



# Sounds-Write Classroom Spelling Posters

Print them out and then, if necessary, magnify them from A4 size to A3 on a photocopier.

| <u>Sound(s)</u>                         | <u>Page</u> |
|-----------------------------------------|-------------|
| /ae/                                    | 3           |
| /ee/                                    | 4           |
| /ie/                                    | 5           |
| /oe/                                    | 6           |
| /ue/                                    | 7           |
| /ow/ and <sup>b</sup> /oo/ <sup>k</sup> | 8           |

|        |    |
|--------|----|
| /u/    | 9  |
| m/oo/n | 10 |
| /er/   | 11 |
| /air/  | 12 |
| /eer/  | 13 |
| /or/   | 14 |
| /or/   | 15 |
| /o/    | 16 |

/ae/

name

play

great

rain

/ee/

me

been

leaf

field

key

/ie/

kind

try

light

pie

/oe/

snow

coat

home

toe

/ue/

new

unit

cue

/ow/

cow

out

b/oo/k

look

put

could

/u/

cup

won

touch

blood

m / oo / n

blue

chew

roof

June

do

/er/

k**er**b

t**ur**n

g**ir**l

w**or**m

l**ear**n

/air/

chair

care

their

bear

where

/eer/

cheer

here

fear

/or/

cork

warm

crawl

door

chalk

wall

August

More spellings of

**/or/**

b **ough** t

m **our** n

m **ore**

c **augh** t

b **oar** d

/o/

stop

was

[NB: after the sound /w/ in many < q > < u > words, we often spell the sound /o/ with < a >. For example, q u a d)