

## Phoneme Spelling Frequency Chart

Phoneme	Principal spellings in order of frequency (Hanna, Fry) and example words
/a/	a ( <i>sack</i> ), 97%; a_e ( <i>have</i> ), 3%
/A/	a ( <i>bacon</i> ), 45%; a_e ( <i>bake</i> ), 35%; ai ( <i>raid</i> ), 9%; ay ( <i>play</i> ), 6%
/Ar/	ar ( <i>parable</i> ), 29%; are ( <i>bare</i> ), 23%; air ( <i>fair</i> ), 21%; ere ( <i>there</i> ), 15%; ear ( <i>bear</i> ), 6%
/ar/	ar ( <i>bar</i> ), 89%; are ( <i>are</i> ), 5%; ear ( <i>heart</i> ), 3%
/aw/	o ( <i>lost</i> ), 41%; a ( <i>ball</i> ), 22%; au ( <i>haul</i> ), 19%; aw ( <i>saw</i> ) 10%
/b/	b ( <i>big</i> ), 97%
/ch/	ch ( <i>chair</i> ), 55%, t ( <i>feature</i> ), 31%; tch ( <i>catch</i> ), 11%
/d/	d ( <i>do</i> ), 98%
/u/ (schwa)	o ( <i>other</i> ), 24%; u ( <i>up</i> ), 20%; a ( <i>alarm</i> ), 19%; i ( <i>panic</i> ), 18%; e ( <i>enough</i> ), 11%; ou ( <i>famous</i> ), 5%
/e/	e ( <i>bed</i> ), 91%; ea ( <i>bread</i> ) 4%
/E/	y ( <i>very</i> ), 41%; e ( <i>beware</i> ), 40%; ee ( <i>feet</i> ), 6%; ea ( <i>seat</i> ), 6%
/Er/	er ( <i>experience</i> ), 32%; ear ( <i>fear</i> ), 25%; eer ( <i>deer</i> ), 18%; e_e ( <i>here</i> ), 14%; ier ( <i>tier</i> ), 7%
/ul/	le ( <i>table</i> ), 95%
/er/	er ( <i>hammer</i> ), 77%; or ( <i>odor</i> ), 12%; ar ( <i>cellar</i> ), 8%
/f/	f ( <i>fox</i> ), 78%; ph ( <i>phone</i> ), 12%; ff ( <i>stuff</i> ), 9%
/g/	g ( <i>girl</i> ), 88%; gg ( <i>egg</i> ), 5%; x ( <i>exit</i> ), 3%
/h/	h ( <i>hot</i> ), 98%
/hw/	wh ( <i>white</i> ), 100%
/i/	i ( <i>hit</i> ), 92%; i-e ( <i>give</i> ), 6% [y ( <i>gym</i> ), 2%]
/l/	i_e ( <i>pipe</i> ), 37%; i ( <i>Bible</i> ), 37%; y ( <i>by</i> ), 14%; igh ( <i>right</i> ), 6%
/j/	ge ( <i>age</i> ), 66%; j ( <i>jet</i> ), 22%; dge ( <i>edge</i> ), 5%; d ( <i>soldier</i> ), 3%
/k/	c ( <i>car</i> ), 73%; k ( <i>kit</i> ), 13%; ck ( <i>sick</i> ), 6%; ch ( <i>choir</i> ), 3%
/ks/	x ( <i>six</i> ), 90%; cs ( <i>tocsin</i> ), 10%
/kw/	qu ( <i>quit</i> ), 97%
/l/	l ( <i>leg</i> ), 91%; ll ( <i>tell</i> ), 9%
/m/	m ( <i>mad</i> ), 94%; mm ( <i>dimmer</i> ), 4%
/n/	n ( <i>no</i> ), 97% [kn ( <i>know</i> )<1%]
/ng/	ng ( <i>sing</i> ), 59%; n ( <i>monkey</i> ), 41%
/o/	o ( <i>hot</i> ), 94%; a ( <i>want</i> ), 5%
/O/	o ( <i>focus</i> ), 73%; o_e ( <i>hope</i> ), 14%; oa ( <i>boat</i> ), 5%; ow ( <i>row</i> ), 5%
/oi/	oi ( <i>oil</i> ), 62%; oy ( <i>toy</i> ), 32%
/oo/	u ( <i>bush</i> ), 61%; oo ( <i>hook</i> ), 35%; o ( <i>woman</i> ), 5%
/Or/	or ( <i>for</i> ), 97%; ore ( <i>core</i> ), 3%
/ow/	ou ( <i>shout</i> ), 56%; ow ( <i>howl</i> ), 29%; ou_e ( <i>house</i> ), 13%

/p/	p ( <i>pin</i> ), 96%, pp ( <i>happen</i> ), 4%
/r/	r ( <i>run</i> ), 97%
/s/	s ( <i>say</i> ), 73%, c ( <i>cereal</i> ), 17%; ss ( <i>toss</i> ), 7%
/sh/	ti ( <i>action</i> ), 53%; sh ( <i>shy</i> ), 26%; ci ( <i>special</i> ), 5%; ssi ( <i>fission</i> ), 3%
/t/	t ( <i>top</i> ), 97%
/th/	th ( <i>bath</i> ) 100%
/u/	u ( <i>bus</i> ) 86%; o ( <i>ton</i> ), 8%
/U/ or /OO/	u ( <i>human</i> ), 59%; u_e ( <i>use</i> ), 19%; oo ( <i>moon</i> ), 11%; ew ( <i>few</i> ) 4%
/v/	v ( <i>very</i> ), 99.5%
/w/	w ( <i>way</i> ), 92%; u ( <i>suede</i> ), 7.5%
/y/	i ( <i>onion</i> ), 55%; y ( <i>yes</i> ), 44%
/z/	s ( <i>was</i> ), 64%; z ( <i>zero</i> ), 23%; es ( <i>flies</i> ), 4%, x ( <i>xylophone</i> ), 4%
/zh/	si ( <i>incision</i> ), 49%; s ( <i>pleasure</i> ), 33%; g ( <i>garage</i> ), 15%

- from Murry, B. A *Catalog of Spellings*. Retrieved 1/28/22 in

<http://wp.auburn.edu/rdggenie/home/teaching-ideas/spcat/>

#### Based on:

Hanna, P. R., Hanna, J. S., Hodges, R. E., & Rudorf, E. H. (1967). A Summary:: Linguistic Cues for Spelling Improvement. *Elementary English*, 44(8), 862–865.

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[https://journals.sagepub.com/doi/pdf/10.1207/s15548430jlr3601\\_5](https://journals.sagepub.com/doi/pdf/10.1207/s15548430jlr3601_5)