try these …

<table>
<thead>
<tr>
<th>family</th>
<th>lady</th>
</tr>
</thead>
<tbody>
<tr>
<td>daisy</td>
<td>jelly</td>
</tr>
<tr>
<td>army</td>
<td>party</td>
</tr>
<tr>
<td>nappy</td>
<td>cherry</td>
</tr>
</tbody>
</table>

two babies

<table>
<thead>
<tr>
<th>berry</th>
<th>berries</th>
</tr>
</thead>
<tbody>
<tr>
<td>reply</td>
<td>replies</td>
</tr>
<tr>
<td>belly</td>
<td>bellies</td>
</tr>
</tbody>
</table>

PLURAL RULE FOUR
When words end in ‘ay’, ‘ey’, ‘iy’, ‘oy’ and ‘uy’ add an ‘s’ to make the plural

one donkey

<table>
<thead>
<tr>
<th>boy</th>
<th>boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>pulley</td>
<td>pulleys</td>
</tr>
<tr>
<td>relay</td>
<td>relays</td>
</tr>
</tbody>
</table>

Try these …

<table>
<thead>
<tr>
<th>day</th>
<th>satay</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td>valley</td>
</tr>
<tr>
<td>tray</td>
<td>delay</td>
</tr>
<tr>
<td>trolley</td>
<td>key</td>
</tr>
</tbody>
</table>

two donkeys

<table>
<thead>
<tr>
<th>play</th>
<th>plays</th>
</tr>
</thead>
<tbody>
<tr>
<td>grey</td>
<td>greys</td>
</tr>
<tr>
<td>alley</td>
<td>alleles</td>
</tr>
</tbody>
</table>

Try these …

<table>
<thead>
<tr>
<th>family</th>
<th>lady</th>
</tr>
</thead>
<tbody>
<tr>
<td>daisy</td>
<td>jelly</td>
</tr>
<tr>
<td>army</td>
<td>party</td>
</tr>
<tr>
<td>nappy</td>
<td>cherry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>berry</th>
<th>berries</th>
</tr>
</thead>
<tbody>
<tr>
<td>reply</td>
<td>replies</td>
</tr>
<tr>
<td>belly</td>
<td>bellies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>boy</th>
<th>boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>pulley</td>
<td>pulleys</td>
</tr>
<tr>
<td>relay</td>
<td>relays</td>
</tr>
</tbody>
</table>

Try these …

<table>
<thead>
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<th>satay</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td>valley</td>
</tr>
<tr>
<td>tray</td>
<td>delay</td>
</tr>
<tr>
<td>trolley</td>
<td>key</td>
</tr>
</tbody>
</table>
PLURAL RULE FIVE
When words end in 'f' or 'fe' change the 'f' or 'fe' to a 'v' before adding 'es'

<table>
<thead>
<tr>
<th>One knife</th>
<th>Two knives</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf → leaves</td>
<td>wolf → wolves</td>
</tr>
<tr>
<td>wife → wives</td>
<td>elf → elves</td>
</tr>
<tr>
<td>thief → thieves</td>
<td>life → lives</td>
</tr>
</tbody>
</table>

Try these ...

<table>
<thead>
<tr>
<th>Half</th>
<th>Hoof</th>
<th>Loaf</th>
<th>Shelf</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exceptions – cliffs, chiefs, roofs, dwarfs & handkerchiefs

PLURAL RULE SIX
When a word ends in 'o' and comes after a consonant, add 'es' to make the plural

<table>
<thead>
<tr>
<th>Cargo</th>
<th>Cargoes</th>
<th>Mango</th>
<th>Mangoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potato</td>
<td>Potatoes</td>
<td>Hero</td>
<td>Heroes</td>
</tr>
<tr>
<td>Avocado</td>
<td>Avocados</td>
<td>Buffalo</td>
<td>Buffaloes</td>
</tr>
</tbody>
</table>

Try these ...

<table>
<thead>
<tr>
<th>Volcano</th>
<th>Tomato</th>
<th>Domino</th>
<th>Echo</th>
<th>Mosquito</th>
<th>Torpedo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exceptions – pianos, solos, banjos, Eskimos and radios
PLURAL RULE SEVEN
Sometimes, a word may completely change its form when a plural is made

one child → two children

person → people
goose → geese
fungus → fungi

criterion → criteria
nucleus → nuclei
man → men

Try these …
foot → _______
mouse → _______
tooth → _______

woman → _______
caucus → _______
dice → _______

PLURAL RULE EIGHT
Sometimes, a word may stay the same in both its singular and plural form

one fish → two fish

bream → bream
aircraft → aircraft
salmon → salmon

series → series
tout → trout
moose → moose

Try these …
species → _______
deer → _______
offspring → _______

sheep → _______
perch → _______
tuna → _______
PLURAL RULE NINE

It maybe confusing making compound words into plural forms. In all cases the first word is made plural.

Maxine is terrified of **men of war** jelly fish.

- brother in law ➞ **brothers in law**
- court martial ➞ **courts martial**
- attorney general ➞ **attorneys general**

Try these …
- son in law ➞ __________
- heir apparent ➞ __________
- passer by ➞ __________

PLURAL RULE TEN

Many words, particularly from other languages have **exceptions** when making them plural.

Try these …
- **curriculum** ➞ **curricula**
- **criterion** ➞ **criteria**
- **antenna** ➞ **antennae**
- **bureau** ➞ **bureaux**
- **octopus** ➞ __________
- **formula** ➞ __________
- **datum** ➞ __________

- **appendix** ➞ **appendices**
- **index** ➞ **indices**
- **focus** ➞ **foci**
- **basis** ➞ __________
- **gateau** ➞ __________
- **crisis** ➞ __________

Other examples are …

- **curriculum** ➞ **curricula**
- **criterion** ➞ **criteria**
- **antenna** ➞ **antennae**
- **bureau** ➞ **bureaux**
- **octopus** ➞ __________
- **formula** ➞ __________
- **datum** ➞ __________

* quite tricky and uncommon
**SPELLING RULE ONE**
When a word ends with a short vowel followed by a consonant, double the last consonant before adding 'ed'

The girls skip. The girls skipped.

<table>
<thead>
<tr>
<th>drop</th>
<th>dropped</th>
<th>trim</th>
<th>trimmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>admit</td>
<td>admitted</td>
<td>shop</td>
<td>shopped</td>
</tr>
<tr>
<td>occur</td>
<td>occurred</td>
<td>flip</td>
<td>flipped</td>
</tr>
</tbody>
</table>

Try these ...

<table>
<thead>
<tr>
<th>trip</th>
<th>trot</th>
<th>trot</th>
<th>trot</th>
</tr>
</thead>
<tbody>
<tr>
<td>mop</td>
<td>rub</td>
<td>rub</td>
<td>rub</td>
</tr>
<tr>
<td>submit</td>
<td>prefer</td>
<td>prefer</td>
<td>prefer</td>
</tr>
</tbody>
</table>

**SPELLING RULE TWO**
When action words end with an ‘sh’, ‘ch’, ‘ss’, ‘x’, or a ‘z’ and ‘es’ is added to make the present tense.

Fiona waltzes most Tuesday nights with Jim.

<table>
<thead>
<tr>
<th>cross</th>
<th>crosses</th>
<th>catch</th>
<th>catches</th>
</tr>
</thead>
<tbody>
<tr>
<td>wax</td>
<td>waxes</td>
<td>relax</td>
<td>relaxes</td>
</tr>
<tr>
<td>fish</td>
<td>fishes</td>
<td>reach</td>
<td>reaches</td>
</tr>
</tbody>
</table>

Try these ...

<table>
<thead>
<tr>
<th>buzz</th>
<th>tax</th>
<th>tax</th>
<th>tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch</td>
<td>pass</td>
<td>pass</td>
<td>pass</td>
</tr>
<tr>
<td>push</td>
<td>fix</td>
<td>fix</td>
<td>fix</td>
</tr>
</tbody>
</table>
**SPELLING RULE THREE**

When an action word ends with a consonant followed by a 'y', change the 'y' to an 'i' before adding 'es'

The pirate buries his treasure with great care.

- empty ➔ empties
- try ➔ tries
- carry ➔ carries

Try these ...
- hurry ➔ _________
- fly ➔ _________
- worry ➔ _________

- tidy ➔ tidies
- copy ➔ copies
- fry ➔ fries

- try ➔ tries
- carry ➔ carries
- hurry ➔ _________
- fly ➔ _________
- worry ➔ _________

**SPELLING RULE FOUR**

Double the consonant before adding 'ing' to words that have a short vowel followed by a consonant at the end

Grandad was sitting in his chair all morning.

- stop ➔ stopping
- wrap ➔ wrapping
- step ➔ stepping
- try ➔ tries
- carry ➔ carries
- hurry ➔ _________
- fly ➔ _________
- worry ➔ _________

- slam ➔ slamming
- nod ➔ nodding
- skip ➔ skipping

Try these ...
- trap ➔ _________
- rip ➔ _________
- chop ➔ _________

- beg ➔ _________
- map ➔ _________
- rub ➔ _________
**SPELLING RULE FIVE**

When a word ends in a *silent* ‘e’, drop the ‘e’ before adding an ‘ing’ The magic ‘e’ runs away!

Ian loves platform diving on his weekends.

- move ➔ moving
- taste ➔ tasking
- race ➔ racing

Try these ...
- love ➔ ________
- change ➔ ________
- hope ➔ ________

Exception – be ➔ being

**SPELLING RULE SIX**

When a word ends in double consonant, **do not double** the last letter before adding an ‘ing’

Kellie has been thinking about marrying Ridge.

- report ➔ reporting
- bump ➔ bumping
- wash ➔ washing

Try these ...
- carry ➔ ________
- spy ➔ ________
- camp ➔ ________

For words ending in ‘y’ leave the ‘y’ and add ‘ing’
**SPELLING RULE SEVEN**

For **action words** that end in ‘ie’, change the ‘ie’ to a ‘y’ before adding an ‘ing’

Bryan enjoys lying on his back to watch clouds.

**Try these …**

- tie ➔ __________
- lie ➔ __________
- die ➔ __________

**SPELLING RULE EIGHT**

Often ‘ly’ is added to base words to turn them into adverbs, adjectives or describing words

Rynell bungy jumped carefully from the tower.

**Try these …**

- love ➔ lovely
- slow ➔ slowly
- main ➔ mainly
- smart ➔ smartly
- pure ➔ purely
- nice ➔ nicely
- kind ➔ _______
- loud ➔ _______
- glad ➔ _______
**SPELLING RULE NINE**
When adding ‘**ly**’ to words which end in ‘**y**’, change the ‘**y**’ to an ‘**i**’ before adding the ‘**ly**’

Kirsty scored the goal quite daintily.

<table>
<thead>
<tr>
<th>happy</th>
<th>⇒ happily</th>
<th>busy</th>
<th>⇒ busily</th>
</tr>
</thead>
<tbody>
<tr>
<td>merry</td>
<td>⇒ merrily</td>
<td>pretty</td>
<td>⇒ prettily</td>
</tr>
<tr>
<td>easy</td>
<td>⇒ easily</td>
<td>cosy</td>
<td>⇒ cosily</td>
</tr>
</tbody>
</table>

Try these ...

| hungry    | ⇒ _______ | necessary | ⇒ _______ |
|           |           | day       | ⇒ _______ |
| weary     | ⇒ _______ | angry     | ⇒ _______ |

**SPELLING RULE TEN**
When the suffix ‘**full**’ is added to the end of a base word, one of the ‘**ls**’ has to be dropped

Janelle paints colourful works of art.

| hope      | ⇒ hopeful  | taste    | ⇒ tasteful |
|          |            | use      | ⇒ useful   |
| cheer     | ⇒ cheerful | use      | ⇒ useful   |
| thank     | ⇒ thankful | force    | ⇒ forceful |

Try these ...

| truth    | ⇒ _______ | peace    | ⇒ _______ |
|          |           | dread    | ⇒ _______ |
| play     | ⇒ _______ | joy      | ⇒ _______ |

eg: ‘thankful’ means full of thanks
SPELLING RULE ELEVEN

Before adding ‘er’ and ‘est’ to words ending in a consonant, followed by a ‘y’, change the ‘y’ to an ‘i’.

Dean is the skinniest member at the local gym.

*lazy* ➔ *lazier*      *salty* ➔ *saltiest*
*lovely* ➔ *loveliest* *funny* ➔ *funnier*
*mighty* ➔ *mightier*   *heavy* ➔ *heaviest*

Try these …

*sandy* ➔ _______      *crazy* ➔ _______
*happy* ➔ _______      *fancy* ➔ _______
*curly* ➔ _______      *dry* ➔ _______

These new words are called **degrees of comparison**

---

SPELLING RULE TWELVE

Double the last letter before adding ‘er’ or ‘est’ to words that have a short vowel followed a single consonant.

Lyne has become a great ocean swimmer.

*fit* ➔ *fittest*      *travel* ➔ *traveller*
*slim* ➔ *slimmest*   *win* ➔ *winner*
*rob* ➔ *robber*      *slip* ➔ *slipper*

Try these …

*spin* ➔ _______      *run* ➔ _______
*sit* ➔ _______      *begin* ➔ _______
*drum* ➔ _______     *stop* ➔ _______
SPELLING RULE THIRTEEN

Double the last letter of words ending in a short vowel followed by a single consonant before adding a ‘y’

Ricky enjoys lying back on a sunny day.

rag ➔ raggy  wit ➔ witty
shag ➔ shaggy  fog ➔ foggy
cat ➔ catty  fun ➔ funny

Try these ...
run ➔ ______  mud ➔ ______
wool ➔ ______  skin ➔ ______
fur ➔ ______  bad ➔ ______

SPELLING RULE FOURTEEN

Just add a ‘y’ to words ending in two consonants to form describing words

The last few days have been quite windy in Moura.

dirt ➔ dirty  trick ➔ tricky
might ➔ mighty  health ➔ healthy
thirst ➔ thirsty  sand ➔ sandy

Try these ...
rock ➔ ______  filth ➔ ______
wealth ➔ ______  smart ➔ ______
chill ➔ ______  fuss ➔ ______
**SPENDING RULE FIFTEEN**

For words ending in a silent ‘e’, you must first drop the ‘e’ before adding a ‘y’

Kookaburras are very noisy birds.

- bone ➔ bony
- ice ➔ icy
- rose ➔ rosy

**Try these …**
- flake ➔ _______
- taste ➔ _______
- spike ➔ _______

- smoke ➔ smoky
- stone ➔ stony
- race ➔ racy

**SPENDING RULE SIXTEEN**

To indicate possession or ownership by a person or object, an apostrophe (‘) followed by an ‘s’ is added

- horse ➔ horse’s
- Jenny ➔ Jenny’s
- office ➔ office’s
- Santa ➔ _______
- Moura ➔ _______
- Peter ➔ _______

- Billy ➔ Billy’s
- bird ➔ Bird’s
- Nigel ➔ Nigel’s
- car ➔ _______
- Mary ➔ _______
- shoe ➔ _______

Billy’s horse bucked him at the rodeo.
**SPELLING RULE SEVENTEEN**

To indicate ownership by a person whose name ends in an ‘s’ or a plural noun, just add an apostrophe (‘)

Camilla rubbed the sunscreen on Charles’ chest.

poets ➔ poets’
gases ➔ gases’
Lewis ➔ Lewis’

Try these ...
flowers ➔ ________
Dennis ➔ ________
class ➔ ________

Gladys ➔ Gladys’
babies ➔ babies’
Ross ➔ Ross’

Try these ...
Chris ➔ ________
bottles ➔ ________
boss ➔ ________

**SPELLING RULE EIGHTEEN**

An apostrophe (‘) is also used to create a contraction, indicating where a letter or letters have been left out

I am ➔ I’m
she would ➔ she’d
who is ➔ who’s
she will ➔ she’ll

they had ➔ they’d
do not ➔ don’t
let us ➔ let’s

Try these ...
where is ➔ ________
he is ➔ ________
she will ➔ ________

**SPELLING RULE NINETEEN**

'\(i\)' before 'e' except after 'c'

Many people believe unicorns exist.

rel__ve ➔ relieve  c__ling ➔ ceiling
dec__t ➔ deceit  v__n ➔ vein
w__rd ➔ weird  glac__r ➔ glacier

Try these ...

rec__ve ➔ _______  th__r ➔ _______
n__ghbour ➔ _______  fr__nd ➔ _______
anc__nt ➔ _______  rec__pt ➔ _______

Remember … there are **ALWAYS** exceptions!

---

**SPELLING RULE TWENTY**

CAPITAL LETTERS are used at the beginning of names and places

Uluru is a well known Australian landmark.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Brisbane</th>
<th>rebecca</th>
<th>Rebecca</th>
</tr>
</thead>
<tbody>
<tr>
<td>brisbane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>luke</td>
<td>Luke</td>
<td>yeppoon</td>
<td>Yeppoon</td>
</tr>
<tr>
<td>moura</td>
<td>Moura</td>
<td>mikarla</td>
<td>Mikarla</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Try these …

<table>
<thead>
<tr>
<th>Relationship</th>
<th>phillip</th>
<th>gladstone</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>adelaide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>donald</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mackay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SPELLING RULE TWENTY ONE**

Prefixes can be added to base words to create new words. Prefixes ending in vowels are added directly to base words.

It is important to try to **recycle** any items we can.

- re+move → **remove**
- de+frost → **defrost**
- para+chute → **parachute**

Try these …

- tri+angle → ____________
- kilo+metre → ____________
- auto+graph → ____________

- tele+vision → **television**
- re+gain → **regain**
- giga+byte → **gigabyte**

- un+well → **unwell**
- dis+miss → **dismiss**
- in+ferior → **inferior**

Create new words using these prefixes …

- non+ → ____________
- sub+ → ____________
- ab+ → ____________

- anti+ → ____________
- dys+ → ____________
- mis+ → ____________
**SPELLING RULE TWENTY THREE**
Prefixes can be added to roots to form new words. Roots often have meanings from other languages.

Mr Smith may **predict** *a hot summer again.*

- di+vide ➔ divide
- audi+ble ➔ audible
- pro+ceed ➔ proceed
- inter+cept ➔ intercept
- de+tatch ➔ detatch
- au+to+matic ➔ automatic

**Try these …**
- chron+ic ➔ _________
- cred+ible ➔ _________
- meta+phor ➔ _________
- ex+ceed ➔ _________
- per+mit ➔ _________
- poly+gon ➔ _________

*‘pre’ means ‘before’ and ‘dict’ means ‘speak’*

**SPELLING RULE TWENTY FOUR**
When adding a vowel suffix to words ending in a silent ‘e’, drop the ‘e’ and add the suffix.

Vikings lived **many, many years ago.**

- store+age ➔ storage
- forgive+en ➔ forgiven
- pale+est ➔ palest
- manage+er ➔ manager
- amaze+ing ➔ amazing
- live+ed ➔ lived

**Try these …**
- nice+est ➔ _________
- grave+ity ➔ _________
- arrive+al ➔ _________
- like+en ➔ _________
- use+ing ➔ _________
- forge+ery ➔ _________

*Remember … there are always exceptions to the rule!*
The letter 'g' may have a **soft** or **hard** sound.

A **soft** 'g' is usually followed by an 'i' or 'e'.
A **hard** 'g' is usually followed by a **consonant** or an 'a', 'o' or 'u'.

'g' in 'golf' is **hard**

'g' in 'gem' is **soft**

<table>
<thead>
<tr>
<th>gypsy</th>
<th>➔</th>
<th>soft</th>
<th>general</th>
<th>➔</th>
<th>soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>goat</td>
<td>➔</td>
<td>hard</td>
<td>gel</td>
<td>➔</td>
<td>soft</td>
</tr>
<tr>
<td>goose</td>
<td>➔</td>
<td>hard</td>
<td>goblet</td>
<td>➔</td>
<td>hard</td>
</tr>
</tbody>
</table>

Which are hard and which are soft?

<table>
<thead>
<tr>
<th>gym</th>
<th>➔</th>
<th>________</th>
<th>gutter</th>
<th>➔</th>
<th>________</th>
</tr>
</thead>
<tbody>
<tr>
<td>ginger</td>
<td>➔</td>
<td>________</td>
<td>giant</td>
<td>➔</td>
<td>________</td>
</tr>
<tr>
<td>gas</td>
<td>➔</td>
<td>________</td>
<td>gather</td>
<td>➔</td>
<td>________</td>
</tr>
</tbody>
</table>

The letter 'c' may have a **soft** or **hard** sound.

When 'c' meets an 'a', 'o' or 'u' its sound is **hard**.
When 'c' meets an 'e', 'i' or 'y' its sound is **soft**.

**cards** (hard c)

**candle** | ➔ | hard c | **cuddle** | ➔ | hard c

**cymbals** | ➔ | soft c | **circus** | ➔ | soft c

**cave** | ➔ | hard c | **curly** | ➔ | hard c

Identify which are **hard** and **soft**?

<table>
<thead>
<tr>
<th>caring</th>
<th>➔</th>
<th>________</th>
<th><strong>cycle</strong></th>
<th>➔</th>
<th>________</th>
</tr>
</thead>
<tbody>
<tr>
<td>citizen</td>
<td>➔</td>
<td>________</td>
<td><strong>cat</strong></td>
<td>➔</td>
<td>________</td>
</tr>
<tr>
<td>comedy</td>
<td>➔</td>
<td>________</td>
<td><strong>circle</strong></td>
<td>➔</td>
<td>________</td>
</tr>
</tbody>
</table>
**SPELLING RULE TWENTY SEVEN**

CAPITAL letters are used to spell the names of proper nouns, including people and places.

Lloyd is an accomplished bowler in **Moura**.

- **adel**ade — **Adelaide**
- **lu**ke — **Luke**
- **lion**’s park — **Lion’s Park**

Try these …

- **bilo**ela — _______ jessica — _______
- **chri**stmas — _______ july — _______
- **ro**ver — _______ australia — _______

**SPELLING RULE TWENTY EIGHT**

Homophones are words that have the same sound but a different meaning and spelling.

A **pair** of scissors. The **pear** is a sweet fruit.

- **rout**e — **root**
- **al**lowed — **aloud**
- **pa**use — **paws**
- **prin**cipal — **principle**
- **maid** — **made**
- **days** — **daze**

Write another word that sounds the same as …

- **practi**se — _______ **ma**in — _______
- **ma**le — _______ **threw** — _______
- **four** — _______ **not** — _______
**SPELLING RULE TWENTY NINE**

A homograph is a word that may have more than one meaning or pronunciation.

A calculator is a useful object. The Lawyer said, “I object!”

Other examples …

- bow ➔ The front of a ship; to bend or a knot
- wind ➔ A breeze or to turn around
- desert ➔ To leave people or a dry, arid place

Can you identify the different meanings?

- close ➔ ____________________________
- excuse ➔ ____________________________
- wound ➔ ____________________________

**SPELLING RULE THIRTY**

Sometimes when writing, words may be shortened. These are known as abbreviations.

I need to make an appointment to see Dr Phillips.

Other examples …

- kilometre ➔ km
- centimetre ➔ cm
- Australia ➔ Aust
- Anonymous ➔ anon
- ante meridian ➔ a.m.

Try these …

- kilogram ➔ page
- example ➔ Queensland
- approximately ➔ second