

# Alpha-Phonics Phonograms

## *Key Words*

Prepared by Donald Potter  
10/26/1999 - revised 12/27/2003

The *Alpha-Phonics Phonograms* teach the **variable symbol-to-sound correspondences** of the English alphabetic writing system. The Phonograms are numbered according the order in which they are introduced in *Alpha-Phonics*. The underlined letters give the sound or sounds of the phonograms. Say the sounds in isolation in the order given as you practice drilling the phonograms with the students. Simply reciting the sounds of each phonogram in the order indicated is all the teacher needs to do. The phonograms can be drilled from the *Phonogram Drill Chart* or from the *Phonogram Flash Cards*.

- |   |   |  |   |
|---|---|--|---|
| 1. a <u>a</u> t <u>a</u> te f <u>a</u> ther b <u>a</u> ll | 21. ck b <u>a</u> ck                                  | 41. eigh <u>e</u> ight                                       | 61. eu <u>e</u> ud                      |
| 2. m <u>m</u> om  | 22. qu <u>qu</u> ack                                  | 42. au <u>au</u> haul  | 62. ir <u>ir</u> st                     |
| 3. n <u>n</u> oon   | 23. k <u>k</u> id                                     | 43. aw <u>aw</u> paw   | 63. ur <u>ur</u> se                     |
| 4. s <u>s</u> at <u>a</u> s                               | 24. e <u>e</u> pet <u>h</u> e                         | 44. ar <u>ar</u> car   | 64. wor <u>w</u> ork                    |
| 5. t <u>t</u> ot  | 25. i <u>i</u> t I <u>t</u> axi                       | 45. ee <u>ee</u> bee   | 65. ear <u>ear</u> ly                   |
| 6. x <u>x</u> ax  | 26. o <u>o</u> pot <u>g</u> o <u>l</u> ove <u>d</u> o | 46. ea <u>ea</u> bead head <u>ea</u> r                       | 66. our <u>our</u> age                  |
| 7. h <u>h</u> at  | 27. u <u>u</u> t <u>u</u> se <u>m</u> usic <u>u</u> t | 47. ie <u>ie</u> field <u>pie</u>                            | 67. sc <u>sc</u> ience                  |
| 8. d <u>d</u> ad  | 28. ph <u>ph</u> one                                  | 48. igh <u>igh</u> light                                     | 68. ci <u>ci</u> special                |
| 9. w <u>w</u> ax  | 29. th <u>th</u> e <u>th</u> in                       | 49. ough <u>ough</u> <u>th</u> ough <u>th</u> rough          | 69. si <u>si</u> mission <u>vi</u> sion |
| 10. l <u>l</u> ap   | 30. sh <u>sh</u> ip                                   | 50. augh <u>au</u> ght                                       | 70. ti <u>ti</u> nation                 |
| 11. b <u>b</u> ob   | 31. ch <u>ch</u> urch <u>sch</u> ool <u>mach</u> ine  | 51. gh <u>gh</u> rough                                       | 71. xi <u>xi</u> anxious                |
| 12. c <u>c</u> at <u>ci</u> ty                            | 32. wh <u>wh</u> eel                                  | 52. oa <u>oa</u> boat  | 72. su <u>su</u> re <u>treas</u> ure    |
| 13. g <u>g</u> um <u>g</u> em                             | 33. ng <u>ng</u> sing                                 | 53. ow <u>ow</u> cow <u>sn</u> ow                            | 73. tu <u>tu</u> picture                |
| 14. j <u>j</u> et   | 34. er <u>er</u> her                                  | 54. oo <u>oo</u> food <u>g</u> ood <u>door</u> <u>bloo</u> d | 74. kn <u>kn</u> ee                     |
| 15. f <u>f</u> an   | 35. tch <u>tch</u> catch                              | 55. ou <u>ou</u> loud <u>our</u> <u>sou</u> p <u>shou</u> ld | 75. mb <u>mb</u> comb                   |
| 16. p <u>p</u> op   | 36. dge <u>dge</u> edge                               | 56. oy <u>oy</u> toy   | 76. wr <u>wr</u> ite                    |
| 17. r <u>r</u> oar  | 37. ai <u>ai</u> mail                                 | 57. oi <u>oi</u> oil   | 77. st <u>st</u> listen                 |
| 18. v <u>v</u> an   | 38. ay <u>ay</u> day                                  | 58. ue <u>ue</u> glue  | 78. ps <u>ps</u> yché                   |
| 19. y <u>y</u> es <u>gyn</u> baby <u>by</u>               | 39. ey <u>ey</u> key <u>they</u>                      | 59. ui <u>ui</u> fruit                                       | 79. rh <u>rh</u> ythm                   |
| 20. z <u>z</u> ebra                                       | 40. ei <u>ei</u> protein <u>re</u> ign                | 60. ew <u>ew</u> threw                                       |   |

# Alpha-Phonics Phonograms

## *Dictionary Respellings: Phonemes*

Prepared by Donald Potter

12/29/03

The *Alpha-Phonics Phonograms* teach the **variable symbol-to-sound correspondences** of the English alphabetic writing system. The Phonograms are numbered according the order in which they are introduced in *Alpha-Phonics*. The respellings are largely those of the *American Heritage Collegiate Dictionary*, 3rd Ed.

1. a /ă/ /ā/ /ō/ /ô/	21. ck /k/	41. eigh /ā/	61. eu /ōō/
2. m /m/	22. qu /kw/	42. au /ô/	62. ir /ûr/
3. n /n/	23. k /k/	43. aw /ô/	63. ur /ûr/
4. s /s/ /z/	24. e /ě/ /ē/	44. ar /ār/	64. wor /ûr/
5. t /t/	25. i /ĭ/ /ī/ /ē/	45. ee /ē/	65. ear /ûr/
6. x /x/	26. o /ō/ /ō/ /ū/ /ōō/	46. ea /ē/ /ě/ /ā/	66. our /ûr/
7. h /h/	27. u /ü/ /yōō/ /ōō/ /ōō/	47. ie /ē/ /ī/	67. sc /sh/
8. d /d/	28. ph /f/	48. igh /ī/	68. ci /sh/
9. w /w/	29. th /th/ /th/	49. ough /ô/ /ô/ /ōō/	69. si /sh/ /zh/
10. l /l/	30. sh /sh/	50. augh /ô/	70. ti /sh/
11. b /b/	31. ch /ch/ /k/ /sh/	51. gh /f/	71. xi /s/
12. c /c/ /s/	32. wh /hw/	52. oa /ō/	72. su /sh/ /zh/
13. g /g/ /j/	33. ng /ng/	53. ow /ou/ /ō/	73. tu /ch/
14. j /j/	34. er /ûr/	54. oo /ōō/ /ōō/ /ō/ /ū/	74. kn /n/
15. f /f/	35. tch /j/	55. ou /ou/ /ō/ /ōō/ /ū/	75. mb /m/
16. p /p/	36. dge /j/	56. oy /oi/	76. wr /r/
17. r /r/	37. ai /ā/	57. oi /oi/	77. st /s/
18. v /v/	38. ay /ā/	58. ue /ōō/	78. ps /s/
19. y /y/ /ĭ/ /ē/ /ī/	39. ey /ē/ /ā/	59. ui /ōō/	79. rh /r/
20. z /z/	40. ei /ē/ /ā/	60. ew /ōō/	

# Alpha-Phonics Phonograms

## *Lesson Correlations*

Prepared by Donald Potter

8/21/1999 - revised 6/9/2003- further revisions 12/29/03

The Phonograms are based on the List of Phonograms that Dr. Samuel T. Orton gave to Romalda Spalding and which became the basis for her famous *Writing Road to Reading*. The Phonograms are numbered according the order in which they are introduced in *Alpha-Phonics*. Coupling the Phonograms with *Alpha-Phonics* allows us to teach and continually review variable symbol-to-sound correspondences while simultaneously instructing the student in the larger syllabic structures of English orthography (spelling-families) necessary for fluent reading and accurate spelling. The number in parenthesis indicate the *Alpha-Phonics* lesson where a phonogram is first taught.

1. a (1)	21. ck (11)	41. eigh (79)	61. eu (117)
2. m (1)	22. qu (11)	42. au (83)	62. ir (118)
3. n (1)	23. k (14)	43. aw (83)	63. ur (118)
4. s (1)	24. e (15)	44. ar (85)	64. wor (118)
5. t (1)	25. i (15)	45. ee (87)	65. ear (118)
6. x (1)	26. o (15)	46. ea (89)	66. our (128)
7. h (2)	27. u (15)	47. ie (92/98)	67. sc (121)
8. d (4)	28. ph (19/120)	48. igh (101)	68. ci (121)
9. w (4)	29. th (21)	49. ough (101)	69. si (121)
10. l (7)	30. sh (29)	50. augh (101)	70. ti (121)
11. b (8)	31. ch (30)	51. gh (102)	71. xi (121)
12. c (8)	32. wh (31)	52. oa (105)	72. su (121)
13. g (8)	33. ng (41)	53. ow (106)	73. tu (121)
14. j (8)	34. er (45)	54. oo (119)	74. kn (122)
15. f (8)	35. tch (52)	55. ou (108)	75. mb (123)
16. p (9)	36. dge (54)	56. oy (114)	76. wr (128)
17. r (9)	38. ay (75)	57. oi (114)	77. st (126)
18. v (9)	37. ai (77)	58. ue (116)	78. ps (127)
19. y (9/93,98)	38. ey (77)	59. ui (116)	79. rh (105)
20. z (9)	39. ei (79)	60. ew (117)	

Alpha-Phonics Phonogram  
*Student Drill Chart*

a	ck	eigh	eu
m	qu	au	ir
n	k	aw	ur
s	e	ar	wor
t	i	ee	ear
x	o	ea	our
h	u	ie	sc
d	ph	igh	ci
w	th	ough	si
l	sh	augh	ti
b	ch	gh	xi
c	wh	oa	su
g	ng	ow	tu
j	er	oo	kn
f	tch	ou	mb
p	dge	oy	wr
r	ai	oi	st
v	ay	ue	ps
y	ey	ui	rh
z	ei	ew	

Collation of *Alpha-Phonics*  
Units, Lessons, Phonograms

By Donald L. Potter 8/21/99, Revised 12/29/03

Unit I.	Lessons 1 – 14 Phonograms: 1 – 23	Single Letter Consonants
Unit II.	Lessons 14 – 28 Phonograms 24 – 29	Short Vowels
Unit III.	Lessons 29 – 42 Phonograms: 30 – 33	Consonant Digraphs
Unit IV.	Lessons 43 – 57 Phonograms 34 – 36	Ending Blends
Unit V.	Lessons 58 – 71 Phonograms: None	Beginning Blends
Unit VI.	Lessons 72 – 86 Phonograms: 37 – 44	Long “a”
Unit VII.	Lessons 87 – 100 Phonograms 45 – 48	Long “e” and Long “i”
Unit VIII.	Lessons 101 – 117 Phonograms 49 – 61	Long “o” and Long “u”
Unit IX.	Lessons 118 – 128 Phonograms 62 – 79	Multiple-Letter Consonants Phonograms

# Instruction for Making Alpha-Phonics Phonogram Cards

By Donald L. Potter

12/31/03

I recommend putting both the manuscript and cursive letter forms on the front of the flash cards. This is all the students will see. On the back of the cards, you can put both the Key Words and Respelling for the Phonogram. Below are the dialogues that you can put on the card, indicated by the number. Simply have the class repeat the phonograms and dialogues. With sufficient drill, they will memorize the cards. Phonogram drill is a **fun time** for all. Say the sounds (phonemes) **not** the letter name when drilling the phonograms, especially with kindergarten.

11. /b/ that starts with a line. (Note that the letter b has a line on the left side, while the d has a circle.)
12. /k/ /s/, C says /s/ with e, i or y.
13. /g/ /j/, G usually says /j/ with e, i, or y.
24. E is usually silent at the end of English words.
27. U can not be used at the end of a word.
28. Two letter /f/ that is a Greek phonogram.
30. Two letter /sh/ that we use at the beginnings and ends of words.
32. /hw/ the backward phonogram
34. The /ûr/ of her.
37. Two letter /ai/ that we do **not** use at the end of words because English words do not end with “i”.
38. Two letter /ai/ that we do use at the end of words.
39. /ē/ /ā/ that we do use at the end of words.
40. /ē/ /ā/ that we do **not** use at the end of words because English words do not end with “i.”
41. four letter /ā/
42. Two letter /ô/ that we do **not** use at the end words because English words do not end with “u.”
43. Two letter /ô/ that we do use at the end of words.
48. Three letter /î/
52. The /ō/ of boat.
56. /oi/ that we do uses at the end of words.
57. /oi/ that we do **not** use at the end of words.
62. The /ûr/ of first
63. The /ûr/ of nurse
64. The /ûr/ of work
65. The /ûr/ of early
66. The /ûr/ of courage

Three important rules.

1. The letters i, u, and v can not end English words.
2. The letter e is usually silent at the end of a word.
3. The silent e at the end of a word can jump back over the second letter make the third letter say its second sound: ate, Pete, Mike, mute.
4. A vowel at the end of a syllable is usually long: he, she, me.

## Mr. Potter's Secret of Reading

Start every class with an enthusiastic recitation of *Mr. Potter's Secret of Reading*: "The Secret of Reading is to look at all the letters the right way." This will assure that the students are indeed looking at all the letters and not skipping any, especially the all-important vowels. The "right way" means that they are to scan the letters in words from left to right. Students should be told to "sound-out the words by looking at all the letters." They are **never** to memorize any words, nor are they allowed to guess.

### Why *Alpha-Phonics* **always** works and Whole-word methods (Whole Language) **never** work

A child who learns to read with *Alpha-Phonics* will **never** develop whole-word dyslexia because they will have established the proper perceptual path to reading: from **letter** to **sound** to **meaning**. They are "objective readers."

A child who learns to read with whole-word methods or phony phonics (analytical phonics which teaches phonics **after** students have memorized numerous sight-words) **always** develops some degree of whole-word dyslexia. They establish an improper perceptual path to reading: from **letter** to **meaning** with **sound** as an afterthought. They have to get to the "meaning" before they can get to the "sound" so they have to **guess** the meaning of words from configuration and context. They are "subjective readers." Their whole-word dyslexia is often masked because most reading assessments only test silent reading comprehension. Smart kids can often guess enough words correctly to pass the tests, even though they may be very poor readers. Conversely some good readers may score low on the silent reading tests because they get distracted, bored, or just plain don't care. Oral reading tests are the **only way** to determine exactly how a child reads.

Currently, *The Miller Word Identification Assessment (MWIA)* is the **best test** for determining if a student has whole-word dyslexia. There are two forms of the test: The *MWIA I* for younger children and the *MWIA II* for older children and adults. Both forms of the test are available for free download, with instructions, on the Education Page of the [www.donpotter.net](http://www.donpotter.net) web site.

The *Blumenfeld Oral Reading Test (BORAT)* is an excellent test of a student's knowledge of the English alphabet code. It is available from [www.howtotutor.com](http://www.howtotutor.com).

This page created by Donald L. Potter 12/31/03. Slightly revised for Internet publication 12/24/04. An audio (mp3) file was added to the Education Page of the [www.donpotter.net](http://www.donpotter.net) web site to assist teachers (including parents) to teach the phonograms on 8/05/05.

There are several essays by Dr. Blumenfeld available for download in pdf format on my web site. They are all of great value and should be read by everyone interested in improving literacy in America.