



## Modifying the pronunciation

Pronunciation of blended sounds often needs to be **'tweaked'** or **'modified'** to reach the real word – this is common at the end of words:

See the printed word... cheese  
 Recognise the graphemes... ch ee se  
 At first, utter... /ch/ /ee/ /s/  
 which leads to... "chees"  
**Modify** the pronunciation to... "cheez"

## More challenging for spelling...

Say the word slowly ... "s..n..ee..ze"

Identify the sounds all-through-the-spoken-word:

/s/ /n/ /ee/ /z/

"Which spelling alternative do I need to spell the word?"

**Look for** the /z/ sound on your Alphabetic Code Chart... It's this one as in ....

## INCIDENTAL TOP TIPS !

1. No need to sound out the end letter 'e' in words
2. When single vowel letters a, e, i, o, u are introduced, teach that they can also be code for sounds /ai/ /ee/ /igh/ /oa/ /yoo/ in some words
3. Tweaking sounds is fine – and may be frequent
4. Sound out double consonant letters once (dd, gg)
5. Teach these common endings asap: -ed -er -y -s -es



**OUP video:** *Five top tips to support incidental phonics teaching*  
**PI Free Resources page pdf:**  
*Debbie's Phonics Teaching Tips!*

straight

"In this word, these letters are code for the /ai/ sound."

### Printable Posters!

Josh Charlotte

"In your names, these letters are code for the /sh/ sound."

Let me help you to spell that tricky / unusual / interesting word ...

What sounds can we hear all through the word ?

Let's find the /ee/ sound on our Alphabetic Code Chart. Link, you need this spelling alternative – as in 'cheez'. Other examples of words with this code are brief and shield. Quickly, let's make a poster of the /ee/ ie word bank.