

# Grapheme\* Cards

#### Teaching Resource



<sup>\*</sup> A grapheme is symbol, such as a letter, used to represent a sound. Often multiple letters, such as "igh", are used to represent a sound.



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#### Introduction



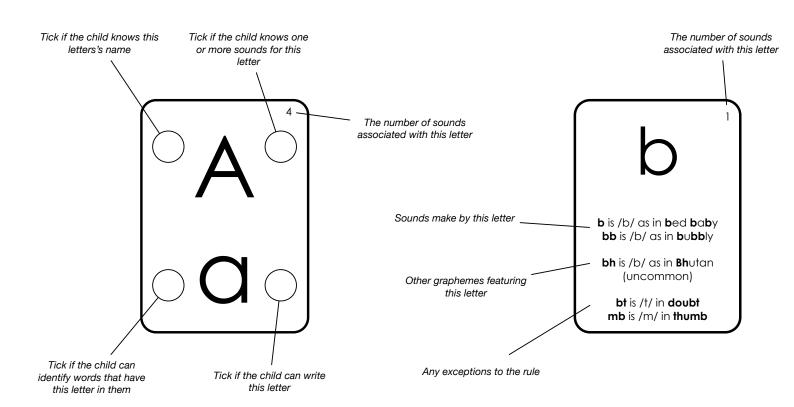
#### Introduction

(To prepare for literacy) spoken words had to be treated as consisting of component parts, which could then be represented by a much smaller number of **graphical symbols**. (Seidenberg, 2017, p. 63)

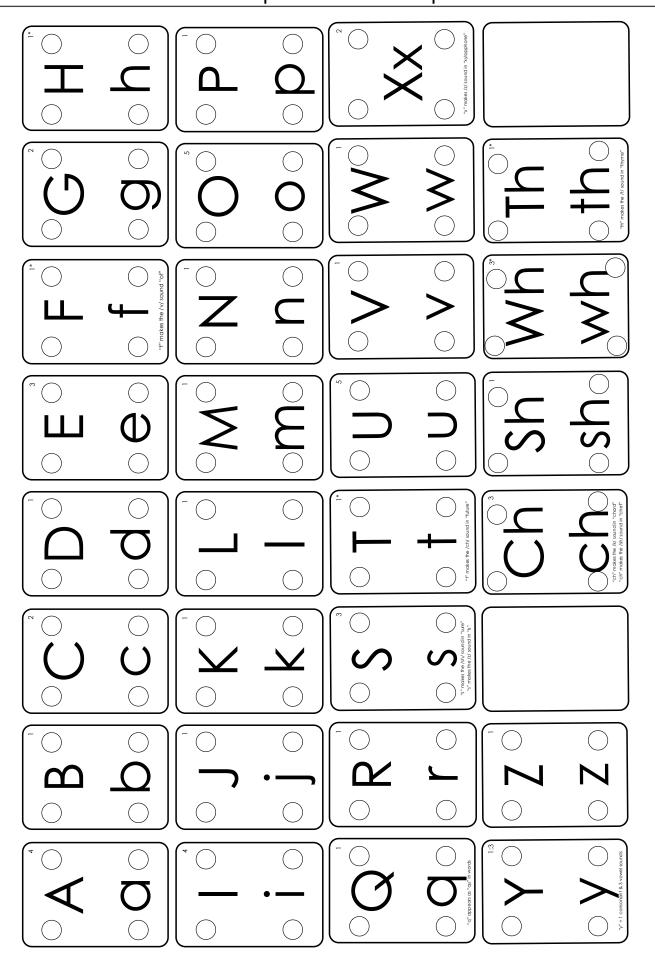
We take it as obvious that speech consists of units such as words, syllables, and phonemes, but these units are phonological abstractions that had to be discovered. Writing in the phonological way of thinking [with **sounds linked to graphemes**] coevolved over a long period. (Seidenberg, 2017, p. 49)

Seidenberg, M. (2017). Language at the speed of sight: how we read, why so many can't, and what can be done about it. New York: Basic Books.





#### Alphabet Map



#### Grapheme Map

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#### Phoneme-Grapheme Map

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t th	ttwh	110   100	-ed /zh/ f	perped collision of	DIT- Scotney	-bt s	and date own	±	epation	Z	· ·	-ge		SN inni SN inni Ode-u					Skills of early language, alpha 1) Child develops knowledge of 2) Child identifies of beginning o	<ol> <li>Child develops an accurate c</li> <li>Child develops full phoneme</li> </ol>	<ol><li>Child develops full word rectornatch sounds to letters).</li></ol>
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	Ch-	Ch- d f g h j k l m n n n n g p qu- r s sh t th v w wh x y z a a e e i i o o u u u oo a ow oy er or a mile a man n n p p r ss ch tt -ve wh i z au a e e y i e o o u u u o o a ow oy er or a mile a m	Ch- d f g h j k l m n n n n g p qu- r s sh t t h v w wh x y z a a a e e i i o o o u u u o o a o w oy er or a m m n n p p r ss ch tt v w wh x y z a a a e e i i o o o u u u o o a w oy er or a m m n n p p r ss ch tt v w w wh x y z a a a e e i i o o o u u u o o a w ou u e o o a w ou u e o o a w ou u e ar or a m m n n p p r ss ch tt v w w w w w w w w w w w w w w w w w	Ch-   Ch-	Ch-   Ch-	Ch-   Ch-	Ch-   Ch-	Ch-   Ch-	Ch   Ch   Ch   Ch   Ch   Ch   Ch   Ch	Ch   d   f   g   h   j   k   l   m   n   n   n   g   p   q   r   s   s   h   t   h   v   w   wh   x   y   z   a   a   e   e   i   i   o   o   u   u   u   o   o   a   w   o   e   o   d   w   u   u   a   o   o   u   u   u   o   o   a   w   o   w   u   u   u   a   o   o   u   u   u   u   a   o   o   u   u   u   u   a   o   o   u   u   u   u   a   o   o   u   u   u   u   a   o   o   u   u   u   u   u   u   u   u	Ct-  Ct-  Ct-  Ct-  Ct-  Ct-  Ct-  Ct-										2   3   1   1   1   2   2   3   4   4   4   2   3   4   4   4   4   4   4   4   4   4

# Alphabet (uppercase & lowercase)

_	ch sh	th Wh wh
		N

Sample Bases Sample Prefixes

phon (sound promises, symptony Soph presented phospits soprationed Seq Pest, followi sequet,  $\stackrel{(g)}{=} \frac{G}{G}$ anthro Parachica prescritory .≥ ₹ tele firmest inter (tetrational anti S E Target in ⊒. MONO Barrel recedences Consect corpora ig di

NB: While prefixes and bases often reveal something about the meaning of a word, suffixes often reveal something about the word's grammatical form (e.g. "-ly" signifies adverb or verb tense) -ive -ness ipaliy di heppiress, fongineness -cian -tion graden epotition

## Sequence of Phonics/Spelling Instruction

and on alphabet (letter name) knowledge
letter hames Alphabetic; lett a.m. t. s. shril j. f. d. r. [shril]
o. g. J. h. [shril u. c. b. n. k. v. [shril e. w. j. p. y. x. qu. z. sh. we
o. g. J. h. [shril u. c. b. n. k. v. [shril e. w. j. p. y. x. qu. z. sh. we
old Within Word Stages a-e. al. ay, ei. ey. ee. ea. ie. e-e. ie. jih,
and
yo. ei. oa. ow, t.-e. oo. ew, vowel+t. oi. oy, ou. au, ow, kn. wr, the
gn. shr. thr. ea. u. oo. ew, vowel+t. oi. oy, ou. au, ow kn. wr, the
gn. shr. thr. ea. oo. ew, ovwel+t. oi. oy, ou. au, ow kn. wr, the
gn. shr. thr. ea. oo. ew, overlet. oi. oy, ou. au, ow kn. wr, the
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gn. shr. thr. ea. oo. ew, overlet. oi. oy ou. au, ow kn. wr, the
gn. shr. thr. ea. overlet. ea. overle Emergent (Print Concept): focus is on phonemic awareness Stages of Spelling Development (Ehri, 2005)
Prie alphabet phase (by Visual & Sallent parts) = 3 - 5 yrs old
Prie alphabet phase (by Visual & Sallent parts) = 4 - 6 yrs old
Decoding (alphabet) phase (by visual & Sallent parts) = 4 - 6 yrs old
Consolidated (orthographic) phases = 7 - 9 yrs old
Morphological (by meaningful units) = 9 yrs old

# Stages of Spelling Development (Bear, et al., 2014) Emergeant (Pint Chorcept) Spellies = 3 - 5 yrs 04 Letter Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs old Within-Word Pattern (Transitional) Spelling = 7 - 9 yrs old Syltables and Affiliese (Independent) Spelling = 9 - 11 yrs old Derivational Pelatitons (Advanced) Spelling = 1 - 11 yrs old

Examples Words - Sequence of Phonics

throw, roast, cause, pause, paws, taught, shawl.
Syllables & Affixes Stage: chief, whine, theme, athlete, pilgrim,
musfiroloen, nervous, service, receive, reign.
Derivational Stage: uneasy, insincere, unfasten, manipulate Emergent (Print Concept): sorting pictures of words into letter sound, rhyme categories Letter Name Alphabetic: hat, bug, fresh, much, pass, class, sad, job, blob, grab, sick, trick, rang, swing. Within Word Stage: next, road, knock, frozen, coal, whose, Y says the flong ef sound **only** at the end of a multi-syllabic base words.

Source: Uncovering the Logic of English by Denise Eide (2011)

C softens to /s/ when followed by E, I or Y, G softens to /s/ when followed by E, I or Y. When a one-syllable word ends in a single vowel Y, it says the Along F sound;

Example Spelling Rules

icheck john by john by

-ing

fid range steep

es les

Sample Suffixes

print as long as the reader recognises words and language and conversations and eithe world in what is seen. The code is the interface between what I vant to say and what I witte, and what I am to know and what I read. We must remember that a child's written skillin may be up to three years behind their onal skills, as the child learns to coordinate the demands of the written code as a vehicle for spoken thoughts. (Chall 1996) We line up letters, words, spaces and punctuation on a page, and, coollectively, contesting said and we hope - at times valinty - that we will be undestood. "And the words side into the slots ordained by syntax, and glitter as with atmospheric.

Often, when I have had a picture well framed or have hung it in the right surroundings. I have caught myself feeling as proud as if I had painted the picture myself. (Wittgenstein, Culture & Value) we learn something more about language, the world and how/
why we say what we say (e.g. the natural history of our
conversations). And at times, we need a bit of help to see it,
whether that is help to literally decode/decipher/recognise our
words or help to extract their meaning. dust with those impurities which we call meaning." (Burgess, 1968, Enderby Outside). And with each scaffolded utterance,

Words only make sense within the context of sentences (onward to grammar and grammatical facts

#### Related Presentations

THE LITERACY BUG



#### The Alphabetic Code

the interface between oral and print language

https://youtu.be/dA4nt3rxTYM



THE LITERACY BUG

http://bit.ly/2-Sounds-Letters

#### Sound-Letter Correspondences

Exploring phoneme-to-grapheme relationships

THE LITERACY BUG



#### Analysing Spoken Words

An activity that helps learners develop their awareness of the sound patterns within familiar words (a.k.a. phonological awareness) ... and which uses this awareness as one of the foundations for understanding the logic of the alphabetic principle.

https://youtu.be/8DVPbK0HSyY

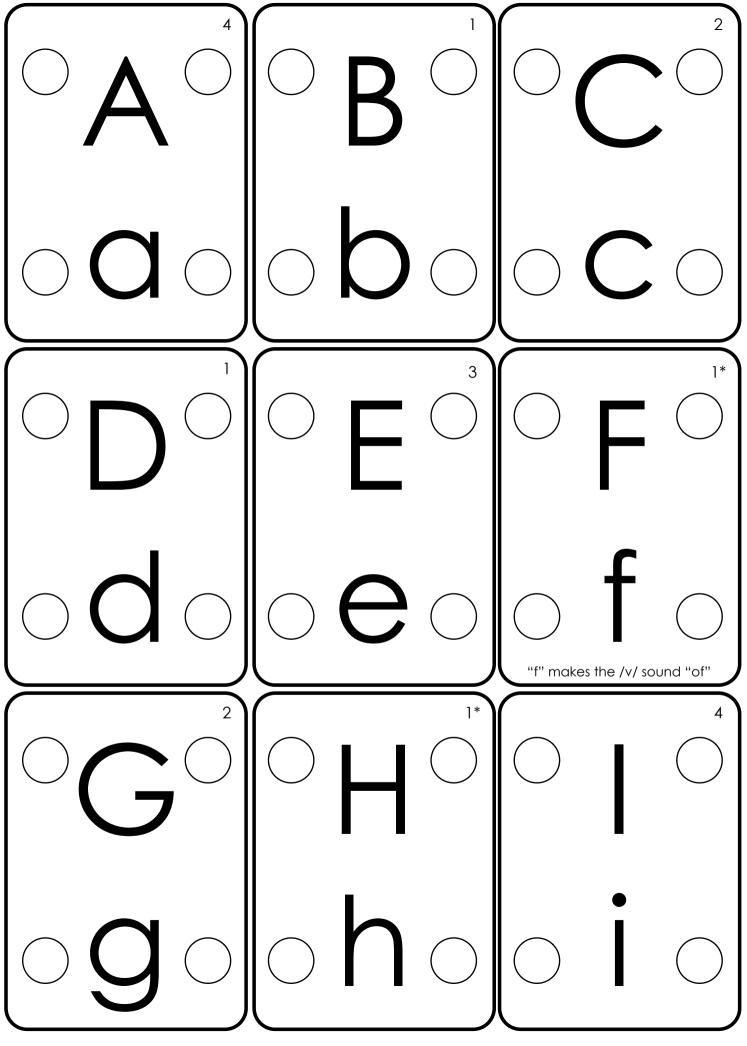
The Literacy Bug | | info@theliteracybug.com | | www.theliteracybug.com

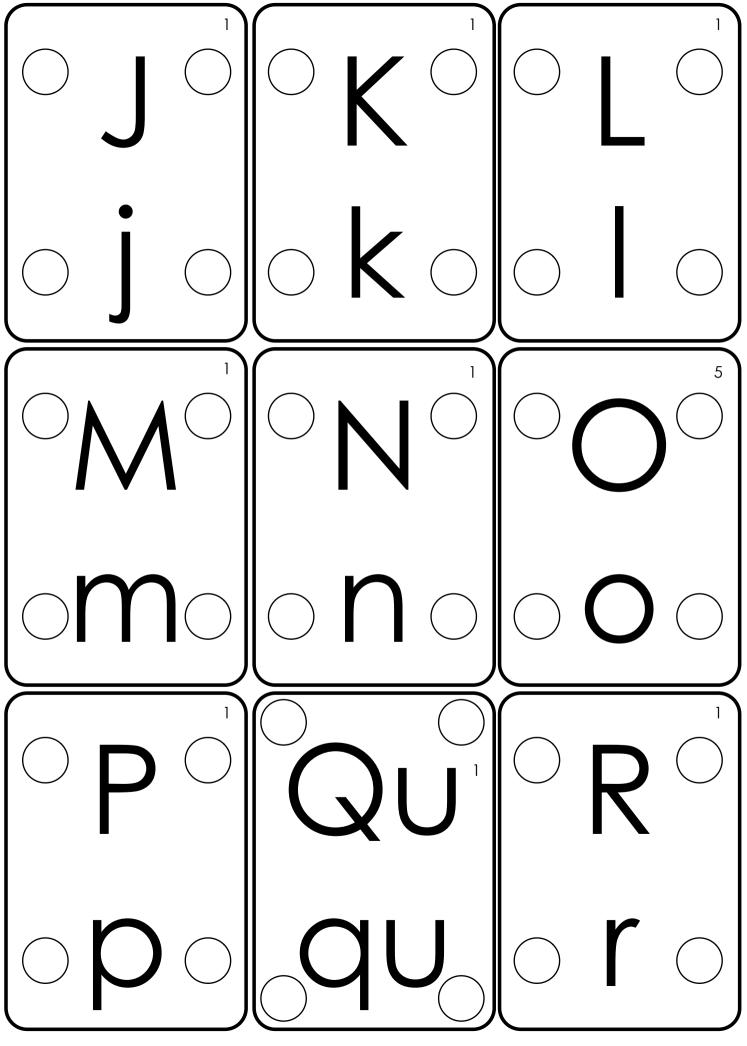


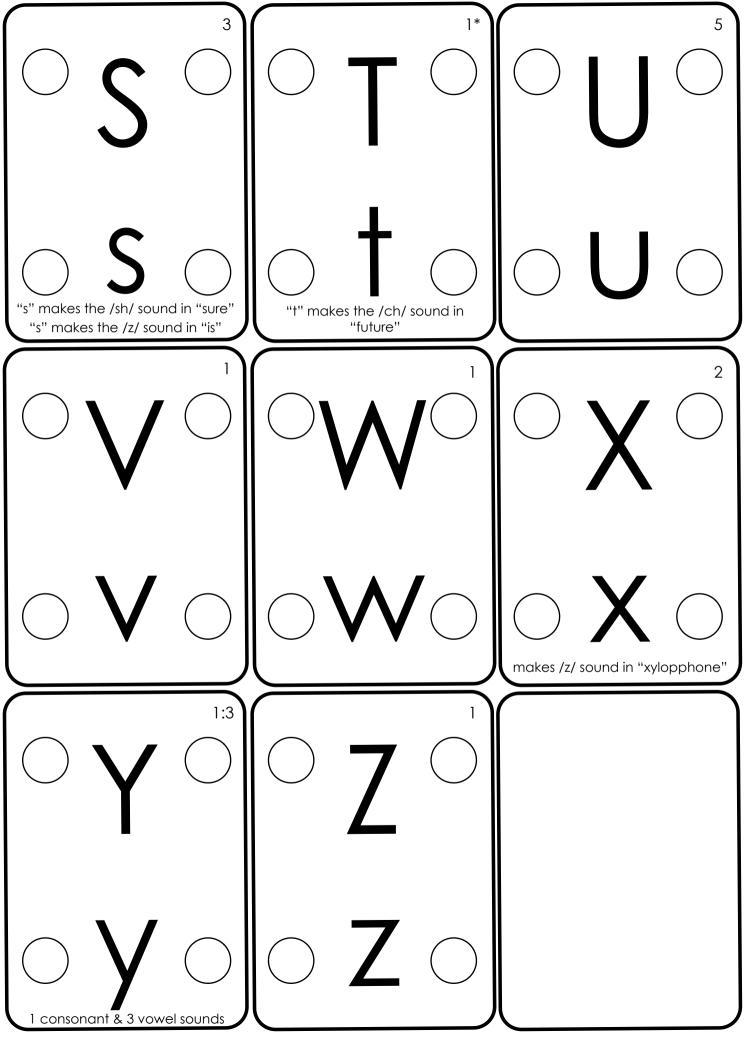
### Alphabet Cards

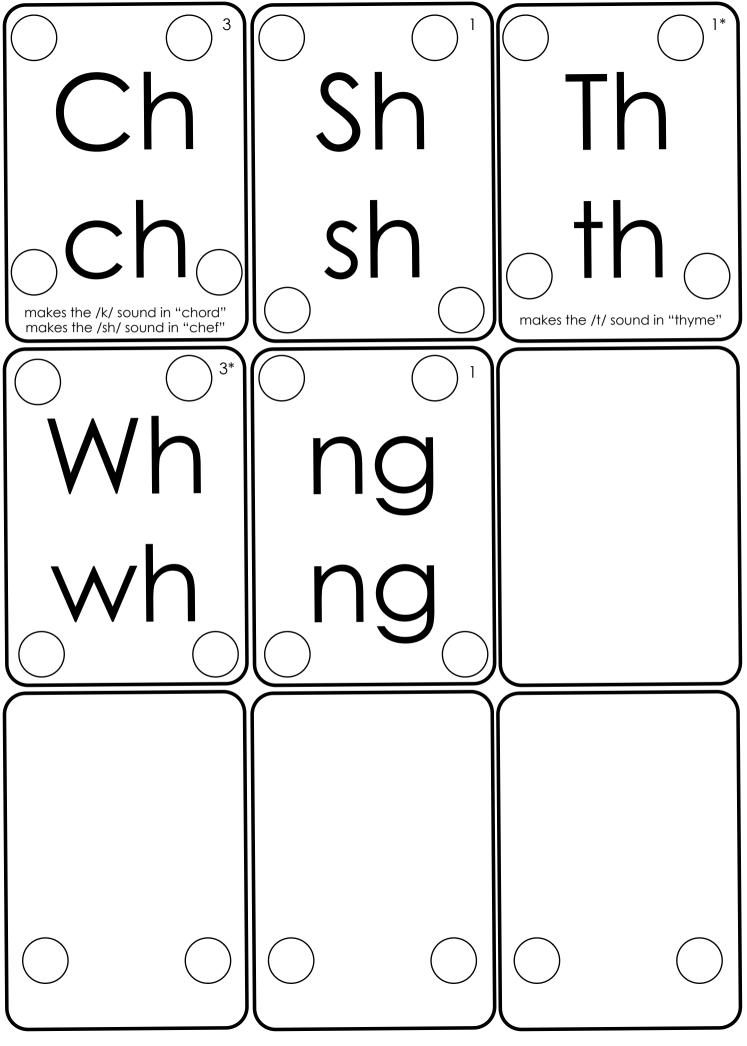
(with consonant digraphs - ch, sh, th and ng)

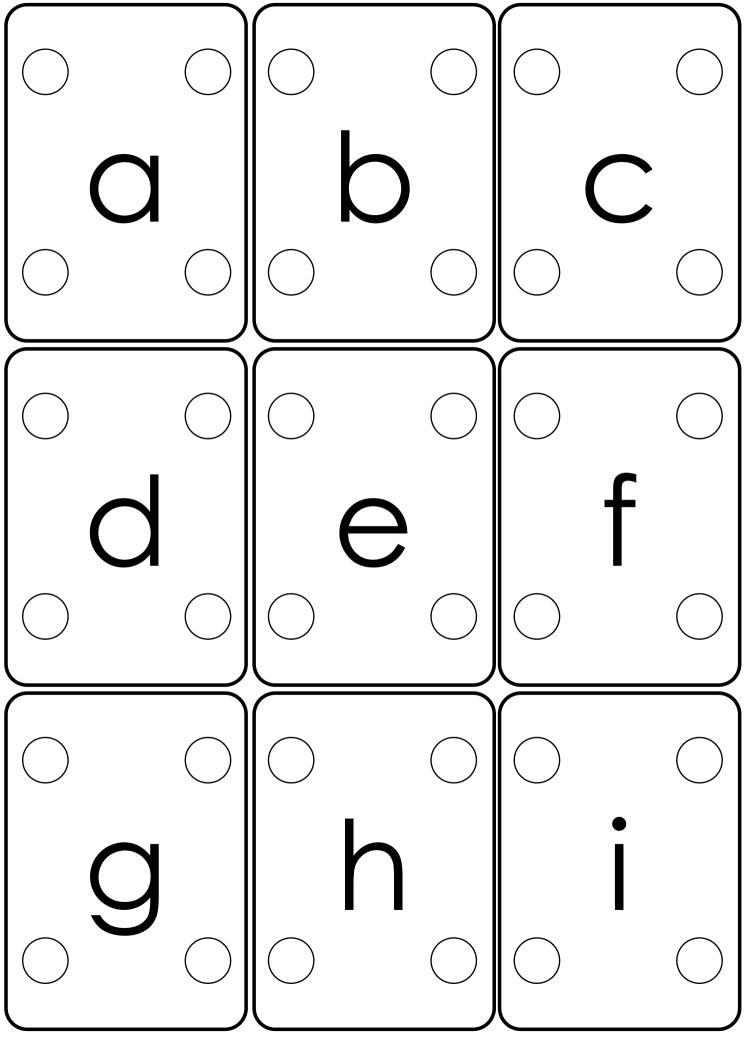


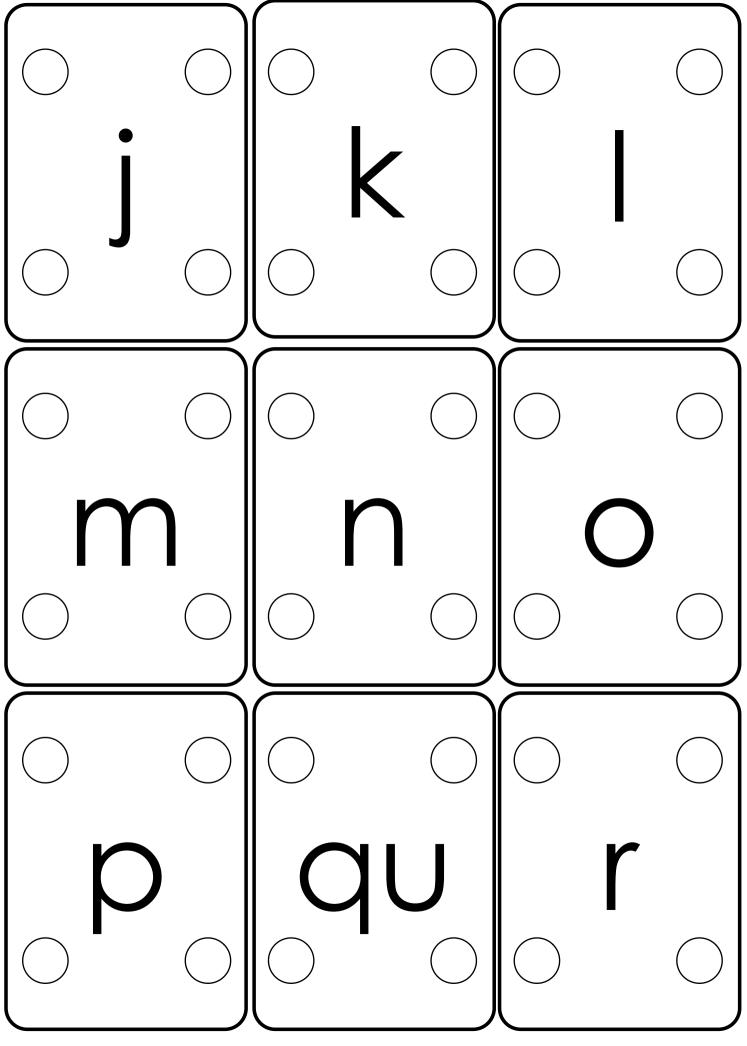


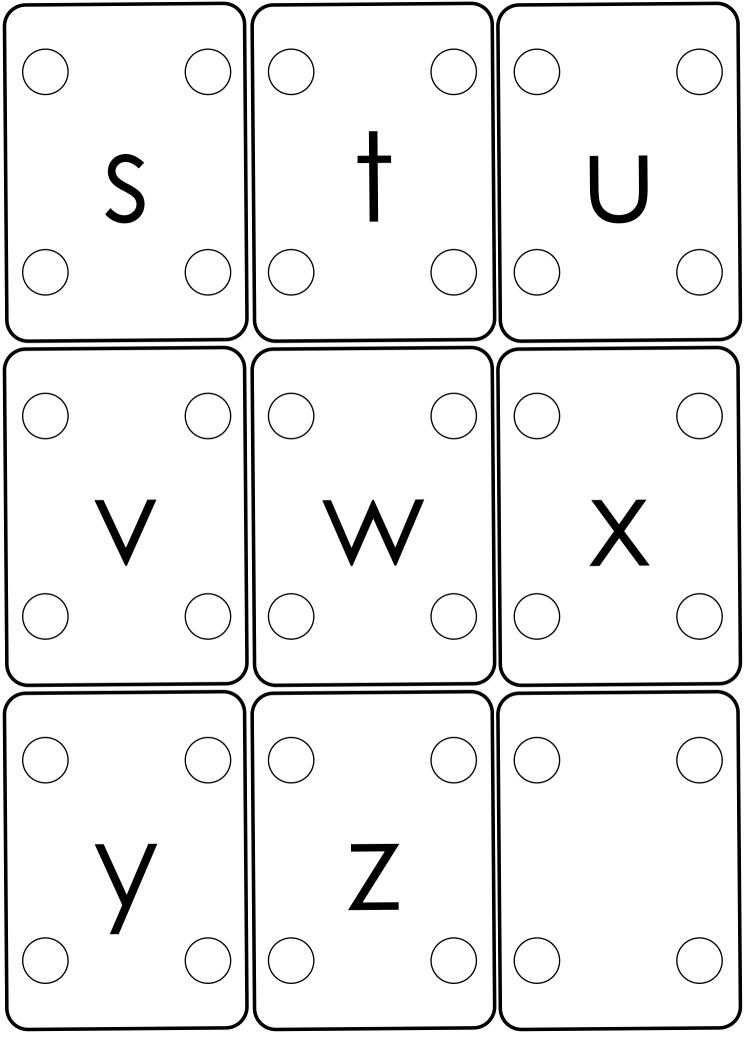


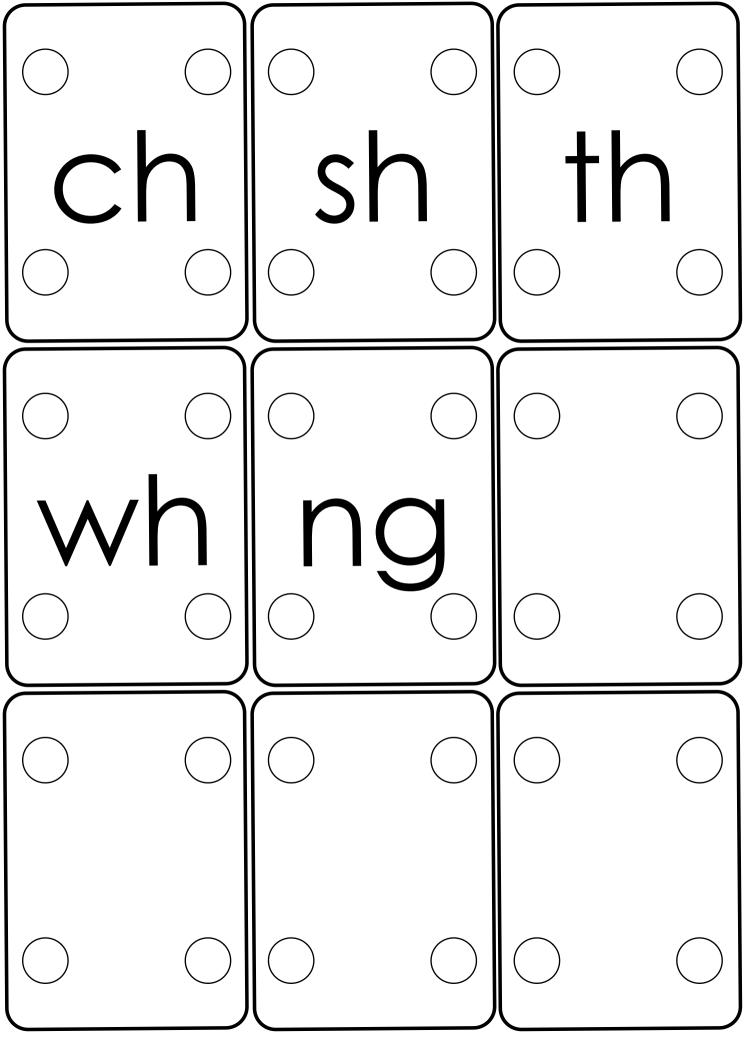


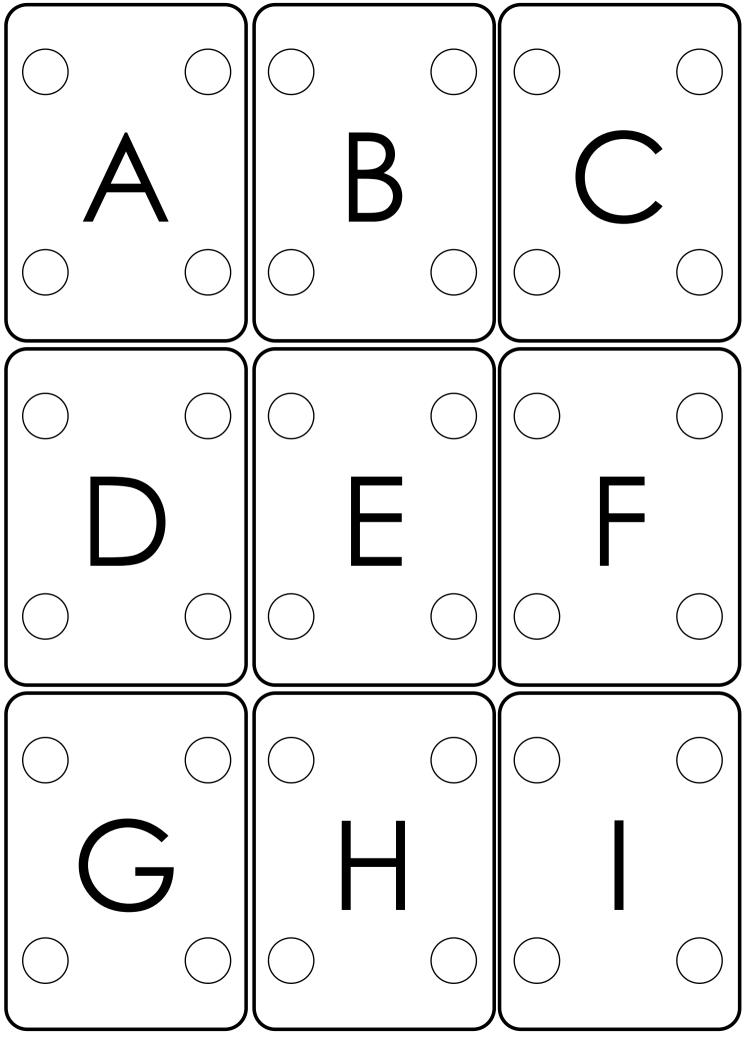


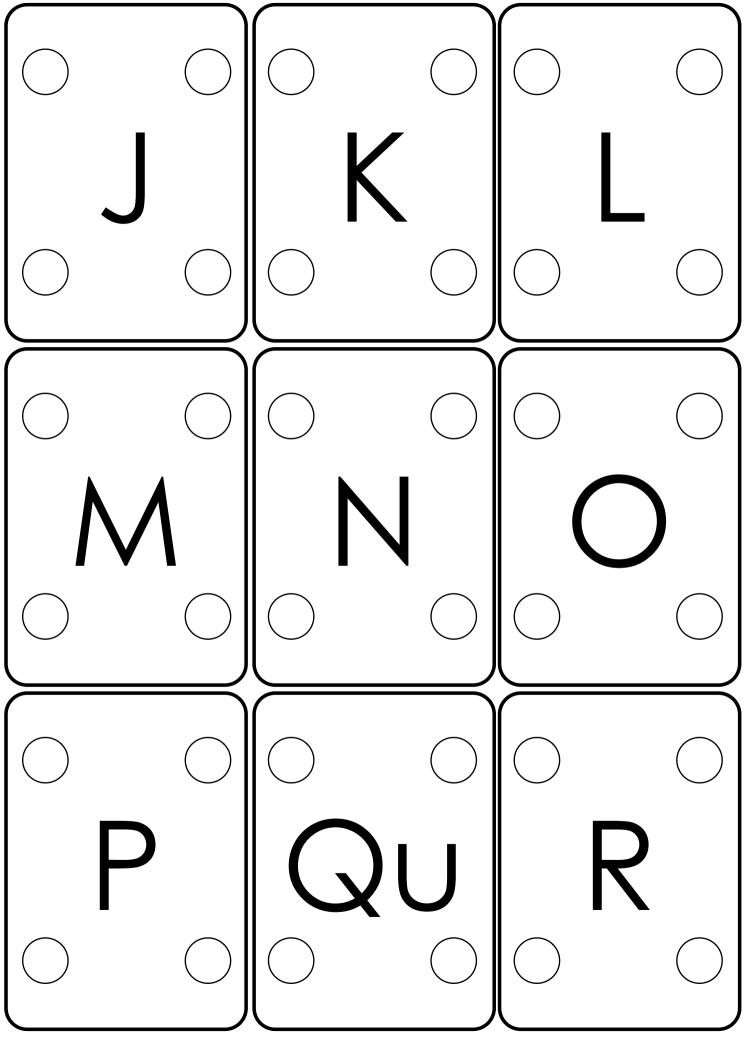


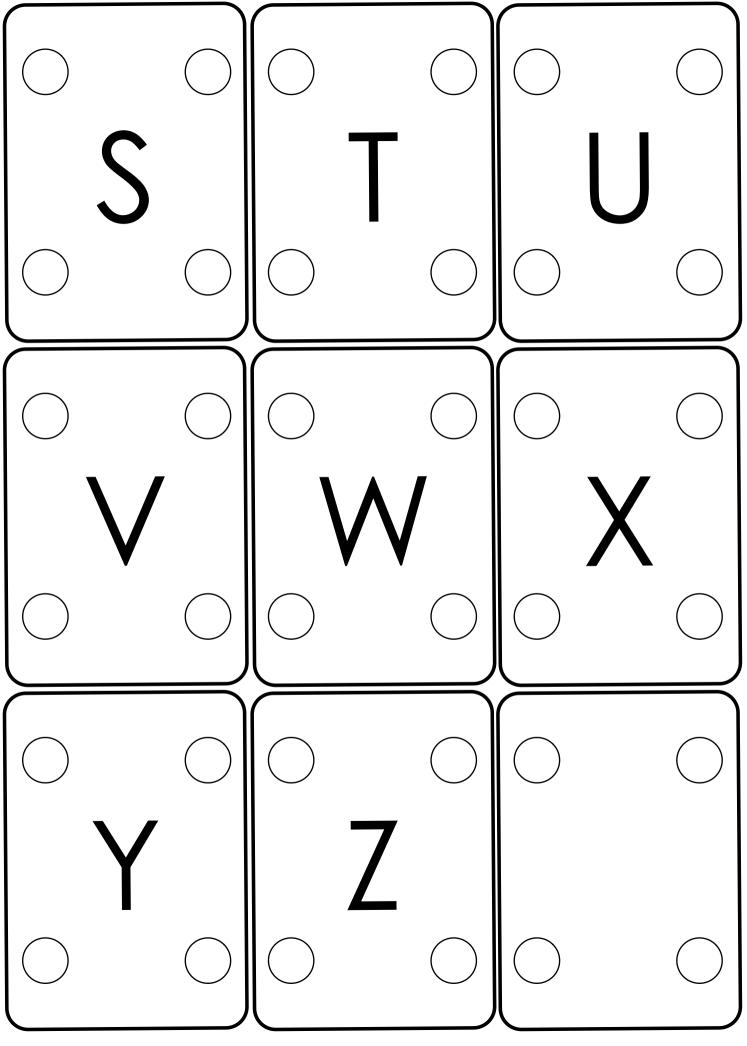


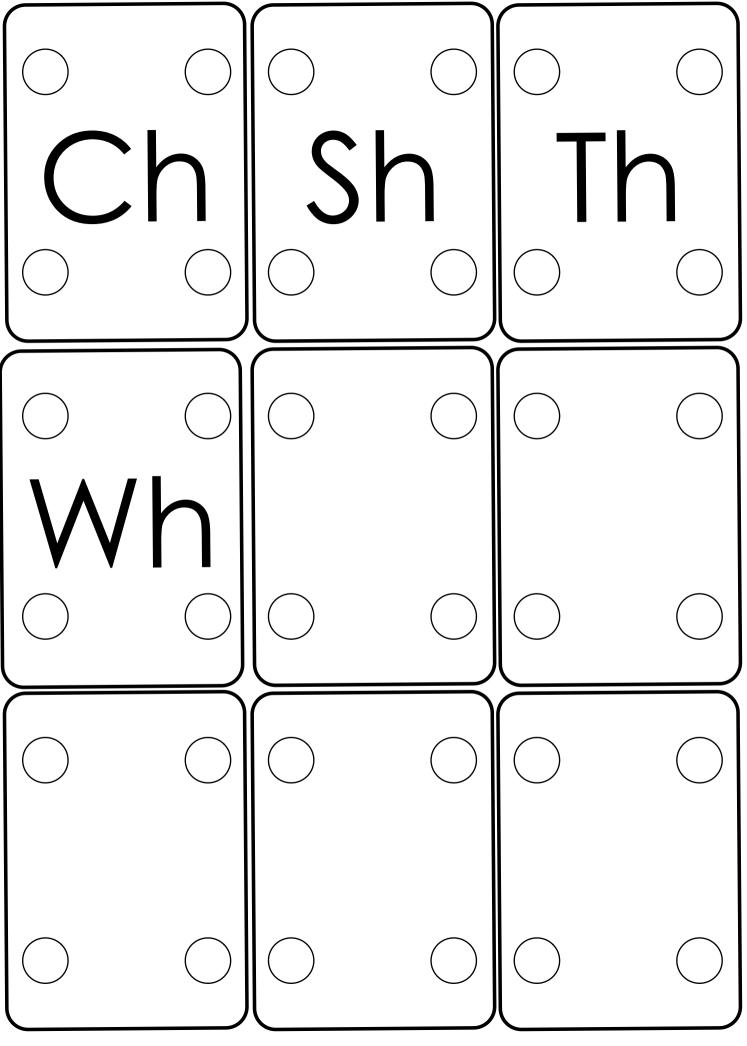














### Consonant Graphemes



#### Letter Tiles: Consonants (1 of 2)

g k m n p S qu r ch sh Z th Χ bb dd ff gg pp mm nn rr SS

ZZ

††

-ed

ph

-ck

#### Letter Tiles: Consonants (2 of 2)

-ge gu--dge -que mn si-SC ssi sci sch psshi

b

**b** is /b/ as in **b**ed **b**a**b**y **bb** is /b/ as in **b**u**bb**ly

**bh** is /b/ as in **Bh**utan (uncommon)

bt is /t/ in doubt mb is /m/ in thumb

### -bb

bb is /b/ as in bubbly
b is /b/ as in bed baby

the double b (bb) occurs after the short form of the vowel (e.g. bubble) and not the long form (baby)

### bh

**bh** is /b/ as in **Bh**utan (uncommon)

b is /b/ as in bed baby
bb is /b/ as in bubbly

bt is /t/ in doubt mb is /m/ in thumb

C

3

**c** is /k/ in **c**at

c is /s/ in circle or bicyclec is /sh/ in appreciate

C softens to /s/ when followed by E, I or Y.
Otherwise, C
says /k/

sc is /s/ in scent
sc is /s/ + /k/ in scare

ch-

3

ch is /ch/ in cheese
 ch is /k/ in chord
 ch is /sh/ in chef

t is /ch/ in future
tch is /ch/ in catch
-tch is only used after a single
vowel that does NOT say its
name

-tch

-tch is /ch/ in catch
 -tch is only used after a single vowel that does NOT say its name

ch is /ch/ in cheese
 t is /ch/ in future
 ch is /k/ in chord
 ch is /sh/ in chef

d

d is /d/ as in dog dd is /d/ as in daddy

-ed is /d/ as in moved-ed is /t/ as in jumped

dd

**d** is /d/ as in **d**og **dd** is /d/ as in **d**a**dd**y

the double d (dd) occurs after the short form of the vowel (e.g. daddy). -ed

2

-ed is /d/ as in moved-ed is /t/ as in jumped

**d** is /d/ as in **d**og **dd** is /d/ as in **d**a**dd**y

f

f is /f/ as in fun f is /v/ in of (this is irregular)

ff is /f/ as in stuffy
If is /f/ as in calf

ph is /f/ as in phone
-gh is /f/ as in laugh

### -ff

ff is /f/ as in stuffy
f is /f/ as in fun
If is /f/ as in calf

the double f (f) occurs after the short form of the vowel (e.g. stuffy).

### ph-

ph is /f/ as in phone
 f is /f/ as in fun
 ff is /f/ as in stuffy
 If is /f/ as in calf

-gh is /f/ as in laugh

the "p" is silent in "pt", "ps" and "pn"

#### -If

If is /f/ as in calf
 f is /f/ as in fun
ff is /f/ as in stuffy

ph is /f/ as in phone
-gh is /f/ as in laugh

### gh

2

2

-gh is /f/ as in laugh
 f is /f/ as in fun
 ff is /f/ as in stuffy
ph is /f/ as in phone

whereas **gh-** is /g/ as in **gh**ost **-gh** is often silent in the following vowel constructs: augh, eigh, ough, but not in a word like tou**gh** 

### 9

2\*

g is /g/ as in game g is /j/ as in gem g is /zh/ in regime (rare) gg is /g/ as in jiggle gh- is /g/ as in ghost gu- is /g/ as in guide

G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/

### 99

gg is /g/ as in giggle
g is /g/ as in game

the double g (gg) occurs after the short form of the vowel (e.g. giggle).

### gh

**gh-** is /g/ as in **gh**ost

whereas, -gh is /f/ as in laugh

If is /f/ as in calf

f is /f/ as in fun

If is /f/ as in stuffy

ph is /f/ as in phone

### gu-

gu- is /g/ as in guide

g is /g/ as in game gg is /g/ as in giggle gh- is /g/ as in ghost h

h is /h/ in hole wh are /h/ in whole

h is often combined in a number of consonant sounds, either as a silent letter - as in ghost - or to represent a digraph sound as in phone or laugh



wh are /h/ in whole wh is /w/ in whale wh is /hw/ in while j

j is /j/ as in jar j is /zh/ in deja-vu (rare)

yet **g -ge & -dge** can also make the /i/ sound

G softens to /j/ when followed by E, I or Y.
Otherwise, G says /g/. English words don't end in J

### -ge

-ge is /j/ as in cage-ge is /zh/ in beige (rare)

G softens to /j/ when followed by E, I or Y.
Otherwise, G
says /g/

### -dge

dge is only /j/ as in judge

yet **g** -**ge** & **j** can also make the /j/ sound

-dge is used only after a single vowel which says its short sound. Otherwise -ge is used as in cage.

### K

k is /k/ in kiteck is /k/ in back

**k** is silent in **kn**ow, **kn**ight, and **kn**ot

c ch & -que can also make the /k/ sound

#### -ck

-ck is /k/ in back

-ck is used only after a single vowel that says its short sound (e.g. back as opposed to steak)

### -que

-que is /k/ as in cheque

whereas, **qu**- is /kw/ as in **qu**ick

c ch, k & ck can also make the /k/ sound.

In American spelling, che**que** is che**ck** 

I is /I/ in little
II is /I/ in silly
-le is /I/ in simple

If is /f/ in calf and in half al is /aw/ in walk oul is /short oo/ in would

II is /I/ in silly
I is /I/ in little
-le is /I/ in simple

the double I (II) occurs after the short form of the vowel (e.g. full or fall or ball).

#### -le

-le is /l/ in simple
II is /l/ in silly
I is /l/ in little

If is /f/ in calf and in half al is /aw/ in walk oul is /short oo/ in would

m

m is /m/ in milk
mm is /m/ in summer
mb is /m/ in thumb
- mn is /m/ in autumn

**m** is always /**m**/, except in the rare **mn-** is /n/ in **mn**emonic

mm

mm is /m/ in summerm is /m/ in milkmb is /m/ in thumbmn is /m/ in autumn

the double m (mm) occurs after the short form of the vowel (e.g. mummy or hammer). -mn

mn is /m/ in autumn
m is /m/ in milk
mm is /m/ in summer
mb is /m/ in thumb

**m** is always **/m/**, except in the rare **mn-** is /n/ in **mn**emonic

-mb

mb is /m/ in thumbm is /m/ in milkmm is /m/ in summermn is /m/ in autumn

**m** is always /**m**/, except in the rare **mn-** is /n/ in **mn**emonic

mn-

**m** is always **/m/**, except in the rare **mn-** is **/n/** in **mn**emonic

mn is /m/ in autumn
m is /m/ in milk
mm is /m/ in summer
mb is /m/ in thumb

n is /n/ in now **n** is /ng/ in thi**n**k nn is /n/ in sunny kn is /n/ in know gn is /n/ in gnat pn is /n/ in pneumonia

-mn is /m/ in autumn -ng is /ng/ in sing

### kn-

kn is /n/ in know n is /n/ in now nn is /n/ in sunny gn is /n/ in gnat pn is /n/ in pneumonia

mn is /m/ in autumn ng is /ng/ in sing

nn is /n/ in sunny n is /n/ in now kn is /n/ in know gn is /n/ in gnat

the double n (nn) occurs after the short form of the vowel (e.g. funny). A word does not end with nn

gn is /n/ in gnat n is /n/ in now **nn** is /n/ in su**nn**y kn is /n/ in know pn is /n/ in pneumonia

mn is /m/ in autumn ng is /ng/ in sing

pn is /n/ in pneumonia n is /n/ in now nn is /n/ in sunny kn is /n/ in know gn is /n/ in gnat

mn is /m/ in autumn ng is /ng/ in sing

ng is always /ng/ as in sing and in singing

**n** is also /ng/ in thi**n**k

p is /p/ in pie pp is /p/ in puppy

ph is /f/ in phone p is silent in pn- and pt- and ps-

pp is /p/ in puppy p is /p/ in pie

the double p (pp) occurs after the short form of the vowel (e.g. puppy). A word does not end with pp

qu- is /kw/ as in quick

whereas, -que is /k/ as in cheque

**a** is always accompanied by the "u" and so "u" is not considered a vowel in this case.

r is /r/ in rain rr is /r/ in hurry wr is /r/ in write rh is /r/ in rhyme

r is always /r/ and r appears in controlled-r vowels as in far

#### rr

rr is /r/ in hurry r is /r/ in rain wr is /r/ in write

the double r (rr) occurs after the short form of the vowel and does not create a controlled-r vowel (e.g. hurry). A word does not end with rr

#### rh

rh is /r/ in rhyme r is /r/ in rain rr is /r/ in hurry wr is /r/ in write

controlled-r vowels as in far

wr is /r/ in write r is /r/ in rain rr is /r/ in hurry rh is /r/ in rhyme

 ${f r}$  is always /r/ and  ${f r}$  appears in  ${f r}$  is always /r/ and  ${f r}$  appears in controlled-r vowels as in far

s is /s/ in snake s is /sh/ in sure s is /zh/ in casual **s** is /z/ in **is** sc is /s/ in scent -se is /s/ in mouse ss is /s/ in messy

ps is /s/ in psychiatry ss is /sh/ in pressure

-se is /z/ in choose c -ce are /s/ in cease &

peace

ps is /s/ in psychiatry or **ps**ychiatrist

p is silent in pn- and pt- and

-ce are /s/ in peace & pace

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/

sh

**sh-** is /sh/ in **sh**ip, **sh**are,

s is /sh/ in sugar
ss is /sh/ in pressure
ssi is /sh/ in mission
sci- is /sh/ in conscience
ti- is /sh/ in nation
si- is /sh/ in confusion
ci- is /sh/ in physician
ch is /sh/ in chef

sch

sch- is /sh/ in schnitzel (rare)

shi

**shi-** is /sh/ in fa**shi**on

SC

3

sc is /s/ in scent or scenery
sc is /sh/ in fascism
sc is /s/ + /k/ in scare

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/

SCi

2

3

sci- is /s/ + long i in science

sci- is /sh/ in conscience

SS

2

ss is /s/ in messy ss is /sh/ in pressure

s is /s/ in snake s is /sh/ in sugar

SSi

ssi is /sh/ in mission

ti- is /sh/ in nation si- is /sh/ in confusion ci- is /sh/ in physician Si

si- is /s/ + V in single /sing
si is /sh/ in pension
si is /zh/ in confusion

ti- is /sh/ in nation si- is /sh/ in confusion ci- is /sh/ in physician ci-

ci is /s/+V in citation or circle ci is /sh/ in clinician

> ti- is /sh/ in nation si- is /sh/ in confusion ci- is /sh/ in physician

†

t is /t/ in talk t is /ch/ in future t is /sh/ in initiate -bt is /t/ in doubt

tt is /t/ in littleti- is /sh/ in nationti- is /t/ + /long i/ in titlept is /t/ in pterodactyl

#### \_††

tt is /t/ in little
t is /t/ in talk
t is /ch/ in future

the double t (tt) occurs after the short form of the vowel (e.g. little).

### ti-

ti- is /sh/ in nation
ti- is /zh/ in equation
ti- is /t/ + /long i/ in title

t is /t/ in talk
tt is /t/ in little
si- is /sh/ in confusion
ci- is /sh/ in physician

### pt-

pt is /t/ in pterodactyl
 th is /t/ in little
 th is /t/ in talk
 th is /ch/ in future
 -bt is /t/ in doubt

ti- is /sh/ in nation
ti- is /t/ + /long i/ in title

### -bt

-bt is /t/ in doubt
 tt is /t/ in little
 t is /t/ in talk
 t is /ch/ in future
pt is /t/ in pterodactyl

ti- is /sh/ in nation
ti- is /t/ + /long i/ in title

### th

th is /th/ in this, that, the

**th** is always /th/, except in the rare **th** is /t/ in **thyme** 

there are voiced/unvoiced forms of /th/

#### V

v is /v/ in van-ve is /v/ in have

f is /v/ in of (this is irregular)

English words do not end in "v", which is why there is the "ve" form

#### -ve

v is /v/ in van-ve is /v/ in have

f is /v/ in of (this is irregular)

English words do not end in "v", which is why there is the "ve" form



w is /w/ in water

wh are /w/ in whale wh is /hw/ in while wh is /h/ in whole wr is /r/ in write  $\prec$ 

2\*

X

Xi

wo is /w/+schwa in won o is /w+schwa/ in one

w is /w/ in water

wh are /w/ in whale
wh is /hw/ in while
wh is /h/ in whole
wr is /r/ in write

x is /ks/ in fox or ox

yet
x is /z/ in xylophone
(this is irregular)

and **x** is /ks/+/sh/ in lu**x**ury

xi is /ks/+/sh/ in anxious x is /ks/+/sh/ in luxury

x is /ks/ in fox or ox

yet
x is /z/ in xylophone
(this is irregular)

1\*\*

Y

(as a consonant)

y is /y/ as in yellow when a consonant

**y** often appears in vowel sounds, which is presented in a separate card

(as a consonant)

i is /y/ as in onion, when a consonant

i is primarily a vowel, and infrequently makes the /y/

1\*\*

Z

2

2

z is /z/ in zoo zz is /z/ in fuzzy -ze is /z/ in snooze z is /zh/ in seizure

x is /z/ in xylophone s is /z/ in is -se is /z/ in choose

**-ZZ** 

zz is /z/ in fuzzyz is /z/ in zoo-ze is /z/ in snooze

the double z (zz) occurs after the short form of the vowel (e.g. buzz) as opposed to the long vowel (e.g. faze) -ze

z is /z/ in zoo zz is /z/ in fuzzy -ze is /z/ in snooze

x is /z/ in xylophone s is /z/ in is -se is /z/ in choose -se

-se is /s/ in moose or mouse

-se is /z/ in chose or choose or nose



### Vowel Graphemes



#### Letter Tiles: Vowels (1 of 2)

l i\_e | o\_e al aigh au ay air are ar eigh ir ie igh ier eer oa ough oul OU



#### Letter Tiles: Vowels (2 of 2)

ОУ	Oi	or 2	ore	oor	oar
OUr 2	ue	Ui	-UY	Ur 2	-ure

a

a is /short a/ in cat
a is /long a/ in a\_e in mate
a is /long a/ in paper
a is /aw/ in father
a is schwa in alone

a vowel says its name (long form) at the end of a syllable as in paper.

ae

ae is /short a/ in aesthetic

**nb**: **are** is /air/ as in **aer**ial or **aer**oplane

aer

**are** is /air/ as in **aer**ial or **aer**oplane

**ae** is /short a/ in **ae**sthetic

a e

3\*\*

a\_e is /long a/ in matea\_e is /short a/ in havea\_e is /air/ in care

ai

3\*\*

**ai** is commonly /long a/ in r**ai**n

<u>irregular cases</u> **ai** is /short a/ in pl**ai**d **ai** is /short e/ in s**ai**d aigh

**aigh** is commonly /long a/ in str**aight** 

ay

ay is commonly
/long a/ in day

ay usually makes the /long a/ sound at the end of a base words as in the compound word payday aw

aw is /aw/ in law

a is /aw/ in fatherau is /aw/ in fraudal is /aw/ in walkough is /aw/ in oughtaugh is /aw/ in taught

al

al is /aw/ in walk

a is /aw/ in fatherau is /aw/ in fraudaw is /aw/ in lawough is /aw/ in oughtaugh is /aw/ in taught

3\*

au

au is /aw/ in fraud

a is /aw/ in father
al is /aw/ in walk
aw is /aw/ in law
ough is /aw/ in ought
augh is /aw/ in taught

## augh

augh is /aw/ in taught

augh is /short a/ + /f/ in laugh

augh is /aw/ + /f/ in laugh

ar

ar is /ar/ in car

ar is /er/ in dollar

ar is /air/ in area

## air

air is /air/ as in chair

whereas, **ai** is commonly /long a/ in r**ai**n

irregular cases **ai** is /short a/ in pl**ai**d **ai** is /short e/ in s**ai**d

### are

are is /air/ in care are is /ar/ in are

air is /air/ in chair are is /air/ in pare eir is /air/ in heir err is /air/ in error 2

e

3

e is /short e/ in bede is /long e/ in shee is /schwa/ in jacket

a vowel says its name (long form) at the end of a syllable as in sh**e**.

#### ee

ee is /long e/ in meet

e is /long e/ in she
e\_e is /long e/ in eve
ea is /long e/ in each
ei is /long e/ in receive
ie is /long e/ in believe
i\_e is /long e/ in petite

ea

ea is /long a/ in steak
ea is /short e/ in bread
ea is /long e/ in seat

e e

ey

e-e is /long e/ in eve

e is /long e/ in she
ea is /long e/ in each
ei is /long e/ in receive
ie is /long e/ in believe

i\_e is /long e/ in petite

ei is /long a/ in vein ei /long e/ in receive

ey is /long e/ in keyey is /long a/ in they

eigh

eigh is /long a/ in eight

eigh is /long i/ in height

eau

eau is /long u/ in beauty
eau /long o/ in bureau

ew

ew is /long u/ in few ew is /long oo/ in new

the two sounds - /long u/ & /long oo/ - sound near identical if not exactly the same

er

er is /er/ in father

ar is /er/ in dollar ur is /er/ in blur ir is /er/ in girl or is /er/ in work ear is /er/ in learn yr is /er/ in syrup ear

ear is /ear/ in fear ear is /air/ in tear ear is /ar/ in heart ear is /er/ in learn eir

eir is /air/ in heir

are is /air/ in care air is /air/ in chair are is /air/ in pare err is /air/ in error eer

eer is /ear/ in peer

ear is /ear/ in fear
ier is /ear/ in tier

err

err is /air/ in error

are is /air/ in care air is /air/ in chair are is /air/ in pare eir is /air/ in heir

3

i is /y/ in onion

i is /short i/ in fin
i is /long i/ in find
i is /long i/ in bicycle
i is /long e/ in variation
i is /schwa/ in pencil

i e

2\*\*

i\_e is /long i/ in bitei\_e is /long e/ in petite

i is /long i/ in bicycle
ie is /long i/ in fiesty
igh is /long i/ in high
eigh /long i/ in height
y is /long i/ in my
uy is /long i/ in buy

ie

ie is /short e/ in friendie /long e/ in believeie /long i/ in pie

igh

igh is /long i/ in high

i\_e is /long i/ in bite
i is /long i/ in bicycle
ie is /long i/ in fiesty
eigh /long i/ in height
y is /long i/ in my
uy is /long i/ in buy

ir

ir is /er/ in girl

er is /er/ in father ar is /er/ in dollar ur is /er/ in blur or is /er/ in work ear is /er/ in learn yr is /er/ in syrup ier

ier is /ear/ in tier

ear is /ear/ in fear eer is /ear/ in peer

#### O

o is /short o/ in dog
o is /long o/ in veto
o is /short oo/ in woman
o is /long oo/ in do
o is /aw/ in on
o is schwa in gallop
o is /w+schwa/ in one
/short o/ and /aw/ are similar

vowel says its name (long form) at the end of a syllable as in vet**o**.

## o e

o-e is /long o/ in note

o is /long o/ in most & veto oa is /long o/ in boat oe is /long o/ in toe ou is /long o/ in soul ow is /long o/ in bow ough /long 0/ though

#### OQ

oa is /long o/ in boat

oar is /or/ in soar

o is /long o/ in most & veto o-e is /long o/ in note oe is /long o/ in toe ou is /long o/ in soul ow is /long o/ in bow

#### oe

oe is /long o/ in toe

o is /long o/ in most & veto
o-e is /long o/ in note
oa is /long o/ in boat
ou is /long o/ in soul
ow is /long o/ in bow
ough /long 0/ though

### 00

2

oo /short oo/ in cook

oo /long oo/ in boot

## oul

oul is /short oo/ in would

ou is /long o/ in soul ou is /long oo/ in soup ou is /short u/ in touch ou is /ow/ in out

# ough

ough /long o/ though ough /long oo/ through ough is /aw/ in fought ough /ow/ in drought

ough is /short u/ + /f/ in tough

### OW

ow is /long o/ in grow

ow is /ow/ in cow

#### OU

ou is /long o/ in soul ou is /long oo/ in soup ou is /short u/ in touch ou is /ow/ in out

oul /short oo/ would

4

ОУ

Oi

oi is /oi/ in soil

oy is /oi/ in boy

oor

oor is /or/ in door

or is /or/ in for our is /or/ in four oar is /or/ in soar ore is /or/ in more for is /or/ in door

oy is /oi/ in boy

oi is /oi/ in soil

or

or is /or/ in for or is /er/ in work

our is /or/ in four oar is /or/ in soar ore is /or/ in more for is /or/ in door ore

ore is /or/ in more

or is /or/ in for our is /or/ in four oar is /or/ in soar oar

oar is /or/ in soar

or is /or/ in for our is /or/ in four ore is /or/ in core

our

our is /or/ in four
our is /ow/ + r in hour

our is /or/ in four oar is /or/ in soar ore is /or/ in more ^

U

u is /short u/ in tub
u is /long u/ in pupil
u is /short oo/ in put
u is /long oo/ in super
u is /schwa/ in circus

u-e is /long u/ in mule

**u-e** /short oo/ in **flute** 

ue

ue is /long oo/ in blue

the two sounds - /long u/ & /long oo/ - sound near identical if not exactly the same

Uİ

ui is /long u/ or
/long oo/ in suit and fruit

the two sounds - /long u/ & /long oo/ - sound near identical if not exactly the same

-UY

-uy is /long i/ in buy

**y** is also /long i/ in m**y** -**ye** is also /long i/ in b**ye** or r**ye**  Ur

ur is /er/ in turn
ur is /yur/ in Uranus

er is /er/ in father
ar is /er/ in dollar
ur is /er/ in blur
ir is /er/ in girl
or is /er/ in work
ear is /er/ in learn
yr is /er/ in syrup

-ure

The phoneme could be /long
u/ + /r/, but there seems to
be a unique /y/ and
controlled-r blend

1





## Further Resources





#### Record Keeping

Teacher(s):		Learner(s):	Learner(s): Ages:	
Date	Graphemes Explored	Words Explored	How/Where Explored?	Comment on Learning
the end of the cycle, the following graphemes have been explored and mastered:				

#### Blank Tiles

