

# LIT KIT 10: SPELLING & AFFIXES

## Phonics

**Kit 10** helps your child read uncommon spellings of consonant vowel sounds, like “ph” or “gh” making an “f” sound, silent letter combinations, like “wr” in “wrap,” and words with prefixes and suffixes such as “un-,” “re-,” “-ly” and “-ness.”

### WHAT’S INSIDE?

This kit includes nine decodable books covering three important skills:

- **Skill 1: Alternative Spellings.** Your child will read alternative spellings of sounds, such as “ph” in “phone” or “gh” in “enough.”
- **Skill 2: Silent Letters.** This skill focuses on reading silent letters in words, such as “kn” in “knee” or “wr” in “write.”
- **Skill 3: Prefixes & Suffixes.** Your child will read prefixes and suffixes such as “un-” in “unplug” or “-ness” in “darkness.”

### HOW TO USE THIS KIT:

#### READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin by reading books that focus on alternative spellings. Help your child recognize words like “phone” or “chef,” and practice sounding out the words while pointing out the different spelling patterns and the sounds they make.
- **Move to Skill 2:** Move on to silent letters. Point out how words like “knee” or “gnaw” have silent letters, or letters that are not pronounced, and practice reading these words aloud.
- **Practice Skill 3:** The final skill focuses on recognizing and reading prefixes and suffixes. Discuss how prefixes like “re-” or “un-” and suffixes like “-ness” or “-ly” change the meaning of words.

#### EXTEND

Try this writing activity to reinforce the skills in this kit!

- **Word Collector.** Have your child flip through their decodable books or search around the house for words that have unusual spellings, include silent letters, or have prefixes or suffixes.
  1. Write the words that are found on a sheet of paper. See if you can combine the words into sentences or silly stories!
    - For example, “A fish unwraps his gift then rewraps it while laughing!”

### TIPS FOR CAREGIVERS:

- **Spot Uncommon Spellings:** As you read, ask your child to find words with unusual spelling patterns and practice pronouncing them.
- **Recognize Silent Letters:** Play a game of finding words with silent letters around the house or in books. Practice pronouncing these words and naming the letter that is silent.
- **Word Break Down:** When encountering a word with a prefix or suffix, break it down into its root word and the prefix or suffix. Discuss how the prefix or suffix changes the meaning of the word.
- **Reinforce with Repetition:** Reread books to reinforce these skills and help your child become more confident.



Learn more about our  
Lit Kit Phonics collection.  
<https://www.slpl.org/lit-kit/>



## HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

### *Before reading the book:*

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

### *During reading:*

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

***"Look at the letters in the word. What letters do you see? Can you say the sounds?"***

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

***"Say the sounds in the word slowly as you slide your finger under them."***

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

***"Blend the sounds together as you slide your finger under them."***

(After saying each sound separately, your child can try to put the sounds together.)

***"I will read this word, and you say the word back to me."***

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

*Please keep this insert inside the kit.*

