

## REVISION OF SPELLING

### Tricky Vowel Digraphs

#### A quick reminder:

When two vowels next to each other in a word make one sound it is called a **vowel digraph**.

*When Jake returned to the back room for some bread loaves, he found that the whole bottom rack was empty!*

*He knew he'd filled it.*

*Someone had stolen six loaves of bread.*

*(From *The Bread Thief*, Mystery Stories)*



#### Rules for vowel digraphs

**Rule 1:** The *same* vowel digraph can make different sounds. For example:

**ea** usually makes a *long e* sound as in **meat, dream, speak** and **clean**.

BUT **ea** can also make a *short e* sound like in **bread, heavy** and **head**.

AND **ea** can even make long a like in **great** and short a like in **health!**

That's how tricky vowel digraphs can be!

**Rule 2:** The same sound can be made by different vowel digraphs. For example:

These four vowel digraphs can make the long e sound in certain words:

**ea** (meat, clean)    **ee** (tree, seed)    **ie** (piece, chief)    **eo** (people)

**Rule 3:** For the vowel digraphs 'ei' and 'ie' the rule is '*i before e except after c*'

For example: ie - thief, friend, niece, piece, believe

ei - receive, ceiling, receipt

BUT... not all words follow this rule. **Exceptions:** their, weird, neighbour, either and science.

## EXERCISE 1

The vowel digraphs **ea**, **ee**, **ie** and **eo** can make the long e sound. Use them to correctly fill in the missing letters in these sentences from *The Bread Thief*.

1. The day was warm and sunny with a light br \_\_ ze blowing.
2. Molly didn't s \_\_ m to mind having to help Dad in the shop.
3. In an hour or so, the bread would be n \_\_ ded for the lunchtime rush.
4. "What's up?" Jake asked. Scott looked r \_\_ lly upset.
5. "Jake, Molly, have you s \_\_ n Bounce?" he pl \_\_ ded.
6. Jake and Molly weren't allowed a dog so they tr \_\_ ted Bounce like their own.
7. "We'll have to k \_\_ p the back door closed from now on," said Dad.
8. They rode slowly, p \_\_ ring into backyards for any sign of Bounce.
9. Dad set to work, mixing and kn \_\_ ding the bread dough.
10. Molly pushed them d \_\_ p into the back of the oven. Then she r \_\_ ched for the light switch and flicked it off.
11. They asked p \_\_ ple in the str \_\_ t to l \_\_ ve a message at the bakery if they happened to s \_\_ Scott's dog anywhere.
12. The door swung open with a cr \_\_ k. A path of light from outside str \_\_ med in. The th \_\_ f stared guiltily at the children.

## EXERCISE 2

Choose from the boxes to write the **one** sound that the underlined vowel digraphs make.

<b>Short e</b> (as in head)	<b>Long a</b> (as in rain)
<b>Long e</b> (as in beach)	<b>Long o</b> (as in coat)

1. The smell from baking bread meant that the door was always open. \_\_\_\_\_
2. He quickly pulled the last loaf from the oven. \_\_\_\_\_
3. "Bounce hasn't got much road sense," said Scott. \_\_\_\_\_
4. Several people came into the shop. \_\_\_\_\_
5. The children groaned when they had stay in the smelly oven room. \_\_\_\_\_
6. At five o'clock Jake and Molly said goodbye to a glum-faced Scott. \_\_\_\_\_
7. Halfway through loading Molly suddenly stopped work to listen. \_\_\_\_\_
8. The children held their breath and waited to catch the thief. \_\_\_\_\_
9. The thief had a tail, and it was wagging vigorously. \_\_\_\_\_
10. Molly held the handle above her head, ready to pounce. \_\_\_\_\_

**Challenge:** Is it 'ei' or 'ie'? Put a line through the incorrect spelling:

piece/peice	recieve/receive	field/feild	mischeif/mischief
freind/friend	wieght/weight	niece/neice	believe/beleive