

The 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> l | 62. ir <u>i</u> rst |
| 3. n <u>n</u> oon | 23. k <u>k</u> id | 43. aw <u>aw</u> | 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> | 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> | 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> d head <u>bea</u> r | 66. our <u>our</u> age |
| 7. h <u>h</u> at | 27. u <u>u</u> cut <u>u</u> se <u>m</u> usic <u>pu</u> t | 47. ie <u>ie</u> ld <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> t | 68. ci <u>ci</u> al |
| 9. w <u>w</u> ax | 29. th <u>th</u> e <u>thin</u> | 49. ough <u>ough</u> t <u>thou</u> gh <u>throu</u> gh | 69. si <u>si</u> on <u>vision</u> |
| 10. l <u>l</u> ap | 30. sh <u>sh</u> ip | 50. augh <u>augh</u> t | 70. ti <u>ti</u> on |
| 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> ous |
| 12. c <u>c</u> at <u>ci</u> ty | 32. wh <u>wh</u> eel | 52. oa <u>oa</u> t | 72. su <u>su</u> re <u>treas</u> ure |
| 13. g <u>g</u> um <u>gem</u> | 33. ng <u>ng</u> ing | 53. ow <u>ow</u> cow <u>snow</u> | 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>good</u> door <u>blood</u> | 74. kn <u>kn</u> ee |
| 15. f <u>f</u> an | 35. tch <u>tch</u> atch | 55. ou <u>ou</u> loud <u>our</u> soup <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> il | 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>gym</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>reign</u> | 60. ew <u>ew</u> threw | 80. gn <u>gn</u> at |

Blumenfeld's 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/ /Û/ /ōō/	46. ea /ē/ /ě/ /ā/	66. our /ûr/
7. h /h/	27. u /Û/ /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/ /tħ/	49. ough /ô/ /ō/ /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 /sh/
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/ /Û/	74. kn /n/
15. f /f/	35. tch /j/	55. ou /ou/ /ō/ /ōō/ /Û/	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/	80. gn /n/

Blumenfeld's Alpha-Phonics Phonograms

Lesson Correlations

Prepared by Donald Potter

8/21/1999 - revised 6/9/2003- further revisions 12/29/03, 1/30/11

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 numbers 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 (118)
7. h (2)	27. u (15)	47. ie (92/98)	67. sc (121)
8. d (4)	28. ph (19/120)	48. igh (100)	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 (109)	74. kn (122)
15. f (8)	35. tch (52)	55. ou (112)	75. mb (123)
16. p (9)	36. dge (54)	56. oy (114)	76. wr (125)
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
20. z (9)	39. ei (79)	60. ew (117)	80. gn

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	gn

Collation of *Alpha-Phonics*

Levels, Lessons, and Phonograms

By Donald L. Potter,

8/21/99, 12/29/03, 10/29/09, 1/29/11, 4/29/13

Level 1. Lessons 1 – 14 Phonograms: 1 – 23	Single Letter Consonants w/short ä, ck, qu
Level 2. Lessons 15 – 28 Phonograms 24 – 29	Short Vowels, ph, th
Level 3. Lessons 29 – 37 Phonograms: 30 – 32	Consonant Digraphs, sh, ch, wh, to be, cont.
Level 4. Lessons 38 - 39 Phonograms: None	Two-syllable short vowel words
Level 5. Lessons 40 - 49 Phonograms 33 – 36	äl, äll, ng, ing, Final Consonant Blends
Level 6. Lessons 50 – 71 Phonograms: 35 - 37	Ending & Beginning Consonant Blends
Level 7. Lessons 72 – 86 Phonograms 38 - 44	Long /ā/ spellings, au/aw, ar
Level 8. Lessons 87 – 100 Phonograms: 45 - 48	Long /ē/ spellings & Long ī spellings
Level 9. Lessons 101 – 117: Phonograms: 49 - 61	augh/ough, gh = f, Long ō, ōō, ōō, ou/ow, Long ū spellings
Level 10. Lessons 118 – 128 Phonograms 62 – 80	er, ir, or, ur, ear, le, ph=f, ci/ti/etc, mb, wr, st-st-s/ft-f, ch-k/jps-s, y-ī.

Instruction for Making Alpha-Phonics Phonogram Cards

By Donald L. Potter

12/31/03

I recommend putting both the manuscript and cursive letters 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. There is no need to use pictures to teach sounds.

11. /b/ (Print b starts with a line.)
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 cannot 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 /ī/
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 /oûr/ 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, Pēte, Mīke, pōke, mūte. (Transformer Words)
3. A vowel at the end of a syllable is usually long: hē, shē, mē.

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, and no guessing." This will assure that the students are 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 as wholes, 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 artificially induced 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 artificially induced 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 on the Education Page of the www.donpotter.net web site. Complete instructions are included.

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 web site to assist teachers and to teach the phonograms on 8/05/05. Further revised to be used with *The Cursive Road to Reading and Spelling*, 10/29/09. See my Samuel L. Blumenfeld Reading Clinic page for more information.

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.

Get the latest edition of *Alpha-Phonics* from the Chalcedon Foundation. Mr. Blumenfeld's *Little Readers* are available from Chalcedon as separate, stapled booklets, or as a single volume anthology by Mr. Potter on Amazon.

Revised 1/19/11 to bring the **Levels** into conformity with the *First Readers* and *Card Decks*. Switched from **Units** to **Levels** to make everything correspond with the 10 levels of organization of the *Blumenfeld Literacy System*. A prepared set of cards is now available on my website that can be cut out and laminated.