

Blend Phonics Unit 1: Phonics Basis for Progress

The first Unit is the most critical Unit because it teaches a large percentage of the correspondences necessary to read, and it teaches the critical sound-blending skill that is the basis for all future progress. This Unit should be taught to automaticity both for reading and oral spelling. Students should also practice copying the words and writing them from dictation. By Donald L. Potter, 12/22/12.

Letter	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	qu	r	s	t	u	v	w	x	y	z
Beginning	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓
End		✓		✓			✓				✓		✓	✓		✓			✓	✓				✓		
Middle	✓		✓																		✓					

b	b	b	b	c	c	c	c	d	f	f	g
b	b	b	b	c	c	c	c	d	f	f	g
ba	ba	ba	ba	ca	ca	ca	ca	da	fa	fa	ga
bat	bag	bat	bad	can	cap	cab	cat	dad	fan	fat	gas

h	h	h	j	l	l	m	m	n	p	qu	r
h	h	h	j	l	l	m	m	n	p	qu	r
ha	ha	ha	ja	la	la	ma	ma	na	pa	qua	ra
hat	ham	had	jam	lap	lad	map	man	nap	pan	quack	rat

r	r	r	r	s	s	S	t	t	t	v	w
r	r	r	r	s	s	S	t	t	t	v	w
ra	ra	ra	ra	sa	sa	Sa	ta	ta	ta	va	wa
rap	ran	rag	rap	sap	sad	Sam	tan	tap	tag	van	wag

y	t	a	a	a	A	l	m	p	z
y	t	m	n	t	A	l	m	p	z
ya	ta	am	an	at	Ann	la	ma	pa	za
yak	tax					lass	mass	pass	zag

Blend Phonics – Beginner’s Vowel Sound-to-Spelling Chart

Long Vowels	Short Vowels	Other Vowels				
a-e, ay, ai, eigh, eā, -a,	-a-	aw, au, a(ll)	ar			
e-e, ee, ēa, ,--y, -e	-e- ēa					
i-e, -y, igh, -i	-i-					
o-e, oa, oe, ow, -o	-o- wa	Long oo	Short oo, u	ow, ou	oy, oi	or
u-e, ew, ue, -u	-u-	er, ir, ur, or				

Consult the *Blend Phonics* Table of Contents to see **when** to teach each sound.

Keys to Vowel Sounds (Phonemes) for Parents and Teachers

Long Vowels	Short Vowels	Other Vowels				
make, day, paid, eight, bear, ba-ker,	bag	saw, fault, all, talk	car			
here, tree, meat, baby, be (fe-ver)	beg					
kite, by, light, ti-ger	big					
hole, boat toe, bowl, no, (o-val),	bog, water	spoon	foot, put	cow, south	toy, boil	fork
rule, few, blue, tu-lip	bug	her, first, nurse, doctor				

Key Words for Single Letter Consonant Sounds

b	bib	p	pup
c = k	cat	qu – kw	quack
ç = s	cent	r	roar
d	dad	s = s	sand
f	fan	s = z	bells
g	gas	t	tent
ġ	gem age	v	van
h	hat	w	wax
j	jam	x = ks	tax
k	kid	x = gz	exist
l	lap	x = z	Xavier
m	map	y	yak
n	net	z	zag

Digraph Consonant Sounds

sh	<u>sh</u> ip	ng	king
ch	<u>ch</u> in	nk	bank
wh	<u>wh</u> eel	zh	television (treasure)
<u>th</u>	<u>th</u> is	ck	duck
th	<u>th</u> ing	ph	phone

Note from Internet Publisher: Donald L. Potter

December 22, 2012

Purpose: This document is designed to help parents and teachers who are new to phonics. It will show them exactly what they need to know to be successful teaching reading with phonics-first.

Of First Importance: The first thing to do is to make sure the students learn the Alphabet. This will teach them everything they need to know to start the first six units in *Blend Phonics*. It is impossible to spell a word orally without a knowledge of the letter names. Some reading programs do teach reading without first teaching the letter names, but students in those programs will not be able to reinforce the phonics with oral spelling. The students should learn to spell the words orally and in writing as they learn to sound out the words. Reading and Spelling are mutually reinforcing. Unit 1 is of immense importance because it teaches most consonant sounds/letters. Once the students can read all the single-letter consonants in three letter words and create oral sentences to illustrate their meaning, they will be well prepared to master the rest of the program. Kindergartners should be able to write the alphabet with perfect accuracy and legibility in 40 words per minute or more.

Oral Sentences: As a student is taught to sound out a word, they should use it in an oral sentence. This will prevent the children from becoming mere word-callers, who can decode but fail to attend to the meaning. *Blend Phonics* develops strong associational links in the student's brain between the auditory, visual, and semantic (meaning) centers of the brain.

No Guessing: It is important that students develop high levels of fluency (automaticity) sounding-out the words in the first unit. Be certain that the children are never guessing during their *Blend Phonics* lessons. The goal is to teach children develop a strong phonics reflex. Do not mix any sight-word memorization with the *Blend Phonics* lessons. All 220 Dolch List words are covered in the program so there is no need for any whole-word memorization. All *Blend Phonics* students will be able to identify all Dolch & Fry Sight Words by the end of first grade.

Homework Practice: Once the words have been taught from the chalkboard or overhead, the students can start the *Blend Phonics Lessons & Stories*. It is very important for the students to read all the words and stories with an adult in order to develop the necessary fluency. Comprehension questions and spelling words are included with each story. The *Blend Phonics Spelling Families* component is valuable for building fluency, handwriting practice, and spelling after the students have mastered the blending process.

Audio Files: Audio files for the Blend Phonics Charts are available on the www.blendphonics.org website. These recordings will be a great help to Teachers and Parents who have never been trained to teach phonics. I explain in detail how to teach all the single letter consonants, consonant digraphs, vowels, vowel digraphs, and vowel diphthongs in the Blend Phonics program. Page revised 4/15/13 & 6/7/17.