

The the

I this

that

then

/ee/

me be

he she

we the

he is

he's

she is

she's

we are

we're

we will

we'll

/w/ o

son

ton

front

come

some

done

none

Monday

London

become

undone

/e/

said

again

against

captain

says

friend

friendly

single vowel letters

a

cat

table

e

pen

me

i

tin

find

o

cot

gold

u

cup

units

y

gym

my

When reading short words, blend with the 'short' vowel sound first.
If the word does not sound like a real word, try the 'long' vowel sound.

single vowel letters

vowel letters	words with 'short' vowel sound	words with 'long' vowel sound
a	hat	cradle
e	help	she
i	pin	kind
o	hot	hold
u	run	unit
y	gym	cry

When reading short words, blend with the 'short' vowel sound first.
If the word does not sound like a real word, try the 'long' vowel sound.

was

wasn't

want

what

here

there

where

nowhere

any

anywhere

many

people

-ve

have

give

live

love

dove

glove

above

-y

sunny

rainy

stormy

-ey

donkey

monkey

valley

one

once

two

twice

other

mother

brother

father

our house

you are...

your hat

of course

-y

my fly

shy cry

by why

O

oe

no

go

toes

so

also

hoe

hello

doe

torso

foe

piano

tiptoe

radio

woe is me

-re

centre

ogre

metre

fibre

litre

timbre

acre

theatre

-ey

they

grey

prey

osprey

obey

money

honey

journey

pulley

donkey

'-ly'

happy

happily

funny

funnily

late

lately

dreadful

dreadfully

patient

patiently

actual

actually

fantastic

fantastically

public

publicly

amazing

amazingly

angelic

angelically

Adverbs describe verbs and often have 'ly' endings. Note what happens to the letter 'y' in 'happy' and 'funny' in their adverbial form 'happily' and 'funnily'. Some adverbs need an 'ally' ending such as 'fantastically' and the learner needs *to be attentive* as to which words need this ending and not confuse them with similar words such as 'publicly' which ends only with 'ly'. Adverbs can appear to have an 'ally' ending when the root word already includes 'al' such as 'actual' changing to 'actually'. This grammar aspect, however, does not make any difference in terms of phonics reading and spelling all-through-the-word.

Sound out and blend all the words. Discuss the meanings of the words and say them in simple sentences.

ough

/ou/	/u/	/oo/
bough plough drought Slough	borough thorough thoroughly Scarborough	through throughout see-through throughway
/oa/	/or/	/u/+/f/
dough though although doughnut	ought bought nought sought brought thought thoughtful wrought overwrought	rough tough enough slough roughen toughen roughage
/o/+/f/		/u/+/p/
cough coughed coughing trough		hiccough

Practise sounding out, saying and writing these words to gain automatic recognition.

-owl

could

would

should

long /oo/

to do

into

who

/oa/

so also

no go

don't

/k+s/

-x

sixty boxes
taxi vixen
relax mixing
fixed hoax
wax foxes

-ks

books looks
cooks hooks
speaks seeks
croaks soaks
leaks leeks

-cks

locks pecks
bricks socks
sacks sticks
tricks trucks
shacks ticks

-kes

likes bikes
takes shakes
cakes strokes
cornflakes
makes spokes












long / oo / -o














to do















who














whose

The Alphabetic Code

sounds picture prompts	PI simple code units 1-5	complex code	graphemes (spelling alternatives) which are code for the sounds			
 /s/	s snake	-ce palace	-se house	ce cents	ci city	cy bicycle
	-ss glass	sc scissors	-st- castle	ps pseudonym		
 /a/	a apple					
 /t/	t tent	-tt letter	-ed skipped			
 /i/	i insect	-y cymbals				
 /p/	p pan	-pp puppet				
 /n/	n net	-nn bonnet	kn knot	gn gnome	-ne engine	
 /k/	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque
 /e/	e egg	-ea head	-ai said again		a any many	
 /h/	h hat	wh who				
 /r/	r rat	-rr arrow	wr write	rh rhinoceros		
 /m/	m map	-mm hammer	-me welcome	-mb thumb	-mn column	

 /d/	d dig	-dd puddle	-ed rained			
 /g/	g girl	-gg juggle	gu guitar	gh ghost	-gue catalogue	
 /o/	o octopus	wa watch	qua qualify	alt salt		
 /u/	u umbrella	o son	-ou touch	-ough thoroughfare		
 /l/	l ladder	-ll shell				
schwa  /u/	-le kettle	-il pencil	-al hospital	-el camel		
 /f/	f feathers	-ff cliff	ph photograph		-gh laugh	
 /b/	b bat	-bb rabbit	bu building			
 /j/	j jug	-ge cabbage	ge gerbil	gi giraffe	gy gymnast	-dge fridge
 /y/	y yawn					
 /ai/	ai aid	a table	-ae sundae	a-e cakes		
	-ay tray	-ey prey	eigh eight	-ea break	-aigh straight	
 /w/	w web	wh wheel	-u penguin			
 /igh/	-igh night	-ie tie	i behind	-y shy	i-e bike	ei eider duck

/oa/ 	oa oak	o yo-yo	-oe oboe	o-e rope		
	ow bow	-ough dough		-eau plateau		
/ee/ 	ee eel	e emu	e-e concrete	-ey key	-ie chief	-ine sardines
	ea eat		/i-ee/ 	-y sunny	-ey monkey	-ie movie
/or/ 	or fork	ore snore	oar oars	-oor door	-our four	war wardrobe
	aw dawn	au sauce	-al chalk	augh caught	ough thought	quar quarter
/z/ 	z zebra	-zz jazz	-s fries	-se cheese	-ze breeze	
/ng/ 	-ng gong	-n jungle		/ngk/ 	-nk ink	-nc uncle
/v/ 	v violin	-ve dove				
short /oo/ 	-oo book	-oul should	-u push			
long /oo/ 	oo moon	u-e flute	-ew crew	-ui fruit	-ou soup	-o move
	-ue blue					
/ks/ 	-x fox	-ks books	-cks ducks	-kes cakes	/gz/ 	-x exam
/ch/ 	ch chairs	-tch patch		/chu/ 	-ture picture	

/sh/ 	sh sheep	ch chef	-ti station	-ci magician	-ssi admission	
unvoiced /th/ 	th thistle		voiced /th/ 	th there		
/kw/ 	qu queen					
/ou/ 	ou ouch	ow owl	-ough plough			
/oi/ 	oi ointment	oy toy				
/yoo/ 	-ue statue	u unicorn	u-e tube	ew new	eu pneumatic drill	
/er/ 	er mermaid	ir birthday	ur nurse	ear earth	wor world	
schwa 'uh' /er/ 	-er mixer	-our humour	-re theatre	-ar collar	-or sailor	
/ar/ 	ar artist	a father	alm palm	alf half	alves calves	
/air/ 	air hair	-are hare	-ear bear	-ere where		
/eer/ 	eer deer	ear ears	-ere adhere	-ier cashier		
/zh/ 	-si television	-s treasure	-z azure	g courgette	-ge collage	by Debbie Hepplewhite
The complexities of the English Alphabetic Code:						
1. one sound (phoneme) can be represented by one, two, three or four letters: e.g. /a/ a, /f/ ph, /lgh/ igh, /oa/ ough						
2. one sound can be represented by multiple spelling alternatives (graphemes): e.g. /oa/: o, oa, ow, oe, o-e, eau, ough						
3. one grapheme can represent multiple sounds: e.g. 'ough': /oa/ though, /or/ thought, long /oo/ through, /ou/ plough, /u/ thorough						

/z/

-s	z	-zz	-ze	-se
is	zip	jazz	sneeze	please
his	zed	buzz	breeze	cheese
was	zap	fizz	wheeze	tease
pies	zebra	frizz	size	wise
bees	zig-zag	drizzle	prize	ease
fleas	zest	frazzle	blaze	disease
easel	zips	dazzled	dazed	surprise

Many words in the English language end with the /z/ sound.

This is not usually a problem when reading but may be more challenging for spelling purposes.

Once upon

a time,

there was a...

-ician

occupations

magician

electrician

optician

dietician

politician

technician

musician

beautician

/zh/

vision

division

television

invasion

confusion

persuasion

measure

pleasure

leisure

azure

-ie

calorie

calories

movie

freebie

pixie

pinkie

cookie

genie

cookies

collie

-y

-ie(s)

s t o r y

singular

s t o r i e s

plural

b e r r y

b e r r i e s

l o r r y

l o r r i e s

ch e r r y

ch e r r i e s

d a i s y

d a i s i e s

p o n y

p o n i e s

O

approve

disapproval

moving

removed

improving

movement

to do who

move

lose, loser

prove