

The 44 Phonemes (Sounds) in English

sound	
s ss	these are the short consonant sounds and short vowel sounds
a	
t	
p	
i	
n	
m	
d	
g	
o	
c k ck	
e	
u	
r	
h	
b	
f ff	
l ll	
j	
v	
w	
x	
y	
z	
qu	
ch	
sh	
th	
ng	
zh	
ai	these are the long vowel sounds
ee	
igh	
oa	
oo short	
oo long	
ar	
or	
ur	
ow	
oi	
ear	
air	
ure	

each of these phonemes has an accompanying action to reinforce identification of the sound

The Phonemes/Spelling Patterns in English

sound	ways of spelling this sound	for example:
s	s ss ci ce	sat kiss cinema nice
a	a	and
t	t tt	tap butter
p	p pp	slip slipper
i	i	tin
n	n nn kn	not runner knife
m	m mm mb	mum mummy lamb
d	d dd	dad daddy
g	g gg	god giggle
o	o	hot
k	c k ck	cat kit back
e	e ea	let head
u	u o	hut Monday
r	r rr	run terror
h	h	hot
b	b bb	bed bubble
f	f ff ph	fish cliff phone
l	l ll	lit hill
j	j gi ge dge	jam giraffe general hedge
v	v ve	vet live
w	w wh	wet when
x	x cks	box blocks
y	y	yellow
z	z zz	zoo buzz
qu	qu	queen
ch	ch tch	chop match
sh	sh ch s ti ci	shop machine sugar nation special
th	th	think that
ng	ng	sing
zh	as in measure vision	treasure vision leisure
ai	ai ay a-e* a ey	train play plate baby they
ee	ee y ea e-e* ey ie ei	sweet funny meat even key believe receive
igh	igh y ie i-e* i	light my tie white kind
oa	oa ow o-e* o oe oh	coat snow hope go toe oh!
oo short	oo u oul	foot put could
oo long	oo ew ue u-e* ui	food blew blue tube fruit
ar	ar al a	car palm fast
or	or ore oor aw al our ough augh	for more door straw tall four ought caught
ur	ur ir er or ear a	burn bird her doctor learn gorilla
ow	ow ou	town mouse
oi	oi oy	foil toy
ear	ear eer ier	hear steer pier
air	air ear ere are	chair bear where stare
ure	ure	cure

Spelling for Early Years and Key Stage 1

Class 1 and Class 2 continue to send home weekly information about the spelling patterns taught.

It is important that children have the confidence to write words phonically before they acquire the real spelling of everything. Phonic spelling allows the child and the teacher to read back what the child has written. So - *The partie was grait fun, is a very acceptable stage in spelling.*

Reception

We teach the first (most common) way of spelling each phoneme, more or less in the above order;

plus: lots of high frequency tricky words which aren't spelt phonically eg: *you and the*;

then: consonant blends

(two phonemes which you blend together to read (eg: bl "b...l" -> "bl") for example: st- pr- -ld -xt ;

Year 1

We first review sounds previously taught;

then: other ways of spelling the long vowels

bean as well as been; and other ways of pronouncing familiar phonemes eg. bear and hear

then: when to double consonants

hop -> hopping hope -> hoping;

Plural rules

puppy -> puppies man -> men

then: other ways of spelling consonant phonemes

bridge not brij; phone not fone;

and lots more high frequency tricky words.

Year 2

We first review sounds previously taught, consolidates and applies all of the above;

by then most children have acquired sight recognition and spelling knowledge of most of the words they need for their reading and their writing.

