

# Onset & Rime\*

## Cards

Teaching Resource



\* The "onset" is the initial phonological unit of any single-syllable word or a syllable (e.g. c in cat). The rime refers to the string of letters that follow, usually a vowel and final consonants (e.g. at in cat). Not all words have onsets.



# Introduction





Before children can systematically read multisyllabic words, they must first figure out the vowel sounds in single-syllable words (i.e. in common **CVC**, **CVCe** and **CVVC** words).

Focusing on common **onset** and **rime patterns** is one way to help learners focus on single-syllable word patterns. The **onset** is the initial phonological unit of any single-syllable word, often represented as a consonant (e.g. “c” in cat). The **rime** refers to the string of letters that follow, usually a vowel and final consonant (e.g. “at” in cat). There are many words that learners can create and explore with common consonants and the 48 most common rime patterns (contained in this resource).

**m** **s**  
**a** **n**  
**t** **p**  
**i**

## CVC words

**p** **i** **n**    **m** **a** **t**

**s** **a** **p**    **s** **i** **p**

*short vowel*

## CVCe words

**p** **i** **n** → **p** **i** **n** **e**

**m** **a** **t** → **m** **a** **t** **e**

*short vowel*

*long vowel*

**ay**  
**ee**  
**ea**  
**oi**  
**ie**

## CVVC words

**day**            **boil**

**tree**

**bread**            **friend**

## Multisyllabic words

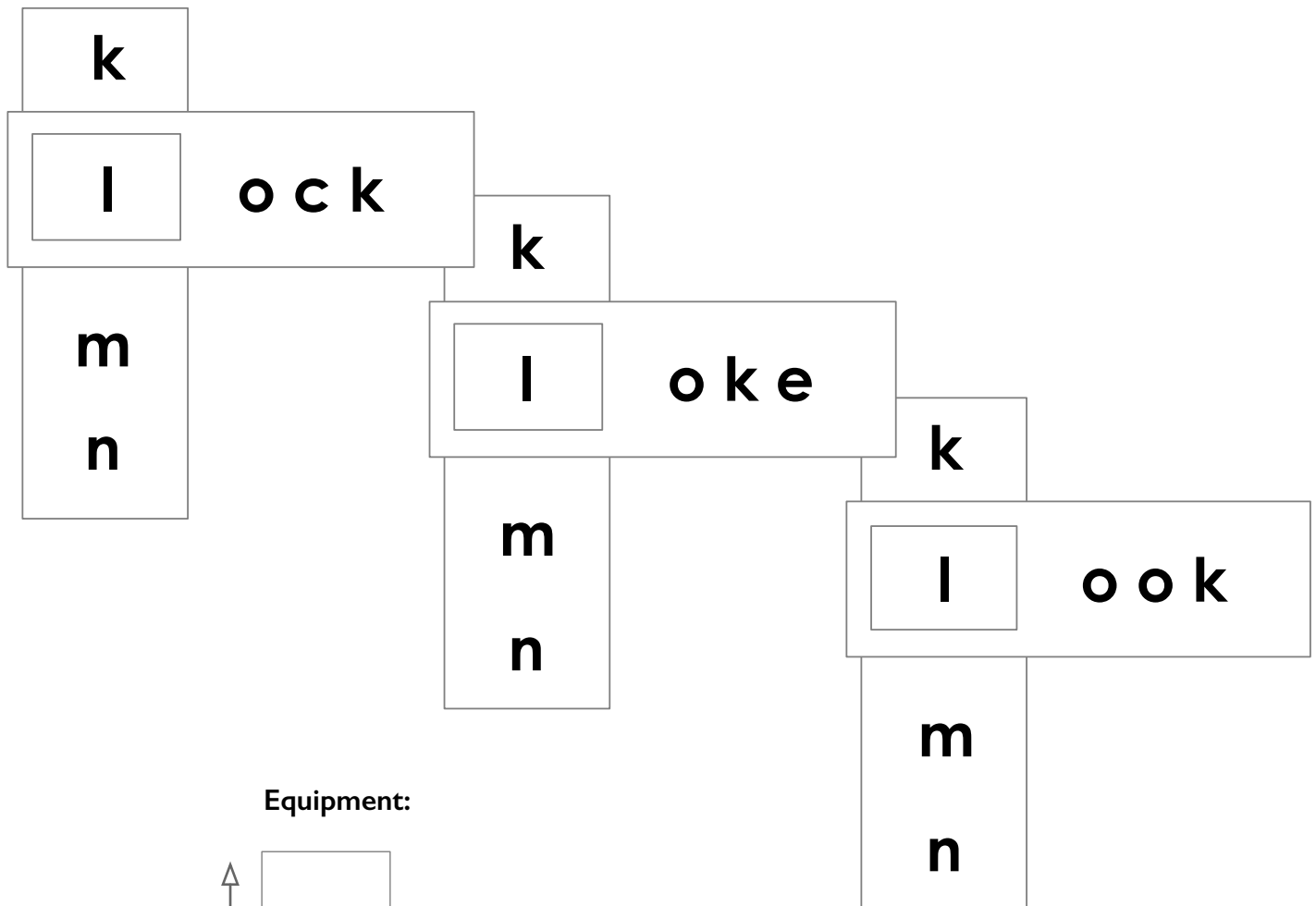
**hotdog**    **before**

**bottle**            **helicopter**

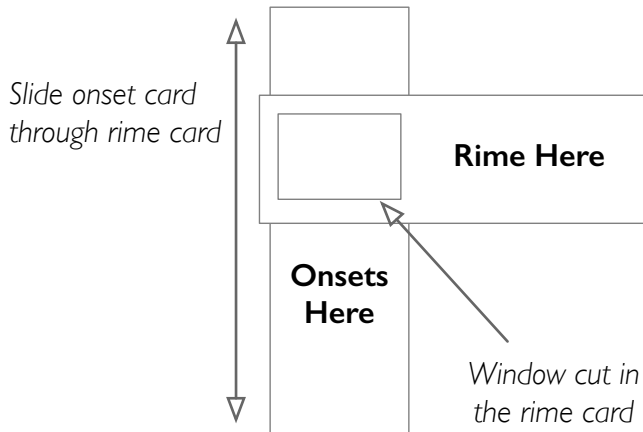
**banana**







**Equipment:**



**NB: Rule on display**

If a word (a) ends with /k/ sound AND (b) the preceding vowel is a single-letter, short vowel, then the /k/ sound is represented by the “ck” grapheme (as in “lock” or “snack” or “knock” or “lack”)

If a word (a) ends with /k/ sound AND (b) the preceding vowel is a single-letter, long vowel, then the CVCe pattern applies and the /k/ sound is represented by “-ke”. (as in “take” or “lack” or “broke”)

If a words (a) ends with /k/ sound AND (b) the preceding vowel is a diphthong (e.g. the two-letter vowel combination “oo”), then the /k/ sound is represented by the “k” grapheme. (as in “look” or “took” or “brook”)



### Within-Word Pattern (7 to 9 Years old)

C	V	C	e
C	V	V	C

**Spell it by pattern**  
Once a learner has mastered the CVC pattern, it is time to contrast the short vowel sounds with long vowel sound.

Once this contrast is developing, learners explore the various diphthong forms and diverse vowel sounds in single-syllable words, such as *bright*. Learners also explore plurals, contractions, homophones, homographs and compound words.

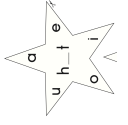
Learners clarify spelling patterns with the help of dictionary aids

### Letter-Name Alphabetic (4 to 7 years old)

C	V	C
---	---	---

**Spell it how it sounds**  
The single-syllable, CVC form is the easiest way for learners to master consonants sounds, consonant digraphs, consonant blends, the short form of the vowels and simple r-controlled vowels.

**Consonant** - cat, bed, pig, sun, bot, bog, gig, bib, quit ...  
**Digraph** - with, chat, ship, fish, mush ...  
**Blends** - plan, flag,  
**r-controlled vowels** - car, far, fir, stir, star, blur,



**NB:** the short form of each vowel (a, e, i, o, u) is only represented by a small number of spelling options ... unlike the long form →

### Emergent (3 to 5 yrs old)

A - Z

))	))	))	))	))	))
----	----	----	----	----	----

CAT /K/ /A/ /T/

**Concept of Word**

**Pre-speller to spell it how it sounds**  
Oral language, print awareness, phonemic awareness and alphabetic awareness are the key features of this stage. These are the building blocks for formal literacy.

### Six Most Common Syllable Patterns

<b>Closed</b>	This syllable ends with a consonant and contains a single following, often in its short form	mat or pic-nic or fresh (e.g CVC or CCVC)
<b>Open</b>	This syllable type ends with a vowel and the vowel is often long	me or ve-to
<b>Silent e or vowel consonant e (ice)</b>	This syllable has a silent e at the end which often signals that the vowel will be long	cape or stripe or cue
<b>Vowel team or vowel pair</b>	This syllable type contains two vowels that make one sound.	pain or head or toy
<b>R-controlled vowel</b>	This syllable contains a vowel with the letter r, and the vowel is neither short nor long.	far or ferment or torment
<b>Consonant + le</b>	This syllable always appears at the end of words and the consonant always goes with the -le	apple or simple or tickle

**END NOTE:** As encoding and decoding skills become automatic, there is a gradual shift in the treatment of literacy. There is a shift away from encoding/decoding and toward composition/comprehension. Consequently, teachers assume that learners have the skills to create and consume texts. There is now an onus on conveying and extracting meaning and intentions through text. For instance, it is assumed that one can read the text [government form], but does one know what it means in context?]

### Derivational (11 years & older)

prefixes      suffixes

bases      roots

Build      WORDS      from

**10 - 13: use many strategies / 13+: spell from knowledge**  
At this stage, there are few items which are missing from one's skill set. Instead, spelling & vocabulary learning are inextricable linked.

### Affixes/Suffixes (9 to 11 years old)

-ed      -ing      -ly      re-

2-3 ...      syllable words      schwa

**Spell by rule & dictionary aids**  
By this stage, learners can decode most, if not all, single syllable words. At this stage, learners become adept at adding common prefixes and suffixes as well as spelling a range of multisyllabic words, which requires that they identify *syllable junctures*. The unstressed, ambiguous *schwa* sound (often pronounced "uh") is also present in many multisyllabic words, such as *alone* and *confident*. Learners will need to turn to other tools to disambiguate these unclear vowel sounds.





## The Alphabetic Code

the interface between oral and print language

<https://youtu.be/dA4nt3rxTYM>



## Word Sorts

This activity is designed to help learners become increasingly confident with the spelling patterns of English. By taking learners from simple to complex structures, this approach helps learners make logical sense of word reading and writing in English.

<https://youtu.be/D7vUhqVXLWg>

# Onset Cards

(including consonant digraphs - ch, sh, th and wh)





# b

1

**b** is /b/ as in **bed baby**

**bb** is /b/ as in **bubbly**

**bh** is /b/ as in **Bhutan**  
(uncommon)

**bt** is /t/ in **doubt**

**mb** is /m/ in **thumb**

# c

3

**c** is /k/ in **cat**

**c** is /s/ in **circle** or **bicycle**

**c** 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**

# d

1

**d** is /d/ as in **dog**

**dd** is /d/ as in **daddy**

**-ed** is /d/ as in **moved**

**-ed** is /t/ as in **jumped**

# f

2\*\*

**f** is /f/ as in **fun**

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

**ff** is /f/ as in **stuffy**

**lf** is /f/ as in **calf**

**ph** is /f/ as in **phone**

**-gh** is /f/ as in **laugh**

# g

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/

# h

1\*

**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**

# j

1\*

**j** is /j/ as in **jar**

**j** is /zh/ in **deja-vu** (rare)

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

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

Otherwise, G says /g/. English  
words don't end in J

# k

1\*

**k** is /k/ in **kite**

**-ck** is /k/ in **back**

**k** is silent in **know**, **knight**,  
and **knot**

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

# l

1

**l** is /l/ in **little**

**ll** is /l/ in **silly**

**-le** is /l/ in **simple**

**lf** is /f/ in **calf** and in **half**

**al** is /aw/ in **walk**

**oul** is /short oo/ in **would**

1

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 **mnemonic**

2

n

**n** is /n/ in **now**  
**n** is /ng/ in **think**  
**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**

1\*

p

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

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

1\*

qu-

**qu-** is /kw/ as in **quick**

whereas, **-que** is /k/ as in **cheque**

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

1

r

**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**

4

s

**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**

3

t

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

**tt** is /t/ in **little**  
**ti-** is /sh/ in **nation**  
**ti-** is /t/ + /long i/ in **title**  
**pt** is /t/ in **pterodactyl**

1

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

1\*

w

**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**

1\*\*

# y

**(as a consonant)**

**y** is /y/ as in **y**ellow when a consonant

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

2

# z

**z** is /z/ in **z**oo  
**zz** is /z/ in **fuzz**y  
**-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**

3

# ch

**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

1

# sh

**sh-** is /sh/ in **ship, share,**

**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**

2\*

# 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/

3

# wh-

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

# Rime Cards

(to help make CVC, CVCe and CVVC words)



# -ack

/ă/ + /k/

**words:** back, tack, rack, sack,  
**non-words:** dack, fack,

# -ake

/ā/ + /k/

**words:** bake, cake, fake, lake  
**non-words:** zake, yake

# -an

/ă/ + /n/

**words:** ban, can, fan, pan, ran  
**non-words:** zan, yan, quan

# -ain

/ā/ + /n/

**words:** pain, rain, train, stain  
**non-words:** yain, quain

# -ale

/ā/ + /l/

**words:** bale, pale, kale, sale  
**non-words:** zale, quale

# -ail

/ā/ + /l/

**words:** quail, rail, pail, nail  
**non-words:** cail, zail

# -ane

/ā/ + /n/

**words:** bane, cane, plane  
**non-words:**

# -at

/ă/ + /t/

**words:** at, bat, cat, mat, gnat  
**non-words:** lat, dat, zat

# -ate

/ā/ + /t/

**words:** date, late, fate, create  
**non-words:** zate, wate

-ap

/ă/ + /p/

**words:** cap, nap, map, trap  
**non-words:** quap, vap, wap

-ape

/ā/ + /p/

**words:** cape, drape, shape,  
tape  
**non-words:** quape, zape

-ash

/ă/ + /sh/

**words:** sash, quash, smash  
**non-words:** zash, nash, vash

-ag

/ă/ + /g/

**words:** bag, lag, nag, wag  
**non-words:** zag, quag, yag

-aw

/aw/

**words:** saw, law, paw, claw  
**non-words:** zaw, vaw, taw

-ay

/ā/

**words:** say, play, tray, way  
**non-words:** say, tay, vay

-ame

/ā/ + /m/

**words:** same, name, fame,  
lame  
**non-words:** wame, zame

-ank

/ā/ + /n/ + /k/

**words:** thank, bank, tank  
**non-words:** zank, vank, cank

-eat

/ē/ + /t/

**words:** seat, wheat, treat, neat  
**non-words:** zeat, veat, yeat

-ell

/ĕ/ + /l/

**words:** tell, sell, well, bell, yell  
**non-words:** zell, fell, mell

-ed

/ĕ/ + /d/

**words:** bed, fled, Ted  
**non-words:** yed, ved

-en

/ĕ/ + /n/

**words:** hen, Ben, zen, den, pen  
**non-words:** ken, ven, quen

-est

/ĕ/ + /s/ + /t/

**words:** best, zest, west, nest  
**non-words:** hest, yest

-ick

/ĭ/ + /k/

**words:** lick, trick, wick, quick  
**non-words:** zick, yick

-ice

/ī/ + /s/

**words:** mice, twice, lice, nice  
**non-words:** zice, yice

-it

/ĭ/ + /t/

**words:** sit, quit, wit, lit, exit  
**non-words:** yit, dit, git

-ight

/ī/ + /t/

**words:** light, slight, fight, tight  
**non-words:** zight, wight

-ite

/ī/ + /t/

**words:** site, bite, lite, quite  
**non-words:** site, hite, twite

-ip

/ɪ/ + /p/

**words:** sip, lip, flip, hip, zip  
**non-words:** yip

-ill

/ɪ/ + /l/

**words:** bill, hill, will, quill, trill  
**non-words:** zill, yill

-in

/ɪ/ + /n/

**words:** win, fin, bin,  
**non-words:** hin, zin, min

-ine

/iː/ + /n/

**words:** mine, twine, line, dine  
**non-words:** zine, nine, bine

-ink

/ɪ/ + /n/ + /k/

**words:** sink, think, blink, wink  
**non-words:** zink, yink, hink

-ig

/ɪ/ + /g/

**words:** big, gig, twig, wig  
**non-words:** vig, yig

-ide

/iː/ + /d/

**words:** side, wide, slide, hide  
**non-words:** zide, yide, dide

-ock

/ɒ/ + /k/

**words:** sock, mock, flock, clock  
**non-words:** zock, yock, vock

-oke

/oː/ + /m/

**words:** poke, smoke, yoke  
**non-words:** doke, loke, voke



-ot

/ɔ̃/ + /t/

**words:** hot, bot, lot, not, rot  
**non-words:** yot, zot, vot

-oat

/ō/ + /t/

**words:** moat, boat,  
**non-words:** zoat, yoat

-oom

/ō̄/ + /m/

**words:** room, boom, zoom  
**non-words:** yoom, toom

-ook

/ō̄/ + /k/

**words:** look, book, took, cook  
**non-words:** yook, zook, vook

-op

/ɔ̃/ + /p/

**words:** pop, top, mop, bop  
**non-words:** zop, yop, vop

-og

/ɔ̃/ + /n/

**words:** dog, log, bog, blog  
**non-words:** zog, yog, vog

-ore

/or/

**words:** core, more, store  
**non-words:** zore, vore

-uck

/ʊ/ + /k/

**words:** yuck, tuck, luck  
**non-words:** zuck, vuck

-ump

/ʊ/ + /m/ + /p/

**words:** jump, lump, stump  
**non-words:** zump, wump

-ug

/ŭ/ + /g/

**words:** hug, bug, tug, lug  
**non-words:** zug, nug, vug

-un

/ŭ/ + /n/

**words:** fun, bun, sun, run  
**non-words:** yun, zun, lun

-unk

/ŭ/ + /n/ + /k/

**words:** trunk, sunk, bunk  
**non-words:** zunk, yunk

-ut

/ŭ/ + /t/

**words:** but, nut, hut, rut, gut  
**non-words:** sut, lut, yut

# Record Keeping



# Record Keeping

Teacher(s):

Learner(s):

Ages:

Date	Rime(s) Explored	Real Words Explored	Non-Words Explored	Student-Generated Words

At the end of the cycle, the following graphemes have been explored and mastered:

-ack	-ake	-an	-ane	-ain	-ale	-ail	-at	-ate	-ame	-ap	-ape	-ash	-ank	-ag	-aw	-ay
-eat	-est	-ell	-ed	-en	-ill	-ick	-ice	-ide	-it	-ight	-ite	-ip	-ig	-in	-ine	-ink
-ock	-oke	-ot	-oat	-oom	-ook	-ore	-og	-op	-ug	-ump	-un	-unk	-ut			

In the following word structures:

CVV	CCVV	CVC	CCVC	CVCe	CCVCe	CVCC	CCVCC	CVVC	CCVVC	
-----	------	-----	------	------	-------	------	-------	------	-------	--



