

Natural Phonics Primer

72 Phonics Exercises

For Beginning and Remedial

Reading Students

A Universal Safety Net for Literacy

(Phonics with an Emphasis on Accuracy and Speed)

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October 2021

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DEDICATION

This book is dedicated to the late Dr. Rudolf Flesch (1911-1986), who **identified the cause** of the growing literacy problem in America, **raised the alarm** in his perennial best-selling books: *Why Johnny Can't Read and What You Can Do About It* (1955) and *Why Johnny STILL Can't Read* (1981), and **provided the solution** to the alarmingly high illiteracy rates in America with his sound-based phonics exercises.

Special mention goes to Gus Enderlin III, who wrote **decodable sentences** to go with Flesch's Review Exercises and demonstrated the effectiveness of Flesch's approach to teaching reading with phonics-first in a multitude of private school classrooms over several decades. He is also to be credited with the **high-speed phonics** approach with calibrated minimum speeds for each grade level, making possible a *Universal Safety Net for Reading*.

The **value** of Rudolf Flesch's 72 Exercises was pointed out to me during a phone conversation on March 11, 2003 with Mr. Edward Miller, the creator of the *Miller Word Identification Assessment*.

Natural Phonics Primer

A Universal Safety Net for Reading

Step 1

5 Short Vowel Sounds and All Consonants Sounds

Spelled with 1 Letter and ck

Exercises 1 - 12

LOOK AT ALL THE LETTERS THE RIGHT WAY, AND NO GUESSING!

Exercise 2

e

yes	men	tell	egg	net
pen	bet	bell	let	pen
net	sell	bed	get	den
den	leg	yes	bet	leg
pet	Ben	web	well	red
get	bed	hen	sell	Ben
Ned	jet	less	yell	mess
hen	wet	Ben	yet	Ed
set	less	Ned	wet	egg
men	web	ten	pen	wet
tell	ten	Ted	sell	yes
bell	beg	mess	pet	men
Ted	well	den	peg	let
mess	yell	set	red	tell
Ed	pet	leg	Ted	Ned
let	red	Ed	bed	bet
peg	net	men	web	less
red	peg	beg	egg	yes

Exercise 3

Review 1

sad	ten	Ann	bed	mat
pass	tag	rap	leg	mess
Ted	less	gas	web	Pam
Ed	yell	fat	bet	dad
pad	Dan	tap	let	lap
Ned	yes	rat	Sam	sell
man	map	peg	well	red
hen	pat	wag	net	mass
jet	jam	pan	pet	den
fan	wet	lag	tan	Ben
ham	bat	jazz	egg	rag
get	set	tell	nap	yet
mad	bag	pen	men	beg
egg	get	yet	mass	Nat
pet	rat	bell	pat	hen
pad	lag	web	yam	mat
fat	well	wet	less	fan
leg	map	bag	yell	gas

Practice Sentences 1

Exercise 3, Review 1: 84 Words

A Red Jet

a, and

1. Let Dan get a red jet.
2. Let Dan get a map.
3. Sell Dan a red jet, a map, and gas.
4. Gas ran a red jet.
5. A red jet can pass a tan van.
6. A tan van ran well.
7. Dan ran a red jet.
8. Get Dan a fan and a pad.
9. Fan Dan well!
10. Tap a bell!
11. Yell less, Jan!
12. Dad, tell Dan a jet can jam.
13. Dan, nap well and get well.
14. Get a van.
15. Let Dan sell a red jet and a map.

Exercise 4

i

miss	fit	did	Jim	Jill
Sis	nip	fib	dig	bib
bit	him	sit	hip	hit
sin	sip	Bill	fig	win
rip	Tim	bin	hill	pin
will	mill	zip	dip	wig
tip	lid	big	pig	lip
fill	rip	sip	dip	bit
sit	pig	hit	nip	fig
lip	fit	dig	Bill	Jim
lid	him	pin	sin	Sis
rip	hill	did	win	hip
wig	fill	Jill	tip	bin
mill	rib	Tim	miss	will
zip	fig	big	sip	lip
sin	Bill	bib	win	bit
Tim	Jill	rib	rip	will
lid	him	nip	fib	Sis

Exercise 5

Review 2

leg	Tim	jam	Ben	dad
fib	Ann	bin	fat	yes
bat	lip	rag	yet	wag
red	mad	man	nip	pat
tan	tell	web	get	beg
bet	less	Ted	zip	Jill
men	rat	lap	hen	map
yell	win	Dan	lag	Sis
tap	miss	sip	mat	Sam
let	fill	Ned	pad	Pam
mill	Jim	bin	set	peg
Ed	jazz	will	mess	fit
pig	gas	sad	pass	ten
tag	hip	dip	net	tip
rip	sin	fan	him	lid
Bill	well	wet	ham	den
hill	bag	wig	rap	nap
pet	bib	sell	bed	did

Practice Sentences 2

Exercise 5, Review 2: 64 Words

the, in, it, is

The Hen and the Egg

1. The big red hen is mad.
2. The egg is wet.
3. It fell in the well.
4. Tim ran up the hill.
5. Tim had a big red bag.
6. In the bag, Tim had a hen and ten eggs.
7. The bad pig bit the bag.
8. The bag had a rip.
9. The hen ran, and the ten eggs fell.
10. Tim hit the bad pig.
11. The pig is sad.

Exercise 6

o

nod	God	sob	dot	pop
not	boss	hot	moss	log
doll	lot	pot	hop	Bob
got	top	job	hog	dog
Tom	fog	mop	Don	rob
God	Don	lot	sob	pot
hog	fog	boss	dog	rob
not	job	moss	nod	Tom
got	dot	mop	top	pop
Bob	hot	hop	doll	log
Tom	fog	nod	dot	boss
log	mop	hot	rob	hog
not	got	God	moss	doll
job	pop	pot	Bob	top
Don	nod	sob	dog	lot
Bob	Tom	nod	top	dot
fog	boss	God	moss	pop
not	log	sob	Don	dog

Exercise 7

Review 3

sit	Don	pin	fat	mop
ham	lip	fan	Ted	him
rap	nap	pen	hit	pet
lid	pot	fib	lag	let
zip	bin	dog	pop	van
Bill	Jim	bib	fill	well
hog	pat	jam	tag	Sis
yet	hop	yell	sob	bag
Ned	lot	rob	rat	log
Ben	did	rib	fit	Nat
set	yes	mess	hot	mad
moss	Dan	lap	fig	miss
bed	sip	hip	Ann	bit
wig	top	fog	job	pad
tan	mass	tell	Jill	red
hen	will	boss	bell	jazz
men	web	dig	wag	net
Pam	got	dip	den	tip

Practice Sentences 3

Exercise 7, Review 3: 119 Words

an, at, on

1. Tim is fat.
2. Tim, get in bed and nap.
3. The bed will sag.
4. Dan, sell the bad bed!
5. A big pig sat on a hill.
6. Pam and Sam pet the big pig.
7. The pig will nip Sam!
8. Sad Sam! Sam got a pet hen at the mill.
9. Well, well, a hen and a pig on the hill.
10. Sam set the hen on an egg.
11. Ned, fill the bin.
12. A rat hid in the bin.
13. Ann, get him!
14. Ann fell.
15. Dan, fan Ann.
16. The men will dig a well, a big well.

Jill's Doll

1. Jill got a doll.
2. The doll had a red wig.
3. The fat dog bit the wig and it did rip.
4. Jill hit the dog and it is sad.

Exercise 8

u

hum	run	bus	bug	tug
nun	bud	sun	sum	bun
mutt	tub	huff	pup	fuzz
nut	mug	mud	hut	Gus
hug	rub	rug	gun	muff
but	fuss	dull	fun	gum
hut	rug	gum	sun	rub
dull	run	bus	pup	bug
fun	sum	hug	nut	but
puff	mug	bun	fuss	mud
buzz	gun	hum	tug	tub
nun	Gus	muff	bud	huff
tub	mutt	bun	but	hug
gum	gun	run	bug	mutt
dull	mug	rug	pup	sum
bus	tug	nut	hum	nun
fuss	Gus	sun	fun	hut
puff	fuzz	mud	rub	bud

Exercise 9

Review 4

dig	wig	bed	moss	egg
pass	mud	hit	dad	hot
men	rob	set	hot	fun
mass	Tim	web	Dan	buzz
top	bet	hug	map	dip
tell	pan	lid	pet	boss
big	rip	rib	hen	nip
fuss	but	nap	sip	bell
fill	mug	muff	jazz	let
Jill	pad	fog	bit	rat
Ned	fig	mill	hum	pat
beg	got	sell	fib	sum
jam	tip	sob	doll	fuzz
Ann	dog	pup	Ed	Bob
Nat	Ted	well	bib	yet
win	net	Gus	wet	tug
gas	den	ten	jet	lip
yell	nod	tap	hip	tan

Practice Sentences 4

Exercise 9, Review 4: 103 Words

The Cat and the Pup Nap

Oh, was, if, he

1. Jan had a big muff.
2. The cat did nap on the muff.
3. The pup did fuss.
4. The pup had a nap on the rug.
5. Oh! He got mud on it.
6. Bad pup!

The Pet Pig Was Fat

1. Bill had a pet.
2. It ran up the hill.
3. It ran in the pen.
4. The pet was a pig.
5. The pet was big and fat.
6. Let it run in the pen.

Practice Sentences

1. Rub-a-dub-dub, 3 men in a tub.
2. The van got hot on the hill.
3. Jim will get on the bus.
4. The doll has a nap in the doll bed.
5. If it is hot in the pen, the big pig will nap.

Exercise 10

c k

can	cat	cut	cat	cod
kiss	cuff	cup	cop	cab
cub	kill	cot	keg	kit
kid	cab	cuff	can	cut
cob	cap	cub	cup	kiss
kill	cat	keg	kit	kid
cop	cod	cot	kill	kiss
cat	cuff	cod	keg	kit
kid	cob	cap	cab	cut
can	cup	cot	cub	cap
cuff	cob	cat	cop	cot
can	cut	kiss	cup	keg
kit	cub	cab	cod	cub
kill	kid	cot	cap	cuff
cob	cod	cub	kill	cot
can	cut	kiss	cup	cat
keg	kit	cop	kid	kit
cup	cab	cat	cut	cod

Exercise 11

ck

pick	tick	luck	lick	suck
lock	lack	kick	sick	pack
tack	Rick	neck	tuck	buck
buck	rack	deck	sock	rock
Nick	hack	dock	Jack	back
sack	duck	luck	sack	Rick
Nick	pack	back	duck	tuck
tick	pick	dock	rack	sick
buck	lock	neck	deck	lick
Rick	sock	kick	Jack	tack
rock	hack	suck	lack	lock
tick	sick	rock	dock	hack
buck	lick	deck	Rick	neck
luck	sack	pack	duck	pick
back	deck	Nick	tuck	sock
lock	suck	rack	Jack	tack
kick	luck	duck	tick	Rick
dock	deck	lack	sack	rack

Exercise 12

Review 5

sum	deck	sack	him	lock
Tim	cap	can	bet	puff
cut	cob	back	rock	set
hop	dad	rack	fun	kill
suck	cod	jet	hot	dock
lick	web	van	men	red
cat	kick	tuck	moss	rob
pad	luck	top	mass	cop
let	Rick	kid	egg	fib
ten	log	Jack	sick	rock
cub	Tom	fuzz	dig	wig
pick	pass	zip	Jill	kit
cuff	tick	kiss	bed	hack
sack	cup	cab	lip	mud
neck	lack	hit	buck	mess
duck	tack	pack	Nick	keg
pad	lock	bed	red	cuff
set	back	sick	yell	duck

Practice Sentences 5

Exercise 12, Review 5: 143 Words

as, has, his, do, to, are, off

1. Ben and Ned are sick in bed.
2. Ann is as sad as Ben.
3. Tim bit his lip and has a cut.
4. Ben, Tim, and Ned will get well.
5. Tell Ben to mop up the mess in the den.
6. It is jam on the mat.
7. A wet rag will do the job.

A Pet Duck

1. Ben and Ned got a pet duck.
2. The duck is on the dock.
3. Oh, a rock hit the duck.
4. Ben and Ned run to the duck at the dock.
5. The rock hit the duck in the neck.
6. Ben and Ned run to get Dad.
7. Dad has a kit to pad the duck's cut in the neck.

A Job Ben and Ned Can Do

1. Dad has a job Ben and Ned can do.
2. Get the moss off the dock.
3. Ben got a big sack.
4. Ben and Ned dug and dug!
5. The moss is off the dock and in the sack.

Natural Phonics Primer

A Universal Safety Net for Reading

Step 2

Consonant Sounds Spelled with 2 or 3 Letters

Exercises 13 - 23

LOOK AT ALL THE LETTERS THE RIGHT WAY, AND NO GUESSING!

Exercise 13

ct ft lb lf lk lm lp lt mp nd nt pt sk sp st

nest	best	dump	mend	rest
land	belt	bond	bend	lend
test	vest	limp	bulb	hump
kept	ask	just	band	hint
desk	pond	went	zest	self
fist	dust	rust	pest	camp
mist	fact	list	hunt	lump
bent	gift	milk	sift	felt
fond	left	must	lift	end
west	gulp	help	wept	silk
lent	last	fast	melt	sulk
elf	bulk	lisp	pump	bump
sand	send	tent	mint	lamp
dusk	jump	damp	mist	dusk
zest	fond	bulb	mask	lisp
jump	desk	list	last	melt
fist	lump	rest	camp	must
sulk	and	ask	help	send

Exercise 14

bs cks ds ffs gs lls ms ns ps ts cts fts lbs
lks lms lps lts mps nds nts pts sks sps sts

cats	lifts	digs	asks	ribs
tops	cuts	mends	tubs	mats
rests	hens	sips	masks	hints
jumps	bats	cups	melts	pants
beds	pumps	sells	pigs	elms
milks	camp	gulps	hops	cuffs
gifts	facts	wigs	cops	fins
pills	acts	hums	bugs	ducks
helps	lisps	hands	bills	dusts
rips	hills	guns	sulks	necks
cuffs	sips	ducks	buns	tops
pumps	hills	tubs	fins	acts
tempts	jumps	lips	cuts	helps
facts	hats	wigs	bills	hands
hens	bats	rips	hops	bugs
gifts	bulbs	cups	elms	ribs
dusts	beds	digs	sells	pigs
masks	cops	pants	lifts	mends

Exercise 15

	ng	nk	sh	x	ngs	nks
hash	pink	rush	hang	sink		
ink	gash	bank	ax	sunk		
next	dash	box	wing	ox		
dunk	sing	cash	ash	gush		
tax	link	fix	fish	mash		
long	Max	Hank	dish	rung		
song	wax	gang	ring	tank		
winks	lungs	junk	lash	bangs		
mink	sash	wish	six	mush		
ox	hush	rash	mix	fox		
hash	rank	tax	sash	wish		
mix	hang	king	wing	junk		
bangs	lungs	gash	bank	sing		
wax	Max	next	six	fix		
rash	dash	ox	mash	lash		
rung	song	pink	gang	cash		
rush	tank	bank	Hank	ink		
ax	ash	winks	dunk	link		

Exercise 16

Review 6

wax	dish	left	gifts	fond
nests	box	sulks	cuffs	rung
ribs	dusts	elf	bulb	sash
hunt	bills	mint	last	bangs
cash	bulk	facts	six	fish
ash	sand	lump	hush	vest
sunk	Max	mush	hats	wigs
wish	mats	lamp	desk	tent
dust	hands	dusk	zest	sulks
milk	best	winks	kept	lift
next	mix	long	cats	rest
pest	ducks	hints	gulps	fox
land	belt	lend	beds	sells
dunk	digs	jumps	ponds	camp
tank	pills	hint	fix	sunk
rush	test	hang	melt	mash
ask	rips	lungs	hump	bent
gang	acts	list	ax	west

Practice Sentences 6

Exercise 16, Review 6: 121 Words

wants, of, its

1. Max has land he wants to sell.
2. On his land is a pond.
3. Ducks swim on the pond.
4. A rock is on the bank.
5. A fish is in the pond.
6. The cats hunt in the rocks.
7. Max is fond of fish.
8. Max will fix the cats a dish of fish.
9. Cats gulp fish and lap milk.
10. The king has cash in the bank.
11. He hands the cash to Max.
12. The king has the land.
13. A fox is on the land.
14. He hunts the ducks.
15. Jump, went the fox.
16. Swim, went the ducks.
17. The ducks swam and swam.
18. The fox sulks.
19. The king has on his hat.
20. He wants to hunt the fox.
21. Run, fox, run!
22. The red fox has its den.

Exercise 17

bl cl fl gl pl sc sk sl sm sn sp st sw tw spl
lump – plump tub – stub lap – flap
lamp – clamp win – twin lad - glad
lip – clip pan – span lock – block
lend – blend lack – slack lint – splint
camp – scamp well – swell nap – snap
lap – clap pit – spit lip – slip
link – blink lash – splash lock – flock
pick – spick wept – swept lash – flash
pill – spill lip – flip lick – slick
snip blink clap stem slink
twin spick plum clamp click
block plot club stab slap
glad clump snag splash stop
stub blend slip clip flag
flop flap twig skip swell
swim slick spit flash stick
slot span scat plum snap
slack flint swig flock glint

Exercise 18

br cr dr fr gr pr scr spr str shr tr
rat – brat rub – scrub rip – grip
ring – bring rink – drink rag – brag
rust – crust rip – strip rim – brim
rip – trip rug – drug ramp - cramp
rust – trust rap – strap ring – string
rash – crash rush – brush rug – shrug
brim frank brush shrimp spring
grill drank grand grip brat
brink strap trot crest brand
drink bring prompt crust trust
Fred frog drug shrug drill
cramp tramp drum truck prank
print crack crash strip grunt
drink crush grin string trap
crack fresh crank dress press
frills Fran drip scrub shrub
frock crust strong brisk trick
shrug cramp drab crab strip

Exercise 19

Review 7

jump	rush	sulks	pump	stop
self	vest	send	bend	frill
mends	digs	plot	brand	skip
rest	lift	pest	belt	winks
drum	mist	fact	sells	Fran
jumps	must	test	dash	stub
stem	crash	buns	kept	ring
lips	ox	mend	scrub	sled
step	trust	flash	bats	tops
tank	skip	hints	gulps	fox
gifts	bugs	flock	dump	melts
truck	scamp	strip	swim	spring
bump	tent	drift	sash	help
sing	hunt	grip	grill	drank
crash	bent	bills	mint	brat
gang	press	dust	stick	sunk
hands	hums	acts	crib	blend
limp	song	glad	Max	mush

Practice Sentences 7

Exercise 19: Review 7: 184 Words

1. Fred's black truck has a strong strap on the bed.
2. The twins can swim and splash in the tub.
3. The flag can flop, flip, and flap in the wind.
4. Frank had hot shrimp with frog legs and crab.
5. I can snip a plant stem and snag a plum.
6. He can drink a grand swig of fresh hot milk.
7. The kids in the club can clap.
8. The chap can click his fingers.
9. The black truck had a crash at the crest of the slick hill.
10. Fresh milk in a glass is grand.
11. The brat did a bad trick.
12. The tramp sprang a trap.
13. Fred is prompt with his grin and his grip.
14. Max can crank the truck with a brisk press.
15. I can trust Frank to dress drab.
16. Fran has a bad cramp in the leg.
17. Bring the drum to the tent at six.
18. The tent is next to the shrub.
19. The ship was spick and span.
20. Scrub the cup with the brush.
21. The long stick is a twig off the big plant.
22. Fred can print on the brim of his red and black hat.

Exercise 20

qu th th wh squ thr

smith	whip	whack	thin	quiz
<u>this</u>	think	<u>then</u>	thick	quill
with	broth	thrush	thrift	quack
squint	thrash	thrill	when	whisk
<u>that</u>	whiff	cloth	<u>them</u>	quick
quit	whim	quilt	thump	thank
<u>then</u>	when	whiff	quilt	moth
quick	smith	quiz	<u>them</u>	thrash
<u>this</u>	broth	whack	quack	quit
squint	whip	whim	quill	thank
thick	thrill	<u>that</u>	whisk	thin
with	moth	thing	thrush	thump
think	thrift	cloth	smith	broth
with	whim	quill	<u>them</u>	thrill
<u>then</u>	when	<u>that</u>	whip	quack
thrush	thing	whiff	thump	think
thrift	quiz	thank	whisk	thick
whack	cloth	whip	quit	quick

Exercise 21

ch as in **cherry** tch as in **patch**

chum	witch	chunk	chin	chill
pinch	clutch	chest	punch	branch
stretch	crutch	chick	stitch	which
much	patch	pitch	fetch	latch
trench	check	itch	hitch	bunch
lunch	sketch	notch	chink	crunch
ditch	ranch	chat	such	bench
quench	catch	match	chop	chap
hunch	snatch	clinch	rich	stitch
switch	check	chick	such	bench
notch	ditch	stitch	which	hunch
quench	witch	much	snatch	clutch
punch	pinch	hitch	stretch	lunch
ranch	bunch	crutch	chest	chat
clinch	trench	latch	pitch	itch
branch	catch	stitch	chap	chum
chunk	fetch	chink	switch	crunch
chin	chop	chill	match	patch

Exercise 22

Review 8

kept	thrill	Hank	scat	quench
ring	step	jump	switch	sketch
notch	chunk	bugs	chick	patch
crack	flap	ash	wax	moth
thrash	mush	stop	sing	slip
test	trip	grunt	hunt	grip
chink	clip	camp	chop	hints
glad	ask	sand	branch	damp
pond	brat	gang	hills	flint
slot	milk	ink	facts	lifts
tax	bangs	spit	lend	dash
stub	masks	cuffs	hops	strip
fins	frog	much	mist	crib
clamp	drunk	mink	chick	that
whisk	block	bump	shrub	nest
melt	punch	sled	gulps	long
clap	strap	dress	drift	brink
prompt	mend	wept	snag	lumps

Practice Sentences 8

Exercise 22: Review 8: 143 Words

1. The frog jumps on the branch in the pond.
2. The frog is quick and will catch bugs.
3. Frank drank red punch in a big glass.
4. The duck will quack and swim in the pond.
5. That man can fish in the pond.
6. The fox drinks in the pond.
7. Tom drinks milk in a cup.
8. Can the cat catch a chick in the nest?
9. That dress is red.
10. The chick fell in the ditch.
11. The chick sang a shrill song in the nest.
12. Mom mends Dan's thin socks.
13. Frank will scrub the dog.
14. Rick and Jack can skip.
15. Ann helps Mom, and Hank helps Dad.
16. Fred sat in the big red truck.
17. Jack will sit on the well and yell.
18. I wish I had six cats and ten ducks.
19. Six ducks sat on six nests and had six eggs.
20. A fish swims with its fins.

Exercise 23
Two-Syllable Words

address	hatbox	fishpond	stocking
bucket	exit	longest	ringlet
mustang	bath tub	cashbox	crossing
unfit	dustpan	sunset	vivid
quicksand	shopping	upset	tinsmith
kitchen	dishpan	biggest	helmet
catfish	tomcat	mastiff	spirit
trashcan	lapdog	padlock	dangling
buckskin	topnotch	handbag	bellhop
dogsled	mistress	hilltop	dentist
cannot	goblin	magnet	robin
locket	chicken	rabbit	napkin
lemon	frosting	hubcap	basket
vanish	hotdog	shipment	chipmunk
catnip	tempest	lipstick	sunset
dustpan	crossing	bath tub	vivid
shopping	tinsmith	tomcat	dangling
visit	quicksand	goblin	napkin
endless	sandbag	lapdog	rabbit
biggest	chicken	laptop	gumdrop

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A Universal Safety Net for Reading

Step 3

Vowel Sounds Spelled with 2 or 3 Letters

Exercises 24 - 39

LOOK AT ALL THE LETTERS THE RIGHT WAY, AND NO GUESSING!

Exercise 24

ee as in tree ea as in meal e as in he

steel – steal	seem – seam	meet – meat		
peel – peal	peek – peak	week – weak		
deer – dear	flee – flea	teem – team		
clean	leap	feet	sheet	peep
be	cheat	beach	beast	steer
preach	cheap	wheel	reach	beam
seek	deep	heap	sweep	sheer
east	lean	weep	sweet	weed
gear	creep	teach	bean	peach
fear	neat	we	speak	seen
street	spear	seed	squeak	ear
queen	clear	tree	free	leaf
feel	reap	tea	scream	bead
steam	stream	bees	yeast	need
wheat	near	keel	three	hear
speech	me	heat	beak	queen
seat	feed	green	sheep	veal
year	screen	dream	seal	keep

Exercise 25

ee ea e as in he (Continued)

each	she	mEEK	creep	he
bead	squeal	deal	steep	cream
deed	mean	sleep	fleet	speed
peas	Jean	cheek	treat	eat
heal	feet	keep	feed	beak
read	each	bead	queen	clear
tree	steer	preach	zeal	speed
reap	peas	tea	be	we
speak	free	meat	mean	speech
need	beets	cheat	lean	weep
keen	leap	dream	green	treat
seen	leaf	she	mEEK	beam
screen	seek	seed	sheet	near
beef	beach	street	sweet	yeast
bean	sleep	spear	seed	feel
reed	sheep	weeds	gear	scream
creep	teach	see	peach	breed
veal	stream	steam	me	heat

Exercise 26

oo as in **moon**, **oo** as in **book**

broom	drool	soot	cool	spoon
moo	loop	tool	took	coop
roof	troop	crook	boost	too
stoop	brood	shook	hood	tooth
wood	hook	food	look	booth
mood	coo	moon	stood	room
spool	cook	fool	noon	snoop
soon	wool	stool	boom	shoot
hoop	droop	nook	spook	scoop
good	smooth	book	bloom	foot
hoof	root	poor	zoo	pool
boot	good	hood	coop	broom
stood	loop	foot	food	took
coo	hook	hoop	drool	smooth
fool	stool	stoop	spool	pool
booth	boot	spoon	too	tooth
droop	wood	book	scoop	root
troop	brood	nook	tool	roof

Exercise 27

ar as in **car** a as in **pa, ma**

yard	park	smart	starch	lard
sharp	start	darn	car	lark
art	scarf	barn	harm	pa
bar	star	jar	dark	spark
card	bark	scar	charm	lark
ma	shark	march	ark	part
marsh	dart	arm	yarn	cart
far	mark	hard	tar	card
farm	arch	harp	Carl	bar
darn	hard	yard	bark	Carl
start	march	mark	starch	ma
arch	tar	park	pa	car
card	marsh	jar	harm	dart
star	ark	chart	art	charm
farm	shark	harp	scarf	barn
lard	arm	yarn	smart	dark
cart	far	part	lark	bark
scar	spark	sharp	chart	car

Exercise 28
or as in **fork**

storm	scorch	porch	corn	lord
north	torn	form	for	thorn
scorn	fork	cork	sort	port
cord	short	or	sworn	born
torch	horn	sport	snort	fork
pork	sort	torn	stork	form
corn	for	short	north	port
worn	horn	fork	sport	cord
sworn	sort	stork	born	porch
or	cork	pork	storm	short
lord	scorch	fort	torch	thorn
scorn	snort	torn	born	stork
for	storm	or	corn	snort
lord	cork	torn	fort	sworn
short	pork	scorch	porch	sort
scorn	fork	form	sport	port
north	cord	worn	torch	horn
thorn	fork	form	north	torch

Exercise 29

er as in **her**

ir as in **first**

ur as in **nurse**

sir	birth	fir	burn	birch
shirt	thirst	dirt	bird	stir
jerk	curb	surf	chirp	fur
girl	whirl	shirt	purr	churn
clerk	squirm	burst	hurt	third
hers	turn	curl	hurl	shirk
Bert	first	burr	church	squirt
firm	twirl	perch	stern	fern
herd	her	furl	spur	Bert
hurt	bird	whirl	birth	stir
furl	curl	clerk	skirt	herd
fir	jerk	churn	sir	firm
third	chirp	fur	shirt	girl
stern	burn	squirt	curb	her
dirt	burr	church	twirl	birch
turn	perch	shirk	thirst	her
firm	burst	surf	purr	hurl
spur	squirm	first	furl	perch

Exercise 30

oi as in **oil**

oy as in **boy**

point	boy	join	foil	joy
hoist	boil	coy	Roy	soil
spoil	loin	toil	coil	boil
oil	toys	moist	joint	cloy
spoil	coy	loin	hoist	foist
foil	joint	broil	boil	point
toys	coil	join	coin	moist
coy	soil	point	boy	toil
joy	Troy	oil	coy	join
broil	moist	spoil	Roy	point
soil	joint	foil	boil	toil
coy	toys	coil	foist	cloy
loin	coin	joy	hoist	toil
broil	soil	moist	boil	hoist
join	loin	spoil	foil	toys
boy	coin	coy	join	joy
cloy	Roy	oil	coil	point
coy	oil	boil	hoist	coin

Exercise 31

ou as in **sound**

ow as in **cow**

sound	growl	how	owl	count
gown	pound	scout	bound	out
down	howl	grouch	found	now
cow	crouch	pout	stout	cloud
town	clown	fowl	crown	drown
foul	snout	brown	sprout	mouth
ground	loud	out	sour	trout
flour	spout	frown	hound	south
proud	couch	round	shout	pouch
spout	scout	cow	sprout	clown
crouch	ground	ouch	pound	owl
sour	fowl	crown	hound	drown
snout	found	crouch	howl	out
now	growl	shout	brown	count
bound	gown	cloud	frown	proud
how	south	fowl	mouth	town
round	flour	trout	loud	our
grouch	sound	stout	pouch	pout

Exercise 32

au as in haul	aw as in saw	all	alt	alk
jaw	hall	shawl	launch	stall
haul	halt	wall	flaw	all
brawl	call	taunt	brawl	straw
yawn	squall	saw	talk	fraud
thaw	sprawl	small	lawn	fall
law	malt	dawn	salt	hawk
stalk	Walt	fault	raw	bald
drawn	claw	chalk	tall	ball
paw	walk	crawl	Paul	draw
fall	ball	hall	small	malt
lawn	call	salt	brawl	jaw
flaw	halt	shawl	paw	stalk
Paul	thaw	all	squall	draw
raw	bald	claw	taunt	launch
sprawl	Walt	straw	walk	saw
haul	stall	fault	crawl	yawn
wall	dawn	law	talk	drawn
fraud	bawl	tall	hawk	chalk

Exercise 33

Review 9

boom	cloud	squeal	torn	pout
steam	storm	or	down	spook
frown	reap	fort	our	sheep
toil	moist	chart	hound	wheat
week	wall	near	talk	cool
drown	broil	proud	soot	fear
salt	curl	lark	spout	boost
fault	thaw	jar	ouch	sweet
gown	ball	ground	how	beam
seek	charm	veal	street	loin
joy	peach	roof	draw	paw
bloom	found	brawl	farm	chirp
jaw	lord	ma	cork	shark
fur	bound	launch	for	crook
march	stir	Roy	bar	join
booth	foil	girl	fir	beach
moon	leaf	beast	Paul	star
arch	birch	drawn	coo	snout

Practice Sentences 9

Exercise 33, Review 9: 133 Words

seven, never

1. Fish and fowl are good to eat.
2. We need to preach and teach with zeal.
3. The queen treats Jean to sweet peas each year.
4. The cook took a look at the good food.
5. Mom darns the scarf with green wool yarn.
6. Paul is good.
7. Bert was first to get to church.
8. The boy stood in moist soil.
9. The scout is proud of our town.
10. Small Paul can crawl and bawl.
11. Roy found a shark at the beach.
12. I saw the small cloud.
13. The girl took a coin to church.
14. Jean can teach me how to read with speed.
15. The proud clown did shout for joy.
16. The clown can toot the horn.
17. The seven clowns can cook good food.
18. The scout never saw a shark on the beach.
19. Troy is Mr. Potter's best student.

Exercise 34

ai as in rain		ay as in day		air as in fair
aim	wait	jail	saint	tail
lay	pay	strain	quaint	plain
mail	hail	slay	bait	fail
snail	rail	paid	gray	sail
may	bay	trail	play	faint
pain	raid	braid	grain	clay
chain	way	fair	pail	spray
rain	gain	Cain	pray	stairs
day	stray	gray	brain	train
air	jay	drain	frail	pair
hair	quail	ray	faith	main
spray	aim	maid	chair	tray
chain	bray	paint	lair	stay
say	hay	fail	wail	stain
vain	sway	faith	say	mail
saint	may	bay	chair	braid
aim	tail	maid	pain	train
gain	clay	quaint	gain	lay

Exercise 35

ie as in **pie** y as in **my** ye as in **rye**

ind as in **mind** ild as in **wild**

cry	rind	flies	rye	tried
blind	die	mild	sly	find
why	died	try	fly	tie
mind	lies	bind	lie	my
kind	sky	fry	tried	by
blind	dried	dry	wild	child
pie	spy	shy	grind	fried
die	cries	rind	die	cry
child	try	by	tie	my
die	died	bind	lie	sky
grind	kind	dried	dry	mild
flies	fried	tried	rye	tied
find	fly	mind	lies	spy
why	sly	blind	cries	fry
shy	pie	wild	dry	why
died	dried	lies	sky	bind
child	fly	fried	grind	try
by	mild	tried	kind	find

Exercise 36

oa oe old olt oll ow as in **low** o as in **so**

blow	toll	coach	road	soap
mow	hoe	toad	bolt	old
blow	Joe	boat	float	told
cold	oak	goes	snow	coat
loan	grow	goat	load	woe
goal	whoa	soar	croak	oar
roast	foam	throw	groan	doe
loaf	grown	crow	colt	row
show	coast	coal	stroll	sold
go	jolt	oath	no	gold
slow	bold	coax	flow	bowl
toe	so	scold	fold	toast
glow	oats	show	boast	foe
throat	roam	growth	soak	hold
low	roar	roast	foam	coach
boat	roll	blow	whoa	tow
cold	bolt	slow	load	glow
old	row	scroll	boast	loaf

Exercise 37

ew as in **new** ue as in **blue**

blue	new	drew	glue	chew
stew	strew	crew	cue	threw
true	slew	Sue	due	dew
blew	flue	pew	Jew	hue
flew	screw	strewn	brew	flew
news	Sue	crew	strew	true
new	flue	glue	strewn	hue
flew	brew	pew	stew	drew
news	crew	blue	due	threw
Jew	cue	flew	dew	screw
blew	slew	Sue	threw	glue
clew	true	brew	Jew	drew
crew	strew	new	flue	pew
strewn	dew	hue	due	slew
chew	blew	flew	screw	flew
strew	news	blue	cue	blew
strewn	strew	hue	flew	glue
flue	news	brew	drew	stew

Exercise 38

Review 10

snort	bay	soak	boil	herd
colt	hoe	tail	main	churn
spear	toe	coal	snow	scorch
porch	stroll	coat	mind	shy
sail	south	cry	say	spoil
cheer	sleep	art	pa	shirk
cloy	mow	toast	soon	blind
neat	Bert	train	roar	broom
grain	droop	stoop	halt	brain
drew	wild	quaint	point	he
weed	squall	news	throat	jolt
thirst	throw	out	lies	sold
twirl	hard	keel	owl	woe
bark	Walt	chain	bait	roach
stall	tar	find	may	coin
trout	hall	Carl	stood	flew
boot	doe	grow	malt	roll
count	hear	bald	fowl	taunt

Exercise 39

Two-Syllable and Three-Syllable Words

snowball	complain	reply	yellow
herself	around	shadow	November
Columbus	raincoat	pardon	leapfrog
agreement	seaport	teaspoon	flowers
punishment	borrow	sunbeam	butterfly
yesterday	classroom	booklet	tower
Thursday	September	banjo	smartest
Tuesday	gardener	electric	repeat
hamburger	mailbox	return	untrue
showers	always	Jefferson	toaster
awning	away	confess	Saturday
cartoons	steamboat	counter	goodness
discover	numbers	Eskimo	understand
scarlet	jeweler	shortness	sheepish
oatmeal	swallow	Sunday	birthday
enjoyment	Herbert	Mexico	New York
fellow	railroad	annoy	August
western	Easter	lantern	burglar
window	belongs	kangaroo	mustard
unties	window	Monday	seagull

Practice Sentences 10

Exercises 38 & 39, Review 10: 219 Words

would, could, should, every, said, today, two, own

1. **Columbus** had to wait in the rain for the sail to fill.
2. The **Eskimos** built a quaint railroad in the wild plains.
3. Cain had **oatmeal** for **breakfast** every day.
4. **Jefferson** sat on the dock of the bay **watching** the tide roll away.
5. The ship will sail out of the **seaport** with the old gold.
6. The crow annoys the coach in the **cartoon**.
7. Two **butterflies** roam the dry sky today.
8. The blind child cried in the cold rain.
9. Cain had faith that the sail on the ship would not fail.
10. The old colt can go so fast in the cold snow!
11. The train can sway on the **railroad** track all the way all day.
12. The boat has great big oak oars.
13. The crew flew the blue jet in the blue sky.
14. The colt has a bad toe so it can't roam in the **garden**.
15. Get soap and soak the blue coat.
16. Jim blew the horn so hard that it was **glowing** in the dark.
17. The news is true. You can own a **sailing** ship.
18. Joe goes to town to get the tow truck.
19. Sue has a true gold ring.
20. The yellow dog can stroll in the quaint **garden**.
22. Bold Sam had a mind of his own.
23. I could go to the **garden**, but should I?
24. The boy said he was cold.

Natural Phonics Primer

A Universal Safety Net for Reading

Step 4

Long Vowels (Signal e, cv/vcc, -y=ē)

Exercises 40 - 50

LOOK AT ALL THE LETTERS THE RIGHT WAY, AND NO GUESSING!

Exercise 40

a as in name

cap – cape	past – paste	gap – gape		
rat – rate	pan – pane	back – bake		
fad – fade	Sam – same	mad – made		
lack – lake	snack – snake	quack – quake		
at – ate	hat – hate	tap – tape		
cape	fake	tape	take	gaze
slate	shame	haste	mane	gate
trade	safe	make	made	ape
late	skate	plate	Dave	lame
hate	name	fade	Jane	rate
drape	waste	fate	game	sale
stale	pane	blaze	ate	Kate
plane	bake	wave	chase	rake
pave	slave	snake	flake	cake
tame	shave	taste	haze	state
daze	male	cane	spade	shake
came	grave	blade	cave	slate
brave	gate	blame	plate	crate

Exercise 41

a as in name (continued)

a as in care e as in Eve and here

care	fare	square	dare	scare
snare	hare	rare	blare	stare
mare	share	glare	spare	flare
Pete	Eve	here	Steve	Eve
sane	frame	gaze	date	case
tale	mare	Pete	flame	lane
gale	rare	mate	pave	share
cake	Steve	tame	name	spare
wade	cave	rake	haste	grape
fare	Eve	same	base	hare
male	came	here	pane	sale
flake	frame	grate	save	wake
pane	hate	square	Jane	safe
Pete	bare	skate	same	ape
spade	glade	glare	shave	stare
lame	Kate	tape	grade	shame
game	share	Steve	gaze	base
lake	slate	snare	cape	Eve

Exercise 42

i as in **f**ine and **f**ire

pin – pine rip – ripe win – wine

lick – like Tim – time dim – dime

shin – shine spin – spine kit – kite

bit – bite fill – file rid – ride

mill – mile sit – site fin – fine

wide strike tile swipe bite

size ride kite bike live

swine fire spike like ripe

time hire mine glide tide

rime smile pipe Mike while

spite side five drive dine

pride site mile wife prize

tire drive wine life hive

chime quite pile pike fine

stripe dike whine spine white

lime glide file crime wire

bride vine slide stride spite

hide gripe line quite smile

Exercise 43

Review 11

cake	fine	cape	blaze	gate
hike	fake	shade	flake	mine
slave	mane	fare	drape	fade
time	sane	tale	lane	glide
care	gaze	lime	bite	dine
pike	quake	whale	shine	stare
while	hide	came	glide	pride
fare	plane	pipe	hive	whine
stripe	file	here	tape	Pete
Mike	line	dive	smile	gave
site	shame	ape	ride	wade
pine	frame	prize	kite	share
lame	plate	white	dike	vine
chase	hive	trade	five	bake
spite	tire	crime	case	tide
waste	wide	wife	shave	haste
rare	Eve	like	daze	Kate
Steve	flame	snake	drive	lake

Practice Sentences 11

Exercise 43, Review 11: 144 Words

colors, you, don't, have,
buy, into, going, today, myself, once, upon

1. Steve will hike **along** the trail.
2. The lame child can fly the kite.
3. Do not waste food.
4. **Easter** is on **Sunday**.
5. Mike is to share his rare snake with Pete.
6. The **bellhop** tried to find the **handbag**.
7. Mike would like to buy ice cream for a dime.
8. Colors will fade in the **sunshine**.
9. Let us dive into the lake.
10. Please don't let Pal whine.
11. The boy can count to ten.
12. We saw the ship **sailing** to the bay.
13. We took a stroll in the park.
14. She lives in a quaint house.
15. **Mustard** and **hotdogs** go **together**.
16. He made a new frame.
17. He will have to share his book with you.
18. This piece of tape is too long.
19. You will have to ring **another number**.
20. Are you **going sailing** today.
21. Yes, I am **going** by myself.
22. Once upon time, a boy had a play house.

Exercise 44

o as in **bone** and **more**

not – note	cop – cope	mop – mope		
rob – robe	smock – smoke	hop – hope		
note	drove	choke	core	poke
mope	chore	sore	scope	stone
vote	stove	slope	rope	mole
robe	throne	score	broke	Rome
stole	smoke	froze	grove	doze
tone	grope	cope	hope	pole
lobe	snore	joke	sole	dote
hole	bone	store	dome	spoke
globe	cone	stroke	coke	more
shore	woke	rode	scope	throne
poke	store	stone	vote	hope
sole	mope	woke	doze	dome
rope	cope	score	joke	spoke
more	tone	stroke	pole	cone
snore	stole	core	stone	sore
slope	froze	chore	grope	wore

Exercise 45

Review 12

shine	fire	paste	Jane	made
gale	broke	grate	tile	quite
grope	grave	Rome	smoke	spire
life	bride	tame	size	score
note	chime	male	gape	save
hide	base	make	spine	blade
date	pave	safe	hike	hole
robe	shore	dote	name	mare
late	drove	grove	sale	globe
bone	haze	bike	swine	grape
twine	game	spike	wine	take
dime	taste	slide	cane	slate
tame	skate	grade	rode	dare
strike	swipe	rake	glide	pile
glare	coke	wave	lobe	choke
mate	Dave	square	mole	spade
chore	scope	throne	cake	poke
cone	cape	line	pine	vine

Practice Sentences 12

Exercise 45, Review 12: 110 words

Practice Sentences

they, from

1. Did you find the mate to your **slipper**?
2. The blades on your ice skates must be sharp.
3. The bride wore a long white dress.
4. Dave broke his arm when he fell out of the tree.
5. Will we dig up our **garden** with a spade?
6. We will not pick the grapes from the vine **until** they are ripe.
7. Don't choke on the **apple** seed.
8. What was your score on the **spelling** test?
9. I can hear the chimes in the church spire.
10. Jane's house has a slate roof.
11. Did you **ever** taste lime?
12. Let us rake the leaves.
13. The flames from the fire are hot.
14. Let us fill the hole with stones.

Exercise 46

u as in **tune** and **cure**

cut – cute	tub – tube	us – use		
purr – pure	duck – duke	cub – cube		
June	mule	flute	fuse	crude
cute	prune	mute	Luke	pure
duke	tune	Rube	cure	rule
rude	cube	fluke	tube	brute
use	Rube	flute	lute	cube
pure	Luke	cute	June	mule
use	mute	brute	crude	cure
rule	rude	prune	tube	duke
fuse	tune	use	flute	tube
cure	cube	cute	fuse	mute
Rube	June	flute	tune	rule
mule	rude	pure	brute	prune
Luke	crude	duke	mule	brute
crude	fuse	Luke	cube	tube
duke	cure	prune	fluke	flute
lute	mule	pure	rule	tune

Exercise 47

Review 13

wake	name	cane	pole	Rube
base	rude	quake	make	lane
drove	haste	slave	cure	spine
blade	whine	globe	shave	file
cone	fate	side	sore	cape
state	store	tone	prize	stone
mine	use	tube	drive	gaze
stove	froze	dime	pane	glide
site	swipe	pike	tame	pride
cave	late	cute	date	line
wide	fare	lame	pile	glare
pine	shine	coke	kite	shade
stale	ripe	sane	cube	came
grove	pave	chase	safe	fluke
live	core	fine	hive	waste
whale	snore	vine	hole	robe
lobe	haze	fire	rake	Luke
rope	mope	case	rime	tune

Practice Sentences 13

Exercise 47, Review 13: 101 Words

won, give, shall

1. Luke ate the ripe prune.
2. The cute cub was safe in the cave.
3. In what state do you live?
4. Rube can use a dime to get a **cupcake**.
5. We will drive to the pine grove to see the new **cabin**.
6. Walt won a kite as a prize.
7. Mike got the cub, which ate the **hamburger**.
8. The kite came from the store.
9. The side of the **tower** was made of stone.
10. Give me a red kite.
11. Shall we eat **cupcakes**?
12. I have a rope to help me in the dark cave.
13. The tree in the back yard makes a lot of shade.

Exercise 48

ing

hoping – hopping		scraping – scrapping	
filing – filling		liking – licking	
shopping	lining	setting	bedding
stirring	letting	rating	fibbing
dipping	shipping	sobbing	trimming
sagging	brimming	fitting	budding
drumming	spinning	sledding	slipping
betting	dipping	skimming	rubbing
purring	whipping	spelling	begging
grabbing	skipping	sipping	gazing
digging	hugging	running	shutting
fading	quitting	tipping	sitting
skipping	whipping	stirring	sledding
licking	dining	scraping	filing
topping	hoping	stabbing	fibbing
caring	grating	raving	dabbing
nagging	padding	canning	firing
tugging	sliding	wiping	whipping
sharing	buzzing	spinning	taping
naming	aping	stunning	grabbing

Exercise 49

y, ies, ied as in hurry, hurries, hurried
y, ier, iest, ily as in happy, happier, happiest, happily

candy – candies

story – stories

fairy – fairies

pony – ponies

berry – berries

baby – babies

party – parties

lady – ladies

carry – carries – carried hurry – hurries – hurried

happy – happier – happiest – happily

funny – funnier – funniest – funnily

fifty

nutty

witty

Betty

daddy

sadly

silliest

muddy

Billy

twenty

Peggy

scurried

chillier

ugly

navy

sunniest

forty

jury

thirty

hardly

Bobby

foggy

carried

dizzy

nearly

ladies

thirsty

dirtiest

sleepily

gladly

handily

candies

sixty

shady

roomier

bodies

hurries

likely

uglier

party

Peggy

fussy

Mary

penny

ivy

cozy

daily

snappy

gravy

bunny

puppies

kitty

Exercise 50

Review 14

gladly	dizzy	bodies	whipping
skipping	fifty	filling	bedding
varied	brimming	budding	buggy
hurries	pretty	trimming	Betty
grabbing	wiping	Peggy	sandy
dipping	juries	fading	lazily
stirring	begging	fairies	slipping
silly	napping	letting	chillier
bunnies	badly	shortly	ugliest
hungrier	muddy	ferried	empty
Jimmy	fibbing	daddy	scrappy
setting	rubbing	sledding	countries
hopping	sobbing	digging	running
staring	sadly	crazy	puppies
married	foggy	navy	filing
thirty	candies	Billy	hugging
parties	wittily	pony	berries
fitting	messy	lady	dandy
matting	paring	cutting	fishy
sixty	armies	cherries	jelly

Practice Sentences 14

Exercise 50, Review 14: 139 Words

found, brought, many, any, open
there, their, were, where, only

1. May we go **shopping**?
2. **Daddy** found a **penny**.
3. **Ponies** are fun to ride.
4. The **puppies** were **thirsty**.
5. **Mother** bunny ate **sixty berries**.
6. The **kitty** **scurried** out the door.
8. **Nearly** all of the **jury** was prompt.
9. At the **birthday party**, we ate **candy**.
10. There was **hardly anyone** at the game.
11. Our new house is **roomier** than our old house.
12. Billy's plant will **begin budding** in the spring.
13. **Betty** was **muddy** because she was **playing** in the rain.
14. The **ladies** of the church brought **thirty** jars of **jelly** to the **picnic**.
15. For our **Sunday dinner**, we had steak, peas, mashed **potatoes** with **gravy**, tossed **salad**, milk, and **cherry** pie.
16. Many of the **puppies** were **pretty**.
17. Their **puppy** can run fast.
18. Where are any **big puppies**?
19. Open the door for the cute **kitten**.
20. Only the boys went to the **picnic** at the park

Natural Phonics Primer

A Universal Safety Net for Reading

Step 5

Special Endings

Exercises 51 - 59

LOOK AT ALL THE LETTERS THE RIGHT WAY, AND NO GUESSING!

Exercise 51

ed (/ɛd/ addeded, /d/ filledd, /t/ hoped)

robbed <u>ed</u>	matted <u>ed</u>	rested <u>ed</u>	added <u>ed</u>
blessed	boiled <u>ed</u>	stacked	stopped
hitched	wiped	helped	parked
sailed <u>ed</u>	buzzed <u>ed</u>	wheeled <u>ed</u>	fished
scratched	dropped	snapped	hissed
charmed <u>ed</u>	jumped	tipped	hushed
crawled <u>ed</u>	rigged <u>ed</u>	mixed	trapped
seated <u>ed</u>	cracked	patched	counted <u>ed</u>
jerked	canned <u>ed</u>	pinned <u>ed</u>	trailed <u>ed</u>
followed <u>ed</u>	spotted <u>ed</u>	leaped	skipped
filled <u>ed</u>	growled <u>ed</u>	slammed <u>ed</u>	stuffed
pinched	matched	fixed	scuffed
squeezed <u>ed</u>	pointed <u>ed</u>	puffed	aimed <u>ed</u>
kissed	called <u>ed</u>	needed <u>ed</u>	fussed
splashed	wished	preached	hatched
shouted <u>ed</u>	boxed	baked	marched
smoked	sniffed	huffed	planned <u>ed</u>
played <u>ed</u>	crashed	tripped	buzzed <u>ed</u>
stitched	nagged <u>ed</u>	rolled <u>ed</u>	hissed
sneezed <u>ed</u>	whipped	balked	bragged

Exercise 52

Review 15

digging	scrappy	blessed	pinned
smoked	sobbing	clipping	running
married	patched	chilly	begging
trailed	fished	scuffed	varies
Betty	soaked	carry	seated
licking	liking	witty	trimming
fibbing	hurries	kitty	whipping
stacked	stopped	silliest	sixty
hopping	played	happily	needed
penny	letting	shortly	hoping
sniffed	buggy	muddy	stories
puppies	dizzy	wiped	rubbing
setting	slammed	candies	furry
jelly	wheeled	planned	greeted
liked	sitting	quitting	Sally
boiled	empty	nutty	spinning
bedding	striped	badly	stretched
skipped	filled	stirring	budding
stepped	sagging	scraping	scratched
matted	happiest	lazily	buggies

Practice Sentences 15

Exercise 52, Review 15: 137 Words

after, done, very

1. On a **rainy** day we passed the time **sitting** at home **telling** the **silliest** stories!
2. **Betty** liked **whipping** the cream.
3. She liked **licking** the **beaters** even **better**.
4. The scouts filled **sixty** **empty** **boxes** with things the **Goodwill** needed.
5. **Funny** **little** **puppies** went **running** **happily** this way and that.
6. A **scrappy** one trailed after **Sally** **begging** for **candies**.
7. The rain soaked us and our feet got very **muddy**.
8. We felt **chilly**, then **stepped** **inside** and wiped our feet.
9. We planned to stay in until the rain stopped.
10. The class planned to make **jelly**.
11. The girls did the **stirring**.
12. After it boiled, the boys filled **empty** jars.
13. The boys were **happiest** when **licking** the **spoons**.
14. **Ladies** wheeled **buggies** in the park.
15. **Children** skipped and played.
16. Old men **rested** **lazily** in the sun.
17. The **children** are done **whipping** the cream.

Exercise 53

er as in **butter** le as in **bottle**

better	sickle	rocker	bangle
hobble	fumble	snuggle	tangle
mangle	riddle	summer	jungle
rubber	slipper	fiddle	cuddle
cobbler	winner	dinner	grumble
candle	muddle	dresser	ankle
able	tumbler	glimmer	blacker
settle	jingle	needle	single
saddle	uncle	platter	fizzle
peddler	little	trigger	supper
shopper	drummer	pepper	drizzle
helper	farmer	handle	ladle
upper	bottle	meddle	letter
angle	cripple	rubber	stopper
sizzle	humble	skipper	kettle
dipper	jumper	apple	crackle
snicker	juggler	puzzle	cattle
ladder	clatter	hammer	printer
Bible	bigger	guzzle	brittle
simple	tackle	flicker	table

Exercise 54

Review 16

trigger	shouted	spotted	meddling
Peggy	sunnier	Bible	uncle
noodles	staring	dresser	angling
growled	riddle	ankle	gladly
sledding	follower	drumming	fishy
rigged	dropper	boxer	kicking
jumped	hungrily	parking	puzzles
padded	candies	fitting	whittle
bitter	tested	luckier	stamped
puffy	glimmer	puppies	pointer
tackles	buzzer	tables	splashed
matched	preacher	dipping	winner
berries	lining	trapper	sadder
called	shutters	thundering	betting
robed	crashing	fussy	dreamy
happily	bunnies	crippling	kisses
drizzly	baby	supper	kindly
sickly	snapped	missing	sizzle
crackers	reaching	handy	sandy
rubbing	aided	speedily	fiddler

Practice Sentences 16

Exercise 54, Review 16: 155 Words

under, some

1. **Katie** will **gladly** fix **noodles** for **supper**.
2. **Sandy** and **Peggy** called us to go **sledding**.
3. The **fussy baby** **settled** down when I gave him a few **crackers**.
4. The **preacher** aided his church **members** in **Bible study**.
5. We **spotted** some **berries** **growing** near our **cabin**.
6. **Luckily**, they were not **bitter** so we ate them **hungrily**.
7. **Puzzles** and **riddles** are fun on a **drizzly** day.
8. My **uncle** hurt his **ankle** when he was **tackled** in a **football** game.
9. It has **stopped** **thundering** and is **getting** **sunnier**.
10. We jumped and **shouted** **happily** for the **winners**.
11. The **puppies** growled at the **bunnies**.
12. The **boxer** **entered** the ring when the buzzer **sounded**.
13. The coach gave the **player** pointers on **kicking** the **ball**.
14. I will **gladly** help you **carry** the **tables** and the **dresser**.
15. John **suffered** a **crippling** **illness**.
16. He is a **sickly** boy, but **happily** he can **whittle** fine things out of **wood**.
17. The little dog sat under the table.

Exercise 55

ce ci cy

pack - pace	truck - truce	peak - peace	
lack - lace - lacy	slick - slice - slicing		
place	pounce	bouncing	danced
prince	cell	cinch	Grace
since	fencing	Bruce	circus
forced	race	officer	traced
pencil	cent	choice	city
fence	mercy	circle	space
notice	concert	ace	mice
mincing	face	icing	service
chance	cinder	braces	Nancy
glanced	groceries	fancy	parcel
spruce	rice	center	voice
citizen	cider	twice	France
advice	ounces	fancy	peace
dances	lacy	pounced	mince
faces	glance	cell	princess
ounce	fences	Alice	ace
mice	spaced	cinders	Bruce
raced	Francis	sliced	rice

Exercise 56

ge gi gy dge dgi dgy

rag – rage	bug – budging	dog – dodge	
hug – huge	egg – edge	smug – smudgy	
fudge	grudge	strange	passage
gentleman	cabbage	charge	stingy
orange	damage	larger	German
danger	stage	ginger	bridge
manager	strangers	pledged	fringes
gadget	cage	engine	magic
fidgety	urgent	hedge	ridge
age	George	gypsy	wedge
pigeon	lodge	nudged	gently
package	wages	hinges	page
gym	ledge	midget	badge
change	sledge	garbage	tinge
forge	bulge	hedge	gentlemen
damaged	nudging	gem	germs
engineer	changed	wage	energy
stingy	urge	fudge	passage
charging	page	forge	Marge
huge	nudges	magic	Gene

Exercise 57

Review 17

pencil	truce	page	midget
lodge	Gene	fudge	danger
stage	service	pledge	mincing
braces	gypsy	fringe	citizen
fancy	chance	gentle	cider
age	George	ice	edge
slice	office	package	pace
racing	change	peace	advice
bulge	space	notice	magic
Bruce	badge	Marge	wages
grocery	cabbage	ginger	bouncing
bridge	passage	nudge	truce
manager	face	forge	grocer
ledge	gym	sledge	ridge
fidget	dancer	judge	circus
spice	cinch	Nancy	rice
ace	force	garbage	gadgets
voice	gentleman	strangest	singe
princess	center	Grace	grudge
lace	circle	choice	smudge

Practice Sentences 17

Exercise 57, Review 17: 143 Words

four

1. The **danger** of war **ended** with a pledge of peace.
2. The **gypsy** was **standing** at the fringe of the **circle**.
3. She **gently** nudged her way to the **center**.
4. The ball bounced off the edge of the ledge.
5. **Nancy** raced after the **bouncing ball** and pounced on it.
6. The **Princess** wore a **fancy orange** lace dress with four huge gems on it.
7. Grace and **Nancy** went to the **circus**.
8. A kind **gentleman** taught the skills of **logic**.
9. The **officer's advice** was not to take a chance.
10. The **package** sent to Marge held **ginger** snaps, a slice of cake, **cabbage**, rice, and some **cooking gadgets**.
11. The **manager** of the lodge **began** to pace and **fidget** in the **office**.
12. With an **urgent** voice, the **midget** raced down the **passage**.
13. The **pencil** left a smudge on the page.
14. A good **citizen pledges himself** to keep the law.

Exercise 58

se, si, sy as in **cheese**, **rising**, **rosy**

the, thi as in **other**, **bathing**

pause	dose	rosy	vase
excuse	rise	ruse	brother
brother	rouse	cheese	rise
father	those	gather	wither
wise	because	fuse	soothing
lather	hose	amuse	please
closed	suppose	rose	poise
nose	noise	mother	choose
teething	loathe	tease	whether
daisy	noisy	seething	breathe
rather	bathe	other	praise
easy	these	rouse	pause
fuse	excuse	other	these
cheese	choose	rather	lather
noise	rise	father	bathe
tense	chose	soothing	hose
noisy	supposing	wither	close
vase	loathe	poise	raise
brother	because	posy	rosy
teething	those	pleased	amusing

Exercise 59

Review 18

pledge	bridge	lather	suppose
wise	closing	danger	dose
bother	chances	manager	braces
sledge	judge	rage	gem
mincing	easy	nudge	since
notice	cheese	spicy	circle
center	amuse	vase	whether
pause	excuse	peace	stage
germ	ledge	nose	damage
mice	cents	concert	breathe
twice	glances	France	pleased
cabbage	service	passage	wither
grace	ridge	those	vice
father	lacy	rice	seethe
grocers	stingy	teasing	bulging
stranger	fidgety	races	Gene
pencil	roses	ounce	charged
packages	mercy	icing	edgy
spaces	Germans	dancing	wedge
badge	forge	gypsy	officer

Practice Sentences 18

Exercise 59, Review 18: 147 Words

who, over

1. The **gentleman** preached of peace.
2. He paused to read a **passage** that spoke of **mercy** and grace.
3. The **officer** wants our pledge for **service**.
4. The **concert** stage was in the **center** of the **circle**.
5. The **roses** in the vase will **wither**.
6. The judge charged the fidgety **stranger** for the **damage**.
7. Rice and **cabbage** were sold by **grocers**.
8. The rage of the storm did not **damage** the bridge
9. The wedge of the sledge went **over** the ledge.
10. The **lacy ridges** are **connected** by the bridge.
11. The wise mice took the cheese twice.
12. **Bulging packages** of **pencils** sat on the ledge.
13. Gene is a **German** who lives in France.
14. The **officer** did not **excuse** the **prisoner**.
15. **Suppose** the **roses** were gems.
16. One ounce of tea cost ten cents.
17. The **danger** did not **bother** him.
18. **Closing** up the space was **easy**.
19. The **glances** at his badge did not **amuse** him.

Natural Phonics Primer

A Universal Safety Net for Reading

Step 6

Irregular Spellings

Exercises 60 - 72

LOOK AT ALL THE LETTERS THE RIGHT WAY, AND NO GUESSING!

Exercise 60

Silent b, g, k, t, w

<u>k</u> nob	<u>k</u> nife	<u>g</u> nat	do <u>b</u> t
<u>w</u> rong	ans <u>w</u> er	<u>g</u> naw	<u>w</u> ritten
cr <u>u</u> mb	<u>w</u> rite	cas <u>t</u> le	rus <u>t</u> le
de <u>b</u> t	thi <u>s</u> tle	<u>w</u> rench	gr <u>i</u> stle
li <u>m</u> b	<u>w</u> rist	<u>w</u> ring	s <u>w</u> ord
wres <u>t</u> le	<u>g</u> nome	num <u>b</u>	hust <u>l</u> e
sof <u>t</u> en	<u>k</u> nown	oft <u>e</u> n	<u>k</u> not
nes <u>t</u> le	chris <u>t</u> en	lis <u>t</u> en	lamb <u>l</u>
<u>k</u> nee	has <u>t</u> en	<u>g</u> nash	<u>w</u> rest
jos <u>t</u> le	<u>k</u> nuckles	clim <u>b</u>	whis <u>t</u> le
<u>w</u> rap	<u>k</u> neel	<u>w</u> reck	<u>w</u> reath
dum <u>b</u>	<u>k</u> nock	<u>k</u> now	<u>g</u> nu
thum <u>b</u>	<u>k</u> nelt	<u>g</u> narled	brist <u>l</u> es
<u>w</u> retch	com <u>b</u>	<u>k</u> new	<u>k</u> nit
<u>k</u> nack	<u>w</u> rote	bust <u>l</u> e	fas <u>t</u> en
plum <u>b</u> er	<u>k</u> nave	cas <u>t</u> le	<u>w</u> rong
<u>w</u> rong	has <u>t</u> en	<u>k</u> nelt	<u>w</u> rap
ans <u>w</u> er	<u>k</u> nack	gr <u>i</u> stle	<u>k</u> nit <u>t</u> ing
rus <u>t</u> le	<u>k</u> neel	<u>w</u> ritten	de <u>b</u> t
<u>w</u> retched	whis <u>t</u> le	com <u>b</u>	thum <u>b</u>

Exercise 61
Silent gh, h, l

fol <u>k</u>	mi <u>gh</u> ty	ei <u>gh</u> ty	slei <u>gh</u>
sigh <u>t</u>	tigh <u>t</u>	high <u>h</u>	bri <u>gh</u> t
cal <u>f</u>	cal <u>m</u>	na <u>gh</u> ty	sigh <u>h</u>
fi <u>gh</u> t	thou <u>gh</u>	sligh <u>t</u>	wei <u>gh</u>
ei <u>gh</u> t	brou <u>gh</u> t	cau <u>gh</u> t	yol <u>k</u>
hou <u>r</u>	bou <u>gh</u> t	John <u>n</u>	sla <u>gh</u> ter
tigh <u>t</u>	h <u>o</u> nest	fri <u>gh</u> t	fligh <u>t</u>
mi <u>gh</u> t	gh <u>o</u> st	pal <u>m</u>	ei <u>gh</u> teen
daugh <u>ter</u>	strai <u>gh</u> t	thou <u>gh</u> t	pligh <u>t</u>
hei <u>gh</u> t	knigh <u>t</u>	ou <u>gh</u> t	freigh <u>t</u>
sch <u>o</u> ol	sou <u>gh</u> t	ligh <u>t</u>	thou <u>gh</u>
wei <u>gh</u> t	hal <u>f</u>	Th <u>o</u> mas	taugh <u>t</u>
ri <u>gh</u> t	fou <u>gh</u> t	ligh <u>t</u> ing	h <u>o</u> nor
strai <u>gh</u> t	bri <u>gh</u> t	fri <u>gh</u> t	thou <u>gh</u> t
fligh <u>t</u>	pal <u>m</u>	cau <u>gh</u> t	sou <u>gh</u> t
ligh <u>t</u>	sligh <u>t</u>	mi <u>gh</u> ty	wei <u>gh</u> t
yol <u>k</u>	ei <u>gh</u> t	pligh <u>t</u>	hei <u>gh</u> t
wei <u>gh</u>	neigh <u>bor</u>	nigh <u>t</u>	thou <u>gh</u>
fi <u>gh</u> t	tigh <u>t</u>	thou <u>gh</u>	na <u>gh</u> ty
cal <u>m</u>	hou <u>r</u>	ei <u>gh</u> ty	freigh <u>t</u>

Exercise 62

ph as in phone	gh as in rough		
phrase	orphan	photo	tough
autograph	elephant	nephew	pamphlet
pharmacy	enough	prophet	hyphen
trophy	triumph	rough	phonograph
laughter	cough	Philip	telegraph
phone	laugh	alphabet	roughly
enough	laughing	hyphen	coughing
prophet	elephant	Phil	phoned
tough	alphabet	phrase	Ralph
phonograph	nephew	laughter	photograph
autograph	telegraph	pamphlet	orphan
triumph	enough	nephew	phonograph
prophet	pharmacy	laugh	triumph
telegraph	tough	photo	laughter
pamphlet	elephant	rough	phone
cough	hyphen	Philip	orphan
alphabet	enough	Ralph	tougher
nephew	autograph	prophet	roughly
phoned	enough	Phil	photograph
photo	pamphlet	alphabet	elephant

Exercise 63

Review 19

phone	straighten	wreck	plumber
often	daughter	hasten	gnu
wrestle	alphabet	wreath	tight
answers	coughs	eighteen	frightened
soften	wretched	highest	knack
palms	climber	knaves	laughing
knocking	knots	wrist	crumbs
though	knitting	wraps	knife
castle	enough	knew	fought
hyphen	bright	school	write
gnashing	caught	ghost	jostle
autograph	balm	fasten	right
half	light	Ralph	lightning
written	thigh	Johnny	hours
whistle	orphan	knights	nestle
slight	mighty	Philip	swords
christened	eight	gnarled	thistles
gristle	brought	wring	telegraph
calf	kneel	weight	bristles
night	sight	Thomas	honest

Practice Sentences 19

Exercise 63, Review 19: 226 Words

about, through

1. Bob **answered** the **ringing** phone at eight **o'clock**.
2. James caught **enough** fish to feed his **entire family**.
3. **Because** the man tried to spend a **phony dollar** bill, he was sent to jail.
4. Since the **orphan's** shoes were too tight, the **lady** bought her a **larger** pair.
5. In **triumph** my **nephew** caught an eight-pound fish.
6. The cake **recipe** called for one egg yolk.
7. Our **honest neighbor** returned the **photograph** left in his mail by **mistake**.
8. We **purchased syrup** for **Betty's** cough at the **pharmacy**.
9. **Because** she was **overweight**, the **doctor recommended physical exercise**.
10. A bright **student** ought to learn the **alphabet** in **kindergarten**.
11. Mr. Smith's **daughter** looked through the book of Psalms.
12. **Betty**, my **daughter**, signed her **autograph** with her right hand.
13. **Although** the prime rib was tough, we ate it.
14. The **pamphlet contained information about phonics**.
15. Bill was **given a trophy** for **showing** his calf at the fair.
16. When Sue told the joke, the group **erupted into laughter**.
17. As **mother surveyed** the **messy kitchen**, she gave a big sigh.
18. At the **appointed** hour we **received** the phone call.
19. It took Bob an hour to groom his calf for the fair.
20. To reach your **nephew's** house drive straight **ahead** eight blocks and turn right at the first stop light.
21. If you have a cough, you ought to go to bed.
22. **Sarah** knows a lot **about** good books.

Exercise 64

Review 20

prince	magic	because	phonograph
bathe	though	officer	huge
fencing	sleigh	wages	pamphlet
rosy	noisy	praises	wrote
hose	calm	engine	bouncing
smudge	known	teething	gnat
Bruce	raise	spicy	prophet
hedge	fancy	spruce	choice
wrong	these	Alice	parcel
elephant	urgent	soothing	dodge
ace	ought	knob	comb
sought	citizen	praise	bought
fuses	wrest	lodge	limb
age	fudge	naughty	fight
dumbest	midnight	knuckles	Ralph
doubt	debt	face	rough
truce	numb	laughter	gentleman
fringes	gadget	circus	rather
gnomes	noise	taught	large
honor	weigh	George	ginger

Practice Sentences 20

Exercise 64, Review 20: 92 Words

1. Rough Ralph taught the **rather** large prince.
2. These **urgent citizens** honor Alice.
3. **Because** he wrote the **pamphlet**, he was known by the **officers**.
4. The strange **gadget** made a lot of noise.
5. The **elephant** made a **fancy** bow.
6. George brought the noise of **laughter**.
7. We sought help from the **soothing**, calm old **gentleman**.
8. He could dodge the **engine** by **bouncing** over the hedge.
9. **Naughty** Bruce had a **smidgen** of dirt on his **knuckles**.
10. Good **reading** **habits** ought to **generate** sound **logic**.
11. Alice bought a comb and a large **parcel**.
12. Please raise three **fingers**.

Exercise 65

ea as in breāk, hěad, and learn

weār	pearl	instěad	earth
děath	swěater	sweār	wěather
learn	rěady	heard	brěath
brěakfast	steāk	hěalth	fěather
brěad	děath	swěat	stěady
hěad	wěalthy	breāk	peār
rěad	měant	trěad	wěalth
search	hěavy	těar	sprěad
hěaven	děaf	greāt	lěather
beār	trěad	brěath	learn
heard	greāt	wěalthy	swěater
breāks	brěad	pearl	měant
search	hěad	hěalthy	fěather
drěaded	trěads	děath	hěavier
thrěads	earth	teār	steāk
weār	wěalth	lěather	sprěading
brěakfast	hěaven	swěars	wěather
rěady	děaf	beārs	rěad
swěat	peārs	stěady	instěad
děad	beār	hěalth	steāk

Exercise 66

ie as in field	ui as in fruit	u as put	
field	believe	siege	helpful
juice	fierce	full	butcher
belief	bullet	niece	careful
pull	chief	tearful	awful
thieves	shriek	pudding	bush
brownie	cushion	wasteful	cheerful
suit	grateful	grief	bull
bashful	priest	push	thief
fiend	yield	piece	pier
Charlie	nuisance	fruitful	brownie
full	awful	pudding	piece
pull	bruise	thief	juicy
pushing	suit	grief	believes
put	bull	wasteful	fruitful
niece	shrieked	fiend	helpfully
tearful	Charlie	butcher	belief
thieves	bullet	careful	brief
siege	fierce	cheerful	bashful
bush	priest	handful	pierce
shield	yield	fruit	grateful

Exercise 67

wa	swa	wor	qua	squa	wha	ou	as	in	young	and	famous
water		wash		squash		trouble					
enormous		jealous		word		war					
country		touch		cousin		wander					
watch		serious		quality		swamp					
worse		couple		generous		nervous					
marvelous		gorgeous		warning		what					
double		worms		worst		worry					
want		warm		world		dangerous					
famous		worth		young		warden					
curious		swan		quantity		work					
worship		water		warn		world					
marvelous		famous		courage		nervous					
serious		quality		war		want					
jealous		reward		generous		worship					
worm		wandering		couples		dangerous					
worries		worse		younger		cousins					
squash		watchful		swan		warmer					
gorgeous		worker		touchy		enormous					
double		words		trouble		swamp					
washing		what		worst		curious					

Exercise 68

Review 21

pierce	field	bread	quarter
thieves	priest	worth	gorgeous
worse	ready	yield	swan
dangerous	thread	instead	marvelous
spreading	brief	couple	break
worst	Charlie	want	deaf
touches	heavy	dead	wealthy
brownie	what	pier	great
curious	pieces	learned	belief
bears	gratefully	steady	leather
nervous	dreadful	squander	shrieks
thief	handful	death	juice
wars	siege	cousin	squash
awkward	worship	weather	heaven
watery	quality	young	wandering
troubles	fruitful	butcher	double
swear	cheerfully	swamp	careful
jealous	enormous	putting	fruit
awful	heard	world	warned
nieces	suit	pudding	country

Practice Sentences 21

Exercise 68, Review 21: 137 Words

1. “The swamp is **dangerous**,” **Charlie** warned.
2. Joy is a **treasure peculiar** to a **believer**.
3. Her **cousin** watched the boat touch the pier.
4. He fought to pull **away** from the clutch of the bear.
5. The **watchman** heard thieves **wandering** through the **station**.
6. Bruce **cheerfully** told the **watchman** the signs of good health.
7. The young **butcher** has a **leather** suit.
8. Jack **cheerfully** swept the room.
9. June is **jealous** of Ann.
10. The **country** was warned of **dangerous weather**.
11. We **cheerfully** ate **brownies** and drank juice.
12. The **chipmunk** had a **mixture** of nuts.
13. My young **nieces** believed the **prairies** are **endless**.
14. The thieves were warned of the **punishment** for **robbery**.
15. My **cousins** served **pudding** and **brownies** when the **children** were **ready**.
16. I need to clean the sink.
17. **Yesterday**, I read a good book. **Today**, I plan to read **another** good book.

Exercise 69

ci, si, ti as in **special**, **pension** or **vision**,
station, **action** su as in **treasure** tu as in **nature**

station	measure	question	gracious
delicious	future	cautious	nation
social	attention	education	mixture
fiction	expression	permission	occasion
picture	action	treasure	vacation
pleasure	mansion	mention	nature
vision	fraction	natural	special
usual	suspicious	anxious	vicious
pension	addition	precious	patient
social	precious	station	action
treasures	ration	patient	question
attention	mixture	measure	division
education	suspicious	gracious	delicious
mentioned	anxious	composure	feature
occasion	fractions	pictures	cautious
natural	vacations	expression	remission
fiction	mansion	vicious	addition
nature	confusion	television	exception

Exercise 70

ive as in active	or	ance	ence	come	some
actor	passive	welcome	lonesome		
traitor	handsome	someone	expensive		
active	residence	razor	visitor		
influence	become	native	conductor		
captive	elevator	janitor	coming		
favor	positive	flavor	providence		
detective	instructor	tiresome	appearance		
something	confidence	attentive	importance		
income	performance	preference	sometimes		
somehow	tailor	doctor	sailor		
motor	sometimes	performance	preference		
detective	visitor	passive	captive		
influence	favor	welcome	coming		
someone	razor	instructor	lonesome		
somehow	doctor	residence	elevator		
sailor	preference	handsome	importance		
positive	conductor	native	confidence		
appearance	actors	janitor	income		
attentive	tiresome	expensive	flavor		
traitor	active	become	something		

Exercise 71

Review 22

breath	preference	tiresome	residence
native	cushion	something	fraction
shield	providence	visitors	earth
patience	active	gracious	somehow
greatness	traitor	tread	fully
naturally	lonesome	pushing	watches
positively	vacations	permission	razor
future	performance	confidence	chief
importance	auction	sometimes	usually
wealthy	delicious	janitor	pleasures
attention	flavors	bull	Charlie
nuisance	station	mentioned	expensive
pulling	questions	treasury	tear
bruise	handsomely	mansion	expressions
vision	grief	vicious	motor
meant	healthy	sweating	addition
sweaters	pension	pearls	warning
doctor	anxious	passive	steak
generous	wasteful	mixture	casual
measured	outcome	fixtures	featured

Practice Sentences 22

Exercise 71, Review 22: 141 Words

does

1. The new **doctor** mentioned the **pleasures** of **enjoying** a **healthy** life.
2. **Correct performance** in **multiplication** requires **workmanship**.
3. The **juicy** fruit, **although** bruised, was **delicious**.
4. The **classes' expressions** were **sometimes serious**.
5. **Visitors** were **wasteful** on their **vacations**.
6. **Television** is a **pleasure**, which can **become tiresome**.
7. **American independence** was **written into** our **Constitution** through our **forefathers' decisions**.
8. The **janitor** warned the **curious children** about **eating** the **awful pudding**.
9. The **surroundings** in my **neighborhood** are **fashionable**.
10. **Pronunciation** guides are **practical** if you want to **communicate without difficulty**.
11. **Thanksgiving** and **Christmas** are my **favorite holidays**.
12. The **director** sent the **actors** on a long **vacation**.
13. The **administrator**, **secretary**, and **librarian** are **important persons** in a **university**.
14. **People** who are **disagreeable**, **uncooperative** and not **trustworthy** are poor **companions**.
15. **Transportation** is **possible** on the **Mississippi**.
16. To **develop leadership**, one must **demonstrate responsibility**.
17. Does the **doctor** **enjoy** his work?

Exercise 72

Three-Syllable and Four-Syllable Words

innocence	difficulty	ordinary	underneath
exclaiming	Washington	quizzical	emergency
butterfly	passengers	jealousy	family
correction	Valentine	medicine	banisters
selfishly	exchange	impatience	emperor
refreshments	thunderstorm	practical	banana
vinegar	Cinderella	exciting	mysterious
entertain	fashionable	impossible	threatening
attractive	peevishly	together	wonderful
amazing	committee	permanent	tomorrow
January	surrounded	lecturer	accident
beginning	favorite	December	earnestly
conversation	merchandise	perfection	decision
awkwardly	surprising	invitation	vanilla
newspaper	gorilla	suddenly	miserable
musician	unhappiness	American	holiday
restaurant	president	Mississippi	afternoon
transportation	dictionary	asparagus	understand
Thanksgiving	Elizabeth	secretary	February
liberty	independence	blueberries	democracy

Practice Sentences 23

Exercise 72: 141 Words

1. There was a **threatening thunderstorm** this **afternoon**.
2. Can you find **asparagus** in the **dictionary**?
3. **Thanksgiving** is a **popular American holiday**.
4. The **real author** of the **story** of **Cinderella** is a **mystery**.
5. The **emperor** wore **fashionable clothing**.
6. Will the **committee** for **refreshments** will meet **tomorrow**, asked Frank?
7. The **newspaper advertisement** **indicated** that the **merchandise** had **arrived**.
8. The **gorilla** **suddenly** felt **very miserable** and **unhappy**.
9. The **restaurant** served **blueberries** with their **oatmeal**.
10. The **Mississippi River** has a lot of **water transportation**.
11. “Big words are **easy** if you read them one **syllable** at a time,” explained Linda.
12. The **musician’s favorite guitar** piece was the Bach Chaconne **transcribed** by **Andres Segovia**.
13. **Vanilla** milkshakes are **amazing**.
14. **Reading** should not be a **guessing** game that **requires constant correction**.
15. Rudolf Flesch was my **favorite lecturer** on **phonics**.
16. The **President** had a good **discussion** about **American liberty** and **independence**.

KEY WORDS
FOR TEACHING THE SHORT VOWELS,
SINGLE-LETTER CONSONANTS AND CONSONANT DIGRAPHS

Short Vowels

A a	<u>A</u> pple	<u>A</u> lligator
E e	<u>E</u> gg	<u>E</u> lephant
I i	<u>I</u> nk	<u>I</u> gloo
O o	<u>O</u> x	<u>O</u> strich
U u	<u>U</u> mbrella	<u>U</u> ncle

Consonants

B b	<u>B</u> all	<u>B</u> ed
D d	<u>D</u> oor	<u>D</u> og
F f	<u>F</u> ish	<u>F</u> ork
G g	<u>G</u> um	<u>G</u> ate
H h	<u>H</u> and	<u>H</u> ouse
J j	<u>J</u> ack-in-the Box	<u>J</u> ump-Rope
L l	<u>L</u> amp	<u>L</u> eaf
M m	<u>M</u> oon	<u>M</u> ouse
N n	<u>N</u> ose	<u>N</u> est
P p	<u>P</u> icture	<u>P</u> ear
R r	<u>R</u> ing	<u>R</u> ose
S s	<u>S</u> un	<u>S</u> aw
T t	<u>T</u> able	<u>T</u> ent
V v	<u>V</u> ase	<u>V</u> iolin
W w	<u>W</u> indow	<u>W</u> agon
Y y	<u>Y</u> ard	<u>Y</u> awn
Z z	<u>Z</u> ebra	<u>Z</u> ipper
C c	<u>C</u> up	<u>C</u> ap
K k	<u>K</u> ite	<u>K</u> itchen

Consonant Digraphs

Sh sh	<u>S</u> h <u>o</u> e	<u>S</u> h <u>a</u> dow
X x	<u>B</u> o <u>x</u>	<u>F</u> o <u>x</u>
Qu qu	<u>Q</u> ue <u>n</u>	<u>Q</u> ua <u>r</u> ter
Th th	<u>T</u> h <u>o</u> rn	<u>T</u> h <u>a</u> t
Wh wh	<u>W</u> h <u>i</u> p	<u>W</u> h <u>i</u> stle
Ch ch	<u>C</u> h <u>a</u> ir	<u>C</u> h <u>a</u> in

NOTE TO PARENTS AND TEACHERS

The exercises in this book are for beginning readers or for older children who need help with their reading. They are for teaching “Johnny,” but of course the book is meant for boys *and* girls.

Start with the Sounds of the Letters

Start with the sounds of the letters on the first five pages. The sound to be learned is always the beginning sound of the two words pictured. Teach Johnny to make the sound when you point to the letter and to point to the letter or write the letter when you make the sound.

Take as much time as seems necessary for this preliminary work; you may well spend several weeks at it if Johnny is a beginning reader. Even if he is older, don’t simply assume that he knows these sounds; check and make sure. Be patient: it will pay off later on. Don’t aim for perfection. Rather, make sure Johnny realizes that letters stand for sounds and is reasonably good at connecting the right sound with the right letter.

Then, and only then, start Exercise 1.

Let Johnny Sound Out the Words

Whenever Johnny is stumped by a word in the exercises, let him work it out for himself. Tell him to sound out the word. If he can’t, let him look up the letter that is puzzling him on the chart in the back and refresh his memory of its sound by naming the two pictures aloud. Let him do this as often as necessary until he is perfectly sure of the sound of the letter, or letters.

Explain about Small Letters and Capitals

Explain to Johnny carefully that there is a small letter and a capital letter for each sound. However, concentrate on the small letters first. Difficulties with capital letters can be straightened out later.

Teach Writing and Spelling as well as Reading

Use the exercises to teach writing and spelling as well as reading. You will probably be tempted to go ahead with the reading and slight the writing and spelling. Try to resist that temptation. Ideally, Johnny should learn to read and write each of the exercise words at the same time. Let him write each of the words from dictation. It is well worth taking the extra time.

Repeat, Repeat, Repeat

There is a large amount of repetition in the exercises, and 22 of the 72 exercises are reviews. However, that does not mean that doing each exercise once is enough. Do each one of them until Johnny can read and write each word in it without the slightest hesitation. When you have done all the words horizontally, from left to right, do them vertically. Do them from right to left. Do them from the bottom up, diagonally, and picking words here and there, at random. Make as sure as you can that Johnny can really read all the words.

Don’t Skip or Jump

Do the exercises in the exact order in which they are printed. Otherwise, you will defeat your purpose.

Don’t Let Johnny Guess

Watch out for signs of word guessing. Whenever Johnny does any guessing, insist that he sound out the word and, if necessary, look up the letter sounds on the chart in the back (or Phonovisual Charts).

Things You Should Explain to Johnny

Some of the exercises will profit from a little explanation beforehand. Here are a few simple points to tell Johnny:

Before you do Exercise 10 with him, explain to him that before *a*, *o* and *u* the sound of *k* is spelled *c*, but before *e* and *i* it is spelled *k*. After a short vowel it is usually spelled *ck*.

Before Exercise 14, explain to Johnny the rule about the letter *s* at the end of a word: After the consonants *f*, *k*, *p*, and *t*, it stands for the hissing *ss* sound, but after all other sounds it stands for the *z* sound.

Before Exercise 21, explain to Johnny that the sound of *ch* is usually spelled *ch* at the beginning of a word and *tch* at the end.

Before Exercise 24, tell Johnny that there are words that sound alike but are spelled differently, like *meet* and *meat*, *seem* and *seam*, or *week* and *weak*. Point out to him that they have different meanings.

Before Exercise 30, explain to Johnny that the *oi* sound is usually spelled *oi* inside a word and *oy* at the end.

Before Exercise 31, explain to him that it is usually *ou* inside a word and *ow* at the end.

Before Exercise 32, tell him that the *au* sound is usually spelled *au* in the middle and *aw* at the end.

Before Exercise 40, explain to Johnny about the “*silent e*” at the end of a word, which means that the *a* should be sounded with its “long vowel” sound rather than its “short vowel” sound. Be sure he fully understands the switch from *cap* to *cape*, *mad* to *made*, *hat* to *hate*. This is very important, since here for the first time Johnny learns that a letter can have two different sounds. (Probably Johnny will by now have learned to recite the ABC. If so, tell him that the silent *e* “makes the letter say its name.”)

Before Exercise 48, explain to Johnny that *ing* works just like the silent *e* in changing a short vowel into a long vowel. To keep the vowel short in such *ing* words, the final consonant must be doubled before adding the *ing*, as in *hopping*, *filling*, and *drumming*.

Before Exercise 49, explain to Johnny that the double-consonant rule applies also to final *y*, as in *nutty*, *sunny*, and *foggy*. Explain to him also that the plural of *lady* is spelled *ladies*, of *body*, *bodies*, and so on. Tell him also about *lazy*, *lazier*, *laziest*, and *lazily*.

Before Exercise 51, remind him again of the double-consonant rule and point out to him the difference between *robed* and *robbed*, *filed* and *filled*.

Before Exercise 53, show Johnny that the double-consonant rule applies also to final *er* and *le*, as in *rubber*, *trigger*, *settle*, and *middle*.

When Should Johnny Start to Read?

Johnny should not read anything else until he has done about 50 of the 72 exercises. After that point, he may start to read stories and other reading matter that interests him. Be sure, however, to let him read these stories aloud to you, so that you can correct mistakes. Let him sound out words and stop him from word guessing.

Don't let him sound out irregularly spelled words, such as *do*, *where*, *sure*, *woman*, *said*, *friend*, and so on. Whenever such a word occurs, tell him immediately what it means and explain that it does not follow the rules. In this way, he will gradually learn the irregularly spelled words without being confused about the phonetic rules he has learned.

Give Johnny only reading matter that really interests him, such as fairy tales, if he is a small child, or adventure stories, if he is an older boy. The most important thing he should learn is that reading is fun.

From Rudolf Flesch's *Teaching Johnny to Read* published by Grosset & Dunlap, Inc., 1956. Published by Donald L. Potter on February 17, 2006.



The Natural Phonics Primer

Exercise Progress Chart

72 Phonics Exercises Adapted from Rudolf Flesch's 1955
Why Johnny Can't Read
 and what you can do about it.

Student: _____

Teacher: _____

Step 1 1 ä	2 ě	3 Review 1 ä ě PS 1	4 ĭ	5 Review 2 ä ě ĭ PS 2	6 ǒ	7 Review 3 ä ě ĭ ǒ PS 3	8 ů	9 Review 4 ä ě ĭ ǒ ů PS 4
10 c, k	11 ck	12 Review 5 PS 5	Step 2 13 End Blends	14 end blends +s	15 ng nk sh x ngs nks	16 Review 6 PS 6	17 Beg Blends	18 Beg Blends
19 Review 7 PS 7	20 qu th wh squ thr	21 ch tch	22 Review 8 PS 8	23 2-syllable	Step 3 24 ē ee ea	25 ē ee ea	26 ǒǒ ǒǒ	27 ar
28 or	29 er ir ur	30 oi oy	31 ou ow	32 au aw all ald alt alk	33 Review 9 PS 9	34 ai ay air	35 ĩe ĩ ind ĩld	36 ōa ōe ōw old olt oll sō
37 ew ue	38 Review 10	39 2-3 syllable PS 10	Step 4 40 ā-e	41 ā-e ē-e	42 ĩ-e	43 Review 11 PS 11	44 ō-e mōre	45 Review 12 PS 12
46 ū-e ūre	47 Review 13 PS 13	48 ing	49 y, ies ied --y = ē	50 Review 14 PS 14	Step 5 51 ed	52 Review 15 PS 15	53 er le	54 Review 16 PS 16
55 ce ci cy	56 ge gi gy dge dgi dgy	57 Review 17 PS 17	58 se si sy	59 Review 18 PS 18	Step 6 60 Silent b gh k t w	61 Silent gh, h, l	62 ph gh = f	63 Review 19 PS 19
64 Review 20 PS 20	65 eā ēa ear	66 iē ui put	67 wa swa wor qua oū	68 Review 21 PS 21	69 ci si ti su tu	70 ive ance ene come	71 Review 22 PS 22	72 3-4 syllable PS 23

Natural Phonics Primer Skill Ladder

Step	Exercise	Sound-to-Symbol Association	Review
Step 6 Irregular Spellings	72	Three-Syllables and Four-Syllable Words	
	70	ive as in active or ance ence come some	71/22
	69	ci, si, ti: special, pension, vision, station, action, su treasure tu nature	
	67	wa swa wor qua squa wha ou as young and famous	68/21
	66	ie as field, ui as in fruit, u as in put	
	65	ea as in break, head, and learn	
	62	ph as in phone gh as in rough	63/19; 64/20
	61	Silent gh, h, l	
Step 5 Special Endings	58	se, si, sy as in cheese, rising, rosy	59/18
	56	ge gi gy dge dgi dgy	57/17
	55	ce, ci, cy	
	53	er le	54/16
	51	ed (ēd, t, d)	52/15
Step 4 The Long Vowels (v_e, cv/vcc, y=ē/)	49	y, ies, ied as n hurry, hurries, hurried	50/14
	48	ing	
	46	u as in tune and cure	47/13
	44	o as in bone and more	45/12
	42	i as in fine and fire	43/11
	41	a as in name (continued), a as in care, e as in Eve and here	
Step 3 Vowel Sounds Spelled with 2 or 3 letters	39	Two-Syllable and Three-Syllable Words	
	37	ew, ue	38/10
	36	oa, oe, old, olt, oll, ow as low, o as in so	
	35	ie as in ie, y as by, ye as rye, ind as in mind, ild as wild	
	34	ay ai air	
	32	au, aw, all, alt, alk	33/9
	31	ou ow as in cow	
	30	oi oy	
	29	er, ir, ur	
	28	or	
	27	ar a as in pa, ma	
	26	oo as in moon and book	
	25	ee as in tree, ea as in meal, e as in he continued	
24	ee as in tree, ea as in meal, e as in he		
Step 2 Consonant Blends & Cons. Digraphs	23	Two-Syllable Words (cvvc)	
	21	ch tch	22/8
	20	qu th wh squ thr	
	18	Beginning Consonant Blends with r	19/7
	17	Beginning Consonant Blends	
	15	ng, nk, sh, x, ngs, nks.	16/6
	14	Ending Consonant Blends ending in s	
Step 1 Five Short Vowels & 20 Consonants & ck	13	Ending Consonant Blends	
	11	ck	12/5
	10	c k	
	8	Short u	9/4
	6	Short o	7/3
	4	Short i	5/2
	2	Short e	3/1
1	Short a b d f g h j l m n j p r s t v w y z		

Review: Exercise#/Review#; 3/1 = Exercise 3/Review 1.

Word Counts and Factors for Calculating Words Per Minute

For the *Natural Phonics Primer* Exercises & Decodable Practice Sentences

Formula for Calculating Words Per Minute: [words x 60 ÷ seconds = wpm]

<i>Step 1</i>	<i>Ex. 19: 90 – 5400</i>	<i>Step 4</i>	PS 17: 143 – 8580
Ex. 1: 90 – 5400	PS 7: 184 – 11040	Ex. 40: 65 – 3900	Ex. 58: 80 – 4800
Ex. 2: 90 – 5400	Ex. 20: 90 – 5400	Ex. 41: 90 – 5400	<i>Ex. 59: 80 – 4800</i>
<i>Ex. 3: 90 – 5400</i>	Ex. 21: 90 – 5400	Ex. 42: 90 – 5400	PS 18: 147 – 8820
PS 1: 84 – 5040	<i>Ex. 22: 90 – 5400</i>	<i>Ex. 43: 90 – 5400</i>	<i>Step 6</i>
Ex. 4: 90 – 5400	PS 8: 143 – 8580	PS 11: 144 – 8640	Ex. 60: 80 – 4800
<i>Ex. 5: 90 – 5400</i>	Ex. 23: 80 – 4800	Ex. 44: 80 – 4800	Ex. 61: 80 – 4800
PS 2: 64 – 3240	<i>Step 3</i>	<i>Ex. 45: 90 – 5400</i>	Ex. 62: 80 – 4800
Ex. 6: 90 – 5400	Ex. 24: 74 – 4440	PS 12: 110 – 6600	<i>Ex. 63: 80 – 4800</i>
<i>Ex. 7: 90 – 5400</i>	Ex. 25: 90 – 5400	Ex. 46: 90 – 5400	PS 19: 225 – 13560
PS 3: 119 – 7140	Ex. 26: 90 – 5400	<i>Ex. 47: 80 – 4800</i>	<i>Ex. 64: 80 – 4800</i>
Ex. 8: 90 – 5400	Ex. 27: 90 – 5400	PS 13: 101 – 6060	PS 20: 92 – 5520
<i>Ex. 9: 90 – 5400</i>	Ex. 28: 90 – 5400	Ex. 48: 72 – 4320	Ex. 65: 80 – 4800
PS 4: 103 – 6180		Ex. 49: 72 – 4320	Ex. 66: 80 – 4800
Ex. 10: 90 – 5400	Ex. 30: 90 – 5400	<i>Ex. 50: 52 – 3120</i>	Ex. 67: 80 – 4800
Ex. 11: 90 – 5400	Ex. 31: 90 – 5400	PS 14: 142 – 8520	<i>Ex. 68: 80 – 4800</i>
<i>Ex. 12: 90 – 5400</i>	Ex. 32: 90 – 5400	<i>Step 5</i>	PS 21: 137 – 8220
PS 5: 143 – 8580	<i>Ex. 33: 90 – 5400</i>	Ex. 51: 80 – 4800	Ex. 69: 72 – 4320
<i>Step 2</i>	PS 9: 133 – 7980	<i>Ex. 52: 80 – 4800</i>	Ex. 70: 80 – 4800
Ex. 13: 90 – 5400	Ex. 34: 90 – 5400	PS 15: 137 – 8220	<i>Ex. 71: 80 – 4800</i>
Ex. 14: 90 – 5400	Ex. 35: 90 – 5400	Ex. 53: 80 – 4800	PS 22: 141 – 8460
Ex. 15: 90 – 5400	Ex. 36: 90 – 5400	<i>Ex. 54: 80 – 4800</i>	Ex. 72: 80 – 4800
<i>Ex. 16: 90 – 5400</i>	Ex. 37: 90 – 5400	PS 16: 155 – 9300	PS 23: 141 – 8460
PS 6: 121 – 7260	<i>Ex. 38: 90 – 5400</i>	Ex. 55: 72 – 4320	
Ex. 17: 45 – 2700	Ex. 39: 80 – 4800	Ex. 56: 72 – 4320	
Ex. 18: 60 – 3600	PS 10: 219 – 13140	<i>Ex. 57: 80 – 4800</i>	

Note: Word counts do not include the example words above the columns.

Ex. = Exercise. PS = Practice Sentence. Review Sentences are in *italics*.

Examples: Ex. 39: 80 – 4800 [80 words x 60 = 4800/sec = wpm]

Student A reads Ex. 39 in 60 seconds. 4800/60 = 80 wpm.

This method of timing has the advantage of the students reading all the words in an exercise each time they are timed. The more common method is to simply time the student for one minute and count the words. The **important thing** is for the timings to be in words per minute. If the student can complete the page in less than one minute, simply have them start over and keep reading till the minute is over. Errors should be corrected immediately.

Advice for Remedial Reading Teachers

From Dr. Rudolf Flesch's

1955 Why Johnny Can't Read and what you can do about it

“To begin with, let's try **to isolate Johnny from his word-guessing environment**. While he is in school, that is difficult or almost impossible. So the best thing will be to work with him during the summer vacations. Let him **stop all reading** – all *attempts* to read. Explain to him that now he is going to learn to **how** to read, and that for the time being, books are out. All he'll get for several months are lessons in phonics. ... This, incidentally, is important. Take him fully into your confidence and explain to him exactly what you are trying to do. Tell him that you are going to do something **new** with him – something entirely different from what his teachers did in school. Tell him that this is *certain* to work. Convince him that as soon as he has taken this medicine he will be cured. ... Start him on the phonics lessons. Go with him through the Exercises, one by one, always making sure that he has mastered the previous one before you go on to the next. ... **Only when you are through – or almost through – with the drills and exercises, start him again on reading**. At first, let him read aloud to you. Watch like a hawk that he doesn't guess a single word. Interrupt him every time he does it and let him work out the word phonetically. He'll never learn to read if he doesn't get over the word-guessing habit” (115).

“We mean phonics as a way to learn to read. We mean phonics that is taught to the child letter-by-letter and sound-by-sound until he knows it – and when he knows it, he knows how to read. We mean phonics as a complete, systematic subject – the sum total of information about the phonics rules by which English is spelled. ... We say, and we cannot be budged, that when you learn phonics, in our sense of the word, you learn how to read. We want our children taught this particular set of facts and rules, because we know that this is and only this will do the job” (121). “Systematic phonics is one thing, unsystematic is another. Phonics is simply the knowledge of the way spoken English is put on paper. ... Among other things, this means that there is an end to phonics. Phonics is something a child can master completely, once for all, with the assurance that he has covered everything there is. ... There are a known number of items to be mastered and when he is through, he knows how to read. You are a teacher, Mrs. Smith. You *must* know that when there is an end to the book, when he knows that at the bottom of page 128, he will be through. So and so many pages covered, so and so many pages covered, so and so many still to go. There is a concrete goal. Talk about motivation – what better motivation could there conceivably be than that knowledge that at the end of page 128 *he will have learned how to read?*” (122).

“If you use phonics as *the* method of teaching reading, you teach children the alphabet code. You do this step by step, in easy stages. At each step, you give the children plenty of material to practice on. When you teach them the short *o*, you give them a hundred words or more with short *o* to read aloud again and again until the pronunciation of the short *o* has become fully automatic. You do the same thing with short *u* and *ch* and *th* and *igh* and *ou* and *mps* – through the whole inventory of 181 items until it's all firmly fixed in the pupil's subconscious mind. Sounding out and blending practicing – there is no other way. It's like practicing scales on the piano or practicing driving until you're good enough for the road test” (*Why Johnny Still Can't Read*, 75).

Natural Phonics Primer

Oral Reading Speeds

By Donald L. Potter

March 2003

Word processing (identification) speed is an accurate indicator of decoding automaticity. The faster a student can decode words while maintaining accuracy, the higher the degree of automaticity. Good comprehension depends on decoding automaticity: higher automaticity makes possible higher comprehension. Decoding automaticity is an essential step toward Orthographic Mapping and true sight word acquisition.

In the quest for higher word processing speeds, it is very important not to skip any essential sub-skill. Whole-word readers sometimes appear to initially read faster than phonics-readers; but in the long run, their faulty word processing skills lead to lower automaticity and seriously compromised comprehension.

Word processing skills (speed and accuracy) can be accurately measured by timing student's oral reading of the *Natural Phonics Primer's 72 Exercises*. The times recommended by the 1970 *Victory Drill Book* reflect years of highly successful experience teaching the *Exercises* to students of every age. These speeds are an accurate measure of independent word processing skills, and they are an indication of developing automaticity, which in turn naturally promotes high-level comprehension. They are one-minute timings.

Minimum Speed for Page Mastery

Grade	Speed
Kindergarten	30 words per minute
First Grade	40 words per minute
Second Grade	55 words per minute
Third Grade	70 words per minute
Fourth Grade	85 words per minute
Fifth Grade	100 words per minute
Sixth Grade	115 words per minute
Seventh Grade	130 words per minute
Eight Grade	130 words per minute

Students for all grade levels should start **every year** with a rapid review of all 72 *Exercises* to make sure they are able to read at their minimum calibrated speed in word per minute. When the student reaches, 130 words per minute, he or she can be exited from the program. Only the words lists are to be tested for speed, not the practice sentences.

Students enjoy the teacher reading the *Exercises* with them, alternating columns or rows. The timings can begin once the students demonstrate the ability to decode the words correctly.

One of the great serendipities for any school that adopts the *Natural Phonics Primer 72 Exercises* is that any student new to the school will automatically be taken through a program regardless of reading level. The program itself assures that **every student** in the school receives exactly the instruction he or she needs - from complete non-reader to advanced reader, with little or no need for any special program for poor readers. The *Exercises* serve as a test of the student's decoding ability. I call this *A Fluency-Based Safety Net for Literacy*, which if universally adopted in schools and homes across America could go a very long way toward solving the current literacy crisis.

Foundation for Phonics

26 Letters (minus 3 superfluous letters, *c, q, x*) for 44 Sounds

25 Consonant Sounds

18 Consonant Pairs

<u>Voiced</u>	<u>Unvoiced</u>
1. /b/ <i>bib</i>	2. /p/ <i>pup</i>
3. /d/ <i>dad</i>	4. /t/ <i>toot</i>
5. /g/ <i>gag</i>	6. /k/ <i>kick</i>
7. /v/ <i>valve</i>	8. /f/ <i>fluff</i>
9. /z/ <i>zig-zag</i>	10. /s/ <i>Sis cent</i>
11. / th / <i>then</i>	12. /th/ <i>thistle</i>
13. /w/ <i>wayward</i>	14. /hw/ <i>whistle</i>
15. /j/ <i>jam gem</i>	16. /ch/ <i>chick</i>
17. /zh/ <i>treasure</i>	18. /sh/ <i>ship</i>

6 Consonants called Semivowels:

19. /l/ *lull*
20. /m/ *mom*
21. /n/ *nun*
22. /r/ *rare*
23. /y/ *yo-yo*
24. /ng/ *singing* (ng before /k/ sound nk: *pink*)

1 more consonant:

25. /h/ *his*

We have used 19 letters to write 25 consonants sounds: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Two more are superfluous letters representing consonant combinations: qu /kw/ and x /ks/. We have used 21 of the 26 letters to write 25 consonant sounds.

This leaves us exactly 5 letters – a, e, i, o, u – to deal with 19 vowel sounds.

The 19 Vowel Sounds

5 So-called short vowels sounds:

- 26. /ă/ *bag*
- 27. /ĕ/ *beg*
- 28. /ĭ/ *big*
- 29. /ŏ/ *bog*
- 30. /ŭ/ *bug*

5 So-called long vowels sounds:

- 31. /ā/ *mate* (a-e, ai, ay)
- 32. /ē/ *mete* (e-e, ee, ea, --e)
- 33. /ī/ *mite* (i-e, y, ye, igh)
- 34. /ō/ *mote* (o-e, oa, oe, ow)
- 35. /ū/ *mute* (u-e, ue, ew)

3 diphthong sounds:

- 36. /au/ *Paul, crawl*
- 37. /ou/ *spouse, cow*
- 38. /oi/ *oil, boy*

2 sounds for oo, short and long:

- 39. /ōō/ *woosh, push*
- 40. /ōō/ *Rube, moon*

1 sound of a in ma:

- 41. /â/ *pa, ma; bar, car*

2 r sounds:

- 42. /air/ *fair, heirs, dare, swear*
- 43. /ur/ *girl, her, fur, doctor*

All-purpose muttering vowel sound: schwa.

- 44. /ə/ *drama, item, devil, button, circus*

25 Consonant Sounds + 19 Vowel Sounds = 44 Speech Sounds spelled with 26 Letters

This *Foundation for Phonics Chart* was developed by Donald L. Potter from Dr. Rudolf Flesch's discussion, "What is Phonics" in *Why Johnny Can't Read and what you can do about It*. This chart was prepared on 9/22/04 and published on the Internet on 11/3/04.

Two Difficulties of Our Alphabet System and Our System of Spelling:

1. We have half as many letters as we have sounds – which means that half the symbols a child has to learn consist not of one letter but two – like *ay*, *ea*, *sh*, *ch*, and so on.
2. Our most important single letters are used to spell two or more entirely different sounds, namely, the five vowels, *a*, *e*, *i*, *o*, *u*, and the consonants *c* and *g*.

Therefore,

if you want to teach a child to read without utterly confusing him or her, you have to start with single letters that stand for single sounds, then go on to sounds spelled by two-letter or three-letter combinations, and finally teach him that some letters do not spell one sound but two.

The Catch:

You can't teach a child to read without letting him or her read words. And every word in English has a vowel. So you *have* to start with teaching the child the letters *a*, *e*, *i*, *o*, *u* in spite of the fact that each of them spells a long *and* a short vowel. The only way to solve this problem is to begin by teaching the child only the five *short* vowels (which are far more common than the long ones) and postpone the long vowels until a much later stage.

The Natural Sequence of *any* phonics method is:

Step One: The five short vowels, all single-letter consonants spelled with 1 letter, and ck.

Step Two: Consonant sounds spelled with two or three letters.

Step Three: Vowel sounds spelled with two or three letters.

Step Four: The five long vowels: (v_e, cv/vcc y = ē/)

Step Five: Special Endings.

Step Six: Irregular Spellings.

See pages 27 through 32 of Rudolf Flesch's *Why Johnny Can't Read and what you can do about it* for detailed instructions on teaching students to read from the "sounds" using the *Six Steps of the Natural Phonics Primer System*. This is the **natural sequence** based on our imperfect system of spelling.

Note that Flesch listed Five Steps, but upon inspection in November 2021, I noticed that Flesch's Step 4 naturally divided naturally into Long Vowels and Special Endings (suffixes). Since students generally become free readers by Exercise 50, this new division caused Step 4 to conveniently end with Exercise 50.

INSTRUCTIONAL SEQUENCE
OF THE NATURAL PHONICS PRIMER
(A Universal Safety Net for Literacy)

Stage I: Beginning (Blending & Spelling)

(Blast Off)

Step One: The five short vowel sounds and all consonant sounds spelled by a single letter and ck. *Exercises 1 - 12*

Step Two: Consonant sounds spelled with two or three letters. *Exercises 13 – 23*

Stage II: Intermediate (Independent Reader)

(Earth Orbit)

Step Three: Vowel sounds spelled with two or three letters. *Exercises 24 – 39*

Step Four: The five long vowels: (vce, cv/vcc, y = /ē/). *Exercises 40 – 50*

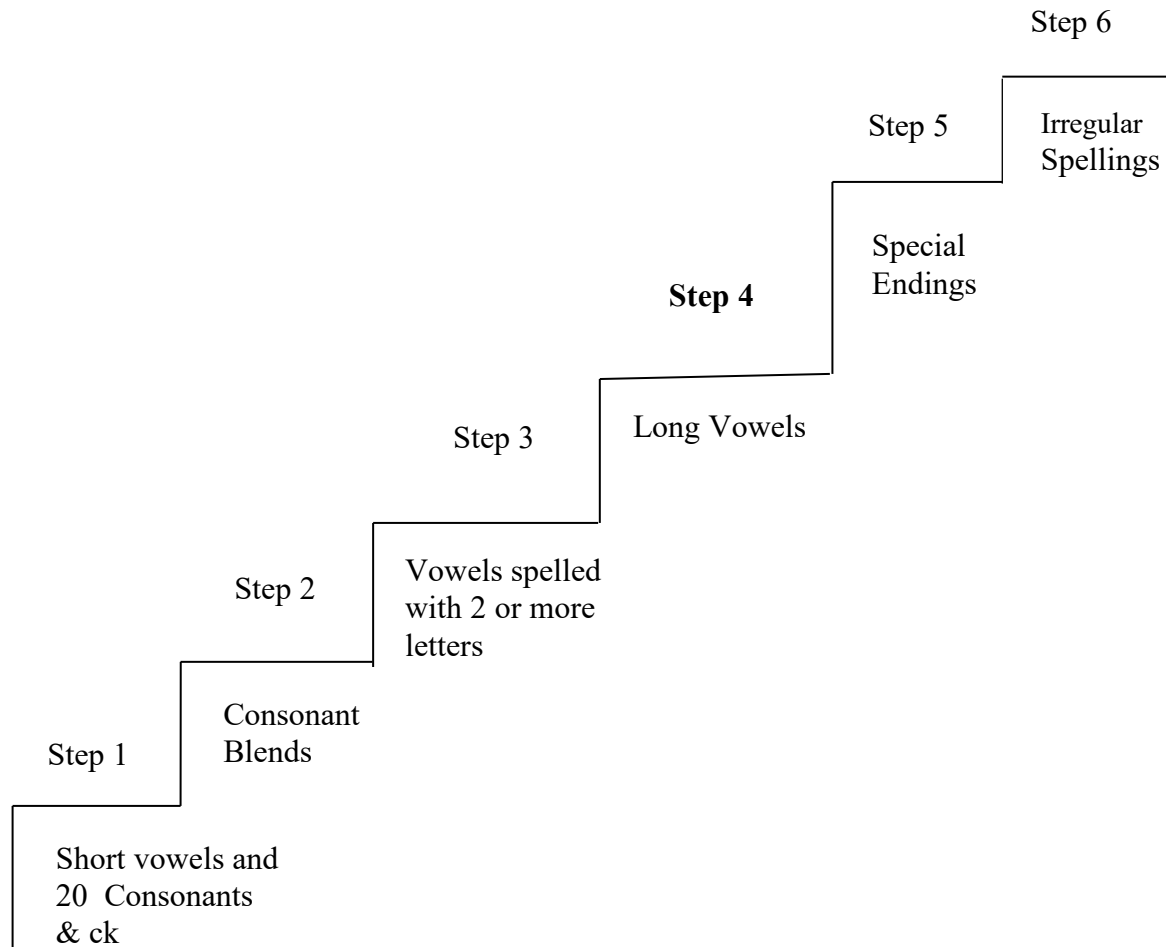
Stage III: Advanced (Advanced Reader & Speller)

(Moon Landing)

Step Five: Special Endings. *Exercises 51 – 59*

Step Six: Irregular Spellings. *Exercises 60 – 72*

Six Steps of the *Natural Phonics Primer*



“These six steps occur in all phonics systems of teaching a child to read English. There are some so-called phonics readers on the market that do not follow this pattern, but they can hardly be called phonic by any proper definition of the word.” (Flesch 27).

Dr. Flesch’s words ring as true today, over fifty years after they were written, as they did in 1955. His method is as effective today as it was then. Tens of thousands of children learned to read with his 72 Phonics Exercises. The same is happening today as more and more parents and teachers experience the power of what I like to call, Flesch’s *Natural Phonics Primer*.

My own personal success with Dr. Flesch’s *Six Step Natural Sequence* convinces me that Flesch’s method is highly effective for beginning and remedial reading instruction.

Donald Potter, Odessa, TX – Revised November 16, 2005. Changed to Six Steps on November 22, 2021. Flesch’s original Step 5 included special endings, which I prefer to separate.

Natural Phonics Primer - Phonovisual Charts Correlations

By Donald L. Potter – Feb. 9, 2014

Step 1: The five short vowels and all consonants spelled by one letter. Exercises 1 – 12

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

Exercise 2: **ĕ:** bed

Exercise 4: **ī:** fish

Exercise 6: **t:** top

Exercise 8: **ŭ:** duck

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

Exercise 11: **ck:** key

Step 2: Consonant and consonant combinations spelled with two or three letters. Exercises 12 – 23

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

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

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

Step 3. Vowel sounds spelled with two or three letters. Exercises 24 – 39

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

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

Exercise 27: **ar:** car

Exercise 28: **or:** fork

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

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

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

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

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

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

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

Step 4. The five long vowels: (v_e, cv/vcc, y=/ē/). Exercises 40 – 49

Exercise 40: **ā as in name:** cake

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

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

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

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

Exercise 48: **ing:** swing

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

Step 5: Special endings. Exercises 51-59

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

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

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

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

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

Step 6. Irregular Spellings. Exercises 60 – 72

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

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

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

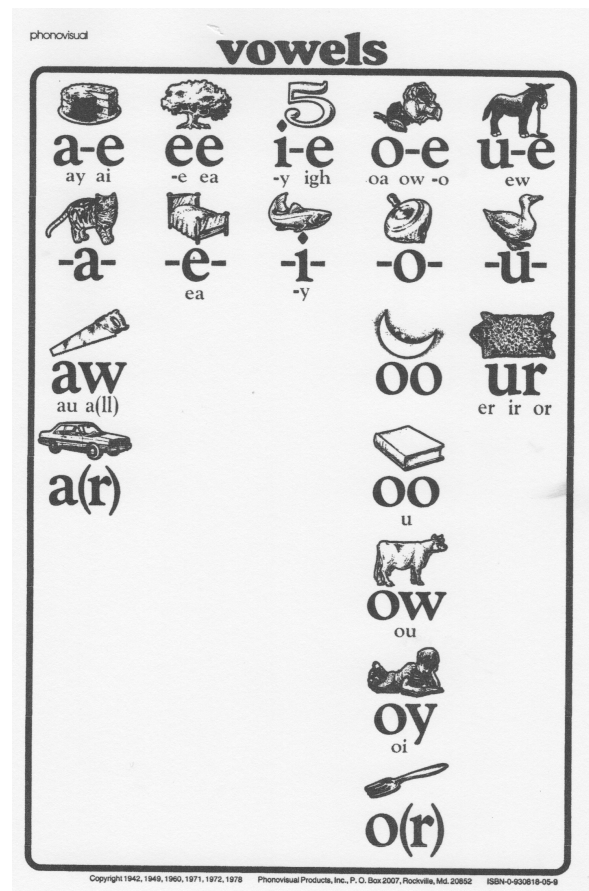
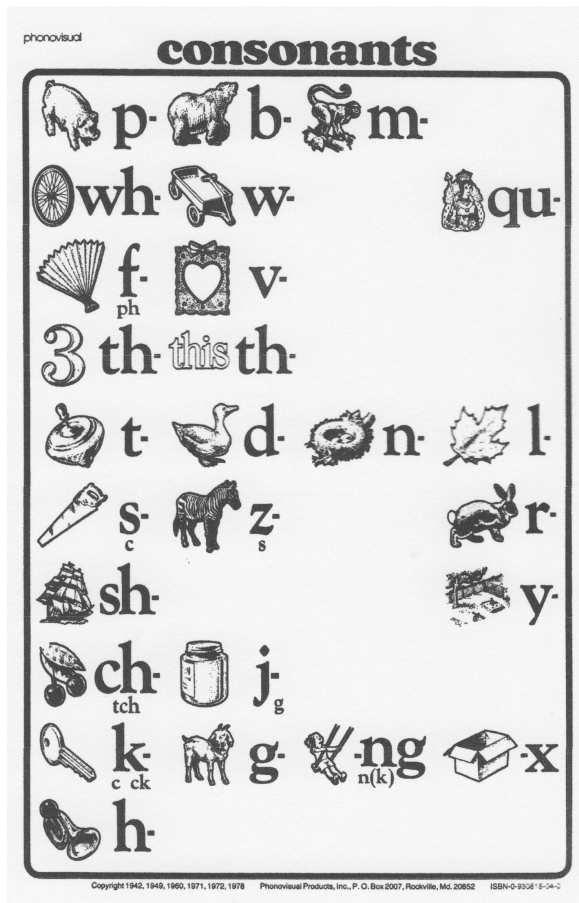
Exercise 66: **ie as in field:** tree; **ui as in fruit:** mule; **u as in put:** book

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

Exercise 69: **ci, si, ti as in special, pension, station, action:** ship; /zh/: **su as in treasure, si in vision.**

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

Sample Phonovisual Charts



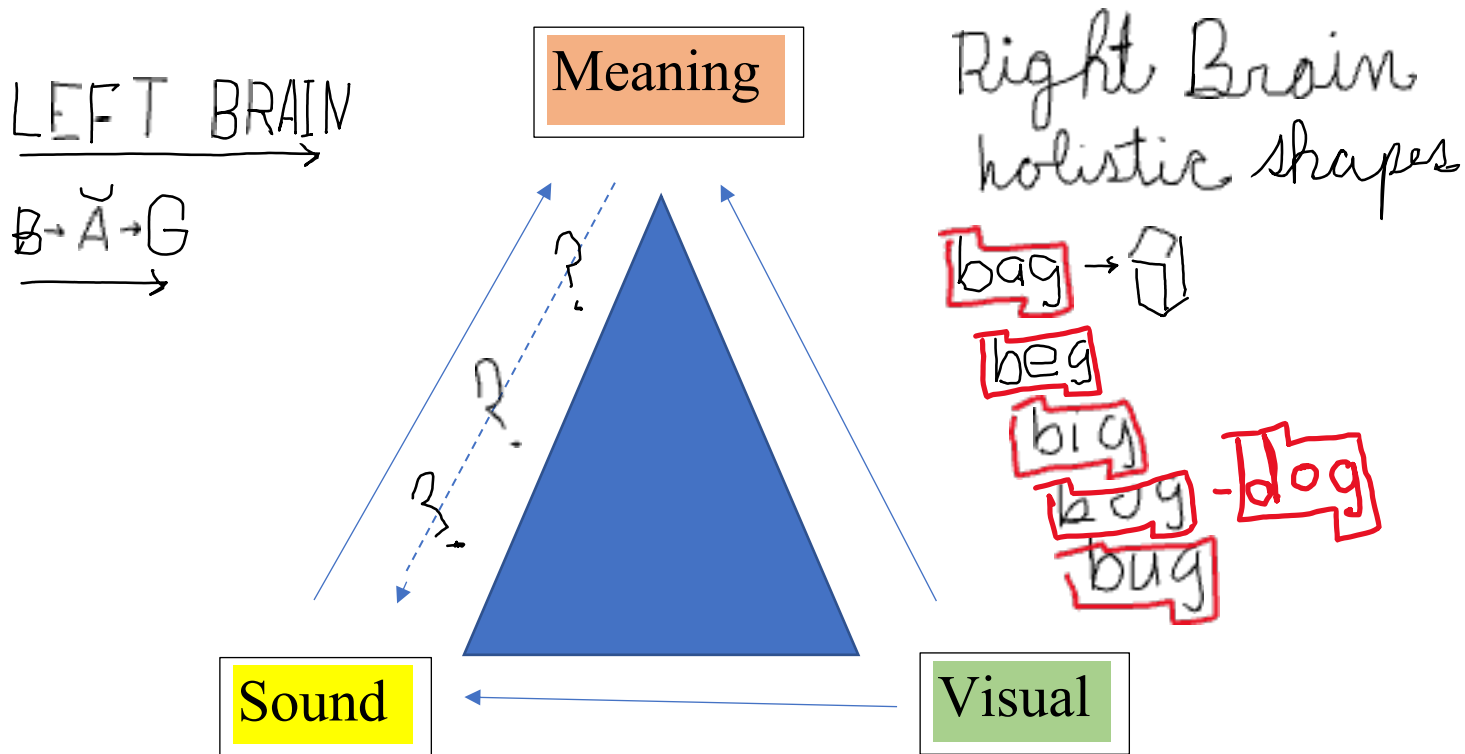
Explanation of Scientific Organization of Charts

Consonant Chart: The top of the chart starts at the front of the mouth and goes to the back going down the column. The first column (p, wh, f, th, t, s, sh, ch, k, h) are voiceless consonants (quiet cousins). The second column (b, w, v, th, d, z, j, g) represents voiced consonants (noisy cousins). The third column (m, n, ng) are nasals (singing cousins). The column on the right (qu, l, r, y, x) relates to the consonants to the left according to points of articulation (neighbors).

Vowel Chart: Top row are long vowel spellings. Second row are short vowel spellings. The vowels below the short vowel row are called “other vowels.” The small print represents secondary spellings.

Color Coded Large Wall Charts, Small Student Charts, and Flashcards can be ordered from www.phonovisual.org. They are a useful aid to teaching the sound-to-symbol correspondences also called phoneme to grapheme correspondences, abbreviated PG).

The Reading Triangle



Two Perceptual Paths to Reading

1. **Clockwise** perceptual path: “Sound” approach to reading. The Objective Route: “Visual” to “Sound” to “Meaning. Two stops to “Meaning. Right Brain perceptual path.
2. **Counter clockwise** perceptual path: “Whole-word” approach to teaching reading. The Subjective Route: “Visual” to “Meaning,” sound appearing as an afterthought. One stop to “Meaning.” Left Brain perceptual path.

This is a *conflict diagram* because a student trying to read from “Whole Word” and “Sound” at the same time will experience a conflict. The frustration can lead to a fixation on errors.

The path between the “Visual” and “Sound” is shorter, but the path from “Visual” to “Sound” to “Meaning” requires two stops. The “Visual” to “Meaning” path only requires one stop, but students reading “from whole words” cannot get to the sound till they first get the “Meaning.” To go directly (one stop) from the “Visual” to “Meaning” always requires an element of guessing. Guessing is built into the “whole word” method of teaching reading. Two perceptual paths are established from instruction: “from the Sounds” or “from the whole word.” They are difficult to change once established. The two different approaches lead to two different and opposite perceptual types: “Objective” readers who read accurately “from the sounds” and “Subjective” readers who read inaccurately from the “word shapes.”

Concerning These Phonics Exercises

Prepared by Donald L. Potter

June 10, 2009

I originally prepared these *Phonics Transparency Masters* to assist me in teaching Rudolf Flesch' 72 Phonics Exercises to large classes using an overhead projector.

Teachers will need a copy of Flesch's 1955 *Why Johnny Can't Read and what you can do about it* for detailed instructions on how to teach the exercises for maximum efficiency. Flesch also published the exercises with instructions in a 1956 book entitled, *Teaching Johnny to Read*, which you can read in the "Note to Parents and Teachers" above.

These are the finest phonics lessons available anywhere. They are equally good for beginning or remedial students. I have used them extensively for many years in my private tutoring. The results, without exception, have been excellent.

It was Mr. Edward Miller, the author of the *Miller Word Identification Assessment* for Artificially Induced Whole-Word Dyslexia, who pointed out the value of Flesch's Exercises for student with a whole-word guessing problem. I contacted Mr. Miller on March 11, 2003 about his *Sight Word Eliminator*. Rather than discuss his innovate *Sight Word Eliminator*, he proceeded to explain how he worked with two students at a time to teach Flesch's 72 Exercise. He would work with two students at a time, one to his left and one to his right. The student on the left would read two columns of Flesch's Exercises, Mr. Miller would read the middle column, and the student on the right would read the two columns on the right. After my conversation with Mr. Miller, I did a thorough study of the linguistic foundation of Flesch's approach to teaching reading with phonics-first. I have taught it to students from kindergarten up with astonishing success. When working with one student, I read the left, middle, and right columns; and the students reads the second and third columns. It is very helpful to have them read some of the columns or rows upside, following a recommendation from Dr. David Kilpatrick.

The exercises are particularly effective for **preventing** and **remediating** whole-word guessing.

Instructional Videos for all the Exercises except the Review Exercises are available the link below.

<http://donpotter.net/natural-phonics-primer.html>

I prefer to use the *Phonovisual Charts* to teach the sound-to-symbol relationships before practicing the Exercises. www.phonovisual.com. You can use the sound pictures in Flesch's *Johnny* if you prefer. I have used both.

The *Miller Word Identification Assessment* for artificially induced whole-word dyslexia is available on the www.donpotter.net website.

I called Gus Enderlin III on 1/5/1998. He told me that teachers in the Midwest were using Rudolf Flesch's Exercises in *Why Johnny Can't Read*. The book went out of print so they republished it, adding sentences and putting rules in the back of the book. I also corresponded with him by email on Sept. 21, 2003.

On 11/20/05 I called Mrs. Kate Flesch Portillo, Rudolf Flesch's daughter. She told me Flesch taught her six kids with his 72 Exercise and all his own children.

On March 24, 2022, I converted the "Practice Sentences" to **Noah Text** font for syllables. <https://noahtext.com>

Tips on Timings

Timings for beginners should not start until the students can read a page with good accuracy. Any remaining errors should be subtracted from the words per minute. If you stop the student at every error, which I usually do, the time taken to correcting the error naturally factors into the timing. Be sure and remain positive, avoid all negative remarks when correcting. If you point at the letters (always from the left side), merely stopping the point will signal for the student to give a missed word another try. [I believe each correction is an opportunity to switch from faulty right-brain activation to correct left-brain activation and eventual recovery from whole word guessing]

Students enjoy the teacher reading the Exercises with them. I got this tip from Edward Miller on March 11, 2003. Ed explained how he taught two students at a time. He would have one student set on his left and the other on his right. The student on the left would read the first two columns, Mr. Miller the middle column, and the student on the right the two columns on the right.

Since I generally work with one student at a time, I will often read the first column and then alternate with the student. I read the words at a primer rate with beginning students so they can hear me clearly articulate each phoneme (speech sound).

Since most columns have 18 words, it is possible to do a timing by just having the student read one column. I multiply 18 by 60 to get 1080. When I divide 1080 by the seconds it takes for the student to read the column, I get the words per minute. ($1080/\text{sec.} = \text{wpm}$). This is a good way to do the timings while taking turns with the teacher, tutor, or peer-tutor.

On the Exercises that have 5 rows, the student can read the rows and simply count by 5.

You can also use the traditional method of setting a timer for 1-minute and count the words. The 1970 *Victory Drill Book* had exactly 100 words on each page with a dot beside every 5th word in the column. That was very convenient for timing. I decided to keep the format of Rudolf Flesch's original Exercises, largely due to the way Flesch presented some of the later spelling patterns at the top of the Exercise: i.e., back-black, can-cane, etc.

Information on Precision Teaching

A basic feature of *Natural Phonics Primer* is **measuring rate of response** to English spelling patterns to develop an automatic response to regular word spelling as a prelude to automatic (fast and accurate subconscious) identification of words in isolation.

“Precision Teaching for Decoding and Comprehension: Materials and Methods (1976) by Glenda Brandsetter & Others.

https://archive.org/details/ERIC_ED144033/mode/2up

Natural Phonics Primer Decodable Sentence Statistics

From the Flesch-Kincaid Readability

Stage I: Blast Off

Step 1: Practice Sentences 1-5. Exercises 1-12

516 Total Words. 84 sentences. Average 6 words per sentence. 1470 characters. Average characters 2.8 per word. Total of 515 syllables in text. Readability Consensus **Grade Level: -1**. Reading Level: very, very easy to read. No words with double or +3 syllables.

Step 2: Practice Sentences 6-8. Exercises 13-23

Flesch-Kincaid: -1 Kindergarten

Readability Consensus **Grade Level 1**. Very, very easy to read. Reader's Age 6-8 (1st & 2nd grades) 448 words. 189 unique words (42% of total text). Total Repeated words 259 (58% of total text). Average words per sentence 7. Total sentences 64. Total Characters 1531. Average Characters per word 3.4. Average # of syllables per words: 1.

Stage II: Earth Orbit

Step 3: Practice Sentences 9-10. Exercises 24-39

Flesch-Kincaid Grade Level **0.4 Kindergarten**. Readability Consensus **Grade Level 2**, very, very easy to read. Reader's Age 6-8 (**First & Second Graders.**). Total Words 353. Unique Words 201 (51% of total text) Repeated Words 152 (43% of total text) Average words per sentence: 8. Total 44 sentences. Average syllable per word 1. Total syllables 375. Double syllables 24.

Step 4: Practice Sentences 11-14. Exercises 40-50

Flesch-Kincaid Grade Level 1.1. Readability Consensus **Grade Level 2**. Very easy to read, Age range 6-8 (1st & 2nd graders) 495 words. 289 unique words (58%). Repeat Words 206 (42%). Average words per sentence: 7. Total sentences 68. Total # of characters 1871. Average characters per word 3.8. Syllables per word: 1.

Stage III: Moon Landing

Step 5: Practice Sentences 15-18. Exercises 51-59

Flesch-Kincaid Grade Level. 3.1. Readability Consensus **4th grade**. Reading Level: easy to read. Ages 8-9 (4th & 5th graders) Total words 572. Unique words 337 (59% of total text). Repeated words 235 (41%) Average words per sentence 9. Total Sentences 65. Total characters 2471. Average 4.3 characters per word. Average syllables per word 1. Total syllables 831. Words with double syllables 129. (24% total test). Total words with single syllables 423 (74% of text) Percentage of 3+ syllables in text: 3%. Total # of words with 3+ syllables 20.

Step 6: Practice Sentences 19-23. Exercises 60-72

Flesch-Kincaid Grade Level 6.3. Readability Consensus **Grade Level 7**. Reading Level: standard/average. Reader's Age 11-13. (6th & 7th graders). Total words 739. Total # of unique words: 443 (60% of total text). Total # of repeated words: 296 (40% of total text). Average # of words per sentence" 9. Total # of sentences: 86.). Total # of characters: 3702. Average # of characters per word: 5) Average # of syllables per word: 2. Total syllables in text: 1211. Total # of words with double syllables: 137 (Percentage of double syllables in text: 19%). Total # of words with single syllables: 483. Percentage of single syllable in text: 65%). Percentage of 3+ syllables: 16%. Total # of words with 3+ syllables: 119)

Word Counts & Projected Completion Times For the *Natural Phonics Primer* Exercises

<i>Stage I: Lift Off</i>		<i>Stage II: Earth Orbit</i>		<i>Step III: Moon Landing</i>	
<i>Step 1</i>		<i>Step 3</i>		<i>Step 5</i>	
Ex. 1: 90		Ex. 24: 74		Ex. 51: 80	
Ex. 2: 90		Ex. 25: 90		Ex. 52: 80	
Ex. 3: 90		Ex. 26: 90		Ex. 53: 80	
Ex. 4: 90		Ex. 27: 90		Ex. 54: 80	
Ex. 5: 90		Ex. 28: 90		Ex. 55: 72	
Ex. 6: 90		Ex. 29: 90		Ex. 56: 72	
Ex. 7: 90		Ex. 30: 90		Ex. 57: 80	
Ex. 8: 90		Ex. 31: 90		Ex. 58: 80	
Ex. 9: 90		Ex. 32: 90		Ex. 59: 80	
Ex. 10: 90		Ex. 33: 90		704 Words	
Ex. 11: 90		Ex. 34: 90			<i>Step 6</i>
Ex. 12: 90		Ex. 35: 90		Ex. 60: 80	
756 Words		Ex. 36: 90		Ex. 61: 80	
	<i>Step 2</i>	Ex. 37: 90		Ex. 62: 80	
Ex. 13: 90		Ex. 38: 90		Ex. 63: 80	
Ex. 14: 90		Ex. 39: 80		Ex. 64: 80	
Ex. 15: 90		1,488 Words		Ex. 65: 80	
Ex. 16: 90			<i>Step 4</i>	Ex. 66: 80	
Ex. 17: 45		Ex. 40: 65		Ex. 67: 80	
Ex. 18: 60		Ex. 41: 90		Ex. 68: 80	
Ex. 19: 90		Ex. 42: 65		Ex. 69: 72	
Ex. 20: 90		Ex. 43: 90		Ex. 70: 80	
Ex. 21: 90		Ex. 44: 80		Ex. 71: 80	
Ex. 22: 90		Ex. 45: 90		Ex. 72: 80	
Ex. 23: 80		Ex. 46: 80		960 Words	
824 Words		Ex. 47: 90			
		Ex. 48: 72			
		Ex. 49: 52			
		Ex. 50: 80			
		773 Words			

PROJECTED COMPLETION TIME FOR EACH GRADE LEVEL FOR STUDENTS AT MASTERY LEVEL IN MINUTES

Grade Level	Speed wpm	Stage I Lift Off		Stage II Earth Orbit		Step III Moon Landing		Total Time
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
1 st	40	27	23	35	22	18	26	150
2 nd	55	20	16	26	16	13	19	109
3 rd	70	15	13	20	12	10	15	86
4 th	85	13	11	17	10	8	12	71
5 th	100	11	9	14	9	7	10	60
6 th	110	9	8	12	8	6	9	52

Acknowledgements

Dr. Rudolf Flesh (author of *Why Johnny Can't Read* (1955) and *Why Johnny Still Can't Read* (1981)), Geraldine Rodgers (researcher, teacher, friend), Noah Webster (Blue-Backed Speller), Charlie Richardson (Educational Engineer), Raymond Laurita (Spelling Doctor), Dr. Marilyn J. Adams, Dr. Charles Walcutt (Basic Reading), Dr. J. Richard Gentry (Spelling Expert & Esteemed Author of Zaner-Bloser *Spelling-Connections*), Dr. Stephen Graham, Samuel L. Blumenfeld (friend and mentor), Edward Miller (creator of the *Miller Word Identification Assessment*), Paul Lukawski, Elizabeth Brown (Phonics Page), Early Eugene Roth, Jr. (Gene), Frank Rogers, Dr. Marcia K. Henry, Twyla Greenfield (coworker & inspired poet), Albert Potter (my, uncle, 7th grade teacher, and elementary principal), Eugene O'Neal (my superb 12th grade grammar, composition, and English Lit. teacher), Dr. Bob Rose (who introduced me to Precision Teaching and the work of Dr. Ogden Lindsey), Dr. George González (ESL and Bilingual expert), Pearl Monroe (my respected and beloved first grade teacher), Mary Pecci, Dr. Patrick Groff, Randy Nelson (handwriting expert), Robert Sweet, Jr. (National Right to Read Foundation), Michael Brunner (*Retarding America: The Imprisonment of Potential*), Florence Akin (1913 *Word Mastery* & my 2014 paperback), Gerald Paden (Instructor for my 1974 class in Field Linguistics, that taught me to analyze languages for their phonemes, morphemes, and syntactical relationships), Gus Enderlin III (the originator of timed phonics drills), Kathy Alfke (Reading Boot Camp/Smart Chart/Fluency Advocate), Cindy Haynes (whose kindergarten class lead me to invent Mr. Potter's Secret of Reading: "Look at all the letters the right way, and no guessing."), Dr. Ronald P. Carver (Spelling & Rauding Rate), Ken Johnson & Elizabeth Street (Morningside Model of Generative Instruction), Dr. David Kilpatrick, Dr. Louisa Moats, Diane McGuinness, Renee Herman (Herman Dyslexia Method), Dr. Kathy González (my proofreader), Mark Seidenberg, Daniel T. Willingham, Nora Chahbazi, Robert Auckerman, I. A. Beck (Sequential/Cumulative Phonics), Barbera Bateman, Stanislas Dehaene, Mr. Frank Rogers, Arther S. Trace, Jr. (Open Court), William Carroll (Open Court before SRA/McGraw-Hill), Dolores Hiskes (*Phonics Pathways*), Lucille Schoolfield & Josephine Timberlake (Phonovisual Charts), Miriam Cherkes-Julkowski, all my dear students over last three decades, and a host of others.

General American Speech with Phonetic Symbols

With IPA Symbol and Key Words

After Donald R. Calvert, Ph.D.

Consonants

General American	IPA	Key Words	General American	IPA	Key Words
Stop Consonants			Fricative Consonants		
p	/p/	pie	h	/h/	he
b	/b/	by	wh	/w/	why
t	/t/	tie	f	/f/	fan
d	/d/	day	ph		phone
k	/k/	key	v	/v/	vine
c(a)		cat	th ¹	/θ/	thin
c(o)		cot	th ²	/ð/	
c(u)		cut	s	/s/	see
g	/b/	go	c(i)		city
Oral Resonant Consonants			c(e)		cent
y-	/j/	yes	c(y)		cycle
l	/l/	lie	z	/z/	zoo
r	/r/	red	sh	/ʃ/	she
w-	/w/	we	zh	/ʒ/	vision
Nasal Resonant Consonants			Affricate Consonants		
m	/m/	me	ch	/tʃ/	chin
n	/n/	no	tch		watch
ng	/ŋ/	long	j	/dʒ/	jam
n(k)		think	-dge		edge
			qu	[kʍ]	queen
			x	[ks]	box

General American Speech and Phonic Symbols: Vowels

General American	IPA	Key Words	General American	IPA	Key Words
Front Vowels			Back Vowels		
ee	/i/	bee	oo	/u/	boot
ea		meat	ew		grew
-y		busy	-oo-	/ʊ/	foot
-i-	/ɪ/	bit	oo(k)		book
-e-	/ɛ/	bet	aw	/ɔ/	lawn
-a-	/æ/	bat	au		caught
Mixed Vowels			a(l)		walk
ur	/ɜ:/	burn	-o-	/ɑ/	top
er	/ə/	better	ah		rah
-u-	/ʌ/	but	a(r)		car
	/ə/	upon			

General American Speech and Phonic Symbols: Diphthongs

General American	IPA	Key Words	General American	IPA	Key Words
High Nucleus Diphthongs			Low Nucleus Diphthongs		
u-e	[ju]	cute	oi	/ɔɪ/	coin
a-e	/eɪ/	made	oy		boy
ai		bait	i-e	/aɪ/	bite
oa	/oʊ/	boat	igh		fight
-o		no	ou	/aʊ/	mouth
			ow		cow

These charts were formatted by Donald L. Potter on March 12, 2022. They were created by Donald R. Calvert, who was the Director of the Central Institute for the Deaf in St. Louis, Missouri.

Most of the IPA (International Pronouncing Alphabet) were available on my Macbook Pro. The symbols that were not available on my computer were taken from: <https://westonruter.github.io/ipa-chart/keyboard/>

Two of the symbols for the mixed vowels were located at Jakub Marian's website.

<https://jakubmarian.com/international-phonetic-alphabet-ipa-for-english-vowels/>

These charts are basically updates of Caroline Yale's Northampton Charts. Interestingly, the Phonovisual Charts were based on the Northampton Chart. The old Open Court was also made use of the Northampton symbols. The Association Method continues to use a slightly updated version of the Northampton Charts.

Statistics for the proportion of time a General American Symbol represents the sound indicated in 7,500 words comprising 14,000 syllables:

ee of *beet* 96%; ea of *mean* 74%; -i- of *bit* 91%; -e- of *bet* 70%; -a- of *bat*; 83%; -u- of *but* 73%; oo of *boot* 59%; -oo- of *foot* 51%; oo(k) of *book* 100%; aw of *lawn* 100%; au of *caught* 88%; -o- of *top* 53%; u-e of *cute* 100%; a-e of *made* 100%; ai of *bait* 90%; oa of *boat* 98%; oi of *coin* 99%; i-e of *bite* 99%; ou of *mouth* 60%; ow of *cow* 48%.

Calculations for x Seconds for y Words
Chart for Minimum Calculated Speed for _____ wpm.
For the *Natural Phonics Primer* Exercises
& Decodable Practice Sentences

<i>Step 1</i>			<i>Step 3</i>			<i>Step 5</i>		
Ex. 1: 90	2.25m	135s	Ex. 24: 74	1.85m	111s	Ex. 51: 80	2m	120s
Ex. 2: 90	2.25m	135s	Ex. 25: 90	2.25m	135s	Ex. 52: 80	2m	120s
Ex. 3: 90	2.25m	135s	Ex. 26: 90	2.25m	135s	PS 15: 137		
PS 1: 84	2.1m	126s	Ex. 27: 90	2.25m	135s	Ex. 53: 80	2m	120s
Ex. 4: 90	2.25m	135s	Ex. 28: 90	2.25m	135s	Ex. 54: 80	2m	120s
Ex. 5: 90	2.25m	135s	Ex. 29: 90	2.25m	135s	PS 16: 155		
PS 2: 64	1.6m	96s	Ex. 30: 90	2.25m	135s	Ex. 55: 72		
Ex. 6: 90	2.25m	135s	Ex. 31: 90	2.25m	135s	Ex. 56: 72		
Ex. 7: 90	2.25m	135s	Ex. 32: 90	2.25m	135s	Ex. 57: 80	2m	120s
PS 3: 119	2.975m	178.5	Ex. 33: 90	2.25m	135s	PS 17: 143		
Ex. 8: 90	2.25m	135s	PS 9: 133	3.325m	199.5s	Ex. 58: 80	2m	120s
Ex. 9: 90	2.25m	135s	Ex. 34: 90	2.25m	135s	Ex. 59: 80	2m	120s
PS 4: 103	2.575m	154.5	Ex. 35: 90	2.25m	135s	PS 18: 147		
Ex. 10: 90	2.25m	135s	Ex. 36: 90	2.25m	135s			
Ex. 11: 90	2.25m	135s	Ex. 37: 90	2.25m	135s			
Ex. 12: 90	2.25m	135s	Ex. 38: 90	2.25m	135s			
PS 5: 143	3.575m	214.5s	Ex. 39: 80	2m	120s			
			PS 10: 219			5.475m 328.5s		
<i>Step 2</i>			<i>Step 4</i>			<i>Step 6</i>		
Ex. 13: 90	2.25m	135s	Ex. 40: 65	1.625m	97.5m	Ex. 60: 80	2m	120s
Ex. 14: 90	2.25m	135s	Ex. 41: 90	2.25m	135s	Ex. 61: 80	2m	120s
Ex. 15: 90	2.25m	135s	Ex. 42: 65	1.625	97.5	Ex. 62: 80	2m	120s
Ex. 16: 90	2.25m	135s	Ex. 43: 90	2.25m	135s	Ex. 63: 80	2m	120s
PS 6: 121	3.025m	275s	PS 11: 144	3.6m	216s	PS 19: 226		
Ex. 17: 45	1.025	61.5s	Ex. 44: 80:	2m	120s	Ex. 64: 80	2m	120s
Ex. 18: 60	1.5m	90s	Ex. 45: 90	2.25m	135s	PS 20: 92		
Ex. 19: 90	2.25m	135s	PS 12: 110	2.75m	165s	Ex. 65: 80	2m	120s
PS 7: 184	4.6m	276s	Ex. 46: 80	2m	120s	Ex. 66: 80	2m	120s
Ex. 20: 90	2.25m	135s	Ex. 47: 90	2.25m	135s	Ex. 67: 80	2m	120s
Ex. 21: 90	2.25m	135s	PS 13: 101	2.525m	151.5s	Ex. 68: 80	2m	120s
Ex. 22: 90	2.25m	135s	Ex. 48: 72	1.8m	101s	PS 21: 137		
PS 8: 143	3.575m	214.15s	Ex. 49: 52	1.3m	78s	Ex. 69: 72	2m	120s
Ex. 23: 80	2m	120s	Ex. 50: 80	2m	120s	Ex. 70: 80	2m	120s
			PS 14: 139			Ex. 71: 80	2m	120s
						PS 22: 141		
						Ex. 72: 80	2m	120s
						PS 23: 141		

x/y = z. x = # of words, y = calibrated speed in wpm, z = timing in minutes (x60=seconds)