

Phonics for English Reading, Spelling & Writing Express Program *from YesPhonics*

This **YesPhonics Program** is a **Spalding Method Based** Multi-sensory, Systematic, Step-by-Step, 3-Level Curriculum sequenced for Beginners (Kindergarten to 3rd or 4th grades) and used for Advanced Learners, High School, College, Remedial, Special Education, Self-Help & ESL in Schools and Homes.

This **YesPhonics program** is designed to be taught or learned **step-by-step** through a **Sequence**. This sequential guide coordinates the presentation of the subjects and integrates their teaching order. **No teacher training needed.**

Just Start! The teacher learns along with the students.

Sample Pages from the Phonics Express Manual: **How to Use the Sequence**

Pages from the Phonics Express Manual are examples of the coordination of:

(1) Sequence, (2) Spelling Word List, (3) Lesson Plan & (4-5) Student Worksheets for the integration of the teaching order of the subjects, in this case the Silent Final E's, Spelling Rule 7.

(1) Sequence 12, page 22, the Silent Final E's, Spelling Rule 7 is taught at the word "time" from the Spelling Word List in Section E.

(2) Spelling Word List Section E, page 117, a reminder is given to teach the Silent Final E's at the word "time" and also lists the Lesson Plan and Worksheet #5 (L/W) that are to be used.

(3) Lesson Plan 5, page 62, instructs the teacher to teach these Silent Final E words from the Spelling Word List in Section E to the students for Worksheet Part 1. This Lesson Plan is visited 3 times for teaching this rule in each Level (grade), it also lists Sequence 22 with instructions that are used when these words are taught in Spelling Section I. The 3rd time the worksheet is used will be at the completion of the Level (grade). The students will search their Spelling Notebooks or other materials for Silent Final E words to be used to complete Part 3 of their Worksheet.

(4-5) Student Worksheet 5, page 63, teaches the 5 functions of the Silent Final E's, Spelling Rule 7 for the student and shows the words entered as an illustration for the teacher's reference for Part 1 & Part 2.

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The Incredible 72 Orton Phonograms

Sequence

12. Spelling Words Section E:

The students will make oral sentences for each word in the spelling lesson and write sentences using words from their Spelling Notebooks.

LW-5, Part 1: Silent Final E's, at "time".

13. Spelling Words Section F:

The students will compose sentences using words from their Spelling Notebooks and read them aloud to the class. This is their first reading in context. Continue to review all of the phonograms each session.

14. LW-1, Part 2: Vowel's Keywords

15. Spelling Words Section G:

Concurrently with teaching the spelling words and oral sentences; have the students write sentences using the words from their Spelling Notebooks. Review all of the phonograms each session.

16. LW-6, Part 1: Nouns

& Introduce Beginning Grammar (See: Suggestions in Resources).

17. LW-4: Original Sentence

18. Spelling Words Section H:

Concurrently with teaching the spelling words and oral sentence; have the students write 2-3 original sentences in their Spelling Notebooks and read the words in their Spelling Notebooks. Review phonograms each session.

LW-11: I & Y Say e, at "baby".

Unstressed syllables, at "about".

Use: Dialogue for Think to Spell, page 48.

LW-12, Part 1: Plurals, Suffix -s, at "cat, cats".

19. LW-7: 4 Ways a Vowel Can Say A, E, I, O, U.

20. LW-8: Verbs

Spelling Section D-E

did Use the /ī/ī/ē/.

Sequence 11: LW-4, Sentence

had Use the /ā/ā/ah/.

six Use the /ī/ī/ē/ and the /ks/, the x has two sounds.

book Use the /ōō/ōō/ō/.

Section E (Sequence 12)

Sequence 12: L/W-5, Part 1, R-7, Silent Final E's

1. **time**₂ Students say the sounds for time, say, "Use the /ī/ī/ē/ and the silent e that lets the i say /ī/" (job 1).
 2. **have**₂ Students say the sounds for have, say, "Use the /ā/ā/ah/, and the silent e that keeps the word from ending in v. English words do not end in v" (job 2).
 2. **blue**₂ Students say the sounds for blue, say, "Use the /ū/ū/ōō/ and the silent e that keeps the word from ending in u. English words do not end in u" (job 2).
 3. **dance**₃ Students say the sounds for dance, say, "Use the /ā/ā/ah/, the /k/s/ and the silent e that lets the c say /s/" (job 3).
 3. **large**₃ Students say the sounds for large, say, "Use the /ar/ of car, the /g/j/ and the silent e that lets the g say /j/" (job 3).
 4. **lit tle**₄ Students say the sounds of the syllables for lit tle, say, "In lit, use the /ī/ī/ē/. In tle, sound the /t/ and use the -le suffix, every syllable must have a vowel" (job 4).
 5. **are**₅ Students say the sounds for are, say, "Use the /ar/ of car and the silent /ē/ē/." Odd job e, any reason not covered above (job 5).
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Silent Final E's**Sequence 12**

Teach the rules as the words are dictated for Part 1 from the Spelling List in Section E for the students to write and mark in their Spelling Notebooks and on their Worksheets.

Explanations for Rule 7, Silent Final e's in English, 1-5, Part 1:

1. **time₁**: The silent final e is added to let the vowel say its second sound (letter name): **take₁**, **Pete₁**, **time₁**, **type₁**, **hope₁**, **cute₁**. (Some silent e words have two consonants between the e and the vowel as in **clothe₁**.) Draw a "bridge" from the vowel over the consonant to the e (job 1). If more than one rule applies as in the word **five₁** (job 2) mark only job 1.
2. **blue₂**, **have₂**: English words do not end in u or v. The silent e keeps the word from ending in u or v. Underline the u or v to show why the silent e is needed (job 2).
3. **dance₃**, **large₃**: The silent e lets the c say /s/ and the g say /j/. We use the -ge at the end of English words; they do not end in j. Underline the c and g to show that they are affected (job 3).
4. **lit tle₄**: Part of the -le suffix. Every syllable must have a vowel. The l is not underlined, as it may be used at the end of English words and is not otherwise affected (job 4).
5. **are₅**: Odd Job e, any reason not covered above. Categories for rule 5 are: To lengthen main idea words (**dye₅**, **where₅**, **gone₅**, **come₅**); to identify words such as **please₅** (**pleas**), **freeze₅** (**frees**) (job 5).

Sequence 22**Silent Final E's, Part 2:**

Dictate the words from the Spelling List in Section I: **gave₂**, **a like₂** for the students to write and mark in their Spelling Notebooks and Worksheet. The students will search the Spelling Notebooks to complete Part 2.

Part 3 will be completed in Worksheet Completion Sequences for all levels.

Silent Final E's

The Silent Final e's have at least 5 functions in English

- | | |
|--|---|
| <p>1. <u>time</u>₁</p> <p>2. <u>blue</u>₂ <u>have</u>₂</p> <p>3. <u>dance</u>₃
 <u>large</u>₃</p> <p>4. <u>lit</u>₄ <u>tle</u>₄</p> <p>5. <u>are</u>₅</p> | <p>The silent e lets the vowel say its letter name (job 1).</p> <p>English words do not end in u or v (job 2).</p> <p>The c says /s/ because of the e (job 3).</p> <p>The g says /j/ because of the e (job 3).</p> <p>Every syllable must have a vowel (job 4).</p> <p>Odd job e, any reason not covered above (job 5).</p> |
|--|---|

	Part 1	Part 2
1.	<u>time</u>	<u>gave</u> , <u>alike</u>
2.	<u>blue</u> <u>have</u>	
3.	<u>dance</u> <u>large</u>	
4.	<u>little</u>	
5.	<u>are</u>	

Part 3: Add Silent Final e words from the Spelling Notebooks

Silent Final E's

The Silent Final e's have at least 5 functions in English

-
- 1. time The silent e lets the vowel say its letter name (job 1).
 - 2. blue₂ have₂ English words do not end in u or v (job 2).
 - 3. dance₃
 large₃ The c says /s/ because of the e (job 3).
 The g says /j/ because of the e (job 3).
 - 4. lit tle₄ Every syllable must have a vowel (job 4).
 - 5. are₅ Odd job e, any reason not covered above (job 5).

Part 1

Part 2

1.			
2.			
3.			
4.			
5.			

Part 3: Add Silent Final e words from the Spelling Notebooks

Dr. Samuel Orton isolated the **most used phonograms** that represent the common spelling patterns of English. They were published in 1958 and have been used all over the world to teach English with spectacular results.

A phonogram is a letter or set combination of letters that represents one or more single sounds in a word.

The 72 Orton Phonograms are the **“CORNERSTONE”** of the Spalding Method. They represent the common spelling patterns and are the primary phonics codes for the 45 sounds of English. This YesPhonics program features a unique concept of illustrations of mnemonic catch phrases (keyword captions) that correspond to the sound sequences of the phonograms with which the students quickly and easily learn the sounds of the phonograms in the order of their use frequency.

The phonograms are taught in a systematic order with a multi-sensory approach of seeing, hearing and saying the sound sequences (phonemes) along with the teacher or with a DVD or CD with phonogram flash cards or phonogram sheets..

The phonogram’s sound sequence should be rehearsed until they stand out as a ‘sound’ in a printed word.

The phonograms are the primary phonics codes and word building tools for speaking, spelling, reading (decoding) and writing English. The English alphabet is a sound/symbol system; it has 26 letters that say the 45 individual single sounds (phonemes) heard in English speech. The phonograms consist of the 26 alphabet letters and 46 combinations (teams) of letters (multi-letters) with 2 to 4 letters; each has 1 to 6 single sounds.

Teach **Phonemic Awareness** with the 72 Orton phonograms that teach the 45 single individual sounds (called phonemes) heard in English speech. Phonemic awareness is the knowledge of these tiny segments of sound that make up words. It is literally “sound” awareness and is the understanding that words are made up of sounds and of being able to hear, recognize, and manipulate the individual sounds that make up a word. Many do not realize the words they hear break apart into smaller sounds (phonemes). Hearing the individual sounds within a word is difficult because when we speak, we effortlessly blend all of the sounds together which hides the phonetic nature of spoken language. In order to read and spell fluently these sounds must first be taught systematically and explicitly in isolation which is easily accomplished with the phonograms

The phonograms, spelling words taught in syllables and the spelling rules provide the word building tools needed to break apart and manipulate these sounds to recombine them into single and multi-syllable words in order to quickly and easily learn to speak, write, spell and read English fluently.

The phonograms are the ‘phonics platform’ all readers and writers of English need to reach their highest potential.

For fast accurate reading (decoding) it is vital that the student knows the phonogram’s sounds in the order of their frequency of use. The phonogram’s illustration and keyword caption are easily learned and retained memory devices. The pronunciation key words in the caption depict the phonogram’s sounds in the order of use frequency as in: ‘g’ that says 2 sounds: /g/-/j/. Caption: goat and giraffe.

Some phonograms have the same sound in every word in which they appear. Others have several sounds, and deciding which sound to use is one of the skills needed for decoding (reading) English.

The sounds of the phonograms are in the order of their frequency of use. For instance: The sound sequence for the phonogram ‘a’ is /a/-/a/-**ah**/ (apple, acorn, all). Caption: **have a ball**. It says its 1st sound about 70 percent of the time, so it is listed first. It says its 2nd sound (its letter name) almost 25 percent of the time, so it is listed 2nd. It says its 3rd sound less often, so it is listed last. When the student tries the 1st sound in a word they will most often be right. If the 1st sound doesn’t work, then they should try the 2nd sound, and then the 3rd sound.

The most often used sounds of the phonogram are in its sequence. Other sounds that are less often used are taught with the spelling words and lesson plans.

Some phonograms have the same sound in a different sequence as in: ‘o’ that says 4 sounds: /**ah**/-/o/-/uh/-/oo/. Caption: **Ox over? Love to!** The phonogram ‘oo’ says 3 sounds: /oo/-/uh/-/o/. Caption: **foolish crook at the door**.

Other phonograms are difficult to remember as they have a sequence that is not always related to its letter’s sequence, such as: ‘ie’ that says 2 sounds (letter names): /e/-/i/. Caption: **piece of pie**.

In the ‘ei’ phonogram the most often used sound is not in the letter’s sounds of the phonogram: ‘ei’ says 2 sounds /a/-/e/. Caption: **their leisure**.

The keyword caption is truly a remarkable way to easily and quickly learn the sounds in sequence; never to be forgotten.

Phonics instruction should be first and fast. Memory research has verified the efficiency of learning all of the sounds of the phonogram at one time, rather than in layers. When the sounds are introduced together, the computer brain can file the information in one place for easy retrieval. All of the sounds of the phonogram must be known by beginners in order to read and spell even such simple words that use the 2nd through 4th sound (indicated by numbers) such as: ‘all (3), to (4), go (2), she (2), he, (2) try (3), yo (3).

The **phonogram’s name is its sound sequence and dialogue**. The dialogue is learned with the sounds of the phonogram as a means of identification between phonograms that have the same sounds in their sequences. The dialogues may be spelling rules or descriptive words or phrases:

Phonogram pair that says the sound /a/ (letter name):

‘**ay**’, /a/ **2-letter /a/** that we may use at the end of English words.

‘**ai**’, /a/ **2-letter /a/** that we may NOT use at the end of English words.

Captions: **play sailboat**

Phonograms that say the sound /sh/:

‘**sh**’, /sh/, used at the beginning of a word, at the end of a syllable, but not at the beginning of a syllable except for the ending –ship.

Caption: **she fish.es for friendship.**

‘**ti**’, /sh/ **tall-letter /sh/**, used at the beginning of any syllable after the first syllable. Caption: **nation.**

‘**si**’, /sh/-/zh/, used at the beginning of any syllable after the first syllable.

Caption: **mansion excursion.**

‘**ci**’, /sh/ **short-letter /sh/**, used at the beginning of any syllable after the first syllable. Caption: **special social.**

Phonograms that have the same sound in their sequence such as /k/:

‘**c**’, /k/-/s/. Caption: **cat in the city.**

‘**k**’, /k/ **tall-letter /k/**. Caption: **King.**

‘**ch**’, /ch/-/k/-/sh/ (said gradually faster it resembles a train).

‘**ck**’, /k/ **2-letter /k/**, used only at the end of a root word after a single vowel that says /a/-/e/-/i/-/o/-/u/ (first sounds). Caption: **prick a pickle.**

Reproducible Masters:
Sheets of Phonograms Illustrations & Keyword Captions
for Coloring, Handouts, Wall Charts, Flash Cards & other uses.

Phonics Express Manual Samples: **Phonogram Pages**, Appendix A, samples pages 10 & 11. **Students Worksheets**, Appendix B, sample page 5 of PDF.

Reproducible Masters Packet (component in program Y01A): **Phonogram Sheets**, samples pages 12 & 13 & **Students Worksheets**, sample page 5 of PDF.

The **Mini-Phonogram** sheets are in the *YesPhonics Card and Bingo Games* in the **Reproducible Master Packet** (component in program Y01A). See sample pages 14 & 15 of PDF.

Copies of these may be used to learn the phonograms, for drill, for coloring for kindergarten and elementary students, as handouts for middle school through college and other students, for the DVD or CD follow along and teaching companion, to display as wall charts, make flash cards and other uses.

They may be used in conjunction with the *Flash Card Phonogram Pack* (Y04A), *Phonics Codes for English DVD* (Y03D) or CD (Y03C) (soundtrack of the DVD) The 72 phonograms are shown and called by number. The sound sequence and dialogue of the phonogram is said 2 times, the students may say the sounds and dialogue along with the speaker the 2nd time. The keyword caption is said 1 time. The keyword caption is a memory device that depicts the phonogram sounds in sequence.

The Phonogram Sheets/Pages used for kindergarten and elementary students may be copied on single-sides and cut in half to use as coloring sheets as they learn the phonograms. They should learn 2 to 6 phonograms each session. Review all of the previously learned phonograms each session. Gather the phonograms sheets after each session and when they are completed bind them together into books for the students to keep as a permanent record of achievement and to study at home by themselves or with their families.

For middle school and older students they may be copied on double-sides and given to each student as a complete packet. With little supervision these students can teach the phonograms to themselves with the use of the DVD or CD. Ten or more phonograms may be presented each session OR the DVD or CD may be shown through every session until the students know the sound sequences without hesitation.

a

1

a

/ă/-ā/-ah/



have ²a ³ball

b

2

b

/b/



bumblebee

eigh

eigh
/ā/ 2-letter /ā/

59



eight freight cars

ie

ie
/ē/-/ī/

60



piece of pie²

3

C

/k/-/s/

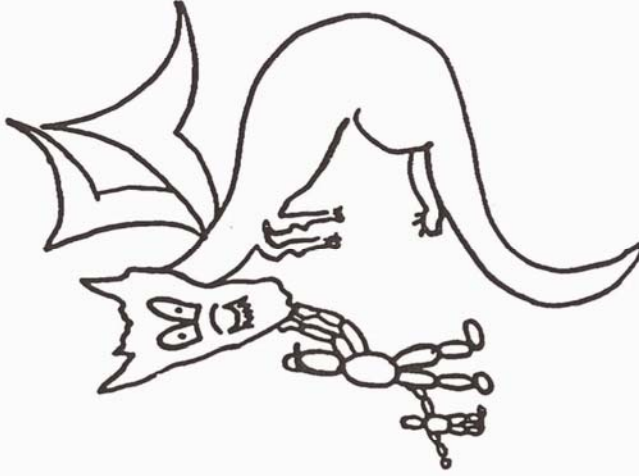


cat in the city

4

d

/d/



daddy's dragon

ey

/ā/-/ē/

that we may use at the
end of English words.

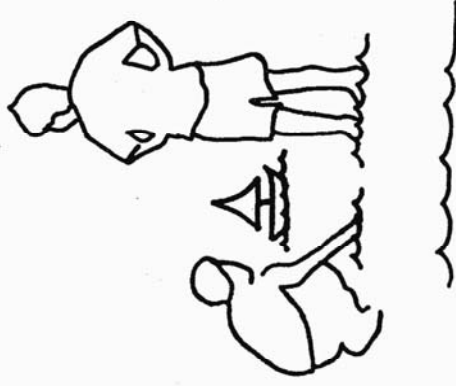


they have the honey²




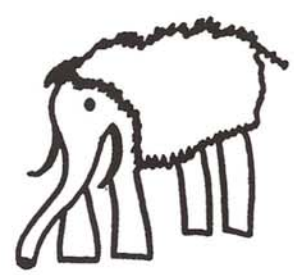

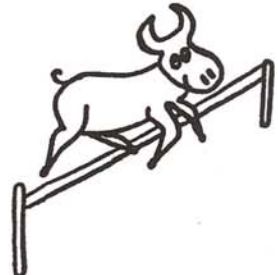



ay

/ā/ 2-letter /ā/

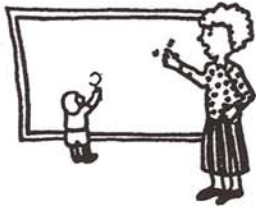
that we may use at the
end of English words.



play sailboat

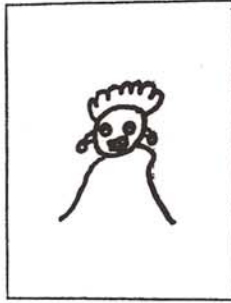
<p>10 j [/j/]</p>  <p>jumping jack</p>	<p>11 k [/k/ tall-letter /k/]</p>  <p>King</p>	<p>12 l [/l/]</p>  <p>lollipop</p>
<p>13 m [/m/]</p>  <p>mammoth</p>	<p>14 n [/n/]</p>  <p>noon</p>	<p>15 o [/ah/-/ō/-/ū/-/ō/]</p>  <p>ox <u>o</u>ver? l<u>o</u>ve t<u>o</u>!</p>
<p>16 p [/p/]</p>  <p>puppies</p>	<p>17 qu [/kw/] Always write q with u.]</p>  <p>Queen</p>	<p>18 r [/r/]</p>  <p>roadrunner</p>

64 **Wr** [/r/ 2-letter /r/ used only at the beginning of a root word.]



don't write wrong

65 **ph** [/f/ 2-letter /f/]



photograph

66 **dge** [/j/ 3-letter /j/ used only at the end of a root word after a single vowel that says /ă/-/ĕ/-/i/-/ō/-/ū/.]



hodge-pdge

67 **tch** [/ch/ 3-letter /ch/ used only at the end of a root word after a single vowel that says /ă/-/ĕ/-/i/-/ō/-/ū/.]



ptcher

68 **ti** [/sh/ tall-letter /sh/ used at the beginning of any syllable after the first syllable.]



nation

69 **si** [/sh/-/z/ used at the beginning of any syllable after the first syllable.]



mansion excursion

70 **ci** [/sh/ short-letter /sh/ used at the beginning of any syllable after the first syllable.]



special social

71 **ough** [/ō/-/oo/, /uff/-/off/, /aw/-/ow/]



72 **gu** [/g/ of guilty guy]



guilty guy

Phonogram Flash Card Example

The cards are printed on heavy high gloss white card stock.

They are precut 4 ¼ inches by 5 ½ inches.

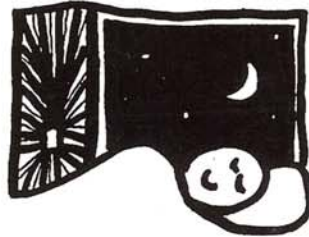
igh

61

igh

3-letter /ī/
/ī/ (light)

teacher says-student repeats



/ī/ 3-letter /ī/

night light

(16)