



Phonics for teaching and learning



The Phonics Toolkit supports Kindergarten to Year 2 teachers when teaching the **Western Australian Curriculum: English**, Phonological and phonemic awareness and Alphabet and phonic knowledge, threads. It also supports students to develop preparatory literacy skills as described in the **Early Years Learning Framework** and the **Kindergarten Curriculum Guidelines**.

COPYRIGHT TERMS OF USE

Any *Western Australian Curriculum* content in this resource is used with the permission of the School Curriculum and Standards Authority; this permission does not constitute Authority endorsement of the resource. The Authority accepts no liability for any errors or damages arising from reliance on its content. The *Western Australian Curriculum* content may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the Authority is acknowledged as the copyright owner. Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the Authority. Any *Australian Curriculum* content in the *Western Australian Curriculum* is used by the Authority under the terms of the [Creative Commons Attribution and Non Commercial 3.0 Australia licence](#).

Table of contents

Introduction	3	Suggestions for possible ways to use the components of the Phonics Toolkit	7
Teaching Phonics	4	Words, sounds and photos	7
Graphemes	6	Wall posters or key word cards	7
CVC words	6	Playing cards	7
CV combinations	6	Desk tents	9
Consonant digraphs	6	Flash cards	9
Vowel digraphs	6	Board games	10
Vowel/consonant digraphs	6	Make your own - templates provided	10
Common long vowels	6	How to use the templates	11
Silent letters	6	Suggestions	12
Less common long vowel patterns	6		
Less common letter patterns	6	Appendix 1: Words	13
Consonant blends	6	Appendix 2: Sounds	14
Make your own	6		

Introduction

The Phonics Toolkit is a resource designed to be used as part of a balanced approach to phonics instruction. Teachers are encouraged to view the Phonics Toolkit alongside the following Department of Education resources to ensure all components of a balanced phonics program are implemented.

- » [Phonological and Phonemic Awareness – Kindergarten](#)
- » [Phonemic Awareness and Phonics for Reading and Spelling – Pre Primary and Year One.](#)

In order to read and spell words fluently students are required to know about the sound system of English, how alphabet letters form graphemes, which represent sounds (phonemes) and about sound – letter correspondence (phonics). It's this combined knowledge that builds phonological and phonemic awareness.

The fundamental elements of phonics are:

- » identifying sound units in spoken words
- » recognising the common spellings of each phoneme
- » blending phonemes into words when reading (decoding)
- » segmenting words into phonemes when spelling (encoding).

Learning about words, sounds and letters requires a systematic sequence of teaching and learning. This involves the developmental steps of:

- » listening to sounds in the environment
- » knowing the difference between words, sounds and letters
- » knowing about relationships between sound and letter groupings within words.

Teachers should assess students' phonological and phonemic awareness and skills; systematically and explicitly teach new content; and then select the most appropriate resources from the kit to meet individual needs and provide follow up activities to consolidate their learning.

Using a range of approaches to teach phonics systematically is advised and may include a combination of the following: synthetic; analytic; embedded; analogy and phonics through spelling. The Phonics Toolkit can be used for all these approaches.

- » **Synthetic phonics** use a part-to-whole approach that teaches students to convert graphemes into phonemes. For example, the student pronounces each letter in 'stop' as /s/t/o/p/ and then blends the phonemes into the recognisable word, 'stop'. 'Duck' has three phonemes /d/u/ck/ and four letters d-u-c-k. Teaching students to blend and segment is the main feature of the synthetic phonic approach. Blending phonemes to form words /h/o/t/ as in 'hot', or segmenting words into phonemes 'hot' as in /h/o/t/.
- » **Analytic phonics** uses a whole-part-whole approach. Teaching starts at a word level where students are taught to analyse sound-letter relationships once the word is identified. For example, a teacher might write the letter 'p' followed by several words: peg, pig, pet, play. The teacher helps students to read the words by noting that each word begins with the same sound that is associated with 'p'.

- » **Analogy phonics** teaches students to use parts of written words they already know, in order to identify new words. For example, in the word tent the onset is 't' and the rime is 'ent'. Students learn to take the rime 'ent' and blend it with new onsets such as r-ent, b-ent, s-ent.
- » **Embedded phonics** involves instruction in sound-symbol relationships that is built into authentic reading experiences; when the primary purpose of reading a text is for information or pleasure. Children are taught letter-sound relationships during the reading of connected text. Since children encounter different letter-sound relationships as they read, this approach is not systematic or explicit. It is taking advantage of the teachable moment. It begins with the story and builds the phonics into it.

TEACHING PHONICS

Teachers should be highly systematic about teaching phonemic awareness and phonics. Providing opportunities for students to acquire knowledge and skills in different ways is essential.

Systematic, explicit teaching of phonics involves:

- » short, teacher-directed daily lessons of 12-15 minutes
- » students learning the most common sound-letter correspondence in a sequence and providing reading and writing opportunities to apply this knowledge
- » the focus of lessons to be clearly defined and may include: learning new phoneme-grapheme relationships; practice and the application of relationships already learnt; application of phoneme-grapheme relationship/s in other contexts, blending and or segmenting words; and the monitoring and assessment of progress, using a variety of text types such as literary texts, nursery rhymes, poems, non-fiction and decodable texts
- » Opportunities to practice consolidate and independently apply to authentic tasks.

Differentiating teaching and learning can be achieved through a variety of activities that meet the needs of individuals. Some suggestions for differentiation are included in this guide.

A well-balanced phonics program teaches phonics in context. Phonics knowledge is applied based on the context of the words in the sentence.

For example, knowing the context of the word **read**, will assist the pronunciation.

- » **read** The boy read the book.
- » **read** The boy can read the book.

It is important to teach phonics using authentic contexts so the students understand that the application of their phonic knowledge depends on the context of the sentence and/or text.

For example

- » **lead**: The lead singer wrote his music with a lead pencil.
- » **tear**: She got a tear in her eye when she saw the tear in her jeans.
- » **permit**: Please permit me to get a permit.

For further professional learning in phonics instruction, access the [Effective reading instruction – Phonics/phonemic awareness](#), module through Connect in the portal.

The resources within the toolkit are organised into the following sections:

[User guide](#)

[Graphemes](#)

[CVC words](#)

[CV combinations](#)

[Consonant digraphs](#)

[Vowel digraphs](#)

[Vowel/consonant digraphs](#)

[Common long vowels](#)

[Silent letters](#)

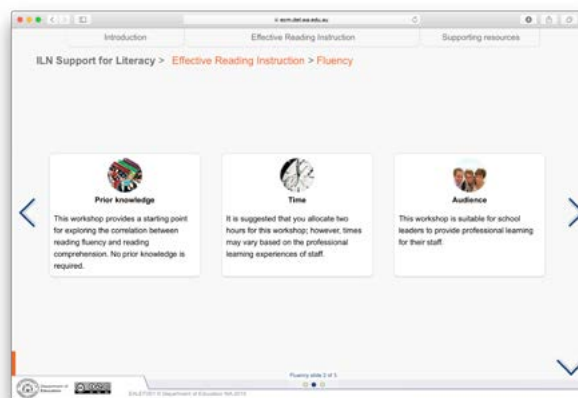
[Less common long vowel patterns](#)

[Less common letter patterns](#)

[Common short vowels in rime](#)

[Consonant blends](#)

[Make your own](#)



GRAPHEMES

This section explores graphemes (alphabet letters) and their most common sounds. 'In order to decode words in reading and write them in spelling, students have to be able to break words up into the 44 phonemes of the English language. They are represented by the 26 letters of the alphabet.' (*Phonemic awareness and phonics for reading and spelling – Pre-primary and Year 1* p 12)

CVC WORDS

CVC words contain a consonant (C), then a vowel (V), then a consonant (C) and are easily decodable. (for example, c a t)

Segmenting and blending individual phonemes are critical skills for the development of decoding and encoding (reading and spelling).

CV COMBINATIONS

This section includes: CCVC; CVCC; CCVCC; and CCCVC words.

CONSONANT DIGRAPHS

A digraph is represented by two letters that represent a single sound. Consonant digraphs have two consonants such as /sh/, /th/.

VOWEL DIGRAPHS

A digraph is represented by two letters that represent a single sound. Vowel digraphs have two vowels (for example, 'oo', 'ea').

VOWEL/CONSONANT DIGRAPHS

A digraph is represented by two letters that represent a single sound. Vowel/consonant digraphs have one vowel and one consonant (for example, 'er', 'ow').

COMMON LONG VOWELS

Long vowel sounds can be represented in various ways. (for example, a-e (cake); ay (play).

SILENT LETTERS

A letter that is in the written form of a word but is not pronounced in the spoken form (for example, 't' in the word 'listen' or 'k' in the word 'knew').

LESS COMMON LONG VOWEL PATTERNS

Less common long vowels comprise of a number of letters to make the letter name sound (for example 'igh' in light) and are typically more complex for young students.

LESS COMMON LETTER PATTERNS

Less common sounds that comprise of a number of letters (for example 'are' in scare) are typically more complex for young students.

COMMON SHORT VOWELS IN RIME

A short vowel makes the most common sound of the alphabet letter. The rime is a vowel and any subsequent consonants (for example, in the word 'cat' the rime is /at/). Word families can be constructed using common rimes such as /at/ in 'cat', 'pat'.

CONSONANT BLENDS

A consonant blend is a group of two or three consonants that are all pronounced individually. For example, /b/ and /l/ in the word 'black'; /g/ and /r/ in the word 'green'. Blend is the process of saying the individual sounds in a word then running them together to make the word. The sounds must be said quickly so the word is clear (for example, sounding out /b l /- /a /- /ck/ to make 'black').

MAKE YOUR OWN

Templates are available here for teachers and paraprofessionals to access.

Suggestions for possible ways to use the components of the Phonics Toolkit

WORDS, SOUNDS AND PHOTOS

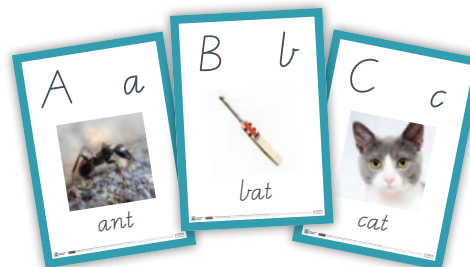
The sounds and words contained in the *Phonics Toolkit* provide teachers with some finer grained detail in relation to the *Western Australian Curriculum: English* content descriptions. The list of the words and sounds are provided in the appendices at the end of this guide. The photographs are found in the 'Make your own' section. The images are available under [Creative Commons 3.0](#) and can be used by teachers to make classroom resources.



WALL POSTERS OR KEY WORD CARDS

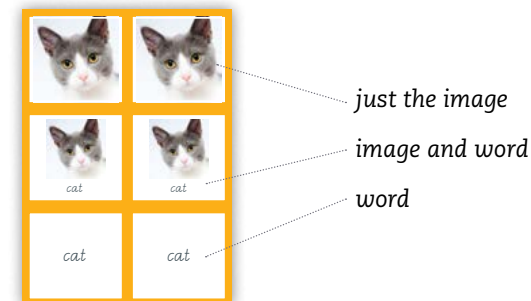
- » Display the alphabet for use during whole-class and/or small group activities. These posters can be displayed with space around them so that students can add other words beginning with the letter/sound.
- » A set of alphabet wall posters can be printed two to a page, laminated, cut and used for handwriting practice. Students trace the letter in upper-case and lower-case using whiteboard markers. Teachers may also use the cards to assist students in developing alphabetical order knowledge with the students sequencing the letters.

The wall posters from the other groups can be displayed as the phonemes are introduced.



PLAYING CARDS

These consist of a set of:

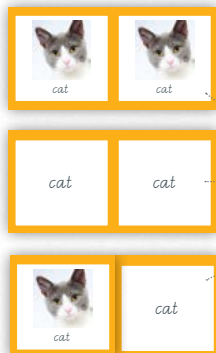


They may be used for a variety of games.

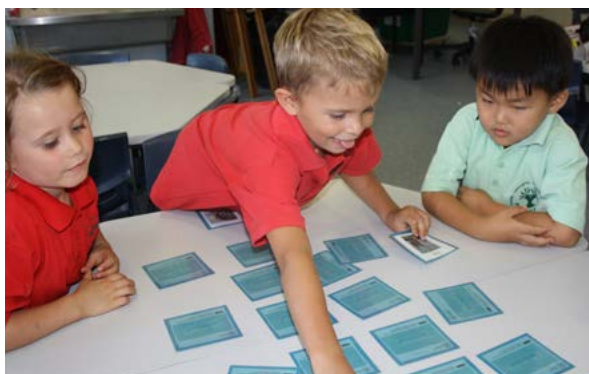


Memory game

Teachers select five sounds (or as many as appropriate), the students are currently learning. In pairs, students set up the cards face down and take turns flipping two cards over and naming the sounds. When a pair is matched, students keep the cards to the side until all cards are collected. This game can be differentiated by providing students with card sets that include pairs:



- » of images only
- » with images and words on both cards
- » of words only
- » with a combination of images on one card and words on the other



Fish

- » For pairs, deal seven cards to each student. If four students are playing, deal five cards each. All remaining cards are placed face down in a pile.
- » The first student asks “Do you have a __ ? and the child’s name. If the child has any cards of the requested type, he or she must give all of the cards of that type to the student who asked for them
- » If the student gets one or more cards from the player who is asked, they get another turn.
- » If the student who is asked doesn’t have the card asked for, they say, “Go fish.”
- » The student then takes the top card from the pile and it is the next player’s turn.
- » The winner is the person with the most pairs.
- » For Fish, the teacher may choose to use all the playing cards for each targetted sound, or just one set.



Snap

- » All the cards are dealt out to the students. (Note. It is the judgement of the teacher which set of playing cards (CVC, vowel digraphs etc) will be used and how many.)
- » Students turn over their cards onto a single pile in the centre of the table. If two consecutive cards match, any player who notices this may call ‘snap’ and the first player who calls wins the centre pile and adds it to their own cards face down.
- » Students who run out of cards drop out of the game and the last student holding cards is the winner.
- » If two or more students call snap at the same time, the student with their hand on the cards first, picks up the pile of cards.



Trick you

- » Trick you is a card game where the players aim to get rid of all of their cards.
- » It is a game of deception, with cards being played face-down and players being permitted to lie about the sound of the card they have placed on the pile.
- » A challenge is usually made by players calling out 'Trick', and the loser of a challenge has to pick up every card in the middle.
- » It can be played with 3 or more students. Suggested for Year 1 and 2 students who would understand it is a game where each player tries to trick the other players to win.



There are many other games that can be played using the playing cards. The games outlined above are some examples only.

**DESK TENTS**

Desk tents provide students with a visual tool. These are divided into sets of sounds and teachers print the sound sets students are focusing on. In the single sound grapheme set, SATPIN has been included as an extra desk tent. It is suggested no more than one or two desk tents should be used at a time.

As the students are introduced to more letter combinations the relevant desk tent can then be used to assist students with their writing. Students use the desk tent until they have learnt the sound – symbol/s relationships. Initially, students need to be explicitly taught how to use the desk tent to assist them.

**FLASH CARDS**

These can be used at a whole-class, small group or with individual students as an engaging way of practising or revising. By using different sets of flash cards teachers can differentiate the curriculum and target the activity to the individual needs of each student.

Students can use these as individual sound cards by turning to the side of the card that has the letter or sound and blending them to make words.

The teacher or student (in partner activities) hold up the flash card for at least five seconds to give the student a chance to respond with the name of letter/word.

When using the flash cards, teachers and students can ask:

- » What is the word?
- » Can you sound it out?
For example, 'clean' c/l/ea/n
- » How many phonemes does it have?
- » How many letters does it have?
- » Which two letters make the __ sound?

Giving students lots of practice segmenting and blending, and identifying letters, phonemes and words is an important part of early learning to read and spell.





BOARD GAMES

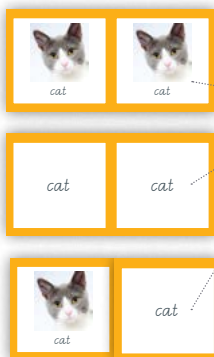
These have been included as another engaging way of using the playing cards so students practice the phonemes they have been taught. Six board games have been included.

The first game is in the Graphemes section. This game also appears in the CVC section as it can be used with those cards as well. Note that it has changed colour to the CVC colour so this group of students use the CVC cards to play the game.

The first are examples of how differentiation can occur in a class using the same set of cards, (CVC cards), a board game which appears similar and uses the same yellow CVC cards but each requires a different level of knowledge to play it. These games can be found in the CVC and CV combinations section.

The games can be further differentiated for the students, by the teacher deciding on which CVC cards and how many different phonemes will be used.

For example:



- » pairs with an image and word on both cards
- » pairs of word only
- » pairs with a combination of image and word on one card and word on the other.

This may require several copies of some board games and more than one set of playing cards to be copied.

There is also a board game in the Consonant digraph section and the Vowel digraph section.

It is envisaged that teachers will make use of the templates provided to make more board games which are relevant to their class.

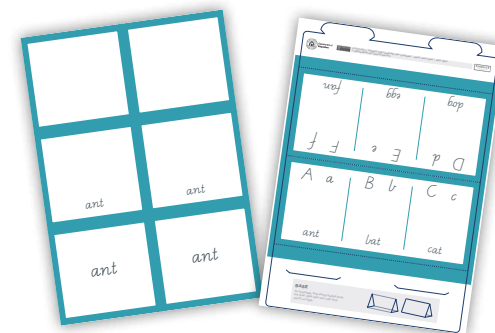


MAKE YOUR OWN - TEMPLATES PROVIDED

Teachers may design their own resources using templates and photos provided. Designs could include:

- » using their own photos or students' photos or illustrations
- » change font to align to school choice
- » use the photo library to make other resources
- » making customised desk tents for individual students.

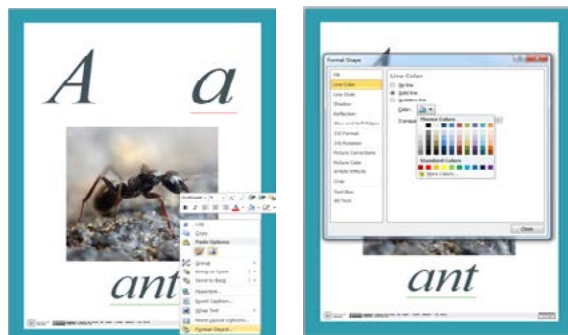
It is suggested that you share your creative ideas with others in your phase of learning group.



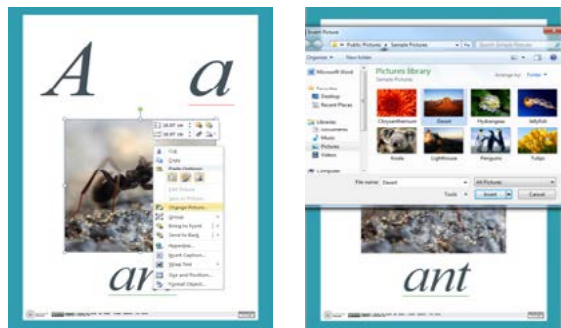
HOW TO USE THE TEMPLATES

Wall posters

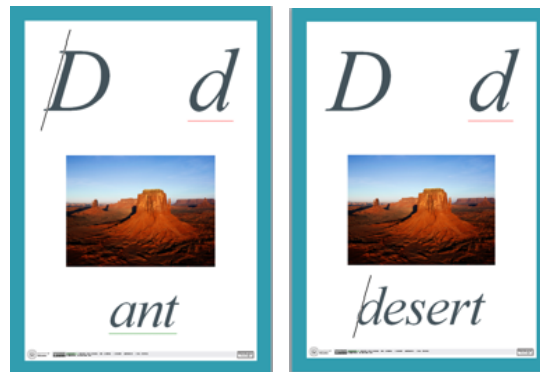
- » To change the **colour of the border**, click on the border.
- » Right click on the border and click on Format object.



- » Select Line colour
- » Click on the arrow next to colour and select the colour.
- » To **change the photo** click on the photo.
- » Right click on the photo and select Change picture

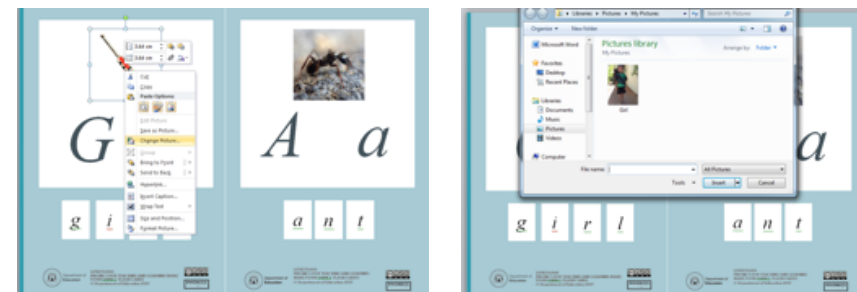


- » To **change the text** left click next to the text you would like to change, press the delete button on your keyboard and type the new letter or word.



Flashcards

- » To add a text box, left click any white text box, use the keyboard shortcut (Ctrl - C) to copy and (Ctrl - V) to paste.
- » The text boxes can be selected and moved as appropriate.
- » To delete a text box, left click any white text box and press the delete button on your keyboard.
- » To **change the text** left click next to the text you would like to change, press the delete button on your keyboard and type the new letter or word.
- » To **change the photo** click on the photo
- » Right click on the photo and select Change picture
- » Select picture and click insert



Desk tent

- » To **change the photo** click on the photo.
- » Right click on the photo and select Change picture
- » Select picture and click insert



- » To **change the text** left click next to the text you would like to change, press the delete button on your keyboard and type the new letter or word.

It is suggested that you share your creative ideas with others in your phase of learning group.

SUGGESTIONS

The resources have been developed for teachers to explicitly teach the threads of: Phonological and phonemic awareness and Alphabet and phonic knowledge, from the *Western Australian Curriculum: English*. The resources are intended for teachers to introduce the images, graphemes, phonemes and words to the students and explain each part of the toolkit to them as they learn new phonemes. Only after this explicit teaching has occurred, are the resources suitable to be used by students as small group practice activities.

Teachers are encouraged to use the templates in the 'Make your own' section to add words and images to make contextually relevant resources for their class. This may consist of using photographs of the students in their class or images from their school/town environment.

APPENDIX 1: WORDS

WORDS	blue	cave	cup	girl	kangaroo	nut	rug	spot	umpire
ant	boat	chain	cut	globe	kid	orange	run	spring	ute
arm	boil	chair	dad	glue	knee	paw	sad	squid	van
bag	bolt	cheer	desk	gnome	lamb	peck	sand	stamp	vet
ball	bone	chew	dog	goanna	lamp	peg	sauce	stem	wag
band	book	chief	dot	grape	leaf	pen	scrub	step	web
bang	bow	child	dress	guitar	left	pie	shed	stew	wed
bank	box	chin	drink	gum	leg	pig	shelf	stick	well
bare	boy	chip	drip	ham	lid	pin	ship	stop	wet
bat	brain	chips	drop	hand	light	pink	shoe	strong	whale
bath	branch	chop	drum	hang	lip	pip	shop	stump	whip
beach	bread	clap	egg	hat	listen	plant	shut	sun	wig
bean	break	clean	fan	hay	log	plug	six	swim	wind
beard	brick	clear	feet	head	lunch	plum	skin	swing	window
bed	brown	clip	fern	hear	man	pop	skip	tap	windy
bee	brush	clock	find	hen	map	pot	sled	teeth	wink
bell	bud	cloud	flag	hill	mat	pram	slip	tent	wrist
belt	bug	clown	flap	hop	melt	pup	smash	thongs	yellow
bench	bun	coin	flip	hose	milk	queen	smell	tie	zip
bend	bunch	cold	fly	house	mix	quiz	smile	toes	
bib	bus	cone	fold	hug	moon	quokka	smog	top	
bike	buzz	cot	food	hump	mop	rat	snake	tram	
bin	cake	cow	foot	hurt	mud	red	snap	trap	
bird	calf	crab	fork	hut	mug	rib	sock	tree	
bite	camp	crack	fox	insects	mum	right	soft	truck	
black	can	crash	frog	jam	neck	ring	soup	tusk	
blink	car	cross	fruit	jellybeans	net	road	spin	twig	
block	cat	crust	fur	jet	night	rock	splash	twins	
	cap	cube	gap	jump	nose	round	spoon	umbrella	

APPENDIX 2:
SOUNDS

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
ant	a		nt							
arm					ar					
bag							ag			
ball	b									
band			nd							
bang			ng				ang			
bank			nk							
bare										are
bat	b						at			
bath		th								
beach						ea				
bean						ea				
beard										ear
bed							ed			
bee						ee				
bell							ell			
belt			lt							
bench		ch								
bend			nd							
bib							ib			
bike						i-e				
bin							in			
bird					ir					
bite						i-e				
black		ck	bl							
blink			bl							
block		ck	bl							
blue				ue						
boat						oa				
boil				oi						

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
bolt			lt							
bone						o-e				
book				oo						
bow						ow				
box	x						ox			
boy					oy					
brain			br			ai				
branch		ch	br							
bread			br	ea						
break			br							ea
brick		ck	br							
brown					ow					
brush		sh	br							
bud							ud			
bug							ug			
bun							un			
bunch		ch								
bus							us			
buzz							uzz			
cake						a-e				
calf										al
camp			mp							
can	c						an			
car					ar					
cat	c						at			
cap							ap			
cave						a-e				
chain						ai				

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/ consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
chair										air
cheer										eer
chew		ch			ew					
chief								ie		
child		ch								
chin		ch					in			
chip							ip			
chips		ch								
chop		ch					op			
clap			cl							
clean						ea				
clear										ear
clip			cl							
clock		ck	cl							
cloud				ou						
clown					ow					
coin				oi						
cold			ld							
cone						o-e				
cot							ot			
cow					ow					
crab			cr							
crack			cr							
crash		sh	cr							
cross			cr							
crust			cr, st							
cube						u-e				
cup							up			

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
cut							ut			
dad							ad			
desk			sk							
dog	d						og			
dot							ot			
dress			dr							
drink			dr							
drip			dr							
drop			dr							
drum			dr							
egg	e									
fan	f						an			
feet						ee				
fern					er					
find						i				
flag			fl							
flap			fl							
flip			fl							
fly								y		
fold			ld							
food						oo				
foot					oo					
fork					or					
fox							ox			
frog			fr							
fruit						ui				
fur					ur					
gap							ap			
girl	g				ir					

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
globe						o-e				
glue			gl	ue						
gnome									g	
goanna	g									
grape			gr							
guitar									u	
gum							um			
ham							am			
hand			nd							
hang							ang			
hat							at			
hay						ay				
head				ea						
hear										ear
hen	h						en			
hill							ill			
hop							op			
hose						o-e				
house				ou						
hug							ug			
hump			mp							
hurt					ur					
hut							ut			
insects	i									
jam							am			
jellybeans	j									
jet										
jump			mp							

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
kangaroo	k									
kid							id			
knee									k	
lamb									b	
lamp			mp							
leaf										
left			ft							
leg							eg			
lid							id			
light	l							igh		
lip							ip			
listen									t	
log							og			
lunch		ch								
man							an			
map							ap			
mat	m						at			
melt			lt							
milk	m		lk							
mix							ix			
moon				oo						
mop							op			
mud							ud			
mug							ug			
mum							um			
neck							eck			
net	n						et			
night								igh		

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
nose	n									
nut							ut			
orange	o									
paw					aw					
peck							eck			
peg							eg			
pen	p						en			
pie	p									
pig							ig			
pin							in			
pink	p		nk							
pip							ip			
plant			pl							
plug			pl							
plum			pl							
pop							op			
pot							ot			
pram			pr							
pup							up			
queen	q									
quiz										
quokka	q									
rat	r						at			
red							ed			
rib							ib			
right								igh		
ring		ng								

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
road						oa				
rock	r						ock			
round				ou						
rug							ug			
run							un			
sad							ad			
sand			nd							
sauce				au						
scrub			scr							
shed							ed			
shelf		sh	lf							
ship							ip			
shoe		sh								
shop		sh					op			
shut							ut			
six										
skin			sk							
skip			sk							
sled			sl							
slip			sl							
smash		sh	sm							
smell			sm							
smile			sm							
smog			sm							
snake			sn			a-e				
snap			sn							
sock							ock			

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
soft			ft							
soup						ou				
spin			sp							
splash			sp							
spoon			sp							
spot			sp							
spring			ng							
squid			squ							
stamp			st							
stem			st							
step			st							
stew					ew					
stick		ck	st							
stop			st							
strong			st							
stump			st							
sun	s						un			
swim			sw							
swing			sw							
tap	t						ap			
teeth		th								
tent	t		nt							
thongs		ng								
tie								ie		
toes						oe				
top							op			
tram			tr							

Words	Grapheme	Consonant digraphs	Consonant blends	Vowel digraphs	Vowel/consonant digraphs	Common long vowels	Common short vowels in rime	Less common long vowel patterns	Silent letters	Less common letter patterns
trap			tr							
tree	t		tr							
truck		ck	tr							
tusk			sk							
twig			tw							
twins			tw							
umbrella	u									
umpire	u									
ute						u-e				
van	v						an			
vet							et			
wag							ag			
web							eb			
wed							ed			
well							ell			
wet							et			
whale		wh								
whip							ip			
wig	w						ig			
wind			nd							
window	w									
windy								y		
wink			nk							
wrist									w	
yellow	y									
zip	z						ip			

