

The One-One-One Rule

When I add **-ing, -ed, -er -y** or **-en**

Any suffix starting with a vowel (including y)

to a **single syllable word**, I need to remember the One-One-One Rule.

The One-One-One Rule

If the word has:

***only one syllable *one vowel letter and *only one consonant letter at the end**

DOUBLE THE LAST CONSONANT to add **-ing, -ed, -er, -y, -en**

(BUT NEVER DOUBLE THE CONSONANTS Y or W).

Let's apply the One-One-One Rule to these single syllable words...

Sit (one syllable, one vowel letter, one consonant letter ... double the last consonant) → **Sitting**

Bend (one syllable, one vowel letter, **two** consonant letters ... don't double) → **Bending**

Fish (one syllable, one vowel letter, **two** consonant letters ... don't double) → **Fishy**

Turn (one syllable, one vowel letter, **two** consonant letters ... don't double) → **Turned**

Feed (one syllable, **two** vowel letters, one consonant letter ... don't double) → **Feeder**

Draw (one syllable, one vowel letter, one consonant letter (**W**) ... don't double) → **Drawing**

Play (one syllable, one vowel letter, one consonant letter (**Y**) ... don't double) → **Playing**

Flee (one syllable, **two** vowel letters, **no** consonant letter at the end ... don't double) → **Fleeing**

Take (one syllable, **two** vowel letters, **no** consonant letter at the end ... don't double, but I do need to drop the e) → **Taking** * See Box Below

If the word ends in a consonant and then the letter **e** **DROP** the **e** then add **-ing, -ed, -er, -en** **Examples:** Make → Making Dance → Dancing Ache → Aching

The One-One-One Rule also applies to multisyllabic words when the stress of the word is on the final syllable. Don't double the consonant if the stress is on the first syllable. Teach this to more advanced spellers. **Examples:** Benefit → Benefited Permit → Permitted

TEACHING TIPS: 1. Introduce the One-One-One Rule only when students a) thoroughly understand the concept of syllable, vowel and consonant and b) can spell single syllable words that contain short vowel sounds, final blends and at least some long vowel sounds (ee, oo).

2. Explore the rule using LOTS of examples. Begin with the common suffixes **-ing** and **-ed**.

3. To assist with the learning of literacy concepts such as vowels, consonants, syllables and suffixes, consider using **Spell Signs** © from Pelican Talk when you teach.