



Sounds Book

The Consonants

Sound	Spelling Options	Examples
/b/	b bb	<u>b</u> all bu <u>bb</u> les
/c/	c k ck que ch	<u>c</u> an <u>k</u> it <u>sack</u> che <u>que</u> <u>C</u> hristmas
/d/	d dd	<u>d</u> og mu <u>dd</u> le
/f/	f ff ph gh	<u>f</u> ish fl <u>ff</u> <u>ph</u> one en <u>gh</u>
/g/	g gg	<u>g</u> oat gi <u>gg</u> le
/h/	h	<u>h</u> ouse
/j/	j g dge ge	<u>j</u> am <u>g</u> iant sm <u>dge</u> <u>g</u> e
/l/	l ll le	<u>l</u> adder wa <u>ll</u> pa <u>ddle</u>
/m/	m mm mb	<u>m</u> an ha <u>mm</u> er la <u>mb</u>
/n/	n nn kn	<u>n</u> ut bo <u>nn</u> et <u>kn</u> ow
/p/	p pp	<u>p</u> arrot pe <u>pp</u> er
/qu/	qu	<u>qu</u> ick
/r/	r rr wr	<u>r</u> at mi <u>rr</u> or <u>w</u> rong
/s/	s ss se ce c sc	<u>s</u> un ki <u>ss</u> ho <u>use</u> mi <u>ce</u> <u>c</u> ircle <u>s</u> cience

Sound	Spelling Options	Examples
/t/	t tt	<u>t</u> iger litt <u>l</u> e
/v/	v ve	<u>v</u> iolin glo <u>v</u> e
/w/	w wh	<u>w</u> ater <u>w</u> hen
/x/	x	fo <u>x</u>
/y/	y	<u>y</u> ellow
/z/	z zz s se	<u>z</u> oo bu <u>zz</u> tree <u>s</u> plea <u>s</u> e
/sh/	sh ch ti si ci	<u>sh</u> ip <u>ch</u> ef stati <u>n</u> tensi <u>n</u> spec <u>ial</u>
/ch/	ch tch	<u>ch</u> ips cat <u>ch</u>
/th/ /th/	th <i>th</i>	<u>th</u> at <u>th</u> in
/ng/	ng	s <u>ing</u>

The Vowels

Short ↔

Sound	Spelling Options	Examples
/a/	a	<u>a</u> pple
/e/	e ea	<u>e</u> lephant br <u>e</u> ad
/i/	i	igloo
/o/	o a	<u>o</u> range was <u>o</u>
/u/	u o	<u>u</u> mbrella wo <u>u</u>

Long ←————→

Sound	Spelling Options	Examples
/ai/	ai a-e ay	<u>r</u> ain <u>g</u> ame <u>s</u> ay
/ee/	ee ea y	<u>t</u> ree <u>s</u> ea <u>h</u> appy
/igh/	i-e igh y ie	<u>b</u> ike <u>h</u> igh <u>s</u> ky <u>p</u> ie
/oa/	oa o-e ow o	<u>c</u> oat <u>b</u> one <u>r</u> ow <u>o</u> pen
/oo/	oo ue ew ou u-e	<u>z</u> oo <u>g</u> lue <u>s</u> crew <u>r</u> oute <u>f</u> lute
/'oo'/	oo ou	<u>b</u> ook <u>w</u> ould
/ow/	ou ow	<u>o</u> uch <u>c</u> ow

Vowel Digraphs

Sound	Spelling Options	Examples
/ar/	ar a	car glass
/or/	or ore oar	port score board
/ur/	ur er ir	hurt herb first
/oi/	oi oy	oil boy
/air/	air ear are	fair pear care
/ear/	ear eer ere	clear deer here
/er/	er ir ur	flower herb first nurse

Some Helpful Rules

With all rules there are some tricky exceptions but along with good phonic skills, these rules can help to aid children's memory and produce good spelling.

1. Adding suffix –ing

'When Mr 'ing' comes out to play, Mr 'e' runs away!'

e.g. hope + ing = hoping.

2. 'Q' is always followed by 'u'

'The **q**ueen and her **u**mbrella

Are always seen together!'

e.g. quick.

3. Reading long vowels

'If two vowels go out walking, the first one does the talking.'

e.g. boat, cream, pie.

4. Soft 'c'

'The letter c says /s/ when followed by e, i or y'.

e.g. city, celebrate, bicycle.

5. 'W' changing vowel sounds

'When 'a' follows /w/ the sound of the 'a' is changed to /ɔ/.'

e.g. water, swan.

6. The 'v' rule

'No English word ends in 'v', all you do is add an 'e'.'

e.g. have, give.

Teaching Tricky Words

Some words will never look like they sound. They might be called 'high frequency words', 'key words' or 'tricky words'. They need to be taught as whole words for spelling and reading. Here are some tips for teaching them.

- Use letter names rather than sounds. This will help children to see that these words are different from words that they can 'sound out'.
- Every time the child is practising a key word, get them to say the whole word, then the letter names and finally the whole word again. e.g. they, t, h, e, y, they. This auditory strategy will help children to remember the spelling of the word when they hear the word.
- Teach the words in cursive handwriting. Lots of practice will help children to kinaesthetically feel the shape of the word as they write it.
- Once the children have had some practice writing the word, get them to close their eyes and try to picture the word in their mind. Then see if they can write it with their eyes closed!
- Keep a log book that is personal to the child with the key words they have learnt in it. Revise them regularly and encourage the child to add in their new words.

Add any other spelling tips you have picked up:



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