

Educator Reference Chart: Consonant Spellings

Phonemes*			Phonemes*		
“What represents ___?”			“What represents ___?”		
Spellings			Spellings		
Common Patterns			Common Patterns		
Less Common Patterns			Less Common Patterns		
Stops	/p/	p (<u>p</u> an) pp (<u>h</u> appy)	Nasals	/m/	m (<u>m</u> op) mm (<u>su</u> mm <u>er</u>)
	/b/	b (<u>b</u> at) bb (<u>r</u> abb <u>i</u> t)		/n/	n (<u>n</u> ut) nn (<u>t</u> enn <u>i</u> s)
	/t/	t (<u>t</u> op) ed (<u>j</u> ump <u>e</u> d) tt (<u>a</u> tt <u>e</u> ntion)		/ng/	ng (<u>s</u> ing) n (<u>p</u> ink)
	/d/	d (<u>d</u> og) ed (<u>f</u> ill <u>e</u> d)	Fricatives (cont.)	/f/	f (<u>f</u> an) ph (<u>p</u> h <u>o</u> ne) ff (<u>c</u> uff)
	/k/	c (<u>c</u> at) k (<u>k</u> ite) ck (<u>d</u> uck)		/v/	v (<u>v</u> an) ve (<u>h</u> av <u>e</u>)
	/g/	g (<u>g</u> ift) gg (<u>e</u> gg)		/th/	th (<u>t</u> hin)



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“What represents ___?”		Common Patterns	Less Common Patterns	“What represents ___?”		Common Patterns	Less Common Patterns
Fricatives (cont.)	/th/	th (<u>th</u> at) the (bre <u>ath</u> e)		Affricates	/ch/	ch (<u>ch</u> air) tch (<u>h</u> atch) t (<u>pic</u> t <u>ur</u> e)	
	/s/	s (<u>s</u> un) c (<u>c</u> ent) ss (<u>kiss</u>)	ce (<u>sinc</u> e)		/j/	g (<u>g</u> em) j (<u>j</u> am) ge (<u>large</u>)	dg (<u>f</u> idget) dge (<u>bad</u> ge) d (<u>grad</u> uate) gi (<u>reg</u> ion)
	/z/	s (<u>ros</u> y) z (<u>z</u> ebra)		Glides	/w/	w (<u>w</u> eb) wh (<u>w</u> histle) [some pronounce as /hw/]	u (<u>lang</u> uage)
	/sh/	ti (<u>n</u> ation) sh (<u>sh</u> ip)	ci (<u>s</u> pecial) ss (<u>miss</u> ion) ch (<u>ch</u> ef)		/y/	y (<u>y</u> es) i (<u>on</u> ion)	
	/zh/	si (<u>v</u> ision) s (<u>u</u> sual) ge (<u>gar</u> age)	g (<u>reg</u> ime)	Liquids	/l/	l (<u>l</u> amp) ll (<u>h</u> ill)	
	/h/	h (<u>h</u> at)			/r/	r (<u>r</u> at)	rr (<u>sor</u> ry)

Educator Reference Chart: Vowel Spellings

Phonemes*		Spellings		Phonemes*		Spellings	
"What represents ___?"		Common Patterns	Less Common Patterns	"What represents ___?"		Common Patterns	Less Common Patterns
Short Vowels	/ă/	a (<u>b</u> ath)		Long Vowels		e (<u>m</u> e) y (<u>a</u> n <u>y</u>) i (<u>r</u> adi <u>o</u>) ea (<u>m</u> ea <u>n</u>) ee (<u>s</u> ee <u>d</u>)	ie (<u>f</u> ie <u>l</u> d)
	/ĕ/	e (<u>n</u> et)	ea (<u>r</u> ea <u>d</u> y)				
	/ĭ/	i (<u>t</u> ip)	y (<u>m</u> yth)			i (<u>w</u> ild) i_e (<u>b</u> ite) y (<u>f</u> ly) igh (<u>s</u> igh)	ie (<u>p</u> ie)
	/ŏ/	o (<u>h</u> ot)				o (<u>o</u> nly) o_e (<u>b</u> roke) oa (<u>g</u> oa <u>t</u>) ow (<u>s</u> h <u>o</u> w)	
	/ŭ/	u (<u>p</u> up) o (<u>s</u> on)				u (<u>h</u> uman) u_e (<u>c</u> ute)	ue (<u>v</u> alue) ew (<u>f</u> ew) eu (<u>f</u> eu <u>d</u>)
Long Vowels (cont.)	/ā/	a (<u>th</u> ank) a_e (<u>n</u> ame) ai (<u>r</u> ai <u>n</u>)	ay (<u>s</u> ay) e (<u>v</u> ery)			u (<u>tr</u> uth) oo (<u>to</u> oth) u_e (<u>r</u> ude) ew (<u>n</u> ew) o (<u>to</u>)	ou (<u>y</u> ou) ue (<u>d</u> ue) ui (<u>f</u> ruit)



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“What represents __?”		Common Patterns	Less Common Patterns	“What represents __?”		Common Patterns	Less Common Patterns
Diphthongs	/oi/	oi (<u>ch</u> oice) oy (t <u>oy</u>)		Other	/oo/	u (<u>p</u> ush) oo (<u>bo</u> ok)	o (<u>w</u> olf) oul (<u>co</u> uld)
	/ou/	ou (<u>l</u> oud) ow (<u>d</u> own)			/aw/ [some pronounce as /ō/]	a (<u>b</u> all) au (<u>ca</u> use) aw (<u>dr</u> aw)	
r-Controlled	/ar/	ar (<u>c</u> ard)			/ə/	a (<u>b</u> alloon) e (<u>m</u> itten) i (<u>v</u> ictim) o (<u>ba</u> con) u (<u>s</u> uppose)	Schwa is an unstressed syllable, therefore any vowel spelling can make the sound.
	/er/	er (<u>h</u> er) or (<u>w</u> ord) ur (<u>t</u> urn)	ir (<u>b</u> ird) ar (<u>d</u> ollar) ure (<u>s</u> ure)		*Charts represent the most common phonemes represented in Standard American English, but may not represent the dialect of each of your students. Keep in mind there is natural variation in pronunciations across different regions, cultures, and generations.		
	/or/	or (<u>f</u> or)	ore (<u>m</u> ore)				