

Y2 Le El Al Il Endings

KS1 Y2 English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Spell the word for a flat piece of furniture you eat at: 'tab__'

Step 1 · Say it: ta-bul. The ending sounds like 'ul'

it could be le, el, al or il

Step 2 · le is the most common spelling

try le first

Step 3 · Does it look right?

table ✓

Answer: table

Check: If you are not sure, try -le first. It is the most common.

2. Now try one with the steps

Spell 'squirrel'

Step 1 · Sound it out: squ-ir-r-ul

Step 2 · What letter comes just before the ending?

Step 3 · After r we often use el

Answer:

3. Practice

Have a go at each one. There is space underneath to work it out.

1. Fill the gap with le: cand____ (it gives light)

2. Fill the gap with le: purp____ (a colour)

3. Which is right: 'apple' or 'appel'?

4. Which is right: 'camel' or 'camle'?

5. Which is right: 'towel' or 'towle'?

6. Which is right: 'pencil' or 'pencle'?

7. Which is right: 'animal' or 'animel'?

8. Which ending is the most common: le, el, al or il?

9. Fill the gap: tunn____ (a train goes through it)

10. Fill the gap: ped____ (you push it on a bike)

11. Fill the gap: midd____

12. Fill the gap: trav____ (to go on a journey)

13. Fix the spelling: 'We found a fossle on the beach.'

14. Fix the spellings: 'The litel squirrle hid in the tunnle.'

4. Before you hand it in

Writing the 'ul' ending as 'ul' or 'ol': 'tabul', 'littol'.

Start with le, the most common ending, then check if the word looks right.

Using le after m, n, r, v or w: 'camle', 'tunnle'.

Look at the letter before the ending. m, n, r, v, w and s often mean el.

Writing 'litle' or 'botle'.

After a short vowel, double the consonant before le: little, bottle.