

The aim of the Archway Phonetic Scheme (cards, this book and a DVD) is to improve your reading, writing and spelling skills.

Through games and exercises you will learn how to:

- say the sounds correctly
- link and blend them to make words
- use the words to form sentences

These skills will help you to:

- read anything you want to read
- write anything you want to write
- look up anything you need to know
- gain the best qualifications you can
- make the most of your opportunities

People of all ages can use this scheme.

THE ARCHWAY CARDS

There are 8 sets of phonetic cards numbered from 1 to 8 in the order you need to learn them.

The sounds on each of the sets are listed on page 124.

The words on the cards are there to help you to learn the sounds.

The colours of the cards are in rainbow order to help you quickly find the ones you want to work with:-

- 1) red
- 2) orange
- 3) yellow
- 4) light green
- 5) dark green
- 6) light blue
- 7) dark blue
- 8) purple

The sets come in three sizes:

Letter
Double Letter
Triple Letter

The A4 size can be either:

A4S (single-sided) the phonetic cards or
A4D (double-sided) the phonetic cards with words and hints on the reverse.

Sets 1 - 4 A3 size also come with holes in each rectangle. See page 95.

All sets can be purchased separately.

Uncut sets can be:

- put on the wall as posters
- used for playing games
- used by learning groups
- a checklist for the helper

Sets can be cut up to make friezes, mobiles or packs of cards for games/learning in these sizes:

Small Letter	Medium A3	Large A2
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Cut up the cards using scissors.

As you cut up each set of cards, make sure each set is different by marking the back behind the number with a permanent pen. After a game using 2 sets, the cards can then be sorted back into their original sets.

If you use dry marker pens to write on the cards, protect the cards by placing them in clear plastic wallets.

For games/activities see page 82.

SET 1 Red Cards

The Alphabet, Vowels & Consonants

There are 26 letters in the English **alphabet**. The **Lower Case** letters are on Set 1 cards. These letters are in **alphabetical order**.

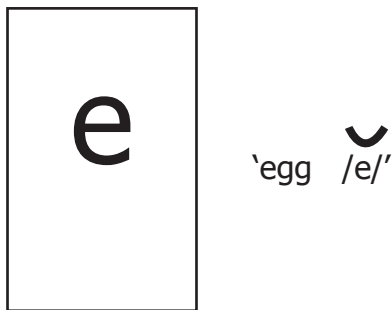
**a b c d e f g h i j k l m n o p q r s t u v
w x y z** These are the lower case letters.


The **vowels** are a, e, i, o, u, and sometimes y (windy, cycle, pyramid).

The **consonants** are the other letters and sometimes y (you, yesterday).

The cards tell you what sounds to say when you 'read' the letters. You **say the word and then say its first sound**

(except x which is the last sound in 'box'. There are no words starting with the sound /ks/ you need to know for 'x'). Also, notice 'k' can be written 'k'.



The  mark over the 'e' is explained in Set 5. See Page 17.

The letter 'q' is usually followed by 'u'.

The quiet queen quotes quite quickly.

Use a small mirror to help you see the shape your mouth makes when it says these sounds – perhaps pretend to shout them.

'Mum, when the teacher says, 'What sound does this letter say?' I can't hear it saying anything.'

Say all the sounds without an /er/ sound on the end: m's sound is /mmm/, the sound you make when you see your Favorite food, not /mer/.

Careful, too, with f, h, n, s and the sound for 'l' - keep your tongue up until you say the next sound. (don't read 'am' as " 'ammer" (hammer))

Some of the letters will have **other sounds** later on. Here the letter 'c' has the /k/ sound as in cat, cot, cut.

In 'sun' the 's' has the sound /sss/ but in 'is' the 's' has the sound /zzz/.

The marks / / around letters show you the sound you listen for and say.

You may say the sounds slightly differently depending on your accent.

This mark '- ' shows the sound is not at the start of a word or there is a letter missing.

SET 2 Orange Cards

These cards show the CAPITAL LETTERS also called Upper Case or Block Letters. (Early printers kept the capital letters in an upper case and the others in a lower case).

Your helper will read the words on the cards to you until you know them.

A B C D E F G H I J K L M N O P Q R S T U V W
X Y Z These are the capital letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z
These are the lower case letters.

They have the same sounds. Some are a **different shape** D / d, R / r, E / e .

Capital letters are written along the line, too, and are as tall as the tall lower case letters. Notice the **different positions** of P, p, J, j, G, g, Y, y, K, k, F, f, Q, q.

Capital U has no 'stick' unlike 'u'.

Use **capital letters** at the **start** of sentences, names or anything on a map and for filling in forms.

At the orange level you learn to say the names of the days of the week, the months of the year and the seasons as well as your important addresses. You will learn to **spell** them later on (See Set 6).

'X-ray' is just there to fill in the space. There are few common words that begin with the /ks/ sound. In some words, 'ex' sounds as if there is a 'g' (exam, exaggerate, exist) but it is only ever spelt 'ex' – (except in 'eggs!')

To **read** these capital letters; say the word and say the sound at the beginning of the word. The sound /sss/ is at the beginning of Saturday. Because it is a name, it must start with a capital letter.

Use the words to clap the **syllables** (beats) in a word. Bar ce lo na
4 beats / claps / syllables.

Clap other words: football teams (Nottingham Forest), food (spaghetti bolognese), names (Valerie, John, Nicholas, Kelly).

Find words that **rhyme**. Say nursery rhymes and poems emphasising the words that have the same sounds at the end.

Say **spoonerisms** to help you hear the sounds: (car park) par cark, (fish and chips) chish and fips.

To learn these capitals for spelling: Say the word, say the sound, say the letter name, write it down.

Your helper will hide the card and ask, 'How do you spell the sound at the beginning of Saturday?'

You answer, '/SSS/ 'S'.' and write 'S'. 'Well done! You are doing excellently! You remembered it has a capital letter!'

The work may have to be covered 20 times. Your helper should never show disappointment, especially in the early stages – just notice the sounds that will need more work now or later on.

SET 3 Yellow Cards

Starting Blends and 'h' **Digraphs** (2 letters giving one sound) ch, sh, th

Say the sounds carefully with no /er/
(‘sm’ is said /ssmmm/ not /ser/ / mer/).

The **3 letter blends** are not difficult. For ‘spr’ say /sp/ then add the /r/ or say /pr/ then add the /sss/. Spring is a **homonym**, (the same word but with a different meaning) as it can be a spiral or a season and more.

Use these words for **TRACKING READING SPELLING and VOCABULARY WORK**.
At this stage many of the words will be used for vocabulary work. Do you know what they all mean?

Set 3 Row 1

bl block, blue **br** brush, brick, bread, bring **cl** class, clay, clock, club
cr crash, crisp, cross **dr** drum, drop, drip, drink **fl** flag, flat

Set 3 Row 2

fr frog, friend, fresh **gl** glass, glad, glow **gr** grab, green, grin, grow
pl plan, play, plot, plug **pr** press sc scarf **sk** skip, skim, desk, skill, skin, skate

Set 3 Row 3

sl slit, slug, slip, slam, slot, slim **sm** smash, small, smell
sn snap, sniff, snow **sp** spit, spot, spin, spell, spend
st stop, still, nest, must, rest, lost, just, mist, cost, west, best, test, pest
sw swing, swim, swam, swift **tr** tree, trunk, trip tw twin, twig, twist
scr scream shr shrimp spl splinter, splash, split **spr** spring, sprint, spray

Set 3 Row 5

squ squirrel, squint **str** string, stream, street **thr** throw, through, throat

Say the ‘h’ sounds carefully: ch (a sneeze) sh (be quiet!) th (you must show your tongue – you are allowed to stick you tongue out only for ‘th’!) ‘th’ has 2 sounds (**th**is (said) **th**in (whispered))

ch chips, chat, chop sh shop, rush, wish, ship, brush, mash, shed

th this, that, them, then, with, than thin, think, thank, theft, thick, thought

Your helper will say these words on the cards for you until you can say them yourself.

squ is useful for reminding you of the /qu/ sound. Your helper will point out the ink in ‘**shrink**’ on the card - useful in think and drink. thr is for three, throw and through

No English word starts with ‘sr’, use scr, shr, spr or str instead.

Practise these blends until they are known.

SET 3 YELLOW Word List Help

Some hints to help you learn the words.

out o u (oh you) OUT!

again Say poshly
'Not **rain** again.'

answer say 'ans wer'

any **ants** **never** **yawn**
or **animals** **need** **yogurt**

before, more notice the silent 'e' at the end

many **many** **ants** **never** **yawn**
many ants need yogurt

many sounds as if it has an 'e' in it
but has an 'a' instead

they sounds as if it has an 'a' in it
but has an 'e' instead

after, answer, ask, last, fast
don't have an 'r' near the start

mother Is a mother a 'moth er'?

father Is a father a 'fat her'?

family sounds like fam ly. The 'i' looks like
you in the middle of your fam i ly.

could, would, should
o u lovely donut/lazy dog
'I should get up and I would if I
could.'

no/know add silent 'k' and 'w'
I know Kathryn and Will.

new/knew add silent 'k'

learn notice 'a' Learn about animals?

once Write 'on_e' (one).
In the space put /s/ sound written 'c'.

only say 'on ly' (/lee/)

our/are careful! 'our' means
belonging to us. 'our house'
not 'are house'.

people pe(e) o(h) ple

together to get her

says sounds like /sez/

want white ant

watch 't' for TV - tigers come home

every, never 'v v' is rare in English words
say 'e ver y' slowly in 3
syllables

don't short for 'do not' -missing letter 'o'

someone 2 words joined together

decide de not 'di'; 'c' not 's' for /s/

water say 'wat(t)er' but write only one 't'

wh All 'question' words have 'w' and 'h'
(what, when, where, whether,
which, who, why, how)

what What a lovely hat! (make a hat!)

when If you can spell hen,
you can spell when.

where were - always confusing. 'Where' is
a question word. Were as
in we were (not 'we was')

with Say it quickly. (or you might
write 'withe' or 'whith')

while like 'white' but without a cross line
on the 't'.

SET 4 Light Green Cards

Flossy Zack, End Blends, old, all, -y, -ly, -le, Vowel + 'r', air, -are, -ed, wa, war, wor

Use these words for **TRACKING READING SPELLING and VOCABULARY WORK.**

Are the sounds at the **beginning** of the words on the cards, in the **middle** of them or at the **end**? The 'start or beginning' of a word is always at the **left hand end**. The 'end' of a word is always at the **right hand end**. Say the sounds carefully with no /er/ (/mmp/ not /mer/ /per/).

At this stage, many of the words will be used for vocabulary work. Do you know what they all mean?

Set 4 Row 1

The first **five** cards are the '**Flossy Zack**' word cards. 'She' is greedy and has 2 sounds the same at the **end** of her words. Read only **one** of the sounds. They are all in her name. -ff, -ll, -ss, -zz, -ck (c and k have the same sound /k/). There is only one vowel, usually a short one. (See Set 5) The hyphen is where letters are missing.

-ff off, cliff, stuff, stiff, sniff, quiff, bluff, gruff, scuff, cuff, scruffy, puff, huff

-ll doll, will, till, tell, bell, still, smell, spell, swell, skill, pill, spill, mill, hill

-ss miss, hiss, less, dress, mess, press, fuss, chess, mass, boss, cross, loss

-zz fuzz, buzz, jazz, frizz, tizz

-ck back, black, pack, neck, kick, lick, lock, clock, rock, luck, quick, sock, sick

This 'ct' is not a Flossy ending. This blend will never be spelt 'kt' in English.

-ct act, fact, react, exact, insect, instruct, restrict, instinct, attract, conduct

Set 4 Row 2

-ft left, lift, raft, craft, shift, after, often -lp help, yelp, gulp, scalp, pulp

(no cards: elf, self, shelf, slept, kept, crept, held, felt, melt, spelt, next, text)

-mp damp, dump, cramp, jump, bump, tramp, lump, limp, lamp, stamp, pump

-nch bench, lunch, crunch, punch, branch, quench, drench, munch, hunch, trench

-nd band, bend, stand, sand, pond, send, spend, hand, wind, kind, blind, blond

-ng long, wing, gang, song, king, ring, bring, thing, string, bang, hang, strong

Set 4 Row 3

-nk ink, pink, think, drink, drunk, bank, sink, sank, tank, thank, link, junk, trunk

SET 5 Dark Green Cards

Long and Short Vowels

The top large card shows the **short vowels** that were in Set 1. The saucer/cradle shape helps you with these sounds early on. These shapes are not usually written over the vowels in books.

Say the word on the card; say the sound at the beginning to hear these vowels. Use a mirror to help you say the sound correctly. Shout the **short vowel** sounds. Shout them to your friend: 'Who is coming to tea?'

'Sam Ben Tim Tom Mum'

Feel your cheeks. Imagine there is:

- an **a**pple pushed into your mouth for /a/
- an **e**gg pushed in sideways for /e/
- a shouted /i/ makes your cheeks go up
- an **o**range pushed into your mouth for /o/
- drop your jaw down for /u/ looking like a **u**

The next large card down shows the long VOWELS that you say when you say the alphabet. They have a 'long line' over them.

They sound like these:

ā	ē	ī	ō	ū
/ay/	/ee/	/I/	/owe/	/you/ or /oo/

'y' has three sounds when it is a vowel.

Two of these are when the 'y' comes at the **end** of the word.

'y' saying /ī/ in try 'y' saying /ē/ in windy

'y' can also appear in the **middle** of words where the

'y' sounds /ī/ cycle /ī/ pyramid

'Why, oh why, is the letter 'y' such a nuisance?'

Quickly say the **two sounds** for each vowel.

a e i o u ?

They will be the **long** and **short** sounds.

Can you say 4 sounds for the difficult 'y'?

If a word has only **one vowel** in the middle of it, it will usually be a **short vowel except for these words.**

kind wild ghost

find child most

blind mild post

bind climb host

grind Christ both

hind sign comb

rind pint folk

mind high sigh yolk

wind (a clock) Ruth truth

and all -ight words (See p 20)

Note also: behind, almost, design, resign

SET 6 Light Blue Cards Other ways to spell the vowel sounds

Use these words for **TRACKING READING SPELLING** and **VOCABULARY WORK**.

At this stage many of the words will be used for vocabulary work. Do you know what they all mean?

These cards show the many ways to spell the long vowel sounds /ā/, /ē/, /ī/, /ō/, /ū/. These are the vowel sounds you hear when you say the alphabet. The cards go down the page not across; so, for instance, the first column has ways to spell /ā/ sounds in it.

Other vowel digraphs (2 letters one sound) are fitted around the edge of the page. (However, in the sounds 'oi' and 'oy' you can almost hear 2 short vowel sounds). The cards with a middle hyphen are the magic 'e' cards. The hyphen is where there will be a consonant.

Set 6 Column 1

a - e made, make, take, lake, spade, snake, came, name, ape, ate, hate, cave
escape, relate, debate, invade, behave, mistake, translate, became, hibernate
ai rain, train, brain, drain, rail, aim, claim, pain, Spain, plain, stain, aid
wait, main, fail, nail, sail, tail, again, praise, raise, explain, exclaim
-ay day, pay, stay, away, hay, railway, holiday, tray, display, spray, always
-ei veil, vein, rein, reign -ey grey, they, obey, bird of prey, survey, convey

Set 6 Column 2

e - e these, here, theme, Pete, athlete, extreme, delete, complete, trapeze, compete
ee tree, free, meet, see, three, seem, green, queen, deep, keep, indeed, street
coffee, agree, week, cheese, freeze, degree, knee, teeth, steep, weep, seen
ea sea, read, tea, meat, each, reach, teach, mean, speak, cheap, eat, flea
team, cream, peach, beat, treat, weak, seat, heat, scream, dream, clean
steal, repeat, beach, bean, real, disease, easy, leaf, peace, leave, please
-ie field, thief, chief, belief, believe, relief, grief, shield, piece, niece, priest
wield, yield, shriek, siege, brief, achieve pier, fierce, pierce
-ey key, valley, hockey, volley, trolley, money, monkey, donkey, parsley, Henley

SET 7 Dark Blue Cards Advanced Patterns, Soft 'c' and 'g'

Use these words for TRACKING READING SPELLING and VOCABULARY WORK.

Do you know what the words mean? Can you give a definition? Can you say them in a sentence?

Set 7 Row 1

soft c /s/ ce ci cy ace face, place, space ice mice, rice, price, advice, twice

cy cycle, cyclist, cylinder, cymbal, cyclone, cyst, cygnet, cynic, cyborg, emergency

ci city, circle, circular, circus, circuit, cinema, circumstances, circumference, citizen

ce center, central, centimeter, century, cereal, ceramics, ceremony, certain, census

-ce fence, pence, since, prince, dance, chance, advance, force, fierce, voice, choice

soft c December, decide, necessary, recent, sincerely, accident, success, excited

-se /s/ house, mouse, base, case, promise, horse, else, false, sense, loose, goose

-se /z/ nose, rose, please, cause, advise, lose, choose, chose, noise, abuse (/s/ sound too)

Set 7 Row 2

-a /er/ Panda and Llama took pyjamas, a camera and an extra umbrella to the opera but a

banana soda to the cinema. The /er/ sound at the end of a name of a country or person is

usually spelt 'a': America, India; Lisa, Tara, Emma, Maria, Cara: except: Christopher, Esther, Peter

a /er/ awake, away, about, along, afraid, again, above, ahead, America, arena

Your helper will say these next words.

a /ah/ ask, last, past, father, rather, mast, master, plaster, castle, gasp, daft

nasty, disaster, grasp, basket, path, bath, dance, chance, France, mask

class, grass, pass, glass, brass, craft, after, raft, answer, plant, branch

Your helper will say these next words.

o /ŭ/ love, cover, discover, above, dove, glove, other, another, mother, brother

grandmother, come, some, something, front, none, nothing, son, ton, won

monk, monkey, money, honey, wonder, dozen, sponge, tongue, London
comfort, company, Monday, month, among, worry, income, accomplish

SET 8 Purple Cards

Advanced Patterns and Suffixes

Words for TRACKING READING SPELLING VOCABULARY WORK

What do the words mean? Can you give definitions? Can you put them in sentences?

Set 8 Row 1

ci ti si often have the sound /sh/ in a longer word as in **special station mansion**

No cards for these words with an unusual /sh/ spelling: species, appreciate, excruciating, proficiency, deficiency, coercion, ocean, crustacean, suggestion, question, luxury

-augh caught, naughty, daughter, taught, haughty, slaughter (laugh, laughter, draught)

-ei i before e, except after c, if the word rhymes with key (receive is often misspelt)

receive, receipt, ceiling, deceive, deceitful, conceit, conceive, seize

Often the vowel sounds in a short word change or disappear when they are in a longer word.

-ain mountain, certain, curtain, bargain, Britain, captain, fountain, villain, porcelain, chaplain

-or tractor, doctor, actor, author, solicitor, visitor, collector, inspector, operator
editor, major, minor, sailor, governor, professor, instructor, director, accelerator

-ar dollar, collar, burglar, cellar, regular, vinegar, particular, beggar, peculiar
popular, similar, scholar, pillar, familiar, singular, altar, vicar, hangar

This 'c' has the hard sound /k/. At the end of a longer word there is usually no 'k'.

-ic music, topic, frantic, tragic, public, basic, panic, domestic, fantastic, picnic
gigantic, realistic, mechanic, terrific, automatic, cubic, energetic, pathetic, critic

Set 8 Row 2

These cards have the cats' eyes /sh/ sound (see p 34) at the beginning of the suffix (ending).

-tion station, relation, reception, mention, action, fraction, nation, direction
position, section, option, condition, reflection, consideration, ambition
education, information, conversation, conservation, separation, desperation

-cient ancient, sufficient, efficient, deficient, proficient -tient patient, quotient

TROUBLESHOOTING

Important information is repeated.

To learn sounds you find difficult, do one of these activities:

'How many 'm's or 'ar's (or whatever sound you find difficult) can you write in a minute, saying the sound as you write them /m/ /m/ or /ar/ /ar/?'

m m m m m	ar ar ar ar ar
m m m m m	ar ar ar ar ar
m m m m m	ar ar ar ar ar
m m m m m	ar ar ar ar ar

Your helper will make a note of how many 'm's or 'ar's you have managed in the time. Are they correctly written?

Write/draw the letter shape in sand or 'write' the letter(s) on your knee or on the table with your finger(s).

Draw the letter(s) in the air with big sweeping movements. Feel the movement in your shoulders.

Trace the letter(s) written large on a card, piece of textured wall-paper or material like velvet or corduroy.

Make the letter in modelling clay.

Hide the 'x' card in a little box, the 'j' card in a jug, the 'b' card under a ball and so on . . .

Close your eyes. Your helper gives you a letter. Which letter has your helper given you?

Discuss the shape of the letters.

Which of the red cards have straight letters, round letters, tall letters, hanging letters? Sort them into piles of different shapes.

nhm

wvzx

oapdbq

See the letter on an imaginary screen. (Visualise it).

Make up a **story** about the letter's shape. For instance, the 'n' sits on your nose.

Say the sounds as you do these activities.