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The English language has a *fascinating history* – but this has resulted in a complex **alphabetic code** for the writing system whereby the 26 letters of the alphabet represent the 44 or so smallest sounds identifiable in English speech in three complicated ways:

1. one sound (**phoneme**) can be represented by *one, two, three or four letters*: e.g. /**a**/ **a** in **apple**, /**f**/ **ph** in **photograph**, /**igh**/ **igh** in **night**, /**oa**/ **ough** in **dough**
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 (letter or letter group) can represent *multiple sounds*: e.g. ‘**ough**’: /**oa**/ **though**, /**or**/ **thought**, long /**oo**/ **through**, /**ou**/ **plough**, /**u**/ **thorough**









































On this **Alphabetic Code Chart**, the units of sound (phonemes or combined phonemes) are shown in slash marks. Vowel sounds are shown in red and consonant sounds are shown in blue. The vowel sounds provide the main volume and depth in spoken words whereas the consonant sounds are generally much quieter and sometimes very high-pitched such as /**s**/ and /**t**/. Teachers need to teach the separate units of sounds carefully, avoiding the added ‘schwa’ or “**uh**” sound: e.g. “**sss**” not “**suh**”; “**t**” not “**tuh**”.






































units of sound + IPA symbols	simple code key words	complex code + key words graphemes or spelling alternatives which are code for the sounds				information
/ <b>a</b> /  /æ/	<b>a</b>  apple					<p><b>The Synthetic Phonics Teaching Principles</b></p> <p>Teach the <b>KNOWLEDGE</b> of the <i>alphabetic code</i>; that is, the <b>letter/s-sound correspondences</b>.</p> <p>Teach the <b>THREE CORE SKILLS</b>:</p> <p><b>1. DECODING</b>: Sound out and <b>blend</b> all-through-the-printed-word for reading unknown words.</p> <p><b>2. ENCODING</b>: Orally <b>segment</b> (identify) the sounds all-through-the-spoken-word for spelling; then select the correct graphemes <b>AS CODE FOR</b> the identified sounds in that particular word.</p> <p><b>3. HANDWRITING</b>: Hold the pencil with the <i>tripod grip</i> and form correctly the 26 upper case and 26 lower case letters on <b>writing lines</b>.</p>
/ <b>e</b> /  /ɛ/	<b>e</b>  egg	- <b>ea</b>  head	- <b>ai</b>  <b>said</b> <b>again</b>			
/ <b>i</b> /  /ɪ/	<b>i</b>  insect	- <b>y</b>  <b>cymbals</b>				
/ <b>o</b> /  /ɒ/	<b>o</b>  octopus	<b>wa</b>  <b>watch</b>	<b>qua</b>  <b>qualify</b>	<b>alt</b>  <b>salt</b>		
/ <b>u</b> /  /ʌ/	<b>u</b>  <b>umbrella</b>	<b>o</b>  <b>son</b>	- <b>ou</b>  <b>touch</b>	- <b>ough</b>  <b>no thoroughfare</b>		
/ <b>ai</b> /  /eɪ/	<b>ai</b>  first <b>aid</b>	- <b>ay</b>  <b>tray</b>	<b>a</b>  <b>table</b>	- <b>ae</b>  <b>sundae</b>	<b>a-e</b>  <b>cake</b>	
		- <b>ey</b>  <b>prey</b>	- <b>ea</b>  <b>break</b>	<b>eigh</b>  <b>eight</b>	- <b>aigh</b>  <b>straight</b>	
































/ee/  /i:/	ee  eel	ea  eat	e  emu	e-e  concrete		<p>Teach a <b>simple code</b> (<i>basic or transparent</i>) first; that is, mainly one spelling for each sound at a rate of two to five letter/s-sound correspondences per week. The simple code is <i>part of</i> the complex code – a <b>first step</b> towards teaching the alphabetic code.</p> <p>Keep the simple code revised and begin to introduce <b>spelling and pronunciation alternatives</b> of the <b>complex code</b> (<i>extended, advanced or opaque code</i>) at a rate appropriate to the age, stage and ability of the learners.</p> <p><b>APPLICATION</b></p> <p>Provide a <i>cumulative</i> bank of words, sentences and texts at <b>code level</b>:</p> <ol style="list-style-type: none"> <li><b>to model</b> blending, segmenting for spelling, and handwriting</li> <li><b>for each learner to practise</b> his or her growing skills of blending, segmenting and handwriting increasingly independently.</li> </ol> <p>Provide <b>cumulative, decodable reading books</b> at <b>code level</b>.</p> <p><b>‘Two-pronged’ teaching approach</b></p> <p>Teach a <b>systematic</b>, planned synthetic phonics programme <b>alongside incidental</b> teaching of any letter/s-sound correspondences <b>as required</b> for differentiation, wider reading and spelling and for the wider curriculum - for individuals, groups and whole classes.</p>
		-ey  key	-ie  chief	-ine  sardines		
between /i and ee/	-y  sunny	-ey  monkey	-ie  movie			
/igh/ /aɪ/	-igh  night	-ie  tie	i  behind	-y  fly	i-e  bike	ei  eider duck
/oa/  /əʊ/	oa  oak tree	ow  bow	o  yo-yo	-oe  oboe	o-e  rope	
		-ough  dough		-eau  plateau		
/y+oo/ /j/ + /u:/	-ue  barbecue	u  unicorn	u-e  tube	ew  new	eu  pneumatic drill	
short /oo/ /ʊ/	-oo  book	-oul  should		-u  push	-o  wolf	 wolves
long /oo/  /u:/	oo  moon	-ue  blue	u-e  flute	-ew  crew	-ui  fruit	
		-ou  soup	-o  move	-ough  through		
/oi/ /ɔɪ/	oi  ointment	oy  toy				

/ou/ /aʊ/	ou ouch ! 	ow owl 	-ough plough 			<p><b>Accents</b></p> <p>Teaching the English alphabetic code is not an 'exact science' and accents need to be taken into account at all times along with the notion of 'tweaking' (modifying) pronunciation when decoding to reach the correct target word or preferred pronunciation.</p> <p><b>Schwa effect for reading</b></p> <p>Modifying pronunciation also helps to raise awareness of the <i>schwa</i> effect (unstressed syllables) whereby, in reality, a sound close to /u/ is the spoken translation of the written code in words such as 'sofa' (sof<u>u</u>), 'faster' (fast<u>u</u>), 'little' (litt<u>u</u>l), 'around' (u<u>r</u>ound). This is common.</p> <p><b>Schwa effect for spelling</b></p> <p>Be aware of the schwa effect when segmenting spoken words for spelling.</p> <p>The ability to spell accurately relies on a growing awareness of <b>spelling alternatives</b> and <b>knowledge of spelling word banks</b> (words with the same spelling and sound). This knowledge takes much longer to acquire. Emphasise the <b>process for spelling of SOUND-TO-PRINT rather than</b> relying on visual memory and recall of letter order and letter names.</p> <p>Decoding is the reverse process: <b>PRINT-TO-SOUND</b>.</p>
	ar artist 	a father 	alm palm 	-alf half 	-alves calves 	
/or/  /ɔ:/  or /aʊ/ dependent upon regional or national accents	or fork 	oar oars 	-oor door 	ore snore 	-our four 	
	aw dawn 	au sauce 	-al chalk 	war wardrobe 	quar quarter 	
		augh caught 	ough thought 			
/ur/or/er/ /3:/	er mermaid 	ir birthday 	ur nurse 	ear earth 	wor world 	
'schwa /er/' or 'schwa /u/' /ə/	-er mixer 	-our humour 	-re theatre 	-ar collar 	-or sailor 	
/air/ /ɛə/	air hair 	-are hare 	-ear bear 	-ere where 		
/eer/ /iə/	eer deer 	ear ears 	-ere adhere 	-ier cashier 		
/oor/ /ʊə/	-oor poor 	-ure sure 				
/y+oor/ /j/+ /ʊə/	-ure pure water 					



units of sound + IPA symbols	simple code key words	complex code + key words	graphemes or spelling alternatives which are code for the sounds				information
/b/ /b/	b  bat	-bb  rabbit	bu  building				<p><b>The notion of a 'code'</b></p> <p>Root all the teaching for decoding and encoding in the <b>CODE</b> - that is, the relationship between the sounds of speech and their spelling alternatives (the graphemes). This means <b>avoiding</b> the following ideas:</p> <p>*that letters 'say' sounds - they <b>say nothing</b>, they simply prompt <b>us</b> to generate the sounds either 'aloud' or silently 'in our heads'</p> <p>*that there are 'silent' letters as in 'kn', 'wr', 'mb', 'gn' and so on – these are simply further graphemes which <b>ARE CODE FOR</b> the sounds – this is consistent, for example, with saying that the grapheme 'igh' is code for the /igh/ sound (we don't suggest that 'gh' are 'silent letters' in the grapheme 'igh')</p> <p>*that the <b>end letter 'e'</b> of split digraphs <b>a-e, e-e, i-e, o-e</b> and <b>u-e</b> "make the preceding vowel SAY ITS NAME" – <b>this is inconsistent with modern synthetic phonics teaching rooted in the 'alphabetic code'</b>.</p> <p><b>To work out 'the code'</b>, start from a whole spoken word said slowly. Orally segment the word into its sounds and map those onto the graphemes in the written word.</p>
/k/ /k/	k  kit	c  cat	-ck  duck	ch  chameleon	qu  bouquet	que  plaque	
/d/ /d/	d  dig	-dd  puddle	-ed  rained				
/f/ /f/	f  feathers	-ff  cliff	ph  photograph	-gh  laugh			
/g/ /g/	g  girl	-gg  juggle	gu  guitar	gh  ghost	-gue  catalogue		
/h/ /h/	h  hat	wh  who?					
/j/ /dʒ/	j  jug	-ge  cabbage	ge  gerbil	gi  giraffe	gy  gymnast	-dge  fridge	
/l/ /l/	l  ladder	-ll  shell					
/u+l/ /əl/	-le  kettle	-il  pencil	-al  hospital		-el  camel		
/m/ /m/	m  map	-mm  hammer	-me  welcome	-mb  thumb	-mn  column		

/n/ /n/	n  net	-nn  bonnet	kn  knot	gn  gnome	-ne  engine	<p><b>THE SUB-SKILLS OF THE THREE CORE SKILLS</b></p> <p><b>DECODING SUB-SKILLS:</b>  <b>Without print</b> – hear the individual sounds of a word and ‘discern’ the word (= <b>oral blending</b>): hear /z/ /i/ /p/, say “zip”; hear /k/ /o/ /t/, say “coat”  <b>With print</b> – see the graphemes and say the sounds to automaticity; see <b>s</b>, say /s/; see <b>oa</b>, say /o/; see <b>ph</b>, say /f/</p> <p>Use <b>capital letter resources</b> – not just lower case letters. Capital letters <b>ARE THE SAME CODE AS</b> lower case letters.</p> <p><b>ENCODING SUB-SKILLS:</b>  <b>Without print</b> – hear the whole spoken word said slowly, train the learner to split the word into its constituent sounds from beginning to end (= <b>oral segmenting</b>): “zip” “/z/ /i/ /p/”; “coat” “/k/ /o/ /t/” (with no print, you can use any sounds)          -use the left hand, palm facing to tally the separate sounds onto the thumb and fingers from left to right  <b>With print</b> – select grapheme tiles or magnetic letters, or write the letters, to spell the sounds identified [Use <i>manipulatives</i>, such as grapheme tiles, at the <b>basic code</b> stage for young learners as they get to grips with handwriting skills – then focus on <i>handwriting</i> to spell.]</p>
/ng/ /ŋ/	-ng  gong	-n  jungle				
/ng+k/ /ŋ/ + /k/	-nk  ink	-nc  uncle				
/p/ /p/	p  pan	-pp  puppet				
/k+w/ /k/ + /w/	qu  queen	-kw  awkward				
/r/ /r/	r  rat	-rr  arrow	wr  write	rh  rhinoceros		
/s/ /s/	s  snake	-ss  glass	-ce  palace	ce  cents	ci  city	cy  bicycle
		-se  house	sc  scissors	-st-  castle	ps  pseudonym	
/t/ /t/	t  tent	-tt  letter	-ed  skipped	pt  pterodactyl	-bt  debt	
/v/ /v/	v  violin	-ve  dove				
/w/ /w/	w  web	wh  wheel	-u  penguin			

/k+s/ /k/ + /s/	-X  fox	-ks  plurals: books	-cks  ducks	-kes  cakes	-cs  I love picnics.	<b>HANDWRITING SUB-SKILLS:</b> Demonstrate the correct tripod hold – for young learners say, “ <b>Froggy legs with the log under</b> ” – pinch the pencil with thumb and forefinger just above where the cone end slopes, make a fist and place the middle finger beneath the pencil to form the tripod hold, or grip, (small hands struggle to ‘grip’ fat pencils or marker pens, use regular-sized pencils) Air write, finger-trace and copy-write graphemes <b>whilst saying the sound</b> – this is ‘ <b>multi-sensory</b> ’ linking sounds to shapes and handwriting the shapes (e.g. say /ch/ for ‘ch’ – not /k/ /h/) Mini whiteboards are suitable for quick-fire ‘show me’ activities; <b>for handwriting practice</b> – use <b>paper and pencil routines</b> sitting with good posture at desks, paper slanted, spare hand holding paper steady <b>BE VIGILANT</b> for learners hooking their wrists around and writing ‘above’ the words on the page – ensure they write ‘below’ the words.
/g+z/ /g/ + /z/	-X  exam	-gs  plurals: pegs	-ggs  eggs	-gues  catalogues		
/y/ /j/	y  yawn					
/z/ /z/	z  zebra	-zz  jazz	-s  fries	-se  cheese	-ze  breeze	X  xylophone
/ch/ /tʃ/	ch  chairs	-tch  patch		/ch+u/ /tʃ/+/ə/	-ture  picture	
/sh/ /ʃ/	sh  sheep	ch  chef	-ti  station	-ci  magician	-ssi  admission	
unvoiced /th/ /θ/	th  thistle			voiced /th/ /ð/	th  there	
/zh/ /ʒ/	-si  television	-s  treasure	-z  azure (blue)	g  courgette	-ge  collage	

Please note that this version of an Alphabetic Code Chart is not definitive. Further code may be discovered in both common and unusual words. The word ‘**giraffe**’, for example, is common but the grapheme ‘**-ffe**’ is rare AS CODE FOR the sound /f/. Add **discovered code** to the chart or to the MAIN PHONICS DISPLAY WALL.

On this chart, a **grey dash** indicates that the particular letter/s-sound correspondence is **unlikely to begin a word**.

**Hollow letters alert the reader** to various possible pronunciations; for example, **wa** could be the code for /w+a/ as in ‘**wag**’, but is more likely to be /w+o/ as in ‘**watch**’.

This is a generic alphabetic code chart highlighting the vowel sounds followed by the consonant sounds. Alphabetic Code Charts can be designed to be programme-specific according to the order that the letter/s-sound correspondences are introduced and with specific **mnemonic** systems (aids to memory for the sounds and/or spellings).

Vowel sounds can be spelled with both vowel letters and consonant letters such as ‘**igh**’, ‘**ow**’, ‘**or**’, ‘**ough**’. Teachers need to make clear when they are referring to vowel or consonant **sounds**, or vowel or consonant **letters**.

For further information, see synthetic phonics guidance documents at [www.phonicsinternational.com](http://www.phonicsinternational.com)