

THE NATURAL PHONICS PRIMER

WITH BLEND PHONICS

An Effective Chalkboard Approach to Teaching
The Natural Phonics Primer Exercises
with Hazel Loring's Blend Phonics Technique

(A Universal Safety Net for Literacy)

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

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STAGE I: BEGINNING (LIFT OFF)

STEP 1: THE FIVE SHORT VOWELS AND ALL CONSONANTS SPELLED WITH ONE LETTER AND CK: EXERCISES 1 - 12

Exercise 1: Short a as in cat [p b m] w [f v] [t d n l] [s z r] j g y h
Ann bag bat dad Dan fan fat gas had ham jam jazz lag lap mad man map
mass mat nap Nat pad Pam pan pass pat rag ran rap rat sad Sam tag tan
tap van wag yam [am an as at has]

Exercise 2: Short e as in bed

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

Exercise 3: Review 1

Exercise 4: Short i in as fish

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

Exercise 5: Review 2

Exercise 6: Short o as in top

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

Exercise 7: Review 3

Exercise 8: Short u as in duck

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

Exercise 9: Review 4

Exercise 10: *c* as in cap cop cup [with a, o, u], *k* as in keg kid [with e, i] (key)

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

Exercise 11: *ck* as in (duck)

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

Exercise 12: Review 5

STEP 2: CONSONANTS SOUNDS SPELLED WITH TWO OR THREE LETTERS. EXERCISES 13 – 23

Exercise 13: ct ft lb lf lk lm lp lt mp nd nt pt sk sp st

ct: fact; **ft:** gift sift; **lb:** bulb; **lf:** elf self; **lk:** bulk milk silk sulk;

lm: film; **lp:** gulp, help **lt:** belt felt;

mp: bump camp damp dump hump jump pump;

nd: and band bend bond end fond pond sand send; **nt:** bent tent went;

pt: wept; **sk:** ask desk dusk;

st: best fast fist must nest pest rest rust test vest west zest

Exercise 14: /z/: bs ds gs lbs lls lms ms nds ns

/s/: cks cts ffs fts lks lps lts mps nts ps pts sks sps sts ts

/z/: **bs:** ribs tubs; **ds:** beds; **gs:** bugs digs pigs wigs; **lbs** bulbs;

lls: bills hills pills sells; **lms:** elms; **ms:** hums; **nds:** hands mends;

ns: buns fins guns hens

/s/: **cks:** ducks; **cts:** acts facts; **ffs:** cuffs; **fts:** gifts lifts; **lks:** milks sulks;

lps: gulps helps; **lts:** melts; **mps:** camps jumps pumps;

nts: hints pants; **ps:** cops cups hops lips rips sips tops; **pts** tempts;

sk: asks masks; **sps:** lisps; **sts:** dusts nests rests

ts: bats cats cuts hats mats

Exercise 15: ng as in (swing), **nk** as in pink (swing); **sh** as in (ship);
x as in (box); **ngs** as in rings, **nks** as in winks

ng: gang hang king ring sing wing long song rung

ngs: lungs bangs

nk: bank Hank rank tank ink link mink pink sink dunk junk sunk

nks: winks

sh: ash cash dash gash hash lash mash rash sash dish wish
hush mush rush [shall ship shop]

x: ax tax wax Max next fix mix six box fox ox

Exercise 16: Review 6

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	

bl: black blend blink block

cl: clamp clap click clip club clump

fl: flag flap flash flint flip flock flop

gl: glad glint

pl: plot plum plump

sc: scat scamp

sk: skip

sl: slack slap slick slink slip slot

sn: snag snip snap

sp: span spick spill spit

st: stab stem stick stop stub

sw: swell swept swig swim

tw: twig twin

spl: splash splint

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

br: brand brat brim bring brink brisk brush

cr: crab crack cramp crank crash crest crush crust

dr: drab drank dress drill drink drip drug drum

fr: Fran frank Fred fresh frills frock frog

gr: grand grill grin grip grunt

pr: prank press print prompt

scr: scrub

shr: shrimp shrub shrug

spr: spring

str: strap string strip strong

tr: tramp trap trick trot truck trust

Exercise 19: Review 7

Exercise 20: **qu** as in **queen**, **th** as in **three**, **th** as in **this**, **wh** as in **wheel**,
squ as in **squint**, **thr** as in **thrill**

qu: quack quick quill quilt quit quiz

th: broth cloth moth smith thank thick thin thing think with thump

th: that them then this

wh: whack when whiff whim whip whisk

squ: squint

thr: thrash thrift thrill thrush

Exercise 21: **ch** as in **cherry** **tch** as in **patch**

ch-: chap chat check chest chick chill chin chink chop chum chunk

-ch: bench branch bunch clinch crunch hunch lunch much pinch punch
quench ranch rich such trench which

-tch: catch clutch crutch ditch fetch hitch itch latch match notch patch
pitch sketch snatch stitch stretch switch witch

Exercise 22: Review 8

Exercise 23: Two-Syllable Words

ad·dress bas·ket bath·tub bell·hop big·gest buck·et buck·skin
can·not cash·box cat·fish cat·nip chick·en chip·munk cros·sing
dang·ling den·tist dish·pan dog·sled dust·pan end·less ex·it
fish·pond fros·ting gob·lin gum·drop hand·bag hat·box hel·met
hill·top hot·dog hub·cap kitch·en lap·dog lap·top lem·on
lip·stick lock·et long·est mag·net ma·stiff mist·ress mus·tang
nap·kin pad·lock quick·sand rab·bit ring·let rob·in sand·bag
ship·ment shop·ping spir·it stock·ing sun·set tem·pest tin·smith
tom·cat top·notch trash·can un·fit up·set van·ish vis·it
viv·id [sev·en up·on]

STAGE II: INTERMEDIATE (EARTH ORBIT)

STEP 3: VOWEL SOUNDS SPELLED WITH TWO OR THREE LETTERS.

EXERCISES 24 - 39

Exercise 24: ee as in tree ea as in meal e as in he (tree) (Homonyms)

steel – steal seem – seam meet – meat peel – peal peek – peak
week – weak deer – dear flee – flea teem – team

ee: bees creep deep deer feed feel feet flee free green keel keep meet
need peek peep queen screen seed seek seem seen sheep sheer sheet
speech steel steer street sweep sweet teem three tree weed week
weep wheel

ea: beach bead beak beam bean beast cheap cheat clean clear dear
dream ear east fear flea gear heap hear heat leaf lean leap meat near
neat peach peal preach reach read reap scream seal seam seat speak
spear squeak steal steam stream tea teach team veal weak wheat year
yeast zeal

-e: be me we

Exercise 25: ee as in tree, ea as in meal, e as in he (Continued)

ee: beef beets breed cheek cheer deed fleet keen meek reed see sleep
speed steep weeds

ea: cream deal each eat Jean gear heal mean meat peas squeal treat

-e: he she

Exercise 26: Long **oo** as in moon, Short **oo** as in book [door floor]

oo: bloom boom boost boot booth brood broom **coo** cool
coop drool droop food fool hoop loop moo mood
moon noon pool roof room root scoop shoot smooth
snoop soon spook spool spoon stool stoop too tool
tooth troop zoo

oo: book cook crook foot good hood hoof hook look
nook poor shook soot stood took wood wool

Exercise 27: **ar** as in car, **a** as in pa and ma

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

Exercise 28: **or** as in fork

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

Exercise 29: **er** as in her, **ir** as in first, **ur** as in nurse (fur)

er: Bert clerk her herd hers jerk perch stern

ir: birch bird birth chirp dirt fir firm first girl shirk shirt sir skirt squirm
squirt stir third thirst twirl whirl

ur: burn burr burst church churn curb curl fur furl hurl hurt purr spur
surf turn

Exercise 30: **oi** as in oil, **oy** as in boy (boy)

oi: boil broil coil coin foil foist hoist join joint loin moist oil point soil
spoil toil

oy: boy cloy coy joy Roy toys Troy

Exercise 31: **ou** as in **house**, **ow** in **cow** (**cow**)

ou: bound cloud couch count crouch flour foul found grouch ground
hound loud mouth ouch our out pouch pound pout proud round
scout shout snout sound sour south spout sprout stout trout

ow: brown clown cow crown drown fowl frown gown growl how howl
now owl town

Exercise 32: **au** as in **Paul**, **aw** as in **saw**, **all**, as in **ball**, **alt** as in **malt**,
alk as in **walk** (**saw**)

au: fault fraud haul launch Paul

aw: bawl brawl claw crawl dawn draw drawn flaw hawk jaw law lawn
paw raw yawn

all: all ball call fall hall wall

alt: halt malt Walt bald

alk: chalk talk walk

Exercise 33: *Review 9*

Exercise 34: **ai** as in **aim**, **ay** as in **day**, **air** as **chair** (**cake**)

ai: aim bait braid brain Cain chain drain fail faint faith frail gain grain
hail jail lair maid mail main paid pail pain paint plain quail quaint
raid rail rain sail saint snail stain strain tail trail train vain wail wait

ay: bay bray clay day gray hay jay lay may pay play ray say slay spray
stay stray sway tray way

air: air chair fair hair pair stairs

Exercise 35: **ie** as in **pie**, **-y** as in **by**, **ye** as in **rye**, **-ind** as in **mind**, **-ild** as in **wild**
(five)

ie: cries die died dried flies fried lie lies pie tie tied

ye: rye

y: by cry dry fly fry my shy sky sly spy try why

ind: bind blind find grind kind mind rind

ild: child mild wild

Exercise 36: **oa** as in **goat**, **oe** as in **toe**, **old** as **gold**, **olt** as in **colt**, **oll** as in **roll**,
ow as in **low**, **o** as in **so** (long \bar{o} spellings) (rose)

oa: boast boat coach coal coast coat coax croak float foam goal goat
groan load loaf loan oak oar oath oats road roam roar roast soak
soap soar throat toad toast whoa

oe: foe goes hoe Joe toe woe

old: bold cold fold gold hold old scold sold told

olt: bolt colt jolt

oll: roll scroll stroll toll

ow: blow bowl crow flow glow grow grown growth low mow row
show slow snow throw tow [own]

o: go no so

Exercise 37: **ew** as in **new**, **ue** as in **glue** (mule)

ew: blew brew chew crew dew drew flew Jew new news pew
screw slew stew strew strewn threw

ue: blue cue due clue flue glue hue Sue true

Exercise 38: Review 10

Exercise 39: Two-Syllable and Three-Syllable Words

a·gree·ment	al·ways	an·noy	a·round	Au·gust
a·way	awn·ing	ban·jo	be·longs	birth·day
book·let	bor·row	burg·lar	but·ter·fly	car·toons
class·room	Co·lum·bus	com·plain	con·fess	coun·ter
dis·cov·er	Eas·ter	e·lec·tric	en·joy·ment	Es·ki·mo
fel·low	flow·ers	gar·den·er	good·ness	ham·bur·ger
Her·bert	her·self	Jef·fer·son	jew·el·er	kan·ga·roo
lan·tern	leap·frog	mail·box	Mex·i·co	Mon·day
mus·tard	New York	No·vem·ber	num·bers	oat·meal
par·don	pun·ish·ment	rail·road	rain·coat	re·peat
re·ply	re·turn	Sa·tur·day	scar·let	sea·gull
sea·port	Sep·tem·ber	sha·dow	sheep·ish	short·ness
show·ers	smar·test	snow·ball	steam·boat	sun·beam
Sun·day	swal·low	teas·poon	Thurs·day	toas·ter
tow·er	Tues·day	un·der·stand	un·ties	un·true
wes·tern	win·dow	yel·low	yes·ter·day	
[ne·ver	un·der	my·self]		

STEP 4: THE FIVE LONG VOWELS: (VCE, CV/VCC, Y=/Ē/).
EXERCISES 40 – 50

Exercise 40: a_e as in cake (silent e makes vowel long)

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

ape ate bake blade blame blaze brave cake came cane cape cave chase
crate Dave daze drape fade fake fate flake game gate gaze grave haste
hate haze Jane Kate lame late made make male mane name pane pave
planeplate rake rate safe sale shake shame shave skate slate slave snake
spade stale state take tame tape taste trade waste wave

Exercise 41: a_e as in cake (continued); are as in care; e_e, as in Eve and here
a_e: base care case date flame frame gale glade grade grape grate lake
lane mate same sane save tale wade wake

are: bare blare dare fare flare hare mare rare scare share snare spare
square stare

e_e: Eve here Pete Steve

Exercise 42: i_e as in five or fire (silent e makes vowel long)

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

bike bite bride chime crime dike dine drive file fine fire five glide gripe
hide hire hive kite life like lime line live Mike mile mine pike pile pipe
pride prize quite ride rime ripe side site size slide smile spike spine spite
stride strike stripe swine swipe tide tile time tire vine while whine white
wide wife wine wire

Exercise 43: Review 11

Exercise 44: o_e as in rose and more (silent e makes vowel long)

not → note cop → cope mop → mope rob → robe
smock → smoke hop → hope

bone broke choke chore coke cone cope core dome dote doze drove
froze globe grope grove hole hope joke lobe mole mope more note poke
pole robe rode Rome rope scope score shore slope smoke snore sole sore
spoke stole stone store stove stroke throne tone vote woke wore

Exercise 45: Review 12

Exercise 46: u_e as in mule and cure (silent e makes vowel long)

cut → cute tub → tube us → use purr → pure duck → duke
cub → cube

brute crude cube cure cute duke fluke flute fuse June Luke lute mule
mute prune pure Rube rude rule tube tune use.

Exercise 47: Review 13

Exercise 48: -ing (Doubling Rule: -ing works just like 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 -ing: as in hopping, filling & drumming.)

hoping → hopping scraping → scrapping filing → filling
liking → licking

bedding begging betting brimming budding buzzing canning dabbing
digging dipping drumming fibbing fitting grabbing hugging letting
licking nagging padding purring quitting rubbing running sagging
setting shipping shopping shutting sipping sitting skimming skipping
sledding slipping sobbing spelling spinning stabbing stirring stunning
tipping topping trimming tugging whipping

aping caring dining fading filing firing gazing grating hoping lining
naming rating raving scraping sharing sliding taping wiping

Exercise 49: (Doubling Rule applies to final -y) (y becomes -ies in plurals)

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

Betty Billy Bobby bunny cozy daddy daily dizzy fifty foggy forty fussy

gladly gravy handily hardly ivy jury kitty likely Mary muddy navy

nearly nutty party Peggy penny pretty shady sixty sleepily snappy sadly

thirsty thirty twenty ugly witty

bodies candies hurries ladies puppies

carried scurried

chillier roomier uglier

dirtiest silliest sunniest

Exercise 50: Review 14

STAGE III: ADVANCED (MOON LANDING)

STEP 5: SPECIAL ENDINGS. EXERCISES 51-59

Exercise 51: ed: /ĕd/ as in added or rested /d/ as in filled /t/ as in jumped
(Note Doubling Rule to keep vowel short: mā-ted, măt-ted)

/ed/: added counted matted needed pointed rested seated shouted potted

/d/: aimed boiled bragged buzzed called canned charmed crawled filled
followed growled nagged pinned planned played rigged robbed
rolled sailed slammed sneezed squeezed trailed wheeled

/t/: baked balked blessed boxed cracked crashed dropped fished fixed
fussed hatched helped hissed hitched huffed hushed jerked jumped
kissed leaped marched matched mixed parked patched pinched
preached puffed scratched scuffed skipped smoked snapped sniffed
splashed stacked stitched stopped stuffed trapped tripped whipped
wiped wished

Exercise 52: Review 15

Exercise 53: er as in ladder, le as in table (Doubling Rule)

er: better bigger blacker clatter cobbler dinner dipper dresser drummer
farmer flicker glimmer hammer helper juggler jumper ladder letter
peddler pepper platter printer rocker rubber shopper skipper slipper
snicker trigger tumbler upper winner

le: able angle ankle apple bangle Bible bottle brittle candle cattle crackle
cripple cuddle drizzle fiddle fizzle fumble grumble guzzle handle
hobble humble jingle jungle kettle ladle little mangle meddle muddle
needle prattle puzzle riddle saddle settle sickle simple single sizzle
snuggle table tackle tangle uncle

Exercise 54: Review 16

Exercise 55: ce, ci, cy as in **ace, city, fancy** (saw)

pack → pace truck → truce peak → peace
lack → lace → lacy slick → slice → slicing

ce: ace advice Alice braces Bruce cell cent center chance choice concert
danced dances face faces fence fences forced France glance glanced
Grace groceries lace mice mince notice officer ounce ounces pace
parcel peace place pounce pounced prince princess race raced rice
service since slice slicing sliced space spaced spruce traced truce
twice voice

ci: bouncing cider cinch cinder cinders circle circus citizen city fencing
Francis icing mincing pencil

cy: fancy mercy lacy Nancy

Exercise 56: ge gi gy dge dgi dgy as in **age, magic, gym, fudge, budging,**
smudgy (jar)

rag → rage bug → budging dog → dodge hug → huge
egg → edge smug → smudgy

ge: age bulge cabbage cage change changed charge damage damaged
danger fidgety forge garbage gem Gene gentleman gently George
German germs hinges huge larger ledge lodge manager Marge
nudged nudges orange package page rage passage pigeon stage
strange strangers tinge urge urgent wage wages

gi: charging engine engineer ginger magic

gy: energy gym gypsy stingy

dge: badge bridge dodge edge fudge gadget grudge hedge midget
pledged ridge sledge wedge

dgi: budging nudging

dgy: smudgy

Exercise 57: Review 17

Exercise 58: **se, si, sy** as in cheese, rising; **rosy, the, thi** as in other, bathing

se: amuse because cheese choose chose close closed dose excuse fuse
hose noise nose pause please pleased poise praise raise rise rose
rouse ruse suppose tease tense these those vase wise

si: amusing supposing

sy: daisy easy noisy posy rosy

the: bathe breathe brother father gather lather loathe mother other rather
whether wither

thi: seething soothing teething

Exercise 59: Review 18

STEP 6: IRREGULAR SPELLINGS. EXERCISES 60 – 72

Exercise 60: Silent **b, g, k, t, w**

b: climb comb crumb dumb lamb limb numb thumb plumber debt doubt

g: gnarled gnash gnat gnaw gnome gnu

k: knack knave knee kneel knelt knew knife knit knitting knob knock
knot know known knuckles

t: bristles bustle castle christen fasten gristle hasten hustle jostle listen
nestle often rustle soften thistle whistle

w: answer sword wrap wreath wreck wrench wrest wrestle wretch
wretched wring wrist written wrong wrote [write]

Exercise 61: Silent gh, h, l

gh: ought: bought brought fought ought sought thought

ought: daughter caught naughty slaughter taught

igh: bright fight flight fright night right high knight light lighting
might mighty plight sigh sight slight tight height

eigh: eight eighteen eighty freight neighbor sleigh weigh weight

ough: though

aigh straight

h: honest ghost honor hour John school Thomas

l: calf calm folk half palm yolk

Exercise 62: ph as in phone (fan), gh as in rough (fan)

ph = /f/: alphabet autograph elephant hyphen nephew orphan pamphlet

pharmacy Phil Philip phone phoned phonograph photo

photograph phrase prophet Ralph telegraph triumph trophy

gh = /f/: cough coughing enough laugh laughing laughter rough roughly

tough tougher

Exercise 63: Review 19

Exercise 64: Review 20

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

ea = /ā/: bear bears break breaks great pear pears steak swear swears
tear wear

ea = /ě/: bread breakfast breath dead deaf death dreaded feather head
health healthy leather meant heaven heavier heavy instead read
ready spread spreading steady sweat sweater threads tread
treads wealth wealthy weather

ear = /ûr/: earth heard learn pearl search

Exercise 66: **ie** as in field (tree) , **ui** as in fruit (moon); **u** as put (book)

ie: belief believe believes brief brownie Charlie chief field fiend fierce
grief niece piece pier pierce priest shield shriek shrieked siege thief
thieves yield

ui: bruise fruit fruitful juice nuisance suit

u: awful bashful bull bullet bush butcher careful cheerful cushion full
grateful handful helpfully pudding pull push pushing put tearful
wasteful

Exercise 67: **wa** as in wash, **swa** as in swamp, **wor** as in work, **qua** as in quality,
squa as in squash, **wha** as in what, **ou** as in young and famous

wa: reward wander wandering want warden warm warmer warn
warning wash washing watch watchful water war

swa: swamp swan

wor: word words work worker world worm worms worries worry
worse worship worst worth

qua: quality quantity

squa: squash

wha: what

ou: country couple couples courage cousin cousins curious dangerous
double enormous famous generous gorgeous jealous marvelous
nervous serious touch touchy trouble young younger

Exercise 68: Review 21

Exercise 69: **ci, si, ti** as in special, pension or vision, station;
su as in treasure; **tu** as in nature; **xi** as in anxious.

ci: delicious gracious precious social special suspicious vicious

si: expression mansion pension permission

si: occasion vision television

ti: action addition attention cautious education exception fiction
fraction fractions mention mentioned nation patient question station
vacation vacations

su: measure pleasure treasure usual

tu: future mixture natural nature picture pictures

xi: anxious

Exercise 70: **-ive** as in active; **-or** as in doctor; **-ance** as in importance
-ence as in influence, **o** as in come, some

ive: active attentive captive detective native passive positive

or: actor actors conductor doctor elevator favor flavor razor sailor
tailor traitor visitor

ance: appearance importance performance

ence: confidence influence preference providence residence

come: become coming income welcome

some: handsome somehow someone something sometimes tiresome

Exercise 71: Review 22

Exercise 72: Three-Syllable and Four-Syllable Words

in·no·cence	dif·fi·cul·ty	or·dinar·y	un·der·neath
ex·claim·ing	Wash·ing·ton	quiz·zi·cal	e·mer·gen·cy
but·ter·fly	pas·sen·gers	jeal·ous·y	fam·i·ly
cor·rec·tion	Val·en·tine	med·i·cine	ban·is·ters
sel·fish·ly	ex·change	im·pa·tience	em·per·or
re·fresh·ments	thun·der·storm	prac·ti·cal	ba·nan·a
vin·e·gar	Cin·der·el·la	ex·ci·ting	mys·ter·i·ous
en·ter·tain	fash·ion·a·ble	im·pos·si·ble	threat·en·ing
at·trac·tive	pee·vi·shly	to·ge·ther	won·der·ful
a·ma·zing	com·mit·tee	per·ma·nent	to·mor·row
Jan·u·ar·y	sur·roun·ded	lec·tur·er	ac·ci·dent
be·gin·ning	fa·vor·ite	De·cem·ber	ear·nest·ly
con·ver·sa·tion	mer·chan·dise	per·fec·tion	de·ci·sion
awk·ward·ly	sur·pri·sing	in·vi·ta·tion	va·nil·la
news·pa·per	go·ril·la	sud·den·ly	mis·er·a·ble
mu·si·cian	un·hap·pi·ness	A·mer·i·can	ho·li·day
res·tau·rant	pres·i·dent	Mis·sis·sip·pi	af·ter·noon
trans·por·ta·tion	dic·tion·ar·y	as·par·a·gus	un·der·stand
Thanks·giv·ing	E·liz·a·beth	sec·re·tar·y	Fe·bru·ar·y
lib·er·ty	in·de·pen·dence	blue·ber·ries	de·moc·ra·cy

Natural Phonics Primer

Student Video Viewing Record

Student: _____ School: _____ Tutor: _____

Grade/Age: _____ Calibrated Minimum Speed Goal: _____ Year: _____

Stage I: Lift off	Stage II: Earth Orbit	Stage III: Moon Landing
Step 1: Exercises 1-12	Step 3: Exercises 24-39	Step 5: Exercises 51-59
Intro. Video: _____	Video 16: Exercise 24: _____	Video 37: Exercise 51: _____
Video 1: Exercise 1: _____	Video 17: Exercise 25: _____	Video 38: Exercise 53: _____
Video 2: Exercise 2: _____	Video 18: Exercise 26: _____	Video 39: Exercise 55: _____
Video 3: Exercise 4: _____	Video 19: Exercise 27: _____	Video 40: Exercise 56: _____
Video 4: Exercise 6: _____	Video 20: Exercise 28: _____	Video 41: Exercise 58: _____
Video 5: Exercise 8: _____	Video 21: Exercise 29: _____	
Video 6: Exercise 10: _____	Video 22: Exercise 30: _____	Step 6: Exercises 60-72
Video 7: Exercise 11: _____	Video 23: Exercise 31: _____	Video 42: Exercise 60: _____
Step 2: Exercises 13-23	Video 24: Exercise 32: _____	Video 43: Exercise 61: _____
Video 8: Exercise 13: _____	Video 25: Exercise 34: _____	Video 44: Exercise 62: _____
Video 9: Exercise 14: _____	Video 26: Exercise 35: _____	Video 45: Exercise 65: _____
Video 10: Exercise 15: _____	Video 27: Exercise 36: _____	Video 46: Exercise 66: _____
Video 11: Exercise 17: _____	Video 28: Exercise 37: _____	Video 47: Exercise 67: _____
Video 12: Exercise 18: _____	Video 29: Exercise 39: _____	Video 48: Exercise 69: _____
Video 13: Exercise 20: _____	Step 4: Exercises 40-50	Video 49: Exercise 70: _____
Video 14: Exercise 21: _____	Video 30: Exercise 40: _____	Video 50: Exercise 72: _____
Video 15: Exercise 23: _____	Video 31: Exercise 41: _____	
	Video 32: Exercise 42: _____	
	Video 33: Exercise 44: _____	
	Video 34: Exercise 46: _____	
	Video 35: Exercise 48: _____	
	Video 36: Exercise 49: _____	

Chart prepared by Donald L. Potter on August 19, 2022.

Instruction: Write one tally mark on the line beside the lesson for each time a video is viewed.

Only the Instructional Exercises were recorded. There are no videos for the 22 Review Exercises.

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

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 letters & ck. Exercises 1 – 12

Exercise 1: **ā:** 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: **ē:** bed

Exercise 4: **ī:** fish

Exercise 6: **t:** top

Exercise 8: **ū:** duck

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

Exercise 11: **ck:** key

Step 2: Consonant sounds 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 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: (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:** /ēd/ 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

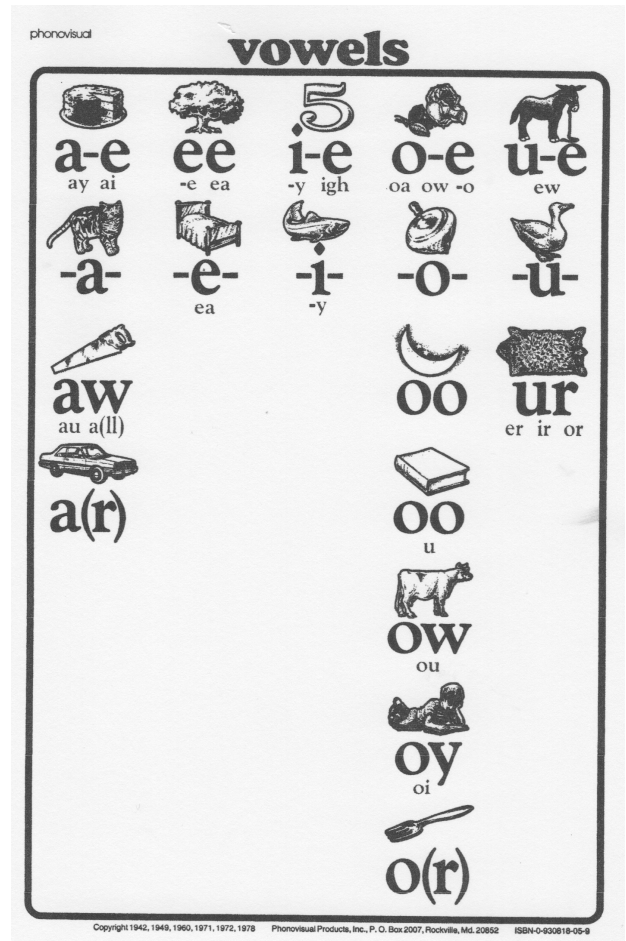
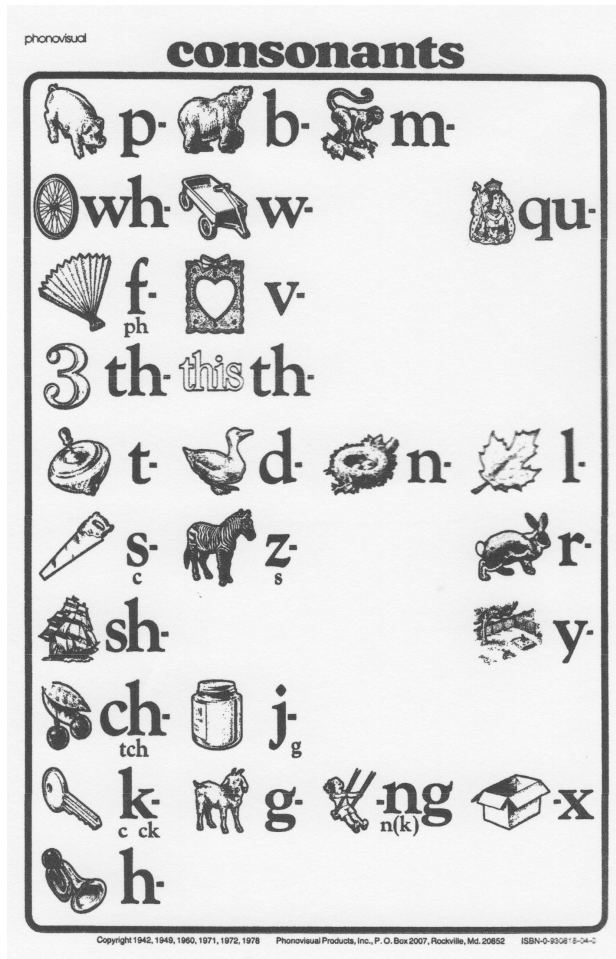
Exercise 66: **ie as in field:** tree; **ui as in fruit:** mule; **u as in put:** book

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:** /ū/ 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 voiced 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). The rows are related by point of articulation and require careful attention.

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 use of the Phonovisual Charts is optional, but I have found them very helpful because of their linguistic organization. They naturally help correct speech problems, which can interfere with learning to read and spell. [zh/ as in *television* would fit under the z. *ti, si, ci* could be added to *ship*.]

NUMBER OF DIFFERENT WORDS IN THE REGULAR EXERCISES – NOT COUNTING REVIEWS

Stage I: Lift Off: 624 Words

Step 1: **Ex. 1:** 42 words; **Ex. 2:** 33 words; **Ex. 4:** 43 words; **Ex. 6:** 27 words; **Ex. 8:** 33 words;
Ex. 10: 17 words; **Ex. 11:** 26 words. (221 total)

Step 2: **Ex. 13:** 49 words; **Ex. 14:** 55 words; **Ex. 15:** 51 words; **Ex. 17:** 51 words; **Ex. 18:** 54 words;
Ex. 20: 32 words; **Ex. 21:** 45 words; **Ex. 23:** 66 words. (403 total)

Stage II: Earth Orbit: 1021 Words

Step 3: **Ex. 24:** 92 words; **Ex. 25:** 31 words; **Ex. 26:** 56 words; **Ex. 27:** 42 words; **Ex. 28:** 28 words;
Ex. 29: 43 words; **Ex. 30:** 23 words; **Ex. 31:** 45 words; **Ex. 32:** 33 words; **Ex. 34:** 66 words;
Ex. 35: 34 words; **Ex. 36:** 73 words; **Ex. 37:** 26 words; **Ex. 39:** 83 words. (675 total)

Step 4: **Ex. 40:** 62 words; **Ex. 41:** 38 words; **Ex. 42:** 60 words; **Ex. 44:** 49 words; **Ex. 46:** 22 words;
Ex. 48: 63 words; **Ex. 49:** 52 words (346)

Stage III: Moon Landing: 801 Words

Step 5: **Ex. 51:** 77 words; **Ex. 53:** 77 words; **Ex. 55:** 71 words; **Ex. 56:** 68 words; **Ex. 58:** 52 words.
(345 words)

Step 6: **Ex. 60:** 62 words; **Ex. 61:** 52 words; **Ex. 62:** 31 words; **Ex. 65:** 47 words; **Ex. 66:** 49 words;
Ex. 67: 56 words; **Ex. 69:** 42 words; **Ex. 70:** 38 words; **Ex. 72:** 79 words. (456)

2,446 total words in *NPP w/Blend Phonics*.

Words in *NPP w/BF* but not in *NPP* exercises: *am an as has his if in is it its off on up shall seven upon own* (18 words) Note: These words were added to assure that all 220 Dolch Service Words were taught.

2,436 – 18 = 2,428 in the *NPP* Exercises.

Document created by Donald L. Potter: 5/13-14/04. Last revision August 20, 2022.

The Review Exercises below were included on September 21, 2006. My experience using the Review Exercises and those of my fellow *Natural Phonics Primer* Instructor, Paul Lukawski, convinced me that the Reviews are of great value. Ability to read the Reviews quickly with accuracy indicates mastery of previous phonics elements. The Reviews serve as Benchmarks to determine if the students have mastered the material they have been taught and are ready for the next step. **No teaching can be said to have taken place until learning has been demonstrated.**

While not absolutely necessary to the success of the program, I highly recommend the use of the two *Phonovisual Charts*.

I generally write the words one at a time for the students to copy and sound out. This will correct any deficiencies in their handwriting and guarantee that they can sound out and spell the words **before** beginning the timings. Be sure the student can also **spell** the word in writing and with letter names.

Hazel Loring's advice to use the words in oral sentences is VERY important as it ties the **meaning** with the word so when the students sees the words they automatically think of the meaning.

Once all the words in an Exercise have been taught with the Blend Phonics Technique, the students should begin daily timings with the *Natural Phonics Primer* until their reach their minimum calibrated speed for their grade level.

Natural Phonics Primer Review Exercises

100 Words Per Exercise

By Donald L. Potter

September 21, 2006, Revised March 10, 2022, May 4, 2024

Review 1 – Exercise 3: Mixed Short Vowels _a_, _e_

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 at bell pat hen pad lag
web men mat fat well wet less fan leg map bag yell gas ten leg pad dan Dan rat peg
well ham jet

Review 2 – Exercise 5: Mixed Short vowels _a_, _e_, _i_

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 Jill fib yes nip zip sad men win
tag sip

Review 3 – Exercise 7: Mixed Short Vowels _a_, _e_, _i_, and _o_

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 fan pot dog zip set moss jam lip fib yell

Review 4 – Exercise 9: Mixed Short Vowels a, e, i, o, and u

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 moss dig dad rip fuss mug Jill
muff sip pan

Review 5 – Exercise 12: Single Letter Consonants /k/ as k, c, and ck.

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
sack top Rick hop tuck Jack cub lick jet hot

Step 2: Consonant Sounds Spelled with Two or More Letters

Review 6 – Exercise 16: Ending Consonant Blends and Consonant Digraphs –

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 bed
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 hunt dish facts fish lump lend
mash box last wigs

Review 7 – Exercise 19: Beginning and ending Consonant Blends and Digraphs

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 pest rush sled
flash trust kept ox grip crash lips

Review 8 – Exercise 22: qu th th wh squ thr ch tch

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 bugs crak mush pond tax chop hunt ask branch bump

STAGE II: EARTH ORBIT

Step 3: Vowel Sounds Spelled with Two- and Three-Letters

Review 9 – Exercise 33: ee, ea, e, noon, book, ar (a) or, er, ir, ur, oi, oy, ou, ow, au, aw, all, alt,
alk

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
charm fear salt down or sheep peach roof Roy stir

Review 10 – Exercise 38: oo, ar, or, er, ir, ur, oi, oy, ai, ay, ou, ow, air; ie (pie), y(by), ye (rye),
ind, ild, oa, oe, old, olt, ow (low), o (so) ew, eu

snort bay soak boil herd colt hoe ail 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 Bert bay hoe main churn porch
coat train roar grain

Step 4: Long Vowels: VCE, CV/VCC, --Y = /Ē/

Review 11 – Exercise 43: a_e, e_e, i_e

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
tale blaze gate fake shad slave mane while hide smile

Review 12 – Exercise 45: Long vowel a_e, e_e, i_e

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 quite smoke bride save hide dime spike sire life bride

Review 13 – Exercise 47: a_e, e_e, i_e, o_e, u_e:

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 cone
lane drove haste spine gaze fare pane stone site

Review 14 – Exercise 50: ing, y (hurry), -ies, -ied, -ier, -iest, -ily

gladly dizzy bodies whipping skipping fifty filling bedding varied brimming
budding buggy hurries Mary 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 fifty buggy Mary badly fibbing sobbing hopping daddy
silly badly bedding faries silly muddy sandy dipping stirring empty Betty gladly

STAGE III: MOON LANDING

Step 5: Special Endings

Review 15 - Exercise 52: -ed (*added, filled, hoped), --y = /ē/*

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 licking chilly fished kitty wiped letting
begging running clipping sobbing kitty digging smoked liking happily Betty
stacked sniffed jelly carry

Review 16 - Exercise 54: -er, -le, -ing -ed, -ies

trigger shouted spotted meddling Peggy sunnier Bible uncle noodles staring dresser
angling growled riddle ankle gladly sledding follower drumming fishy rugged
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 tripped uncle riddle jumped
trapper stamped fussy kisses betting drumming sledding spotted riddle staring
angling pointer puffy glimmer luckier dipping

Review 17 - Exercise 57: ce, ci, cy, ge, gi, gy, dge, dig, dgy:

pencil truce page 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 midget cabbage ginger bouncing bridge passage nudge truce
manager face forge grocer grocery 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 George Gene setage
braces fringe fancy peace space grocer ridge cider gentle racing ice edge gypsy
fringe citizen Bruce package

Review 18 - Exercise 59: se, si, sy, the-thi (other, bathing):

pledge bridge lather suppose wise closing danger dose bother chances manager
braces sledge judge rage gem mincing easy nudge since notice cheese icy 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 the grocers stingy teasing bulging stranger
fidgety races Gene pencil roses ounce charged packages mercy icing edgy spaces
Germans dancing wedge badge forge gypsy officer icy pledge dose rage easy nose
damage twice France braces sledge center notice nudge stage sledge judge cheese
cabbage ridge

Step 6: Irregular Spellings

Review 19 -Exercise 63: silent b, g, k, t, w, gh, h, l; ph - /f/, gh = /f/ (rough)

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 plumber palms knaves enough castle knife though crumbs wrist
school often tight answers highest knew hyphen wreck soften knitting daughter

Review 20 – Exercise 64: Combines Reviews 17, 18, 19

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 uses 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 sleigh
because snoisy Rosy spruce Alice urgent soothing fudge laughter preasie citizen
midnight dumbest fight sought Bruce raise arcel knob

Review 21 - Exercise 68: **ea**: break, head, learn, **ie** (field), **ui** (fruit), **u** (put),
wa, swa, qua, squa, wha, ou (young)

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 trouble swear
cheerfully swamp careful jealous enormous putting fruit awful heard world warned
nieces suit pudding country break want deaf field pierce field swan dangerous
thread instead pier learned bears awkward troubles curious great worship brownie
steady

Review 22 – Exercise 71: ci, si, ti, su, tu, ive or (er), ance, ence, come, some

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 native shield visitors Charlie bull
station earth gracious fully greatness handsomely pearls vision naturally favors
vision watches permission importance cushion

Six Step Sequence for Teaching *The Natural Phonics Primer*

after Rudolf Flesch

STAGE I: BEGINNING (LIFT OFF)

I. The five short vowels sounds and all consonants spelled by one letter and ck.

Exercises 1 – 12

II. Consonants sounds spelled with two or three letters.

Exercises 13 – 23

STAGE II: INTERMEDIATE (EARTH ORBIT)

III. Vowels sounds spelled with two or three letters.

Exercises 24 – 39

IV. The five long vowel sounds: (Signal e, open/closed syllables, y=/ē/).

Exercises 40 – 50

STAGE III: ADVANCED (MOON LANDING)

V: Special Endings.

Exercises 51 - 59

VI. Irregular Spellings.

Exercises 60 – 72

Detailed Instructions

for Teaching the *Natural Phonics Primer*

After Rudolf Flesch

STAGE I: BEGINNING (LIFT OFF)

Step One: The Five Short Vowels and 21 consonants spelled by one letter and ck. Exercises 1 – 12

Teach the vowel letters *a, e, i, o, u* and their short sounds. The classic way of doing this is to show the student each letter with a picture of a familiar object.

With the five short vowels, teach the student the following seventeen consonants: *b, d, f, g, h, j, l, m, n, p, r, s, t, v, w, y, z*. Again, you might use pictures like bell for *b*, a doll for *d*, a fish for *f* and so on. Teach the “hard” sound of *g* as in *girl* and don’t confuse him with words like *gem* or *gingerbread*. (He’ll learn those much later.) Similarly, teach him only the *s* that sounds like *ss* and not the *s* that sounds like *z*. Teach him only the consonant *y* as in *yes, yet, and yesterday*, and not the *y* vowel that sounds like *i*. (*y*et, *g*ym, *b*aby, *b*y)

To fix these twenty-two sounds and letters in Johnny’s memory, let him read *and write from dictation* as many one-syllable words as possible that contain these sounds. (Use words that begin with the vowels or with any of the consonants and end with *b, d, g, ll, m, n, p, ss, or t*.) This first step is tremendously important because Johnny must learn, once and for all, that words are written by putting down letters from right to left, and that they are read in the same direction.

Exercises 1 – 9.

After Johnny has gone through *pup, Sam, him, Bill, pad, run, bib, tub, web, Ted*, and so forth, and has reached the point of reading these words without trouble, given him one more simple consonant sound – the sound of *k*. Explain to him that before *a, o, and u* this sound is spelled *c*, but before *e* and *i* it is spelled *k*. *After* a short vowel it is usually spelled *ck*. Exercises 10-12.

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

Exercises 13 – 23

Now Johnny has reached the **second step**: combinations of consonant sounds. Those at the end of words are easier for him than those at the beginning of a word. So start him with two-letter consonant combinations at the end of words: *ct* as in *fact*, *ft* as in *lift*, *lf* as in *elf*, *lk* as in *milk*, *lm* as in *elm*, *lp* as in *help*, *lt* as in *belt*, *mp* as in *lamp*, *nd* as in *hand*, *nt* as in *tent*, *pt* as in *kept*, *sk* as in *desk*, *sp* as in *lisp*, *st* as in *nest*. Exercise 13.

At this point explain Johnny the rule about the letter *s* as 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.

Exercise 14.

Next, teach him the following consonant combinations at the end of words: *ng* as in *ring*, *nk* as in *pink*, *x* as in *fox*, *sh* as in *fish*. Exercise 15. Exercise 16 is a Review of ending consonant combinations (ending consonant blends).

Next, take up consonant combinations at the beginning of words. Here is your list: *bl* as in *blink*, *br* as in *brag*, *cl* as in *clash*, *cr* as in *crack*, *dr* as in *drink*, *fl* as in *flag*, *fr* as in *frog*, *gl* as in *glad*, *gr* as in *grab*, *pl* as in *plug*, *pr* as in *press*, *sc* as in *scamp*, *sk* as in *skip*, *sl* as in *sled*, *sm* as in *smack*, *sn* as in *snap*, *sp* as in *spill*, *st* as in *stamp*, *sw* as in *swim*, *tr* as in *trip*, *tw* as in *twin*. Then there is *scr* as in *scrap*, *shr* as in *shrimp*, *spl* as in *splash*, *spr*, as in *spring*, and *str* as in *stretch*. To teach the student these sound combinations, give him words that become other words when a second consonant is put in front: *lap* and *slap*, *ring* and *bring*, *rug* and *drug*, *nip* and *snip*. Johnny will like reading aloud words like *snack*, *crack*, and *plop*. Exercises 17 and 18. Exercise 19 is a Review of these beginning consonant combinations.

Next, take some other consonant sounds and combinations at the beginning of words: *qu* as in *quack*, *wh* as in *whiff*, “voiced” *th* as in *that* and “unvoiced” *th* as in *thick*. Exercise 20. Then take the *ch* at the beginning of a word and the *tch* at the end. Exercise 21. Exercise 22 is a Review of all consonant combinations.

Now Johnny is through with the second step. He can read or write from dictation all regularly spelled words that contain any consonant and any of the five short vowels. There are also a number of two-syllable words you can give him at this point: *basket*, *trashcan*, *frosting*, *lemon*, *napkin*, *rabbit*, *chicken*, *locket*, *wicked*, *robin*, and so on. Exercise 23.

STAGE II: INTERMEDIATE (EARTH ORBIT)

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

Exercises 24 – 39

Next, **Step Three:** Teach Johnny vowels and vowel combinations spelled with two letters. First, the *ee* sound, spelled *ee* as in *sheep* or *ea* as in *meal*. This is your chance to tell Johnny about words that sound alike but are spelled differently to distinguish between different meanings, like *meet* and *meat*, *feet* and *feat*, *see* and *sea*, *flee* and *flea*. (He'll like learning these pairs and make a game out of it. Tell him also about the words rhyming with *ee* but spelled with only one *e* – *be*, *he*, *me*, *she*, *we*.). Exercises 24 and 25.

Next teach Johnny the *oo* sound – short as in *book* and *look*, or long as in *moon*, or *spoon*. Exercise 26.

The *ah* as in *car*, *park*, *lark*, and *pa*, *ma*. Exercise 27.

The *or* as in *lord*, *fork*, *born*. Exercise 28.

The *er* sound as in *bird*, *hurt*, *her*. Exercise 29.

The *oi* sound as in *oil* and *boil*, *toy* and *boy*. Explain to Johnny that it's usually *oi* inside a word and *oy* at the end. Exercise 30.

The *ou* sound as in *house* and *cow*. Again, explain to him that it's usually *ou* inside a word and *ow* at the end. Exercise 31.

The *au* sound, usually spelled *au* in the middle as in *Paul* and *aw* at the end as in *raw*. This is the point to teach Johnny the spellings *all*, *alt*, *alk*, as in *hall*, *salt*, *talk*. Exercise 32. Exercise 33 is a Review of Exercises 24 – 32.

The *ai* sound, usually spelled *ai* inside a word and *ay* at the end. Teach Johnny also the slightly different sound in *air*, *pair*, *fair*. Exercise 34.

The long *i* sound spelled *ie* and *y* as in *pie*, *dry*, *my*, *shy*. Take this opportunity to teach Johnny words like *mind*, *kind*, *bind*, and *mild*, *wild*. Exercise 35.

The long *o* sound spelled *oa* as in *boat*, *oe* as in *toe*, *ow* as in *blow*, or simply *o* as in *go*, *so*, and *no*. Tell Johnny about such words as *old*, *hold*, *sold*, and *bolt*, *colt*. Exercise 36.

Finally, the long *u* sound spelled, *ew* as in *new* or *ue* as in *true blue*. Don't forget pairs like *flew* and *flue*, *dew* and *due*. Exercise 37; Exercise 38 is a Review of Exercises 24 – 37.

By now, Johnny has a tremendous reading and writing vocabulary. He can also figure out a long list of two-syllable and three-syllable words like *oatmeal*, *mailbox*, *swallow*, *sheepish*, *murmuring*, *sunbeam*, *untrue*, *leapfrog*, *murderer*, *bamboo*, *cartoon*, *grandfather*, *hamburger*, *restlessness*, *flamingo*, *kangaroo*, *curlicue*, and *Easter bonnet*. Exercise 39.

Step Four: The five long vowel sounds: (vce, cv/vcc, y=/ē/): Exercises 40 – 59

Next comes **Step Four**: The long vowel sounds, spelled *a, e, i, o, u*. The easiest way to teach Johnny these is to show him the effect of a silent *e* added to a word. In other words, teach him to read and write *fad – fade, pet – Pete, pin – pine, rob – robe, cut – cute*. (If he has learned the alphabet by now, tell him that the silent *e* “makes the letter say its name.”). Exercises 40 – 47. (Exercise 40 long a, Exercise 41 long a and long e; Exercise 42 long i; Exercise 43 Review; Exercise 44 long o; Exercise 45 Review; Exercise 46 long u; Exercise 47 Review.)

After Johnny has learned the silent *e*, show him that the syllable *ing* will also make the vowel sound long: *rate – rating, file – filing* and so on. Explain to him the important rule that if you want to keep the vowel short in such *ing* words, you have to double the final consonant before adding *ing*. For example: *bedding, shipping, trapping, humming, brimming, trimming*. Exercise 48.

Next teach Johnny final *y* as in *lady, rainy, handy*. Show him that the double-consonant rule applies here too, as in *nutty, sunny, and foggy*. Explain to him that the plural of *lady* is spelled *ladies*, of *body*, *bodies*, and so on. Tell him about *lazy, lazier, and laziest*. Exercise 49. (Exercise 50: Review of Exercises 48 and 49.)

STAGE III: ADVANCED (MOON LANDING)

Step Five: Special Endings. Exercises 60 – 72

Next comes **Step Five**: take up the ending *ed*, again with the double-consonant rule, as in *matted, rugged, robbed*. (Note: *ed* can have the sounds of *ed, d, or t*.)

Then, final *er* and *le*, again with the double-consonant rule as in *rubber, trigger, settle, middle*. Exercise 53. (Exercise 54: Review of Exercises 48 – 53.)

Finally, teach Johnny *ce* as in *rice*, *ge* as in *age*, *se* as in *cheese*, and *the* as in *loathe*. Give him pairs like *pack* and *pace*, *hug* and *huge*, *bath* and *bathe*. Exercise 55. Give him also some examples of *dge* as in *badge* and *hedge*. Exercise 56. (Exercise 57: Review of Exercises 55 – 56.)

Step Six: Irregular Spellings. Exercises 60 – 72

Now you are through with the fifth step. Johnny has learned to read and write practically all the words that follow *some* rule.

The **sixth step** will be easy for him. He'll learn words in *sion* and *tion*, words in *igh*, *ought*, and *aught*, silent *k* as in *knife*, silent *w* as in *write*, silent *t* as in *whistle*, silent *l* in *calf*, silent *g* in *gnu*, words like *head* and *bread*, *word* and *worm*, *chief* and *thief*, *break* and *steak*, and so on.

And that's all. Everything else will come to Johnny automatically, because he can now read anything.

It took me five pages to set down the phonic method of teaching Johnny to read. Complicated you say? I don't think so. I (Rudolf Flesch) have seen six-year-olds getting the hang of it in a few months.

Anyway, it's not a question of speed. The point is that this method is *guaranteed*. A child who has been taught this way can read. Millions of children taught the other way can't.

Rudolf Flesch's *Instructions*

Summarized by Mr. Donald Potter

Preliminary Step: Learn the letters for which the sounds stand.

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

Take as much time as seems necessary for the preliminary work; a five-year-old may well spend several weeks at it. 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

2. 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 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.
3. 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.
4. 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 exercises at the same time. Let him write each of the words from dictation. It is well worth taking the extra time.
5. There is a large amount of repetition in the exercises, and 22 of the 72 exercises are reviews. However, that doesn't 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 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.
6. Do the exercises in the exact order in which they are printed. Otherwise, you'll defeat your purpose.
7. Watch out for signs of word guessing. Whenever Johnny does any guessing, insist on his sounding out the words and, if necessary, look up the letter sounds.

Hazel Loring's Blend Phonics Technique

For Teaching any Synthetic Phonics Method

In 1980 Hazel Loring published a powerful instruction manual entitled *Reading Made Easy for First Grade with Blend Phonics* – available for FREE download from the www.donpotter.net website and at www.blendphonics.org. It was her belief that most reading failures were caused by the perfectly normal and very common tendency of many children to look at words from right to left. She wrote that when a child sees a word as a whole, he or she has no way of knowing in which direction it should be looked at until the correct direction is shown. Each child will look at it in whatever direction his/her tendencies dictate. Her method of blend phonics was an instructional technique that can be used with **any** phonics method. It is especially useful for whole-class instruction. I have created *The Natural Phonics Primer with Blend Phonics* to help teachers teach Rudolf Flesch's phonics course published in his 1955 masterpiece - *Why Johnny Can't Read and what you can do about It* - to large classes of beginning readers using the Blend Phonics technique.

Loring writes, “**Directional guidance is inherent in the system of blend phonics.** First, we show the student the initial consonant in isolation and teach its sound. ... Next, we show the student the vowel grapheme and teach its sound. *Then we blend the two sounds together* before adding the next consonant. There is no way for the child to go except from left to right, and with enough practice an automatic left to right habit is acquired. Then, to ensure comprehension, it has been my practice to have the student use the complete word in a *verbal* sentence.”

“Directional guidance is also inherent in spelling and writing. They are the other side of the same coin and much practice should be given in all three skills: spelling, writing and reading, reading and more reading.”

“The format of the lessons consists in taking a regular word and building it up phonetically as a class exercise. Then a child is called on to use it in a sentence.”

“Blend phonics is just about the easiest lesson to teach that can be imagined. No preparation is needed (except to have at hand a copy of the groups of words as given in the LESSON PLANS); no papers to correct for this phase of the reading lesson; no compulsory test to be given. The children themselves do most of the work by making up sentences, and thus they learn by doing. It's easy; it's inexpensive, and it works!”

“In our first lesson in blend phonics (or word building) we teach the sound of a consonant, then a short sound of a vowel. The child is taught to look at these letters **from left to right** (IMPORTANT) as they are presented to him one by one and as the sound is blended. They we add another consonant to form a word which the child uses in a verbal sentence to insure comprehension.

“The great advantage of this technique is the fact that the child has received directional guidance and has been taught, step by step, to look at the word from **left to right**. This is extremely important because many children have a normal, natural tendency to look at words from right to left. When shown the word as a whole, they may not see what the teacher sees. If shown the word ten the child may see n-e-t. Such reversals cause serious confusion when the child is shown whole words as in the case of the look-say method which incorporates no detailed directional guidance.”

“After making the blend, **ba**, add the letter **t** to form the word **bat**. Have the child make up a verbal sentence using the word **bat**. If necessary, use leading questions to help the child think of a sentence.”

Sample Blend Phonics Lesson

THE TEACHER SAYS

The name of this letter is **b**.
It says /b/

The name of this letter is **a**.
It's the short sound of /ă/

Blend /b/ and /ă/

Now we will add the letter **t**
that says /t/

What is the word?
(Pronounce it with the class)

CLASS: **bat**

Johnny, if you have a ball, what do you
do with it?

JOHNNY: I hit the ball with the **bat**.

Once the class has been taught to sound out the words in an exercise with the *Blend Phonics*' technique, they should practice reading the words in Dr. Flesch's 72 Exercises in *Why Johnny Can't Read and what you can do about it*. I have reproduced the exercises and enlarged them so that the students can read them from an overhead. I highly recommend this effective method of whole-class instruction. I also recommend that students go through the Exercises every year through at least the eighth grade.

Concerning when to start reading stories, Flesch wrote in *Teaching Johnny to Read* (Grosset & Dunlop, Inc., 1956), "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."

Isabel L. Beck in her 2006, *Making Sense of Phonics The How's and Why's*, recommends **successive blending** (also called **cumulative blending**) because it is less taxing on the short-term memory. She says, "A strong advantage of the **successive blending chain** is the precise information available to the teacher in locating an error. If a child makes an error while performing the chain, the teacher knows where the error is – that is, which link in the chain is incorrect. With this kind of precise information, the teacher can give the child a direct prompt... The availability of precise information enables the teacher to go right into where the problem is and deal with it. This is in contrast to simply knowing that a child didn't read *black* or *set* correctly." Beck's method is essentially the same as *Blend Phonics*.

THE TEACHER WRITES

b

a

ba

bat

Note from Internet Publisher: Donald L. Potter

March 23, 2014

This document has been on the www.donpotter.net website since May 5, 2004. It has gone through quite an evolutionary process over the years. It was an attempt, and a successful one at that, to teach 72 Natural Phonics Primer Exercises with Hazel Loring's Blend Phonics Technique.

I now have a whole page chocked full of valuable information on teaching Flesch's program. The exercises follow the order in Rudolf Flesch's *Teaching Johnny to Read* because I have been found them to be more effective than any other sequence I have used. I have made a few changes for linguistic and cultural reasons.

I have taught these exercises to enough children since 2003 to know that it is highly effective with all age groups.

Flesch's **Message** was vehemently attacked, and his **Rhetoric** was castigated as too severe; but his **Method** was never taught to a controlled population on a scale sufficient to satisfy scientific method. I am convinced that it would have weathered any true scientific investigation. Nevertheless, it **was taught** by tens of thousands of parents to their children with evident success. I once called Flesch's daughter, who confirmed that her father taught all his children and grandchildren to read with his method. Another line of evidence that impresses me is that original *The Victory Drill Book* was used from 1970 till 2009 (when the order of lessons and decodable sentences was were) in many private schools with outstanding success. The original VDB was virtually Flesch's Exercises with sentences added. I know that because I talked on the phone to Gus Enderlin III in 1998 and later had a fruitful email exchange with him in 2003. He was responsible for the minimum calibrated speeds.

Document created by Donald L. Potter, 5/15/04, Odessa, TX. Revised 10/27/04. Corrected 12/29/05. Minor corrections 1/23/06. Exercise 61 revised 3/31/06. Minor Corrections 5/8/06. Further minor revisions were made on 9/12/06, 9/28/06, and 10/15/06. Twenty-two Review Lessons added 9/21/06. Some extensive corrections were made on 5/18/12. Minor revision 3/16/2014. Indication of the Review Exercises was added on 3/23/2014. One very minor formatting change on 4/13/20. After 16 years of continual use, I can say for certain that Rudolf Flesch's 72 Exercises are among the most complete and powerful methods ever published. A few corrections on October 28, 2021. On November 22, 2021, I divided Step 5 into two steps, making a total of 6 Steps. On January 20, 2022, I made updates and corrections after a computer crash and recovery. Last revisions on August 25, 2022.

Here is a link to my Rudolf Flesch Literacy Campaign webpage, where you will find everything necessary to teach the method successfully.

http://donpotter.net/education_pages/flesch_audio.html

Here is my more recent **Natural Phonics Primer** webpage, which has links to 51 videos for the method.

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

Be sure and have the students spell the words from dictation whether in writing or orally. If their handwriting is not good, the phonics teacher will have to teach proper manuscript handwriting. My *Shortcut to Manuscript* is an excellent free program with written and video support.

Once the words have been taught with the Blend Phonics technique, the students should begin the *Natural Phonics Primer* timings following the guidelines for the minimum calibrated speed for page mastery for the student's grade level.

I highly recommend using the **Phonovisual Charts** for teaching the sound-to-symbol correspondences (**PG** = phoneme-to-grapheme correspondences).

The Wisdom of Rudolf Flesch Concerning Reading Instruction

Extracts from
Why Johnny Can't Read and what you can do about it (1955)

“To my mind, a remedial reading case is someone who has formed the **habit of guessing** instead of reading. ... You see, remedial reading cases are harder to teach than first-graders for the simple reason that they already have four or five or six years of guessing behind them. It usually takes at least a year to cure them of the habit. **There wouldn't be any remedial reading cases if we started teaching reading instead of guessing in the first grade**” (18).

“The Hegge-Kirk *Remedial Drills* are what I finally used with Johnny” (19).

“CONCERNING SPELLING: Reading and spelling are two sides of the same thing, and trouble starts as soon as you separate the two. The only way to teach reading is by teaching spelling *at the same time* (33). ... They do so because their whole-word training makes a tremendous difference in their **mental habits**. Anyone who has started with phonics in first grade goes through life reading every single word he reads letter by letter. He does this fantastically fast, and quite unconsciously, but nevertheless he does it. Every time he reads *miracle*, he *sees* the *a*; every time he reads *definite*, he *sees* the second *i*. No wonder he knows how to spell these words; he simply can't read without taking in every single letter. He has done this since he was six years old and he never in his life read a single word, by just taking in its general shape and guessing what it might mean. ... But our schools, as I said before, train our children in just that – word guessing. They can't read; they can't spell. Not only that, they can't even *learn* how to spell properly because they have been equipped with **mental habits** that are almost impossible to break – except by starting all over again from scratch and relearning to read and write English with phonics” (42)

“The *Blue-Backed Speller* was a fourteen-cent medicine that cured you of illiteracy. Nobody dreamed of criticizing it as wrong unscientific or inefficient” (46).

“The value of phonics can only be proven when it is taken seriously and taught systematically” (65).

“A normal child is ready and eager to learn to read because it is mankind's most fascinating game... The fun in reading lies in the great game of deciphering a hidden meaning – just as the fun of writing lies basically in the game of encoding a message” (74).

Quoting the British schoolmaster, Mr. Winch, Flesch reflects, “The argument for the look-and-say method is tainted by **the limited-adult view of the child-mind**. Our own psychological processes are put into the child, diminished in strength, but similar in form. We are getting old and worn, many of us. We do not like the mechanical acquisition of new things; it is hard for us; so we say children do not like it. As a matter of fact, they do. Repetition bores us; so we say it bores the young child. As a matter of fact, he loves it.” (75).

CONCERNING THE IMPORTANCE OF PHONICS REVIEW: “Miss Hletko explained to me that it was the usual practice to work through the Hay-Wingo primer during the first year and to review it in the second and then again in the third year” (101).

“IF YOU TEACH READING WITH PHONICS: 1. If you teach reading with phonics (regardless of the particular method used), student achievement in all subjects will be, on the average, one grade higher than the national norm. 2. If you teach reading with phonics, you will have no cases of “non-readers. 3. If you teaching reading with phonics, you will produce students with a habit of wide reading” (208f).

HOME SCHOOLING: “Although you may not think so, my main purpose in writing this book is not to criticize and attack the doctrines of educators. What I am really interested in is a book that will be of practical help to parents. ...Of course, an ounce of prevention is better than a pound of cure. By far the best thing you can do is to teach your child to read before he ever *gets* into the habit of word guessing. My advice is, teach your child yourself how to read – at the age of five. (110) ... Probably the process will *not* take a whole year. Remember that so far in this book I have talked about classroom teaching. Now I am talking about private, individual tutoring at home – the most speedy and efficient method of teaching there is. (112) ... Then you’ll be faced by a problem hardly any American parent has any more: the problem of how to quench your child’s thirst for books. But it’s not really a difficult problem: just give him the books parents usually read aloud to children of his age. And later, as he grows up, give him the books children of his age have always liked: fairy tales, mythology, adventure stories, Stevenson, Mark Twain, Poe ... he’ll be all right. **Just turn him loose in the public library, and let him take over his own education**” (113).

REMEDIAL READING CASES: “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. Give him either this book or the only other book of that type that I know: *Remedial Reading Drills* by Thorleif G. Hegge, Samuel A. Kirk, and Winfred D. Kirk. 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 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 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).

LEVELED READERS: “There should be no such thing as reading levels. Once a child knows how to read, he reads. He doesn’t have to spend hours circling consonants on a worksheet.” (Preface x).

Extracts from

Why Johnny Still Can’t Read: A New Look at the Scandal of Our Schools (1980)

WHEN TO START: “Four- and five-year olds, far from being “unready” for reading, may be at the exactly right age for learning writing and reading quickly and painlessly” (122).

“If you use phonics as *the* method of teaching reading, you’re 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” (75).

1980 REFLECTIONS: “There are two schools of thought about how to teach children to read. One is called “intensive phonics” or “systematic phonics” or, more recently, “decoding” or “code emphasis.” In this book to avoid confusion, I’ll call it “phonics-first.” The other is called the “look-and-say” or “whole-word” or “sight-reading” method or – so help me – “psycholinguistic.” I’ll use “look-and-say.” ... I said in my first book that phonics-first worked splendidly and should be used in all schools, while look-and-say was wretchedly poor and should be abandoned at once. ... Unfortunately, my advice fell on deaf ears. With heart-breaking slowness, phonics-first crept into some 15 % of our schools, but an estimated 85 percent of them still stick to old discredited look-and-say. ... The results of this mass miseducation have been disastrous. America is rapidly sinking into a morass of ignorance. (1)

SIGHT WORDS: “The point is that the whole issue of sight words comes up only because the look-and-say people insist they must immediately have the children reading stores. Dumb stories, inane stories, but stories there must be, otherwise the child is “bored” and lacks “motivation.” The phonics people go ahead and teach children to read, relying on the sheer thrill of learning the alphabet code – one of the great wonders of the world – to fascinate the children until they can hardly wait to be told that *u* makes *yoo*” (98).

HOMESCHOOL: To begin with, give Johnny first aid. Since he won’t be taught phonics-first in school, teach him phonics at home.

Don’t tell me you can’t do it. It’s only the look-and-say educators who have blown this thing out of all proportion and have made the teaching of reading seem like going to the moon. Actually, it’s quite simple. All you need is a series of step-by-step exercises plus time and patience. Millions of nineteenth century Americans taught their children to read the same way with the aid of the famous little Webster’s Blue-Backed Speller. Tens of thousands of mothers and fathers have done it successfully with the help of my book *Why Johnny Can’t Read – And What You Can Do About It* (Harper & Row, 1955).

Of course, you can. So can your parents, your older children, your twelve-year-old babysitter (if she has been taught to read phonics-first.). I’ve taught each of my six children that way, and each before he or she entered school, and those were among the happiest and most satisfying experiences of my life. It’s an unforgettable moment when a child first discovers the key to the “secret code.” (10-11)

OVERCOMING DUMBING-DOWN: However, even if you teach your Johnny successfully at home, he’ll still be exposed to poor education at his look-and-say school. He’ll go to school with lots of children who can’t read. He’ll learn from textbooks that were “dumbed down” one, two, or more grades. He’ll attend featherweight courses tailored to educational cripples. If possible, get him out of there and into a phonics-first school. The number is growing, and if you’re lucky, you’ll find one not far from your home. (11)

Donald L. Potter typed these pages in an effort to become a better-informed reading teacher, and to share with others the wisdom of Rudolf Flesch on 3/14/03.

I was motivated to look closer at Flesch’s *72 Exercises* because of a phone conversation with Mr. Edward Miller (3/11/03), who used Flesch’s phonics-first method to help students overcome whole-word dyslexia. Mr. Miller explained to me that he works with two students at a time, one on either side of him. He has one student read the first two columns, Ed reads the middle column, and the other student reads the two columns on the right. I immediately began to try Mr. Miller’s procedures in my Instructional Resource Class and witnessed significant improvement in the students’ word processing strategies. Mr. Miller the author of the *Miller Word Identification Assessment* (MWIA), which is an instrument for detecting and measuring whole-word dyslexia. It available for free download on the Education Page of the www.donpotter.net website. Mr. Miller passed away in June 2009.

Dr. Rudolf Flesch was born on May 8, 1911 in Vienna, Austria and passed away on October 5, 1986 in New York, New York.

Three Basic Principles for a Successful National Literacy Campaign

Dr. Rudolf Flesch, author of
The Art of Clear Thinking and *Why Johnny Can't Read*

The steady and seemingly inexorable decline of our literacy is a great national tragedy. We, the richest country in the world, are educationally dropping down among the world's poorest nations. Soon we'll be unable to carry on the daily work that needs to be done by educated people, or even find jobs that call for simple ability to read and write. I foresee an influx of thousands of Japanese engineers overseeing the work of thousands of robots on assembly lines.

What we need at this critical point in our national life is a gigantic national literacy campaign.

Of course, many Third World countries, and others, have had their literacy campaigns, such as the famous Cuban campaign of 1960-61, which raised the national literacy rate from 75 to 94 percent within nine months.

We can do even better than that – if we put our minds to it and use our tremendous resources for the job. After all, we are the nation that got to the moon, and wiped out polio and measles.

However, if we carry out a literacy campaign, we can't expect to do the job in nine months like the Cubans. Why? Because the Cubans were faced with the relatively easy job of teaching reading and writing to their illiterate peasants, who had never gone to school. We, on the other hand, have to teach millions of people who can't read because their schools tried to teach them the wrong way. They have been infected with the highly potent virus of look-and-say and have become addicts to the pernicious habit of word-guessing. To become literate, they must kick the habit. The job of teaching them to read must be combined with a program of thorough detoxification, which gets harder and harder the more years of look-and-say teaching they've been exposed to. Therefore, what took Cubans nine months will take us at least two years.

Aside from that unfortunate time lag, what we'll be able to do is prodigious. As a nation, we are born for this kind of job. There is no limit to what can be done. It will be an even more glorious adventure than going to the moon.

However, our national literacy campaign will be successful only if it sticks to three basic principles.

First, the American people must realize that we have an enormous national problem on our hands. We desperately need a national literacy campaign, and we need it now.

Second, people must understand that in the United States illiteracy is caused by the virus of look-and-say teaching. Our prevailing teaching methods and materials must be seen as what they are – national enemies like the viruses of measles and polio.

Third, our literacy campaign must be fought strictly with the weapons of intensive phonics. Any materials or methods that lead to addictive word-guessing must be banned from our classrooms and libraries.

As long as we stick to these three basic principles, we'll make our coming literacy campaign a glorious success and we will become the best-educated nation on earth.

This "abstract" was taken from the January 1983 edition of *The Reading Informer*, published by the *Reading Reform Foundation*. I am not sure who prepared the "abstracts." I assume it was most likely the editor, G. K. Hodenfield. Here it is 2012 and Flesch's proposed National Literacy Campaign is still on the launch pad. Fortunately, there is enough fuel in our Phonics Launch Vehicle to get us to the destination, and could do it in two years with Flesch's 72 Exercises – and my *Natural Phonics Primer: A Universal Safety Net for Literacy*.

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

Short Vowels

Phonovisual

A a	<u>A</u> pple	<u>A</u> lligator	<u>c</u> at
E e	<u>E</u> gg	<u>E</u> lephant	<u>b</u> ed
I i	<u>I</u> nk	<u>I</u> gloo	<u>f</u> ish
O o	<u>O</u> x	<u>O</u> strich	<u>t</u> op
U u	<u>U</u> mbrella	<u>U</u> ncle	<u>d</u> uck

Consonants

B b	<u>B</u> all	<u>B</u> ed	<u>b</u> ear
D d	<u>D</u> oor	<u>D</u> og	<u>d</u> uck
F f	<u>F</u> ish	<u>F</u> ork	<u>f</u> an (ph)
G g	<u>G</u> um	<u>G</u> ate	<u>g</u> oat
H h	<u>H</u> and	<u>H</u> ouse	<u>h</u> orn
J j	<u>J</u> ack-in-the Box	<u>J</u> ump-Rope	<u>j</u> ar (g)
L l	<u>L</u> amp	<u>L</u> eaf	<u>l</u> eaf
M m	<u>M</u> oon	<u>M</u> ouse	<u>m</u> onkey
N n	<u>N</u> ose	<u>N</u> est	<u>n</u> est
P p	<u>P</u> icture	<u>P</u> ear	<u>p</u> ig
R r	<u>R</u> ing	<u>R</u> ose	<u>r</u> abbit
S s	<u>S</u> un	<u>S</u> aw	<u>s</u> aw (s)
T t	<u>T</u> able	<u>T</u> ent	<u>t</u> op
V v	<u>V</u> ase	<u>V</u> iolin	<u>v</u> alentine
W w	<u>W</u> indow	<u>W</u> agon	<u>w</u> agon
Y y	<u>Y</u> ard	<u>Y</u> awn	
C c	<u>C</u> up	<u>C</u> ap	<u>k</u> ey (c, ck)
K k	<u>K</u> ite	<u>K</u> itchen	<u>k</u> ey

Consonant Digraphs

Sh sh	<u>S</u> h <u>o</u> e	<u>S</u> h <u>a</u> dow	<u>s</u> h <u>i</u> p
X x	<u>B</u> o <u>x</u>	<u>F</u> o <u>x</u>	<u>b</u> o <u>x</u>
Qu qu	<u>Q</u> ue <u>en</u>	<u>Q</u> uar <u>ter</u>	<u>q</u> ue <u>en</u>
Th th	<u>T</u> h <u>o</u> rn	<u>T</u> h <u>i</u> stle	<u>t</u> h <u>r</u> ee <u>t</u> h <u>i</u> s
Wh wh	<u>W</u> h <u>i</u> p	<u>W</u> h <u>i</u> stle	<u>w</u> h <u>e</u> el
Ch ch	<u>C</u> h <u>a</u> ir	<u>C</u> h <u>a</u> in	<u>c</u> h <u>e</u> rry

INSTRUCTIONAL SEQUENCE
OF THE NATURAL PHONICS PRIMER

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*

Three Concept and Four Skills Necessary For Any Student to Read and Spell Well

<i>3 Concepts</i>	<i>4 Skills</i>
<p>1. 1, 2, 3 or 4 letters can spell a sound</p> <p>up - <u>u</u> tea - <u>ea</u> earn - <u>ear</u> weigh - <u>eigh</u></p>	<p>1. Segmenting</p> <p>lad = /l/ /a/ /d/</p>
<p>2. Some sounds can have several different spellings.....</p> <p>feet - <u>ee</u> team - <u>ea</u> chief - <u>ie</u> she - <u>e</u> happy - <u>y</u> taxi - <u>i</u></p>	<p>2. Blending</p> <p>/l/ /a/ /d/ = lad</p>
<p>3. Some spellings can represent many different sounds.....</p> <p><u>ch</u>ip <u>sch</u>ool ma<u>ch</u>ine</p>	<p>3. Phoneme Manipulation</p> <p>at → <u>h</u>at (addition) <u>h</u>at → at (deletion) pa<u>t</u> → pa<u>n</u> (substitution)</p>
	<p>4. Multi-syllable</p> <p>hotdog = hot-dog professional = pro-fes-sion-al</p>

Adapted from an Online EBLI workshop with Nora Chahbazi in 2017.

Segmenting = Spelling Words: Pulling sounds apart.

Blending = Sounding-Out Words (decoding/reading): Pushing sounds together.

Phoneme Manipulation (Phoneme Efficiency) is a necessary condition for Orthographic Mapping and Sight Word acquisition. Phonics is a necessary, and usually sufficient cause for its development, although some students may require targeted practice in phoneme manipulation.

NATURAL PHONICS PRIMER: STATISTICS FOR PRACTICE SENTENCES FROM 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. 1,470 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 1,531. 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: 1,211. 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)

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Stages of Reading Development

Jean Chall in her 1983 *Stages of Reading Development* presented a stage theory of reading development that is good to keep in mind. The *Natural Phonics Primer* designed for students in Stages 1 to 3. Fluency development with timed decoding exercises is beneficial for yearly study until students reach the calibrated exit speed of 130 wpm. High school students and adults, who lack foundation decoding fluency, can also benefit.

Stage 0: Prereading, Birth to Age 6.

The learner gains familiarity with the language and its sounds. A person in this stage becomes aware of sound similarities between words, learns to predict the next part in a familiar story, and may start to recognize a few familiar written words.

Stage 1: Initial Reading, Decoding: Grades 1-2, Ages 6-7.

The learner becomes aware of the relationship between sounds and letters and begins applying the knowledge to text.

Stage 2: Confirmation, Fluency, Ungluing from Print, Grades 2-3, Ages 7-8.

The learner, familiar with basic sound-symbol relationships and familiar with more words, improves decoding skills, expands the number of words recognized by sight (Brain Words), and builds fluency.

Stage 3: Reading for Learning the New, Grades 4-8, Ages 8-14

The reader has enough reading skill to focus on content and learn new information and facts from reading.

Stage 4: Multiple Viewpoints, high school, Ages 14-18, Grades 9-12

The reader at this stage begins to be able to analyze with they read, understand different points of view, and react critically to what they read.

Stage 5: Construction and Reconstruction, college and above, ages 18+

The student now has the ability to select reading material and is building a personal view or model of the world and truth.