

Phonovisual Long-Vowel-First Remedial Reading Program with Practice Words

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Consonant Sequence

Breath Consonants: p- wh- f- [ph] th- t- s- [c] sh- [ti, ci] ch- [tch] k- [c, ck] h
Voiced Consonants: b- w- v- th- d- z [s] j [g] g-
Nasals: m n -ng [nk]
Other Consonants: qu- l- r- y- -x

The students should thoroughly master the consonants. This is very easily accomplished in a few days work with older students just having them recite the Phonovisual Consonant Chart. The little chart above can be used to make sure they know the sounds without the picture clues.

Vowel Sequence

Long-Vowels: a-e [ay, ai, ea, eigh] ee [-e, ea, ie} i-e [-y, igh] o-e [oa, oe, ow, -o] u-e [ew, ue]
Short-Vowels: -a- -e- [ea] -i- [-y] -o- -u- [o]
Other Vowels: aw [au, a(ll)] oo (moon) ur [er, ir, ur]
a(r) oo (book) [u]
ow [ou]
oy [oi]
o(r)

The primary vowel spellings can be listed in a linear fashion: 1. a-e, 2. ee, 3. i-e, 4. o-e, 5. u-e, 6. -a-, 7. -e-, 8. -i-, 9. -o-, 10. -u- 11. aw, 12. a(r), 13. oo (long), 14. oo (short), 15. ow, 16. oy, 17. o(r), 18. ur.

Dictation: The instructional words are to be taught by dictation. Once the student knows the sounds and spellings, begin immediately to dictate the words. The work should be kept in a spiral notebook for frequent reading review. Either manuscript or cursive can be used. My preference and practice is to use cursive for all written work. For remedial work it is preferable to start with long vowels since they are easier to blend and create more interesting and mature words. Secondary spellings above are in brackets. The charts should be practiced globally everyday, but the words are presented according to the sequence.

Phonetic Words of One Syllable

Long Vowels

1-1: *ee* as in *tree* (primary spelling) -75 words

bee, beech, beef, beet, bleed, breed, cheek, cheep, creed, creek, creep, deed, deem, deep, eel, fee, feed, feel, feet, flee, fleet, free, freed, glee, green, greet, heed, heel, jeep, keel, keen, keep, lee, leech, leek, meek, meet, need, peek, peel, peep, queen, reed, reef, reek, reel, screech, screen, see, seem, seep, sheep, sheet, sleek, sleep, sleet, speech, speed, spree, steed, steel, steep, street, sweep, sweet, teeth, thee, three, tree, tweed, wee, weed, week, weep, wheel.

1-2: *ea* as in *leaf* (secondary spelling) - 77 words

each, eat, east, beach, bead, beak, beam, beast, beat, bleach, bleak, bleat, cheap, cheat, clean, creak, cream, dean, dream, feast, flea, freak, gleam, glean, heal, heap, heat, heath, lea, leach, lead, leaf, leaves, lean, leak, leap, least, mean, meat, neat, pea, peach, peal, peat, plea, please, plead, preach, reach, read, ream, reap, sea, seal, seam, seat, scream, sheaf, sheaves, sneak, speak, squeak, squeal, steal, steam, streak, stream, tea, teach, team, treat, tweak, veal, weak, wheat, yeast, zeal.

1-3: *-e* as in *me* (secondary spelling) – 6 words

be, he, me, she, the, we.

1-4: *ie* as in *field* (secondary spelling) – 12 words

brief, chief, grief, field, priest, relief, believe, thief, yield, belief, niece, piece.

1-5: *e-e* as in *these* (secondary spelling) – 7 words

Pete, here, these, Steve, eve, mere, gene.

2-1: *a-e* as in *cake* (primary spelling) - 114 words

ape, ate, babe, bake, bale, bane, base, blade, blame, blaze, brace, brake, brave, came, cane, cape, case, cave, chafe, chase, crane, crate, crave, craze, dale, dame, date, daze, drape, face, fade, fake, fame, fane, fate, flake, flame, frame, gale, game, gape, gate, gave, gaze, glaze, grace, grade, grape, grate, grave, graze, haste, hate, haze, jade, kale, lace, lake, lame, lane, late, made, make, male, mane, mate, maze, name, nape, pace, pane, pale, place, plane, plate, quake, race, rake, rate, rave, safe, sake, sale, same, save, scale, scrape, shade, shake, shame, shape, shave, skate, slave, snake, space, spade, stake, stale, stave, take, tale, tame, tape, trace, trade, vale, vane, vase, wade, wake, wane, wave, whale.

2-2: *ai* as in *rain* (secondary spelling) - 55 words

aid, ail, aim, bail, bait, braid, brain, chain, claim, drain, fail, faint, faith, flail, frail, gain, gait, grail, grain, hail, jail, lain, maid, mail, maim, main, nail, pail, pain, paint, plain, quail, quaint, raid, rail, rain, sail, saint, slain, snail, sprain, staid, stain, strain, strait, swain, tail, taint, trail, train, trait, twain, vain, wail, wait.

2-3: *ay* as in *play* (secondary spelling) - 24 words

bay, bray, clay, day, flay, fray, gray, hay, jay, lay, may, nay, pay, play, pray, ray, say, slay, spray, stay, stray, sway, tray, way.

2-4: *ey* as in *they* (secondary spelling) – 4 words

hey, prey, they, obey.

2-5: *ea* as in *bear* (secondary spelling) - 8 words

steak, break, great, bear, pear, wear, tear, swear.

2-6: *igh* as in *eight* and *ei* as *vein* (secondary spelling) - 9 words

eight, eighty, eighteen, weigh, weight, freight, sleigh, veil, vein.

3-1: *i-e* as in *five* (primary spelling) - 77 words

bide, bike, chide, chime, dike, dime, dine, dive, drive, fife, file, fine, five, glide, grime, hide, hike, hive, kite, life, like, lime, line, live, mile, mine, mite, nine, pike, pile, pine, pipe, pride, prime, prize, quite, ride, rife, rime, ripe, rite, scribe, shine, side, size, slides, slime, smile, smite, snipe, spike, spine, spire, spite, stile, stride, strife, strike, stripe, strive, swipe, thine, thrive, tide, tile, time, tribe, twine, vine, while, whine, white, wide, wife, wine, wipe, wire.

3-2: *ie* as in *pie* (secondary spelling) - 15 words

cried, cries, die, dried, dries, fried, lie, lies, lied, pie, pies, spies, tie, ties, tied.

3-3: *-y* as in *my* (secondary spelling) - 17 words

by, cry, dry, fly, fry, my, ply, pry, shy, sky, sly, spry, spy, sty, thy, try, why.

3-4: *igh* in *high* (secondary spelling) -17 words

high, nigh, sign, thigh, blight, bright, fight, flight, fright, light, might, night, plight, right, sight, slight, tight.

4-1: *o-e* as in *rose* (primary spelling) - 67 words

bone, broke, choke, close, coke, cone, cope, crone, dole, dome, dose, doze, drone, drove, froze, globe, grope, grove, hole, home, hope, joke, lobe, lone, lope, mode, mole, more, mote, nose, note, poke, pole, probe, prone, quote, robes, rode, role, rope, role, rope, rose, rote, rove, scope, score, slope, smoke, sole, spoke, spore, stole, stoke, stoves, strode, stroke, strove, those, throne, tome, tone, tote, vote, woke, yoke, zone.

4-2: *oa* as in *boat* (secondary spelling) - 35 words

boat, boast, broach, cloak, coach, coal, coast, coat, foam, goad, goal, goat, gloat, groan, hoard, hoax, load, loaf, loaves, loan, most, oat, oath, poach, roach, road, roam, roast, soak, soap, shoal, shoat, toad, toast, throat.

4-3: *oe* as in *toe* (secondary spelling) - 8 words

foe, goes, hoe, hoed, Joe, toe, woe, doe.

4-4: *ow* as in *snow* (secondary spelling) - 18 words

bow, blow, crow, flow, glow, grows, low, mow, own, row, show, slow, snow, sow, stow, throw, tow, yellow.

4-5: -o as in *go* (secondary spelling) - 6 words

go, going, lo, no, so, ho.

5-1: *u-e* as in *mule* (primary spelling) - 16 words

cube, cure, cute, duke, dune, dupe, fume, fuse, mule, mute, nude, pure, tube, tune, use, Yule.

5-2: *ew* as in *few* (secondary spelling) - 12 words

dew, few, hew, mew, new, news, pew, skew, stew, screw, blew, brew.

5-3: *ue* as in *blue* (secondary spelling) - 8 words

blue, clue, flue, glue, true, due, hue, Sue.

Short Vowels

6. -a- as in *cat* (primary spelling) - 216 words total

6-1: -a- words without consonant blends – 98 words

am, an, as, ash, at, ax, back, bad, ban, bang, bat, bath, cab, can, cap, cash, cat, chap, chat, dab, dad, dam, dash, fan, fang, fat, gab, gad, gag, gang, gap, gas, gash, hack, had, hag, hang, has, hash, hat, hath, jab, jack, jam, lack, lad, lag, lap, lash, lax, mad, man, map, mash, mat, nab, nag, pack, pad, pal, pan, pang, path, quack, rack, rag, ram, ran, rang, rap, rash, rat, sack, sad, sag, sap, sash, sat, shack, shad, sham, tab, tack, tag, tan, tap, tax, than, thank, that, van, wag, wax, whack, yak, yam, yap, zag.

6-2: -a- words with beginning and ending consonant blends - 118 words

ask, and, ant, apt, bask, blab, black, blanch, bland, blast, brad, brag, bran, branch, brash, brat, camp, cast, chant, clack, clad, clam, clamp, clan, clang, clap, clash, clasp, crab, crack, crag, cram, cramp, crash, daft, damp, drab, draft, drag, dram, fang, fast, flag, flap, flash, flat, flax, clasp, glad, gland, grab graft, gram, grand, grant, gasp, hand, hasp, lamp, land, last, mask, mast, pant, past, plan, plant, quack, raft, ramp, ranch, rant, rapt, sand, scamp, scan, scant, scam, scrap, shack, shaft, sham, slab, slack, slag, slam, slang, slant, slap, slash, slat, smack, smash, snack, snag, span, spat, splash, sprang, stab, stack, stag, stamp, stand, strand, strap, swag, swam, tact, task, thrash, track, tram, tramp, trap, trash, vast, whack.

7. -e- as in *bed* (primary spelling) - 114 words

7-1:: -e- words without consonant blends - 43 words

bed, beg, bet, check, deck, den, fed, fell, get, hem, hen, jet, keg, led, leg, let, men, mesh, met, neck, net, peck, pen, pep, pet, red, set, seven, sex, shed, tell, ten, them, then, vex, web, wed, wet, when, whet, yes, yet, well.

7-2: -e- words with beginning and ending consonant blends – 70 words

belt, bench, bent, blend, blest, best, bred, cent, chest, dent, drench, dwelt, elf, elk, elm, end, felt, fleck, fled, flesh, French, fresh, fret, hemp, glen, helm, helps, jest, kept, left, lend, length, lent, lest, melt, mend, nest, next, pelt, pest, quench, quest, rent, rest, self, send, sent, shelf, shred, sled, speck, sped, spend, spent, squelch, step, strength, swept, test, text, thresh, trend, trench, vest, went, wept, west, whelp, yelp, zest.

7-3: *ea* as in *bread* (secondary spelling) - 13 words

bread, breath, dead, dread, head, health, lead, read, spread, tread, wealth, deaf, stealth.

8. -i- as in *fish* (primary spelling) – 196 words total

8-1: -i- words without beginning or ending consonant blends - 93 words

bib, bid, big, bin, bit, chick, chin, chip, chit, did, dig, dim, din, ding, dip, dish, fib, fin, fish, fit, hid, him, hip, his, hit, if, in, is, it, fib, fig, kick, kid, kin, king kit, kith, lick, lid, lip, live, list, lit, mix, nib, pick, pig, pin, ping, pip, pit, pith, quick, quip, quiz, rib, rich, rid, rig, rim, ring, rip, shin, ship, sick, sin, sing, sip, sit, six, thick, thin, thing, think, this, tick, tilt, tin, tip, vim, which, whim, ship, whiz, wick, win, wing, wish, wit, with, zip, will, zig.

8-2: -i- words with beginning and ending consonant blends – 102 words

blip, brick, brim, bring, brisk, click, clinch, clip, crisp, dint, disk, drink, drift, drip, finch, fist, flick, flinch, fling, flint, flip, flit, frisk, gift, gilt, glim, glint, grim, grin, grip, grist, grit, hint, inch, imp, its, lift, limp, lint, lisp, list, milk, mint, mist, pinch, ping, pith, prick, prig, prim, primp, print, quick, quilt, quiz, rift, risk, script, shift, shrimp, sift, silk, skid, skimp, skin, skip, skit, slick, slid, slim, sling, slit, smith, snip, spin, spit, splint, split, sprig, spring, squib, squint, stick, sting, strip, swift, swim, swing, swish, thrift, tilt, tint, trick, trim, trip, twig, twin, twist, whisk, whiz, silt, wisp.

8-3: -y as -i- in *city* and -ies [also considered ee] (secondary spelling) - 30 words

baby, babies, bakery, city, cities, daily, easy, factory, family, families, fancy, hilly, ivy, jelly, lady, ladies, mighty, misty, penny, pennies, pony, ponies, shady, sunny, tiny, very, hilly, silly, pretty, funny.

9. -o- as in *top* (primary spelling) – 82 words total

9-1: -o- words without beginning or ending consonant blends – 50 words

bob, bog, box, chop, cob, cog, cop, cot, dock, dot, fob, fog, fox, got, hob, hod, hop, hot, job, jog, jot, lock, log, long, lop, lot, mob, mock, mop, nod, not, off, on, ox, pot, rob, rock, rod, rot, shock, shod, shop, shot, mob, sob, sock, sod, sop, top, tot.

9-2: -o- words with beginning and ending consonant blends – 30 words

block, blot, bond, clock, clod, clog, crock, crop, drop, flock, flog, flop, frock, plod, plot, pond, pomp, prod, prompt, prop, romp, slot, smock, smog, spot, stock, stop, throb, trod, trot.

9-3: *wa* as -o- in (secondary spelling) - 7 words

want, what, was, wash, wander, water, watch

10. -u- as in *duck* (primary spelling) -150 words total

10-1: -u- words without beginning or ending consonant blends – 65 words

buck, bud, bug, bun, bus, but, buzz, chuck, chum, cub, cup, cut, duck, dug, fun, gum, gun, gush, hub, hug, hum, hung, hush, hut, jug, lug, luck, lung, lush, much, mud, muff, mug, mum, mush, nut, puck, pun, pup, rub, rug, rum, run, rung, rush, rut, shuck, shun, shut, sub, such, suck, sum, sun, sung, sup, thud, thus, tub, tuck, tug, tut, up, upon, us.

10-2: -u- words with beginning and ending consonant blends – 84 words

blunt, blush, brush, brunt, bulk, bump, bunch, bust, clump, clung, chump, crush, crust, drub, drug, drum, dust, dump, flung, flush, fund, glum, glut, grub, grunt, gulf, gulp, gust, hulk, hump, hunch, hunt, husk, jump, just, lump, lunch, lush, mump, munch, must, pluck, plug, plum, plump, plush, pulp, pumps, punch, rump, runt, rust, scrub, shrub, shrug, slug, slum, slump, slung, slush, smug, smut, snub, snug, sprung, spun, stuck, stung, strut, stub, stuck, stump, stun, stung, stunt, sulk, swung, thrush, thrust, thump, truck, trump, trust, tuft.

10-3: *o* as -u- in *some* (secondary spelling) - 13 words

come, some, ton, won, love, month, honey, money, cover, Monday, dozen, from, done.

Other Vowel Sounds

11-1: *aw* as in *saw* (primary spelling) – 32 words

awl, bawl, brawl, brawn, caw, claw, craw, crawl, dawn, draw, drawl, drawn, fawn, flaw, haw, hawk, jaw, law, lawn, paw, pawn, raw, saw, scrawl, shawl, spawn, sprawl, squawk, straw, thaw, yawl, yawn.

11-2: *au* as in *fault* (secondary spelling) - 13 words

daub, fault, faun, gaunt, haul, haunt, jaunt, laud, launch, Paul, Saul, taunt, vault.

11-3: *a(II)* as in *ball* (secondary spelling) - 13 words

all, ball, call, fall, gall, hall, pall, mall, small, squall, wall, stall, tall.

12-1: *a(r)* as in *car* (primary spelling) - 50 words

arch, ark, arm, art, barb, bard, bark, barn, car, card, carp, cart, char, charm, chart, dark, darn, darts, far, farm, hard, hark, harm, harp, harsh, jar, larch, lard, march, mark, marsh, parch, park, part, scar, scarf, shark, sharp, smart, snarl, spar, spark, star, starch, stark, start, tar, tart, yard, yarn.

13-1: long *oo* as in *moon* (primary spelling) - 27 words

boot, boom, boon, broom, cool, doom, food, fool, gloom, loom, mood, noon, pool, proof, roof, room, root, smooth, soon, spoon, stool, stoop, too, tool, tooth, zoo.

13-2: long *oo* as *o in to* (secondary spelling) - 6 words

to, do, two, who, tomorrow, into.

14-1: short *oo*, as in *book* (primary spelling) - 12 words

book, brook, cook, foot, good, hook, look, nook, shook, stood, took, wool.

14-2: short *oo* sound as in *push* (secondary spelling) - 6 words

bull, bush, full, pull, push, put.

15-1: *ow* as in *clown* (primary spelling) - 16 words

bow, brown, clown, cows, crowd, crown, down, drown, frown, gown, growl, how, howl, now, row, town.

15-2: ou as in loud (secondary spelling) - 20 words

bound, bout, cloud, found, ground, hound, house, loud, mound, mouth, out, pound, round, rout, scout, shout, sound, south, stout, trout.

16-1: oy as in boy (primary spelling) - 6 words

boy, cloy, coy, joy, toy, Troy.

16-2: oi as in boil (secondary spelling) - 20 words

boil, broil, choice, coil, coin, foil, foist, hoist, join, joint, joist, loin, moist, oil, point, soil, spoil, toil, voice, void.

17-1: o(r) as in fork (primary spelling) - 20 words

born, cord, cork, corn, for, ford, fork, form, fort, horn, lord, nor, north, or, scorn, short, sport, stork, storm, thorn.

18-1: ur as in fur (primary spelling) - 25 words

burn, burnt, burst, blur, church, churn, cur, curb, curd, curl, curt, furs, furl, hurl, hurt, lurch, purl, slur, spur, spurn, surf, turf, Turk, turn, urn.

18-2: er as in her (secondary spelling) - 13 words

berth, clerk, fern, her, herb, herd, jerk, perch, perk, serf, term, verb, under.

18-3: ir as in sir (secondary spelling) - 17 words

birch, bird, birth, chirp, firm, first, gird, girl, girth, irk, kirk, mirth, sir, squirm, stir, thirst, whirl.

18-4: or as in word (secondary spelling) - 6 words

word, work, world, worm, worst, worth.

Supplement

ti, si, ci (secondary spellings for sh) - 20 words

action, partition, attention, portion, addition, station, nation, affection, invitation, foundation, expression, education, mention, mission, impression, special, delicious, malicious, musician, crucial.

kn as knife (secondary spelling for n) - 11 words

knife, knives, knit, knee, kneels, knit, knot, know, knew, known, knows.

wr as in wrote (secondary spelling for r) - 10 words

write, wretch, wreath, wrist, wring, wrote, wreck, wrong, wrath, wrench.

Compound Phonetic Words – Long & Short Vowel Spellings Only

62 words

backbone, backhand, bagpipes, bedside, bedtime, beehive, blacktop, blowpipe, boxcars, buckskin, dragnet, drumstick, fireman, flatfish, grandstand, grapevine, gumdrops, himself, hotbed, inside, instep, itself, kidnap, makeshift, maybe, milkman, milkshakes, milkweed, nighttime, outgrow, pancakes, playthings, playtime, quicksand, rainbows, ransack, shipshape, sideline, sidetrack, smokestack, stickpin, subways, sunburn, Sunday, sunfast, sunlit, sunsets, sunshade, sunshine, sunstroke, sunup, tadpoles, treetops, uplift, upset, upshot, upkeep, waylay, wigwam, wishbone, woodpiles, Yuletide.

Compound Phonetic Words – Long, Short & Other Vowel Spellings

15 words

barnyard, broomstick, driftwood, fishhook, footprints, footstep, footstool, sawdust, seesaw, starfish, sundown, sunburst, toothbrush, upstart, withdraw.

Harder Words for Remedial Pupils

51 words

a-e: invalidate	gravitate	evaporate	ee: Jubilee	absentee	pedigree
i-e: pantomime	satellite	utilize	o-e: hippodrome	telescope	antidote
u-e: multitude	latitude	subterfuge	-a-: boomerang	ransacking	bandit
-e-: recommend	overwhelm	dividend	-i-: optimist	ability	civility
-o-: vagabond	nominate	abominate	-u-: distrust	omnibus	trustworthy
-a(r): registrar	marmalade	carpenter	aw: jackstraw	awkward	tomahawk
oo: platoon	foolproof	moonlight	oo: understood	bookshelf	cookbook
ow: renown	sundown	downward	oy: employment	destroy	enjoyment
ur: overturn	unfurl	surly			

The words for teaching the Phonovisual Method were mostly taken from the 1960 edition at <https://archive.org/details/phonovisualmetho00scho>

The new manual and charts can be purchased at www.phonovisual.com. The new charts are coded in five colors. Excellent workbooks and flashcards are also available.

Note that the Phonovisual Method is a *Universal Method*. It is unnecessary to use any special readers (decodable or leveled) when teaching reading with the Phonovisual Charts. Once students have learned the charts and are able to sound-out words with the primary spellings and sounds, they will be able to use the knowledge gained to read words in virtually any book within their spoken vocabulary level. I have used the charts with students from prekindergarten through adult.

I have extensive experience (over 15 years) using the charts in conjunction teaching other phonics methods such as Hazel Loring's *Blend Phonics*, Rudolf Flesch's 72 Exercises in *Why Johnny Can't Read*, and Samuel L. Blumenfeld's *Alpha-Phonics Primer*.

Here is a YouTube video I made to demonstrate how to teach the sounds on the Phonovisual Charts. Many teachers and parents have found this little video very helpful.

<https://www.youtube.com/watch?v=fEy9D4sBEok>

Odds and Ends

This brief section will present some odds and ends concerning reading instruction that were not included in the Phonovisual Remedial Method.

Dolch List Words Not Taught in the Phonovisual Remedial Program – 49 words

a, about, again, always, any, are, around, away, because, been, before, better, both, buy, carry, cold, could, does, don't every, find, four, give, have, kind, laugh, little, many, myself, never, of, once, one, only, open, our, over, said, shall, their, there, today, together, walk, warm, were, would, you, your.

Note there are 220 word in the Dolch Sight Word List. These 49 words are

1. only slightly out of the ordinary (following spelling patterns that are less common)
2. very frequently encountered in normal text
3. easy for Phonovisual students to learn as they are encountered in text.

The Phonovisual phonics skills will enable the students to get very close to the proper pronunciation of the words to identify them. Experience has demonstrated that phonics trained students read all the Dolch List words faster and with more accuracy than students who are dilled in the sight-words with look-say techniques. The Phonovisual method calls the irregular parts of these slightly irregular words, “study elements.”

Some noteworthy patterns:

-ind: find, kind, mind, blind, wind, bind.

-old: old, cold, bold, fold, mold, told, scold, hold, sold, mold.

-le: whittle, kittle, fiddle, little, bottle, turtle, jungle, candle, rifle, saddle.

-ould: could, would, should

Mr. Potter's website is: www.donpotter.net. A lot more information on the Phonovisual Method can be found there.

Phonetic elements read in Long Vowel ee, 1-1:

Initial: b, bl, br, ch, cr, d, f, fl, fr, gl, gr, h, j, k, l, m, p, qu, r, scr, s, sh, sl, sp, spr, st, str, sw, thr, tr, tw, w, wh, ee.

Final: ch, f, l, d, k, p, m, p, ee, n, ps, ch, th.

Phonetic elements read in Long Vowel ea, 1-2:

Initial: ea, b, bl, ch, cl, cr, d, dr, f, fl, fr, gl, h, l, m, n, p, pl, pr, r, s, scr, sh, sn, sp, sq, st, str, t, tr, tw, v, w, wh, y, z.

Final: ch, t, d, k, p, n, m, st, ea, l, p, th, ch, f, ves, se.

Scope and Sequence Based on Phonovisual Vowel Categories

Long Vowel Spelling Patterns

1. Long ē Spelling Patterns (tree)
1.1 ee 1.2 ea 1.3 –e 1.4 ie 1.5 e-e
2. Long ā Spelling Patterns (cake)
2.1 a-e 2.2 ai 2.3 ay 2.4 ey 2.5 ea 2.6 eigh
3. Long ī Spelling Patterns (five)
3.1 i-e 3.2 ie 3.3 –y 3.4 igh
4. Long ō Spelling Patterns (rose)
4.1 o-e 4.2 oa 4.3 oe 4.4 ow 4.5 -o
5. Long ū Spelling Patterns (mule)
5.1 u-e 5.2 ew 5.3 ue

Short Vowel Spelling Patterns

6. Short ä Spelling Pattern (cat)
6.1: no blends 6.2: blends
7. Short ě Spelling Patterns (bed)
7.1: no blends 7.2: blends 7.3 ea
8. Short ĭ Spelling Patterns (fish)
8.1: no blends 8.2: blends 8.3 -y
9. Short ȝ Spelling Patterns (top)
9.1: no blends 9.2: blends 9.3 wa
10. Short ū Spelling Patterns (duck)
10.1: no blends 10.2: blends 10-3 o (some, etc.)

Other Vowel Sounds and Their Spelling Patterns

11. aw (crawl) Spelling Patterns (saw)
11.1 aw 11.2 au 11.3 a(ll)
12. a(r) (car) Spelling Pattern (car)
12.1 a(r)
13. Long oo Spelling Patterns (moon)
13.1 oo 13.2 o (who, do)
14. Short oo Spelling Patterns (book)
14.1 oo 14.2 u
15. ow (cow) Spelling Patterns (cow)
15.1 ow 15.2 ou
16. oy (boy) Spelling Patterns (boy)
16.1 oy 16.2 oi
17. o(r) Spelling Pattern (fork)
17.1
18. ur Spelling Patterns (fur)
18.1 ur 18.2 er
18.3 ir 18.4 or

Supplement

tion, sion, cion for sh; kn as in knife; wr as in wrote. Compound Words, Hard Words, Dolch Words, ind, old, le, ould.

Prepared by Donald L. Potter on October 5, 2015. Revised on November 15, 2015.

Rules

1. Most one-syllable words ending in a consonant will contain a short vowel: *hat, top, bit*, etc.
2. The couplet “Two little vowels out to take a walk – Only the first one is allowed to talk.” Is often heard in primary grades. This can be helpful for beginners, but since there are four types of vowel digraphs, the couplet cannot be applied to *great* or *belief*, for example, nor to *said* or *weigh* in which neither vowel says its vowel sound. Neither does it apply to a vowel digraph modified by an *r*, as in *near, fair*, or *their*. Mr. Potter added several of these categories to the word list under the proper sounds for his adult students
3. *i* before *e* except after *c*, usually: *believe, receive*. Exception: *leisure*.
4. Words ending in *sh, ch, s, x, or z* add *es* to form the plural: *mash-mashes; fox-foxes; dress-dresses; buzz-buzzes*.
5. Words ending in silent *e*, preceded by a consonant usually drop the *e* before adding a suffix beginning with a vowel: *dive-driving; give-giving; rate-rating; hope-hoping*.
6. Words usually keep the silent *e* when adding a suffix beginning with a consonant: *brave-bravely, pave-pavement*.
7. Words ending in a single consonant, preceded by a single vowel usually double the final consonant before adding a suffix beginning with a vowel: *hop-hopped; run-running; bat-batter; win-winning*.
8. Words ending in *y* preceded by a consonant change the *y* to *i* before adding *es, er, ed, or est*: *dry-dries, cry-cried, happy-happier-happiest*.

A Few Definitions

Antonym: a word completely opposite in meaning to another words: *bad-good; big-little*.

Digraph: Consonant Digraphs: two letters which have a single sound wh ph th sh ch etc.
Vowel Digraphs: ea, ai, oa, ie, ei, etc.

Diphthong: two vowels in a syllable which are blended so closely that they result in a glide sounding like one vowel: *oi* as in *oil*; *ay* as in *say*.

Heteronym: a words spelled like another, but differing in sound and meaning: *rēad-reēd, lēad-lēad*.

Homograph: a words having the same spelling as another, but having a different meaning:
mail (letters) *mail* (armor).

Homonym: word having the same pronunciation and spelling as another, but having a different meaning.

Phonetics: the science of speech sounds

Phonics: a method of teaching recognition of words by teaching the *sounds* that the letters represent

Schaw: an unaccented obscure sound-usually an unstressed short -u- about *bacon lemon*

General Information on Syllables

A syllable is a word part that can be said in one breath. Every syllable includes a vowel. The vowel sounds can be spelled various ways: a single letter (*a, e, i, o, u, y*); double vowels *ai/ay/ee/ou*; and other combinations (*ar, or ur*). Sometimes a vowel that is written in the syllable is silent (*e* in *cake* or *bottle*). There are six types of syllables. Knowing the syllable types will help you figure out the correct vowel sounds and how to read and spell words with those patterns.

The Six Types of Syllables

1. *Closed Syllables* end with a single vowel followed by one or more consonant. On the Phonovisual Charts the consonants are indicated by dashes. *-a-*, for example, is short because it is followed by a dash. *mōp, mǎn, pīc/nīc, cǎc/tūs, rōck/ēt*.
2. *Open Syllables* end with a single vowel. The vowel has nothing following or closing it in. The vowel is usually long. On the Phonovisual Chart, it is indicated by a dash followed by a vowel, for example, *-e* in *bē* or *-o* in *nō*. The vowel makes its long sound: *tū/lip, hō/tel, ī/dol, phō-to, rē-ply*.
3. *Vowel-consonant-e syllables* are also called *final e* or *magic e* syllables. In this syllable, the vowel is followed by one consonant and the letter *e*. The first vowel is long and the *e* at the end is silent, as in *cake, Pete, five, rose, mule*. The Phonovisual charts indicate this syllable type with a dash between the two vowels: *a-e, i-e, o-e, u-e*.
4. *R-controlled syllables* have a vowel followed by the letter *r* and makes a different sound – neither short nor long. Phonovisual indicates this with *a(r), o(e), ur/er/ir/or*.
5. *Vowel team or double vowel syllables* have two consecutive vowels. Usually, the first vowel in the team makes a long sound and the second is silent, following the rule that “When two vowels go walking the first does the talking.” Less frequently, vowel teams make the short-vowel sound (*brēad*). Phonovisual indicates vowel teams by placing them in the box with the sound they make: *ay/ai, ea, igh, oa/ow, ew, aw/au/ oo, ow/ou/ oy/oī*.
6. *Consonant –le syllables* come at the end of a word with a consonant followed by the letters *le*, as in *cra/dle, ri/fle, can/dle, tur/tle, bub/ble*.

General Strategies for Dividing Words into Syllables

1. When there are two consonants between two vowels (VCCV), the syllables are usually divided between the two consonants (VC-CV), making the first closed and thus short (*nǎp-kīn, hām-mer*). Consonant digraphs (*sh, th, wh, ch*) are not divided because they represent a single sound (*dash-ing, go-pher, etc.*)
2. When one consonant comes between two vowels (VCV), the syllable will divide after the first vowel, before the consonant (V-CV), which will make the first syllable an open syllable with a long vowel sound (*mū-sic, ō-pen*). If the word doesn't sound right with that pronunciation, the division would be made after the consonant (*sēv-en, cǎb-in*).
3. A dictionary can always be used to check the syllable division and vowel sounds.

Dr. George Gonzalez' Eight Comprehension Skills

Five Literal Comprehension Skills (Right there on the page.)

1. Recall Facts & Details.
2. Distinguish Fact & Opinion
3. Recall Sequence of Events
4. Identify Cause and Effect
5. Main Idea: Who? Did what? Where? When? Why?

Three Inferential Comprehension Skills (In the reader's head, not on the page.)

6. Predict Outcomes

Key Questions: (1) What is going to happen next? (2) What is ___ going to do now? (3) Where is ___ going? (4) Who is going to be there? (5) How is ___ going to feel? (6) What is ___ going to say? (7) What is ___ going to think? (8) What is going to be found here? (9) Who is going to win at the end? (10) How are they (we) going to solve the problem?

7. Draw Conclusions

Key Questions: (1) What seems to be happening? (2) How would you explain this? Why do you think this happens? (3) What could have gone wrong? What would you have done? (4) How do you feel about this? How would you have felt? (5) Why do you say this? (6) Why do you feel this way? (7) What is your opinion? Who is Right? Who is wrong? (8) Whose side are you on? Who do you like? Dislike? (9) Who do you think is right? Do you agree? Disagree? (10) What else is possible? What information is needed?

8. Generalizations

Key Questions: (1) What can we learn from this story? (2) What is the story trying to teach us? (3) What is the story trying to teach us? (4) What is the moral of the story? (5) What is the message of the story? (6) What is the argument presented in this article? (7) What is the importance of the story? (8) What is the story really about? (9) What is the story implying? What are the implications of the article? (10) What is the generalization found in the experiment? What is the theorem operating in the problem?

Dr. George González was a Professor of Bilingual Education/ESL/Bicultural Studies at the University of Texas/Pan American, Edinburg, TX. Mr. Potter was privileged learn from Dr. González at various workshops from 1990 to 1997 conducted in Odessa and Lubbock, TX.

Kinds of Writing

One of the best ways to become a good reader is to become a good writer. We will discuss how to plan and develop brief compositions to be shared with other members of the class. Your life and ideas are important to us. Your life will be richer when you learn to express your ideas and feelings on paper.

- **Expository Writing:** where the writing serves to explain, inform.

How to teach someone to read.

- **Descriptive Writing:** writing that serves to show, describe.

How I felt when I learned to read.

- **Narrative Writing:** tells a story.

The story of how I learned to read.

- **Persuasive Writing:** arguing for or against an issue.

Why everyone needs to learn to read.

- **Creative Writing:** interestingly, creative writing is a vague term, but it includes (while isn't limited to) fiction (across the genres), poetry, drama, screenwriting, autobiographies and more) A poem about me learning to read.

My Heart's Desire for You

I've always loved to read,
And everyday I do.
My heart's desire
Is that you do too.

So I am planning this class
To help you along
In reading His truth
That will make you strong.

By Donald L. Potter Oct. 4, 2015

How to Use the Phonovisual Charts as an Aid to Remedial Reading.

The following notes are an adaptation of the material in the 1978 *Textbook for Teachers* that explains how to use the charts with remedial students. Mr. Potter's observations are in brackets.

"The Phonovisual Method was first used as a remedial reading technique for children in intermediate grades. The spectacular results, so easily achieved, lead the authors into broader fields. Appalled at the ever-increasing number of remedial pupils, they decide to establish a primary school so that children, at the very beginning of their schooling could be taught the basic phonics skills needed for independent reading, spelling, and writing. [The authors realized back in 1942 that there were an "ever-increasing number of remedial pupils." I believe that was due to the abandonment of phonics and the introduction of the look-say, Dick and Jane type readers. It is also important to know that the program was originally designed for intermediate grades rather than the lower grades. Today it is mostly used with beginning students in kindergarten through second grade. The fact that it was originally successful with remedial students is what motivated me to produce this document to encourage remedial reading teachers (dyslexia and special education) to purchase and use the Phonovisual Charts with their students.]

"The results of their decision have been far-reaching in all parts of the country. In the late 1950's, the Method was introduced at the kindergarten level, a need now advocated by leading reading experts." [I have used the charts with great success with kindergarten and even pre-kindergarten]

"In the sense that "remedial" implies that a cure is needed, a child beyond the first grade who is having difficulty in decoding words is remedial. The Phonovisual Method provides a cure for intermediate, Junior, and Senior High School students, for slow learners, and for adults."

[The next 5 paragraphs - not reproduced here - explain the importance of giving the *Phonovisual Diagnostic Spelling Test*. This comprehensive assessment will reveal how well they know the "sounds of the letters." I have appended the 1949 Phonovisual Diagnostic Test at the end of this document.]

[The author mentions that you can begin **dictating** words as soon as the students know the first consonant column (voiceless letters) and *ee*. I have added some extra secondary spellings not on the original charts.]

"Proceed to the next column. Add another vowel. Some remedial teachers prefer to teach the long vowels first, because long vowel words seem to be more adult. Since short vowels are used more often in primary books, perhaps a second or third grader should master the short vowels thoroughly, after the *ee* has been taught." [I propose to teach all the long vowels before introducing the short vowels or other vowel sounds on the Phonovisual Charts with older remedial students. I have successfully taught long vowels first to remedial students from second grade and up.]

"Take nothing for granted. No detail is too small to be ignored. ... Chalkboard practice is valuable; mistakes can be quickly erased and corrected; instant "reading back" is provided. [Chalkboard practice is a major feature of my tutoring with all ages.]

"Encourage each student to keep a notebook record of new words. Have a period where the students bring a new word, define it, and decide whether it has any 'study' elements."

"While some students make their own application of phonic skill to reading, spelling, and writing, many will have to be taught to use their new power with confidence. Encourage them to read a book of their own choice, to read aloud to the class, or to discuss the book informally. Encourage them to write short stories."

The Charts should always be visible for a reference when spelling and reading. Individual remedial students should have a set of the small Phonovisual Charts in their notebooks. [I purchase several packages of the 8 ½ x 11 colored charts at the start of each school year.]

Notes from the 1960 *Phonovisual Method*

From Pages 58 to 64.

“Teachers are often surprised to find that although the children can write such words as these easily, reading them is quite another matter. It is important to start at once the technique of reading the words back. Make a permanent list of *ee* words on a large chart to be read at frequent intervals. *If the reading back of words is mastered at this point, no difficulty will occur in reading word using the other vowel sound taught later.*” [I was surprised to see students having trouble reading the words after writing them. It was reassuring to discover from the above quote that this is to be expected. I wrote my Phonovisual Fluency Drills before reading this, but my printed drills serve the same purpose as the suggested board work.]

“*ee*” Words Containing No Consonant Blends: see, peep, keep, sheep, cheep, feet, sheet, teeth, queen, cheek, seed, seen.”

Blends: The teaching of blends grows naturally out of the practice of *listening through the word*. This practice is sometimes called the Phonovisual Method’s most important contribution to education. It relieves the busy teacher of the laborious task of teaching not less than 29 consonant combinations in initial position – not to mention the additional flock that occur at the end of the words! Just think for a minute of the hours to fix in the minds of a group of children the following appalling list: bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, shr, sk, sl, sm, sn, sp, spls, spr, squ, st, str, sw, thr, tr tw,...and then of attacking the final blends like mp, pt, ft, nk, nt, etc.! *Teaching these blends as independent entities is a waste of time!*”

“It may seem desirable, particularly in first grade, to postpone the *thorough* mastering of blends until all the short and long vowels, or perhaps even the 18 main vowel spellings, are established. Some teachers feel that giving children early skill in attacking difficult words with blends gives confidence to “try anything” in reading. Others prefer to give a working knowledge of all vowel sounds as soon as possible. Excellent results may be obtained in either case.” [Since I am working with older students, I decided to teach all the consonant blends from the very first. The 1960 Manual did not list the blends separately from the single consonant words, but the 1978 Manual does. For that reason, I took my words to teach and practice largely from the 1960 Manual. I did separate the blends from non-blends for short vowel words.]

The Remedial Pupil

A Sixth Grade Experiment: The entire sixth grade in a Washington public school was given the Phonovisual Diagnostic Spelling Test, and the words spellers were selected. All of the had difficulty also in reading and, as might be expected, the group included the most troublesome behavior problems in the school All were boys.

A teacher, who knew how to produce correctly the sounds on the Phonovisual Charts, volunteered to help the group. She found them discouraged, belligerent, and emotionally unstable. She talked to them frankly about their difficulty in spelling, and told them that she felt sure she had something that would help them.

For the last eight weeks of the school year, the teacher spent a daily half hour with these boys, and was thrilled to watch their attitude changing. Discouragement gave way to hope. The began to realize that the letters in words were not just arrayed in an arbitrary way to be memorized, but

that if students associated letters and sounds they could spell many words without study. Hope began to change to confidence, and confidence to readiness to participate. The boys' spelling (and their reading as well) improved spectacularly. The teacher felt gratified, but here real reward did not come till after school reopened in the fall. The principal received a letter from the boy who had been the worst troublemaker in the entire school – now attending a school in another town. This is what he wrote.

Dear Mrs. -----:

Remember that little spelling class we had before I came to this school? Well, I want to thank you for making it possible for me to be in that spelling class, because it has improved my work here and if it does me a lot of good, it should do every other poor speller a lot of good too. It has helped me a lot and my grades are up in all subjects. I made the honor roll this month and I got a silver star too. I am very proud of myself and I bet my parents are too. Tell hello to all the teachers for me, please.

Sincerely,
Richard

Dick and his classmate constitute the first remedial class taught by the Phonovisual Method. The procedure is not described in response to the request of many teachers.

Beginning with Remedial Pupils

The program of the teacher whose pupils have been in school a year or more without learning to read and spell moves more rapidly than that of the first grade teacher, but the fundamental principles that have to be taught are identical. These, she should remember, are (1) teaching the initial consonants, (2) teaching the child to listen through the word and recognize both initial and final consonants, and (3) inserting the vowel.

The teacher should begin by mastering pages 5 to 54 (in the 1960 Phonovisual Manual) (It is assumed that the pupils have adequate vision and hearing. They should be ascertained beyond all doubt. Nothing is more cruel than allowing a child to struggle with an unrecognized handicap.)

Diagnosis: In order to understand the difficulties of each pupil, the teacher first gives the Phonovisual Classroom Diagnostic Spelling Test and charts the errors of each child. This enables her to see at a glance whether a pupil's weakness is with the initial consonants, the final consonants, the vowels, or all three; and provides her with a ready means of testing improvement after some weeks of corrective work.

Teaching: Steps 1 to 6, outlined on pages 12 – 15, should be followed carefully. It will be remembered that these steps are (1) Naming the Pictures, (2) "Making a Mistake." (3) Watching the Teacher's Lips, (4) producing the sounds, (5) Catching "Mistakes" in the Sounds, (6) Saying the Sounds. The same procedure should be used with the remedial pupil, with only this difference: instead of beginning with five sounds, the teacher may start with ten – the entire first column. Her pupils will already have learned to write, which will speed up the work when she reaches Step 7, (page 15) but the need for care and accuracy will still be present, and the warning *Don't go to fast* is still applicable. Remember that these children have failed because they did not learn right the first time. *This must not be allowed to happen again!* No matter how long it takes, how much repetition and praise are required, how many games the teacher must invent to keep the children happy and make them feel successful, they must become absolutely sure of each step before being allowed to try the next.

Children who have failed know all too well that they have been unable to do the work which others accomplish with apparent ease. Some of them, in their humiliation, pretend to write carelessly, omitting letters or half-forming them as if in too great a hurry. Others squeeze their letters together in the hope that their errors will not be noticed. Still others just give up and refuse to even try. Children of this type, if they are at first held responsible for only a single consonant sound which they can recognize and repeat, often enjoy writing that letter in large, bold letters which the teacher can admire with sincerity. [I teach my remedial students to do all their work in cursive with a fountain or dip pen.]

The remedial group can conquer Step 7, Writing the Sounds, with a minimum of difficulty if the teacher will keep the foregoing factors in mind and will be lavish with her praise of honest effort.

The Importance of Immediate Success: The discouraged child who believes himself a failure is desperately in need of a feeling of success and he can be offered on as soon as he is sure of all the sounds in the first column of the Phonovisual Consonant Chart, in the initial and final positions (See pages 12 to 16). One lone vowel, *ee*, can then enable him to write an astonishingly number of words with ease, accuracy, and no study whatsoever. See that each child has his own notebook, so he can make a list of words and watch it grow. This is invaluable for doing review. ([For many years, I have had my kids keep the words I am teaching them to spell and read in wide lined spiral notebooks.]

Turn to page 32 and review the teaching of *ee* to the first grade class. Much less effort is needed with the remedial group. The teacher may say merely; “Today let’s take one vowel *ee*, and see what we can do with it, along with these consonants we have been writing. She writes *ee* on the chalkboard, and asks the class what to do to make it say *see*. With her leadership the children discover almost immediately (and often with utmost delight) that they can write and read back such words as these: *see, feet, cheek, sheet, keep, teeth, sheep, speech, peeps, cheep*.

Speeding Up: From this point on progress is usually rapid and enthusiasm high. The teacher must keep in mind the necessity of mastering every sound on both charts, and by this time the children are eager to do so. Finding out what “hard” words they can spell and read with only the vowel *ee* often provides the first feeling of pride that the schoolwork has brought them. The addition of the other long vowels builds this confidence higher. [I saw this in my fall 2015 experiment with second, third, and fourth grades at the Odessa Christian School.]

Teaching the long vowels first (See page 47), immediately after the *ee* sound, is recommended for the remedial cases just because of this need of a sense of achievement. The short vowels seem much easier and are likely to be regarded as “baby stuff,” but handling words like *greed, blame, and strive* is grown-up work!

Be Careful not to Skip: Be sure to teach every consonant sound and every vowel sound (pages 123 and 48), playing games with each, and checking and rechecking to be sure that mastery is complete and permanent. Let the children test their knowledge of the charts by filling in the sounds on the incomplete sheets (pictures by no letters) obtainable from the publisher; by writing the charts from memory, getting all the sounds in the right position; by picking out the vowel instantly from a Phonic Rummy card and pointing to it on the Vowel Chart. Let them play the “Train Game” with the Phonic Rummy cards, and enjoy some of the more difficult exercises in “The Phonovisual Game Book.”

Other Materials for Practice: After all of the sounds have been taught there is great opportunity to encourage independence. A bit of competition may be provided by having the children bring in words whose pronunciation they have discovered outside school. If a child can speak the word distinctly, give its meaning, and tell how many syllables it has, he may write it on the chalkboard and add it to the list in his notebook. (If other children wish to include it in their notebooks, they may do so if they can meet the

same requirement. [The use Notebooks in which the students write the words they can spell from dictation is something I have done for years. Actually, got the idea originally from Romalda Spalding's Writing Road to Reading and adapted to my own purposes with other program, including Phonovisual. I was pleased to learn that the Phonovisual Method used the same notebook idea.]

The book *Better Speech and Better Reading* provides an immense amount of interesting material, for practice with syllables and "other spellings" of certain sounds. If possible, each pupil should have a copy. If this is not feasible, the teacher may use many of the exercises helpfully, especially the fine collection of poems. There are sentences and poems for use with every sound. The teacher selects one and reads it aloud several times. Then she asks a child to read it. A brief period spent in this way for several days in succession increases the children's love of poetry, helps them to read smoothly and with expression, and often makes them want to memorize the verses and to find others they like and bring them in. [This book was also mentioned in the 1978 *Textbook for Teachers. Better Speech and Better Reading* as published in 1937. I got a used copy on 11/12/15. It is an excellent book.]

Case Histories

If the remedial teacher will follow faithfully the above suggestions, she will undoubtedly be able to help her pupils speedily. The following case histories from Chicago provide support for this statement and encouragement for the teacher.

1. *Peter*, the son of a university professor, was nine years old and in the third grade. He read only in a pre-primer, word by word and with much hesitation. He was very insecure and felt that he was a complete failure. His teacher and principal thought he had been pushed, and that he did not have the mentality to carry on third grade work.

Peter has never learned to concentrate. At the first lesson it was almost impossible to keep his attention for three minutes. He constantly wanted to glance out the window. He soon learned that he had to watch me in order to master the consonants. At first I did not teach him regularly. Sometimes I would have him once a week, sometimes twice, and occasionally once a month, but his span of attention increased remarkably and he never seemed to forget what he was taught. If I gave him a fifteen-minute review he could go on from there. The charts gave him complete security, and he could look at them for help as often as he wished.

Peter's teacher and principal were soon startled by his progress and the confidence he showed, and the principal decided that his Phonovisual lessons should take priority over his other subjects. She asked me if I would come to the school for his lessons (I had been teaching him at home), and said that I could take him at any hour of the day. He covered the Phonovisual method within 30 hours, and soon he was reading with his classmates in an upper third grade book.

Before Peter had the Phonovisual teaching his father had drilled him every evening on his weekly spelling words, but he always missed most of them on Friday when he was tested at school. After he had mastered the method his teacher and I dictated several advanced lessons and Peter could spell eight or ten of every twelve phonetic words. She he was promoted to 4th grade his teacher said there was no one in the room who could do what he could with words. Repeatedly his parents told me: "You saved his life."

2. *Sally*, a little girl in 4th grade, felt very insecure about her reading and spelling, in spite of tutored for more than a year by a very fine teacher connected with a well known reading clinic. When I first asked her to attack a phonics word that I knew she was able to read, she said, "I am afraid to. I have been wrong so often, and they say, 'Oh, Sally!'"

After nine hours of Phonovisual teaching she stood up with confidence before a large audience of parents and teachers and wrote with ease any short-vowel phonetic words that was called out to her. After fifteen hours she was able to do the same with any phonetic word containing any vowel on the entire chart. It was discovered that that two-thirds of all the spelling words for her grade that year were phonetic, and that she had no difficulty spelling any of them without study, leaving plenty of time to learn the non-phonetic words. She also read easily on a 4th grade level.

One day this little girl looked with deep affection at the charts and made a gesture of encircling them with her arms because she felt that they had helped her so much by making reading and spelling fun. She was already well on the way to becoming a skillful independent reader, and her parents and teacher spoke with appreciation of the confidence she showed.

3. *Gordon*, a bright child of seven, was asked to repeat second grade because his teacher felt that he was immature. He needed help in reading and spelling. After only twelve hours of Phonovisual teaching Gordon could write any phonetic word of one syllable, and in nineteen hours he had covered the whole Method. Compound words of two syllables and also words of four and five syllables were dictated to him and he spelled them easily.

One day Gordon gave a demonstration to his classroom teacher, and during that time his classmates were writing creative stories. The children were constantly interrupting the teacher to ask her to spell the words for them. So many of the words were phonetic that we decided to let Gordon spell them for his classmates. He spelled word after word correctly and with the utmost confidence.

Of course a teacher should usually confine herself to use words in the children's vocabularies, but in Gordon's case I went far beyond that point just to prove to myself what could be done with the Phonovisual Method. I found that Gordon had the ability to write and read hundreds and hundreds – maybe thousands – of words. He wrote these with ease: *Stevenson, democrats, republicans, president, election, important, equipment, draft, breeze, snub, gale, French, British, evident, dissatisfaction, administration*. Also he wrote many more that were far beyond his comprehension: *stalemate, liquidation, indicate, decline, etc.* If you add prefixes and suffixes, there is just no end to writing words.

Here is the URL for the 1960 *Phonovisual Method* manual.

<https://archive.org/details/phonovisualmetho00scho>

Document last edited on December 7, 2015.

Some Information on Long Vowels from Marilyn J. Adams's 2013

ABC Foundations for Young Children

Quotes from Unit 4: "Introducing Letters and Sounds." Here Dr. Adams recommends teaching long-vowel sounds before short-vowel sounds, in accordance with only a hand full of phonics programs such as the Priscilla McQueen's method which was based on the Association Method of Mildred McGinnis, the Weiss Method, Stevenson, *Open Court* by Priscilla McQueen before SRA/McGraw-Hill switched from long to short vowels first, *School Phonics* by Didax, and a few others.

The vowels, by contrast, are exercised by having children listen for such sounds as /ē/ when it occurs in the medial (*meet* versus *moat*) or final (*see* versus *sow*) position in words. This is a relatively difficult challenge. However, it is also an important one. Children must learn to hear vowels in the middle and end of word as they develop phonemic awareness and learn phonics and spelling. To make this challenge easier, only the *long*, sounds of the vowels are introduced in Chapter 12. One advantage of the long vowels is that they require tensing of the mouth that must be held long enough to make a relatively clean and distinct sound. A second is that the long sounds of the vowels are the same as their names. As such, each long vowel sound is already familiar to the children, allowing them to concentrate their attention on finding the sound within the words. (185)

Awareness of vowel phonemes is notoriously difficult for young children. How many times do young spellers have to be reminded that every syllable must have a vowel? One reason is that consonants are intentional, ballistic movements. They are articulated, whereas the vowels are shapes of the mouth. Awareness of short vowels is particularly difficult. Because they are short in duration and lax in pronunciation, the short vowels are hard to detect, and their sounds may vary far more as a function of the phonemes that surround them than do those of the long vowels. (185) [Adams' advice on long vowels explains the reason for teaching long vowels first in our Phonovisual Remedial Reading Program. It is interesting that the Phonovisual Method, since its inception, has taught long ē spelled *ee* **before** the short vowels. I simply go a step further with remedial students by teaching ALL long vowel spelling patterns first.]

Another quote from Adams' 1990 *Beginning to Read: Thinking and Learning about Print* is important at this point. She writes,

Both theory and data suggest that instruction on neither the sounds of letters nor the recognition of whole words should be earnestly undertaken until the child has become confident and quick at recognizing individual letters" (363).

I believe most remedial students simply have not been taught to recognize the letters of the alphabet **before** they received instruction in reading with whole words or phonics, leading to confusion, guessing, frustration, discouragement, and failure.

PHONOVISUAL DIAGNOSTIC TEST

A Test for All Consonant Sounds and the

17 Fundamental Vowel Sounds

(Grades 3rd and above)

Student _____

Grade _____ Age _____ Teacher _____ Date _____

TEST	SCORE ANALYSIS				
	<i>Test Words</i>	<i>Words Incorrect</i>	<i>Vowel Errors</i>	<i>Consonant Errors</i> <i>Initial Final</i>	<i>Blends</i>
1. shape		a - e	sh p		
2. teeth		ee	t h		
3. while		i - e	wh l		
4. zone		o - e	z n		
5. cute		u - e	c t		
6. sprang		- a -	s ng	spr	
7. swept		- e -	s t	sw pt	
8. quick		- i -	qu ck		
9. flock		- o -	f ck	fl	
10. struck		- u -	s ck	str	
11. yawn		aw	y n		
12. harm		a (r)	h m		
13. smooth		oo	s th	sm	
14. brook		oo	b k	br	
15. growl		ow	g l	gr	
16. joy		oy	J		
17. burst		ur	b t	st	
18. wax		- a -	w x		
19. drove		o - e	d v	dr	
20. church		ur	ch ch		
Total Errors					

To the Teacher

Does a pupil in your class have trouble with spelling and reading? One simple causal factor may be that he is not thoroughly grounded in elementary phonics. The Phonovisual Diagnostic Test is designed to discover his weakness.

The test is in words of one syllable, scientifically selected. It helps to identify a pupil's difficulties without the necessity of resorting to long and laborious diagnostic tests. Every pupil, from the high second grade up, should be able to spell the words *if he knows how to use the most frequently occurring sounds in the English Language*.

Directions for Giving the Diagnostic Test

1. Provide each pupil with a sheet of ruled paper. Tell him or her to number the lines from 1 to 20.
2. Dictate the test words to the entire class, or to the individual student, just as in any spelling lesson. *Do not let the pupil see the test previously*. Do not hurry through the test. Give the pupils as much security as possible.
3. Collect the papers immediately. Do have the pupils look over the papers for mistakes.

Note to the Teachers Using the Phonovisual Method of Teaching: Give this test to every pupil before beginning work with the Phonovisual charts. After all sound have been taught according to the instructions in the Method Book, give the test again, (1) to note improvement, (2) to see whether there are any sounds not thoroughly mastered.

Preparing to Score the Test

In scoring the test, the teacher should keep the following points in mind:

1. Does the pupil know his initial consonants? If not, which consonants are causing difficulty? For example, does he confuse *s* with *sh*, *w* with *wh*?
2. Is he listening through the word? For example, does he write correctly the *ch* at the beginning of the word *church*, yet fail to hear the *ch* with which the word ends? Does he hear *t* at the end of the word *swept*?
3. Is he confusing the vowel sounds? For example, does he write *shap* for *shape*, *whil* for *while*, *strack* for *struck*?
4. Does he hear the blend in a word like *struck*, or does he, for lack of auditory training, show a reversal tendency and write *struck*?

Scoring

1. Underline the part of the word missed. *Do not merely mark the word wrong.* Use a blue pencil for consonant errors, a red pencil for vowel errors.
2. Turn to the score analysis at the right of the test. Checking against the pupil's own paper, encircle each vowel or consonant error, and each error in a blend; and indicate any letter or sounds reversed.
3. Total the errors as indicated at the bottom of the page.

Final Analysis

1. Note the number of beginning consonant missing, the number of final consonants missing. If a pupil is making mistakes in the initial sounds, such as confusing the digraphs *sh* and *wh* with *s* and *w*, he needs careful training in auditory and visual discrimination and in the association of initial sounds with the letters that represent them. If, on the other hand, he knows the consonants with which the words begin, but is making mistakes in the final sounds, the treatment he needs is practice in listening to the sounds with which words end.
2. Note the errors in vowel sounds. For example, is the pupil confusing Long A (a-e) and Short A (-a-)? If he is, in spite of appearing to know all initial and final consonants, carefully drill on the vowel sounds according to an organized plan is needed to strengthen him.
3. Does he reverse the letters in a consonant blend, for instance, writing *slp* for *spl*? If he does, careful auditory training, according to a definite plan, is indicated.
4. Is he so insecure that he squeezes all letters together, so that it is almost impossible to read the words? Organized phonetic drill, which pays attention to the formation of each letter, will overcome much of this difficulty.

This *Phonovisual Diagnostic Test* is the 1949 edition by Lucille D. Schoolfield and Josephine B. Timberlake. Mr. Donald L. Potter typed the test on August 2, 2015.

Phonovisual Tapping Practice: Consonants

p-

b-

m-

wh-

w-

qu-

f-
ph

v-

th-

th-

t

d-

n-
kn gn

l-

s
c

z
s

r
wr

sh
ti si ci

y

ch
tch

j
g

k
c ck

g-

-ng
[nk]

-x

h

Phonovisual Tapping Practice: Vowels



























a - e	ee	i̇ - e	o - e	u - e
ay ai ea eigh -e ea ie		-y igh	oa ow -o	ew ue

- a -	- e -	- i̇ -	- o -	- u -
	ea	-y	wa-	o



















aw	oo	ur
au a(ll)		er ir or

a (r)	oo
	u
	ow
	ou
	oy
	oi
	o(r)

consonants

	p-		b-		m-
	wh-		w-		qu-
	f- ph		v-		
	th-		th-		
	t-		d-		n-
	l-				
	s- c		z- s		r-
	sh-				y-
	ch- tch		j- g		
	k- c ck		g-		ng- n(k)
	x-				
	h-				

vowels

 a-e ay ai	 ee -e ea	 i-e -y igh	 o-e oa ow -o	 u-e ew
 -a-	 -e- ea	 -i- -y	 -o-	 -u-
 aw au a(ll)			 oo	 ur er ir or
 a(r)			 oo u	
			 ow ou	
			 oy oi	
			 o(r)	

