





























Phonics Spelling Dictionary

sound	page	sound	page	sound	page	sound	page
/s/	1	/o/	27	/i-ee/	51	unvoiced /th/	77
/a/	3	/u/	29	/or/	53	voiced /th/	79
/t/	5	/l/	31	/z/	55	/kw/	81
/i/	7	/ul/	33	/ng/	57	/ou/	83
/p/	9	/f/	35	/ngk/	59	/oi/	85
/n/	11	/b/	37	/v/	61	/yoo/	87
/k/	13	/j/	39	short /oo/	63	/er/	89
/e/	15	/y/	41	long /oo/	65	schwa /er/	91
/h/	17	/ai/	43	/ks/	67	/ar/	93
/r/	19	/w/	45	/gz/	69	/air/	95
/m/	21	/oa/	47	/ch/	71	/eer/	97
/d/	23	/igh/	49	/chu/	73	/zh/	99
/g/	25	/ee/	51	/sh/	75	 Phonics International by Debbie Hepplewhite	

 The Alphabetic Code						
sounds & picture prompts	PI simple code units 1-5	PI complex code units 6-12	graphemes (spelling alternatives) which are code for the sounds			
/s/ 	s snake	-ce palace	-se house	ce cents	ci city	cy bicycle
	-ss glass	sc scissors	-st- castle	ps pseudonym		
/a/ 	a apple					
/t/ 	t tent	-tt letter	-ed skipped			
/i/ 	i insect	-y cymbals				
/p/ 	p pan	-pp puppet				
/n/ 	n net	-nn bonnet	kn knot	gn gnome	-ne engine	
/k/ 	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque
/e/ 	e egg	-ea head	-ai said again		a any many	
/h/ 	h hat	wh who				
/r/ 	r rat	-rr arrow	wr write	rh rhinoceros		
/m/ 	m map	-mm hammer	-me welcome	-mb thumb	-mn column	

/d/ 	d dig	-dd puddle	-ed rained			
/g/ 	g girl	-gg juggle	gu guitar	gh ghost	-gue catalogue	
/o/ 	o octopus	wa watch	qua qualify	alt salt		
/u/ 	u umbrella	o son	-ou touch	-ough thoroughfare		
/l/ 	l ladder	-ll shell				
schwa /u/ 	-le kettle	-il pencil	-al hospital	-el camel		
/f/ 	f feathers	-ff cliff	ph photograph		-gh laugh	
/b/ 	b bat	-bb rabbit	bu building			
/j/ 	j jug	-ge cabbage	ge gerbil	gi giraffe	gy gymnast	-dge fridge
/y/ 	y yawn					
/ai/ 	ai aid	a table	-ae sundae	a-e cakes		
	-ay tray	-ey prey	eigh eight	-ea break	-aigh straight	
/w/ 	w web	wh wheel	-u penguin			
/igh/ 	-igh night	-ie tie	i behind	-y shy	i-e bike	ei eider duck

/s/



s
snake



-ss
glass



-ce
palace

1

2

5



-se
house



c@
cents

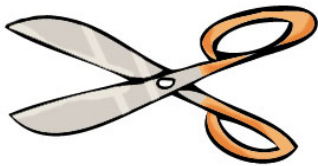


ci
city



cy
bicycle

6



sc
scissors



-st-
castle



ps
pseudonym

7

8

12

s	-ss	-ce	-se	-st-
	ce	ci	cy	sc

Many words which start with
letter 'a' are pronounced with
a *sound* which is closer to the
schwa "uh" sound like 'about'.

/a/



a
apple

1

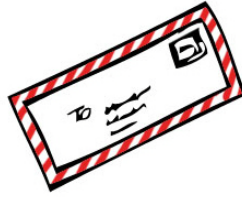
a				

/t/



t
tent

1



-tt
letter

3



-ed
She skippe**d**.

4

t		-tt	-ed	other

/i/



i

insect

1



-y

cymbals

9

i			-y	other
				women

/p/



p
pan

1



-pp
puppet

3

p			-pp	

/n/



n
net



-nn
bonnet



kn
knot

1

3

7



gn
gnome



-ne
engine

8

12

n		-nn	kn	gn
				-ne

/k/



c
cat



k
kit



-ck
duck

1



ch
chameleon



qu
bouquet



que
plaque

7

11

c	k	-ck	ch	qu
				que

/e/



e
egg

1



-ea
head

3



-ai
said again

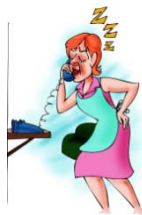
2

e		-ea		other
				friend
				said says
				again
				against
				any many

/h/



h
hat



wh
who ?

1

10

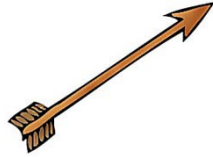
h				wh
				who
				whom
				whose
				whole

/r/



r
rat

1



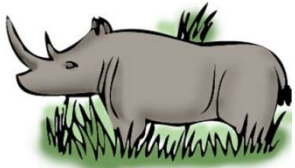
-rr
arrow

3



wr
write

7



rh
rhinoceros

r		-rr	wr	rh

/m/



m

map



-mm

hammer



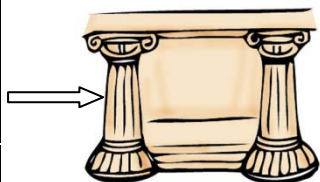
-mb

thumb

2

3

7



-mn

column



-me

welcome

12

m		-mm	-mb	-me
				-mn

/d/



d
dig

2



-dd
puddle

3



-ed
rained

4

d		-dd	-ed	

/g/



g
girl



-gg
juggle



gu
guitar



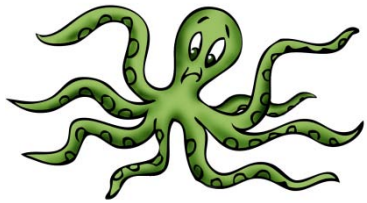
gh
ghost



-gue
catalogue

g		-gg		gu	-gue
					gh

/o/



o
o**ctopus**



wa**a**
wa**a**ch



qua**a**
qua**a**lify



alt
sa**a**lt

2

8

12

/u/



u
umbrella



o
son



-ou
touch



-ough
thoroughfare

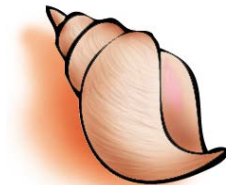
11

/l/



l

ladder

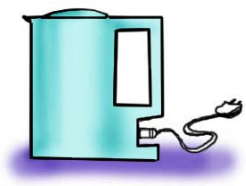


-ll

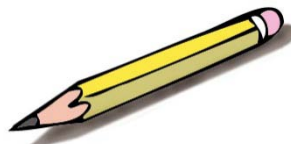
shell

l		-ll		

/ul/



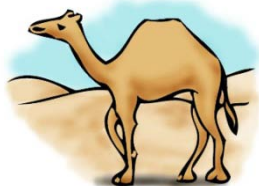
-le
kett**le**



-il
pencil**il**



-al
hospit**al**



-el
camel**el**

-le		-il	-al	-el

/f/



f
feathers



-ff
cliff



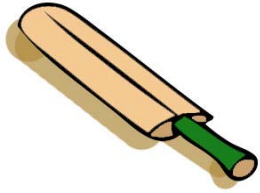
ph
photograph



-gh
laugh

f		-ff		ph		-gh	

/b/



b

bat

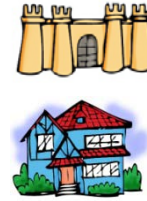
2



-bb

rabbit

3



bu

buildings

7

b			-bb	bu

/j/



j
jug



-ge
cabbage



-dge
fridge

2

5

7



g^e
gerbil



gⁱ
giraffe



g^y
gymnast

6

j	ge	gy	-ge	-dge
	gi			

/y/



y

yawn

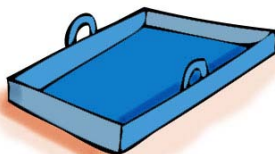
y				

/ai/



ai

first **ai**d



-ay

tr**ay**



a

t**a**ble

2



-ae

sund**ae**



a-e

ca**kes**



-ey

pr**ey**

6



eigh

eight



-ea

br**ea**k

9



-aigh

str**aigh**t

ai	ay	a	a-e	-ey
				eigh
		-ea		
				reins
				reign

/w/



w
web



wh
wheel



-u
penguuin

2

3

w			wh	-u

/oa/



oa
oak



ow
bow



o
piano



-oe
oboe



o-e
rope



-ough
dough



-eau
plateau

oa	ow	o	o-e	-oe
				-eau
				-ough

/igh/



-ie
tie



-igh
night



i
behind

2



-y
fly



i-e
bike



ei
eider duck

6

9

-igh	-ie	i	i-e	-y
		I		
				ei
				eye

/ee/



ee
eel



ea
eat



e
emu



e-e
concrete



-y
sunny*



key



-ey
monkey*



-ie
chief



movie*



-ine
sardines

*/i-ee/

sunny monkey movie
may be pronounced between /i/ and /ee/

ee	ea	e	-y	-ey
		e-e	-ie	-i
people				

In various accents, some of these graphemes may be pronounced closer to an /**aw**/ sound.

/or/

 <p>or fork</p>	 <p>aw dawn</p>	 <p>au sauce</p>
 <p>-al chalk</p>	 <p>oar oars</p>	 <p>-oor door</p>
 <p>ore snore</p>	 <p>-our four</p>	 <p>war wardrobe</p>
 <p>augh caught</p>	 <p>ough thought</p>	 <p>quar quarter</p>

or	aw	au	ore	-our
			-oor	
-al	(w, qu) -ar			
		-augh		ough
			oar	
water				

/z/



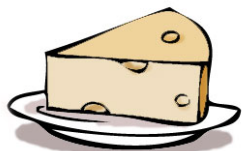
z
zebra



-zz
jazz



-s
fries



-se
cheese



-ze
breeze

z	-zz	-s	-se	-ze

/ng/



-ng
gong



-n
jungle

4

12

-ng			-n	

/ngk/



-nk
ink



-nc
uncle

4

12

-nk			-nc	other

/v/

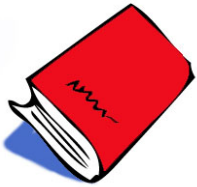


v
violin



-ve
dove

short /oo/



-oo
book



-oul
should










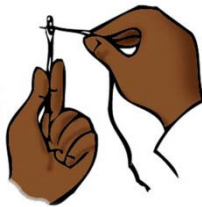

-u
push

4

2

-oo			-u	other
			push	wolf wolves
			pull	
			put	
			cushion	
				would
				could
				should

long /oo/

 <p>oo m<u>oo</u>n</p>	 <p>-ue bl<u>ue</u></p>	 <p>u-e fl<u>u</u>te</p>
 <p>-ew cr<u>ew</u></p>	 <p>-ui fr<u>ui</u>t</p>	 <p>-ou s<u>ou</u>p</p>
 <p>-o m<u>o</u>ve</p>	 <p>-ough thr<u>ough</u></p>	 <p>-u s<u>u</u>perb</p>

oo	-ue	u-e	-ui	-o
				to do
				who whom
				whose
	-ew		-ou	
				-u
				through

For **spelling**, think about **singular** words, **plural** words and **verb endings** when you identify /**ks**/ in the spoken word.

/ks/



-x

fox



-ks

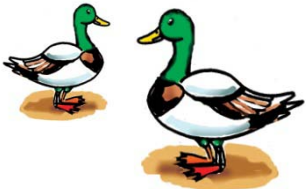
books



-kes

Max bakes cakes.

4



-cks

ducks



-cs

We love picnics.



-ques

plaques

11

-x	-ks	-kes	-cks	-cs
				-ques

For **spelling**, think about **singular** words, **plural** words and **verb endings** when you identify /gz/ in the spoken word.

/gz/



-x

ex**am**

7



-gs

pe**gs**

2



-ggs

e**ggs**



-gues

catalo**gues**

12

-x	-gs	-ggs	-gues	

/ch/



ch
chairs



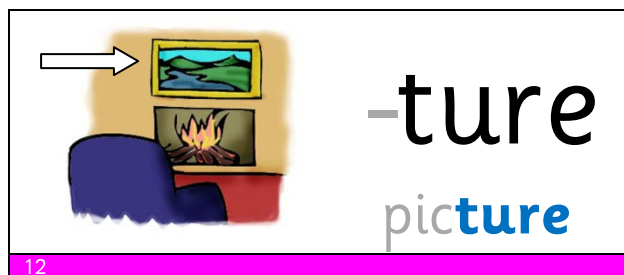
-tch
patch

4

7

ch		-ch		-tch

/chu/



-ture				

/sh/



sh
sheep



ch
chef



-ti
station

4



-ci
magician

8



-ssi
admission

sh	ch	-ti	-ci	-ssi

unvoiced /th/



th
thistles

th				

voiced /**th**/



th
over **th**ere

th				

/kw/



qu

queen

5

qu				

/ou/



ou
ouch !



ow
owl



-ough
plough

5

11

ou		ow		-ough
our house				
every hour				

/oi/



oi

ointment



oy

toy

oi			oy	

/yoo/



-ue
statue



u
unicorn



u-e
tube

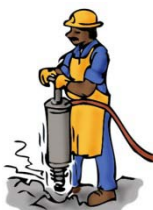
5

2

6



ew
new shoes



eu
pneumatic drill

10

-ue	u	u-e	ew	eu

/er/



er
mermaid



ir
birthday



ur
nurse

5



ear
earth

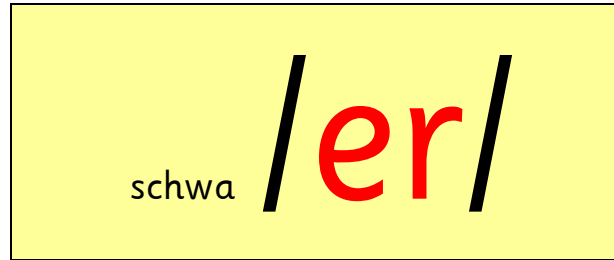
6




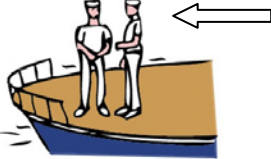
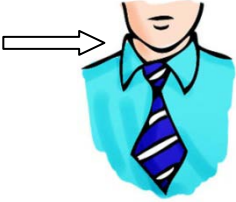


wor
world

er	ir	ur	ear	wor

Many people pronounce the highlighted graphemes close to an “uh” sound. The **schwa** is an *unstressed* syllable and is very common in spoken language.



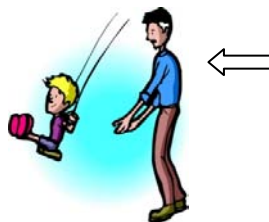
 <div> -er mixer </div>	 <div> -our humour </div>	 <div> -re theatre </div>
<div>5</div>  <div> -or sailor </div>	<div>6</div>  <div> -ar collar </div>	

-er	-our	-re	-or	-ar
				other

/ar/



ar
artist



a
father



alm
palm

5

12



-alf
half



-alves
calves

ar		a	al ^m	-al ^f
				-al ^{ves}
are				

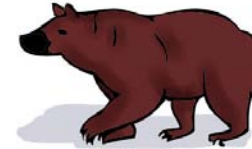
/air/



air
h**air**



-are
h**are**



-ear
b**ear**

6



-ere
wh**ere** ?

air		-are	-ear	-ere
				other
				their things
				heir
aeroplane				heirloom

/eer/



eer
deer



ear
ears



-ere
adhere

6



-ier
cashier

eer		-ear	-ere	-ier

/zh/



-si
television



-s
treasure



-z
azure

8



-g
courgette



-ge
collage



Suggestions for use

Do you know about the fascinating historic development of the complex English alphabetic code for the writing and reading system?

Spelling in the English language: Even proficient adult spellers approach the spelling of words mainly through a **phonics** route (linking sounds and graphemes) - based on their lifetime's experience of reading and writing - noting syllable chunks, general spelling patterns and unique spellings. We teach beginners to spell with words consisting of simple spellings at first, identifying the sounds all-through-the-spoken-words (a skill called oral segmenting), followed by learning, and thinking, 'which' graphemes (letters or letter groups) to select to spell the words. This is a lifelong skill. To spell well, we need to be able to identify the sounds from beginning to end of the words and think in terms of "Which spelling alternatives do I need for this word?" We become increasingly knowledgeable about 'spelling alternatives' leading to the building up of, and recalling, 'spelling word banks' which consist of words with the same sounds and spellings (e.g. words with the grapheme 'ir' as code for the /er/ sound: girl, bird, dirt, stir, fir tree, shirt, skirt, birth, squirt, thirsty...). We also need to learn various 'unique spellings' for individual words (e.g. yacht) and various small groups of words with the same, unusual, spelling patterns (e.g. would, could, should – in these words, 'oul' is code for the short /oo/ sound).

The Phonics Spelling Dictionary **raises spelling awareness** and can be used in a number of ways to support the teaching and learning of spelling:

- 1) Words can be added in more than one section (by the beginning sound and grapheme, and/or where a medial or final grapheme is of interest: for example, 'castle' could be filed under 'c' as code for the /k/ sound, under 'st' as code for the /s/ sound and under 'le' as code for the /ul/ sound). Over time, note and learn which words are spelt with which alphabetic code (e.g. castle, whistle, trestle, nestle, glisten, listen, bustle... are all spelt with 'st' as code for the /s/ sound). Find ways to link these words together to recall them (e.g. write a spelling story, poem or play to include all the words in a particular spelling word bank, then act out the story, or the list of words, and work in pairs to recall as many of the words as possible, then repeat the words the next day to help embed the word list).
- 2) You can add any 'discovered' sound/grapheme correspondences (alphabetic code not listed) to the 'sound' picture pages and word pages.
- 3) Include words in your dictionary arising from incidental spelling across the curriculum and from systematic spelling lessons (for groups and whole classes) to note specific spelling alternatives and patterns, spelling word banks and unique spellings.

The spelling routine is a 'sound to print' process: Say the word to be spelt very slowly. Break down a longer word into syllable chunks first, then identify the sounds all through each syllable to spell the word. Say the sound (aloud or silently) as you write each grapheme. Finally, check the spelling by saying the sounds of the selected graphemes from left to right of the written word. If in doubt, check with a supporting adult, or check in a conventional dictionary for confirmation of the spelling – or use the spell-checker for computer-based writing.

- * Use the Phonics Spelling Dictionary as a 'work in progress' booklet for each individual to build up a personal spelling dictionary. Adults can support and check, and contribute useful words, as required. Active participation in building up the spelling dictionary will increase learning.
- * Share a spelling dictionary between pairs or small groups as appropriate. Adults can support, or direct, as required during spelling lessons and throughout the wider curriculum.

USE THE GRID LINES AS WRITING LINES AND WRITE CAREFULLY AT ALL TIMES.

The English language has a very complex alphabetic code. To support reading and spelling, the alphabetic code can be taught both systematically and incidentally. **Display** a main **Alphabetic Code Chart** in every classroom.



FREE To hear the sounds and see or print the alphabetic code, visit www.phonicsinternational.com