

A Linguistic Study of Florence Akin's 1913 *Word Mastery*

Verifying Its Linguistic Completeness

Prepared by Donald L. Potter

July 22, 2014

Consonant Sound	Page & Spelling	Vowel Sound	Page & Spelling
1. /b/	16b. 73bu	1. /ā/	6a_. 79ei/eigh/ey. 106_et
2. /p/	20p	2. /ē/	10e_. 76ea
3. /d/	19d	3. /ī/	17i_. 56y. 76ai. 79ie/ey
4. /t/	11t. 73bt	4. /ō/	21o_. 97a
5. /g/	13g. 73gu	5. /ū/	23u_. 97-98o/ou/oo
6. /k/	14c. 15k. 107ch. 107qu	6. /ā/	34vce. 57-58ai/ay. 76ea
7. /v/	25v	7. /ē/	37_e. 58-60ea/ee. 76ie. 107i
8. /f/	8f. 106ph/gh	8. /ī/	34 vce. 56_y. 62ild/ind/igh
9. /z/	24z/ _s	9. /ō/	35vce. 37_o. 61oa/oe/old/oll/ost/olt/or/oth. 64ow/ou. 81oo
10. /s/	9s. 40 _s. 85c. 107sc	10. /ū/	35vce. 61_ue. 81ew
11. /th/	47 th	11. /au/	94-96a/aw/au/augh/o/ough. (96a?)
12. /th/	47 th	12. /ou/	63/64ow/ou
13. /w/	22w	13. /oi/	83oi/oy
14. /hw/	48wh	14. /oo/	80-81oo/o/u/ou/ui/ew
15. /j/	22j. 86g, dg, 108di	15. /oo/	82oo/o/oul/u
16. /ch/	45ch. 108ti	16. /ā/	91ar/a/au
17. /zh/	108si	17. /âir/	92-93ar/air/ear/eir/ere
18. /sh/	46sh. 107ch. 108ce/ci/si/ti	18. /ûr/	66er. 89ar/ear/ir/or/ur
19. /l/	12L. 84le/tle. 103el	19. /ə/	99-103a/e/u/o
20. /m/	5m. 72mb		
21. /n/	6n. 72nk. 103en/in/on/ten		
22. /r/	7r. 72wr		
23. /y/	25y. 56y. 107i		
24. /ng/	65ing, 70ang/ong/ung/ eng/nk		
25. /h/	18h. 81wh		
c = /k/ & /s/	(14) c		
qu = /kw/	(24) qu		
x = /ks/ & /gz/	(24) x		

Long vowels in open syllable are taught on p. 75. Consonant blends are not indicated above, but ending and beginning consonant blends (consonant combinations) are explicitly taught.

The 3 sounds of ed are taught on pages 77-78. Note ie/ey (Nellie/valley) are considered short y instead of long e. Page 83 _ful. Page 87:-88 _ly & _less, _ness, _est. Page 90 ish. Page 96 a is considered like aw in words like past and path, unusual in modern English.

Page 104 ex=egz. Page 106 teaches silent h. Page 108 includes /zh/ as in excursion, but includes it with other sh words. This study is based on Rudolf Flesch's Standard Classification of the English Speech Sounds. *Word Mastery* is linguistically complete.

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Orthographic Content of the First Thirty-Three Pages

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Consonant Sound	Page & Spelling	Vowel Sound	Page & Spelling
1. /b/	16b	1. /ǎ/	6a_
2. /p/	20p	2. /ě/	10e_
3. /d/	19d	3. /ĩ/	17i_
4. /t/	11t	4. /ǒ/	21o_
5. /g/	13g	5. /ũ/	23u_
6. /k/	14c, 15k	6. /ā/	
7. /v/	25v	7. /ē/	
8. /f/	8f	8. /ī/	
9. /z/	24z, _s	9. /ō/	
10. /s/	9s,	10. /ū/	
11. /th/		11. /au/	
12. /th/		12. /ou/	
13. /w/	22w	13. /oi/	
14. /hw/		14. /oo/	
15. /j/	22j	15. /oo/	
16. /ch/		16. /ă/	
17. /zh/		17. /âir/	
18. /sh/		18. /ûr/	
19. /l/	12L	19. /ə/	
20. /m/	5m		
21. /n/	6n		
22. /r/	7r		
23. /y/	25y		
24. /ng/	65_ing		
25. /h/	18h		
c = /k/ & /s/	(14) c		
qu = /kw/	(24) qu		
x = /ks/ & /gz/	(24) x		

Brief Quantitative Analysis of the Phonics Taught in First 33 Lessons of *Word Mastery*

Of 19 vowel sounds, 6 are taught leaving 14 to learn.
 Of 25 consonant sounds, 18 are taught, leaving 8 to learn.
 24 out of 44 speech sounds are taught in the first 33 pages of *Word Mastery*.

Mastery of the first 33 pages will provide the solid alphabet basis for success with all future work teaching reading and spelling with *Word Mastery*.

Forty-four Speech Sounds of English: Phonemes

After Rudolf Flesch (1955)

25 Consonants (21 letters)

1. /b/
2. /p/
3. /d/
4. /t/
5. /g/
6. /k/
7. /v/
8. /f/
9. /z/
10. /s/
11. /th/
12. /~~th~~/
13. /w/
14. /hw/
15. /j/
16. /ch/
17. /zh/
18. /sh/
19. /l/
20. /m/
21. /n/
22. /r/
23. /y/
24. /ng/
25. /h/

19 Vowels (5 letters)

1. /ǎ/
2. /ě/
3. /ĩ/
4. /õ/
5. /ũ/
6. /ā/
7. /ē/
8. /ī/
9. /ō/
10. /ū/
11. /au/
12. /ou/
13. /oi/
14. /oo/
15. /oo/
16. /ä/
17. /âir/
18. /ûr/
19. /ə/, like short u: /ũ/

Three letters are superfluous:

- c = /k/ or /s/
- x = /ks/ or /gz/
- qu = /kw/

Suggestions for Teaching Word Mastery Phonic Sounds

The speech sounds taught with pictures in *Word Mastery* are presented here in the order presented with suggestions for teaching the sounds. Words in parenthesis are simply suggestions for additional words for teaching the students to hear speech sounds (phonemes). Some of the names of some of the quaint pictures may not be apparent so I am giving them here.

1. /m/: man, moon (mom), p. 5
2. /ă/: apple, p. 6
3. /n/: nest, nut, p. 6
4. /r/: rat, rose, p. 7
5. /f/: fish, fan, fork, p. 8
6. /s/: saw, sun, p. 9
7. /e/: egg, engine, p. 10
8. /t/: table, turkey, p. 11
9. /l/: lamp, leaf, lemon, p. 12
10. /g/: gate, gun, goose, p. 13
11. /k/ as c: cat, cup, cap, p. 14
12. /k/: kite, key, kettle, p. 15
13. /b/: bird, bell, ball, p. 16
14. /ɪ/: Indian, p. 17
15. /h/: hat, horse, hand, p. 18
16. /d/: dog, door, doll, p. 19
17. /p/: pig, pear, pump, p. 20
18. /ɔ/: orange with the o pronounced as ɔ ostrich p. 21, following 1913 dictionary standards.
19. /j/: jar, jug, p. 22
20. /w/: wagon, watch, p. 22
21. /ũ/: umbrella, p. 23
22. /z/: zebra, p. 24
24. /ks/ as x: ax, p. 24
25. /kw/ as qu: queen, p. 24
26. /v/: vase, vine, p. 25
27. /y/: yoke (yo-yo, yarn) p. 25
28. /ch/: chick, chair, cherries, p. 45
29. /sh/: shoe, shell, ship, p. 46
30. /th/ thimble, thistle. (voiced and voiceless), p. 47
31. /wh/: wheel, p. 48
32. /ow/: owl, p. 63
33. Long /oo/: oo, o, u, ou, ui, ew as in book. p. 80
34. Short /oo/: oo, o, ou, u as in book, p. 82
35. /oi/: oi and oy as in boy, p. 83
36. /ar/: a and au as in star, p. 91
37. /âr/: ar, air, ear, eir, ere as in air and chair, p. 92
38. /aw/: a, aw, au, augh, o, ough like aw in saw, p. 94
39. /ă/ as in basket or /â/ as in father. p. 96 (Note in 1913 dictionaries indicated the a sound of father rather than the a of apple. *Merriam-Webster's Collegiate Dictionary 10th Edition* gives both pronunciations as correct. Simply pronounced the words as you, the parent or teacher, are accustomed to pronounce the word basket.

Student Progress Chart for Word Mastery

Student: _____ Teacher _____ School _____

5 M m	6 Aa, Nn	7 Rr	8 Ff	9 Ss
10 Eë	11 Tt	12 Ll	13 Gg	14 Cc
15 Kk	16 Bb	17 Īī	18 Hh	19 Dd
20 Pp	21 Oo	22 Jj, Ww	23 Uu	24 Zz, Xx, Qq
25 Vv Yy	26 ā, ě, ĭ	27 ō, ū, ǎ	28 ě, ĭ, ǒ	29 ū, ǎ, ĭ
30 SV Review	31 SV Review	32 SV Review	33 General Review	34 vce ā ī
35 vce ĭ ō ū	36 vce ā ō	37 vce ĭ, ō, ū, -ē	38 LV Reviews	39 LV Review
40 _s Ending	41 s = z	42 2-Cons – 1 Sound	43 2-Diff Cons	44 Review
45 ch, th	46 sh	47 th, <u>th</u>	48 wh & Review	49 Cons. Comb.
50 Cons. Comb	51 Cons. Comb	52 Cons. Comb	53 Cons. Comb	54 Cons. Comb
55 Review	56 3-y Sounds	57 ai, ay	58 ea, ee	59 ea, ee
60 ee, ea, ie = i	61 oa, oe, ue	62 i & o 2-Cons igh	63 ow, ou	64 ow & ou = o
65 ing ings	66 er, ers	67 General Review	68 General Review	69 General Review
70 _ng	71 Drop_e_ing	72 kn wr mb gn	73 gu bu, bt Rev	74 Cons. doubling
75 1 or 2 Cons	76 ai=ǎ ea=ā rs=ě ie=ē	77 ed, ed=d	78 ed=t Review	79 ie=ÿ ei/eigh/ey=ā
80 oo/o/oul/u/ ou/ui/ew	81 wh-h ew-ū ie-ě	82 oo/o/oul/u=oo	83 _ful, oy/ui	84 le, tle
85 c=s	86 g=j	87 ly, less	88 ness, est	89 ar/ear/ir/r/ur
90 _ish Review	91 a/ar of star	92 lf, lm, ar, air, ear, eir, ere	93 (92 Cont.)	94 a/aw/au/augh/o/ough
95 (94 Cont.)	96 ough-ō á/ǎ	97 a=ǒ o/ou/oo=ū	98 (97 Cont.)	99 half-long o & e
100 half-long o/u Obscure a	101 (100 Cont.)	102 Obscure e & o	103 obscure u en/in/on ten=n el=l	104 (103 Cont.) ex=egz
105 Review	106 ph=f, gh=f, mn = m	107 ch=k ch=sh sc=s i=y i=ē qu=k	108 di=j, ti=sh silent h, et=ā ce/ci/si/ti=sh	109 Review

Instructional Audio for *Word Mastery*

By Donald L. Potter

<u>Tracks</u>	<u>Pages</u>
Track 1: Introduction	
Track 2: m, ā, n, r, f, s	5 – 9
Track 3: ě, t, l, g, c, k, b	10 – 16
Track 4: ĭ, h, d, p	17 – 20
Track 5: ǒ, j, w	21 – 22
Track 6: ū, z, x, q, v, y	23 – 25
Track 7: Short Vowels - 2-letter Ending Phonograms	26 – 29
Track 8: Review & Strengthen Consonant Sounds	30 – 32
Track 9: General Review Without Separating Phonograms	33
Track 10: Introduce to Long Vowel Phonograms (vce)	34 – 35
Track 11: Long Vowel Phonograms Separated Practice	36 – 37
Track 12: Long Vowel Phonograms Mixed Practice	38 – 39
Track 13: -s Form of Words, -s = -z, Possessives	40 – 41
Track 14: Ending Consonant Combinations & Review	42 – 44
Track 15: Consonant Digraphs: ch, sh, th, wh	45 – 48
Track 16: Beginning Consonant Blends	49 – 55
Track 17: Sounds of y	56
Track 18: Vowel Digraphs and Diphthongs	57 – 64
Track 19: Endings ing, ings; er, ers	65 – 66
Track 20: General Review	67 – 69
Track 21: ang, ong, ung, eng, n = ng; drop e before ing	70 – 71
Track 22: Silent letters: kn, wr, mb, gn, gu, bu, bt	72 – 73
Track 23: Short Vowel & Long Vowel Rules	74 – 75
Track 24: Vowel Digraphs - other sounds: ai=/ī/, ea=/ā/, ie=/ī/	76
Track 25: Sounds of ed, Past Tense Ending	77 – 78
Track 26: Vowel Digraphs: ie & ey = ĭ, ei, eigh, ey = ā	79
Track 27: oo/o/u/ou/ui/ew=oo of boot, wh=h, ew, ū, oo=ō	80 – 81
Track 28: oo, o, oul, u = oo of book, -ful, oi/oy	82 – 83
Track 29: The ending le, t is silent in tle after s.	84
Track 30: C and G with E, I, and Y	85 – 86
Track 31: Endings -ly, -less, -ness, -est.	87 – 88
Track 32: Spellings of /er/, -ish, Review.	89 – 90
Track 33: Spelling of a & au as in star, air in chair.	91 – 93
Track 34: a/aw/au/augh/o/ough/, or, a=ǒ/, o/ou/oo=/ū/	94 – 98
Track 35: Half-long and Obscure Vowels	99 – 102
Track 36: Elided vowels; dis, di, in, en, n, ex, ex=e	103 – 104
Track 37: Review of Phonograms with New Word	105
Track 38: Odds and Ends: ph, gh, mn, ch=k, ch=sh sc=s, i=y, ti=ch; silent h; ce/ci/si/ti=sh.	106 – 108
Track 39: Review of Phonograms with New Words	109

Mr. Potter has prepared audio instruction in MP3 format that will teach each sound and spelling pattern in *Word Mastery*. The audio can be accessed from his websites www.donpotter.net and www.wordmastery.org.

Linguistic & Pedagogical Aspects

1913 Word Mastery in a Modern Perspective

Word Mastery

Modern Terminology

- | | |
|--------------------|--|
| 1. Ear Training | Phoneme Perception (Phonemic Awareness) |
| 2. Tongue Training | Phoneme Production |
| 3. Eye Training | Grapheme-to-Phoneme Correspondences |
| 4. Word Building | Sounding-out: Rapid Word Identification. |

Discussion

Ear training may begin on the first day the child enters school. Say to the pupils, "We shall play a little game. You may do what I tell you, but do not speak a word." Then say to one, "Bring me a b-o-x," speaking the last word very slowly (phonetically); to others, "Show me something r-e-d," "Tap on your d-e-s-k," "Touch something made of t-i-n," "Cl-a-p your h-and-s," R-u-n to the d-oo-r," "H-o-p to the w-i-n-d-ow," etc. Sufficient interest will soon be aroused to permit the teacher to leave off the play and say words phonetically, one after another, asking pupils to tell what each word is. A few days they will be able to recognize almost any word that may be sounded. Occasionally tell a little story, saying a word phonetically here and there, and allowing pupils to pronounce the word. This form of training may be profitably continued throughout the first half of the year.

Tongue training should begin about the third or fourth day. Sound a word and have a pupil tell what sounds he hears first, what sound he hears last. Be very careful that he gives the sound correctly. There is a natural inclination to voice a breath, or voiceless sound, such as *h*. Holding an object before a pupil, have him say the name slowly (phonetically), as h-u-t, c-a-p, v-a-s-e, p-e-n, b-oo-k, f-a-n, etc. A picture may be placed before the class, and a pupil may be asked to say phonetically the name of each thing he sees in the picture. After a few days' practice offer a sound (it may be a simple phonogram, as *l*, or a compound phonogram, as *sl*); have the pupils see how many different words they can think of beginning with that sound. This training should be continued for several months.

Ear training and tongue training should be practiced for eight or ten days before taking up eye training.

Eye Training begins with the book, - teaching pupils to associate the sound with the symbol. Ask the pupil to name the pictures on page 5; he says, *man*, *moon*. Ask him what sound he hears first (the ear and the tongue training have prepared the way for prompt recognition), and he will reply, *m*. Now tell him that the letters at the top of the page are pictures of the first sound and that hereafter the will help him to tell the words. The pupil next learns the sound of *a*, in the same way. Then he learns the sound of *n*. Now he says the sounds of the three letters *m-a-n*, and thereby discovers the word *man*.

The order in which the phonograms are presented is based upon the easy with which they are blended.

This phonic course contains over 3500 different words. Each of these words, when presented contains but one new phonogram, and that phonogram is the one introduced at the beginning of the series in which the words occur.

Never tell the pupil a word in his phonic lesson, once only one new sound is introduced at a time, and the new step offers no difficulty if each foregoing page has been thoroughly learned.

Word Building: Encourage pupils to whisper the sounds to themselves when they are studying a phonic or reading lesson. Without actually hearing the sounds they cannot get the blend and therefore cannot discover the word. It takes several months for pupils to be able to blend sounds mentally. This whispering is not disorder. It is a necessary part of word-getting and, if checked too soon, the pupil's progress in word-getting may be greatly retarded.

No diacritical marks are to be used. Pupils are taught to determine the sound of the vowel by its position in the words and by its associated letters.

Reference List of
Phonograms Taught in *Word Mastery*

<u>Phonogram</u>	<u>Page</u>
a	6
a (an)	26
a (star)	91
a (all)	94
a (basket)	96
a (was)	97
a (furnace)	99
a (ago)	100
a (distance)	101
ab (cab)	29
ack (pack)	42
ad (had)	27
ade (wade)	36
afe (safe)	36
ag (tag)	29
ai (aid)	57
ai (captain)	76
air (chair)	92
ake (lake)	36
ale (sale)	36
am (ham)	29
ame (came)	36
amp (camp)	43
an (can)	26
and (land)	43
ane (lane)	36
ang (rang)	70
ap (cap)	27
ar (war)	94
ar (care)	92
ar (dollar)	89
ase (vase)	36
at (cat)	26
ate (gate)	36
au (aunt)	92
au (cause)	95
augh (caught)	95
ave (gave)	36

aw (law)	94
ax (wax)	29
ay (bay)	58
aze (gaze)	36
b	16
b (bat)	30
bl (black)	49
br (broke)	51
bt (doubt)	73
bu (build)	73
c	14
c (cab)	30
c (ice)	85
c (city)	85
c (spicy)	85
ce (ocean)	108
ch (chick)	45
ch (ache)	107
ch (Chicago)	107
ci (precious)	108
cl (clock)	49
cr (crane)	51
d	19
d (den)	30
dg (badge)	86
di (direct)	104
di (soldier)	108
dis (dismiss)	52
e	10
e (he)	37
e (travel)	102
e (became)	99
ea (sea)	58
ea (break)	76
ea (thread)	76
ea (earn)	89
ear (bear)	93
eb (web)	28
eck (deck)	42
ed (red)	28
ed (petted)	77

ed (sailed)	77
ed (reached)	78
ee (see)	59
eg (keg)	28
ei (skein)	79
eigh (weigh)	79
eir (their)	93
el (ravel)	103
elf (self)	43
elk (elk)	44
ell (bell)	42
elt (melt)	44
elp (help)	44
em (hem)	28
en (ten)	26
en (golden)	103
en (entire)	104
end (send)	43
eng (length)	70
ent (tent)	43
ept (kept)	44
er (her)	66, 39
ere (where)	93
ess (less)	42
est (best)	43, 88
et (set)	26
ew (drew)	81
ew (new)	81
ex (vex)	28
ex (excel)	104
ex (exact)	104
ext (next)	44
ey (valley)	79
ey (they)	79
f	8
f (fan)	30
fl (flag)	49
fr (frame)	52
ful (cheerful)	83
g	13
g (gas)	30
g (gem)	86
g (magic)	86

g (gypsy)	86
gh (laugh)	106
gl (glad)	50
gn (gnat)	72
gr (grand)	52
gu (guess)	73
h	18
h (hat)	31
i	17
i (if)	31
i (union)	107
i (police)	107
ib (rib)	29
ick (pick)	42
id (did)	28
ide (side)	36
ie (tie)	60
ie (chief)	76
ie (Annie)	79
ife (life)	36
ift (lift)	44
ig (big)	29
igh (high)	62
ild (child)	62
ile (mile)	36
ilk (silk)	44
ill (will)	42
ilt (wilt)	44
im (him)	29
im (impute)	104
ime (time)	36
imp (limp)	43
in (tin)	26
in (increase)	104
in (raisin)	103
ind (wind)	43
ind (kind)	62
ine (vine)	36
ing (sing)	65, 71
int (tint)	43
ip (dip)	28
ipe (wipe)	36
ir (bird)	89

ire (wire)	37
ish (dish)	90
iss (miss)	42
ist (list)	43
it (sit)	26
ite (kite)	37
ive (five)	37
ix (six)	29
j	22
j (jam)	31
k	15
k (keg)	31
kn (knock)	72
l	12
l (lad)	31
le (twinkle)	84
less (restless)	87
lf (half)	92
lk (walk)	94
lm (calm)	92
ly (safely)	87
m	5
m (man)	31
mb (lamb)	72
mn (hymn)	106
n	6
n (nap)	31
n (bank)	70
ness (kindness)	88
o	21
o (on)	31
o (toss)	55
o (do)	81
o (wolf)	82
o (son)	97
o (polite)	100
o (complete)	102
oa (load)	61
ob (cob)	28

ock (rock)	42
od (rod)	28
oe (hoe)	61
og (log)	28
oi (oil)	83
oke (joke)	37
old (gold)	62
ole (pole)	37
oll (doll)	42
oll (roll)	62
olt (bolt)	62
ome (home)	37
omp (romp)	43
on (cotton)	103
ond (pond)	43
one (tone)	37
ong (song)	70
oo (boot)	80
oo (book)	82
oo (door)	81
oo (flood)	98
op (hop)	27
ope (rope)	37
or (word)	89
or (for)	95
orch (porch)	62
ore (more)	37
ork (pork)	62
orn (torn)	62
orth (forth)	62
ose (dose)	37
ost (most)	62
ot (not)	27
oth (both)	62
ou (house)	63
ou (four)	64
ou (soup)	81
ou (young)	98
ough (bought)	95
ough (though)	96
ould (could)	82
ow (owl)	63
ow (owe)	64
ox (box)	28
oy (boy)	83

p	20
p (pan)	31
ph (sulphur)	106
pl (plan)	50
pr (pride)	52
q	24
qu (quite)	54
qu (conquer)	107
r	7
r (rag)	32
s	9
s (sun)	32
s (cats)	40
s (as)	41
s (Ned's)	41
sc (scale)	51
sc (scene)	107
sh (shape)	46
shr (shrill)	46
si (excursion)	108
sk (skip)	51
sl (sled)	50
sm (smile)	54
sn (snake)	54
sp (spin)	50
spr (sprite)	52
st (step)	54
str (stripe)	53
sw (swim)	54
t	11
t (tag)	32
t (glisten)	103
th (thin)	47
th (then)	47
thr (throne)	47
ti (mention)	108
ti (question)	108
tle (thistle)	84
tr (track)	52
tu (picture)	100
tw (twine)	54

u	23
u (us)	32
u (true)	81
u (success)	103
u (put)	82
ub (tub)	29
uck (duck)	42
ud (mud)	29
ue (due)	61
ue (glue)	81
uff (muff)	42
ug (rug)	29
ui (fruit)	81
uke (Luke)	37
ule (mule)	37
ulk (bulk)	44
ull (hull)	42
um (hum)	29
ump (jump)	43
un (sun)	27
un (until)	104
une (tune)	37
ung (sung)	70
unt (hunt)	43
up (cup)	27
up (uproar)	104
ur (fur)	89
ure (pure)	37
uss (fuss)	42
ust (must)	43
ut (nut)	27
ute (mute)	37
uzz (buzz)	42
v	25
v (van)	32
w	22
w (wag)	32
wh (when)	32
wh (who)	48
wr (write)	72
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y	25
y (yes)	32
y (candy)	56
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RULES NOT EXEMPLIFIED IN THE LIST ABOVE

1. When a word ends in *e*, p. 34
2. When two vowels come together, p. 57
3. When *ing* is added, p. 71
4. When there are two or more different consonants having the same sound between two vowels, p. 74
5. When there are two or more different consonants between two vowels, p. 75
6. When there is but one consonant between two vowels, p. 75

Florence Akin's List of Phonograms Taught in *Word Mastery* One Page – Bird's Eye View

- a:** a (an), a (star), a (all), a (basket), a (was), a (furnace), a (ago), a (distance), ab (cab), ack (pack), ad (had), ade (wade), afe (safe), ag (tag), ai (aid), ai (captain), air (chair), ake (lake), ale (sale), am (ham), ame (came), amp (camp), an (can), and (land), ane (lane), ang (rang), ap (cap), ar (war), ar (care), ar (dollar), ase (vase), at (cat), ate (gate), au (aunt), au (cause), augh (caught), ave (gave), aw (law), ax (wax), ay (bay), aze (gaze).
- b:** b (bat), bl (black), br (broke), bt (doubt), bu (build).
- c:** c (cab), c (ice), c (city), c (spicy), ce (ocean), ch (chick), ch (ache), ch (Chicago), ci (precious), cl (clock), cr (crane).
- d:** d (den), dg (badge), di (direct), di (soldier), dis (dismiss).
- e:** e (he), e (travel), e (became), ea (sea), ea (break), ea (thread), ea (earn), ear (bear), eb (web), eck (deck), ed (red), ed (petted), ed (sailed), ed (reached), ee (see), eg (keg), ei (skein), eigh (weigh), eir (their), el (ravel), elf (self), elk (elk), ell (bell), elt (melt), elp (help), em (hem), en (ten), en (golden), en (entire), end (send), eng (length), ent (tent), ept (kept), er (her), ere (where), ess (less), est (best), et (set), ew (drew), ew (new), ex (vex), ex (excel), ex (exact), ext (next), ey (valley), ey (they),
- f:** f (fan), fl (flag), fr (frame), ful (cheerful),
- g:** g (gas), g (gem), g (magic), g (gypsy), gh (laugh), gl (glad), gn (gnat), gr (grand), gu (guess).
- h:** h (hat).
- i:** i (if), i (union), i (police), ib (rib), ick (pick), id (did), ide (side), ie (tie), ie (chief), ie (Annie), ife (life), ift (lift), ig (big), igh (high), ild (child), ile (mile), ilk (silk), ill (will), ilt (wilt), im (him), im (impute), ime (time), imp (limp), in (tin), in (increase), in (raisin), ind (wind), ind (kind), ine (vine), ing (sing), int (tint), ip (dip), ipe (wipe), ir (bird), ire (wire), ish (dish), iss (miss), ist (list), it (sit), ite (kite), ive (five), ix (six)
- j:** j (jam).
- k:** k (keg), kn (knock)
- l:** l (lad), le (twinkle), less (restless), lf (half), lk (walk), lm (calm), ly (safely).
- m:** m (man), mb (lamb), mn (hymn).
- n:** n (nap), n (bank), ness (kindness).
- o:** o (on), o (toss), o (do), o (wolf), o (son), o (polite), o (complete), oa (load), ob (cob), ock (rock), od (rod), oe (hoe), og (log), oi (oil), oke (joke), old (gold), ole (pole), oll (doll), oll (roll), olt (bolt), ome (home), omp (romp), on (cotton), ond (pond), one (tone), ong (song), oo (boot), oo (book), oo (door), oo (flood), op (hop), ope (rope), or (word), or (for), orch (porch), ore (more), ork (pork), orn (torn), orth (forth), ose (dose), ost (most), ot (not), oth (both), ou (house), ou (four), ou (soup), ou (young), ough (bought), ough (though), ould (could), ow (owl), ow (owe), ox (box), oy (boy).
- p:** p (pan), ph (sulphur), pl (plan), pr (pride).
- q:** qu (quite), qu (conquer).
- r:** r (rag).
- s:** s (sun), s (cats), s (as), s (Ned's), sc (scale), sc (scene), sh (shape), shr (shrill), si (excursion), sk (skip), sl (sled), sm (smile), sn (snake), sp (spin), spr (sprite), st (step), str (stripe), sw (swim).
- t:** t (tag), t (glisten), th (thin), th (then), thr (throne), ti (mention), ti (question), tle (thistle), tr (track), tu (picture), tw (twine).
- u:** u (us), u (true), (success), u (put), ub (tub), uck (duck), ud (mud), ue (due), ue (glue), uff (muff), ug (rug), ui (fruit), uke (Luke), ule (mule), ulk (bulk), ull (hull), um (hum), ump (jump), un (sun), un (until), une (tune), ung (sung), unt (hunt), up (cup), up (uproar), ur (fur), ure (pure), uss (fuss), ust (must), ut (nut), ute (mute), uzz (buzz).
- v:** v (van).
- w:** w (wag), wh (when), wh (who), wr (write).
- x:** x (ax)
- y:** y (yes), y (candy), y (by).
- z:** z (zigzag).

Prepared by Donald L. Potter on 9/18/2014 to make it easier to gain a single comprehensive view of the orthographic structures (spelling patterns/phonograms) taught in the *Word Mastery* reading program.

Advantages of the Phonogrammic Method

By Henry Suzzalo, 1913

Many advantages are claimed for the phonogrammic method:

1. It separates words purely on the basis of their sound division, avoiding the units of the syllabic method which are determined by philological derivation or conventional practice.
2. It is more flexible as it can take into account the maturity and individuality of children. (h-um-ble-n-ess, humble-ness, etc.).
3. It tends on the whole to induce the child to see the word elements in the largest possible units of identification making sound approximations more accurate and sound blending more easy.
4. It treats irregular words (the chief bugbears of phonic methods) as a phonogrammic unit or sight word (thought). Though not inherent in the method itself, teachers who use the phonogrammic method find it less necessary to depend on diacritic marks, accents, printed word divisions, and all other artificial devices that give words a different appearance from that which they have in normal use.

From an article on "Teaching Beginning Reading" by Henry Suzzalo, Ph.D., published in *A Cyclopaedia of Education* in 1913, edited by Paul Monroe, Ph.D.

Richard Wylie & Donald Durrell's

1970 List of 37 Phonograms and Sample Words

-**ack** back, black, crack, Jack, Mack, sack, shack, stack, tack, track, rack, pack, whack Zack
-**ail** fail, frail, Gail, hail, jail, mail, nail, pail, quail, rail, sail, tail, trail, wail
-**ain** brain, drain, Cain, chain, gain, grain, main, pain, plain, rain stain, strain, train
-**ake** bake, Blake, brake, cake, fake, Jake, lake, make, rake, sake, shake, stake, take, wake
-**ale** ale, bale, Dale, Gale, male, pale, sale, stale, tale, whale
-**ame** blame, came, dame, fame, flame, game, lame, name, same, shame, tame
-**an** an, ban, can, Dan, fan, Fran, Jan, man, Nan, pan, plan, ran, Stan, tan, than, van
-**ank** bank, blank, clank, Frank, Hank, sank, tank, thank, yank
-**ap** cap, chap, clap, crap, flap, lap, map, nap, rap, sap, slap, strap, tap, trap, wrap, zap
-**ash** ash, bash, cash, clash, crash, dash, flash, gash, lash, mash, rash, sash, splash, stash
-**at** at, bat, brat, cat, fat, flat, hat, mat, pat, rat, sat, splat, stat, that
-**ate** ate, crate, gate, grate, hate, late, mate, Nate, plate, rate, slate, state
-**aw** caw, claw, draw, flaw, jaw, law, paw, saw, straw
-**ay** bay, clay, day, gray, hay, Jay, lay, may, pay, play, pray, say, slay, stay, stray way
-**eat** beat, bleat, cheat, cleat, feat, heat meat, neat, seat, wheat
-**ell** bell, fell, hell, Nell, sell, swell, tell, well, yell
-**est** best, blest, chest, crest, jest, nest, pest, quest, rest, test, vest, west, zest
-**ice** dice, ice, lice, mice, nice, price, rice, slice, splice, twice, vice
-**ick** click, brick, flick, hick, kick, lick, Nick, pick, quick, sick, slick, tick, thick, trick, wick
-**ide** bride, glide, hide, pride, ride, side, slide, tide, wide
-**ight** bright, fright, knight, light, might, night, right, sight, tight
-**ill** bill, chill, dill, fill, gill, grill, hill, ill, Jill, kill, mill, pill, quill, shrill, sill, spill, still, till, will
-**in** bin, chin, fin, gin, grin, in, kin, pin, sin, spin, thin, tin, twin, win, tin
-**ine** dine, fine, line, mine, nine, pine, shine, shrine, twine, wine
-**ing** bing, bring, cling, ding, fling, king, ping, ring, sing, sting, string, wing, wring, zing
-**ink** blink, brink, clink, drink, ink, kink, link, mink, rink, sink, shrink, stink, think, wink,
-**ip** chip, clip, dip, drip, flip, grip, hip, lip, nip, rip, sip, slip, snip, strip, tip, trip, whip, zip
-**it** bit, fit, flit, grit, hit, kit, knit, lit, pit, quit, sit, slit, snit, spit, split, zit
-**ock** block, clock, crock, dock, flock, jock, knock, lock, mock, rock, shock, sock, stock
-**oke** bloke, broke, choke, coke, joke, poke, smoke, stoke, stroke, woke, yoke
-**op** bop, chop, cop, crop, drop, flop, glop, hop, lop, mop, pop, shop, slop, stop, top
-**ore** bore, chore, core, gore, lore, more, shore, snore, sore, store, tore, wore, yore
-**ot** blot, clot, cot, dot, got, hot, jot, knot, lot, not, pot, rot, shot, slot, spot, tot, trot
-**uck** buck, cluck, duck, Huck, luck, muck, pluck, puck, suck, stuck, struck, tuck, truck, yuck
-**ug** bug, chug, drug, dug, glug, hug, jug, mug, plug, rug, shrug, slug, smug, snug, thug, tug
-**ump** bump, chump, clump, dump, hump, jump, lump, pump, rump, slump, stump, thump
-**unk** bunk, chunk, clunk, drunk, dunk, funk, gunk, hunk, junk, plunk, punk, sunk, stunk

This table contains examples of single syllable words containing a rime from Wylie and Durrell's list of the 37 most frequently occurring rimes in early grade reading. These words (and others) are counted if they end in the rime (i.e., no plural or possessive marker and no suffix). Thus, count duck, but not ducks (plural), duck's (possessive), or ducks, ducked, ducking (verb forms).

NOTES ON PHONOGRAMS

Phonograms are valuable because they are **reliable** and **generalizable**. Of the 286 phonograms that appeared in the primary-level texts reviewed in one classic study, 272 (95%) were pronounced the same in every word in which they were found (Durrell, 1963). In addition, these 272 reliable phonograms can be found in 1,437 of the words common to the speaking vocabularies of primary-age children (Murphy, 1957).

Many educators have noted the utility of phonograms in early reading instruction. In fact, a relatively small number of phonograms can be used to generate a large number of words. According to Wylie & Durrell (1970), nearly 500 primary-grade words can be derived from only 37 phonograms.

Richard Wylie and Donald Durrell also discovered some important instructional considerations about phonograms:

1. Long-vowel phonograms (-eat, -oat) were as easy to learn as short-vowel phonograms (-ed, -op)
2. Long-vowel phonograms with final *e* (-ake, -ide, -ope) were as easy to learn as other long-vowel phonograms.
3. Phonograms containing variant vowels (-ood, -ook), r-controlled vowels (-ear, -are), and diphthongs (-out, -oint) were almost as easy to learn as long- and short-vowel phonograms.
4. Phonograms ending in a single consonant (-at, -ot) were easier to learn than phonograms ending in consonant clusters (-ast, -imp).

These “Notes on Phonograms” was largely taken from Wiley Blevin’s *Phonics from A to Z: A Practical Guide*.

Note that Florence Akin does **not** begin teaching word-families **until after** the students have mastered short-vowel, single-letter phonics. The left to right scanning was well developed **before** word-families were introduced. This is a very important consideration since smooth left to right scanning is an essential skill for fluent reading.

Regarding Spalding Phonograms vs Akin Phonograms: Phonograms are letters and letter combinations that stand for sounds. Unlike the Romalda Spalding’s 70 multiple-sound Phonograms that were developed much later, Akin’s Phonograms are taught with a single sound.

Romalda Spalding’s phonograms flow from **letters to sounds**.
Florence Akin’s phonograms flow from **sounds to letters**.

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