

This course introduces **48** of the **75 Basic Phonograms** and **1 Advanced Phonogram**.

Phonograms

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Single-Letter Phonograms

a	/ă-ā-ä/	mat	table	father
b	/b/	bat		
c	/k-s/	cat	cent	
d	/d/	dad		
e	/ĕ-ē/	tent	be	
f	/f/	foot		
g	/g-j/	big	gym	
h	/h/	hat		
i	/ĭ-ī-ē-y/	it	ivy	stadium onion
j	/j/	job		
k	/k/	kit		
l	/l/	pal		
m	/m/	me		
n	/n/	nut		
o	/ŏ-ō-ö/	on	go	do
p	/p/	nap		
qu	/kw-k/	queen	mosquito	
r	/r/	ran		
s	/s-z/	sent	as	
t	/t/	tip		
u	/ŭ-ū-ō-ü/	up	pupil	flue put
v	/v/	van		
w	/w/	wall		
x	/ks-z/	fox	xylophone	
y	/y-ĭ-ī-ē/	yard	gym	by baby
z	/z/	zip		

Multi-Letter Phonograms

ai	/ā/	laid	<i>Two letter /ā/ that may not be used at the end of English words.</i>	
ar	/är/	car		
au	/ä/	author	<i>Two letter /ä/ that may not be used at the end of English words.</i>	
ay	/ā/	play	<i>Two letter /ā/ that may be used at the end of English words.</i>	
ch	/ch-k-sh/	child	school	chef
ck	/k/	back	<i>Two letter /k/ used only after a single, short vowel.</i>	
ea	/ĕ-ē-ā/	eat	bread	steak
ee	/ĕ/	tree	<i>Double /ĕ/.</i>	
ei	/ā-ē-ī/	their	protein	feisty
er	/er/	her	<i>The /er/ of her.</i>	
ew	/ö-ū/	flew	few	
ey	/ā-ē/	they	key	<i>May be used at the end of English words.</i>
ir	/er/	bird	<i>The /er/ of bird.</i>	
kn	/n/	know	<i>Two letter /n/ used only at the beginning of a base word.</i>	
oo	/ö-ü-ō/	food	look	floor
or	/or/	lord		
ou	/ow-ō-ö-ū-ü/	house	soul	group country could
ow	/ow-ō/	plow	snow	<i>May be used at the end of English words.</i>
sh	/sh/	she		
th	/th-TH/	thin	this	
wh	/wh/	whisper	<i>Used at the beginning of a base word.</i>	
wor	/wer/	worm		

Advanced Phonogram

eo	/ĕ-ĕ/	people	leopard	(Middle English)
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Listen, learn, and practice all the sounds at phonograms.logicofenglish.com/chart.



Teach Accurate Spelling Rules

Spelling Rules

Spelling Rule 1

C always softens to /s/ when followed by **E, I,** or **Y.** Otherwise, **C** says /k/.

center circus icy

Spelling Rule 2

G may soften to /j/ only when followed by **E, I,** or **Y.** Otherwise, **G** says /g/.

germ ginger allergy

Spelling Rule 3

English words do not end in **I, U, V,** or **J.**

spaghetti (Italian) ski (Norwegian) tofu (Japanese) haiku (Japanese)

When a word ends in I or U, it is most likely an import word from another language. These words are almost always nouns or verbs that represent something that is brought into the English language from another culture. Since English is a multicultural language, the spelling is also retained. When a word ends with I or U, it is a cue to ask, "What is the origin of this word?" We have seen Kindergarten students express that this is one of their favorite rules, because it is a clue to look up the word and find out what country it is from.

You and **I** are true exceptions. They're very old English words that changed in form from **ich** to **I** and **eow** to **you**. The oldest words in the language include the most exceptions because they had the longest time to change pronunciation.

Spelling Rule 4

A E O U usually say their long sounds at the end of the syllable.

ba·sin he·ro ro·bot hu·man

Spelling Rule 5

I and **Y** may say /i/ or /i/ at the end of the syllable.

cli·nic li·on ty·pi·cal cry

Spelling Rule 6

When a one-syllable word ends in a single-vowel **Y,** it **always** says /i/.

try my

Spelling Rule 7.1

Y says /è/ only in an unstressed syllable at the end of a multi-syllable word.

hap·py a·bil·i·ty

Spelling Rule 8

I and **O** may say /i/ and /ò/ when followed by two consonants.

böld / bönd pïnt / prïnt

Spelling Rule 10

When a word ends with the phonogram **A,** it says /ä/.

A may also say /ä/ after a **W** or before an **L.**

spa zebra water talk

Spelling Rule 11

Q always needs a **U;** therefore, **U** is not a vowel here.

You and I end in
U and I because You
and I are very special.



Reasons for a Silent Final E

Spelling Rule 12.1

The vowel says its long sound because of the **E.**

cape pipe cute

Spelling Rule 12.2

English words do not end in **V** or **U.**

have blue

Spelling Rule 12.3

The **C** says /s/ and the **G** says /j/ because of the **E.**

choice large

Spelling Rule 12.5

Add an **E** to keep singular words that end in the letter **S** from looking plural.

house mouse purse

Spelling Rule 12.9

Unseen reason.

done were some come

Spelling Rule 30

We often double **F, L,** and **S** after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.

off ball less

Spelling Rule 31.1

Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.

about frozen a the

Spelling Rule 31.2

O may say /ü/ in a stressed syllable next to **W, TH, M, N,** or **V.**

mother wono lovo

% When students learn an accurate understanding of phonics, only 6 of the 100 most frequently used words include an exception. In each of these words, only one part of the word is an exception, the rest of the word follows the rules. This equates to only **1.6%** of the phonemes as exceptions.

Exceptions

Exceptions to the Spelling Rules

you I

These words are decodable. But they end in U and I. They are true exceptions to the spelling rule.

Suggested: Teach them as *You and I* end in U and I because *You and I* are very special.

Exceptions to Phonograms

of any one two

Isn't the unvoiced **WH** in **who** an exception?

Because **WH** is introduced as a phonogram that is unvoiced in parts of the world, we do not think of it as an exception. Though, if it were added to the list, 7 exceptions equals **1.9%**.

Neuroscience of Reading - Key Resources

Dehaene, Stanislas. "How the Brain Learns to Read." n.d. <https://www.youtube.com/watch?v=25GI3-kiLdo>.

Dehaene, Dr. Stanislas. "Lecture by Dr. Stanislas Dehaene on 'Reading the Brain.'" April 30, 2013. <https://www.youtube.com/watch?v=MSy685vNqYk>.

Dehaene, Stanislas. *Reading in the Brain*. Penguin Books, 2010.

Seidenberg, Mark. *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*. Basic Books, 2018.

Kuhl, Patricia. "The Linguistic Genius of Babies." n.d. https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies/transcript?language=en#t-159465.

Gimenez, Paul, Nicolle Bugescu, Jessica M. Black, Roeland Hancock, Kenneth Pugh, Masanori Nagamine, Emily Kutner, et al. "Neuroimaging Correlates of Handwriting Quality as Children Learn to Read and Write." *Frontiers in Human Neuroscience* 8 (2014): 155. doi:10.3389/fnhum.2014.00155.

Wong, May. "Stanford Study on Brain Waves Shows How Different Teaching Methods Affect Reading Development." *Stanford News*, March 28, 2015. <https://news.stanford.edu/2015/05/28/reading-brain-phonics-052815/>.

Yoncheva, Yuliya N., Jessica Wise, and Bruce McCandliss. "Hemispheric Specialization for Visual Words Is Shaped by Attention to Sublexical Units during Initial Learning." *Brain and Language* 145 (2015): 23–33. doi:10.1016/j.bandl.2015.04.001.

Knowledge Sheet

Eliminate the Rote Memory of Sight Words with Accurate Phonics & Morphology

with Denise Eide

High-Frequency Words



The **ten** most frequently used words make up **25%** of all written texts.

the be to of and a in that have I

Dictionary, Oxford English. "The OEC: Facts about the Language," n.d. <https://web.archive.org/web/20111226085859/http://oxforddictionaries.com/words/the-oec-facts-about-the-language>.



The **twenty-five** most frequently used words make up **33%** of all written texts.

the be to of and a in that have I it for not
on with he as you do at this but his by from

Kress, Jacqueline E., and Edward B. Fry. *The Reading Teacher's Book of Lists. Sixth.* San Francisco, CA: Jossey-Bass, 2016.



The **100** most frequently used words make up **50%** of all written texts.

the be to of and a in that have I it for not
on with he as you do at this but his by from they
we say her she or an will my one all would there their
what so up out if about who get which go (50) me when make
can like time no just him know take people into year your good
some could them see other than then now look only come its over
think also back after use two how our work first well may even
new want because any these give day most us

Kress, Jacqueline E., and Edward B. Fry. *The Reading Teacher's Book of Lists. Sixth.* San Francisco, CA: Jossey-Bass, 2016.

Dictionary, Oxford English. "The OEC: Facts about the Language," n.d. <https://web.archive.org/web/20111226085859/http://oxforddictionaries.com/words/the-oec-facts-about-the-language>.



High frequency word lists overlap with a majority of words in the first few hundred words. This is because these are commonly used grammatical terms needed to form a sentence. They begin to diverge further down the list based upon the source texts.



Oxford English Dictionary Word List

- Based on the Oxford English Corpus
- 2.1 Billion Words
- English Worldwide - 21st Century Texts - journals, websites, novels, blogs, newspapers



Oxford Word List

- Oxford University Press
- Commonly used in Australia
- Based on words most commonly used in children's writing in first three grades.



Dolch List

- Compiled by Dr. Edward Dolch
- Children's literature in 1930s
- 220 High-Frequency Words & 95 Nouns
- Organized PreK-3rd Grade



FryList

- 1,000 words
- Compiled in 1950s
- Updated in 1980
- Texts used in Grades 3-9

National Reading Panel

Five Strands of Reading (Phonemic Awareness, Systematic Phonics, Fluency, Vocabulary, Reading Comprehension)

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