


















The English Alphabetic Code






| simple code | | complex code | | | | | | | |
|--|--------------------------------------|---|----------------|--------------|-------------------|------------|---------------|--|-----------------|
| phoneme/s with picture prompts | graphemes in key word examples | graphemes, or spelling alternatives, which are code for the sounds | | | | | | | |
| /s/  | s snake | -ss glass | -ce palace | -se house | ce cents | ci city | cy bicycle | sc scissors | -st- castle |
| /a/  | a apple | | | | | | | /s/  | ps pseudonym |
| /t/  | t tent | -tt letter | -ed skipped | -bt debt | pt pterodactyl | | | | |
| /i/  | i insect | -y cymbals | | | | | | | |








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|--|---------------------|--------------------------|------------------------|----------------------------|---------------------------|----------------------------|--|--|
| <p>/p/</p>  | <p>p</p> <p>pan</p> | <p>-pp</p> <p>puppet</p> | | | | | | |
| <p>/n/</p>  | <p>n</p> <p>net</p> | <p>-nn</p> <p>bonnet</p> | <p>kn</p> <p>knot</p> | <p>gn</p> <p>gnome</p> | <p>-ine</p> <p>engine</p> | <p>pn</p> <p>pneumatic</p> | | |
| <p>/k/</p>  | <p>c</p> <p>cat</p> | <p>k</p> <p>kit</p> | <p>-ck</p> <p>duck</p> | <p>ch</p> <p>chameleon</p> | <p>qu</p> <p>bouquet</p> | <p>que</p> <p>plaque</p> | | |
| <p>/e/</p>  | <p>e</p> <p>egg</p> | <p>-ea</p> <p>head</p> | <p>-ai</p> <p>said</p> | | | | | |
| <p>/h/</p>  | <p>h</p> <p>hat</p> | <p>wh</p> <p>who</p> | | | | | | |








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|---|----------------------|-----------------------|------------------------|--------------------------|---------------------------|--|--|--|
| <p>/r/</p>  | <p>r rat</p> | <p>-rr arrow</p> | <p>wr write</p> | <p>rh rhinoceros</p> | | | | |
| <p>/m/</p>  | <p>m map</p> | <p>mm hammer</p> | <p>-me welcome</p> | <p>-mb thumb</p> | <p>-mn column</p> | | | |
| <p>/d/</p>  | <p>d dig</p> | <p>-dd puddle</p> | <p>-ed rained</p> | | | | | |
| <p>/g/</p>  | <p>g girl</p> | <p>-gg juggle</p> | <p>gu guitar</p> | <p>gh ghost</p> | <p>-gue catalogue</p> | | | |
| <p>/o/</p>  | <p>o octopus</p> | <p>wa watch</p> | <p>qua qualify</p> | <p>alt salt</p> | | | | |






| | | | | | | | |
|--|--------------------------|--------------------------|----------------------------|----------------------------------|--|--|--|
| <p>/u/</p>  | <p>u</p> <p>umbrella</p> | <p>o</p> <p>son</p> | <p>-ou</p> <p>touch</p> | <p>-ough</p> <p>thoroughfare</p> | | | |
| <p>/l/</p>  | <p>l</p> <p>ladder</p> | <p>-ll</p> <p>shell</p> | | | | | |
| <p>/ul/</p>  | <p>-le</p> <p>kettle</p> | <p>-il</p> <p>pencil</p> | <p>-al</p> <p>hospital</p> | <p>-el</p> <p>camel</p> | | | |
| <p>/f/</p>  | <p>f</p> <p>feathers</p> | <p>-ff</p> <p>cliff</p> | <p>ph</p> <p>photo</p> | <p>-gh</p> <p>laugh</p> | | | |
| <p>/b/</p>  | <p>b</p> <p>bat</p> | <p>-bb</p> <p>rabbit</p> | <p>bu</p> <p>building</p> | | | | |





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|---|----------------------------|---------------------------|--------------------------|--------------------------|------------------------|--|------------------------------|-------------------------|
| <p>/j/</p>  | <p>j</p> <p>jug</p> | <p>-ge</p> <p>cabbage</p> | <p>g^e</p> | <p>gⁱ</p> | <p>gy</p> | <p>-dge</p> <p>fridge</p> | | |
| <p>/y/</p>  | <p>y</p> <p>yawn</p> | | | | | | | |
| <p>/ai/</p>  | <p>ai</p> <p>first aid</p> | <p>-ay</p> <p>tray</p> | <p>a</p> <p>table</p> | <p>-ae</p> <p>sundae</p> | <p>a-e</p> <p>cake</p> | <p>-ey</p> <p>prey</p> | <p>eigh</p> <p>eight</p> | <p>-ea</p> <p>break</p> |
| <p>/w/</p>  | <p>w</p> <p>web</p> | <p>wh</p> <p>wheel</p> | <p>-u</p> <p>penguin</p> | | | <p>/ai/</p>  | <p>-aigh</p> <p>straight</p> | |
| <p>/oa/</p>  | <p>oa</p> <p>oak</p> | <p>ow</p> <p>bow</p> | <p>o</p> <p>yoyo</p> | <p>-oe</p> <p>oboe</p> | <p>o-e</p> <p>rope</p> | <p>-ough</p> <p>dough</p> | <p>-eau</p> <p>plateau</p> | |

| | | | | | | | | |
|---|-----------------------|---------------------|----------------------|------------------------|-------------------------|--------------------------------|---------------------------------|--------------------------|
| <p>/igh/</p>  | <p>-igh night</p> | <p>-ie tie</p> | <p>i behind</p> | <p>-y fly</p> | <p>i-e bike</p> | <p>ei eider</p> | <p>eye eye</p> | |
| <p>/eel/</p>  | <p>ee eel</p> | <p>ea eat</p> | <p>e emu</p> | <p>-y *sunny</p> | <p>e-e concrete</p> | <p>-ey key *donkey</p> | <p>-ie chief *movie</p> | <p>-ine sardines</p> |
| <p>/or/</p>  <p>or/aw/</p>  <p>dependent on regional and national accents</p> | <p>or fork</p> | <p>oar oars</p> | <p>-oor door</p> | <p>ore snore</p> | <p>-our four</p> | <p>war wardrobe</p> | <p>quar quarter</p> | <p>wa water</p> |
| | <p>aw dawn</p> | <p>au sauce</p> | <p>-al chalk</p> | <p>augh caught</p> | <p>ough thought</p> | | | |
| <p>/z/</p>  | <p>z zebra</p> | <p>-zz jazz</p> | <p>-s fries</p> | <p>-se cheese</p> | <p>-ze breeze</p> | | | |

| | | | | | | | | |
|--|-------------|---------------|---------------|---------------|--------------|---|-------------|------------------|
| /ng/  | -ng gong | -n jungle | | | | /ngk/  | -nk ink | -nc uncle |
| /v/  | v violin | -ve dove | | | | | | |
| short /oo/  | oo book | -oul could | -u push | | | | | |
| long  /oo/ | oo moon | -ue blue | u-e flute | -ew crew | -ui fruit | -ou soup | -o move | -ough through |
| /ks/  | -x fox | -ks books | -cks ducks | -kes cakes | | /gz/  | -gs pegs | -x exam |

| | | | | | | | |
|---|----------------------|----------------------|---|------------------------|--------------------------|--|-------------------------|
| /ch/  | ch chair | -tch patch | | | | /chu/  | -ture picture |
| /sh/  | sh sheep | ch chef | -ti station | -ci magician | -ssi admission | | |
| unvoiced /th/  | th thistle | | voiced /th/  | th there | | | |
| /kw/  | qu queen | | | | | | |
| /ou/  | ou ouch | ow owl | -ough plough | | | | |

| | | | | | | | | |
|--|---------------------------|---------------------------|---------------------------|--------------------------|----------------------------|--|--|--|
| <p>/oi/</p>  | <p>oi</p> <p>ointment</p> | <p>oy</p> <p>toy</p> | | | | | | |
| <p>/yoo/</p>  | <p>-ue</p> <p>statue</p> | <p>u</p> <p>unicorn</p> | <p>u-e</p> <p>tube</p> | <p>ew</p> <p>new</p> | <p>eu</p> <p>pneumatic</p> | | | |
| <p>/er/</p>  | <p>er</p> <p>mermaid</p> | <p>ir</p> <p>birthday</p> | <p>ur</p> <p>nurse</p> | <p>ear</p> <p>earth</p> | <p>wor</p> <p>world</p> | | | |
| <p>schwa/er/ or /u/</p>  | <p>-er</p> <p>mixer</p> | <p>-our</p> <p>humour</p> | <p>-re</p> <p>theatre</p> | <p>-ar</p> <p>collar</p> | <p>-or</p> <p>sailor</p> | | | |
| <p>/ar/</p>  | <p>ar</p> <p>artist</p> | <p>-a</p> <p>father</p> | <p>alm</p> <p>palm</p> | <p>-alf</p> <p>half</p> | <p>-alv</p> <p>calves</p> | | | |

| | | | | | | | |
|--|-------------------|----------------|----------------|-----------------|----------------|--|---|
| /air/  | air hair | -are hare | -ear bear | -ere where | | | <p>Grey dashes indicate that the particular letter/s-sound correspondence is unlikely to begin a word.</p> <p>Hollow letters alert the reader to various possible pronunciations.</p> <p>This chart is not definitive. You may discover further code and add it to the chart or your main phonics display wall.</p> |
| /eer/  | eer deer | ear ears | -ere adhere | -ier cashier | | | |
| /zh/  | -si television | -s treasure | -z azure | -g courgette | -ge collage | |  by Debbie Hepplewhite |

*-y, *-ey, *-ie as word endings are often pronounced between /i/ and /ee/. On this chart they appear in the /ee/ row.

The complexities of the English Alphabetic Code:

1. one sound (phoneme) can be represented by one, two, three or four letters: e.g. /k/ **k**, /f/ **ph**, /igh/ **igh**, /ai/ **eigh**
2. one sound can be represented by different spellings (graphemes): e.g. /oa/ is represented by: **o**, **oa**, **ow**, **oe**, **o-e**, **eau**, **ough**
3. one spelling can represent multiple sounds: e.g. 'ough': /oa/ **though**, /or/ **thought**, /oo/ **through**, /ou/ **plough**, /u/ **thorough**

Key to the 12 units of Debbie Hepplewhite's Phonics International online synthetic phonics programme:

| | | | | | | | |
|-----------|--|-----|-----|-----|-----|------|---------------------|
| units 1-5 | Simple code with some spelling alternatives | 1st | 2nd | 3rd | 4th | 5th | grey = units 1 to 5 |
| 6-12 | /air/, /eer/, /zh/, split digraphs, complex code | 6th | 7th | 8th | 9th | 10th | 11th 12th |

Debbie's programme introduces a simple code of at least one letter/s-sound correspondence for each of the 44+ sounds of speech of the English language. The programme then expands to teach further spelling and pronunciation variations of the complex Alphabetic Code (all within 12 units of resources).