## GPC chart

4.3

These charts show the phonemes of English represented by the International Phonetic Alphabet together with their common grapheme representations. All Phase 5 GPCs are included together with other less common grapheme choices needed in Year 2 and above. The correspondences in the table are based on Received Pronunciation and could be significantly different in other accents. One example word is provided for each phoneme to support teachers unfamiliar with IPA. Other examples can be found in Appendix 1 of the National Curriculum.

## Consonant GPCs

| $\begin{aligned} & \text { /b/ } \\ & \text { bat } \end{aligned}$ | $\begin{gathered} \text { /d/ } \\ \mathrm{dog} \end{gathered}$ | /ठ/ mother | $\begin{aligned} & / d_{3 /} \\ & \text { jug } \end{aligned}$ | /f/ fish | $\begin{aligned} & \text { lg/ } \\ & \text { goat } \end{aligned}$ | $\begin{aligned} & \text { /h } \\ & \text { ha } \end{aligned}$ | $\begin{gathered} \text { lj/ } \\ \text { yawn } \end{gathered}$ | $\begin{aligned} & \text { /k/ } \\ & \text { cat } \end{aligned}$ | II/ and /el/ lamp, bottle |  | $\begin{aligned} & \mathrm{ln} / \\ & \text { nail } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \mathrm{b} \\ \mathrm{bb} \end{gathered}$ | $\begin{gathered} d \\ d d \end{gathered}$ | th | $\begin{aligned} & \text { j } \\ & \text { g } \\ & \text { ge } \\ & \text { dge } \end{aligned}$ | $\begin{gathered} \mathrm{f} \\ \mathrm{ff} \\ \mathrm{ph} \end{gathered}$ | $\begin{gathered} \mathrm{g} \\ \mathrm{gg} \\ \text { gu } \\ \text { gue } \end{gathered}$ | h | y | C <br> k <br> ck ch q que | $\begin{gathered} \hline \text { I } \\ \text { ॥ } \\ \text { le } \\ \text { el } \\ \text { al } \\ \text { il } \end{gathered}$ | $\begin{aligned} & \mathrm{m} \\ & \mathrm{~m} \\ & \mathrm{~m} \\ & \mathrm{~m} \\ & \mathrm{~b} \end{aligned}$ | $\begin{gathered} \mathrm{n} \\ \mathrm{nn} \\ \mathrm{kn} \\ \mathrm{gn} \\ \mathrm{pn} \\ \mathrm{mn} \end{gathered}$ |


| $\text { I } /$ wing | I 9 I thumb | $\|p\|$ pin | $\begin{aligned} & \text { /r/ } \\ & \text { rain } \end{aligned}$ | $\begin{aligned} & \text { /s/ } \\ & \text { sun } \end{aligned}$ | $\begin{array}{r} I j / \\ \text { shi } \end{array}$ | $\begin{aligned} & \text { /t/ } \\ & \text { tap } \end{aligned}$ | $\begin{aligned} & \text { It } \mathrm{t} / \\ & \text { chick } \end{aligned}$ | /v/ van | /w/ watch | $\begin{aligned} & \text { \|z/ } \\ & \text { zip } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \mathrm{ng} \\ \mathrm{n}(\mathrm{k}) \end{gathered}$ | th | p | $\begin{gathered} \mathrm{r} \\ \mathrm{rr} \\ \mathrm{wr} \end{gathered}$ | $\begin{gathered} \mathrm{s} \\ \mathrm{ss} \\ \mathrm{se} \\ \mathrm{sc} \\ \mathrm{c} \\ \mathrm{ce} \end{gathered}$ | sh ch ti ci ss(ion, ure) s (ion, ure | $\begin{gathered} \mathrm{t} \\ \mathrm{tt} \end{gathered}$ | $\begin{gathered} \text { ch } \\ \text { tch } \\ \mathrm{t} \end{gathered}$ | v | $\begin{gathered} \mathrm{w} \\ \mathrm{wh} \\ \mathrm{u} \end{gathered}$ | $\begin{gathered} \text { z } \\ \text { zz } \\ \text { ze } \\ \text { s } \\ \text { se } \\ \text { x } \end{gathered}$ |

Note: The letter $\mathbf{x}$ in English frequently represents 2 adjacent consonant phonemes $/ \mathrm{k} /$ and $/ \mathrm{s} /$, for example in the word box.

Vowel GPCs


| /İ/ cheer | $\begin{gathered} \text { li:I } \\ \text { bean } \end{gathered}$ | $\begin{aligned} & \hline 10: 1 \\ & \text { fork } \end{aligned}$ | $\begin{aligned} & \hline \text { IoI } / 2 \\ & \text { boy } \end{aligned}$ | $\begin{gathered} \hline 1 / 1 \\ \text { book } \end{gathered}$ | /val cure | $\begin{aligned} & \text { lu:l } \\ & \text { blue } \end{aligned}$ | $\begin{aligned} & \text { IN } \\ & \text { cup } \end{aligned}$ | $\begin{aligned} & \hline \text { Is:1 } \\ & \text { girl } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { ear } \\ & \text { eer } \\ & \text { ere } \end{aligned}$ | $\begin{aligned} & \hline \text { ea } \\ & \text { ee } \\ & \text { e-e } \\ & \text { ie } \\ & \text { y } \\ & \text { ey } \\ & \text { ei } \end{aligned}$ | $\begin{aligned} & \text { or } \\ & \text { oor } \\ & \text { ore } \\ & \text { aw } \\ & \text { au } \\ & \text { our } \\ & \text { a } \\ & \text { al } \end{aligned}$ | oy ${ }_{\text {oi }}$ | $\begin{gathered} \text { oo } \\ \text { u } \\ \text { oul } \end{gathered}$ | ure our | $\begin{gathered} \text { oo } \\ \text { u-e } \\ \text { ue } \\ \text { ew } \\ \text { ui } \\ \text { ou } \\ \text { ough } \end{gathered}$ | $\bigcirc$ | $\begin{aligned} & \text { er } \\ & \text { ir } \\ & \text { ur } \\ & \text { or } \\ & \text { ear } \end{aligned}$ |

Note: The symbol /əl, known as "schwa" represents the unstressed phoneme in many English words. It can be spelt in many different ways, for example er as in farmer.

