

**Phonovisual Long-Vowel-First Sequence
for Remedial Instruction**

Drills for Building Word Identification Fluency

Words Mostly from the 1960 Phonovisual Method Manual

Cursive Edition

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Phonovisual Consonants

Track 1: 26 Consonant Speech Sounds - (1560/sec. = sounds per minute)

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

Phonovisual Vowels

Track 2: 18 Vowel Speech Sounds (1080/sec. = sounds per minute)

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

Note that the /zh/ speech sound was not included in the Phonovisual Consonant Chart because it is only used in a few common words. It is the voiced counterpart of *sh* as in *measure*, *treasure*, and *pleasure*.

Stage I: Phonetic Words of One Syllable Long Vowels

Track 3: 1-1: *ee* as in *tree* (primary spelling) -75 words (4500/sec.=wpm)

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

Track 4: 1-2: ea as in leaf (secondary spelling) - 77 words (4620/sec.=wpm)

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

Track 5: 1-3: -e as in me (secondary spelling) – 6 words (360/sec.=wpm)

be he me she the we

Track 6: 1-4: ie as in field (secondary spelling) – 12 words (720/sec.=wpm)

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

Track 7: 1-5: e-e as in *these* (secondary spelling) – 7 words (420/sec.=wpm)

Pete here these Steve eve mere gene

Track 8: 2-1: a-e as in *cake* (primary spelling) - 114 words (6840/sec.=wpm)

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

Track 9: 2-2: ai as in rain (secondary spelling) - 55 words (3300/sec.=wpm)

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

Track 10: 2-3: ay as in play (secondary spelling) - 24 words (1440/sec.=wpm)

<i>bay</i>	<i>bray</i>	<i>clay</i>	<i>day</i>	<i>flay</i>	<i>fray</i>
<i>gray</i>	<i>hay</i>	<i>jay</i>	<i>lay</i>	<i>may</i>	<i>may</i>
<i>pay</i>	<i>play</i>	<i>pray</i>	<i>ray</i>	<i>say</i>	<i>slay</i>
<i>spray</i>	<i>stay</i>	<i>stray</i>	<i>sway</i>	<i>tray</i>	<i>way</i>

Track 11: 2-4: ey as in they (secondary spelling) - 4 words (240/sec.=wpm)

hey *prey* *they* *obey*

Track 12: 2-5: ea as in bear (secondary spelling) - 8 words (480/sec.=wpm)

steak *break* *great* *bear* *pear* *wear*
tear *swear*

Track 13: 2-6: ei as in vein and eigh as in eight (secondary spelling) - 9 words
(540/sec.=wpm)

eight *eighty* *eighteen* *weigh* *weight*
freight *sleigh* *veil* *vein*

Track 14: 3-1: i-e as in five (primary spelling) - 77 words (4260/sec.=wpm)

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

Track 15: 3-2: ie as in pie (secondary spelling) - 15 words (900/sec.=wpm)

cried *cries* *die* *dried* *dries*
fried *lie* *lies* *lied* *pie*
spies *tie* *ties* *tied*

Track 16: 3-3: -y as in my (secondary spelling) - 17 words (340/sec.=wpm)

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

Track 17: 3-4: igh in high (secondary spelling) -17 words (1020/sec. wpm)

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

Tack 18: 4-1: o-e as in rose (primary spelling) - 67 words (4020/sec.=wpm)

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

Track 19: 4-2: oa as in boat (secondary spelling) - 35 words (2100/sec.=wpm)

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

Track 20: 4-3: oe as in toe (secondary spelling) - 8 words (480/sec.=wpm)

foe goes hoe hoed Joe toe woe doe

Track 21: 4-4: ow as in snow (secondary spelling) - 18 words (1080/sec.=wpm)

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

Track 22: 4-5: -o as in go (secondary spelling) - 6 words (360/sec.=wpm)

go going lo no so ho

Track 23: 5-1: u-e as in mule (primary spelling) - 16 words (960/sec.=wpm)

cube cures cute duke dune dupe
fume fuse mules mute nude pure
tube tune use Yule

Track 24: 5-2: ew as in few (secondary spelling) - 12 words (720/sec.=wpm)

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

Track 25: 5-3: ue as in blue (secondary spelling) - 9 words (540/sec.=wpm)

blue clue flue glue
true due hue Sue

Stage II: Short Vowels

6. -a- as in *cat* (primary spelling) – Total 219 words total

Track 26: 6-1: without consonant blends - 99 words (5940/sec.=wpm)

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

Track 27: 6-2: -a- with beginning & ending consonant blends -118 words (7080/sec.=wpm)

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

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

Track 28: 7-1: -e- as in *bed* (primary spelling) without Cons. Blends – 43 words (2580/sec.=wpm)

<i>bed</i>	<i>beg</i>	<i>bet</i>	<i>check</i>	<i>deck</i>	<i>dem</i>
<i>fed</i>	<i>fell</i>	<i>get</i>	<i>hem</i>	<i>hem</i>	<i>jet</i>
<i>keg</i>	<i>led</i>	<i>leg</i>	<i>let</i>	<i>mem</i>	<i>mesh</i>
<i>met</i>	<i>neck</i>	<i>net</i>	<i>peck</i>	<i>pen</i>	<i>pep</i>
<i>pet</i>	<i>red</i>	<i>set</i>	<i>seven</i>	<i>sex</i>	<i>shed</i>
<i>tell</i>	<i>ten</i>	<i>them</i>	<i>them</i>	<i>vex</i>	<i>web</i>
<i>wed</i>	<i>wet</i>	<i>whem</i>	<i>whet</i>	<i>yes</i>	<i>yet</i>
<i>well</i>					

Track 29: 7-12 -e- words with Beg. & End. Cons. Blends – 70 words (4200/sec.=wpm)

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

Track 30: 7-3: ea as in bread (secondary spelling) - 13 words (780/sec.=wpm)

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

8. -i- as in fish (primary spelling) –189 total words

Track 31: 8-1: -i- without consonant blends: 93 words (5580/sec.=wpm)

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

Track 32: 8-2: -e- with beg. & end. Consonant blends – 102 words (6120/sec.=wpm)

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

Track 33: 8-3: -y as -i- in city and -ies (secondary spelling) - 30 words (1800/sec.=wpm)
 (Some dictionaries consider this a long-ē, but the syllable is unaccented.)

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

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

Track 34: 9-1: -o- as in top (primary spelling) without consonant blends - 50 words
 (3000/sec.=wpm)

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

Track 35: 9-2: -o- words with beginning and ending consonant blends – 30 words

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

Track 36: 9-3: wa as -o- in (secondary spelling) - 7 words 420/sec.=wpm)

want what was wash wander water watch

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

**Track 37: 10-1: -u- words without beginning or ending consonant blends – 65 words
(3900/sec.=wpm)**

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

Track 38: 10-2: -u- words with beginning and ending consonant blends – 84 words
(5040/sec.=wpm)

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

Track 39: 10-3: o as -u- in some (secondary spelling) - 13 words (720/sec=wpm)

<i>come</i>	<i>some</i>	<i>ton</i>	<i>won</i>	<i>love</i>
<i>month</i>	<i>honey</i>	<i>money</i>	<i>cover</i>	<i>Monday</i>
<i>dozen</i>	<i>from</i>	<i>done</i>		

Stage III. Other Vowel Sounds

Track 40: 11-1: aw as in saw (primary spelling) - 32 words (1920/sec.=wpm)

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

Track 41: 11-2: au as in fault (secondary spelling) - 13 words (780/sec.=wpm)

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

Track 42: 11-3: a(ll) as in ball (secondary spelling) - 13 words (780/sec.=wpm)

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

Track 43: 12-1: a(r) as in car (primary spelling) - 50 words (3000/sec.=wpm)

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

Track 44: 13-1: long oo as in moon (primary spelling) - 27 words (1620/sec.=wpm)

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

Track 45: 13-2: long oo as o in to (secondary spelling) - 5 words (360/sec.=wpm)

to do two who tomorrow into

Track 46: 14-1: short oo as in book (primary spelling) - 12 words (720/sec.=wpm)

book brook cook foot good hook look
mook shook stood took wool

Track 47: 14-2: short oo sound as in push (secondary spelling) - 6 words (360/sec.=wpm)

bull bush full pull push put

Track 48: 15-1: ow as in clown (primary spelling) - 16 words (520/sec.=wpm)

bow brown clown cow crowd
crown down drown frown gown
growl how howl now row
town

Track 49: 15-2: ou as in loud (secondary spelling) - 20 words (1200/sec.=wpm)

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

Track 50: 16-1: oy as in boy (primary spelling) - 6 words (360/sec.=wpm)

boy cloy coy joy toy Troy

Track 51: 16-2: oi as in boil (secondary spelling) - 20 words (1200/sec.=wpm)

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

TRACK 52: 17-1: o(r) as in fork (primary spelling) - 20 words (1200/sec.=wpm)

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

Track 53: 18-1: ur as in fur (primary spelling) - 25 words (1500/sec.=wpm)

burns burnt burst blur church
churn cur curb curd curl
curt fur furl hurl hurt
lurch purl slur spur spurn
surf turf Turk turn urn

Track 54: 18-2: er as in her (secondary spelling) - 13 words (780/sec.=wpm)

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

Track 55: 18-3: ir as in sir (secondary spelling) - 17 words (1020/sec.=wpm)

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

Track 56: 18-4: or as in word (secondary spelling) - 6 words (360/sec.=wpm)

word work world worm worst worth

Supplement

Track 57: ti, si, ci (secondary spellings for sh) - 19 words (1140/sec.=wpm)

action partition attention portion
addition station mation affection
invitation foundation expression education
mention mission impression special
delicious malicious musician

Track 58: kn as knife (secondary spelling for n) - 11 words (840/sec.=wpm)

knife knives knit knee kneels knit
knot know knew known knows

Track 59: wr as in wrote (secondary spelling for r) - 10 words (600/sec.=wpm)

write wretch wreath wrist wring wrote
wreck wrong wrath wrench

Compound Phonetic Words – Long & Short Vowel Spellings Only

Track 60: 62 words (3780/sec.=wpm)

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

Compound Phonetic Words – Long Short & Other Vowel Spellings

Track 61: 15 words (900/sec.=wpm)

<i>barnyard</i>	<i>broomstick</i>	<i>driftwood</i>	<i>fishhook</i>
<i>footprints</i>	<i>footstep</i>	<i>footstool</i>	<i>sawdust</i>
<i>seesaw</i>	<i>starfish</i>	<i>sundown</i>	<i>sunburst</i>
<i>toothbrush</i>	<i>upstart</i>	<i>withdraw</i>	

Harder Words for Remedial Pupils

Track 62: 51 (words3060/sec=wpm)

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

Odds and Ends

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

Track 63: Dolch List Words Not Taught in the program. – 49 words (2940/sec=wpm)

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

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

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

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

Some noteworthy patterns not directly taught with Phonovisual

Track 64: Noteworthy Patterns: 34 words (2040/sec=wpm)

Long i: *find kind mind blind wind bind*

Long o: *old cold bold fold mold*
told scold hold sold mold

Silent-e: -le: *whittle kittle fiddle*
little bottle turtle
jungle candle rifle
saddle rifle tattle

ould: *could would should*

(zh): *measure treasure pleasure*

Brief Instructions On the Use of the Fluency Drills

- Spelling Dictation Before Reading -

These Fluency Drills are extremely valuable for developing very high reading fluency (speed + accuracy) rates.

Phonovisual Remedial Method is very different from most remedial reading programs in that it teaches the students to spell the words from the sounds **before** asking the students to read the words from the written letters. This involves **dictation** of words not previously taught.

First Step: Make is to make sure the students have thoroughly mastered the **26 consonants** on the Phonovisual Consonant Chart.

Second Step: Introduce all the 18 **Vowel Sounds** on the Phonovisual Vowel Chart. The vowels should be drilled everyday and even between classes with the recoding. They will be fully mastered in step three as they are practiced one at a time in the developmental sequence.

Third Step: Dictate the words on the Word Lists one at a time for the student to **write** from the sounds. My preference and practice is to use cursive, but manuscript or italic will also work just fine. I have the students write the words in a notebook for permanent reference. When the students make a mistake, gently help them figure out their error with the use of the charts.

Fourth Step: Have the students **listen** to the recordings of the words. This is an important step in developing fluency identifying the words by sight. This is to be done **AFTER** they have written the words. This is not a sight-word program. The goal is to develop the Letter Box on the left side of the brain, not the Shape Box on the right side of the brain.

Fifth Step: Have the student practice **reading** orally for fluency the words they have written from dictation. Keep a record of their fluency & accuracy. Speeds will increase over time as the letter recognition nerve pathways become more highly developed. This can be assigned for homework. A good peer reader can also do the timings. It is **VERY** important to listen to the student to make sure they are not making any errors. The student must correct **EVERY** in order to make sure they are not just reinforcing bad habits.. The remedial program is basically a program to help students overcome bad habits they developed from former reading instruction that emphasized sight-word memorization and caused the reading problems in the first place.

The formula with each group of words is one of several ways of timing the students. You can just time a student for one minute and count the words. You can time them for 30 seconds and multiply by 2. You could have them read a section such as a column and multiply the number of words by 60 and divide by the number of seconds. The important thing is to be sure the results are in **words per minute** so improvement can be measured over time with a constant standard.

There is no need to rush fluency development. It will automatically increase with daily practice over time. Always be positive and complement the students' efforts. Reminds students to look at all the letters the right way, and no guessing, when reading the words.

Phonovisual Fluency Practice: Consonants

p

b

m

mb

wh

w

qu

f

v

ph gh

th

th

t

d

n

kn gn

l

s

z

r

c

se

wr

sh

ti si ci

y

ch

tch

j

g

k

c ck

g

ng

n(k)

x

h

Phonovisual Fluency Practice: Vowels

a - e	ee	i - e	o - e	u - e
ay ai ea ³ eigh -e ea ¹ ie		-y igh	oa ow ² -o	ew ue

- a -	- e -	- i -	- o -	- u -
	ea ²	-y	wa-	o ³

aw	oo	ur
au a(ll)		er ir or

a (r)

oo
u³

ow
ou

oy
oi

o(r)

Note From Internet Publisher: Donald L. Potter

October 10, 2015

The words for teaching the Phonovisual Method were mostly taken from the 1960 edition. In the 1978 *Textbook for Teachers* the words with consonant blends are taught after the words without consonant blends. I follow the 1960 book in teaching them all together. I think this is better for remedial work. Separating them may be better for beginning elementary students.

The numbers represent the vowels on the Phonovisual Charts. The first number indicates the sound and the second number the spelling: 1-1 is always the primary spelling; 1-2, etc., represents the secondary spellings. The dictation can begin as soon as the student has mastered all the consonants and the first vowel spelling, ee.

The new manual, *Textbook for Teachers*, and the two charts can be purchased at www.phonovisual.com. The new charts are coded in five colors. Excellent workbooks and flashcards are also available. The charts are a MUST!

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

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

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

In reality, the Phonovisual Method is perhaps the best phonemic awareness program ever published; although when published in 1942, the word phoneme was mostly largely restricted to the vocabulary of structural linguistics. The Remedial Program first establishes awareness of the phonemes and then reinforces that knowledge in a practical way through the dictation of the words that use the speech sounds (phonemes) and spelling patterns (orthography) that has been taught.

Mr. Potter's website is: www.donpotter.net. A lot more information on the Phonovisual Method can be found there. For more information on the advantages of using cursive to teach spelling and reading see my "Shortcut to Cursive" and Samuel L. Blumenfeld's "Cursive First. Both are available on my website.

The GOAL of the program is to automate the students' responses to the letters and letter combinations as measured by reaction times in words per minute. We infer mental processes from reaction times to the fundamental elements of the written language. We target these sub-elements rather than whole word responses. Incorrect responses are NEVER allowed to go uncorrected. Context clues (guessing) are purposefully eliminated to focus attention on vital lower-level skills.

Last revision was made November 17, 2015.

Phonovisual Long Vowel Remedial – Audio Tracks

Track 1: 26 consonant speech sounds

Track 2: 18 vowel speech sounds

Stage 1: Long Vowels

Long ē - tree

Track 3: 75 words (ee)

Track 4: 77 words (ea)

Track 5: 6 words (-e)

Track 6: 12 words (ie)

Track 7: 7 words (e-e)

Long ā - cake

Track 8: 114 words (a-e)

Track 9: 55 words (ai)

Track 10: 24 words (ay)

Track 11: 4 words (ey)

Track 12: 8 words (ea)

Track 13: 9 words (eigh)

Long ī - five

Track 14: 77 words (i-e)

Track 15: 15 words (ie)

Track 16: 17 words (-y)

Track 17: 17 words (igh)

Long ō - rose

Track 18: 67 words (o-e)

Track 19: 35 words (oa)

Track 20: 8 words (oe)

Track 21: 18 words (ow)

Track 22: 6 words (-o)

Long ū - mule

Track 23: 16 words (u-e)

Track 24: 12 words (ew)

Track 25: 8 words (ue)

Stage 2: Short Vowels

Short ä - cat

Track 26: 99 words -a-

Track 27: 118 words -a-

Short ě - bed

Track 28: 43 words -e-

Track 29: 70 words -e-

Track 30: 13 words (ea)

Short ĭ - fish

Track 31: 93 words -ĭ-

Track 32: 102 words -ĭ-

Track 33: 30 words (--y)

Short ǒ - top

Track 34: 50 words (-o-)

Track 35: 30 words (-o-)

Track 36: 7 words (wa-)

Short ů - duck

Track 37: 65 words -u-

Track 38: 84 words -u-

Track 39: 13 words (o=u)

Stage 3: Other Vowels

aw - saw

Track 40: 32 words aw

Track 41: 13 words au

Track 42: 13 words all

a(r) - car

Track 43: 50 words ar

Long oo - moon

Track 44: 27 words oo

Track 45: 6 words o

Short oo - book

Track 46: 12 words oo

Track 47: 6 words (u)

ow - cow

Track 48: 16 words ow

Track 49: 20 words ou

oy - boy

Track 50: 6 words oy

Track 51: 20 words oi

o(r) - fork

Track 52: 20 words or

ur - fur

Track 53: 25 words ur

Track 54: 13 words er

Track 55: 17 words ir

Track 56: 6 words wor

Supplement

ti/si/ci - ship

Track 57: 20 words - ti/si/ci

kn - knife

Track 58: 11 words kn

wr - rabbit

Track 59: 10 words wr

Compd. Phonetic Words L/S

Track 60: 62 words

Compd. Phonetic Words L/S/Other Vowels

Track 61: 15 words

Harder Words for Remedial Students

Track 62: 51 words - polysyllables

Untaught Dolch List Words

Track 63: 49 words - Study Words

Vowels Noteworthy Patterns

Track 64: 34 words ind/old/le/ould/su

Phonovisual Long Vowel First Remedial Reading Program

Long E Vowel Homonyms

be – bee beech – beach beets – beats flee – flea,
heel – heal leech – leach leek – leak lee – lea
meet – meat peek – peak peel – peal reed – read,
reel – real see – sea seem – seam steel – steal
we – wee week – weak

beat – beet fleas – flees heals – heels lea – lee
meat – meet reads – reeds sees – seas seem – seam,
teams – teems week – weak

Long A Vowel Homonyms

ate – eight bale – bail brake – break gate – gait
gale – Gail lane – lain mane – main made – maid
male – mail tale – tail vale – veil stake – steak
bare – bear slay – sleigh stayed – staid pray – prey
wait – weight way – weigh gray – grey tare – tear

Long I Vowel Homonyms

rite – right -write rime – rhyme

Long O Vowel Homonyms

groan – grown ho – hoe hose – hoes hole – whole
know – no, knows – nose load – lode moan – mown
mode – mowed road – rode – rowed roe – row role – roll
rose – rows rote – wrote throne – thrown toe – tow
yoke – yolk sew – so – sow

Long U vowel Homonyms

blew – blue brews – bruise chews – choose crews – cruise dew - due
flew – flu – flue knew – new threw – through to – too- two who's - whose