

Spelling Rules Flashcards

A Parent's Guide to Supporting Your Young Reader & Speller

1. Welcome to Spelling Success!

Welcome! As a parent, you are your child's most important teacher. Teaching children to read and spell can feel daunting, but it doesn't have to be. Instead of asking children to memorize list after list of words by sight, this app helps them learn the **logical patterns and spelling rules** that govern the English language.

By practicing these cards with your child, you will help them move away from guessing words and move toward understanding *why* words are spelled the way they are. This guide will walk you through how to use the app effectively and share tips to make practice sessions fun, positive, and stress-free.

2. How the App Works

Step 1: Selecting Rules to Practice

When you open the app, you'll see a list of spelling rules. Every rule shows example words and a description of the spelling rule. You can select as many or as few rules as you like by checking the boxes next to them.

- **For Beginners:** Start with just 1 or 2 rules.
- **Focusing:** Select only the rules your child is currently working on in the courses at Phonogram University.
- **Start Session:** Once selected, tap the blue "Start Session" button at the top to begin the flashcard practice!

Step 2: Using the Flashcards

During a session, the app displays one card at a time. The screen starts by showing a list of example words.

- **The Challenge:** Have your child read the words aloud and try to explain what spelling pattern they share.
- **Reveal the Rule:** Tap the large purple play/refresh button in the center of the card. The words will flip to reveal the rule description.
- **Flip Back:** You can tap the purple button again at any time to flip back and forth between the words and the rule.

Step 3: Tracking Progress

Under each card, you'll find status buttons to help you keep track of how well your child knows each rule. Select the status that fits best:

- **Not Known:** The default status for new rules.
- **Needs Work:** Your child understands part of it, but needs more repetition.
- **Known:** Your child has mastered this rule and can explain it and read the words easily.
- **Removed:** If your child has completely mastered a rule and you don't want it appearing in future sessions, select "Removed". It will be temporarily taken out of the current practice session.

Your status updates are saved automatically! The next time you open the app, you'll see status badges next to the rules, making it easy to pick up right where you left off.

3. Tips for Positive Practice

- **Keep it short:** 5 to 10 minutes a day is much more effective than a single 45-minute session. Stop while your child is still having fun!
- **Celebrate effort, not just correctness:** Praise them for sounding out words and trying. Say things like, "I love how you noticed the silent e at the end of that word!"
- **Search for rules in books:** When reading bedtime stories, make it a game! Ask: "Can you find a word on this page that uses our double-letter rule?"

4. Spelling Rules Quick Reference

Here is a cheat sheet of the 22 spelling rules built into the app, written in easy, parent-friendly terms with examples to help you explain them to your child.

Example Words	Rule (Friendly Explanation)	Parent Cheat Sheet / Focus
same, cede, time, lone, pure	Silent final 'e' reaches back over one consonant to make the vowel say its own name (long sound).	Ask: 'What does the magic E do here?'
mason, begin, motor, music	The vowels a, e, o, and u usually say their long sound (their name) at the end of a syllable.	Point out how the word is split into parts (ma-son, be-gin).
ma, pa, spa	When a short word ends with the letter 'a', it usually says 'ah' (its third sound).	Remember, this is only in short words.

watt, hall	The letter 'a' often says 'ah' or 'aw' after a 'w' or before an 'l'.	Compare 'cat' with 'watt' and 'hat' with 'hall'.
chance, charge	A silent final 'e' is added to make the letters 'c' and 'g' say their soft sounds ('s' and 'j').	Without the 'e', they would sound hard like 'cat' or 'go'.
chance, icing, icy	The letter 'c' always says 's' when it comes right before the letters e, i, or y.	Help them spot the e, i, or y right after the 'c'.
germ, giant, gym	The letter 'g' may say 'j' when it comes right before the letters e, i, or y.	Sometimes 'g' still says 'g' (like in get), but e, i, or y is a big clue it might say 'j'.
quiet, quit	The letter 'q' is always followed by the letter 'u' in English, and together they say 'kw'.	Remind them: 'q' and 'u' are best friends who always travel together.'
find, bold	The vowels 'i' and 'o' can say their long sound (their name) when followed by two consonants.	Notice how there are two consonants at the end (nd, ld) pushing the vowel to say its name.
have, blue	English words do not end in the letters 'v' or 'u'. We add a silent 'e' at the end to cover them up.	Explain that 'e' is just a helper so the word doesn't end in 'v' or 'u'.
little	Every English syllable must have a written vowel, so we add a silent 'e' to the end of syllables like '-tle'.	Clap the syllables: lit-tle. The second part needs a vowel!
are	This is an 'odd job' silent 'e'—it is there in the word, but doesn't have a specific spelling job to do.	Sometimes 'e' is just there because of history, with no active job!
ball, off, miss	We double the letters l, f, and s at the end of short, one-syllable words right after a single vowel.	Notice how these words are short and end with double letters.
berry, marry, furry	The letter 'y' says the long 'e' sound ('ee') at the end of words with more than one syllable.	Clap the syllables: ber-ry. Hear the 'ee' sound at the end?
why, my, try	When a short, one-syllable word ends in	These short words have 'y' acting as a vowel

	'y', it says the long 'i' sound.	saying 'ie'.
she, wish, friendship	The 'sh' combination is used at the start of words, at the end of parts, but not to start later parts (except '-ship').	Listen for the 'sh' sound and where it sits in the word.
pack, peck, pick, pock, puck	We use the double-letter 'ck' only immediately after a short vowel sound.	Ask: 'Is the vowel sound short? Yes, so we use ck!'
flooded, parted	The past-tense ending '-ed' forms its own syllable (sounds like 'ed') when the base word ends in 'd' or 't'.	Notice how 'flood-ed' adds a whole extra beat when we say it.
loved, wrapped	The past-tense ending '-ed' just sounds like 'd' or 't' (without a new syllable) for other words.	Notice how 'loved' and 'wrapped' do not add an extra beat or syllable.
badge, ledge, ridge, lodge, fudge	We use the three-letter 'dge' to make the 'j' sound only right after a short vowel.	Listen for the short vowel followed immediately by the 'j' sound.
catch, fetch, stitch, botch, hutch	We use the three-letter 'tch' to make the 'ch' sound only right after a short vowel.	Listen for the short vowel followed immediately by the 'ch' sound.
nation, mansion, facial	We use 'ti', 'si', and 'ci' to make the 'sh' sound at the start of middle or ending syllables.	Notice how the middle parts of these words say 'sh'.