

### Introduction

Many words in written English end with an **e**. The **e** is sometimes called a ‘silent **e**’ (when it doesn’t represent a sound by itself), and a ‘magic **e**’ when it is part of the long vowel spelling pattern (vowel\_e).

### Common reasons for a final **e** in words

**1. The letter **e** might represent a sound by itself.**

For example: *she, me, we, be, the*

**2. The letter **e** might be part of the word ending **le**, which carries the vowel sound in the last syllable of many words.**

For example: *stable, paddle, kettle, beetle, little, bible, gobble, noble, huddle, bugle*

**3. The letter **e** might be part of a two-vowels-together pattern to represent a long vowel sound.**

For example: *sundae, see, pie, toe, argue*

**4. The letter **e** might be part of the two-vowels pattern vowel\_e pattern, to represent a long vowel sound.**

For example: *make, these, like, home, tube, move*

**5. The letter **e** might be part of a spelling convention.**

- i) No word in English ends with a **v**. If ‘**v**’ is the last sound in a word, the word must end with **ve** (except for the word *of* which has an **f** for the ‘**v**’ sound). If a word ending in ‘**v**’ already has a final **e** as part of a long vowel spelling pattern then this convention is covered.

For example: *cave, dive, rove*

If the word does not have an **e** as part of the long vowel spelling pattern, then it must be added.

For example: *have, leave, grieve, give, love, above*

- ii) Many words that end with ‘**eez**’ or ‘**ooz**’, which have a long vowel sound in the middle of the syllable, also add a final **e**. This is despite already having a two-vowels-together spelling pattern in the syllable.

For example: *please, sneeze, choose, snooze, bruise*

The addition of the final **e** differentiates these words from others that have an **s** added to a root word.

For example: *pleas, knees, chews, brews*

- iii) A few words that end in ‘**un**’ or ‘**um**’ and which use the letter **o** to spell the short ‘**u**’ sound, add a final **e**.

For example: *come, some, one, done, none*

This differentiates them from VC or CVC syllables, pronounced with a short ‘**o**’ (*com, som, on, don, non*).

## 6. The letter **e** might be there to influence the pronunciation of the preceding consonant.

- i) When the 's' sound at the end of a word is spelled with a **c**, it must be followed by an **e** to ensure the **c** is pronounced 's' not 'k'. Some words already have the vowel\_e spelling pattern that caters for this convention.

**For example:** *face, rice, puce*

Words that do not use this long vowel spelling pattern need the **e** added.

**For example:** *plaice, fleece, deuce, chance, force, farce, voice*

- ii) The 'j' sound at the end of a word is always spelled with a **g** and it must be followed by an **e** to ensure the **g** is pronounced 'j' not 'g'. Some words already have the vowel\_e spelling pattern that caters for this convention.

**For example:** *rage, page, huge*

Words that do not already use this long vowel spelling pattern need the **e** added.

**For example:** *large, garage, urge, gorge, change, manage*

### Goals

Students will learn to:

- Recognise the final **e** on the end of words and consider its purpose.
- Recognise particular spelling patterns that include the final **e** and understand the role of the final **e**.

## Quick Route

### Materials

Whiteboard

Exercise 6, SUS Practice Activities 2

### Procedure

Begin by asking students to work independently, in pairs or in groups to brainstorm as many words they can think of that use the vowel\_e patterns.

Ask students to group the words under their various spelling patterns –

**a\_e, e\_e, i\_e, o\_e, u\_e.**

After three or four minutes, ask students to mark any words that do not have a long vowel sound in their lists (they may have words like *some, have, give* etc.).

### Vowel\_e pattern

Ask students what they notice about the pronunciation of most of the words that use this vowel\_e spelling pattern.

Write this statement on the board.

The final **e** is in some words because \_\_\_\_\_.

Students then add a statement that relates to the spelling of long vowel sounds, such as:

*It is part of a spelling pattern for a long vowel sound.*

## Words ending in ve

Ask students to tell you any words they have that end with **ve**. Write the words on the board. Add these words, if they are not there already:

**have**      **give**      **live**      **love**      **glove**      **above**

Ask students what they notice about the pronunciation of all these words. They all have short vowel sounds and a **v** before the **e**.

Write these words on the board:

**grieve**      **sleeve**      **groove**      **leave**

These words all have long vowel sounds, already spelled with a two-vowels-together pattern and they also have a **v** before the **e**.

Write these words on the board:

**carve**      **nerve**      **swerve**

Tell students that no words end in **v** in written English. If a word has a long vowel sound spelled with a vowel\_ **e** pattern, this convention is met. If the word does not have this pattern, no matter what the vowel sound or spelling before the **v**, an **e** must be added.

Add to the following statement:

The final **e** is in some words because \_\_\_\_\_.

*It is part of a spelling pattern for a long vowel sound.*

*No word in written English ends with a **v** on its own.*

## Words ending in ge and ce

Ask students to write these two patterns on their page and to brainstorm words that end with these two patterns. Students then highlight any words that have a long vowel sound spelled vowel\_ **e**.

Ask each group for a few of these long vowel words and write them on the board:

<b>ge</b>	<b>ce</b>
<b>cage</b>	<b>face</b>
<b>stage</b>	<b>race</b>
<b>huge</b>	<b>rice</b>
<b>page</b>	<b>twice</b>

Now write other words students have thought of that do not use this vowel\_ **e** long vowel spelling pattern:

<b>badge</b>	<b>chance</b>
<b>orange</b>	<b>fleece</b>
<b>stooge</b>	<b>niece</b>

Point out that the **e** is needed in the first list as it is part of the long vowel spelling pattern (vowel\_ **e**). Why is it needed in the next lists? If students cannot explain the role of the **e** to make sure the **g** is pronounced 'j' and the **c** is pronounced 's', rub off the **e** in these words and ask them how the word would sound without it.

Add to the following statement:

The final e is in some words because \_\_\_\_\_.

*It is part of a spelling pattern for a long vowel sound.*

*An e always follows a v at the end of a word.*

*Words that end with a g or c need an e after them if they are to be pronounced 'j' or 's'.*

### Words ending in se and ze

Write these two lists of words on the board:

maize	knees
cheese	pleas
sneeze	boos
freeze	trees
please	peas
grease	flees
bruise	tries
loose	frees
choose	
moose	

The words in the second list sound the same at the end but they all end in s. What is the s there for? The s is added to a root word to change the way it is used—nouns become plurals (*knee – knees, pea – peas*) and verbs add an s to accompany a different pronoun (*I try – he tries, I flee – she flees*).

*The spelling convention of adding an e to root words that end with 's' or 'z' helps differentiate them from words that have s added to the root word.*

The words might sound the same but they look different and are used differently.

Add to the following statement:

The final e is in some words because \_\_\_\_\_.

*It is part of a spelling pattern for a long vowel sound.*

*An e always follows a v at the end of a word.*

*Words that end with a g or c, pronounced 'j' or 's', are followed by a final e.*

*Words that have a two-vowels-together pattern followed by a 'z' or 's' sound, usually have a final e.*

### Words ending in le

Write up a few words that end with le.

**For example:** *little, battle, table, candle, bugle, juggle, bible*

Point out that most words that end with this pattern sound like 'il'. You can hear a vowel sound before the 'l' even though the e is after the l. This pattern carries the vowel sound in the last syllable of many words.

Add to the following statement:

The final e is in some words because \_\_\_\_\_.

*It is part of a spelling pattern for a long vowel sound.*

*An e always follows a v at the end of a word.*

*Words that end with a g or c need an e if they are to be pronounced 'j' or 's'.*

*Words that have a two-vowels-together pattern followed by the 'z' or 's' sounds, usually have a final e.*

*It is part of the le spelling pattern on the end of words.*

You may also find other less common reasons for a final e on the end of words.

### Practice

You could use this activity to ensure your students have grasped the reasons for the e being on the end of words. Either write this table on the board or students complete Exercise 6, SUS Practice Activities 2, or Exercise 23, SUS Practice Activities 1. Demonstrate the first word on the board.

Word	Represents a sound by itself	Part of a vowel_e pattern	Part of a two-vowels spelling pattern	Part of the le word ending	Spelling convention	Assists with pronouncing consonants before it	Other reason
sneeze					X		
the	X						
cake		X					
three			X				
cave		X					
huge		X				X	
argue			X				
cave		X			X		
rice		X				X	
since						X	
change						X	
see			X				
orange						X	
table				X			
some							X
give					X		
candle				X			
please					X		
loose					X		
she	X						
done							X

## Thorough Route

### Materials

Whiteboard

Exercises 22 & 23, SUS Practice Activities 1

### Procedure

This section is for students who need to learn that the vowel\_e pattern commonly represents a long vowel sound.

The final e is often called a ‘magic e’ because of the effect it has on the vowel sound preceding it. If you add a final e to a CVC (consonant/vowel/consonant) word, it will often produce a new word with the same consonant sounds, but the vowel sound will change from short to long.

**For example:** kit – kite                  hat – hate                  pet – Pete  
                         hop – hope                  cut – cute

Not all CVC words will become a new word by adding a final e.

**For example:** hit – hite                  bat – bate                  let – lete  
                         lot – lote                  but – bute

There are many words that end with a final e separated from a vowel by one letter. In the vast majority of these words, the vowel sound will be a long one. It is the final e that indicates that the preceding vowel should be long—it is part of a two-vowels-together pattern, which usually represents long vowel sounds in the middle of a syllable.

**For example:** stake                  stroke                  these  
                         hive                  flute

Some high-frequency words have a final e but no long vowel sound. This is because the e has a different reason for being in the word.

**For example:** have                  give                  live  
                         some                  come

Write these words on the board:

hat                  pet                  hop                  kit                  cut

Ask students to read the words and decide what kind of vowel sounds they contain.

*All the words have short vowels.*

Add an e to the end of each word and read each word as you do this.

*hat – add e – hate*

*pet – add e – Pete*

*kit – add e – kite*

*hop – add e – hope*

*cut – add e – cute*

The vowel sounds have all changed to long vowel sounds because adding the e has made a long vowel spelling pattern—a two-vowels spelling pattern, which is the most common way of writing long vowel sounds inside syllables.

Although the e is on the end of the word, the long vowel sound is inside the syllable.

**Compare these words:** *pain, pane; bleat, complete; moan, bone; flute, toot*

The long vowel sound is in the same place in a syllable but the spelling patterns are different—two-vowels-together (vv) or a vowel plus final e (v\_v).

Students might have heard this final e called a ‘magic e’ or a ‘silent e’. The ‘magic e’ description refers to the fact that even though the e is not right beside the other vowel, it is still part of a two-vowels-together pattern and influences the way the first vowel is pronounced. It is called a ‘silent e’ because it is not pronounced as a sound in its own. Calling it a final e is probably the most useful description.

Write these words on the board and ask students to add a final e to each one to see if it will make a new, real word by changing the pronunciation from a short to a long vowel sound.

Tick those that make real words and cross those that don’t.

cap	get	not	tub	but	tap
hug	pat	mad	hit	lot	sit l
ob	top	man	dam		

Write these words on the board. Students tick all words that have a long vowel sound in the last syllable and cross all words that do not have a long vowel sound.

rope	hope	come	some	globe
gave	love	give	have	cave
cake	take	made	make	brave
kite	hive	five	bike	bite
huge	cute	flute	face	game
inside	outside	late	name	place
ride	side	time	use	awake

When you see words that end with a vowel\_e pattern, try pronouncing this pattern as a long vowel. If this does not sound right, try pronouncing it as a short vowel.

### Practice

Students can complete Exercise 22, SUS Practice Activities 1, adding a final e to words to see if they make real words. They can use a dictionary to check what the words mean if they are not sure.

Write this statement on the board and ask students to complete it, to explain how the final e works with long vowel sounds.

The final e is in some words because \_\_\_\_\_.

*It is part of a spelling pattern for a long vowel sound.*

Once you have covered this section of the Thorough Route use the Quick Route to cover the other final e patterns – ve, ge and ce, se and ze, le.