

Sound-Spelling Chart

This chart provides the most common spelling patterns for each sound.
 (_ = a letter has to be in this place)

“SHORT” VOWEL SOUNDS

/ă/ - sat	/ĕ/ - hen	/ĭ/ - pig	/ŏ/ - hot	/ŭ/ - rug
a_	e_ ea_	i_ _y_	o_	u_ o_

“LONG” VOWEL SOUNDS

/ā/ - game	/ē/ - feet	/ī/ - bite	/ō/ - boat	/ū/ - two
a a_e ai_ ay eigh	_y e ee ea ie	i_e i _y igh ie	o o_e oa ow oe	oo u o u_e ou ue

OTHER VOWEL SOUNDS

/oō/ - book	/yū/ - use	/aw/ - hawk	/ə/ - <u>a</u> bout (in multisyllabic words)
u oo_	u u_e ew	o a(l) (w)a au_ aw	o u a i e

DIPHTHONGS

VOWEL-R SOUNDS

/oi/ - toy	/ow/ - cow	/er/ - her	/ar/ - card	/or/ - for
oi_ oy	ou_ ow	er _or _ar ir ur	ar	or

CONSONANT SOUNDS

(■ = Short Vowel Sound)

/b/ - ball	/k/ - cat	/d/ - dog	/f/ - fan	/g/ - go
b ■ bb	c(a, o, u) k(e, i, y) c k ■ ck ch	d ■ dd	f ph ■ ff	g ■ gg

/h/ - hat	/j/ - jump	/l/ - log	/m/ - man	/n/ - no
h	j g(e, i, y) _ge ■ dge	l ■ ll	m ■ mm	n ■ nn kn_

/p/ - pan	/kw/ - queen	/r/ - rat	/s/ - sit	/t/ - toe
p ■ pp	qu	r rr wr_	s ■ ss c(e, i, y)	t ■ tt

/v/ - van	/w/ - win	/ks/ - fox /gz/ - exact	/y/ - you	/z/ - zoo
v _ve	w	_x	y i	s z ■ zz

/wh/ - white	/sh/ - shoe	/ch/ - chin	/th/ - think	/th/ - that
wh_	sh _ti(on)	ch ■ tch t(u)	th	th

/ng/ - ring	/zh/ - genre
_ng n(k, g)	_si(on) s(u) ge

Tips for Using the Sound-Spelling Chart

Here are a few ideas for using the sound-spelling chart:

- Copy it in color if possible. Copy it double-sided. Laminate it. Give one chart to each student to keep in his or her desk.
- Have students use the chart during reading, spelling, and writing lessons.
- When teaching or practicing a specific sound, have students use a vis-à-vis marker to circle that box on the chart to help them focus on that sound and its spellings.
- When working with younger students, cover parts of the chart that you have not taught yet with sticky notes.
- If you do copy the chart in color, use orange to represent short vowel sounds in all reading, spelling, and writing activities.
- Use this chart in conjunction with a systematic phonemic awareness (PA)/phonics scope and sequence.
- The scope and sequence should be based on the sound system. Here's an example of a general beginning PA/phonics scope and sequence:
 - Teach a few consonant sounds with their main spellings (e.g., /m/ with "m," /t/ with "t," and /s/ with "s") and /ă/ spelling "a." Play PA games with these sounds, and have students spell and read words with these sounds and spellings.
 - Teach a few more consonant sounds, playing, spelling, and reading words as you go.
 - Add in another vowel sound (e.g., /i/).
 - Continue on through the consonant sounds with their most common spellings and the short vowels.
 - Come back to the /k/ sound, but now show the spelling "ck." (This is a good one to show at this point because it only comes after short vowels.) Again, make sure students are spelling and reading words with this sound and spelling.
 - Teach and practice the sounds /sh/, /ch/, /th/, and /th/ with their spellings (i.e., "sh," "ch," and "th").
 - Move into long-vowel sounds, starting with the CVe pattern. This is a good place to start because you can take short-vowel, closed syllables ("can") and change them into VCe words ("cane") by adding the "e" at the end.
- Cycle through previously learned sounds and spelling patterns to build in lots of review and practice.
- As students master sounds and patterns in one-syllable words, have them practice spelling and reading sounds with specific patterns in two- and three-syllable words.