



ff ss ll zz

LEARNING BOOKLET

STUDENT: _____

DATE: _____

Welcome to the Tricky Brains World of understanding 'ff', 'ss', 'll' and 'zz' – When and Where they are used.

This booklet is designed for parents and teachers to help children learn the phonemes 'ff', 'ss', 'll', and 'zz'. Inside, you'll find engaging activities and explanations that focus on when and where to use these spelling patterns in words. Our aim is to enhance accuracy and fluency in both reading and spelling through explicit instruction.

Together, let's make
learning fun and effective!



ff

ll

ss

zz

FLOSS

fizz wizz

Use **ff**, **ll**, or **ss** at the end of short words after a short or lonely vowel

puff

still

kiss



Use **zz** at the end of short words after a short vowel. This is not a common spelling pattern.

buzz

jazz



The long spellings of 'ff' 'ss' 'll' and 'zz' go at the end of one syllable words after a short or lonely vowel.

Circle the 'ff', 'ss', 'll' and 'zz' patterns in the words.
Read the words out loud:

puff

stuff

sniff

press

boss

dress

bell

will

dull

buzz

jazz

fuzz

fluff

spill

stiff

miss

ill

gruff

Exceptions: Yes, my pal the chef will help us catch this bus if we can. Plus the driver has gas!



Phoneme Drill:

ss

t

qu

f

s

pl

H

b

l

ff

m

SH

k

zz

d

DR

h

LL

Blend the sounds to make the word (glide to read).
Circle the matching picture:

y e ll
→



c l i ff
→



b u zz
→





--	--	--	--



--	--	--	--



--	--	--



Say it.



Sound it.



Map it.



Write it.

Unjumble the letters to spell the word:



ll

o

d



ll

i



zz

a

j



i

ss

k



s

ff

n

i



u

zz

f

Read the sentences:

Highlight the 'ff', 'ss', 'll' and 'zz' spelling:

1. The cat will kill the mouse.
2. His voice was deep and gruff.
3. The coat was made of soft fluff.
4. The boat had a red hull.
5. The dog looked very gruff.
6. Don't make a fuss about it.
7. The snake gave a long hiss.
8. He felt a deep loss when his toy broke.
9. She loves to dance to jazz.
10. Let's sit and chill by the pool.

Read the story:

flew, eye, away, they, white, sky

Highlight the 'ff', 'ss' and 'll' words in green

Highlight the 'zz' words in red

The Sea Gull

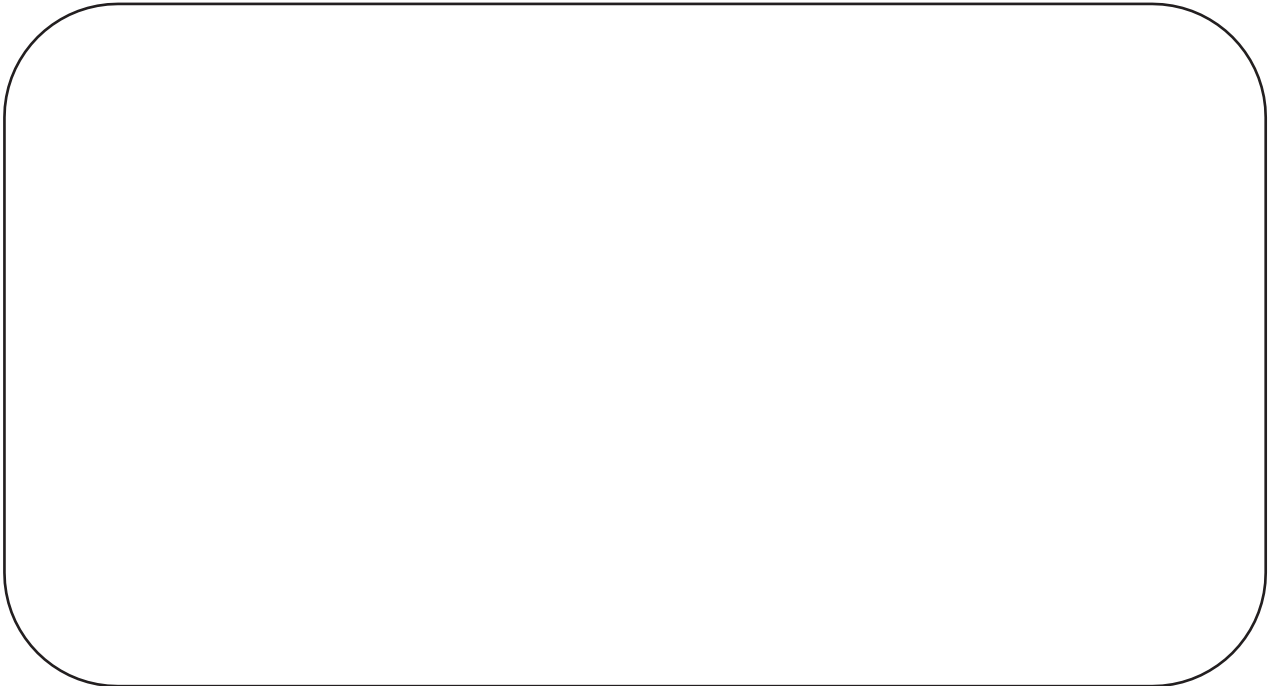
Tom and his sister sat on the cliff to eat lunch. A gull flew in the sky. It looked like the soft white fluff of a cloud.

Tom sat very still as the gull flew in to pinch a chip. It did scoff one down in the blink of an eye.

This made Tom cross. He rang a bell he had in his bag. He had it just for this job. The gull flew away. "We will not miss one chip," said Tom's sister.

Tom opened a drink. It made a loud fizz and a mess on his sister's dress. She did not stress. Tom did toss the can in the bin and they went to play chess.

Draw a picture for the story:



Find all the **ff, **ll**, **ss** and **zz** words in the story and write them down:**

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Where did Tom and his sister sit to eat lunch?

What did the gull look like?

Why did Tom get cross at the gull?

How did Tom's sister show she was not upset when her dress got messy?

Which 'ff' word shows how the gull ate the chip?



Race to the Pond!

Directions:
Roll the die
to move along
the path.

If you land on a
word, read it
aloud. Move
ahead 2
spaces.

If you land on a
lily pad, go
back 2 spaces.
It's a race to
the pond.



buff

sill

stuff



ill

grill

frill

huff



bill

dill

sniff

fizz

boss

stiff



skull

doll

cliff

pill



kiss

swell

hiss

gloss

sell

till

toss

mass

spell

hull

puff

jazz

fizz

dull



press

dress

shell

fill

