

The Natural Phonics Primer™ Phonograms
Sequence Chart

By Donald L. Potter
August 13, 2006

| Steps 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|---------------|---------|----------------|--------|-----------------|
| 1. a | 26. sh | 34. ee | 58. ed | 59. kn |
| 2. e | 27. x | 35. ea | | 60. wr |
| 3. i | 28. ng | 36. oo | | 61. igh |
| 4. o | 29. qu | 37. ar | | 62. ough |
| 5. u | 30. th | 38. or | | 63. gh |
| 6. b | 31. wh | 39. er | | 64. eigh |
| 7. d | 32. ch | 40. ir | | 65. ph |
| 8. f | 33. tch | 41. ur | | 66. ti |
| 9. g | | 42. wor | | 67. ci |
| 10. h | | 43. ear | | 68. si |
| 11. j | | 44. oi | | 69. dge |
| 12. l | | 45. oy | | 70. su |
| 13. m | | 46. ou | | 71. tu |
| 14. n | | 47. ow | | 72. ei |
| 15. p | | 48. au | | 73. ey |
| 16. r | | 49. aw | | |
| 17. s | | 50. ai | | |
| 18. t | | 51. ay | | |
| 19. v | | 52. ie | | |
| 20. w | | 53. oa | | |
| 21. y | | 54. oe | | |
| 22. z | | 55. ui | | |
| 23. c | | 56. ew | | |
| 24. k | | 57. ue | | |
| 25. ck | | | | |

Word Count for the *Natural Phonics Primer*[™]

By Donald L. Potter

August 13, 2006

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|--------|--------|--------|--------|--------|
| 1. 36 | 13. 46 | 24. 75 | 40. 62 | 60. 62 |
| 2. 33 | 14. 53 | 25. 31 | 41. 66 | 61. 52 |
| 4. 37 | 15. 50 | 26. 56 | 42. 60 | 62. 31 |
| 6. 25 | 17. 43 | 27. 42 | 44. 49 | 65. 49 |
| 8. 32 | 18. 54 | 28. 28 | 46. 22 | 67. 56 |
| 10. 17 | 20. 32 | 29. 43 | 48. 63 | 69. 41 |
| 11. 26 | 21. 45 | 30. 22 | 49. 51 | 70. 44 |
| | 23. 51 | 31. 45 | 51. 77 | 72. 78 |
| | | 32. 32 | 53. 79 | |
| | | 34. 66 | 55. 66 | |
| | | 35. 34 | 56. 52 | |
| | | 36. 72 | 58. 52 | |
| | | 37. 26 | | |
| | | 39. 81 | | |
| 206 | 324 | 653 | 699 | 413 |

Exercise # Word Count

Total words: 2,295

At 13 words per day, the program can be covered in 1 year.

At 26 words per day, it can be covered in ½ year.

This Word Count Chart serves as the basis for establishing a realistic **Pacing Schedule** for introducing the phonetic words in the *Natural Phonics Primer*[™].

The Natural Phonics Primer™ Phonograms

Key Words

Prepared by Donald L. Potter
September 23, 2006

| Steps 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|--|---|---|-----------------------|--|
| 1. a <u>a</u> t <u>a</u> te f <u>a</u> ther b <u>a</u> ll | 26. sh <u>sh</u> ip | 34. ee <u>ee</u> l | 58. ed <u>ed</u> /d/t | 59. kn <u>kn</u> ee |
| 2. e <u>e</u> t he | 27. x <u>x</u> | 35. ea <u>ea</u> d head bea <u>r</u> | | 60. wr <u>wr</u> ite |
| 3. i <u>i</u> t I <u>i</u> taxi | 28. ng <u>ng</u> sing | 36. oo <u>oo</u> d food go <u>o</u> d do <u>o</u> r blo <u>o</u> d | | 61. <u>igh</u> light |
| 4. o <u>o</u> pot <u>o</u> go <u>o</u> love <u>o</u> do | 29. qu <u>qu</u> ack | 37. ar <u>ar</u> car | | 62. <u>ough</u> <u>ough</u> t tho <u>ugh</u> thro <u>ugh</u> |
| 5. u <u>u</u> cut <u>u</u> se <u>u</u> music <u>u</u> put | 30. th <u>th</u> e <u>th</u> in | 38. or <u>or</u> der | | 63. gh <u>gh</u> rough |
| 6. b <u>B</u> ob | 31. wh <u>wh</u> eel | 39. er <u>er</u> her | | 64. <u>ei</u> gh <u>ei</u> ght |
| 7. d <u>d</u> ad | 32. ch <u>ch</u> urch schoo <u>l</u> machi <u>n</u> e | 40. ir <u>ir</u> first | | 65. ph <u>ph</u> one |
| 8. f <u>f</u> an | 33. tch <u>tch</u> catch | 41. ur <u>ur</u> nurse | | 66. ti <u>ti</u> nation |
| 9. g <u>g</u> um <u>g</u> em | | 42. wor <u>wor</u> ks | | 67. ci <u>ci</u> special |
| 10. h <u>h</u> at | | 43. ear <u>ear</u> ly | | 68. si <u>si</u> mission <u>vi</u> sion |
| 11. j <u>j</u> et | | 44. oi <u>oi</u> l | | 69. dge <u>dge</u> edge |
| 12. l <u>l</u> ap | | 45. oy <u>oy</u> toy | | 70. su <u>su</u> re treas <u>u</u> re |
| 13. m <u>m</u> om | | 46. ou <u>ou</u> loud <u>ou</u> four <u>ou</u> soup <u>ou</u> sho <u>u</u> ld | | 71. tu <u>tu</u> pict <u>u</u> re |
| 14. n <u>n</u> oon | | 47. ow <u>ow</u> cow <u>ow</u> snow | | 72. ei <u>ei</u> vein <u>re</u> ceive |
| 15. p <u>p</u> op | | 48. au <u>au</u> haul | | 73. ey <u>ey</u> <u>th</u> ey <u>key</u> |
| 16. r <u>r</u> oar | | 49. aw <u>aw</u> paw | | |
| 17. s <u>s</u> at <u>as</u> | | 50. ai <u>ai</u> mail | | |
| 18. t <u>t</u> ot | | 51. ay <u>ay</u> day | | |
| 19. v <u>v</u> an | | 52. ie <u>ie</u> field <u>pie</u> | | |
| 20. w <u>w</u> agon | | 53. oa <u>oa</u> boat | | |
| 21. y <u>y</u> es <u>y</u> es <u>y</u> gym <u>y</u> baby <u>y</u> by | | 54. oe <u>oe</u> toe | | |
| 22. z <u>z</u> ebra | | 55. ui <u>ui</u> fruit | | |
| 23. c <u>c</u> at <u>ci</u> ty | | 56. ew <u>ew</u> threw | | |
| 24. k <u>k</u> id | | 57. ue <u>ue</u> glue | | |
| 25. ck <u>ck</u> back | | | | |

The underlined letter or letters represent the phonemes (isolated speech sounds). These phonograms with multiple sounds are to be spoken in a rhythmic fashion. It is good for the children to watch the teacher's mouth closely as they imitate the sounds. I have found it very helpful for the children to have a small hand mirror so they can observe their own mouths reproducing the sounds being taught. Make sure that to clip the sounds of the consonants: /t/ should be simply /t/ not /tuh/. In American English only slight aspiration should follow the phoneme. A short mp3 file is Online to assist teachers and parents to pronounce the Phonograms correctly for optimum success.

Instructions for Making the Natural Phonics Primer™ Phonogram Cards

By Donald L. Potter

September 23, 2006

I recommend putting both manuscript and letter forms on front of the flash cards. This is all the students will see. On the back of the cards, you can put the Key Words and the Instruction below. Simply have the class repeat the phonograms and instructions. With sufficient drill, they will memorize the cards. Children find this a fun activity. You will be amazed at how rapidly they can master all the phonograms. It is fine to say the letter names first and then the phonogram sound because the students will need to know the names of the letters when they do oral spelling. Oral spelling is a wonderful activity that can be accomplished in the fraction of the time necessary for written spelling.

2. E is usually silent at the end of English words.
5. U can **not** be used at the end of a word because English words do not end with “u.”
6. /b/ that starts with a line (Note that the letter “b” starts with a line, while “d” starts with a circle).
9. /g/ /j/, G usually says /j/ with e, i, or y.
24. /k/ /s/, C says /s/ with e, i or y.
26. Two-letter /sh/ that we use at the beginnings and ends of words.
31. /hw/ the backward phonogram
39. The /ur/ of her.
40. The /ur/ of first.
41. The /ur/ of nurse
42. The /ur/ of work
43. The /ur/ or early.
44. /oi/ that we do **not** use at the end of words because English word do not end with “i.”
45. /oi/ that we do use at the end of words.
48. Two-letter /ou/ that we do **not** use at the end of words because English words do not end with “u.”
49. Two-letter /ou/ that we do use at the end of words.
50. Two-letter /ai/ that we do **not** use at the end of words because English words do not end with “I.”
51. Two-letter /ai/ that we do use at the end of words.
53. The /ō/ of boat.
54. The / ō/ of toe.
62. Three-letter /ī/.
65. Four-letter /ai/.
66. Two-letter /f/ that is a Greek phonogram
73. /ee/ /ai/ that we do **not** use at the end of words because English words do not end with “i”

Three important rules:

1. The letters i, u, and v can not end English words.
2. The letter is usually silent at the end of words.
3. Silent e at the end of a word can jump back over the second letter to make the third letter say its name:
ate, Pete, kite, poke, mute.
4. The vowel at the end of a syllable is usually long.

Content and Correlation
For the Natural Phonics Primer™ Phonograms

Step 1: The five short vowels and all consonants spelled by one letter.
Exercises 1 – 12: Phonograms 1 – 25

1. a b d f g h j l m n j p r s t v w y z
2. e
4. i
6. o
8. u
10. c k
11. ck

Step 2: Consonant and consonant combinations spelled with two or three letters.
Exercises 12 – 23: Phonograms 26 – 32.

13. ct ft lb lf lk lm lp lt mp nd nt pt sk sp st
14. bs cks ds ffs gs lls ms ns ps ts cts fts lbs lks lms lps lts mps nds nts pts
sks sps sts
15. ng nk sh x ngs nks
17. bl cl fl gl pl sc sk sl sm sn sp st sw tw spl
18. br cr dr fr gr pr scr spr str shr tr
20. qu th wh spu thr
21. ch tch
23. Two-Syllable Words

Step 3. Vowels and vowel combinations spelled with two or three letters.

Exercises 24 – 39

| | |
|---|--------------------|
| 24. ee ea as in meat e as in he | Phonograms 34, 35 |
| 25. ee ea as in meat e as in he (Continued) | |
| 26. oo as in moon, book, and poor | Phonogram 36 |
| 27. ar as in pa, ma | Phonogram 37 |
| 28. or | Phonogram 38 |
| 29. er ir ur | Phonograms 39 – 43 |
| 30. oi oy | Phonograms 44, 45 |
| 31. ou ow as in cow | Phonograms 46, 47 |
| 32. au aw all alt alk | Phonograms 48, 49 |
| 34. ai ay air | Phonograms 50, 51 |
| 35. ie as pie y as in by ye as rye ind as in mind ild as wild | Phonogram 52 |
| 36. oa oe old olt oll ow as low o as in so | Phonograms 53, 54 |
| 37. ew ue | Phonograms 55 – 57 |
| 39. Two-Syllable and Three-Syllable Words | |

Step 4. The five long vowels. Exercises 40 – 59. Only one new Phonogram for Step 5.

| | |
|--|--------------|
| 40. a as in name | |
| 41. a as in name (continued) as a in care e as in Eve and here | |
| 42. i as in fine and fire | |
| 44. o as bone and more | |
| 46. u as in tune and cure | |
| 48. ing | |
| 49. y, ies, ied as n hurry, hurries, hurried | |
| 51. ed | Phonogram 58 |
| 53. er le | |
| 55. ce ci cy | |
| 56. ge gi gy dge dgi dgy | |
| 58. se, si, sy as in cheese, rising, rosy | |

Step 5. Irregular Spellings. Exercises 60 – 72

| | |
|--|--------------------|
| 60. Silent b, g, k, t, w | Phonograms 60 – 64 |
| 61. Silent gh, h, l | |
| 62. ph gh as in rough | Phonograms 65 |
| 65. ea as in break, head, and learn | |
| 66. ie as in field ui as in fruit u as in put | |
| 67. wa swa wor qua squaw ha ou as in young and famous | |
| 69. ci, si, ti as in special, pension, vision, station, action | Phonograms 66 – 71 |
| su as in treasure tu as nature | |
| 70. ive as in active or ance ence come some | |
| 72. Three-Syllable and Four-Syllable Words | Phonograms 72 - 73 |

Note by Internet Publisher: Donald Potter
September 23, 2006

This is a preliminary edition of my *Natural Phonics Primer*[™] *Phonograms*. They are modeled after the 70 Phonograms that Samuel Orton gave to Romalda Spalding which became the basis for the phonics portion of her famous 1957 *Writing Road to Reading*. Spalding used the 1915 Ayres List of 1,000 high frequency word in print (published at www.donpotter.net) to teach decoding. She added 700 words in her last edition. Instead of teaching a more or less random list of phonics elements found in words listed in order of frequency (Ayres' List), **I prefer** to teach students to decode words classified by their phonetic elements (Rudolf Flesch's List). See my *Natural Phonics Primer*[™] *with Blend Phonics* for my **Phonics Word List** on the Education page of my web site: www.donpotter.net. All these materials are available for FREE download.

This work is dedicated to the wonderful first-grade scholars at the *Odessa Christian School* in Odessa, TX. They learned 45 of the Spalding Phonograms in kindergarten and came to first grade read to begin sound-out the over 2,000 words in the *Natural Phonics Primer*[™]. They are ready for a lifetime of success in reading.

Students should **not** begin reading until they have covered successfully at least the first 50 Exercises in the *Natural Phonics Primer*[™]. This will prevent the unwanted development of whole-word guessing from configuration, context, and grammar clues. Virtually all student of normal intelligence who complete the *Natural Phonics Primer*[™] will be virtually free of whole-word dyslexia. The Miller Word Identification Assessment can be used to determine if students have developed whole-word dyslexia through exposure to sight-word instruction. The *Natural Phonics Primer*[™], not only serves to **prevent** whole-word dyslexia when taught first (phonics-first) but it as proven very effective in helping students overcome this environmentally induced form of dyslexia.