Appendix E: Common Spellings of the Consonants

/s/	
s	sun
ss	class
c	cell
ce	choice
se	house
sc	scent

/z/	
z	zoo
ze	seize
zz	fizz
s	is
se	please
ss	scissors

/p/	
p	tip
pp	poppy

/d/	
d	dog
dd	ladder
ed	giggled

/b/	
b	bed
bb	rubber

/th/	
th	them

/sh/	
sh	ship
ch	machine

/ch/	
ch	chips
tch	match

/g/	
g	got
gg	toggle
gh	ghost

/j/	
j	jot
g	gym
ge	barge
dge	judge

/m/	
m	man
mm	slimmer
mb	climb
mn	column

/v/	
v	vast
ve	give

/th/	
th	thin

/l/	
l	leg
ll	tall
le	little
el	panel
al	plural
il	pupil

/w/	
w	wig
wh	what

/ng/	
ng	sing
n	sink

/n/	
n	no
nn	dinner
kn	knee
gn	gnaw
ne	imagine

/t/	
t	ten
tt	better
bt	debt

/zh/	
s	treasure
z	azure

/r/	
r	rip
wr	write
rr	carry
rh	rhino

/h/	
h	hop
wh	whole

/f/	
f	fall
ff	stuff
ph	photo
gh	tough

/k/	
c	cat
k	kit
ck	luck
ch	choir
cc	occur

/y/	
y	yet

/ks/ or /gz/ *(two sounds)*	
box	exam

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Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog	street	night	dough

3. The same sound can be spelled in more than one way.

One sound – different spellings			
rain	break	gate	stay

4. Many spellings can represent more than one sound.

One spelling – different sounds		
head	seat	break

Skills

1. Blending – the ability to push sounds together to build words.

   Example: /k/ /a/ /t/ → cat

2. Segmenting – the ability to pull apart the individual sounds in words.

   Example: pig → /p/ /i/ /g/

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

   This skill is necessary to test out alternatives for spellings that represent more than one sound.

Ex: spelling < o >.

Is it /o/ as in hot, /oe/ as in no, or /u/ as in son?

TWO-SYLLABLE WORD LIST
(two one-syllable words joined together)

aircrew
airfield
airline
airlock
airmail
airman
airport
airtight
apeman
armchair
armload
armpit
armrest
backbite
backbone
backchat
backdrop
background
backhand
backlog
backpack
backrest
backside
backspin
backstop
backup
badlands
bagpipes
ballpoint
ballroom
bandstand
bankbook
bareback
baseball
baseline
bathmat
bathroom
bathtub
Batman
batsman
beachwear
beanbag
bearskin
bedbug
bedhead
bedrock
bedroom
bedstead
beehive

beeline
beeswax
bigmouth
birdbath
birdbrain
birdcage
birthday
birthmark
birthplace
blackbird
blackboard
blackjack
blackout
blockhead
blogspot
blowout
blowpipe
blowtorch
bluebell
bluebird
blueprint
boatload
bolthole
bonehead
bookcase
bookmark
bookrest
bookshop
bookworm
bootlace
bowstring
brainchild
brassware
breadboard
breadcrumb
breakout
broomstick
brushmark
brushstroke
bulldog
bullfrog
cakehole
cardboard
carefree
carport
cartwheel
catfish
catnap
caveman

checkmate
checkout
checkpoint
cheekbone
cheesecake
childproof
chinstrap
chopstick
classroom
cleanup
clockwork
cloudburst
coastline
corkscrew
countdown
cowboy
crossword
cutout
daybreak
daylight
desktop
dipstick
dishcloth
dogleg
doorknob
doorway
dustbin
dustcart
eggshell
elsewhere
endgame
farmhouse
farmyard
feedbag
fieldmouse
fireman
fishbowl
flagship
flatfish
football
footlights
forklift
foxhound
freewheel
frogman
fruitcake
gatecrash
gateway
giftwrap

glowworm
goldfish
grandstand
groundsheet
growbag
guestroom
guidebook
gunfire
hairbrush
hairline
hairpin
halfway
handbag
handball
handbook
handbrake
handclap
handgun
handshake
handstand
handwrite
hatchback
haystack
headache
headdress
headfirst
headlamp
headlight
heartbeat
hedgehog
hedgerow
himself
horsefly
hotdog
houseboat
jigsaw
keyboard
keypad
kneecap
lamplight
lamppost
lampshade
landslide
legroom
lighthouse
lightship
linesman
lipgloss
lipstick

lunchbox
matchbook
matchbox
maypole
moonbeam
moonlight
mothball
nailbrush
nightcap
nightclub
nightgown
nightmare
nighttime
noseband
nosebleed
notebook
paintball
pancake
parkland
passport
password
peephole
penknife
penlight
pickup
pigpen
pinprick
pinstripe
pipeline
playroom
playtime
popcorn
postbox
postcard
postcode
prizefight
raindrop
roadblock
roadworks
sandbag
sandbank
sandpit
saucepan
scarecrow
schoolboy
schoolgirl
scorecard
seashell
seashore

seasick
seaside
seaweed
seedcake
sheepskin
shoehorn
shoelace
slapstick
snowboard
snowflake
snowplough
songbook
soupspoon
spaceflight
spacewalk
springboard
standoff
starfish
stopwatch
sunbathe
sunburn
sunfish
sunlit
suntan
sunrise
sweetcorn
swordfish
teacup
teamwork
teapot
teaspoon
toecap
upgrade
uphill
uplift
wastebin
washtub
watchdog
watchman
watchstrap
weekend
wheelchair
windmill
windscreen
wingspan
witchcraft
wristband
wristwatch
zigzag

Learning objectives: The Initial Code

The Sounds~Write programme is cumulative. The chart below shows the new learning objectives introduced at each Unit. However, all the previously encountered objectives also continue.

LEARNING OBJECTIVES: THE INITIAL CODE			
UNIT	*SKILLS*	*KNOWLEDGE*	
	To segment, blend & manipulate sounds in words with the structure:	*CODE*	*CONCEPTUAL*
1	CVC	a, i, m, s, t	Sounds can be represented by spellings with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff*, ll*, ss*zz*	Some spellings are written with a double consonant
8	VCC and CVCC *2 consonants in final position* *3- & 4-sound words*	No new code knowledge	
9	CCVC *2 consonants in initial position*	No new code knowledge	
10	CCVCC, CVCCC, and CCCVC *3 adjacent consonants* *5-sound words*	No new code knowledge	
11		sh*, ch*, th*, ck*, wh*, ng*, < q > < u >*	Some spellings are written with two different letters < q > and <u > represent the sounds /k/ and /w/

Choosing the Lessons 1–5:

- Almost all the Units are taught with **Lessons 1–4.** Choose a Unit on which to begin and teach all four lessons within that Unit.
- When teaching that some spellings are written with two letters* (Units 7 and 11), **Lesson 5** takes the place of **Lesson 1**.
- **Lesson 2** is taught only until pupils remember how to write the spellings.

For each teaching session:

- Choose a variety of lessons (from the Main Lessons or Follow-up Lessons).
- Choose words from the word lists to teach each lesson.
- Keep up a good pace. Some lessons only take a few minutes for each word. Move swiftly from one activity to the next to sustain pupils' motivation and interest.

LEARNING OBJECTIVES: THE EXTENDED CODE

SKILLS:

- segment: to spell words containing the target sound;
- blend: to read words containing the target sound.

KNOWLEDGE:

- a sound can be represented by more than one spelling;
- the most common spellings which represent the target sound.

SKILLS:

- to manipulate alternative sounds in and out of words.

KNOWLEDGE:

- a spelling can represent more than one sound;
- the most common sounds represented by the target spelling.

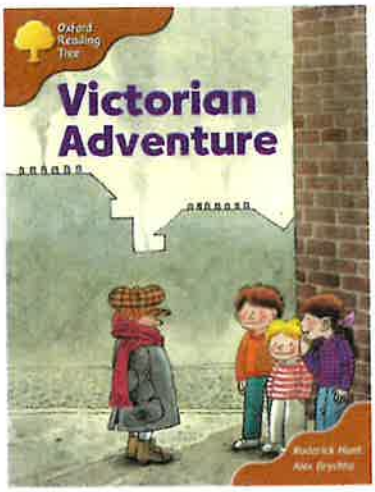
Sounds:
Teach with Lessons 6, 7, 8 and 9

Unit	
1	Sound **/ae/** first spellings
2	Sound **/ee/** first spellings
4	Sound **/oe/** first spellings
6	Sound **/er/** first spellings
7	Sound **/e/**
8	Sound **/ow/**
10	Sound **/oo/** (as in '$_{m}$**oo**$_{n}$') first spellings
11	Sound **/ie/**
12	Sound **/oo/** (as in '$_{b}$**oo**$_{k}$')
14	Sound **/u/**
16	Sound **/s/**
18	Sound **/l/**
19	Sound **/or/** first spellings
20	Sound **/air/**
21	Sound **/ue/**
23	Sound **/oy/**
24	Sound **/ar/**
25	Sound **/o/**
27	Sound **/ae/** more spellings
28	Sound **/d/**
29	Sound **/ee/** more spellings
30	Sound **/i/**
32	Sound **/oe/** more spellings
33	Sound **/n/**
34	Sound **/er/** more spellings
35	Sound **/v/**
36	Sound **/oo/** (as in '$_{m}$**oo**$_{n}$') more spellings
37	Sound **/j/**
38	Sound **/g/**
40	Sound **/f/**
42	Sound **/m/**
43	Sound **/or/** more spellings
44	Sound **/h/**
45	Sound **/k/**
46	Sound **/r/**
47	Sound **/t/**
48	Sound **/z/**
49	Sound **/eer/**
50	Sound schwa **/ə/**

Spellings:
Teach with Lesson 10

Unit	
3	Spelling < ea >
5	Spelling < o >
9	Spelling < ow >
13	Spelling < oo >
15	Spelling < ou >
17	Spelling < s >
22	Spelling < ew >
26	Spelling < a >
31	Spelling < y >
39	Spellings < g >
41	Spelling < gh >

A Victorian Adventure



Step 1 (underline individual sounds):

There were three children inside.
They were the grandchildren of Queen Victoria.

Step 2 (underline the different sounds of /ee/):

There were three children inside.
They were the grandchildren of Queen Victoria.

Step 3 (underline the different sounds of the letter <e>):

There were three children inside.
They were the children of Queen Victoria.