

PHONOVISUAL CHARTS METHOD
FLUENCY BUILDING EXERCISES

Drills for Building Word Identification Fluency

Words Mostly from the 1960 Phonovisual Manual

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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

Voiceless Consonants: Quiet Cousins

Voiced Consonants: Noisy Cousins

Nasals: Singing Cousins

Other Consonants: Relatives

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*.

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)

Stage I: Short Vowels

Vowel Sound 1: *-a-* as in *cat* (primary spelling) – 216 words total

Track 3: 1-1A: without consonant blends - 98 words (5880/sec.=wpm)

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

Track 4: 1-1B: -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	clan	clang
clap	clash	clasp	crab	crack
crag	cram	cramp	crash	daft
damp	drab	draft	drag	dram
fang	fast	flag	flap	flash
flat	flax	clasp	glad	gland
grab	graft	gram	grand	grant
gasp	hand	hasp	lamp	land
last	mask	mast	pant	past
plan	plant	quack	raft	ramp
ranch	rant	rapt	sand	scamp
scan	scant	scram	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		

Vowel Sound 2. -e- as in *bed* (primary spelling) – 114 words total

Track 5: 2-1: -e- as in *bed* (primary spelling) without consonant blends – 43 words
(2580/sec.=wpm)

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

Track 6: 2-2: -e- words with beginning and ending consonant blends – 70 words
(4200/sec.=wpm)

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

Track 7: 2-3: ea as in bread (secondary spelling) - 13 words (780/sec.=wpm)

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

Vowel Sound 3. -i- as in fish (primary spelling) –189 total words

Track 8: 3-1: -i- without consonant blends: 93 words (5580/sec.=wpm)

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

Track 9: 3-2: -i- with beg. & end. Consonant blends – 102 words (6120/sec.=wpm)

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

Track 10: 3-3: -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.)

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

Vowel Sound 4. -o- as in *top* (primary spelling) – 82 words total

Track 11: 4-1: -o- as in *top* (primary spelling) w/o cons. blends - 50 words (3000/sec.=wpm)

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

Track 12: 4-2: -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 13: 4-3: *wa* as *-o-* in (secondary spelling) - 7 words 420/sec.=wpm)

want what was wash wander water watch

Vowel Sound 5. *-u-* as in *duck* (primary spelling) - 150 words

Track 14: 5-1: *-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	shun
shut	sub	such	suck	sum	sun
sung	sup	thud	thus	tub	tuck
tug	tut	up	upon	us	

Track 15: 5-2: -u- words with beginning and ending consonant blends – 84 words
(5040/sec.=wpm)

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

Track 16: 5-3: o as -u- in some (secondary spelling) - 13 words (720/sec=wpm)

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

Stage II: Phonetic Words of One Syllable Long Vowels

Vowel Sound 6: a-e - as in *cake* (primary spelling) - 214 words

Track 17: 6-1: a-e as in *cake* (primary spelling) - 114 words (6840/sec.=wpm)

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

Track 18: 6-2: *ai* as in *rain* (secondary spelling) - 55 words (3300/sec.=wpm)

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

Track 19: 6-3: *ay* as in *play* (secondary spelling) - 24 words (1440/sec.=wpm)

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

Track 20: 6-4: *ey* as in *they* (secondary spelling) - 4 words (240/sec.=wpm)

hey prey they obey

Track 21: 6-5: *ea* as in *bear* (secondary spelling) - 8 words (480/sec.=wpm)

steak	break	great	bear	pear
wear	tear	swear		

Track 22: 6-6: *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

Vowel Sound 7. *ee* as in *tree* (primary spelling) - 177 words

Track 23: 7-1: *ee* as in *tree* (primary spelling) -75 words (4500\sec.=wpm)

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

Track 24: 7-2: *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	dean	dream	feast
flea	freak	gleam	glean	heal
heap	heat	heath	lea	leach
lead	leaf	leaves	lean	leak
leap	least	mean	meat	neat
pea	peach	peal	peat	plea
please	plead	preach	reach	read
ream	reap	sea	seal	seam
seat	scream	sheaf	sheaves	sneak
speak	squeak	squeal	steal	steam
streak	stream	tea	teach	team
treat	tweak	veal	weak	wheat
yeast	zeal			

Track 25: 7-3: *-e* as in *me* (secondary spelling) – 6 words (360/sec.=wpm)

be he me she the we

Track 26: 7-4: *ie* as in *field* (secondary spelling) – 12 words (720/sec.=wpm)

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

Track 27: 7-5: *e-e* as in *these* (secondary spelling) – 7 words (420/sec.=wpm)

Pete here these Steve eve mere gene

Vowel Sound 8: *i-e* as in *five* (primary spelling) - 109 words

Track 28: 8-1: *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 29: 8-2: *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 30: 8-3: *-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 31: 8-4: *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

Vowel Sound 9: *o-e* as in *rose* (primary spelling) - 243 words

Tack 33: 9-1: *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 33: 9-2: *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 oats oath poach roach
road roam roast soak soap
shoal shoat toad toast throat

Track 34: 9-3: *oe* as in *toe* (secondary spelling) - 8 words (480/sec.=wpm)

foe goes hoe hoed Joe toe woe doe

Track 35: 9-4: *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 36: 9-5: *-o* as in *go* (secondary spelling) - 6 words (360/sec.=wpm)

go going lo no so ho

Vowel Sound 10:*u-e-* as in *mule* (primary spelling) - 36 words

Track 37: 10-1: *u-e* as in *mule* (primary spelling) - 16 words (960/sec.=wpm)

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

Track 38: 11-2: *ew* as in *few* (secondary spelling) - 12 words (720/sec.=wpm)

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

Track 39: 10-3: *ue* as in *blue* (secondary spelling) - 8 words (480/sec.=wpm)

blue clue flue glue
true due hue Sue

Stage III. Other Vowel Sounds

Vowel Sound 11: *aw* as in *saw* (primary spelling) - 58 words

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
pawn 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(II)* as in *ball* (secondary spelling) - 13 words (780/sec.=wpm)

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

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

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

Vowel Sound 13: *oo* as in *moon* (primary spelling) - 33 words

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) - 6 words (360/sec.=wpm)

to do two who tomorrow into

Vowel Sound 14: *oo* as in *book* (primary spelling) - 36 words

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

book brook cook foot good hook look
nook 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

Vowel Sound 15: *ow* as in *cow* (primary spelling) - 36 words

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

Vowel Sound 16: *oy* as in *boy* (primary spelling) - 26 words

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

Vowel Sound 17: *or* as in *fork* (primary spelling) - 20 words

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

Vowel Sound 18: *ur* as in *fur* (primary spelling) - 58 words

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

burn 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) - 20 words (1200/sec.=wpm)

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

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 (6200/sec.=wpm)

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

Compound Phonetic Words – Long Short & Other Vowel Spellings

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

barnyard	broomstick	driftwood
fishhook	footprint	footstep
footstool	sawdust	seesaw
starfish	sundown	sunburst
toothbrush	upstart	withdraw

Harder Words for Remedial Pupils

Track 62: 51 (words3060/sec=wpm)

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

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)

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

Note there are 220 words 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 drilled 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 Phonovisual Fluency Drills are extremely valuable for developing very high reading fluency (speed + accuracy) rates.

The 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 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 by listening to the recording. They will be fully mastered in Step Three, where they will be 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 memorization program. The goal is to develop the Letter Box on the left 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** mistake 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 guessing, which is what 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 consistent 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 ea³ eigh -e ea¹ ie -y igh oa ow² -o ew ue

- a - **- e -** **- i -** **- o -** **- u -**
 ea² -y wa- o³

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 Remedial Reading Program 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 in the following order:

Short Vowels: 1 -a- (cat) 2 -e- (bed) 3 -i- (fish) 4 -o- (top) 5 -u- (duck)
Long Vowels: 6 a-e 7 ee (tree) 8 i-e 9 o-e 10 u-e
Other vowels: 11 aw 12 a(r), 13 oo (moon), 14 oo(book) 15 ow (cow),
16 oy (boy) 17 o(r) (fork) 18 (er)

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://youtu.be/kEGJJ_4sqJs

In reality the Phonovisual Method is perhaps the best phonemic awareness program ever published; although when published in 1942 the word phoneme was mostly restricted to the vocabulary of the Structural Linguists. The Fluency 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.

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 in order to focus the student's attention on critical lower-level skills - upon which upper-level skills depend.

Last revision was made on September 7, 2017.

Phonovisual Fluency Reading & Spelling Instruction

Total Words 1874

Short Vowel Spelling Patterns - 816 words total

Vowel Sound 1. Short ä Spelling Pattern (cat) 217 words

1.1 -a- 217 words.

Vowel Sound 2. Short ě Spelling Patterns (bed) 128 words

2.1 -ě- 115 words. 2.2 ea 13 words.

Vowel Sound 3. Short ĭ Spelling Patterns (fish) 219 words

3.1 -i- 189 words. 3.2 -y 30 words.

Vowel Sound 4. Short ō Spelling Patterns (top) 87 words

4.1 -o- 80 words. 5.2 wa 7 words.

Vowel Sound 5. Short ū Spelling Patterns (duck) 164 words

5.1 -u- 151 words. 5-2 o (some etc.) 13 words.

Long Vowel Spelling Patterns - 703 Words Total

Vowel Sound 6. Long ā Spelling Patterns (cake) 221 words

6.1 a-e 114 words. 6.2 ai 55 words. 6.3 ay 24 words. 6.4 ey 6 words. 6.5 ea 12 words
6.6 eigh 9 words

Vowel Sound 7. Long ē Spelling Patterns (tree) 172 words

7.1 ee 75 words. 7.2 ea 78 words. 7.3 -ē 6 words. 7.4 ie 6 words. 7.5 e-e 7 words.

Vowel Sound 8. Long ī Spelling Patterns (five) 127 words

8.1 i-e 77 words. 8.2 ie 16 words. 8.3 -y 17 words. 8.4 igh 17 words.

Vowel Sound 9. Long ō Spelling Patterns (rose) 147 words

9.1 o-e 68 words. 9.2 oa 35 words. 9.3 oe 8 words. 9.4 ow 18 words. 9.5 -o 18 words.

Vowel Sound 10. Long ū Spelling Patterns (mule) 37 words

10.1 u-e 16 words. 10.2 ew 12 words. 10.3 ue 9 words.

Other Vowel Sounds and Their Spelling Patterns – 355 words

Vowel Sound 11. aw (crawl) Spelling Patterns (saw) 94 words

11.1 aw 32 words. 11.2 au 13 words. 11.3 a(ll) 13 words.

Vowel Sound 12. a(r) (car) Spelling Pattern (car) 50 words

12.1 a(r) 50 words.

Vowel Sound 13. Long oo Spelling Patterns (moon) 32 words

13.1 oo 27 words. 13.2 o (who do) 5 words.

Vowel Sound 14. Short oo Spelling Patterns (book) 11 words

14.1 oo 5 words. 14.2 u 6 words.

Vowel Sound 15. ow (cow) Spelling Patterns (cow) 36 words

15.1 ow 16 words. 15.2 ou 20 words.

Vowel Sound 16. oy (boy) Spelling Patterns (boy) 26 words

16.1 oy 6 words. 16.2 oi 20 words.

Vowel Sound 17. o(r) Spelling Pattern (fork) 20 words

17.1 20 words.

Vowel Sound 18. ur Spelling Patterns (fur) 86 words

18.1 ur 25 words. 18.2 er 13 words.

18.3 ir 17 words. 18.4 or 6 words.

Prepared by Donald L. Potter on October 5 2015. Revised on November 3 2015. These statistics do not include the Supplement Compound Words Advanced Words or Odds & Ends.

Phonovisual Fluency 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
pare – pair - pear

Long I Vowel Homonyms

rite – right -write rime – rhyme die – dye mite – might

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

Phonovisual Fluency Program – Audio Tracks

Track 1: 26 consonant speech sounds		
Track 2: 18 vowel speech sounds		
Stage 3: Short Vowels		
<p>1. Short ä – cat Track 3: 101 words -a- Track 4: 118 words -a-</p> <p>2. Short ě – bed Track 5: 43 words -e- Track 6: 70 words -e- Track 7: 13 words (ea)</p> <p>3. Short ĭ – fish Track 8: 93 words -ĭ- Track 9: 102 words -ĭ- Track 10: 30 words (--y)</p> <p>4. Short ǒ – top Track 11: 50 words (-o-) Track 12: 30 words (-o-) Track 13: 7 words (wa-)</p> <p>5. Short ů – duck Track 14: 65 words -u- Track 15: 84 words -u- Track 16: 13 words (o=u)</p>	<p>6. Long ā – cake Track 17: 114 words (a-e)</p> <p>7. Long ē – tree Track 18: 75 words (ee) Track 19: 77 words (ea) Track 20: 6 words (-e) Track 21: 12 words (ie) Track 22: 7 words (e-e)</p> <p>9. Long ī – five Track 23: 55 words (ai) Track 24: 24 words (ay) Track 25: 4 words (ey) Track 26: 8 words (ea) Track 27: 9 words (eigh)</p> <p>10. Long ĭ – five Track 28: 77 words (i-e) Track 29: 15 words (ie) Track 30: 17 words (-y) Track 31: 17 words (igh)</p> <p>11. Long ō – rose Track 32: 67 words (o-e) Track 33: 35 words (oa) Track 34: 8 words (oe) Track 35: 18 words (ow) Track 36: 6 words (-o)</p> <p>12. Long ū – mule Track 37: 16 words (u-e) Track 38: 12 words (ew) Track 39: 8 words (ue)</p>	<p>11. aw – saw Track 40: 32 words aw Track 41: 13 words au Track 42: 13 words a(ll)</p> <p>12. a(r) – car Track 43: 50 words ar</p> <p>13. Long oo – moon Track 44: 27 words oo Track 45: 6 words o</p> <p>14. Short oo – book Track 46: 12 words oo Track 47: 6 words (u)</p> <p>15. ow – cow Track 48: 16 words ow Track 49: 20 words ou</p> <p>16. oy – boy Track 50: 6 words oy Track 51: 20 words oi</p> <p>17. o(r) – fork Track 52: 20 words or</p> <p>18. ur – fur Track 53: 25 words ur Track 54: 13 words er Track 55: 17 words ir Track 56: 6 words wor</p>
Supplement		
<p>ti/si/ci – ship Track 57: 20 words - ti/si/ci</p> <p>kn – knife Track 58: 11 words kn</p> <p>wr – rabbit Track 59: 10 words wr</p> <p>Compd. Phonetic Words L/S Track 60: 62 words</p>	<p>Compd. Phonetic Words L/S/Other Vowels Track 61: 15 words</p> <p>Harder Words for Remedial Students Track 62: 51 words – polysyllables 5</p> <p>Untaught Dolch List Words Track 63: 49 words - Study Words</p> <p>Vowels Noteworthy Patterns Track 64: 34 words ind/old/le/ould/su</p>	

Rules

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

A Few Definitions

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

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

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

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

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

Homonym: word having the same pronunciation and spelling as another, but having a different meaning, whether spelled the same or not *beār* (carry) *beār* (to carry), .

Phonetics: the science of speech sounds

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

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

General Information on Syllables

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

The Six Types of Syllables



























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

General Strategies for Dividing Words into Syllables



















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

3. A dictionary can always be used to check the syllable division and vowel sounds.

consonants

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

vowels

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