

# Systematic Phonics Skills

By Logic of English

## Alphabetic Principle

**SP.1.a** | Demonstrate an understanding that a phonogram is a written picture of a sound.

**SP.1.b** | Demonstrate an understanding that a phonogram may be written with one, two, three, or four letters.

**SP.1.c** | Count the number of phonograms in a word.

**SP.1.d** | Count the number of sounds made by a phonogram.

## Lowercase Single-Letter Phonograms

**SP.2.a** | Read the sound of the single-letter phonograms that say only one sound.

- b, d, f, h, j, k, l, m, n, p, r, t, v, w, z

**SP.2.b** | Read ALL the sounds, in order of frequency, of the single-letter phonograms that say more than one sound.

- a, c, e, g, i, o, s, u, x, y

**SP.2.c** | Recognize and match the lowercase a-z phonograms as they appear in a variety of computer fonts.

**SP.2.d** | Write the lowercase a-z phonograms.

**SP.2.e** | Recognize and match the lowercase a-z phonograms in a bookface font to their handwritten forms.

## The Phonogram QU

**SP.3.a** | Read the sounds of the multi-letter phonogram qu.

**SP.3.b** | Identify QU as a multi-letter phonogram in a word.

## Uppercase Letters

**SP.4.a** | Match lowercase and uppercase form of each letter as they appear in a variety of fonts.

**SP.4.b** | Read ALL the sounds, in order of frequency, of the single-letter phonograms from the uppercase forms.



## CVC Words

**SP.5.a** | Decode CVC words that use only single-letter phonograms saying their first sounds.

**SP.5.b** | Decode words with the multi-letter phonogram qu.

## Consonant Blends

**SP.6.a** | Blend two consonants in isolation.

**SP.6.b** | Blend three consonants in isolation.

**SP.6.c** | Decode words with consonant blends that use only single-letter phonograms saying their first sounds.

## More One-Syllable Words

**SP.7.a** | Decode one-syllable words that include the phonogram S saying its second sound /z/.

**SP.7.b** | Decode one-syllable words beginning with an uppercase letter.

## Letter Names

**SP.8.a** | Identify the name of each letter.

## Consonants and Vowels

**SP.9.a** | Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume.

**SP.9.b** | Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth.

**SP.9.c** | Identify whether each sound of a single-letter phonogram is a consonant sound or a vowel sound.

**SP.9.d** | Identify whether each sound of a multi-letter phonogram is a consonant sound or a vowel sound.

## Short Vowels

**SP.10.a** | Identify the short vowel sounds of the six single-letter vowels.

**SP.10.b** | Mark vowels that are saying their short sound with a breve.

**SP.10.c** | Read the short sound of single-letter vowels marked with a breve.

**SP.10.d** | Recognize that the short sounds are the most common sounds of the single-letter vowels.



## Long Vowels

- SP.11.a** | Identify the second vowel sound of the six single-letter vowels as a long sound.
- SP.11.b** | Mark vowels that are saying their long sound with a macron.
- SP.11.c** | Read the long sound of single-letter vowels marked with a macron.
- SP.11.d** | Identify the two long sounds of U.
- SP.11.e** | Decode one-syllable words that follow the rule *A E O U usually say their long sounds at the end of the syllable.*
- SP.11.f** | Decode words that follow the rule *I and O may say /ī/ and /ō/ when followed by two consonants.*
- SP.11.g** | Decode words that follow the silent final E rule *The vowel says its long sound because of the E.*
- SP.11.h** | Identify the reason a single-letter vowel is saying its long sound in a given word.

## Broad Vowels

- SP.12.a** | Identify the broad vowel sounds for A, O, and U.
- SP.12.b** | Mark vowels that are saying their broad sound with two dots.
- SP.12.c** | Read the broad sound of single-letter vowels marked with two dots.
- SP.12.d** | Decode one-syllable words with a broad vowel sound.
- SP.12.e** | Decode one-syllable words that follow the rule *When a word ends with the phonogram A, it says /ä/.*
- SP.12.f** | Decode one-syllable words that follow the rule *A may also say /ä/ after a W.*
- SP.12.g** | Decode one-syllable words that follow the rule *A may also say /ä/ before an L.*
- SP.12.h** | Identify the reason a single-letter vowel is saying its broad sound in a given word.

## Schwa

- SP.13.a** | Demonstrate an understanding that schwa is a lazy vowel sound where the mouth does not open as far and the sound is quieter and distorted.
- SP.13.b** | Demonstrate an understanding that *Any vowel may say one of the schwa sounds, /ǘ/ or /ǚ/, in an unstressed syllable.*
- SP.13.c** | Demonstrate an understanding that *Any vowel may say one of the schwa sounds, /ǘ/ or /ǚ/, in an unstressed word.*
- SP.13.d** | Recognize the symbol for schwa, ə.
- SP.13.e** | Identify a schwa sound in a given word.
- SP.13.f** | Decode one-syllable words with the schwa sound.
- SP.13.g** | Decode words that follow the rule *O may say /ǘ/ in a stressed syllable next to W, TH, M, N, or V.*
- SP.13.h** | Decode words that follow the rule *AR and OR may say their schwa sound, /er/, in an unstressed syllable.*



## Vowel Types

**SP.14.a** | Identify if a vowel is a single-letter vowel, a multi-letter vowel, or an R-controlled vowel.

**SP.14.b** | Identify whether a single-letter vowel in a given word is open or closed.

## I & Y

**SP.15.a** | For words ending in Y, identify if the final Y is a single-vowel Y or a part of a multi-letter phonogram.

**SP.15.b** | Decode words that follow the rule *I and Y may say /i/ or /ī/ at the end of the syllable.*

**SP.15.c** | Identify whether an I or Y at the end of a syllable in the middle of a word is saying its short sound or its long sound.

**SP.15.d** | Decode words that follow the rule *When a one-syllable word ends in a single vowel Y, it always says /ī/.*

**SP.15.e** | Explain how the rule *English words do not end in I, U, V, or J* applies to the spelling of words such as fly, cry, and my.

**SP.15.f** | Decode words that follow the rule *Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.*

**SP.15.g** | Decode words that follow the rule *I may say /ē/ with a silent final E.*

**SP.15.h** | Decode words that follow the rule *I may say /ē/ at the end of a syllable.*

**SP.15.i** | Decode words that follow the rule *I may say /ē/ at the end of foreign words.*

**SP.15.j** | Decode words with a suffix added to a word that ends with single-vowel Y.

## Syllables

**SP.16.a** | Count the number of syllables by humming the word.

**SP.16.b** | Count the number of syllables by counting the number of times the mouth drops open to form a vowel sound.

**SP.16.c** | Count the number of syllables in a written word by counting the number of written vowels.

**SP.16.d** | Demonstrate an understanding that all syllables have one and only one vowel.

## Syllable Stress

**SP.17.a** | Identify the stressed syllable in the word by saying the word aloud and feeling on which syllable the chin drops open the furthest.

**SP.17.b** | Demonstrate an understanding that in spoken English different syllables have different amounts of stress.

**SP.17.c** | Demonstrate an understanding that a stressed syllable is said more loudly than an unstressed syllable.



**SP.17.d** | Identify the unstressed syllable in words that include a schwa by communicating an understanding that schwa is an unstressed vowel.

**SP.17.e** | Apply knowledge of the phonograms and spelling rules to explain why a word is spelled a certain way.

**SP.17.f** | Apply the rule *A E O U usually say their long sounds at the end of the syllable* to divide the syllables in a word with a single-letter vowel.

**SP.17.g** | Apply the rule *I and O may say /ī/ and /ō/ when followed by two consonants* to divide the syllables in a word with a single-letter I or O.

**SP.17.h** | Demonstrate an understanding that syllables commonly divide between two consonants.

## Hard & Soft C & G

**SP.18.a** | Decode words that follow the rule *C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.*

**SP.18.b** | Identify the reason C is saying /k/ or /s/ in a given word.

**SP.18.c** | Decode words that follow the rule *G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.*

**SP.18.d** | Identify the reason G is saying /g/ or /j/ in a given word.

## Words With Double Consonants

**SP.19.a** | Decode words that follow the rule *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.*

**SP.19.b** | Decode words that *Double the last consonant when adding a vowel suffix.*

## Multi-Letter Phonograms That Say Only One Sound

**SP.20.a** | Read the sound of the multi-letter phonograms that say only one sound.

- ai, ar, au, aw, ay, bu, cei, ci, ck, dge, ear, ee, er, gn, ie, igh, ir, kn, ng, oa, oi, or, oy, ph, sh, tch, ti, ui, ur, wh, wor, wr

**SP.20.b** | Decode words that include the multi-letter phonogram \_\_\_\_ (see above).

**SP.20.c** | Explain how the rule *English words do not end in I, U, V, or J* applies to the phonograms OI, OY, AU, AW, UI, AI, and AY.

**SP.20.d** | Decode words that follow the rule *DGE is used only after a single vowel which says its short sound.*

**SP.20.e** | Decode words that follow the rule *CK is used only after a single vowel which says its short sound.*



**SP.20.f** | Decode words that follow the rule *TCH is used only after a single vowel which says its short or broad sound.*

## Multi-Letter Phonograms That Say Multiple Sounds

**SP.21.a** | Read ALL the sounds, in order of frequency, of the multi-letter phonograms that say more than one sound.

- augh, ch, ea, ei, eigh, es, ew, ey, gu, oe, oo, ow, ou, ough, si, th

**SP.21.b** | Decode words that include the multi-letter phonogram \_\_\_\_ (see above).

**SP.21.c** | Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.

## Phonogram Mastery

**SP.22.a** | Read ALL the sounds, in the order of frequency, of each of the 75 Basic Phonograms.

**SP.22.b** | Read ALL the sounds, in the order of frequency, and state the spelling hints for the Basic Phonograms that have one.

## Plurals

**SP.23.a** | Decode plural words ending in -S.

**SP.23.b** | Decode plural words ending in -ES.

**SP.23.c** | Decode plural words with an irregular spelling.

## Past Tense

**SP.24.a** | Decode past tense words with the suffix -ED.

## Additional Reasons for a Silent Final E

**SP.25.a** | Decode words that have a Silent Final E because *English words do not end in V or U.*

**SP.25.b** | Decode words that have a Silent Final E because *The C says /s/ and the G says /j/ because of the E.*

**SP.25.c** | Decode words that have a Silent Final E because *Every syllable must have a written vowel.*

**SP.25.d** | Decode words that have a Silent Final E *to keep singular words that end in the letter S from looking plural.*

**SP.25.e** | Decode words that have a Silent Final E *to make the word look bigger.*

**SP.25.f** | Decode words that have a Silent Final E *to make the TH say its voiced sound.*

**SP.25.g** | Decode words that have a Silent Final E *to clarify meaning.*



**SP.25.h** | Decode words that have an unseen reason for a silent final E.

**SP.25.i** | Explain why the silent final E is needed in a given word.

**SP.25.j** | Decode words with a suffix added after a silent final E.

**SP.25.k** | Decode words that dropped silent E before the suffix was added.

## True Exceptions

**SP.26.a** | Decode words with an exception to the phonograms or spelling rules. Identify which parts of the word follow the rules, and identify the exception.

## Compound Words

**SP.27.a** | Decode two one-syllable words using previously taught phonograms and spelling rules, then combine the words and decode the compound word.

**SP.27.b** | Decode compound words using previously taught phonograms and spelling rules.

## Two-Syllable Words

**SP.28.a** | Decode two-syllable words with short, single-letter vowels and/or previously taught multi-letter phonograms.

**SP.28.b** | Decode two-syllable words that include a long sound because of the rule *A E O U usually say their long sounds at the end of the syllable*.

**SP.28.c** | Decode two-syllable words where A and U say their broad sounds.

**SP.28.d** | Decode two-syllable words with a schwa sound.

**SP.28.e** | Decode two-syllable words with double consonants in the middle of the word.

## Silent Letters

**SP.29.a** | Decode words with a silent L.

## Three- Four- and Five-Syllable Words

**SP.30.a** | Decode three-syllable words using previously taught phonograms and spelling rules.

**SP.30.b** | Decode four-syllable words using previously taught phonograms and spelling rules.

**SP.30.c** | Decode five-syllable words using previously taught phonograms and spelling rules.

## Advanced Phonograms

**SP.31.a** | Recognize that an unfamiliar spelling in a word may be an advanced phonogram.



**SP.31.b** | Identify \_\_\_\_ as an Advanced Phonogram. Demonstrate familiarity, but not necessarily mastery, of its sound(s).

- aa, ae, ah, ai, aigh, au, ay, bt, cc, ce, cu, e, eau, ée, ei, eo, et, eu, eur, ge, gh, gi, gn, j, kh, ll, mb, mn, ñ, oe, oi, ot, our, pn, ps, pt, qu, rh, s, sc, sch, sci, th, ut, xi, yr, z, zz

## Contractions

**SP.32.a** | Decode contractions.

**SP.32.b** | Identify the two words represented in a contraction.

## Assimilation & Allophones

**SP.33.a** | Recognize that in speech sounds that are next to one another in a word often assimilate.

**SP.33.b** | Decode words with sounds that assimilate.

**SP.33.c** | Identify which sounds in a word are assimilating and describe why, using descriptions of how the individual sounds are formed in the mouth.

**SP.33.d** | Demonstrate an understanding that there are shades of sounds, and that a given phoneme may be pronounced slightly differently based upon what other sounds surround it in a word.

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