

Natural Phonics Primer™

Phonovisual Chart Correlations

Step 1: The five short vowels and all consonants spelled by one letter.

Exercises 1 – 12

Exercise 1: **ă**: cat, **b**: bear, **d**: duck, **f**: fan, **g**: goat, **h**: horn, **j**: jar, **l**: leaf, **m**: monkey, **n**: nest, **p**: pig, **r**: rabbit, **s**: saw, **t**: top, **v**: valentine, **w**: wagon, **y**: yard, **z**: zebra

Exercise 2: **ě**: bed

Exercise 4: **ĩ**: fish

Exercise 6: **t**: top

Exercise 8: **ũ**: duck

Exercise 10: **c**, **k**: key

Exercise 11: **ck**: key

Step 2: Consonant and consonant combinations spelled with two or three letters.

Exercises 12 – 23

Exercise 15: **ng/nk**: swing, **sh**: ship, **x**: box

Exercise 20: **qu**: queen, **th**: three/this, **wh**: wheel

Exercise 21: **ch/tch**: cherries

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

Exercises 24 – 39

Exercise 24: **ee/ea/-e**: tree

Exercise 26: **oo**: moon, book

Exercise 27: **ar**: car

Exercise 28: **or**: fork

Exercise 29: **er/ir/ur**: fur

Exercise 30: **oi/oy**: boy

Exercise 31: **ou/ow**: cow

Exercise 32: **au/aw/all/alt/alk**: saw

Exercise 34: **ai/a/air**: cake

Exercise 35: **ie/y as in by/ye as rye/ind as in mind/ild as wild**: five

Exercise 36: **oa/oe/old/olt/oll/ow as low/o as in so**: rose

Exercise 37: **ew/ue**: mule

Step 4. The five long vowels. Exercises 40 – 59

Exercise 40: **ā as in name**: cake

Exercise 41: **ā as a in care, ē as in Eve and here**: cake & tree

Exercise 42: **i as in fine**: five

Exercise 44: **o as bone and more**: rose

Exercise 46: **u as in tune and cure**: mule

Exercise 48: **ing**: swing

Exercise 49: **y, ies, ied as in hurry, hurries, hurried**: bed

Exercise 51: **ed**: /ĕd/ bed-duck, /d/ duck, /t/ top.

Exercise 53: **er**: fur, **le**: leaf

Exercise 55: **ce ci cy**: saw

Exercise 56: **ge gi gy dge dgi dgy**: jar

Exercise 58: **se, si, sy as in cheese, rising, rosy**: zebra

Step 5. Irregular Spellings. Exercises 60 – 72

Exercise 60: **bt**: top, **gn**: nest, **kn**: nest, **wr**: rabbit

Exercise 62: **ph & gh as in rough**: fan

Exercise 65: **ea as in break, head, and learn**: cake, bed, fur

Exercise 66: **ie as in field**: bed; **ui as in fruit**: mule; **u as in put**: book

Exercise 67: **wa swa wor qua squaw ha ou as in young and famous**: top

Exercise 69: **ci, si, ti as in special, pension, station, action**: ship

/zh/: su as in treasure, si in vision: There is no Phonovisual picture for this sound. It would linguistically fit in the sound square between the *zebra* and *jar*.

Exercise 70: **ive as in active or ance ence come some**: ũ duck

Note from Internet Publisher: Donald L. Potter

Since 2003 I have used the *Phonovisual Charts* to teach the spelling of the English speech sound in conjunction with decoding practice using the 72 Exercises in *Why Johnny Can't Read and what you can do about it* (1955) by Rudolf Flesch. Flesch published pictures along with his Exercises. I prefer to use the *Phonovisual Charts* because of the scientific organization of the charts. Together they make a very powerful combination for teaching beginning readers to read without guessing and to help remedial readers overcome the guessing habit. Guessing is the archenemy of high level reading achievement.

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