



PHONICS 101:

What you really need to know

OVERVIEW:

- ❖ Why do we need direct phonics instruction?
- ❖ Why do our students need direct phonics instruction?
- ❖ Basic phonics vocabulary
- ❖ The 6 syllable types
- ❖ Phonics for upper elementary students
- ❖ Questions

Thank you for coming!!

WHY DO WE NEED PHONICS INSTRUCTION?

1. You can't teach phonics well, if you don't know it well.

**There is a reason that I don't teach physics!*

Possible reasons you don't know the phonetic rules of the English language:

- Grade school was a long time ago.
- Whole language was a big thing.
- You were naturally a good reader.

2. Your students need you!

- With or without a phonics curriculum, our students deserve the best education we can provide them.
- Research shows that students who receive direct, explicit instruction in phonics are better readers and spellers.
- It is easier to give corrective feedback when there is a reason for the correction.

WHY DO OUR STUDENTS NEED PHONICS?

1. To be better readers

Increased decoding skills

- Better decoding leads to increased fluency. Increased fluency leads to increased comprehension.

Increased vocabulary

- An understanding of word elements (Latin bases, prefixes, suffixes) and their meanings help support meaning for larger words.

2. To be better spellers

Increased understanding of common spelling patterns

- Spelling options are more familiar.

Increased phonemic awareness

- Words “just look right”. This comes with repeated practice.

“Students taught phonics systematically outperformed students who were taught a variety of nonsystematic or non-phonics programs, including basal programs, whole language approaches and whole-word programs.” (NRP Subgroup Report page 2-95)

BASIC PHONICS VOCABULARY

Phonemic Awareness is the understanding that words are made up of smaller parts (phonemes).

Phoneme - the distinct units of sound in a specified language that distinguish one word from another. Cat is made up of 3 phonemes /c/ - /a/ - /t/

- There are 44 phonemes in the English language.
- <https://school.judsonisd.org/webpages/cbianco/readinghelp.cfm?subpage=23888>

Phonics is a method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system. (So, phonics is teaching what makes those sounds/phonemes).

Grapheme - a way of writing down a phoneme

- This can be one letter, or a group of letters. For example the letter o, and the group of letters ough, both say /ō/.

EASIEST /MOST COMMON PATTERNS SHOULD BE TAUGHT FIRST

Sounds

- Consonants
- Consonant Digraphs, Blends, Digraph Blends & Trigraphs
- Additional Sounds
- Vowels
- Spelling Options for Sounds

Syllable Types

- | | |
|---|---|
| 1. Closed (cat) <ul style="list-style-type: none">▪ Exceptions (cold) | 4. Consonant-le (wiggle) <ul style="list-style-type: none">▪ Exceptions (castle) |
| 2. Vowel-Consonant-e (bike) <ul style="list-style-type: none">▪ Exceptions (give) | 5. R-Controlled (barn) <ul style="list-style-type: none">▪ Exceptions (carry) |
| 3. Open (hi) <ul style="list-style-type: none">▪ Exceptions (Alaska) | 6. Vowel Digraph/Diphthong (bait) <ul style="list-style-type: none">▪ Exceptions (poet) |

SOUNDS

Vowels

- * Speech sounds that are produced when the breath flows out of the mouth without being blocked by the teeth, tongue, or lips
- * Vowel sounds can go on and on.

a, e, i, o, u

Consonants

- * the letters of the alphabet that are **not** vowels
- * sounds that made when the teeth, tongue, or lips partly block the flow of air.
- * Consonant sounds are clipped short.

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

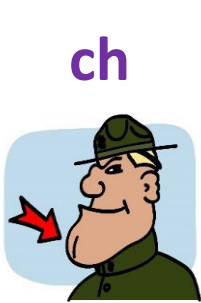
MORE SOUNDS

Diagraphs

** 2 consonants that work together to make **one** sound*



sh



- **ck** is at the end because -ck will only be used at the end of a word!

Buddy Letters

** The letter 'q' is always followed by 'u'. It never goes anywhere without its buddy, so q and u, **qu** are called buddy letters.*



SYLLABLE -

* a word, or part of a word, made by one push of breath

* a syllable **must** contain a vowel

There are six syllable types:

- Closed
- Vowel-consonant-e
- Open
- Final Stable (C-le)
- R-controlled
- Double Vowel (Digraph/Diphthong)

CLOSED SYLLABLES

- can only have one vowel.
- the vowel is followed by one or more consonants. (It is closed in.)
- The vowel sound is short. (A breve [˘] is used to mark a short vowel sound.)

Ex.) cŭp ĭt pĕst stŭmp

* This is the most common type of syllable in the English language.

BONUS LETTERS

* If a one syllable word ends in a vowel, immediately followed by the consonant *f*, *l*, or *s*, **double** that consonant.

hill*



buff*



bass*



WELDED SOUNDS

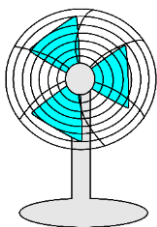
More Welded Sounds

** two or more letters that when used together make an unexpected sound*

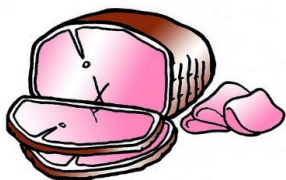
ball



fan



ham



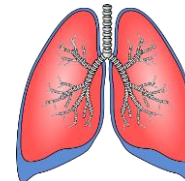
fang



song



ring



lung



bank



honk



pink



junk

SUFFIXES

Base Word

- a word that can **stand alone** as a word

Ex. cat

fall

Suffix

- a word element (affix) that can be added at the end of a base word, like s or **ing**

Ex. cats

fall***ing***

mix***es***

* The suffix -es is used when the base word ends in s, x, z, sh, or ch.

New Sound!

- The letter 's' can make the /z/ sound when it is used as a suffix.

Ex. bugs

* -s and -es are taught first, because they are easily added to closed syllables without having to change the base word.

BLENDS

* two or more consonants together, each making their own sound.

Ex. s l i p b r a g s e n t

* Three letter blends are taught here too.

Ex. string tempt splash

* A digraph blend is when a digraph is blended with another consonant.

Ex. l u nch sh r u g

CLOSED SYLLABLE EXCEPTIONS

* Syllables that appear to be closed, (They have one vowel that is closed off by a consonant.) but make the long vowel sound.



cold



post



colt



find



wild

MULTISYLLABIC WORDS

Syllable division rules

Cactus

- When there are two consonants between the vowels, split between them.

Ex. cactus

Relish

- When there is only one consonant between the vowels, close off the first one.

Ex. relish

Sunup/Sunset

- If a word is a compound word, split between the two words.

Ex. sunset

Chicken/Bathtub

- Keep digraphs together.

Ex. chicken

MULTISYLLABIC WORDS

More division rules

Hundred

- When there are three consonants between the vowels, blends usually stay together in the second syllable.

Ex. hundred

Dishcloth

- When there are four consonants between the vowels, watch for digraphs, blends, and welded sounds.

Ex. dishcloth slingshot

Construct

- When there are four consonants between the vowels, watch for three letter blends in the second syllable.

Ex. construct

Unlock

- When a prefix is used, split between the prefix and the base.

Ex. unlock

WORD ELEMENTS

Prefix

* a word element (or affix) that can be added at the beginning of a base word, like un or mis.

Ex. unlock nonstop

Closed Syllable Prefixes

-mid	-ab	-ex
-mis	-ad	-in/-im
-non	-com/con	-ob
-tran/trans	-dis	-sub
-un	-en/-em	

WORD ELEMENTS

Latin Base

- a word element that is the center, or meat, of the word
- A base cannot stand alone, but holds meaning that dictates the word.

Ex. disrupt

The prefix -dis means apart, and the Latin base -rupt- means break, so disrupt literally means to break apart, such as to disrupt a conversation.

Closed Syllable Latin Bases

-fess-	-stant-	-ject-
-gress-	-sult-	-lect-
-mand-	-tend-	-pact-
-mit-	-tent-	-rect-
-pel-	-vent-	-sect-
-pend-	-dict-	-spect-
-press-	-duct-	-struct-
-rupt-	-fect-	-tact-
-sent-	-flect-	-tract-
-sist-	-flict-	-vict-

*"Base word elements such as -rupt- and -pend- and often called Latin roots. However, the root is actually the historical origin or 'root' of the word, which provides the underlying meaning for the base. The Latin roots for -rupt- are rumpere and ruptus and the Latin root for pend is pendere and pensus."

WORD ELEMENTS

Suffix

* a word element (or affix) that can be added at the end of a base word, like ed or ing.

Ex. rent(ing)

rent(ed)

Suffix introduction:

- Initially, only introduce -ing and the /ed/ sound of -ed.
- These are both closed syllables.
- They are often added to unchanging base words.
- The purpose of introducing suffixes at this point is to show that words can be broken up into parts. They will learn the other suffixes and their meanings later.

VOWEL-CONSONANT-E SYLLABLES

- has a vowel, then a consonant, then an e.
- The first vowel is long. (A macron ¯ is used to mark a long vowel sound.)
- The e is silent.

Ex. mīl̥

lāt̥

hōp̥

*These syllables can be combined to form multisyllabic words. Multisyllabic words follow the same division rules.

Ex. reptile

baseball

forecast

VOWEL-CONSONANT-E EXCEPTION

* Syllables that appear to be v-c-e, but make the short vowel sound.

- **ive** words

give



* No English word will end in v.

Not really exceptions...

This happens when a word ends in 'v'. It also happens when a word ends with 's'. No English word will end in v, and words that end in s are presumed to have a suffix. These words get a silent 'e' to eliminate confusion. Because of their short vowel sound, they are considered closed syllables.

Ex. solve

tense

else

V-C-E WORD ELEMENTS

Prefixes

-fore

Ex. forecast

Latin Bases

-clude-

-scribe-

-fuse-

-spire-

-pose-

-sume-

-pute-

-vise-

-quire-

-voke-

OPEN SYLLABLES

- has one vowel. It is the last letter in the syllable.

- The vowel is long. (A macron ¯ is used to mark a long vowel sound.)

- Ex.) hī gō mī bābī

New Sound!

- The letter 'y' is introduced as a vowel. It makes the long i sound when it is used in a one syllable word, and the long e sound in a second or final syllable.

Ex. my

baby

*Multisyllabic words follow the same division rules, although when there is only one consonant between the vowels, the first syllable is usually open.

Ex. open

preplan

OPEN SYLLABLE EXCEPTIONS

- the vowels a and i can make the schwa sound /ə/ in an unstressed, open syllable.
- Sometimes an unstressed i can make a short vowel sound ɪ.

Ex.) Alaska

compliment

New Sound!

The schwa /ə/ sound, which sounds like the short u, often replaces the short vowel sound in an unstressed syllable.

OPEN SYLLABLE WORD ELEMENTS

Prefixes

co-

pre-

de-

pro-

e-

re-

Ex. remake

eject

a-

Ex. awake

Suffixes

-y

-ability

-ity

-ly

-ty

FINAL STABLE SYLLABLES

- is the last syllable in a multisyllabic word
- has a **consonant**, followed immediately by **-le**.
- The **e** is **silent**. (Its only job is to be the vowel in the syllable.)

Ex. bugle

wiggle

* double consonant (ex. wiggle) makes a closed first syllable = short sound

- **ion** is also a final stable syllable. It is a noun-forming suffix, most commonly found in the welded sounds **tion** and **sion**.
- both **tion** and **sion** are spelling options for the /shun/ sound, however **sion** is the only one that makes the /zhun/ sound.

Ex. location

confusion

FINAL STABLE SYLLABLE EXCEPTIONS

- stle words
- has an s, immediately followed by tle, making the /sl/ sound
- The vowel is short. (A breve [˘] is used to mark a short vowel.)
- The t and e are silent.

Ex.) castle

c ks

New Sound!

- The letters 'stle' make the /sl/ sound. The 's' is used to close off the first syllable to retain the short vowel sound in the syllable before a final stable syllable.

Ex. castle



R-CONTROLLED SYLLABLES

- has one vowel.
- the vowel is followed by the consonant R.
- The vowel sound is controlled by the r.
(It is neither long, nor short.)

Ex.) car her bird

horn burn



car



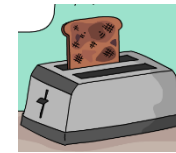
her



bird



horn



burn

* These syllables can be combined to form multisyllabic words.

Ex. current
r c

carpet
r c

marble
r fs

* Spelling options are important to understand.
Dictionary skills are reinforced here. Spell checking apps are wonderful!

R-CONTROLLED SYLLABLE EXCEPTIONS

* a vowel followed by a **double r** is often short.

Ex. c^ʊrry

b^ʊrry

* The prefix **para** says /p^ʊar ə /.

Ex. (para)graph

* **ard** says /ərd/ in an unstressed syllable
ward as a suffix says /wərd/.

Ex. lizard

back(ward)

* **or** and **ar** in a final, unstressed syllable say /ər/.

Ex. labor

dollar

major

* If **ar** is followed by another vowel, the first **a** can be a short /a/.

Ex. ^ʊarid

* **ar** and **or** preceded by **w**.

Ex. war – wart - /wor/

wor – worm - /wər/

R-CONTROLLED SYLLABLE WORD ELEMENTS

Prefixes

inter-

over-

super-

under-

Suffixes

-er

-ery

-or

-ory

Latin Bases

-fer-

-form-

-fort-

-port-

-vert-

DOUBLE VOWEL SYLLABLES

- contains a vowel digraph or a diphthong.

**Vowel Digraph*

- Two vowels together that represent one sound

Ex. tree
d

treat
d

**Vowel Diphthong*

- A sound that begins with one vowel sound and glides into another

Ex. join
d

town
d

- * These syllables can be combined to form multisyllabic words.

Ex. mermaid
r d

valley
c d

compound
c d

6 SYLLABLES

* long a sound /ā/

- **ai** and **ay**



bait



play

*Show all options, but remove the ones that you know it can't be.

* *Usually...*

- **ay** is at the end of the word.

Ex. pl**ay**

- **ai** is followed by a consonant.

Ex. pl**ai**n

- **a-consonant-e** is also followed by a consonant sound.

Ex. m**ate**

- **open a** is at the end of an initial open syllable.

Ex. t**a**ble

*6 D SYLLABLES

* long e sound /ē/

ee and **ey**



jeep



valley

* *Usually...*

- **ee** is in the middle.

Ex. keep

- **ey** is at the end of the word.

Ex. donkey

* *However...*

- **e-consonant-e** is also followed by a consonant sound, like ee.

Ex. Pet

- **open** /ē/ is at the end of one syllable word.

Ex. h

- **open y** /ē/ is at the end of multisyllabic word.

Ex. candy

* *So...*

At the end of a one syllable word - **e** or **ee**

At the end of a multisyllabic word - **y** or **ey**

Followed by a consonant sound - **ee** or **e-e**

6 SYLLABLES

* long o /ō/ and long u /ū/ or /ü/
sounds

oa, oe, ue



boat



toe



blue



cue

* *Usually...*

- **oa** is followed by a consonant.

Ex. b**oa**t

- **oe** is at the end of a 1 syllable word.

Ex. t**oe**

- **ue** is at the end of words.

Ex. bl**ue** **cue**

* *So...*

In the middle, followed by a consonant - **oa**, **o-e**

At the end, of a syllable - **o**

At the end on a word - **oe**

DOUBLE VOWEL SYLLABLES

* Diphthongs

oi, oy, au, aw



coin



boy



autumn



saw

* Usually...

- **oi** is at the beginning or middle

Ex. j**oi**n o**i**ntment

- **oy** is at the end of words.

Ex. t**oy** enj**oy**

- **aw** is only choice for the end of words.

Ex. l**aw**

- **aw** and au can be in the middle.

Ex. l**aw**n fr**au**d

* Depending on dialect short o, maybe a spelling option. Ex. h**o**g

6 D SYLLABLES

* There's more!

ou, ow, ou, ou, oo, oo



snow



plow

'snowplow'



trout



soup

'trout soup'



school



book

'school book'

* Usually...

- **ou** is at the beginning or middle of a word. It must have a consonant after it.

Ex. tr**ou**t s**ou**p

- **ow** is at the end of a word

Ex. sn**ow** pl**ow**

- **ow** can be in the middle if it is followed by n or l (el, er)

Ex. t**ow**n b**ow**l t**ow**el t**ow**er

* **New idea:** These vowel teams have two sounds, instead of just one.

6 SYLLABLES

* **ea** makes three sounds

/ē/, /ě/, /ā/



eat



bread



steak

* Order of commonality

Eat bread, then steak.

- In a one syllable word, the long ē sound is the first choice.

Ex. stream

- Multisyllabic words just need practice and repetition.

Ex. seaweed meadow peanut

SYLLABLES

* Almost done!

long u /ū/ or /ü/ sounds
ew, eu, ui



few



grew



feud



deuce



suit

* What says ü ?

- u
- u-e
- ou
- oo
- ui
- eu
- ue
- ew

More than any other sound!

*6 D * SYLLABLE EXCEPTIONS

- Two vowels together is not always a vowel team (digraph or diphthong). Sometimes they are divided for syllabication.

Ex. violin

mosaic

create





SYLLABLE SORT

ADDITIONAL SOUNDS

Advanced Digraphs/Trigraphs

** Introduce these after closed syllables are taught.*

phone



catch

fudge



- **ph** is a spelling option for /f/. It is most common when the word is of Greek origin.

- **dge** and **tch** are used at the end of a closed syllable after a short vowel, to retain the short vowel sound.

C and G

** when followed by e, i, or y*

- ce, ci, and cy will say /s/

Ex. ice

city

cycle

- ge, gi, and gy will say /j/

Ex. huge

magic

dingy

ADDITIONAL SOUNDS

More Digraphs, Trigraphs, and Welded sounds

- * que - clique - /k/
- * ti - patient - /sh/
- * ci - glacier - /sh/
- * tu - spatula - /chü/
- * ture - capture - /chər/

Silent Letters

- * gh - ghost - /g/
- * gn - gnat - /n/
- * kn - knife - /n/
- * mb - lamb - /m/
- * mn - column - /m/
- * rh - rhyme - /r/
- * wr - wrist - /r/

ADDITIONAL SOUNDS

Closed Syllables

- * a - wash - /ɔ̃/
- * a - squash - /ɔ̃/
- * y - gym - /ĩ/

V-C-E Syllables

- * y-e - type - /ĩ/

Open Syllables

- * i - champion - /ē/
- * y - reply - /ĩ/

“D” Syllables

- * ie - piece - /ē/
- * ei - ceiling - /ē/
- ei - vein - /ā/
- * igh - light - /ĩ/
- * eigh - eight - /ā/

ADDITIONAL WORD ELEMENTS - PREFIXES

Latin and Greek Prefixes

anti-

hyper-

maxi-

mini-

multi-

omni-

semi-

Chameleon Prefixes

con-, com-, co-, cor-, col-

in-, im-, ir-, il

en-, em

ob-, o-, oc-, of-, op-

ex-, e-, ef-

dis-, dif

ad-, a-, ac-, ar-, af-, ag-, al-, an-, ap-, as-, at-

sub-, suc-, sug-

ADDITIONAL WORD ELEMENTS - SUFFIXES

Suffixes are categorized into two groups:

Vowel Suffixes

- es	-ive	-or	-ability	-ent	-ity
-ing	-able	-y	-al	-ery	-ize
-ed	-en	-ion	-ance	-ible	-ory
▪ /ed/	-er	-age	-ant	-ic	-ous
▪ /d/	-est	-ate	-ary	-ism	-ure
▪ /t/	-ish	-ile	-ence	-ist	

Consonant Suffixes

-s	-ly
▪ /s/	-ty
▪ /z/	-ness
-less	-sion
-ful	-tion
-ment	-ward

** The following suffix endings are part of complex base words. (They are v-c-e exceptions.)*

-ace - palace - /ɪs/	-ite - favorite - /ɪt/	-ice - notice - /ɪs/
-age - damage - /ɪj/	-ine - engine - /ɪn/	-ile - fragile - /ɪl/
-ate - pirate - /ɪt/		

ADDITIONAL SPELLING RULES - SUFFIXES

The Silent E and Suffix Rule

Vowel Suffixes

When adding a vowel suffix to a base word ending in **e**, drop the **e**.

Ex. glide + ing = gliding

Ex. live + ing = living

Ex. dance + er = dancer

Ex. juggle + ing = juggling

Consonant Suffixes

When adding a consonant suffix to a base word ending in **e**, just add the suffix.

Ex. like + ly = likely

Ex. life + less = lifeless

Ex. settle + ment = settlement

* If a base word ends in **ce** or **ge**, do not drop the **e** when adding a vowel suffix. Dropping the **e** would change the **c** or **g** to a hard sound.

Ex. outrage + ous = outrageous

trace + able = traceable

ADDITIONAL SPELLING RULES - SUFFIXES

The 1:1:1 Doubling Rule, Part I

*A word with **one syllable** (closed or r-controlled), **one vowel**, and **one consonant** after the vowel...

Ex. bar

cup

stir

flat

strap

Vowel Suffixes

When adding a vowel suffix to a 1:1:1 base word, double the final consonant.

Ex. cup + ed = cupped

Ex. ship + ing = shipping

Ex. flat + est = flattest

Consonant Suffixes

When adding a consonant suffix to a 1:1:1 base word, just add the suffix.

Ex. cup + ful = cupful

Ex. flat + ly = flatly

Ex. ship + ment = shipment

ADDITIONAL SPELLING RULES - SUFFIXES

The 1:1:1 Doubling Rule, Part II

*In a *multisyllabic* word that ends in a **stressed syllable** that is a closed or r-controlled syllable, **one vowel**, and **one consonant** after the vowel...

Vowel Suffixes

When adding a vowel suffix to a base word, double the final consonant.

Ex. **commit** + ed = **committ**ed

Ex. **prefer** + ed = **prefer**red

Ex. **admit** + ing = **admitt**ing

~~Ex.~~ **suffer** + ing = **suffer**ing

* Do not double the **r** because the stress is on the first syllable.

Consonant Suffixes

When adding a consonant suffix to a base word, just add the suffix.

Ex. **commit** + ment = **commit**ment

Ex. **defer** + ment = **defer**ment

Note: Words ending in **ic** – add **k** instead of doubling the **c** to add the suffix.

Ex. **panic** – **panick**ing **picnic** – **picnick**ing

ADDITIONAL SPELLING RULES - SUFFIXES

The Y and Suffix Rule

If **y** is a part of a diphthong or vowel digraph (**'D' syllable**), just add the suffix.

Ex. play + ed = played

Ex. volley + ing = volleying

Ex. play + ful = playful

Ex. employ + ment = employment

If **y**, in an **open syllable**, comes after a consonant, change **y** to **i** when adding **any** suffix. The **i** retains the original sound of the **y**.

Ex. cry + ed = cried

Ex. cry + s = cries

Ex. dirty + est = dirtiest

Ex. lonely + ness = loneliness

* When the suffix begins with **i**, do not change the **y** to **i**, just add the suffix.

Ex. baby + ish = babyish

ADDITIONAL WORD ELEMENTS — GREEK

astro	logy	photo	dys	meter
atmo	macro	poly	hydro	syn/sym/syl
bio	mega	scope	hypo	therm
geo	micro	sphere		
gram	mono	tele		
graph	phono/phone	theo		
homo				

Greek combining forms

* Two Greek elements can combine to form a type of compound word.

Ex. polygraph geology

* Sometimes Greek elements are combined with a letter to form a connective element.

Ex. thermometer centimeter

ADDITIONAL SPELLING RULES - WAYS TO SPELL /K/

Use C

- at the beginning of most words (cat)
- part of a beginning sound (scrap, crash, clash)
- multisyllabic words ending in /ik/ (picnic)
- part of a blend (subject)

Use K

- part of an ending blend (bank, milk, task)
- v-e syllable (bike)
- at the beginning of some words, before e, i, y (Ken, kite, Kyle)
- after an r-controlled or double vowel (smirk, seek)

Use CK

- after a short vowel (sock, tackle)
- in compound words (backpack)

Use CH

- in some Greek-based words (chorus)
- in some /sk/ blends (school)

Use QUE

- at the end of some French-based words (clique)

ADDITIONAL SPELLING RULES - CONTRACTIONS

* Contractions combine two words, omitting one or more letters. An apostrophe replaces the missing letters.

Ex. we would - we'd

they have - they've

he is - he's

he will - he'll

* Exceptions

Ex. do not - don't

will not - won't

ADDITIONAL SPELLING RULES

Reasons to double consonant

1. “Bonus” letter rule

Ex. hill toss

2. To keep the short vowel sound in the first syllable

Ex. rabbit bunny wiggle

3. Double spelling rule:

Ex. shopping tipped beginner

4. When adding a prefix that ends with the same letter that the base word starts

Ex. misspell unnerve

* The consonants h, j, k, v, w, x, and y do not double in English words.

ADDITIONAL SPELLING RULES - PLURALS

1. Most nouns: add -s

Ex. ship**s** bug**s**

2. Nouns ending in s, x, z, ch, and sh:
add -es

Ex. wish**es** box**es**

3. Nouns ending in y (as part of a “D”
syllable): just add -s

Ex. donkey**s** boy**s**

4. Nouns ending in y (after a consonant):
change the y to i, and add -es

Ex. baby - babi**es** city - citi**es**

ADDITIONAL SPELLING RULES

Irregular Plurals

1. **f, fe:** change to v and add -es

Ex. shelf - shel**ves**

Ex. wife - wiv**es**

2. Some words ending in **o**: add -es rather than -s

Ex. veto - veto**es**

3. Irregular: must be memorized

child - children

foot - feet

man - men

mouse - mice

person - people

this - these

tooth - teeth

woman - women

44 sounds in the English language

44 Sounds of the English Language

The 18 Consonant Sounds

- b (bag, ribbon)
- k (cat, pick, kite, box, queen)
- d (dog, add, filled)
- f (fast, phone, laugh, half)
- g (get, egg, ghost, guest)
- h (hot, who)
- j (jet, page, giraffe)
- l (lip, fell)
- m (man, summer, climb, autumn)
- n (net, penny, know, gnat)
- p (pan, happy)
- r (rat, wrist)
- s (sip, ice, city, science)
- t (top, Thomas, trapped)
- v (van, of, five)
- w (why, wait, queen, choir)
- y (yes, opinion,)
- z (zap, fuzz, has, cheese)

• c, q, and x are found in other sounds.
 • The c sound is found in the k sound and in the s sound (city)
 • The q sound is found in "ku" Kwanza
 • The x sound is found in "ks" words like picks

The 5 Short Vowel Sounds

- a (bat, after)
- e (egg, pet, bread, friend)
- i (pig, in, busy, women)
- o (hop, off, awful, August)
- u (fun, monkey, trouble)

The 6 Long Vowel Sounds

- a (made, maid, day, lady)
- e (feet, bean, these, be, candy)
- i (pie, might, like)
- o (boat, bone, open, toe, sew)
- u (you, mule)
- oo (few, blue, soup)

The 7 Digraphs Sounds


- ch (chip, patch, future)
- sh (shop, fish)
- th (thing)
- th (this, the)
- wh (when)
- ng (ring)
- nk (bunk)

The 5 Special Sounds, Diphthongs included

- oi (oil, toy)
- ow (cow, pouch)
- oo (book, pull, soup)
- aw (raw, haul)
- zh(vision, treasure)

The 3 R-Controlled Vowel Sounds

- ar (car, part)
- or (fork, north)
- ur (her, bird, hurt, dollar)



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Common Prefixes and Suffixes and their meanings

http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

Article about the benefits of direct, explicit phonics instruction

<http://www.righttrackreading.com/directphonicsworks.html>