

Module Seven: Part 3

c) Saying the sounds identifiable in English speech

To know and say the vowel sounds and the consonant sounds in the English language as close as possible to the sounds in real speech – including the units of sound which are combined phonemes (for example, /k+s/)

Module Seven: Part 3 continued

c) Saying the sounds identifiable in English speech

To use a technique for *oral* segmenting of *spoken* words said as slowly and naturally as possible to help identify the sounds from beginning to end of the word
(‘all-through-the-spoken-word’)

Module Seven: Part 3 continued

c) Saying the sounds identifiable in English speech

To understand the notion of the *schwa* effect “uh” (unstressed syllables) with reference to:

- the tendency to add an “uh” sound to discrete consonant sounds: “suh” “buh”
- decoding – awareness of the need to modify pronunciation to natural speech as required
- orally segmenting words for spelling and commonly identifying “uh” – how is this spelt?

Module Seven: Part 3 continued

d) Consistent and inconsistent aspects of phonics

To understand why and how Alphabetic Code Charts cannot be definitive and yet there are ways to address inconsistencies (for example, varied accents)

Module Seven: Part 3 continued

d) Consistent and inconsistent aspects of phonics

To understand why a chart based on the *International Phonetic Alphabet (IPA)* lacks flexibility with regard to varied accents – and invariably neglects to address parts of the alphabetic code where letters and letter groups are based on units of sound consisting of *combined phonemes* (such as /ks/ /gz/ /yoo/ /ul/ /kw/)

Saying the sounds identifiable in **English** speech

The vowel sounds in English:

Can you confidently 'say these sounds'?

/a/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/

short /oo/ long /oo/ /ar/ /or/ /er/ /air/ /eer/

/i-ee/ (as in sunn**y** or mov**ie**) /oi/ /ou/ /oor/

/y+oo/ /y+oor/ combined sounds

The 'volume' in spoken words is provided by the 22 or so vowel phonemes - some are combined which makes further *units of sounds*.

Let's orally segment the word 'soap'...



Left hand, palm facing

- Listen for the difference between the individual sounds. **Describe them** – what provides the **volume?**
- Focus on your mouth movements. **What are they like?** Engage learners with this exploration.
- Compare the **consonant sounds** with the **vowel sound!** **What do you notice? Pitch? Volume?**

Analysing the sounds in “soap”

- Say the word very slowly and naturally

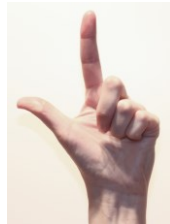
s.....oa.....p

- Tally each sound to thumb and fingers

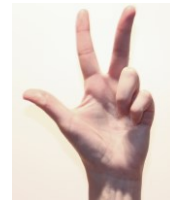
/s/



/oa/



/p/



- Now say each sound discretely (separately)

Saying sounds separately

Inadvisable when teaching and practising:

- To use a 'robot voice'
 - To 'whisper' the sounds, then 'shout' the sounds
 - To 'sing' the sounds
- Why?**

Saying sounds separately

To perfect saying the sounds as close as possible to the sounds in real speech:

- Say a simple whole word with the focus sound
- Say the word as slowly and naturally as possible
- The individual sounds will ‘pop out’ – some more clearly than others
- Repeat this process routinely to refresh ‘your sounds’
- Remember that children will approach their learning from words said naturally and with no prior knowledge of spelling – unlike literate adults

There are around **24 consonant** phonemes – some of which we **combine** to make further units of sound as if they are *one unit of sound*:

Say these sounds - avoid the “uh” !

/s/ /t/ /p/ /n/ /k/ /h/ /r/ /m/ /d/ /g/ /l/ /f/

/b/ /j/ /y/ /w/ /z/ /ng/ /v/ /ch/ /sh/

voiced /th/ unvoiced /th/ /zh/

/k+s/ /g+z/ /u+l/ /ng+k/ combined sounds

/k+w/ /ch+u/

Thoughts on pronouncing /w/ and /y/

Some consonant sounds are challenging to say without an “uh” on the end.

There may be a tendency to say:

“wuh” or “yuh”

What sounds are *letters w and y* code for?

Letters **w** and **y** are sometimes described as **vowel letters**. They are associated with **vowel sounds**, in fact, their 'sounds' are very close to vowel sounds:

To illustrate, decode these (say the sounds):

oo e t

ee e s

What sounds are letters **w** and **y** code for?

Did you discern these words ... ?

“ **wet** ”

“ **yes** ”

The letters **w** and **y** are commonly found in letter groups which *are code for vowel sounds ...*

/i/ -y cymbals

/ai/ -ay tray -ey prey

/igh/ -y fly

/ee/ -ey key

between **/i-ee/** -y sunny -ey monkey

/oi/ -oy toy

y

The letters **w** and **y** are commonly found
in letter groups which *are code for*
vowel sounds ...

/oa/ ow bow

/or/ (or **/aw/**) aw dawn

long **/oo/** -ew crew

/ou/ ow owl

/yoo/ -ew new



The schwa effect “uh”

Unstressed syllable when speaking:

schwa /er/

mixer

humour

or /u/

theatre

- Raise awareness of the schwa effect
- Particularly important for spelling as so many words end with an “uh”

The schwa effect

Unstressed syllable when speaking

Spoken words with more than one syllable (beat) often have an **unstressed syllable** in which the **vowel letter/s-sound correspondence** is unclear.

We have to **note carefully** which way the **unstressed** part is spelt in many words:

pocket	jacket
carrot	about
sailor	collar
mixer	sofa
banana	painter
village	cabbage

National or regional **accents** may influence how people **pronounce words differently** – the stress and the sounds.

Say the words above aloud and think carefully to identify how **you** pronounce the **graphemes** (letters and letter groups) in **red!**

Compiled by Debbie Hepplewhite for 2014 National Curriculum in England

NEW - PowerPoint to support the delivery of 'Parents Information Events' Note and Disclaimer: This PowerPoint may be adapted to suit your school's needs provided that this is made clear to parents		Click
Free - Early Years Starter Package letter/s-sound correspondences as in Units 1 to 6		Click
Unit	The main letter/s-sound correspondences introduced and/or revisited in each unit	Click ↓
Unit 1	s a t i p n c k e h r	Click
Unit 2	m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o	Click
Unit 3	ee or z -zz w wh ea e-ea /z/ s se ze	Click
Unit 4	ng nk v ve oo-oo y -y x ch sh th-th	Click
Unit 5	qu ou ow-ow oi oy ue-ue er ar -ve -ce s-s ge-j -se y-y-y	Click
Unit 6	ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ler ir ur ear wor er,our -re	Click
Unit 7	le ll al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh	Click
Unit 8	sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch, ch wa qua war gn st	Click
Unit 9	-ey eigh -ea -aigh -ey -ie -y -ie ei	Click
Unit 10	-o -ew -ui -ou -o eu ew -iew	Click
Unit 11	ough augh ch qu -que quar	Click
Unit 12	-que -ine -ine -ine mn ps alm alt -ture -eau -re	Click
Extras	Resources which are non-unit specific	Click

'Extras' webpage

Specify 'sounds' or 'letters'

Insufficient to talk about 'vowels' and 'consonants'
– you need to say 'vowel sounds' or 'vowel letters'
and 'consonant sounds' or 'consonant letters'!

What do you
notice?



graphemes which
are all code for
vowel sounds ...

our ay ey eigh aigh ow ough igh y ey oar ore
ough ar aw augh ough oul ew er our re or eer
ear air are ere ier

Code for the vowel sounds ...

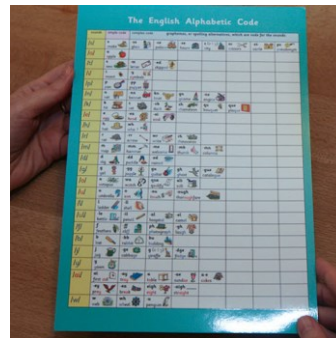
Many graphemes which are code for the vowel sounds include **BOTH** vowel letters and consonant letters!

Graphemes which are code for the vowel sounds with letter 'r' = 'r controlled vowels'

for example: or ar eer ear air er ir ur

Alphabetic Code Quiz

Look at your Table Top
Phonics International
Alphabetic Code Chart:



The English Alphabetic Code

aa	ab	ac	ad	ae	af	ag	ah	ai	aj	ak	al	am	an	ao	ap	aq	ar	as	at	au	av	aw	ax	ay	az
ba	bb	bc	bd	be	bf	bg	bh	bi	bj	bk	bl	bm	bn	bo	bp	bq	br	bs	bt	bu	bv	bw	bx	by	bz
ca	cb	cc	cd	ce	cf	cg	ch	ci	cj	ck	cl	cm	cn	co	cp	cq	cr	cs	ct	cu	cv	cw	cx	cy	cz
da	db	dc	dd	de	df	dg	dh	di	dj	dk	dl	dm	dn	do	dp	dq	dr	ds	dt	du	dv	dw	dx	dy	dz
ea	eb	ec	ed	ee	ef	eg	eh	ei	ej	ek	el	em	en	eo	ep	eq	er	es	et	eu	ev	ew	ex	ey	ez
fa	fb	fc	fd	fe	ff	fg	fh	fi	fj	fk	fl	fm	fn	fo	fp	fq	fr	fs	ft	fu	fv	fw	fx	fy	fz
ga	gb	gc	gd	ge	gf	gg	gh	gi	gj	gk	gl	gm	gn	go	gp	gq	gr	gs	gt	gu	gv	gw	gx	gy	gz
ha	hb	hc	hd	he	hf	hg	hh	hi	hj	hk	hl	hm	hn	ho	hp	hq	hr	hs	ht	hu	hv	hw	hx	hy	hz
ia	ib	ic	id	ie	if	ig	ih	ii	ij	ik	il	im	in	io	ip	iq	ir	is	it	iu	iv	iw	ix	iy	iz
ja	jb	jc	jd	je	jf	jj	jh	ji	jj	jk	jl	jm	jn	jo	jp	jq	jr	js	jt	ju	jv	jw	jx	jj	jj
ka	kb	kc	kd	ke	kf	kg	kh	ki	kj	kk	kl	km	kn	ko	kp	kq	kr	ks	kt	ku	kv	kw	kx	ky	kz
la	lb	lc	ld	le	lf	lg	lh	li	lj	lk	ll	lm	ln	lo	lp	lq	lr	ls	lt	lu	lv	lw	lx	ly	lz
ma	mb	mc	md	me	mf	mg	mh	mi	mj	mk	ml	mm	mn	mo	mp	mq	mr	ms	mt	mu	mv	mw	mx	my	mz
na	nb	nc	nd	ne	nf	ng	nh	ni	nj	nk	nl	nm	nn	no	np	nq	nr	ns	nt	nu	nv	nw	nx	ny	nz
oa	ob	oc	od	oe	of	og	oh	oi	oj	ok	ol	om	on	oo	op	oq	or	os	ot	ou	ov	ow	ox	oy	oz
pa	pb	pc	pd	pe	pf	pg	ph	pi	pj	pk	pl	pm	pn	po	pp	pq	pr	ps	pt	pu	pv	pw	px	py	pz
qa	qb	qc	qd	qe	qf	qg	qh	qi	qj	qk	ql	qm	qn	qo	qp	qq	qr	qs	qt	qu	qv	qw	qx	qy	qz
ra	rb	rc	rd	re	rf	rg	rh	ri	rj	rk	rl	rm	rn	ro	rp	rq	rr	rs	rt	ru	rv	rw	rx	ry	rz
sa	sb	sc	sd	se	sf	sg	sh	si	sj	sk	sl	sm	sn	so	sp	sq	sr	ss	st	su	sv	sw	sx	sy	sz
ta	tb	tc	td	te	tf	tg	th	ti	tj	tk	tl	tm	tn	to	tp	tq	tr	ts	tt	tu	tv	tw	tx	ty	tz
ua	ub	uc	ud	ue	uf	ug	uh	ui	uj	uk	ul	um	un	uo	up	uq	ur	us	ut	uu	uv	uw	ux	uy	uz
va	vb	vc	vd	ve	vf	vg	vh	vi	vj	vk	vl	vm	vn	vo	vp	vq	vr	vs	vt	vu	vv	vw	vx	vy	vz
wa	wb	wc	wd	we	wf	wg	wh	wi	wj	wk	wl	wm	wn	wo	wp	wq	wr	ws	wt	wu	wv	ww	wx	wy	wz
xa	xb	xc	xd	xe	xf	xg	xh	xi	xj	xk	xl	xm	xn	xo	xp	xq	xr	xs	xt	xu	xv	xw	xx	xy	xz
ya	yb	yc	yd	ye	yf	yg	yh	yi	yj	yk	yl	ym	yn	yo	yp	yq	yr	ys	yt	yu	yv	yw	yx	yy	yz
za	zb	zc	zd	ze	zf	zg	zh	zi	zj	zk	zl	zm	zn	zo	zp	zq	zr	zs	zt	zu	zv	zw	zx	zy	zz

The English Alphabetic Code

aa	ab	ac	ad	ae	af	ag	ah	ai	aj	ak	al	am	an	ao	ap	aq	ar	as	at	au	av	aw	ax	ay	az
ba	bb	bc	bd	be	bf	bg	bh	bi	bj	bk	bl	bm	bn	bo	bp	bq	br	bs	bt	bu	bv	bw	bx	by	bz
ca	cb	cc	cd	ce	cf	cg	ch	ci	cj	ck	cl	cm	cn	co	cp	cq	cr	cs	ct	cu	cv	cw	cx	cy	cz
da	db	dc	dd	de	df	dg	dh	di	dj	dk	dl	dm	dn	do	dp	dq	dr	ds	dt	du	dv	dw	dx	dy	dz
ea	eb	ec	ed	ee	ef	eg	eh	ei	ej	ek	el	em	en	eo	ep	eq	er	es	et	eu	ev	ew	ex	ey	ez
fa	fb	fc	fd	fe	ff	fg	fh	fi	fj	fk	fl	fm	fn	fo	fp	fq	fr	fs	ft	fu	fv	fw	fx	fy	fz
ga	gb	gc	gd	ge	gf	gg	gh	gi	gj	gk	gl	gm	gn	go	gp	gq	gr	gs	gt	gu	gv	gw	gx	gy	gz
ha	hb	hc	hd	he	hf	hg	hh	hi	hj	hk	hl	hm	hn	ho	hp	hq	hr	hs	ht	hu	hv	hw	hx	hy	hz
ia	ib	ic	id	ie	if	ig	ih	ii	ij	ik	il	im	in	io	ip	iq	ir	is	it	iu	iv	iw	ix	iy	iz
ja	jb	jc	jd	je	jf	jj	jh	ji	jj	jk	jl	jm	jn	jo	jp	jq	jr	js	jt	ju	jv	jw	jx	jj	jj
ka	kb	kc	kd	ke	kf	kg	kh	ki	kj	kk	kl	km	kn	ko	kp	kq	kr	ks	kt	ku	kv	kw	kx	ky	kz
la	lb	lc	ld	le	lf	lg	lh	li	lj	lk	ll	lm	ln	lo	lp	lq	lr	ls	lt	lu	lv	lw	lx	ly	lz
ma	mb	mc	md	me	mf	mg	mh	mi	mj	mk	ml	mm	mn	mo	mp	mq	mr	ms	mt	mu	mv	mw	mx	my	mz
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pa	pb	pc	pd	pe	pf	pg	ph	pi	pj	pk	pl	pm	pn	po	pp	pq	pr	ps	pt	pu	pv	pw	px	py	pz
qa	qb	qc	qd	qe	qf	qg	qh	qi	qj	qk	ql	qm	qn	qo	qp	qq	qr	qs	qt	qu	qv	qw	qx	qy	qz
ra	rb	rc	rd	re	rf	rg	rh	ri	rj	rk	rl	rm	rn	ro	rp	rq	rr	rs	rt	ru	rv	rw	rx	ry	rz
sa	sb	sc	sd	se	sf	sg	sh	si	sj	sk	sl	sm	sn	so	sp	sq	sr	ss	st	su	sv	sw	sx	sy	sz
ta	tb	tc	td	te	tf	tg	th	ti	tj	tk	tl	tm	tn	to	tp	tq	tr	ts	tt	tu	tv	tw	tx	ty	tz
ua	ub	uc	ud	ue	uf	ug	uh	ui	uj	uk	ul	um	un	uo	up	uq	ur	us	ut	uu	uv	uw	ux	uy	uz
va	vb	vc	vd	ve	vf	vg	vh	vi	vj	vk	vl	vm	vn	vo	vp	vq	vr	vs	vt	vu	vv	vw	vx	vy	vz
wa	wb	wc	wd	we	wf	wg	wh	wi	wj	wk	wl	wm	wn	wo	wp	wq	wr	ws	wt	wu	wv	ww	wx	wy	wz
xa	xb	xc	xd	xe	xf	xg	xh	xi	xj	xk	xl	xm	xn	xo	xp	xq	xr	xs	xt	xu	xv	xw	xx	xy	xz
ya	yb	yc	yd	ye	yf	yg	yh	yi	yj	yk	yl	ym	yn	yo	yp	yq	yr	ys	yt	yu	yv	yw	yx	yy	yz
za	zb	zc	zd	ze	zf	zg	zh	zi	zj	zk	zl	zm	zn	zo	zp	zq	zr	zs	zt	zu	zv	zw	zx	zy	zz

http://alphabeticcodecharts.com/DDD_parents_PI_TableTop.pdf

Alphabetic Code Quiz

- 1) Which sound has the most spelling alternatives ?
- 2) Which same grapheme occurs in *five* different sound rows?

Alphabetic Code Quiz

1) Which sound has the most spelling alternatives ? **/or/**

fork, oars, door, snore, four, wardrobe
(quarter), water, dawn, sauce, chalk,
caught, thought

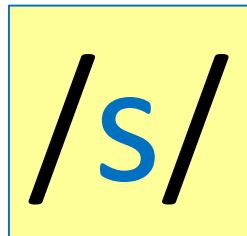
2) Which same grapheme occurs in *five* different sound rows? **'ough'**

thoroughfare, dough, thought, through, plough

Segment these words to identify the sounds

How many 'units of sound' are shown on your mini Phonics International Alphabetic Code Chart?

Count the units of sound in the slash marks ...



How many **'units of sound'** are shown
on your mini Phonics International
Alphabetic Code Chart?

51 – because some units of sound are
'more than one phoneme'

/k+s/ **x**

Additional units of sound on the PI Alphabetic Code Chart

Units of sound	Graphemes (spelling alternatives) which are code for the sounds
/k+w/	qu as in queen
/k+s/	x as in fox
/g+z/	x as in exam
/y+oo/	u as in unicorn, ue as in statue, ew as in new, u-e as in tube
/ng+k/	nk as in ink (consonant cluster - but works for young beginners)
/ch+u/	ture as in picture
/u+l/	le as in kettle, el as in camel, il as in pencil, al as in hospital
between /i – ee/	y as in sunny, ey as in monkey, ie as in movie (raise awareness)
schwa /er/ or /u/	er as in mixer, our as in humour, re as in theatre

Some of the combined units of sound are necessary, some are simply ‘practical’

Accents: “ In our county / region / area / country,
we tend to say / pronounce *that* grapheme like *this* /...../ ”

There are around **51** *units* of sound to teach - not just **44** *phoneme-units*

Caution:

Generally no need to teach further multiple-sound units such as the **76** 'consonant clusters':

e.g. sp, cr, str, -lk, -nt

Or the **huge** numbers of 'onset and rime':

e.g. br -**i**ck, sl -**a**ck, tr -**u**ck, cl -**o**ck, p -**e**ck

These add **unnecessary** 'units of sound' to the teaching.

Muddling the units of sound



clip	ship
drip	whip
lip	zip



Onset and rime

- Many phonics programmes and books are based on **onset and rime** phonics – **not** synthetic phonics
- Be aware of the **differences** - and that with synthetic phonics, the endings of words provided for blending and segmenting practice are not usually **‘the same’**:
Not: dot jot not hot spot cot blot

Synthetic phonics

- In Systematic Synthetic Phonics programmes, the cumulative words provided intentionally include words with varied letters and sounds that have been taught to date:

Not: dot jot not hot spot cot blot

But instead: sit log jam coat rain duck

This ensures plenty of **all-through-the-word blending** and **careful attention to the details of the words.**

It is the core SKILLS of blending and segmenting
'all-through-the-word' that we need to emphasise
and **include many words with adjacent consonants**
(**consonant 'blends' or 'clusters'**) from the outset of the
synthetic phonics programme for reading and spelling:

s - p - i - n **not** sp - in

m - i - l - k **not** m - i - lk **or** mi - lk

t - r - ee **not ?**

s - c - r - i - bb - le **not ?**

f - l - a - s - k **not ?**