

Natural Phonics Primer™

Phonovisual Chart Correlations

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

Exercises 1 – 12

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

Exercise 2: **ĕ**: bed

Exercise 4: **ĭ**: fish

Exercise 6: **ŏ**: 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. Short and long Vowels and vowel combinations spelled with two or three letters.

Exercises 24 – 39

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

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

Exercise 27: **ar**: car

Exercise 28: **or**: fork

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

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

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

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

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

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

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

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

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

Exercise 40: **ā** as in **name**: cake

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

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

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

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

Exercise 48: **ing**: swing

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

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

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

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

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

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

Step 5. Irregular Spellings. Exercises 60 – 72

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

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

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

Exercise 66: **ie** as in **field**: 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**: top

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

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

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

Note from Internet Publisher: Donald L. Potter

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

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