

# Teach Reading at Home

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Mary Merrsen

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*To my Mother  
who taught me to read.*

*And to my Father  
who read endless stories to us,  
nearly always without cheating!*

# Acknowledgements

Here is a list of the giants in this field from whom I've learned so much:

Dr. Jeanne Chall, America's chief authority on how children learn to read, was a professor at the Harvard Graduate School of Education at the time of her death in 1999. Her book *Learning to Read: The Great Debate*, showed how to teach reading.

Dr. Louisa Moats, one of Jeanne Chall's students, works tirelessly to promote research-based, best-practice literacy teaching. Dr. Moats' calm, clear explanations helped me understand why reading instruction should be based on phonemic awareness & the link between a sound and the letter/s used to represent that sound.

Elsie Smelt wrote the *Complete Guide to English Spelling*, that was published in 1983. This book showed me the underlying patterns in the way words were spelt.

Rudolf Flesch wrote the books *Why Johnny Can't Read* and *Why Johnny Still Can't Read*. These books introduced me to Phonics.

Romalda and Walter Spalding wrote the course *Writing Road to Reading*. This comprehensive English course was based on research showing how children learn. It was the first Intensive Phonics course, and showed me that even I would be able to learn the rules of spelling – primarily because there were only 28 rules!

Don Potter from [donpotter.net](http://donpotter.net), whose quality literacy courses provided ideas on how to construct a practical course that teachers and students could use in real life.

Jane Healy has written several books, including *Endangered Minds: Why Our Children Don't Think*. This horrifying book taught me that the students I was seeing were not unusual– instead, they were becoming the norm. It explained why many intelligent students were achieving only a minimal standard of literacy at best.

Stephen Pinker has written several books, including *Words and Rules*. This book explains how children learn their mother tongue, and how children's brains work. This book showed me why students need repetition, and why educational course material should be constructed logically.

Evelyn Garrard, who wrote *LEM Phonics*, who showed me that comprehensive literacy courses could be made more student-friendly, without losing their integrity and educational impact.

Dianne McGuinness, Ph.D. wrote *Why Our Children Can't Read And What We Can Do About It*, which showed me the sub-skills that really equip a student to read, and that we could reduce the time taken to learn to read by teaching only those essential skills and the essential knowledge.

Dr. Frank Laubach, often called the *Apostle to the Illiterates*, who used what he called “visual puns” and hand signs to help people learn to read. From his ideas I learned to use pictures and hand signs to aid students' learning.



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### **Additional Materials in this package**

Flashcards – Letter Flashcards and Rule Flashcards

Teaching Aids Booklet

## Section 1 – About this Course

Many parents, tutors, and teachers need access to an easy to use, comprehensive, learn-to-read course, because they've found schools, tutoring services, or their own training, insufficient or ineffective.

NOTE: I'll refer to students, as *students*, or *they*, and parents, teachers, and tutors as *tutors* or the *tutor* – for the sake of our sanity.

In order to be able to successfully teach this Course, tutors need to:

- Speak and read English reasonably well;
- Be able to teach students from printed A4 pages, OR teach from a laptop, desktop, or largish screen - a phone screen is too small. Although the Course pictures are coloured, there is no advantage at all in printing the lessons or Teaching Aids in colour;
- Have prepared the day's lesson before teaching it;
- Be willing to read the material in this Introduction, and carefully follow the instructions in the Introduction and the Course;
- Be willing to start all students at the beginning of the Course, and work through to the end. There are a few sections students can skip **if they are already fluent in that work:**
  - the blending section;
  - the naming alphabet letters;
  - the alphabetical order section; and
  - the capital letters section.

## This is a Synthetic Phonics-Based Course

This easy to use Course, called the *Teach Reading at Home Course*, is based on the Intensive Phonics method of learning to read. It teaches the building blocks of English reading. It's "synthetic" because it teaches students to put the separate building blocks back together into words.

Because this is a Phonics-based Course, it's based on the **sounds** in English, so that students learn to sound out words. Written English was specifically designed to be sounded out – for reading and spelling.

Yes, it's been messed with since it was originally invented, and we continue to mess with it now, but a number of the ways that English looks confusing to us now were invented for reasons that were sensible at the time. This Course explains the most common reasons, so students can make sense of some of the current oddities.

## This Course Sticks to the Point

Instead of fluffing around, this Course sticks to the point – teaching students exactly what they need to know, in order to become independent readers in as short a time as possible. Sticking to the essentials saves a lot of time and energy.

But you can't avoid work. Learning to read involves work, but the work in this Course enhances real reading skills. Students don't have to guess or try to think which word would make sense. Instead, they learn to read the words that are on the page in front of their faces – by sounding out, blending, saying the word, and comprehending its meaning.

I recommend that as much as possible, students avoid reading non-Course material until they have finished this Course. This is because focusing on completing the Course will help students maintain momentum, so they finish the Course faster. Avoiding non-Course material will also help them avoid confusion brought on by trying to read building blocks of written English they have not yet been taught.

Most learn to read courses teach only the 26 alphabet letter sounds. But there are about 45 sounds in English, so when you've finished teaching the 26 alphabet letter sounds, you're only about halfway through. This means that teaching only the alphabet sounds gives students in sufficient information to be able to read independently.

In spite of my recommendation to avoid reading non-Course material, your students' school might want students to read the Reader the school provides. If that Reader is a true Phonics-based Reader, you could find that once your students have completed the Basic Alphabet Code sections, that they are able to read the early School Readers, while they continue with this Course.

Students who have completed the Basic Alphabet Code sections are likely to need your help with Readers, because many Readers include “high-frequency” words, and many of those words contain sounds taught later in this Course.

This Course is cumulative. This means that each lesson builds on what has been taught earlier in the Course; students are never expected to pluck information from thin air, in order to fulfil the tasks in these lessons.

The Course is not “little kiddy”, so it can be used to teach students aged from about 4 years old (or when they are keen to learn to read) to late adulthood.

### The Course Makes Sense as Much as Possible

Unfortunately, explaining modern English isn't easy, due to the fact that English vocabulary is made up of something like:

- 30% Latin;
- 30% French (& French words that originally came from Latin);
- 20% Old English/Anglo Saxon/Germanic languages;
- 10% Other languages;
- 5% Old Norse (Viking); and
- 5% Greek.

But as much as possible, I've tried to make it understandable to students, without expecting them to take up linguistics – the study of languages.

One of the ways I've tried to make it easier for students to learn this complex information is by teaching the most common sound for each Alphabet letter when first teaching that letter, then immediately (in daily flashcard revision) teaching the letter's alternative sounds. But students begin by working only with the letter and its most common sound. All they have to do to begin with, is commit the other sounds to memory.

The advantage of making students aware of these additional sounds right from the start, is that it means they're not disturbed when they're later taught when or why that letter is representing one of its additional sounds. They just take for granted that, in a sensible world, there would be a reason why a letter can be used to show an alternative sound. And surprisingly often, there is.

Many students have trouble learning material that doesn't make sense. So, I make life easier by teaching a sound and accompanying it with a memory picture, a memory word, and a hand sign (a memory aid that will be used to visually link the sound and its letter).

Later in this Introduction, you will be taken through an entire lesson, so you can understand how everything ties together.

### Topics Covered in this Course

The Course is set out as follows:

- The Introduction (including How Written English Works);
- The Alphabet-Letter sounds (e.g. /a/\* in **a**pple);
- The Multiple-Letter sounds (e.g. /ee/ in **se**eds);
- The Old Letter sounds (e.g. /r/ in **w**riting);
- The Rule sounds (e.g. /g/ in **g**rab & /j/ in **g**ems); and
- The Foreign sounds (e.g. Foreign /ae/ in **cafe**).

\* A letter between slash marks refers to the sound, not the letter name.

In this course, students are taught all the individual sounds (around 45 sounds, depending on your type of English), the letters, punctuation marks, and some rules. This comes to a total of about 200 items. With this knowledge, and enough practice to be able to apply this knowledge "in real time", students are equipped to read over 95% of words.

Developing this degree of skill takes time and effort, so don't rush through the Course faster than students can absorb the information and confidently apply it.

How will you know the best speed for your students? Students working at the right speed can correctly follow instructions for 2 or 3 out of 5 words at their first attempt according to the current instructions.



If students can't follow those instructions, they haven't learnt the current lesson (or perhaps the earlier work) well enough, or haven't had sufficient practice. If your students are having trouble, quickly revise the information they haven't grasped, and let them practice reading some words from previous lessons, and the current lesson, before continuing.

It's a good sign if students struggle on another 2 or 3 words in 5, and even if they need your help (see below on how to do this) on about 1 word in 5. It's the struggle that tells you that the brain is building itself.

Every single time students are **paying attention** as they link a sound and letter, or a sound and hand sign, or a hand sign and a letter, their brain wiring becomes stronger, and the brain insulation that helps the message travel faster becomes thicker.

At the end of each section, there are short comprehension exercises, so that students learn to read words, and comprehend what they read.

### The Number of Students

Teaching a single student can be the most time efficient, because if the student and tutor work well together, they can rapidly get into a highly efficient pattern of working. Teaching a small group takes at least twice the time required to teach one student, usually because at any given time, some students are not engaged. Teaching a larger group takes exponentially more time because, at any given time, several students are not engaged, and time is needed for dealing with disciplinary issues.

### About The Lessons

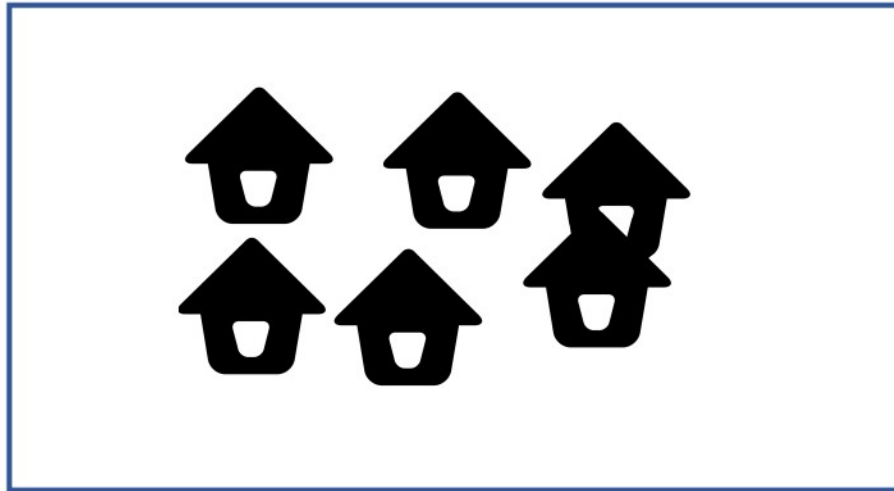
Most lessons in this course are one page in length; the comprehension lessons are often two or three pages. Many students can comfortably manage several lessons a day. A lesson might take about 10 minutes; a Comprehension Lesson might take about twice that. You might do:

- 1 page (or part of a page) most days, with a young child; and
- Several pages once or twice a day, with a teenager or adult.

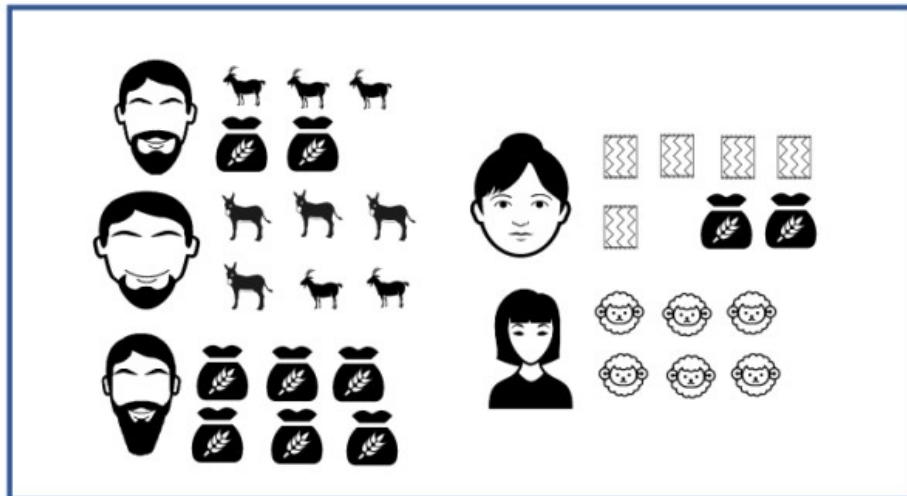
Suit yourself and your student; some students do much more than that once they understand how the Course works, and are confident that they will not be "put on the spot" by being expected to guess words, invent words, or do anything they have not already been taught in the Course.

## How Written English Works

Do this work yourself, then work through it with your students.



Many years ago, people lived in tents in the desert. In each village, there was a storage tent where everyone stored stuff. (I couldn't find a picture of the right sort of tent, so I'll use these pictures of huts.)



The people in charge drew the person's picture, and added what the person stored, so they could remember who owned what. People stored: goat, donkey, or sheep skins; sacks of grain; or rugs they had woven.

Then, people started drawing pictures that were easier and quicker to draw. They looked like this:



When people wanted to write about something new, they just drew another picture. But soon there was a problem; there were so many pictures they couldn't remember what each picture meant.

Then, some clever people realised that every word we say is made up of separate sounds: /b/ /a/ /t/ bat, /d/ /o/ /g/ dog, & /r/ /i/ /b/ rib. [Just read this information to students; don't expect them to learn it.] Those clever people realised that we say only about 40-50 different sounds, and with those sounds, we say **all** our words.

These people wondered what would happen if instead of writing a different picture for each different **thing**, they drew a picture for each different **sound**. They worked out that if they wrote using a picture for each sound, they'd only have to learn 40 or 50 pictures - then they'd be able to read and write everything!

### How to Read Using Pictures for Sounds



Tutor says: To understand how picture writing works, listen to these words and sounds:

*zoo*

*ooze*

**Tutor:** In *zoo*, /z/ is the first sound, and /oo/ is second. *zoo*

In *ooze*, /oo/ is the first sound, and /z/ is second. *ooze*

Now, repeat after me:

**Tutor:** *zoo*    /z/    /oo/    *zoo*

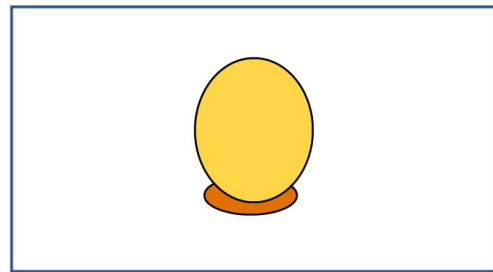
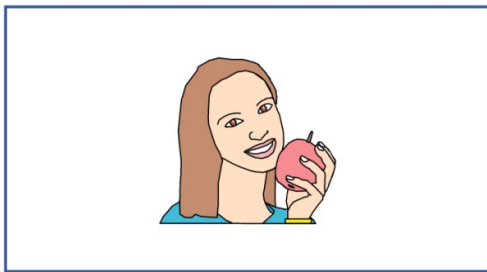
**Student:** *zoo*    /z/    /oo/    *zoo*

**Tutor:** *ooze*    /oo/    /z/    *ooze*

**Student:** *ooze*    /oo/    /z/    *ooze*

To understand how this type of writing works, I'll teach you some pictures. Each picture will show a different sound. When you can say the sound for each picture, you'll be able to read the picture words I've written.

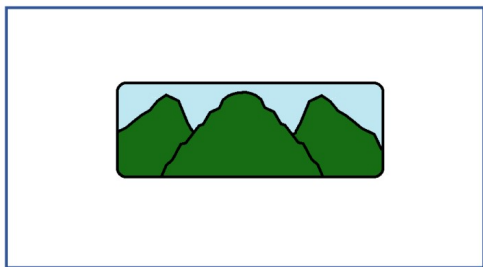
[Note to the Tutor – Tell your students the name and sound for each picture. The thing we want to “automate” is that students say the **sound** (not the picture name). The name is used solely to teach the student the correct sound.]



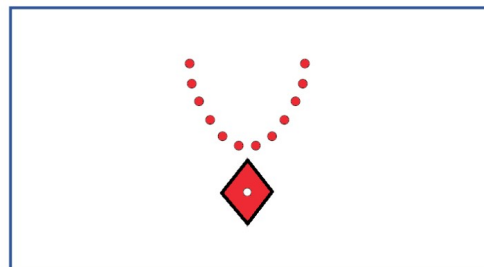
You should say:

This is the picture for apple, its first sound is /a/. When you see this picture, say /a/.

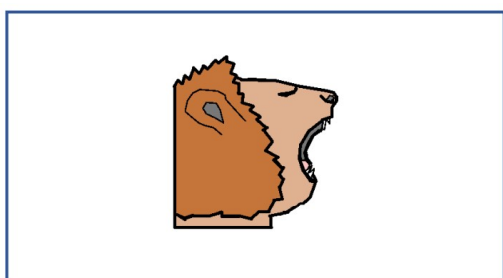
This is the picture for egg, its first sound is /e/. When you see this picture, say /e/.



This is the picture for mountains, its first sound is /m/. When you see this picture, say /m/.



This is the picture for necklace, its first sound is /n/. When you see this picture, say /n/.



This is the picture for a roaring lion, its first sound is /r/. When you see this picture, say /r/.

Ask your students to point to each picture on the slides below, and say its sound. When they've said all the sounds shown by the slide, they should say the sounds again, more rapidly, so the sounds are closer together, then blend those sounds together into the word those sounds make.

If students say the wrong sound, or say the picture name instead of the sound, just say: Try that one again. If they give the wrong answer three times, give them the answer, and get them to start the word again.

Learning to sound out and blend is an absolutely essential skill in learning to read, and it's a lot easier to learn this skill with pictures – because they make sense, than with letters that don't.

Don't stress if your students can only sound out, but can't blend by the end of this Introduction. Be content with getting them to sound out accurately, and then acting as their "working memory" for each word. (Information about how to do this is below.)

Some students have had it drilled into their heads so much that sounding out and blending IS NOT the way you read, that they take a long time to adjust to being told the exact opposite. You can see why they're confused. They'll make the adjustment, just give them time.

### Being Students' Working Memory for Sounding Out

We're going to take a brief detour, so you can help to reduce students' stress levels. I call this way of supporting students while they learn *Being Students' Working Memory*. Many students find it stressful to learn new material, particularly if they've struggled with learning to read.

Humans have surprisingly small working memories; we can only remember about a handful of things at any given time. In order to help your students be comfortable and successful, follow the procedure below.

Most students will find learning the names of the pictures easy, and many will have no trouble learning to say the sounds instead of the picture names, when they see the picture.

What many students might find difficult is applying that knowledge to sounding out the pictures, sounding out those pictures rapidly enough to be able to blend the sounds into words, and recognising the word made by those individual sounds.

The reason performing these tasks can be more than they can manage to start with, is because all their energy has been used up just remembering the right sounds, and saying them, and overcoming their stress levels! Often, there may be no energy left for **remembering** the sounds long enough to repeat them, saying the sounds more rapidly, blending the sounds, or recognising the word. So don't expect them to do something they can't do. Instead, focus on the accuracy of their sounding out. And while they are learning this new skill, act as their "working memory".

Here's an example of how to do that:

**Student:** /s/      /a/      /t/

**Tutor:** That's right [or some other positive comment].

Now repeat after me:

/s/    /a/    /t/

[Leaving about one "beat" between each sound.]

**Student:** /s/    /a/    /t/

**Tutor:** /s/ /a/ /t/  
[Leaving about half a beat between each sound, so they notice the sounds can be said accurately and closer together.]

**Student:** /s/ /a/ /t/

**Tutor:** /s/ /a/ /t/ sat  
[Saying each sound just far enough apart to be separate sounds, and then saying the word normally.]

**Student:** /s/ /a/ /t/ sat

### How to Read Using Pictures for Sounds Continued

Now, back to the procedure for reading using pictures.

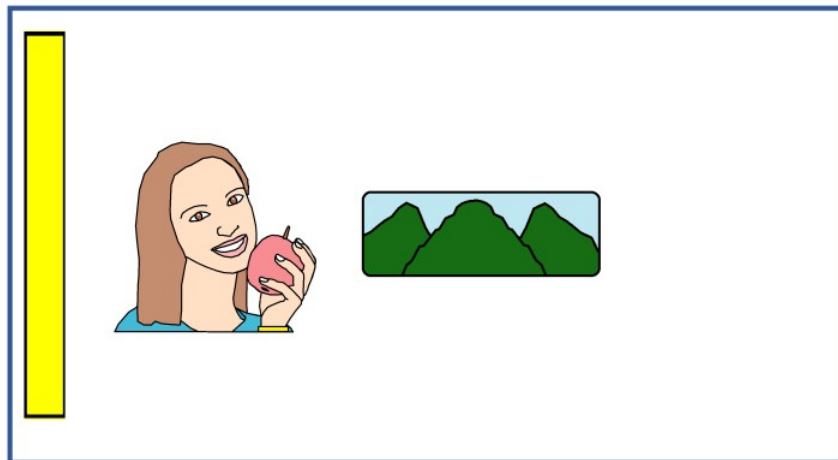
Explain to your students that we always begin to read starting on the lemon stripe side, so make sure that's the side they start.

Get them to:

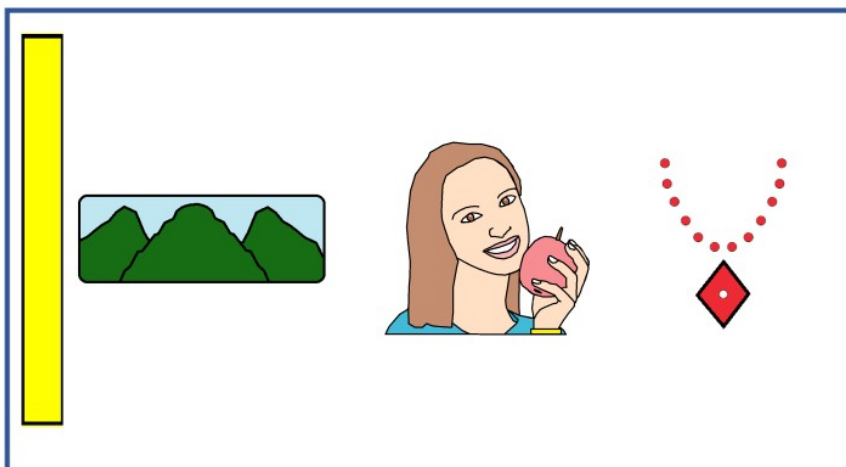
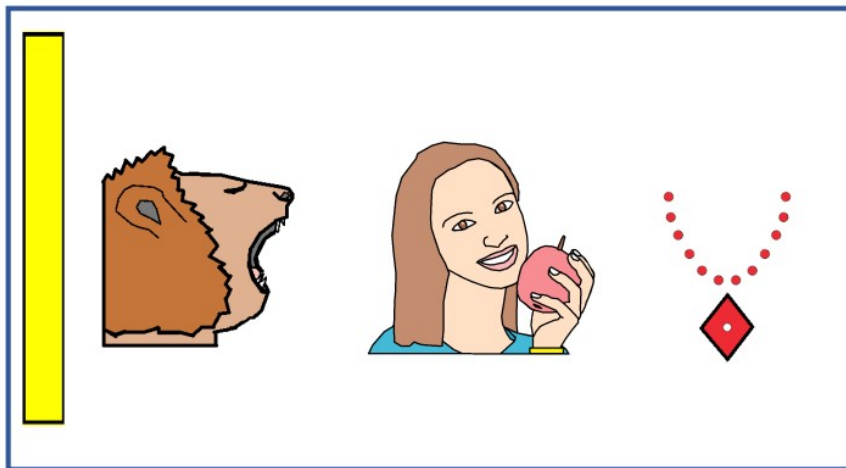
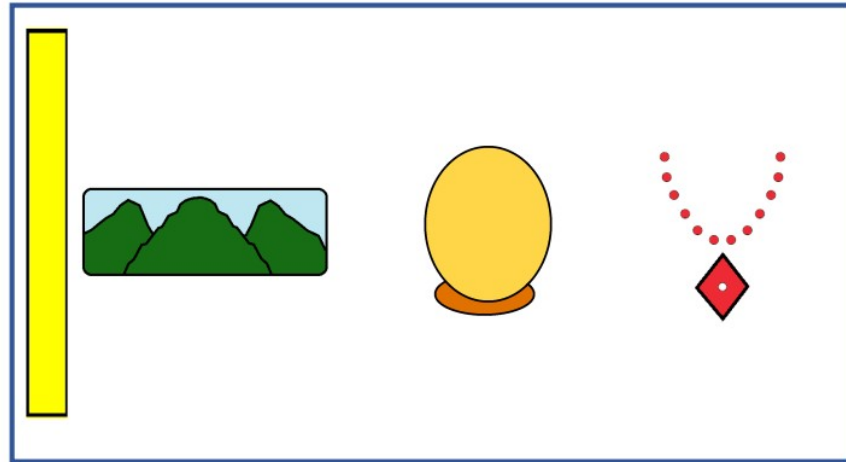
- Sound out the pictures;
- Sound out the pictures more rapidly, so they blend; and
- Say the word made up of those blended sounds.

Act as their working memory for any parts of this work they can't do.

The answers are below the work.

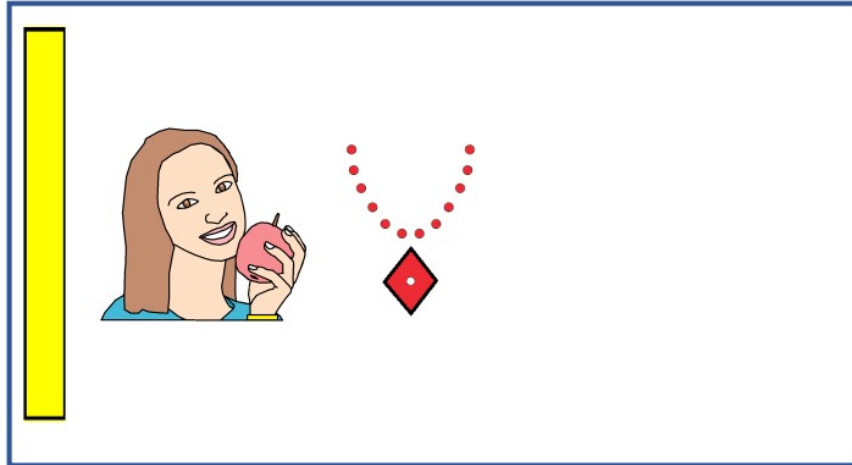


Answer: am



Answers: men, ran, man





Answer: an

**Notes for the Tutor:** If your students are confused by the slightly different /a/ sounds in *ran*, *man*, and *an*, just say that those sounds are enough alike that we pretend they are the same sound. If your students didn't notice this, don't mention it to them.

Basic sounding out and blending is taught with pictures because many students have been taught that reading is looking at a word and just saying whatever they think it might be. (That is, guessing, not reading.) Or they've been told to think about what word would make sense there. Again, that's not reading.

The only way to break these habits is to make it impossible for students to use their prior knowledge of written words as clues. Sounding out pictures does the trick nicely.

### Preparing to Teach the How Written English Works section

Once you have:

- Read all this Introduction;
- Have done the work in the How Written English Works section for yourself; and
- Have learnt to say the sounds correctly (See the Sounds – Making them Correctly section in the Tutors Resources section below)

Then you are ready to teach your students the How Written English Works section. Then, once you have worked through that material with your students, you are ready to teach them a lesson.

## Preparing to Teach a Lesson

Before beginning each lesson, tutors need to have:

- Read all the pages they expect to cover in the session, and made any adjustments that need to be made to the lesson e.g.
  - Crossing out words you pronounce differently\*;
  - Making sure you understand the meaning of each word;
- Printed the A4 pages, or prepared the screen;
- Practised the Sounds (See the Sounds – Making Them Correctly section);
- Practiced the Hand Signs (See the Hand Signs section);
- Prepared the Flashcards (See the Flashcards section); and
- Placed a “marker” on your left wrist, and provided a wrist marker for each student (See the Hand Signs section).

All sections referred to are found in the Tutor Resources section below

\* For example, I have put *oregano* in a lesson that teaches letter a showing sound /ar/, because I pronounce it as: /o re **gar** noe/. If you say: /oe re **gu** noe/, it might be easiest to just put a line through that word, so students don’t become confused by trying to read it.

## Teaching a Lesson

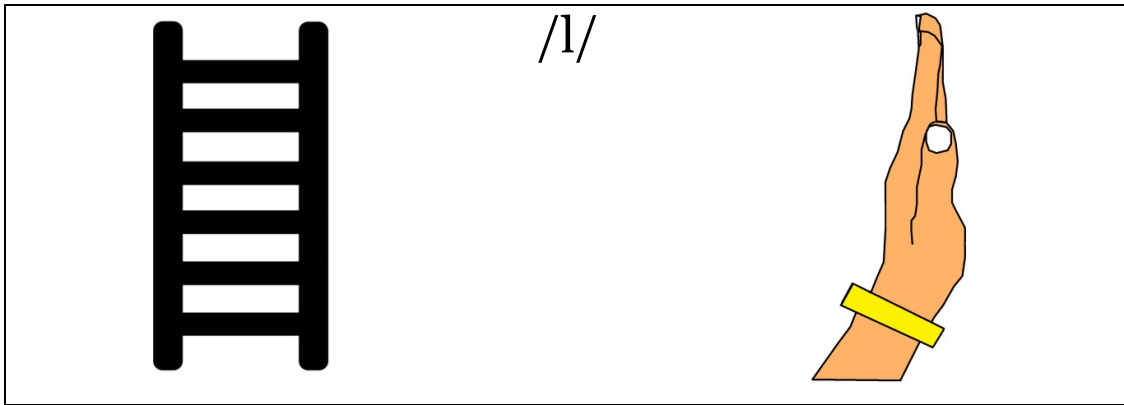
On the next page is a copy of a lesson from the Course. On the pages after that, are explanations of each part of that lesson.

# /l/ in ladder = l

/l/  


ladder Little lambs love ladders.

List of /l/ words: ladder, laptop, lamp, lady, letter box, light, late, lunch, tall, fill, table, wobble



l

l

ill

lid

till

lit

lilt

sill

tilt

stilts

list

still

slit

lists

# /l/ in ladder = l

Tutor says: This is the lesson for sound /l/\* in *ladder*. *Ladder* is the memory word for sound/l/.

\*It's really important that you say the sounds correctly, so read the Sounds - Making Them Correctly section in the Tutor Resources.

/l/	ladder Little lambs love ladders.
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Tutor says: Listen for the /l/ sound in these words: /l/, **L**ittle **l**ambs **l**ove **l**adders. [Get your students to repeat /l/, Little lambs love ladders. Students are not to read the words in smaller type - they are for you.]

The purpose of this is to make sure your students can HEAR the sound. Many students can't hear the isolated sounds to start with. If they can speak reasonably well, though, they used to have this skill as a baby. It will take a few days of doing this work for their brains to "reactivate" this skill. Meanwhile, just continue with the Course.

	List of /l/ words: <u>ladder</u> , laptop, lamp, lady, letter box, light, late, lunch, tall, fill, table, wobble
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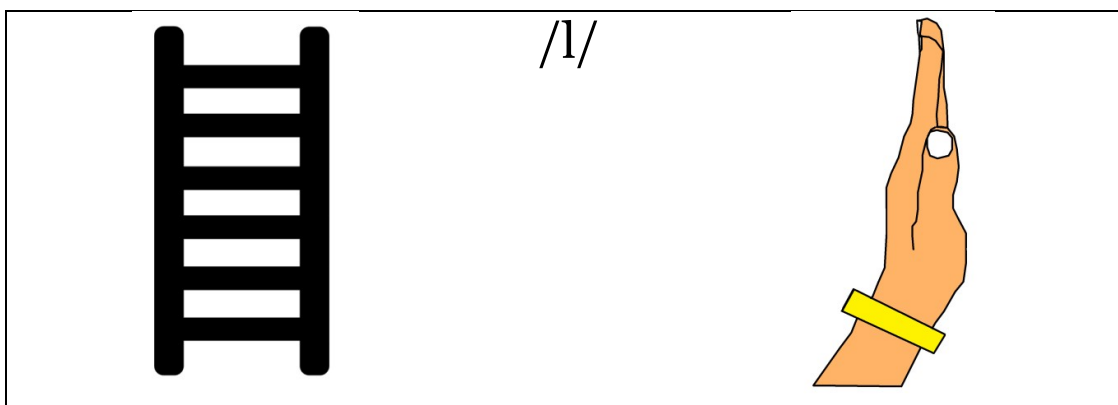
Tutor: Points out the mini memory picture.

Tutor says: Listen for the /l/ sound in these words: ladder, laptop, etc.

Then says each word again, with the students repeating each word. The underlined word is the memory word students need to learn. The picture and memory word will help students remember the sound for this letter. The purpose of this task is to make sure your students can HEAR and SAY the sound correctly, if possible.

If your students have hearing or speech impediments, or are learning English, don't make life difficult for them – just progress through the course, without expecting the students to reach a standard they cannot yet reach. Use the Working Memory technique whenever necessary.

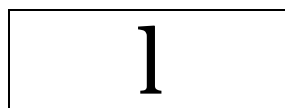
Doing daily revision using the flashcards will "lightly" touch on all the sounds, so in time they will be able to hear and (later) say every sound.



This strip shows the memory picture, and the hand sign.  
 You say: This picture of a ladder reminds you of sound /l/. The hand sign reminds you of the memory word.

[Tutor: For more information about hand signs, read the Hand Signs section in the Tutor Resources section below.]

l



Now, you point to the letter, and say: This is the letter picture we use for sound /l/. See how the letter is the same shape as the hand sign. When you see this letter, say /l/.

Students then point to the letter and say the sound. If they are learning to write at the same time as learning to read, they write the letter now.

The letter in the box is there to remind you to add the flashcard to your flashcard pile now. Run through these cards at the end of each session.

ill

lid

till

lit

The list of words above is an excerpt of the reading words for lesson /l/. The Reading words in larger print are for the students to sound out and blend. These words are in larger print, because it's easier for students to point at larger letters, as they are sounding out.

Also, later in the Course, some of the words will have special markings, and it's easier to see these markings in larger print.

Tutor says: These words are for you to sound out, blend, and say the word. Only sounds and letters you have been taught in this Course will be included in these lessons.

**Note to the Tutor:** The words will not be repeated, as the point of these lessons is NOT to teach students the words; it's to teach students to sound out, blend, say the word, and (when ready) comprehend!

Students may have trouble with the longer words, and with words with lots of consonants e.g. stilts. Use the Working Memory technique to help students sound out these words, but don't expect the impossible from them regarding pronunciation. Just keep progressing through the Course once you know they have a solid understanding of the Lesson.

Don't rush the students as they tackle these words. Many students who have been learning to read for some time will have been taught bad habits (such as guessing, or not sounding out) by their teachers or tutors. The students are not at fault, but it can take time to get them out of the habit of guessing or trying to read using the letter names, and getting them into the habit of sounding out, blending, and saying the words.

If students complain about having to change their habits, just say: Learning to read that way hasn't worked for you, so we're going to use this way to learn to read. If your students have been taught to say the letter names in order to "sound out" words, say: You need to sound out using the sounds, because we don't use letter names in reading.

### Being Students' Working Memory for Reading Words

Remember the picture reading work, where you acted as your students' "working memory"? While your students master the skills of sounding out letters, blending, and saying the word, you can use that procedure again – until your students have mastered each skill, and can confidently do them in real time.

If your students have mastered sounding out, but can't blend well, don't do the sounding out for them; just do the blending and saying the word. Just do for them the things they can't do for themselves.

But once they have mastered a skill, let them do it independently, even if they're slow. Remember, a small to moderate struggle is the sign that the brain is being built. But only allow a student to get something wrong three times – then help them.

**Student:** /l/      /i/      /d/ [If they then stop, you take over.]

**Tutor:** That's right, now repeat after me.

/l/   /i/   /d/

[Leaving about one “beat” between each sound, to help them remember the sounds.]

**Student:** /l/   /i/   /d/

**Tutor:** /l/   /i/   /d/

[Leaving about half a beat between each sound, so they say the sounds accurately AND rapidly.]

**Student:** /l/   /i/   /d/

**Tutor:** /l/   /i/   /d/   lid

[Saying each sound just far enough apart to be separate sounds, and then saying the word normally.]

**Student:** /l/   /i/   /d/   lid

Then go on to the next word.

If students lose concentration, get them to point at the letters as they sound out. (Most students find pointing useful, but they consider it “little kiddy”.)

If students say the wrong sound, or say the letter name instead of the sound, or guess the word, just say: Try that one again.

If they give the wrong answer three times, give them the answer, and get them to start the word again. You get them to start that word again, because you want to be sure they are sounding out what is on the page, not just pulling the word from their memory – which can happen if they've spent time memorizing whole words in the past. And you don't want them to guess the word either, because that isn't reading – even if they've guessed correctly.

At the end of each lesson, run through the flashcards (once is sufficient). Remember to include any new flashcards you have covered in the day's session. To learn more about the flashcards, see the Flashcard section in the Tutor Resources section below.

When students are sounding out, blending, and saying the word accurately, 2 to 3 times out of 5 at the first attempt, and having to put some effort into another 1 or 2, and asking for you to be their working memory on 1 word, don't be concerned. It's the "bit of a struggle" that makes the brain cells grow and build up speed. Don't push your students too hard, or stress them. During sleep, the brain will continue to munch on the day's lessons, and in a few days you will notice true progress.

At some stage, students will be able to sound out and blend in one action. Then, sooner or later they'll be able to say the word, instead of having to sound out and blend first. Go at their pace; everyone is different.

## Tutor Resources (in alphabetical order)

### Blending

There is a bit of a "brain leap" in understanding that has to take place before students really understand that the individual sounds, when blended together, make the word. Some students grasp this in the How Written English Works section, others take much longer.

There are other students who sound out and blend, but don't move on to sounding, blending, and saying as one step; don't stress about this. Instead, use the Basic Code Applied sections (1 & 2) to develop that skill.

Don't get students to learn words off by heart. It's the sound/letter combinations they need to learn off by heart, because (in time) that will enable them to sound out so quickly and smoothly that they appear to be reading whole words. But they're not! What their brain is doing is working out each letter or letter team, blending the sounds, and applying the rules all in real time, and saying the word!

Well-taught brain cells do this so rapidly that the students aren't even aware of it. This is a very high-level skill that's developed by learning the information and applying the skills carefully and regularly – then, one day, it just jells and "automagically", the skill operates all by itself. The only time you or your students are likely to notice that they are applying their sounding out, blending, and rule application skills is when they come across an unusual or extra long word, or one their tongue trips over – when they will automatically slow down and apply the skills individually to work out what the word is.



## Course Essentials

Please don't yield to the temptation to skip teaching the How Written English Works section, and the sounding out, blending, and hand sign skills because you think that spending more time learning letters and practicing reading words would be more beneficial; it won't.

Many students have spent years learning letters, doing lots of “fluffy” reading activities, and practicing “reading” - without becoming independent readers. If your students have had difficulty learning to read, these problems were not caused by lack of effort on the students' part, or by lack of time spent on reading. They were caused by lack of essential knowledge and insufficient time to apply their new skills. This Course teaches these essentials.

## Flashcards

At the end of the day's work, add any new Sound and Letter and Rule flashcards to the flashcard pile you have already accumulated from the previous lessons, and run through them all once by getting the students to say the sounds or words written on the back of the flashcard in **bold**.

If you're cutting the flashcards from the Teaching Aids A4 pages, cut the card out along the outer edge, fold the card vertically down the middle line, and glue it back-to-back with the writing on the outsides. If you'd prefer not to cut up the Teaching Aids pages, you could copy the information on the card onto an index card or a piece of paper.

l	l  /l/ in ladder
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To “flash” the cards, hold the card up so the students can see the letter on the front. A **rubber “thimble”** for the thumb, pointer finger, or longest finger can be very helpful for flashing cards faster, once students can confidently give the correct answer.

When students see the letter on the front of the flashcard, they say only the **sound/s (or the memory word/s) for that letter**. Before moving on to the next card, you check students have given the correct answer by looking at the back of the card; if they have given the wrong answer, tell them the correct answer, get them to repeat the sound/s ( or word/s) for that card, then move on to the next flashcard.

You will notice that there are several dots on the front of some flashcards. The dots are there to remind students of the number of sounds that letter can represent. Since it’s easier for students to recall memory material that stays consistent, I teach **all** the sounds of a letter when the letter is first taught.

### Hand Signs

Many people have trouble learning things that don’t make sense, and one of the major purposes of this Course is that it makes sense whenever possible, in order to make the work easy - so students progress rapidly.

NOTE: See how the hand sign for /l/ is made with a hand that has a lemon “marker” on its wrist; this means that you and your students need to make the /l/ sound with the hand that has the “marked” wrist. Your markers can be **any colour** at all, and made of anything e.g. a ribbon, a hair scrunchie, a bracelet, a ribbon, or a soft dog collar, etc.

I just use the lemon colour because **l**emon begins with sound /l/ for **l**eft, which will eventually reinforce the fact that students need to begin reading and writing on the **l**eft-hand side.

There are several advantages to using hand signs:

- Where similar hand signs are made by both the left and right hands, the marker clearly shows which hand is being used;
- The sound, picture, memory word, and hand sign memory aids reinforce each other, so if students forget one, they can often call to mind one of the other memory aids, and then recall the others;
- The hand sign is also used to form a “bridge” between the sound and the **shape of the alphabet letter** students learn;

- Using all types of learning (aural, oral, visual, and hands-on) helps students learn and remember more easily;
- If your students can't **say** the sound you're teaching, let them say the sound as well as they can, while making the hand sign. Then both of you can be clear as to which sound they mean;
- If students have trouble **hearing** the sounds you're making, they will find use of the hand signs very helpful. Then you both know which sound is meant; and
- Use of hand signs helps students with mild to moderate speech and hearing difficulties, and those learning English, so they can perform well alongside their mainstream peers. Just don't expect more from students than they can give.

### First Step in Teaching the Hand Signs - Mark the left wrist

There are several steps in teaching the hand signs. The first step is to make absolutely sure that your students know, without thinking, which is their marked hand - **and** which is YOUR marked hand. (Note: I'm not talking about left and right here – just marked and unmarked!)

Students should not have to put **any** thought into working out which is their left hand. You want **all** their concentration to be put into what you're teaching. You want automatic, 'idiot-level' use of the correct hand. This is what the “Mark” does, so it needs to be **large** enough to be seen.

Marking the left wrist means that:

- Your students will not be confused about which hand you're using to make a sign, even when you're facing them and appear to be making the sign with the 'wrong' hand;
- Your students will find it easy to copy your hand signs by making the sign with the same type of hand (marked or unmarked); and
- You won't have to learn to make the signs, then remember to make them backwards when standing in front of the class.

### Second Step in Teaching the Hand Signs - Teach Alphabet Hand Signs

Teach the Alphabet hand signs as you come to them in the Course. Remember to teach them as the **sign** we use to represent the **sound**.

Letter names don't help us read, so, if your students know the letter names, and try to use them when learning to read, just say you'll be using the **sound** a letter represents, not the letter name. Remember to call the Hand Sign by its **sound**, not its letter name!

Third Step in Teaching the Hand Signs - Teach Rest of Sounds in English  
For the alphabet sounds, I was able to illustrate the sounds with a picture and Hand Sign that formed the shape of the letter. But once I'd finished the alphabet, I had to do things differently.

There are about 45 sounds in English, so when you've finished teaching the 26 alphabet letter sounds, you're only just over half way through. This means that teaching only the 26 alphabet sounds leaves students ill-equipped for reading and writing. So keep going!

But don't teach the sounds you don't use - for example you might not use /hw/ the sound that begins **what**, **why** and **where** for some English speakers. If you don't use /hw/, then use the alternative I've given - /w/.

Here are a few points to keep in mind when using the hand signs:

- This is not Deaf Sign Language. My Hand Signs are used by people signing for their own, and their tutor's, benefit - not for the benefit of other people they want to communicate with. HINT: It can also be very useful for communicating an "invisible", but emphatic NO in a public situation!;
- All vowels - a, e, i, o, u, and y (because letter y often represents a vowel sound e.g. /ee/ in *ba**y*** and /ie/ in *py**th**on*), are signed with the **left/marked** hand. And sounds that are most commonly written beginning with a vowel sound (such as /ar/, /er/ and /or/), are also made with the left/marked hand; and
- When I refer to letters, I'll write "letter y". When I refer to sounds, I'll write the sound between slash marks, for example /ee/.

### Hearing or Speech Difficulties

Students with minor to moderate hearing or speech difficulties do well with this Course. But if your students have serious hearing or speech difficulties, I strongly recommend you use the Cued Speech Method. Information on Cued Speech is freely available on the internet. You might find it useful to use parts of this Course to teach the Cued Speech sounds.

## Sounds – Making Sounds Correctly

### Make this different from

Many speakers do not pronounce every sound distinctly differently from every other sound. In the Notes below, I've mentioned some sounds you need to make sure your students are pronouncing clearly. If your students already speak clearly, don't go through that work with them.

### Mouth part Positions

For convenience, I am including under the term *mouth parts*: the breath, the vocal cords, the teeth, tongue, jaw position, and lips. To clearly speak English, it's important to position these parts carefully, in order to differentiate between similar sounds such as /a/ in **a**pple, and /e/ in **e**gg. So make sure your students are using their mouth parts to speak clearly.

### Quiet Sounds

Many of our sounds are “quiet” sounds. This means that the sound is made by the lips popping open, or the tongue tapping. Be careful not to add an /uh/ at the end of these sounds.

The easiest way to learn to say a quiet sound correctly is to repeat a word which **ends** with the quiet sound, that's why some of the Other Words listed end with the chosen sound – so you can use them for practice. Practice until you can say the first part of the word silently, then just say the quiet sound aloud e.g. /p/ mop. (Remember, it will be very quiet, so get close to your students so they can hear it, and you can hear them.)

### Voiced and Unvoiced Sounds

Some sounds are made with identical mouth part positions, but are pronounced differently due to being voiced e.g. /b/ in bob and unvoiced e.g. /p/ in pop– the use of the vocal cords makes the difference.

All vowels are voiced. The voiced consonants will be listed in the Notes. You and your students do not need to learn which sounds are voiced and unvoiced. You can know whether a sound is voiced or unvoiced by touching your Adam's apple; if it vibrates, the sound is voiced.

Some voiced sounds have an equivalent unvoiced sound that is made with the mouth parts in the same positions. That means that it's made with the vocal cords/voice box/Adam's apple turned off. In the Notes, I've written in /b/: Compare /p/ - because one is voiced, and the other is unvoiced, but the mouth positions are the same.

Sometimes, in normal speech, a voiced sound will switch to its unvoiced equivalent, because of the sound that is following it. This following sound does not have to be in the same word as the voiced sound. This also happens with unvoiced sounds switching to the voiced position. This “switch over” can be heard inside words such as: *spend* (where the /p/ is pronounced as /b/) in normal speech! This switch can even be seen in the way we write words - see *five*, and *fifth*. And we wonder why students are confused!

### Alphabet Letter Sounds – in Alphabetical Order

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/a/	<b>a</b> pple	<b>a</b> m, <b>a</b> nimal, <b>a</b> sh, <b>a</b> rrow	Voiced. Make this different from /e/.
/b/	<b>b</b> at and <b>b</b> all	<b>b</b> ee, <b>b</b> ack, <b>m</b> ob, <b>t</b> ab	Voiced. Compare /p/. Quiet sound – the lips “burst” apart.
/k/	<b>c</b> lamp	<b>c</b> ross, <b>c</b> rust, <b>m</b> usic, <b>d</b> isc	Unvoiced. Compare /g/. Quiet sound
/d/	<b>d</b> og	<b>d</b> ash, <b>d</b> awn, <b>h</b> id, <b>f</b> ed	Voiced. Compare /t/. Quiet sound
/e/	<b>e</b> gg	<b>e</b> cho, <b>e</b> lbow, <b>e</b> nd, <b>e</b> njoy	Voiced. Make this different from /a/.
/f/	<b>f</b> ly <b>s</b> wat	<b>f</b> ish, <b>f</b> lame, <b>c</b> uff, <b>s</b> tuff	Unvoiced. Compare /v/.
/g/	<b>g</b> rab	<b>g</b> ate, <b>g</b> lue, <b>l</b> og, <b>b</b> eg	Voiced. Compare /k/.
/h/	<b>h</b> ere	<b>h</b> igh, <b>h</b> and, <b>h</b> ike, <b>h</b> is	Unvoiced. Quiet sound.
/i/	<b>i</b> t’s <b>i</b> tchy	<b>i</b> n, <b>i</b> ll, <b>i</b> nside	Voiced. Make this different from /i/.
/j/	<b>j</b> ust stop right now	<b>j</b> eans, <b>j</b> elly, <b>f</b> udge, <b>b</b> adge	Voiced. Compare /ch/ in Other Sounds.

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/k/	<b>keys</b>	<b>k</b> angaroo, <b>ki</b> wi, <b>task</b> , <b>book</b>	Unvoiced. (Compare /g/) Quiet sound.
/l/	<b>ladder</b>	<b>l</b> amp, <b>l</b> unch, <b>fill</b> , <b>still</b>	Voiced.
/m/	<b>mountains</b>	<b>m</b> e, <b>m</b> agnet, <b>slam</b> , <b>spam</b>	Voiced.
/n/	<b>necklace</b>	<b>n</b> ip, <b>n</b> ail, <b>pin</b> , <b>lane</b>	Voiced.
/o/	<b>orange</b>	<b>on</b> , <b>off</b> , <b>officer</b> , <b>original</b>	Voiced.
/p/	<b>pinch</b>	<b>p</b> addock, <b>plate</b> , <b>tip</b> , <b>ape</b>	Unvoiced. Compare /b/. Quiet sound. The lips just “pop” open, with a little puff of air.
/q/ (kw)	<b>quarrel</b>	<b>q</b> ueen, <b>q</b> uick, <b>quins</b> , <b>quilt</b>	In English words, letter q is always followed by letter u.
/r/	<b>roar</b>	<b>r</b> ib, <b>r</b> ain, <b>rot</b> , <b>r</b> ainbow	Voiced. Quiet sound. The top teeth rest gently just behind the pink part of the bottom lip.
/s/	<b>snake</b>	<b>s</b> andwich, <b>sea</b> , <b>hiss</b> , <b>miss</b>	Unvoiced. Compare /z/.
/t/	<b>touch</b>	<b>t</b> able, <b>t</b> ooth, <b>fit</b> , <b>cat</b>	Unvoiced. Compare /d/. Quiet sound. A puff of air pushes the tongue away from the ridge behind the teeth.

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/u/	<b>up</b>	<b>under, us, underpass, upset</b>	Voiced.
/v/	<b>valley</b>	<b>vet, vacuum, have, save</b>	Voiced. Compare /v/.
/w/	<b>worms wiggle</b>	<b>water, wok wood, woof,</b>	Voiced.
/x/ (ks)	<b>axe/ax</b>	<b>box, fix, tax, index</b>	Unvoiced /k/ + Unvoiced /s/. This is really two sounds - /ks/.
/y/	<b>yawn</b>	<b>yet, yell, you, yo-yo</b>	Voiced.
/z/	<b>zoo</b>	<b>zoo, zest, ooze, snooze his, hers</b>	Voiced. Compare /s/.

### Other Sounds – in Alphabetical Order

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/æ/	ice cream <b>sundae plate</b>	<b>Fae, Mae, state, brake</b>	Voiced
/air/	<b>airplane</b>	<b>airport, flair, stair</b>	Voiced.
/ar/	<b>star</b>	<b>arm, start, bar, far</b>	Voiced.
/ch/	<b>chickens peck</b>	<b>cheese, chip, beach</b>	Unvoiced. Compare /j/. Quiet sound.
/d/	<b>pried</b>	<b>rained, robbed, clued, married</b>	Voiced. Used after voiced consonants & after vowel sounds: e.g. <b>cried, annoyed, borrowed, carried</b> , Many people can't hear this /d/



<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/ed/	dented	painted, visited, concluded, bombarded	Voiced. Used after /d/ and /t/ & in adjectives e.g. blessed, crooked, dogged, wicked
/ee/	seeds for Eve	sweep, see fifteen, free,	Voiced. Make this different from /ee/.
/er/	letter	better, ever, her, boxer	Voiced.
/ie/	bow ties inside	magpie, lie, tide, mile	Voiced.
/ng/ & /ng g/	sing & fingers	bang, bring fungus, hunger	Voiced. Quiet sound. This is two sounds /ng/ + /g/ Many people make this sound the same as the sound /ng g/.
/nk/ (ngk)		bank, Frank, franc	Voiced /ng/, then Unvoiced /k/. Included because many people can't hear the /k/.
/oe/	toe bone	hoe, doe dome, zone	Voiced. Make this different from /ow/. Make this different from /or/.
/oo/	look	hook, cook brook, stood,	Voiced.
/oo/	moon	doona, noodles, kangaroo, coo	Voiced. In the Course, I sometimes write this as /ooe/.
/or/	ordinary dots	or, for dinosaur, paw	Voiced. Make this different from /oe/.

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/ow/	<b>Ouch! Ow!</b>	<b>noun, found</b> <b>cow, now</b>	Voiced. Make this different from /oe/.
/oy/	<b>boil oysters</b>	<b>coin, point</b> <b>boy, joy</b>	Voiced.
/sh/	<b>shh</b>	<b>ship, she,</b> <b>ash, dish</b>	Unvoiced. Compare /zh/.
/t/	<b>tapped</b>	<b>cooked,</b> <b>helped,</b> <b>watched</b>	Unvoiced. Quiet sound. Used after unvoiced consonants. Many people can't hear this /t/.
/th/	<b>thirsty</b>	<b>thick, thin,</b> <b>Perth, fifth</b>	Unvoiced. Compare / <u>th</u> /. Quiet Sound Many people have trouble saying this sound.
/ <u>th</u> /	<b>there</b>	<b>those, this,</b> <b>soothe,</b> <b>teethe</b>	Voiced. Compare /th/. Many people have trouble saying this sound.
/ue/	<b>rescue the</b> <b>cute bird</b>	<b>use, due,</b> <b>cue, emu</b>	Voiced.
/wh/ (hw)	<b>whale</b>	<b>what, when</b> <b>why, wheel</b>	Unvoiced. Compare /w/. /hw/ is an optional, older sound. Many people say /w/ for letters wh.
/zh/	<b>explosions</b>	<b>Asia,</b> <b>Indonesia,</b> <b>vision,</b> <b>illusion</b>	Voiced. Compare /sh/.

## Teaching Tips

I was very nervous when I first began teaching, so I spent the first few weeks practicing each day's lessons by reading them to a Teddy Bear! So do this, if you need to.

In most situations, you will not need to use most of the additional Teaching Aids. But if your students have problems learning a particular sound/letter combination (and most people have trouble with a few), then make several copies of that "strip" from the Teaching Aids section, and place them where your students will see them, and can say the sound and make the hand sign several times a day.

One Teaching Aid students might find very useful later on are the Advanced Strips (the list of the all letter combinations for a sound). Students can also use the Letter Cards for "writing" (copying) words from the course). Don't spend lesson time on this, as progressing through the Course is the purpose of lesson time.

## When Students Finish the Course

When students finish the last section of the Course, they are ready to read anything. Just start off with shorter readings, such ads, junk mail, cereal packets (avoiding the ingredients section), and road and shop signs. Then move on to increasingly longer readings as students gain confidence, fluency, concentration, and stamina.

## Warning

It's important that as soon as you begin teaching, that you securely put away all items you don't want your students to read. It's safest to assume that well before completing the Reading Course, your students will be able to read a significant number of words, possibly even material written in cursive/joined handwriting. I have no idea how some students of this course can read cursive writing, as it isn't taught in the Course.

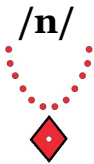
Neglecting to heed this warning has led to some very embarrassing situations. Some students have read (aloud, and in public, of course) communications regarding delicate family matters. You've been warned.

Now, you're ready to teach!

## Section 2 – Basic Alphabet Code – Part 1

### Single Letter Code

/n/ in **necklace** = n

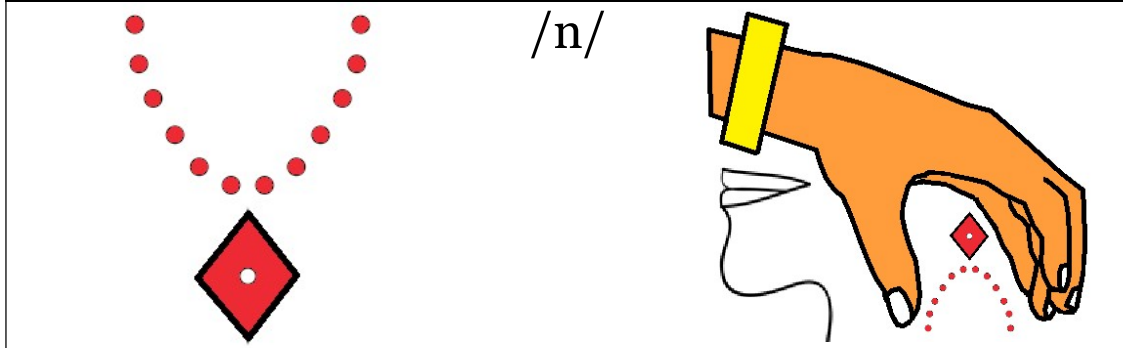


**necklace** Naughty **N**ancy **n**icked **N**ana's **necklace**.\*

List of /n/ words: necklace, **n**ip, **n**ews, **n**ice, **n**ame, **n**ail, **n**ight, **n**ow, **n**od, **n**umber, **n**urse, **n**ext, **n**ibble, **n**eat, **n**ane, **n**in, **n**aw, **n**ight, **n**emonic

The marked hand looks like the shape you see when you look down at a necklace you have round your neck. The neck sign that reminds you to make the sign at neck level. Notice how the thumb is straight, to remind students which side letter n's straight line is on.

\*Nancy is a Pekingese puppy. She steals necklaces.



n

n

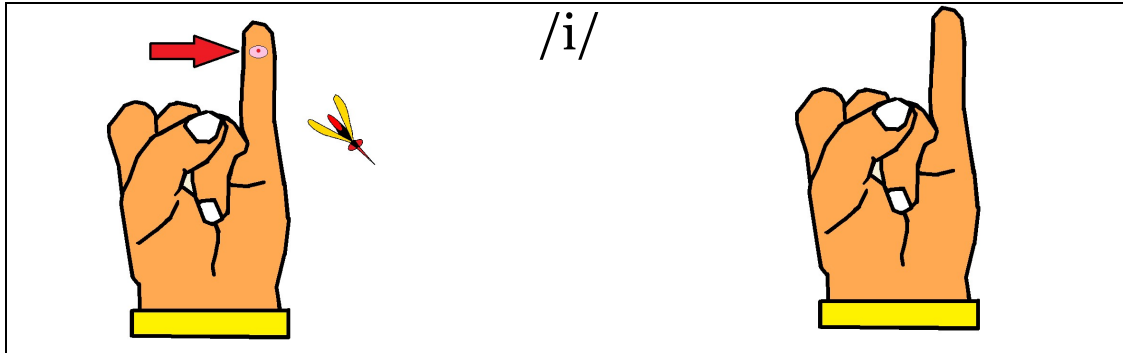
# /i/ in it's itchy = i

/i/



**it's itchy** It's an **itchy**, infected **finger** **insects** **irritate**.

List of /i/ words: **it's itchy**, **it**, **igloo**, **in**, **if**, **ill**, **important**, **influenza**, **instead**, **instantly**, **inside**, **internet**, **crystal**, **bicycle**, **syrup**, **biscuit**, **captain**



i

i

in

inn



nn

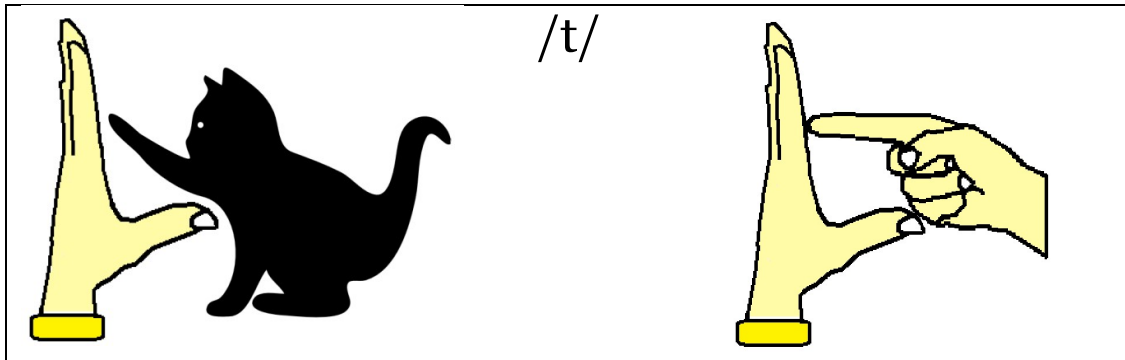
Now add this Rule Flashcard to your pile of daily flashcards. The Rule flashcards are at the end of the flashcards section.  
Rule: Double letters are only said once.

/t/ in **touch** = t

**touch**   **T**asmanian **t**igers **touch** **type**.

List of /t/ words: **touch**, **table**, **towel**, **tadpole**, **tooth**, **telescope**, **television**, **test**, **term**, **ticket**, **bit**, **cat**, **pecked**, **locked**, **Thomas**, **Kathmandu**

Note: The marked hand stays still, and the unmarked hand moves over to touch it.



t

t

it

tin

nit

# tint

# /d/ in **dog** = d

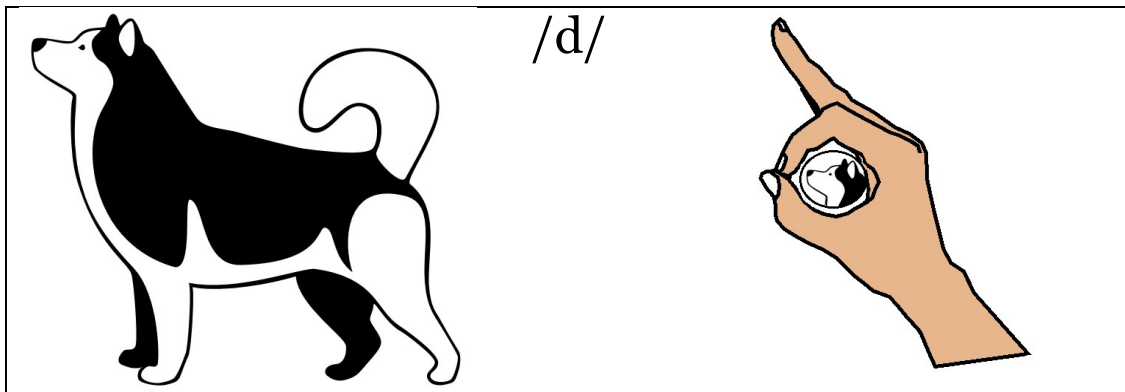


/d/

**Dog Dogs dress delightfully.**

List of /d/ words: **dog**, **dash**, **Dalmatian**, **dawn**, **daylight**, **direction**, **demolish**, **den**, **different**, **mud**, **fed**, **tinned**, **grinned**, **opened**

You might prefer to make the straight part of this hand sign (the ears) with your pointer finger, and the circle (the head) with your other fingers.



d

d

did

din

dint

dit

# /s/ in snake = s

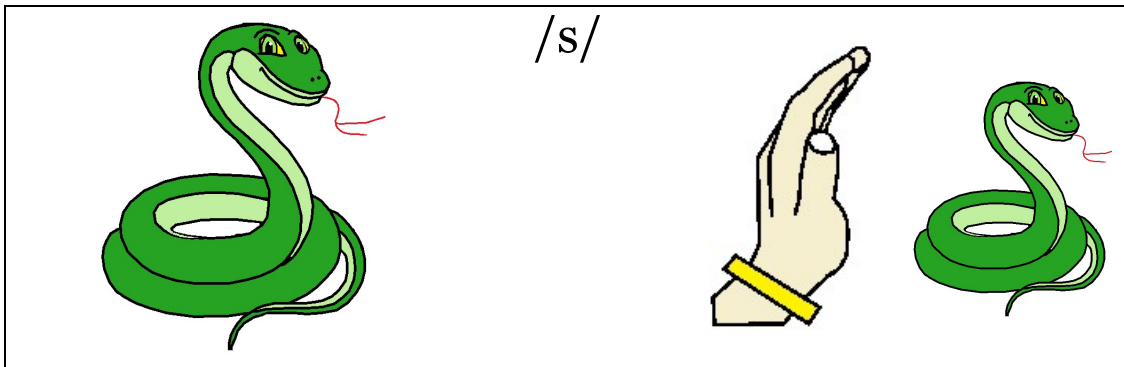


/s/

snake Six snakes slide and skid.

List of /s/ words: snake, sandwich, sausage roll, saw, say, sea, sentence, seek, seven, sip, skeleton, lips, stamps, dice, science, stencil, muscle, fancy, spicy, scissors

The curve of the hand sign is similar to the curve of the snake's neck.



/s/

S

S

its

sit

tints

stint

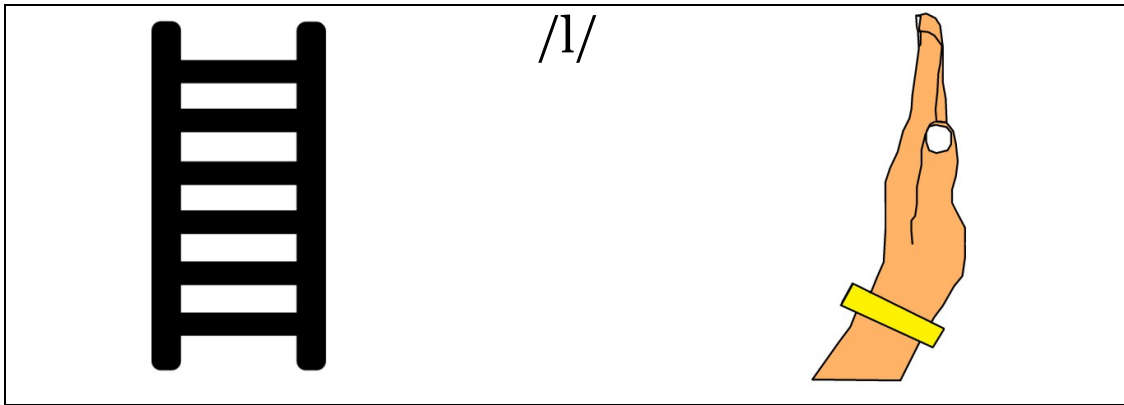


# /l/ in ladder = l

/l/  


ladder Little lambs love ladders.

List of /l/ words: ladder, laptop, lamp, lady, letter box, light, late, lunch, tall, fill, table, wobble



l

l

ill

lid

till

lit

lilt

sill

tilt

stilts

list

still

slit

lists

## Comprehension Lesson 1



sit



in



list



lid



tin



ill

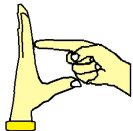
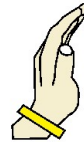


stilts



tint

The student is to start at the left, sounding each word out aloud. Students are to point to the correct picture. Make sure students are clear about which picture they're pointing to. PURPOSE: To check comprehension of single words



**The open mouth icon means:** What should you say when you see these signs?  
The teacher points to the hand sign pictures.

PURPOSE: To check students know the sound for each hand sign

**The open mouth mini icon below means:** Here are the answers.



/t/

/d/

/i/

/l/

/n/

/s/



it sits

## Comprehension Lesson 1 continued



its still



it tilts



it did it

PURPOSE: To check sentence comprehension



/l/

/d/

/s/

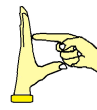
/t/

/i/

**The hand means:** What is the hand sign for each of these sounds? The teacher says the sounds, and sees that the student makes the correct hand sign.

PURPOSE: To check students know the hand sign for each sound.

**The mini hand means:** Here are the answers.



The black and white icons in this course come from [www.thenounproject.com](http://www.thenounproject.com)

# /a/ in apple = a

/a/ a\*



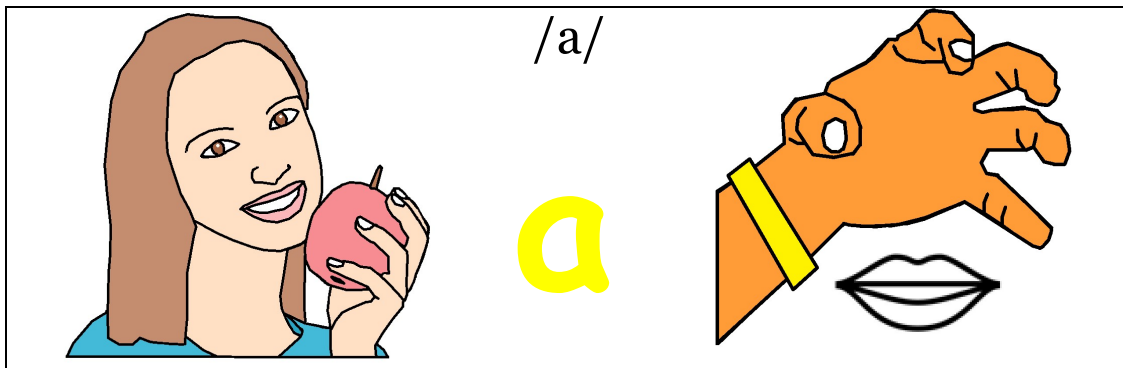
\*Explain  
that hand-  
written  
/a/ is a bit  
different.

apple Ants admire apples.

List of /a/ words: **a**pple, **a**lligator, **a**m, **a**nteater, **a**ngry, **a**lpaca, **a**lphabet, **a**nimal, **a**rrow, **a**thletic, **a**tlas, **a**tom, **a**sh

The little finger side of the palm is a straight line. This is the side the letter's straight line is written on.

Note the mouth sign; it shows students this hand sign should be made at mouth level. I've separated the dots on the flashcard, to make it easier to count the dots.



a a

a

ants

at

sad

an

sand

and

add

sat

# /u/ in **up** = u

/u/



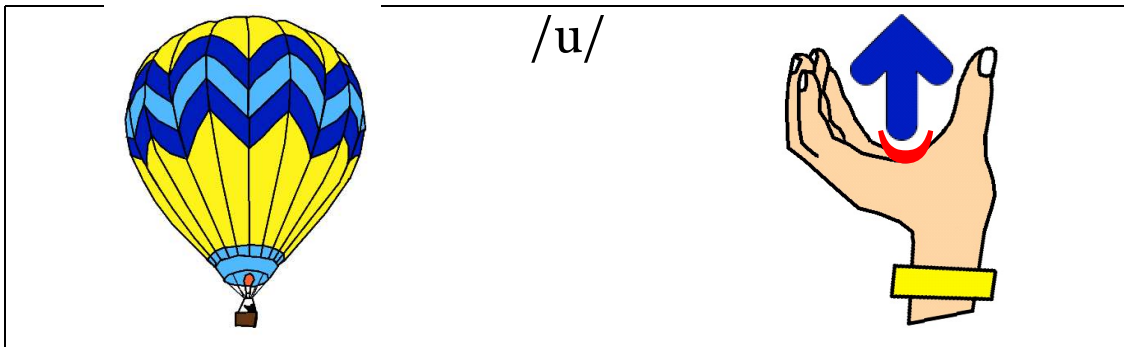
Marking



**up** Up, **up** and **away**!

List of /u/ words: **up**, **up** and **away**, **under**, **usher**, **us**, **upset**, **upside down**, **underpass**, **vanilla**, **away**, **jacaranda**, **mother**, **glove**, **done**, **touch**, **cousin**, **double**

It's important the thumb is vertical, so students know which side letter u's straight line is on. This hand sign and marking are like a balloon basket going up into the sky. Note the arrow that reminds students to make this sign above the head.



ŭ

u

stŭnt

dŭd

dŭll

sŭn

dŭst

nŭt

ŭs

stŭnts

dŭn

stŭn

# /e/ in egg = e

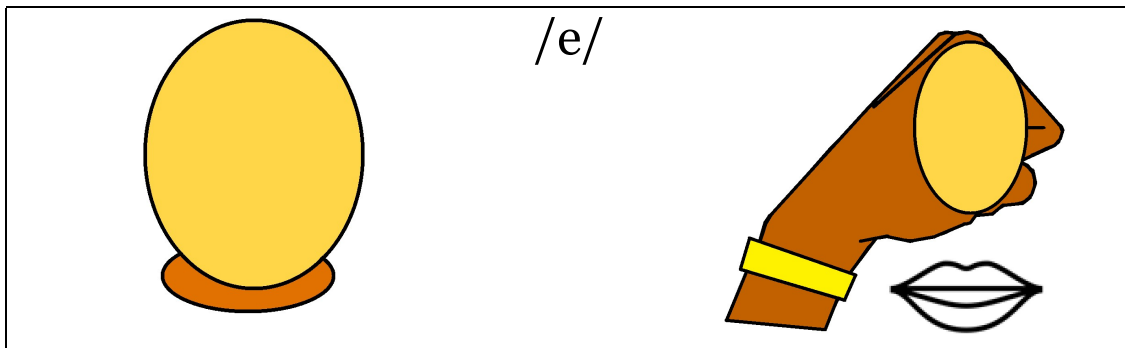
/e/



**egg** Eggs enjoy extra exercise.

List of /e/ words: **egg**, **echo**, **edge**, **end**, **ever**, **education**, **elbow**, **elephant**, **embroidery**

The horizontal crease made by the bend in the pointer finger that is similar to the horizontal bar in letter e.



e

e

send

net

less

sell

ten

sent

dent

test

tell

let

nest

set

# /g/ in grab = g

/g/ g\*

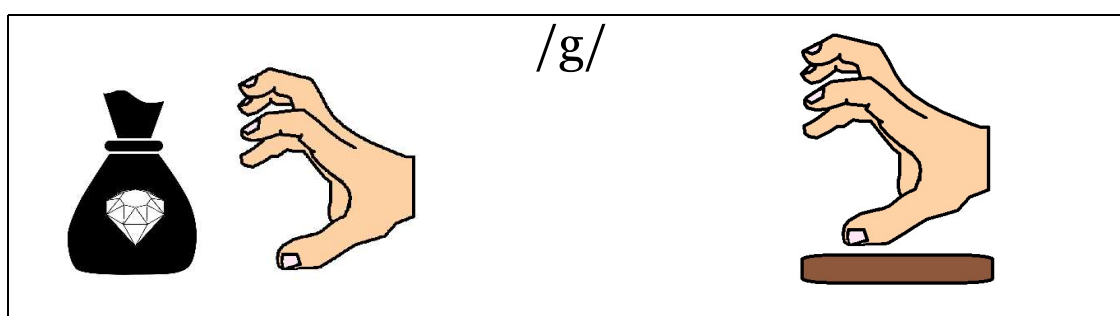


Grab Gorillas grab green grapes.

List of /g/ words: **grab**, glue, gazette, gate, gleam, giggle, grain, gold, grandparent, gobble, go-kart, leg, ghost, ghee, spaghetti, Afghan, guide, guard, rogue, vague, league

Point out to students that they should keep their arm vertical, so they remember which side the 'tail' goes on.

\*Show students that handwritten /g/ is a bit different.



g g

g

get

dig

düğ

leg

güst

snag

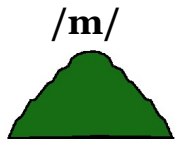
gün

egg

slüğ

snüğ

# /m/ in **m**ountains = m

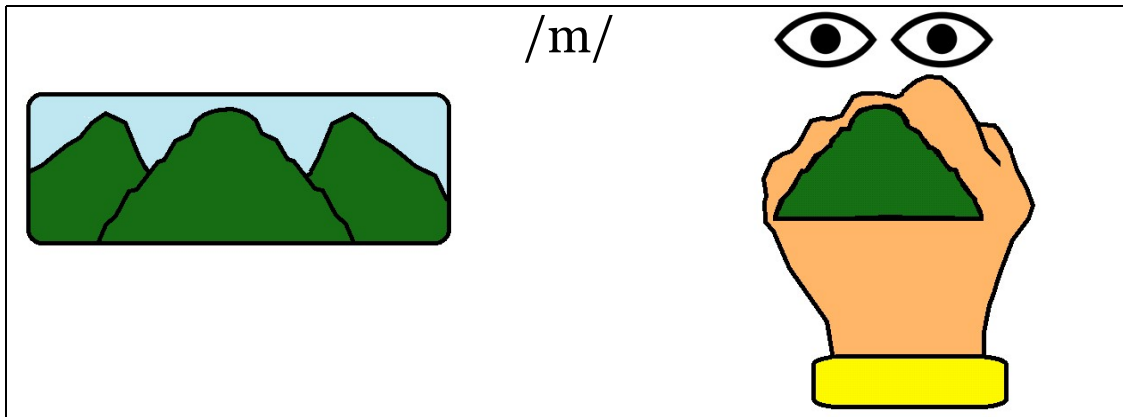


/m/

**m**ountains Monkeys **m**ap **m**ighty **m**ountains.

List of /m/ words: **m**ountains, **m**e, **m**et, **m**agnet, **m**anners, **m**ammoth, **m**ascot, **m**ilk, **m**inute, **tomb**, **condemn**

The eyes show that this hand sign should be made at eye level.



m

m

am

müd

mat

man

miss

mend

müg

smell

mess

melt



# /r/ in roar = r



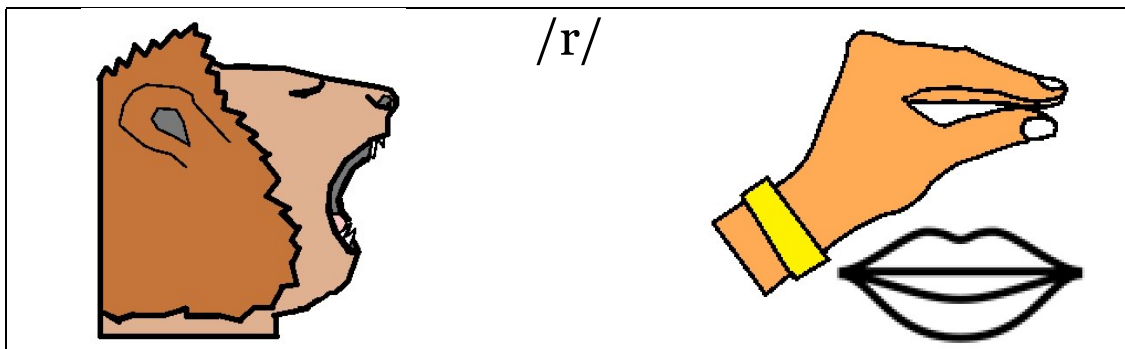
/r/

**Roar Rory** roars for **rissoles**\*.

List of /r/ words: **roar**, **rib**, **rot**, **race**, **rain forest**, **raspberry**, **rate**, **reindeer**, **write**, **wren**, **wrench**

The mouth sign reminds students to make this hand sign near (or touching) the mouth. The fingers can also open and shut, like the lion's mouth.

\*Rissoles are large meatballs.



r

r

rat

ran

rid

drag

rim

dress

rug

red

run

drill

## Comprehension Lesson 2



ant

rat

nest

egg

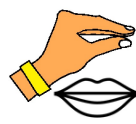
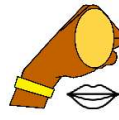


tent

dress

man

mũg



˘

**The open mouth icon means:** What should you say when you see these signs or markings? The teacher points to the hand sign or marking pictures.

**PURPOSE:** To check students know the sound for each hand sign

**The open mouth mini icon means:** Here are the answers.



/a/

/d/

/e/

/g/

/i/

/l/

/m/

/n/

/r/

/s/

/t/

/u/

/u/

## Comprehension Lesson 2 continued

\*



it ran



nell and sam ran



its matts rŭg



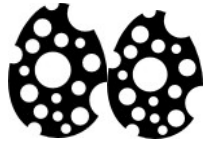
dad müst dig



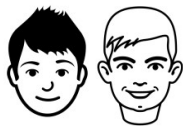
dan sent ants

\* Students point to all relevant pictures.

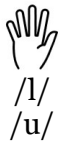
## Comprehension Lesson 2 continued



send ed an egg



tell ned and tess



/a/

/d/

/e/

/g/

/i/



/m/

/n/

/r/

/s/

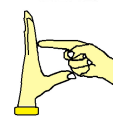
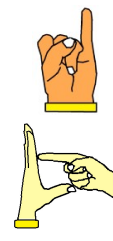
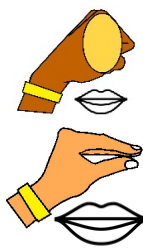
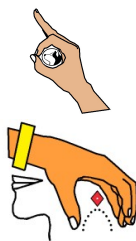
/t/



**The hand means:** What is the hand sign for each of these sounds? The teacher says the sounds, and sees that the student makes the correct hand sign.

**PURPOSE:** To check students know the hand sign for each sound.

**The mini hand means:** Here are the answers.



## Section 3 - Basic Alphabet Code – Part 2

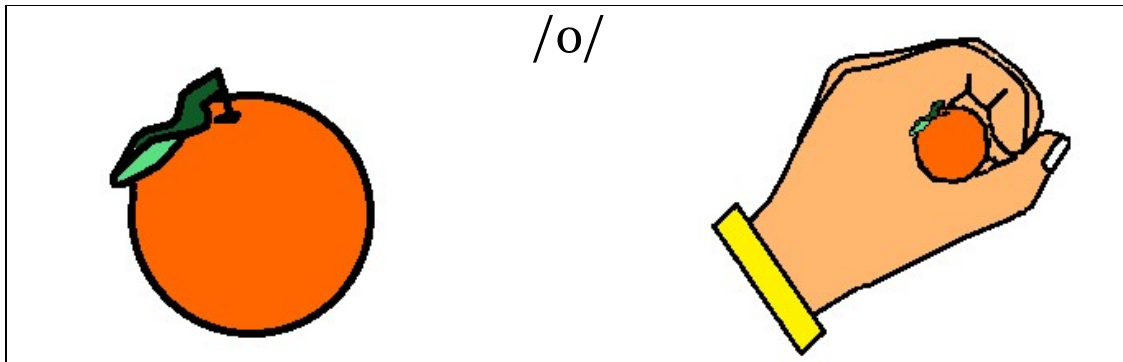
### Single Letter Code continued

/o/ in **orange** = o



**orange** **O**striches want **orange** **o**mlettes.

List of /o/ words: orange, **on**, **off**, **odd**, **opposite**, **object**, **officer**, **obstacle**, **squash**, **rendevous**



o

o

todd

got

dog

on

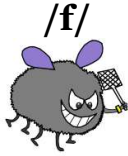
not

tom

doll

lost

# /f/ in fly swat = f

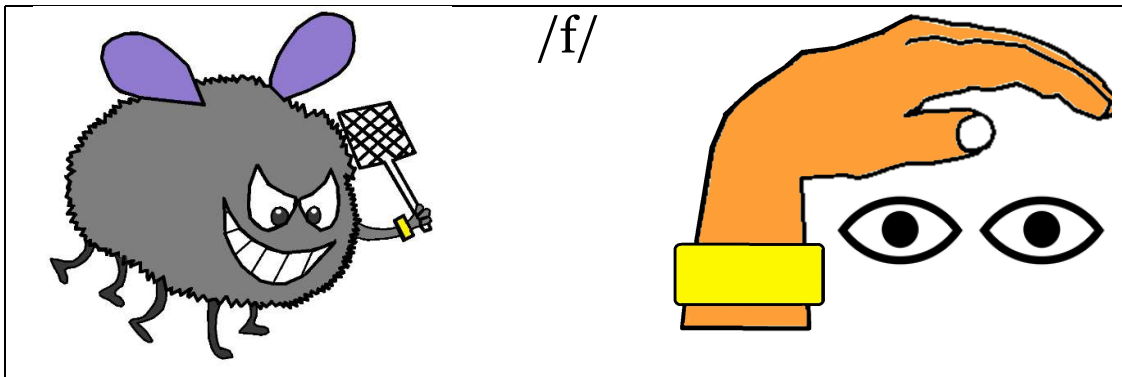


/f/

fly swat The fierce fly has a fly swat.

List of /f/ words: fly swat, family, farm, far, ferris wheel, fish, fill, fibre, flame, first, flood, puff, stiff, photo, amphibian, elephant, laugh, rough

This hand sign is of a hand sweeping downward at eye level, to swat away a fly. This is sometimes called the Australian Wave, because there are lots of flies here. But watch out, because this fly is going to swat back!



f

f

off

frog

fill

flag

fit

soft

fun

film

left

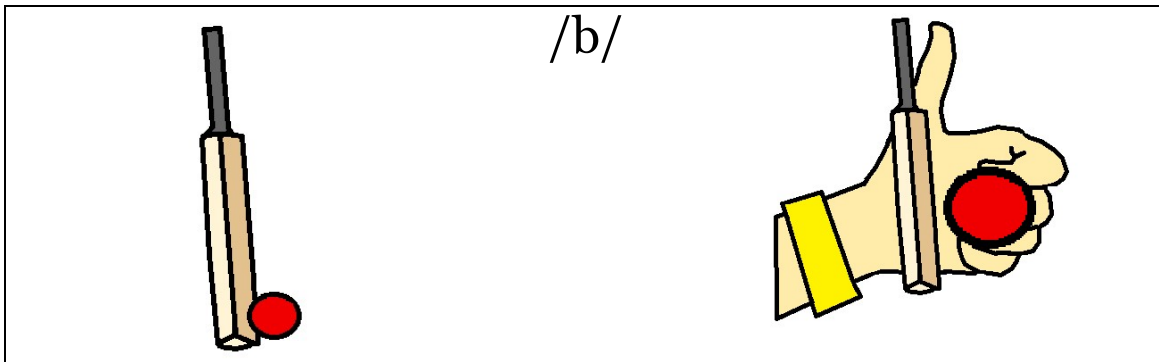
flat

# /b/ in **bat** and **ball** = b



**bat** and **ball** Batsmen **batter** the **bat** and **ball**.

List of /b/ words: **bat** and **ball**, **be**, **bob**, **back**, **bantam**, **barcode**, **bamboo**, **bark**, **black**, **boomerang**



b

b

bat

rib

bag

bit

belt

bed

big

rūb

best

brand

bend

brag

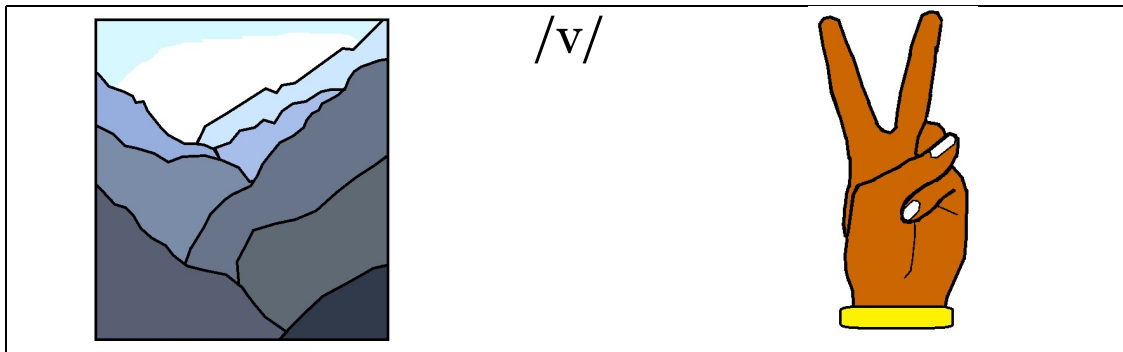
# /v/ in valley = v

/v/

valley The **V**alley **V**et forgave Olive's impressive revenge.  
[Olive, a sick cat, bit the vet on the bottom.]



List of /v/ words: **v**alley, **v**acuum, **v**illage, **v**et, **v**iolin,  
**v**owel, **v**ehicle, **v**isit, **v**itamin, have, save



v

v

vet

vest

vat

van

Sometimes, words break the rules because of the way they were written or pronounced hundreds of years ago. I call these words **Weird Words**. The laughing icon, lets students know they've come to a **Weird Word**. In a Weird Word, the sound we say (instead of the sound we **should** say) will be superscripted - written above the offending letter.

Many years ago, sounds /f/ and /v/ could be written using either letter f or letter v. About 400 years ago, people began to use letter f to show only sound /f/, and letter v to show only sound /v/. But the word *of* had been spelled with letter f pronounced /v/ for so long, that people thought it would cause too much trouble to change it - so we still write it with letter f and pronounce it as /v/!

😄 <sup>v</sup>of

off

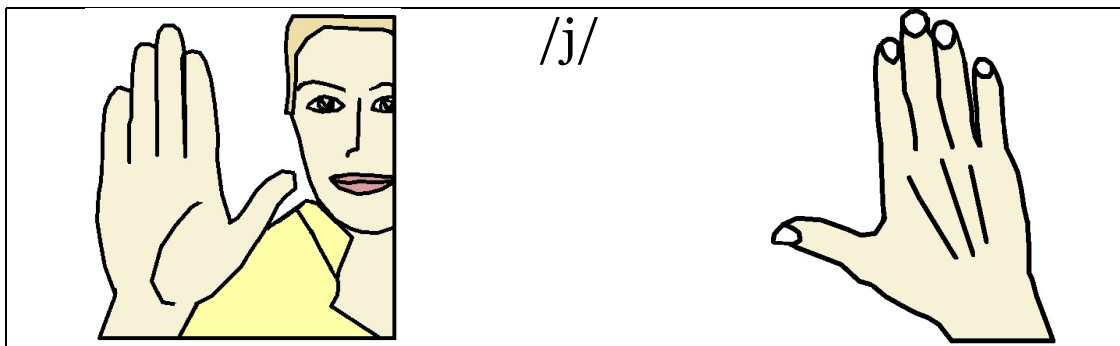


# /j/ in **j**ust stop right now = j



Just stop right there    **J**udges **j**ust **j**ailed **g**iants.

List of /j/ words: **j**ust stop right there, **j**aw, **j**ewel, **j**eeep,  
**j**eans, **j**ellyfish, **j**amboree, **j**ockey, **bad**ge, **fridge**, **g**ym,  
**g**em



j

j

**j**ust

**j**am

**j**og

**j**ab

Letters i and j look very much alike. Letters u and v look very much alike. This is because, back then, letters i and j could both be used to show the sounds for letter i.

Modern Letter i

i

Old Letter i

í

Modern Letter j

j

Old Letter j

ǵ

Also, back then, letters u and v were both used to show the sounds for letter u.

Modern Letter u

u

Old Letter u

u

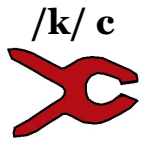
Modern Letter v

v

Old Letter v

u

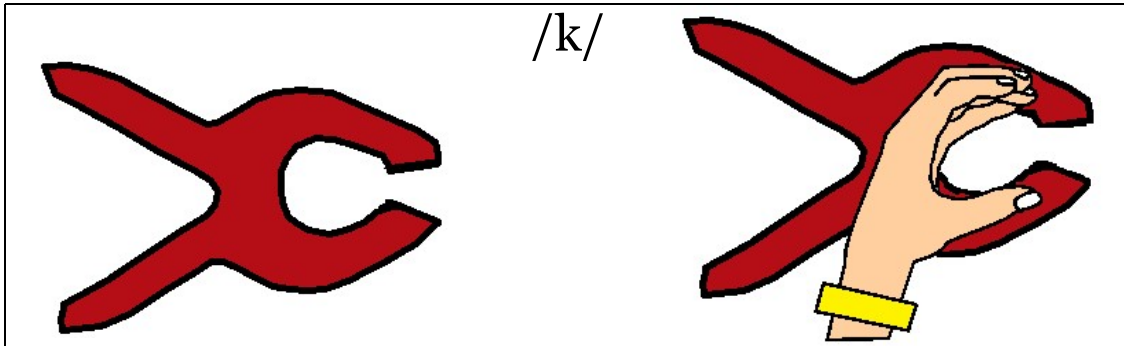
# /k/ in **clamp** = c



/k/ c

clamp Cats **cl**amp and **cu**t **k**ey.

List of /k/ words: **cl**amp, **cr**oss, **cl**ot, **cr**isp, **cr**ust, **cl**ump, **cl**op, **cl**ot, **mu**sic, **ma**gic, **ba**ck, **cl**ock, **sk**ull, **mi**lk, **terrific**



c

c

cat

scuff

cross

can

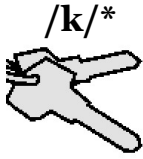
crust

disc

cot

scull

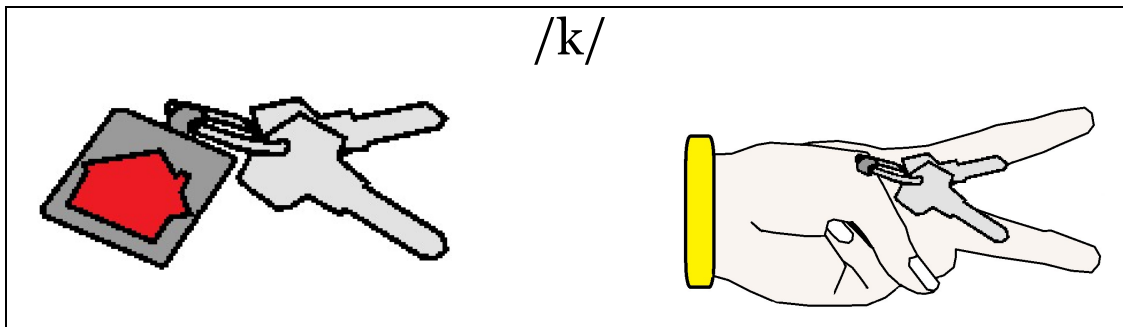
# /k/ in keys = k



**keys** Cats **cl**amp and **cu**t **key**s.

List of /k/ words: **keys**, **k**angaroo, **k**ettle, **k**eyboard, **k**iwi fruit, **k**ind, **k**oala, **musk**, **task**, **back**, **brick**, **boutique**, **school**, **Iraq**

\* Yes, this is the same sound as /k/ in clamp.



k

k

kill

milk

skill

ken

kim

disk

desk

kid

skull

skin

Comprehension Lesson 3



flag



bat



frog



dots



bed



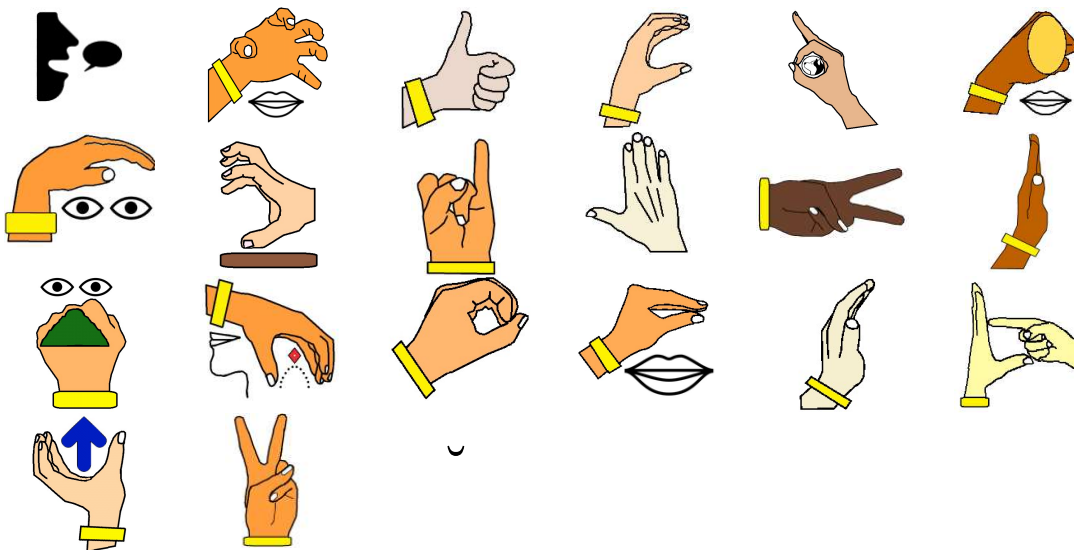
büs



vest



belt



/f/  
/m/  
/u/

/a/  
/g/  
/n/  
/v/

/b/  
/i/  
/o/  
/u/

/c/  
/j/  
/r/

/d/  
/k/  
/s/

/e/  
/l/  
/t/



i...i  
j...j  
u...u  
v...v



Now add this Rule Flashcard. The Rule flashcards are at the end of the flashcards section. Rule: Letters i & j and u & v MUST NOT end an English word.

## Comprehension Lesson 3 continued

Repeat the rule daily to students until they can repeat it more or less accurately for themselves. The police officer icon shows this is a rule. The old letters remind students that it used to be difficult to know which sound was at the end of a word. The three dots (representing words) that end in i, j, u and v followed by the cross, show this should **not** happen.



ann fed fluff cat milk



jill must jog

/a/  
/t/  
/c/clamp

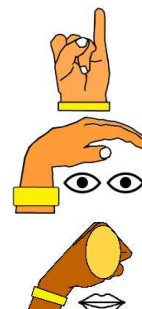
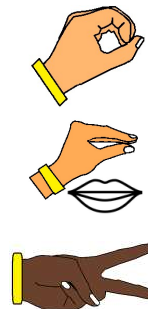
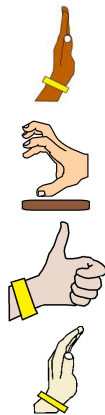
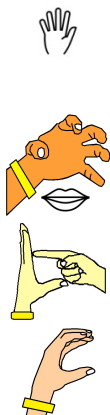
/l/  
/g/  
/b/  
/s/

/d/  
/u/  
/v/

/m/  
/n/  
/j/

/o/  
/r/  
/k/keys

/i/  
/f/  
/e/



# /p/ in **pinch** = p

/p/

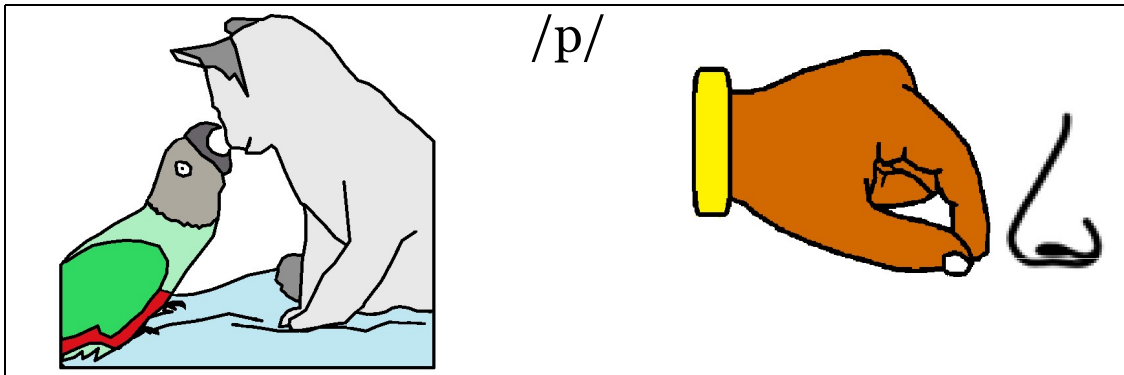


**pinch** Polly **P**arrot **p**inches.

List of /p/ words: **p**inch, **p**ace, **p**ack, **p**op, **p**addock, **p**anther, **p**late, **p**arachute

The left arm reminds students which side the 'tail' is on.

The nose sign reminds students to make this hand sign as though they are about to pinch their own nose.



p

p

plūg

map

pŭp

tap

plŭm

plŭs

pants

lamp

damp

drip

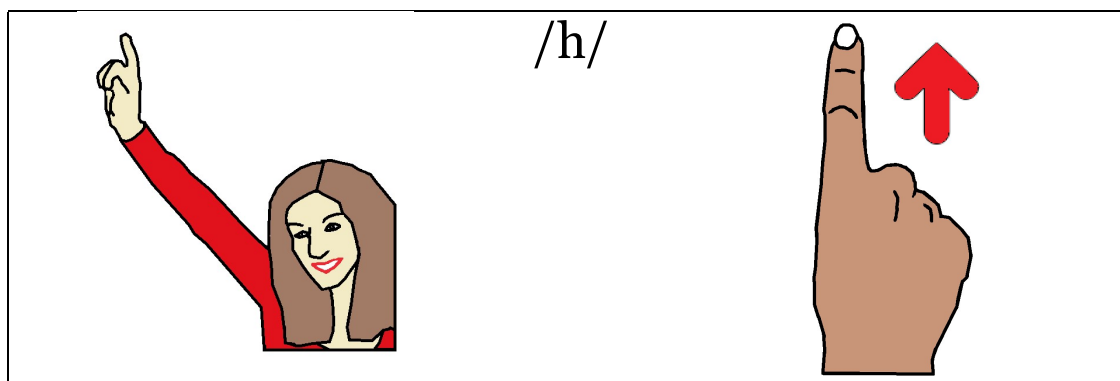
# /h/ in **here** = h



**here** Happy **h**orses **h**ire **h**ats **h**ere.

List of /h/ words: **h**ere, **h**i, **h**ello, **h**andlebars, **h**amburgers, **h**and, **h**ike, **h**elicopter, **h**o

Notice the arrow, that helps students know to make this hand sign up high, above the head.



h

h

huff

ham

had

hill

hen

hot

hop

hip

hid

hand

# /w/ in worms wiggle = w

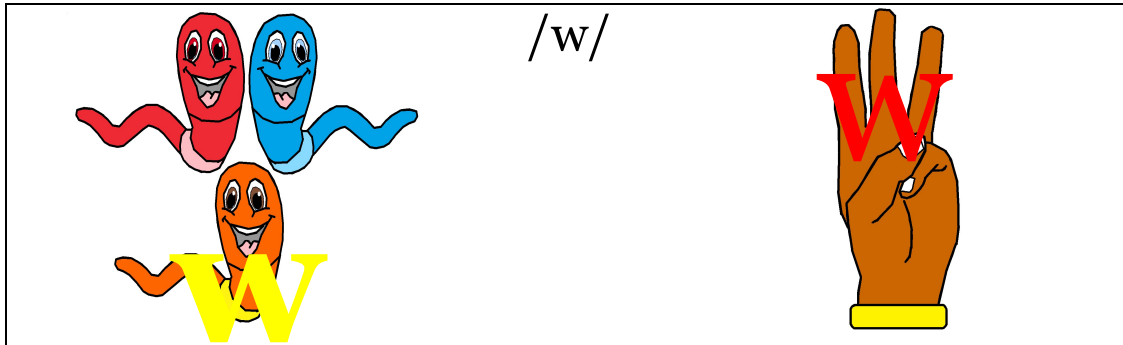


/w/

worms wiggle Worms wiggle wonderfully well.

List of /w/ words: worms wiggle, wander, water, wipe, wood, woof, world, wok, what, when, why

The fingers can wiggle like worms.



w

w

win

wok

will

twig

well

twin

wet

swam

swum

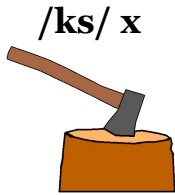
swell

swim

went



# /ks/ in axe/ax = x



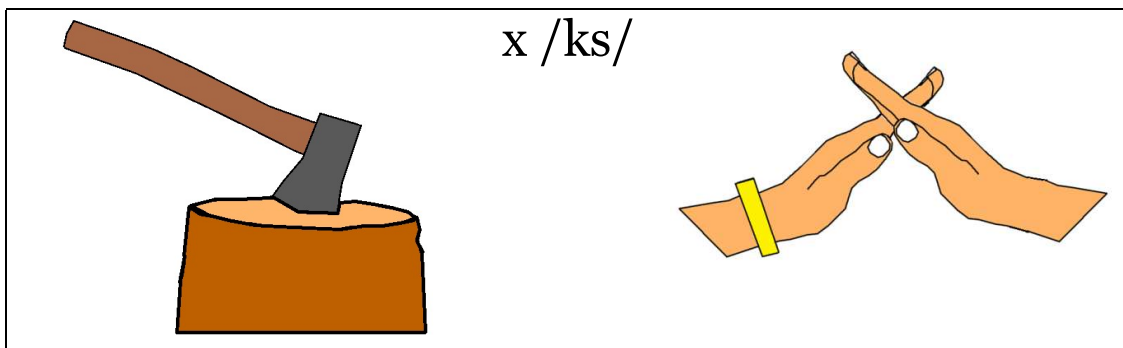
/ks/ x

axe (or) ax Six foxes axe boxes.

Point out that /ks/ is not at the beginning of these words, because we don't use /ks/ at the beginning of words in English.

List of /ks/ words: axe (or) ax, fax, fix, flex, gearbox, horsebox, index, **ducks**, **tricks**, **trucks**, **locks**

The edge of one hand 'chops' the other hand, like an axe/ax chopping. It doesn't matter which hand is the active one.



x /ks/

x

x

ax

fax

fix

six

next

mix ŭp

box

mix

If your students notice this sound is really two sounds, congratulate them for being very good listeners, and tell them: When the French were in charge of England, they decided that when sound /k/ was followed by sound /s/, the /k/ and /s/ would be regarded as one sound and written with one letter - so that's how it's been done ever since! (If your students didn't notice, don't tell them about this.)

# /y/ in yawn = y

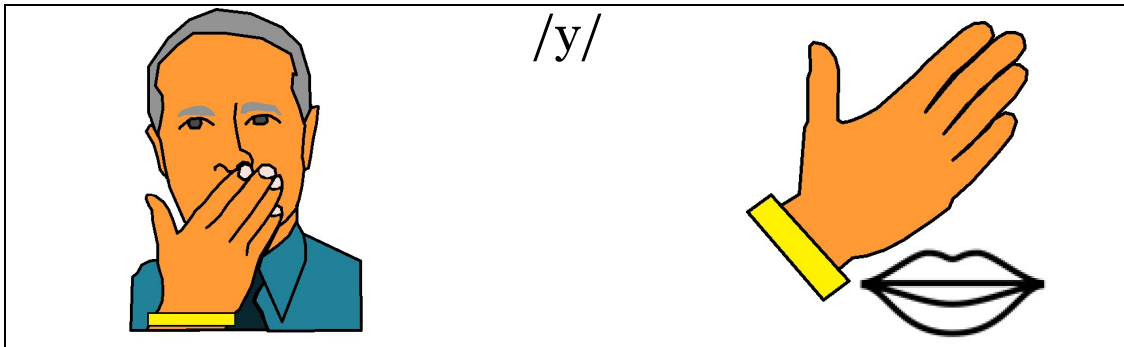
/y/



yawn Yes, yellow yaks yawn.

List of /y/ words: yawn, you, yam, young, yap, yowl, yet, yo-yo, yum, year, yahoo

The mouth sign reminds students to make this hand sign hear the mouth, as though a yawn was being hidden.



y

y

yes

yap

yam

yelp

yet

yūm

yak

yik

yell

yen

/z/ in zoom = z

/z/ in his = s

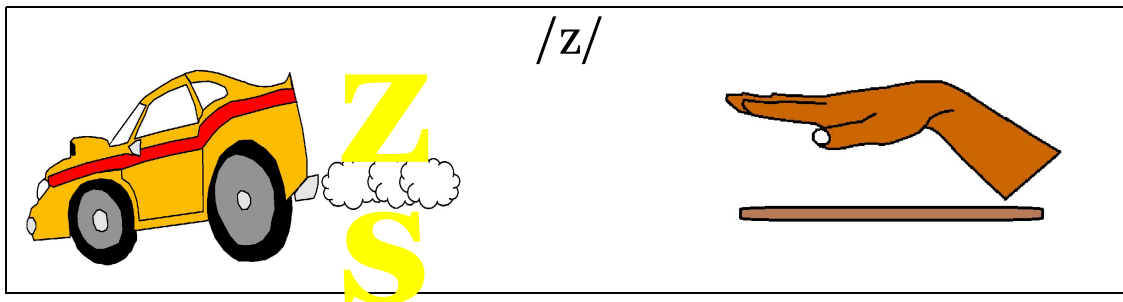


/z/

zoom Zippy cars zigzag and zoom.

List of /z/ words: zoom, zap, zebra, zero, zest, zoo, buzz, zucchini, fizz, his, shells, eggs, xylophone

The hand is at desk level, and forms a shape like the top of letter z. The arm shows which side the rest of the letter is .



s & z

z

This is the second sound of letter s, so it has two underlines.

zip

as

zig zag

is

buzz

bins

fizz

eggs

zap

hills



.ff  
.ll  
.ss  
..zz

Now add this Rule Flashcard.  
Rule: Letters f, l, s, and z usually double at the end of short words.

# Comprehension Lesson 4

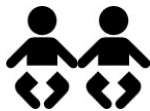


pants

hat

pūp

hen

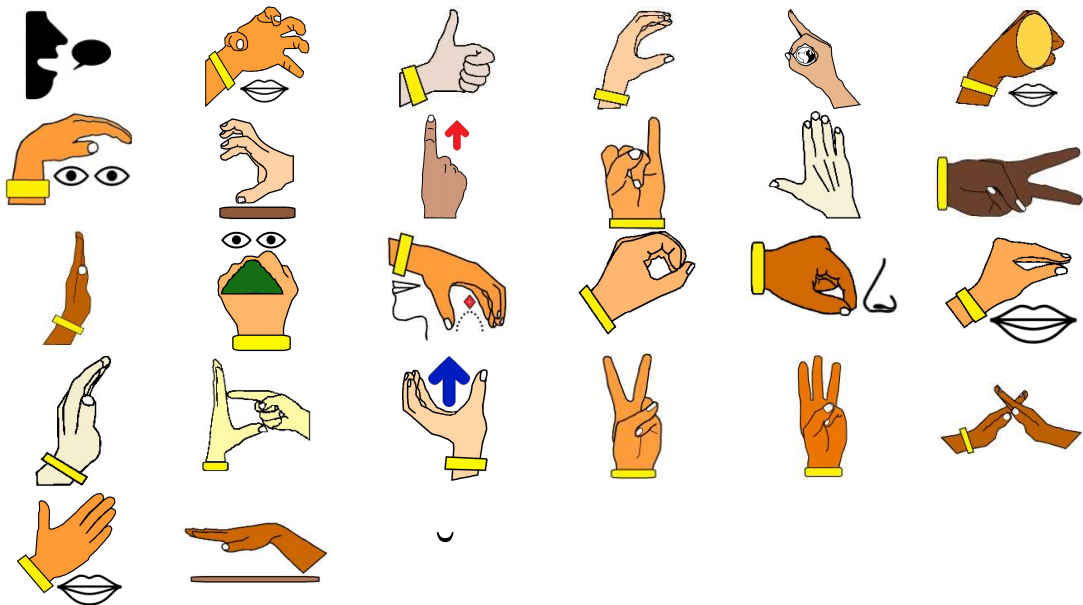


ox

swept

hands

twins



/a/

/b/

/k/

/d/

/e/

/f/

/g/

/h/

/i/

/j/

/k/

/l/

/m/

/n/

/o/

/p/

/r/

/s/

/t/

/u/

/v/

/w/

/x/

/y/

/z/

/u/

Letter s shows sound /z/ at the end of some very common short words.

Comprehension Lesson 4 continued


 is      has      his      as



ed fell



rũn ùp

  
/r/  
/p/  
/u/  
/t/

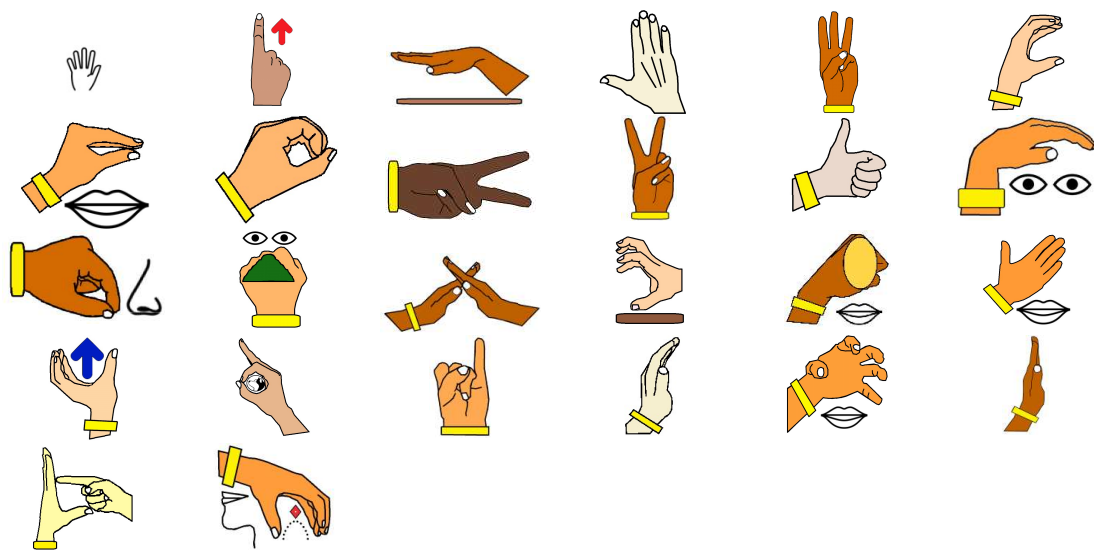
/h/  
/o/  
/m/  
/d/  
/n/

/z/  
/k/ keys  
/x/  
/i/

/j/  
/v/  
/g/  
/s/

/w/  
/b/  
/e/  
/a/

/k/ clamp  
/f/  
/y/  
/l/



## Comprehension Lesson 4 continued



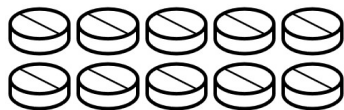
ned swam



hisis map isis big



hisis hen hasas six eggses



miss rim had ten pillsis



pats pŭp bit hisis pet rat

\* Students should choose 2 pictures.

## Section 4 - Basic Code Applied - Part 1

### Blending

#### Consonant Blends

bland

blend

bless

bliss

blond

blot

brand

brent

The first part of this section will help you make sure your students can blend. It also teaches syllables, alphabetic order, and vowels and consonants.

Keep in mind that these consonant blends should **not** be taught as letter pairs. Instead, they are just individual letters being sounded out one after the other - just as your students have been sounding out all the other words letter by letter. If your students find blending consonants **very** difficult, skip the blending words for now, and return to them later.

## Consonant Blends

brett

clap

cramp

drag

dress

flag

fled

flop

brit

clip

crisp

drip

drum

flat

flit

floss



## Consonant Blends continued

fret

frill

frog

frost

loft

croft

glad

gland

glob

glüm

grab

gram

grand

grid

meld

weld

## Consonant Blends continued

elf

gulf

hulk

sulk

film

helm

help

yelp

bolt

colt

jolt

volt

bump

clump

dump

lump

## Consonant Blends continued

jumps

fond

spend

bent

trent

plan

plop

press

lamps

pond

trend

sent

went

plod

plot

prim

## Consonant Blends continued

print

wept

musk

slam

slip

smell

smog

snag

prod

tempt

tusk

slim

slum

smelt

smug

snap

## Consonant Blends continued

spam

spot

spūd

spūn

crisp

wisp

twig

twin

snip

snap

best

nest

rest

zest

crüst

güst

## Consonant Blends continued

mŭst

trŭst

strand

strap

strip

strŭt

swell

swim

swift

swŭm

trap

trip

twig

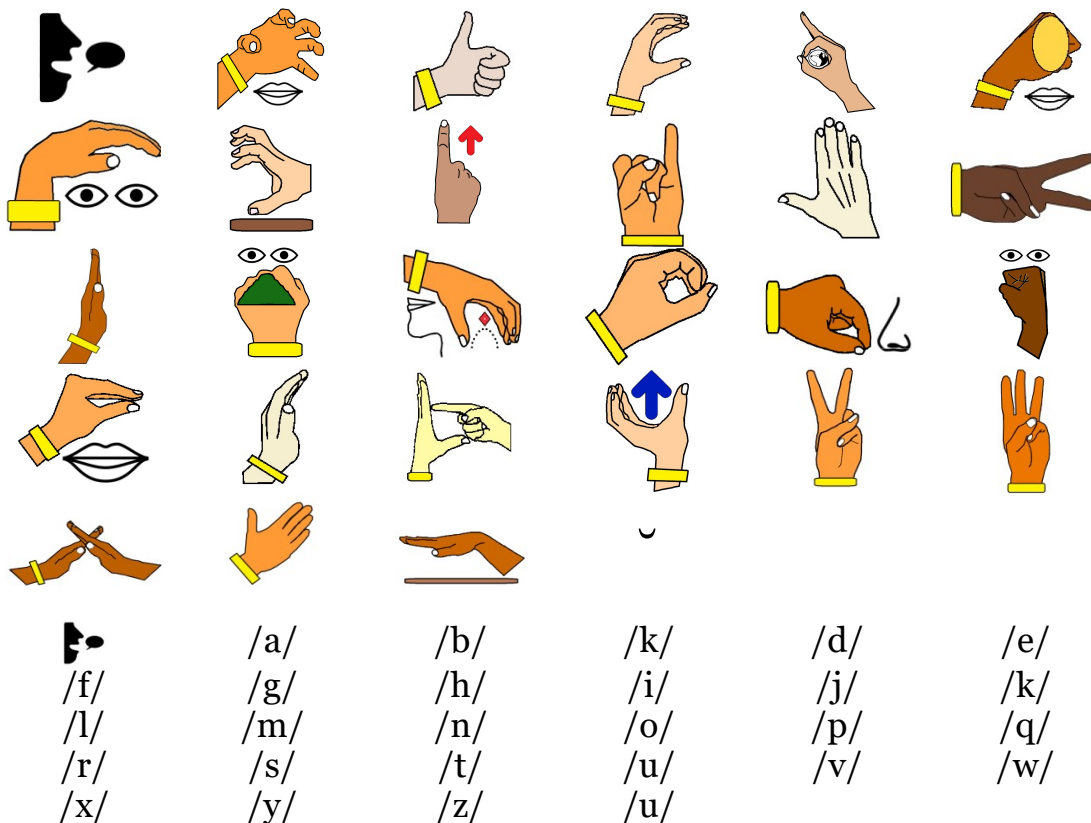
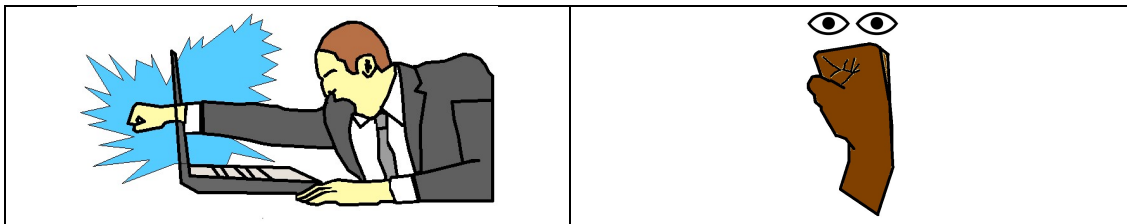
twin

twill

twist

## Comprehension Lesson 5

In the next section, you'll learn alphabetic order, so you need to learn one more letter - letter q, in order to be able to do that. I've put letter q later in the course because in English it always works with letter u, and up to now you've been learning single letters. Letter q shows the sound /kw/\* in quarrel. You will be taught this properly later, but here are the: Memory word (quarrel), the Memory picture, the hand sign, the letter. The eyes are there to remind students that this sign should be made at eye level.

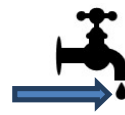


\*If your students notice that /kw/ is really 2 sounds, tell them they're very good listeners to notice that. And explain that when England was ruled by the French, the French rulers decided /kw/ was one sound and had to be written with letters qu

instead of the way the English wrote it, like this: **CW**

If students don't notice that /qu/ is two sounds, don't mention it!

## Comprehension Lesson 5 continued



lamp

swim

drip

jump



cups

film

yell

wept



pond

pen

drum

nests

\*




# mix it up and pop it in



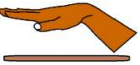





















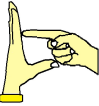

\* Students choose 4 pictures: Row 1 picture shows how to "mix it up", Row 2 pictures show 2 things might be making, Row 3 picture shows what they use to cook what they are making. Help students do each part, if necessary.







## Comprehension Lesson 5 continued

	/h/	/z/	/j/	/w/	/k/ clamp
/r/	/o/	/k/ keys	/v/	/b/	/f/
/p/	/m/	/x/	/g/	/e/	/y/
/u/	/d/	/i/	/s/	/a/	/l/
/t/	/n/				

			
---	---	--	---

his pet fox yelps



todd lost his drum

\*



ed has pet cats and bats

\* Students choose 2 pictures.

## Section 5 – Basic Code Applied - Part 2

Syllables, the Alphabet Letter Names, Vowels and Consonants, Capital Letters, Alphabetical Order, and Capital Letters Begin Proper Names

desk top

frog man

hot pot

hŭm drŭm

hot dog

bats man

sand pit

swag man

grand stand

hand bag

sand bag

ŭp set

lap top

jet lag

tip top

ŭp hill

## Syllables continued

pret zel	sūn set
dis tant	el dest
hap pen	hid den
im mi grant	in vent
den tist	fer ret
flat ten	fos sil
mag net	in fant
ill ness	ir ri tant

When students can read syllables without needing to sound out each letter, let them do so. But if they make a mistake, make them sound out and blend the entire word.

Some students can blend early in the course; others can't do it until much later. Don't push students to do this, just model it for them occasionally. They will do it when they're ready. Forcing students to do something they're not ready for, will set them up for failure - and failure will not help them become better readers.

# The Alphabet

In this section, you'll teach students the letter names\* and alphabetical order. Many students, particularly dyslexic students, find colourful, movement-filled YouTube videos very useful for this.

If you try teaching the Alphabet and alphabetical order for a couple of lessons, and your students just can't make progress, just skip this section for now, print the page called: Capital Letters, and let your students refer to it as they go through the work on the Capital Letters Begin Proper Names. Then, just keep going. Come back to this section in a few weeks, and let your students try again.

a      b      c      d      e      f      g

h      i      j      k

l      m      n      o      p

q      r      s                      t      u      v

w      x      y      z

If you try teaching the alphabetical letters for a couple of lessons, and your students just can't make progress, just skip this section for now (and jump to page 89). In the meantime, when your students come to a capital letter, point out the related lowercase and capital letters on the Capital Letters page (page 84). Then come back to this section in a few weeks, and let your students try again.

## The Alphabet continued

Ask the students to tell you the names of each of the following letters:

a x b y c x s

d w e v f g y

u t h s i r b

j q k p l o c

m n o p m l a

q k r j s i z

h t g u f v m

e w d x c y p

# Vowels and Consonants

Teach the students that letters a, e, i, o and u are vowels, and that letter y is a vowel when it shows sounds a vowel sound.

Teach the students that all the other letters are consonants, and that letter y is a consonant when it shows its consonant sound /y/. At some stage in the future, they might need to know that letter u is a consonant when it follows letter q.

a				e				i						
	b	c	d		f	g	h		j	k	l		m	
				o					u				y	
n		p	q	r	s	t			v	w	x	y	z	

## Vowels and Consonants continued

Ask the students to tell you the names of each of the following letters:

u t h s i r b

m n o p m l a

h t g u f v m

d w e v f g y

a x b y c x s

q k r j s i z

j q k p l o c

e w d x c y p

## Capital Letters

Refer to the capital letters that are on the flashcards, and teach any your students have not already learned.

a	b	c	d	e	f	g
A	B	C	D	E	F	G

h	i	j	k
H	I	J	K

l	m	n	o	p
L	M	N	O	P

q	r	s
Q	R	S

t	u	v	w	x	y	z
T	U	V	W	X	Y	Z



## Capital Letters continued

Ask the students to tell you the names of the following capital letters:

A X B Y C X S

D W E V F G Y

U T H S I R B

J Q K P L O C

M N O A M L P

Q K R J S I Z

H T G U F V M

E W D X C Y P

## Alphabetical Order

a    b    c    d    e    f    g

h    i    j    k

l    m    n    o    p

q    r    s            t    u    v

w    x    y    z

\* In English, letter q is always used with letter u. So letter q will be taught properly in the Multiple Letters section. At this stage, they just need to know the letter and its name so they can say the alphabet.

Many students, particularly dyslexic students, find colourful, movement-filled YouTube videos very useful for learning material by rote (such as alphabetical order), because they have trouble learning things that don't make sense.

## Capital Letters Begin Proper Names

Dad

Matt

Mum

Mom

Nan

Tim

Tom

Todd

Zeb

Gran

Jen

Max

Kim

Sam

Jan

Don

Teaching Note: Teach the students that capital letters begin the proper name for a person, place or thing.

## Capital Letters Begin Proper Names continued

Jill	Ti bet
Brett	Scott
Fluff	An ton West
Mel	Fin land
Ann	Tim Dñn stan
Mon bulk	Ben Jen sen
Hill End	A lex Kel tin
Jim	Miss Briggs

The next section teaches the remaining English sounds. As we have over 40 sounds in English, but only 26 different letters, we usually show the remaining sounds by using 2 letters working together as a team to represent a new sound.

## Comprehension Lesson 6



box



flag



rat



bat



spots



vest



clip



cat



lamp



bag



lap top



desk

Now, you're going to learn about punctuating sentences. A sentence is a complete thought. In the table below, I compare complete thoughts with incomplete thoughts.

### **Complete thoughts**

Fluff is a big cat.

I will go to the shops.

The car has broken down.

My grass needs mowing.

They have the flu.

Dinner is almost ready.

### **Incomplete thoughts**

Fluff is

to the shops

the car has

needs mowing

the flu

almost ready

When we write, we show we are writing a complete thought by beginning with a capital letter and ending with a punctuation mark. The first punctuation mark you'll learn is the full stop/period. From now on, all the reading sentences will begin with a capital letter and end with a punctuation mark.

A

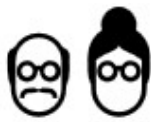
.

## Comprehension Lesson 6 continued



\*

Rib bet is Jims frog.



Gran and Pop will visit ũs.



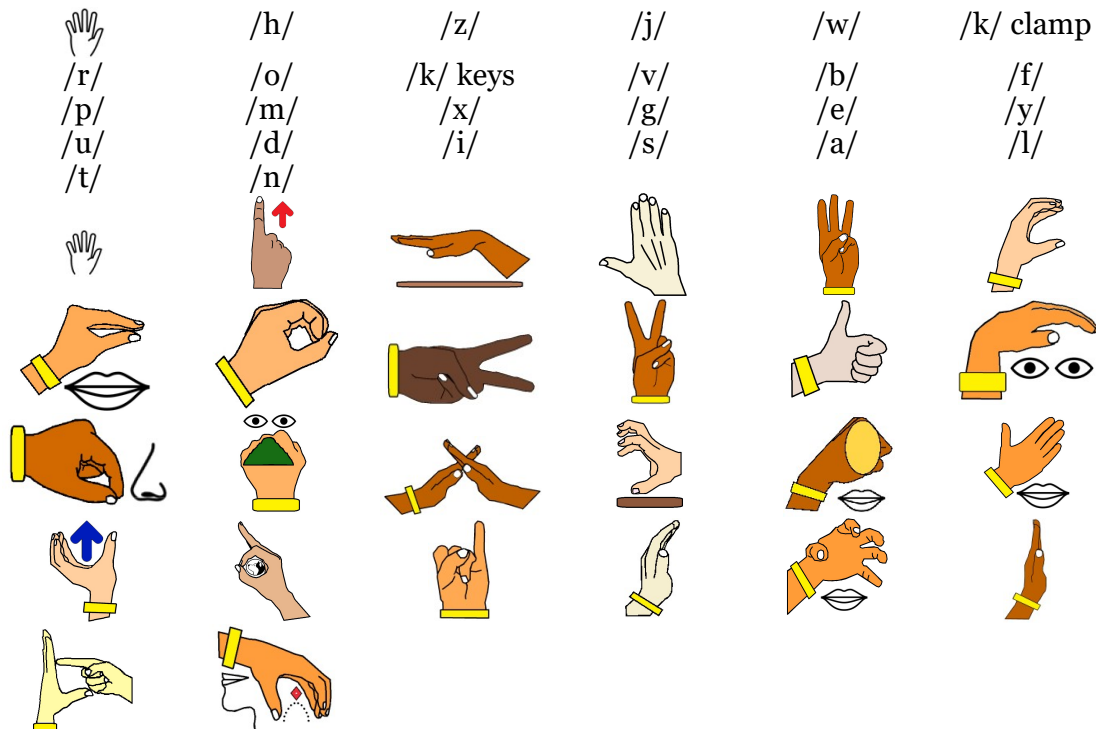
Scott is an in fant.



Jan met den tists.

\* Ribbet is one way to write the noise frogs make.

## Comprehension Lesson 6 continued



\*



Mac and Don got beds  
and lamps and desks.



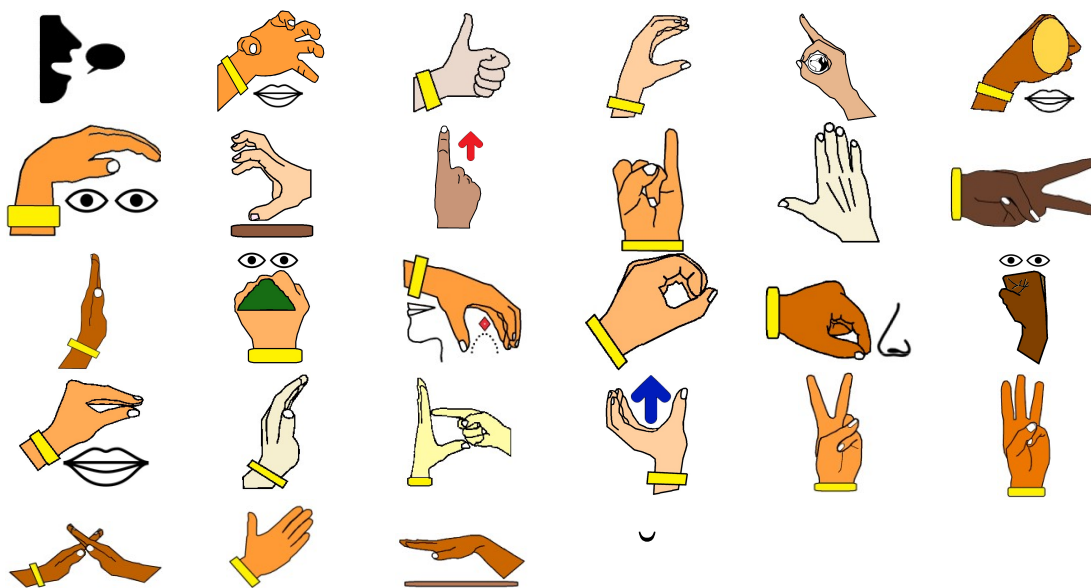
Jill and Alan met Matt.

\* Students point to 3 pictures.

## Alphabet Review Chart

**a b c d e f g h i j k l m**  
**n o p q r s t u v w x y z**

**A B C D E F G H I J**  
**K L M N O P Q R S T**  
**U V W X Y Z**



/f/

/l/

/r/

/x/

/a/

/g/

/m/

/s/

/y/

/b/

/h/

/n/

/t/

/z/

/k/

/i/

/o/

/u/

/u/

/d/

/j/

/p/

/v/

/e/

/k/

/q/

/w/

Print this chart and take your students through it each day until they know it, then let them do it once a week as revision.



## Section 6 - Multiple Letter Code - Part 1

### Multiple Letter Code for the Remaining Sounds

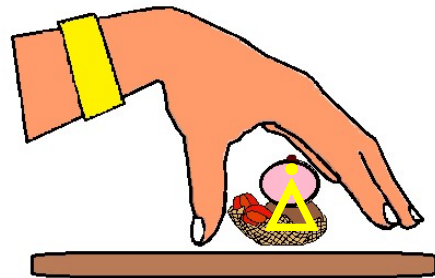
# /ae / in ice cream sundae plate = ae



icecream sundae Amy made a great icecream sundae.  
List of /ae/ sound words: icecream sundae, **aim**, **able**,  
**ace**, **apron**, **same**, **plane**, **brain**, **table**, **pay**, **reindeer**.  
Point out the marking. It is the same shape as the  
icecream sundae. The brown "desk" shows the hand sign  
should be made at desk height.



/ae/



ae

&

ae

=

ae/a e

sun dae

plae

Re nae

cae

Fae

nae

# /air/ in **air**plane = air



/air/

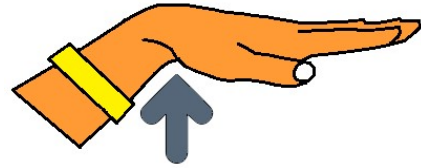
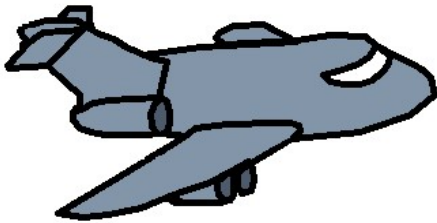
**air**plane **Air**planes **air**lift **air**mail.

List of /air/ words: **air**plane, **air**, **air**craft, **flair**, **aerial**, **air**port, **care**, **mare**, **pear**, **square**, **glaring**

Marking  
→

The arrow shows this sign should be made above the head.

/air/



air

air

air plane

hair

stair

mid air

fair

hairpin

Clair

flair

stair well

pair

# /ar/ in **star** = ar

/ar/



Marking

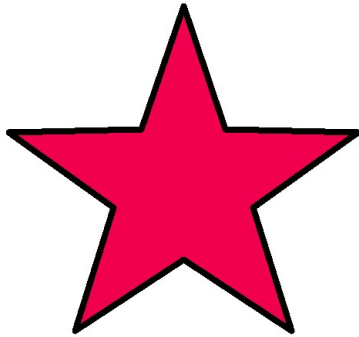


**star** **A**rtistic **s**tars **s**parkle.

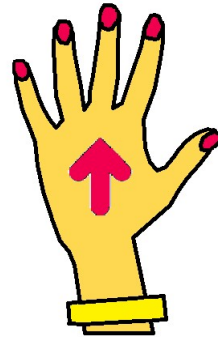
List of /ar/ words: **star**, **A**rnold, **a**rk, **a**rch, **a**rgue, **s**tart, **a**rm, **p**ark, **f**ar, **p**ast, **l**ast, **b**ath

The fingers of the hand sign are spread out like a star.

The arrow reminds students to make this sign above the head.



/ar/



ar

ar

star

far

card

jar

arm

park

ar tist

kart

bark

tar get

# /ch/ in **ch**ickens peck = ch

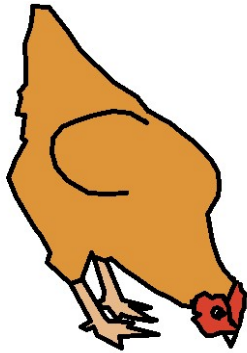
/ch/



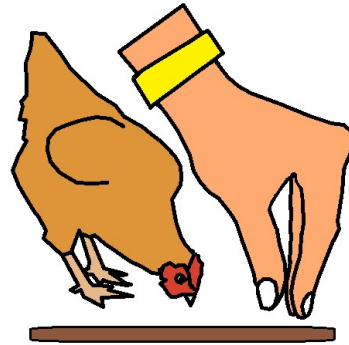
**ch**icken pecking **Cheeky ch**ickens **ch**ase and scratch.

List of /ch/ sound words: **ch**icken pecking, **ch**ease, **ch**imp, **ch**eerful, **ch**ain, **ch**ild, **ch**air, **ch**ip, hatch, fetch

Note: The fingers in the hand sign should be straight, and the hand sign should be made at desk height.



/ch/



ch

ch

Frenchch

sch

mch

Mch

chart

pinch

pch

mch

lch

sand wch

# /ee/ in **seeds** for **Eve** = ee

/ee/



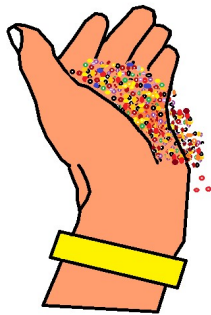
**seeds** Eve's budgieeeats **seeds** and **sleeps**.

List of /ee/ sound words: seeds for Eve, see, fifteen, sweep, **evil**, **eager**, **eat**, **he**, **see**, clean, free, beam, Sweden, scene, hungry, safari, ski, baby, Natalie, magazine, submarine

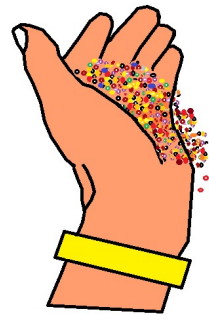
Marking

The marking looks like three **ee** seeds falling.

∴



/ee/



ëë

&

ëë

=

ee/e e

seëds

Ëve

seë

mil li pëde

six tëen

Stëve

streët

con crête

frëe

Swëde

# /er/ in letter = er

/er/



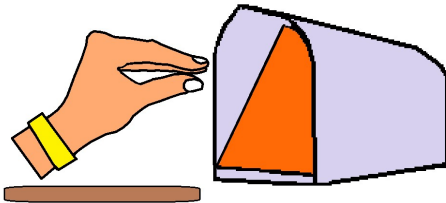
Marking



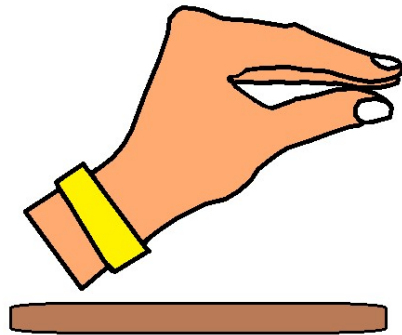
letter **Ernie** sent a better letter.

List of /er/ sound words: letter, ever, her, better, twitter, freezer, boxer, earn, earl, bird, fur, circus, girl, turtle, purple, favour/favor, colour/color

Note: This marking looks like a bit like a letter. The hand sign should be made at desk level.



/er/



er

er

let ter

liv er

her

box er

bet ter

freezer

Jen ni fer

a ster isk

e ver

in ter vene

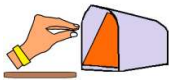
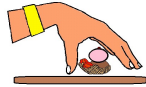
## Comprehension Lesson 7



flāmes strēt stārs pārk



li zārd sand wich stāirs



/er/  
/er/

/ae/  
/qu/kw  
/u/

/air/  
/ae/

/ar/  
/air/

/ch/  
/ar/


/ee/  
/ee/

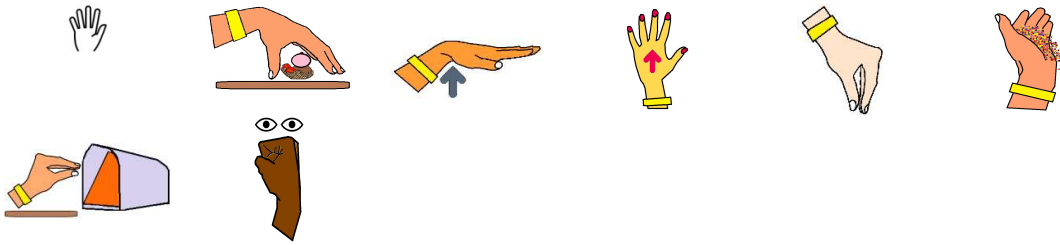


Èves drēss is grēen.\*

\* When I ask about a colour, the alternatives will be black, white and "shaded" (any colour but black and white) because most people print in black and white.

## Comprehension Lesson 7 continued

	/ae/	/air/	/ar/	/ch/	/ee/
/er/	/qu/kw	/ae/	/air/	/ar/	/ee/
/er/	/u/				



O li vers <sup>□</sup> twin chimps  
munch on lunch.



Gales sun dae plate has  
spots.



# /ie/ in bow **ties** **inside** = ie



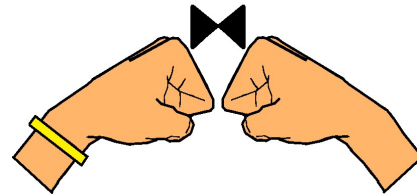
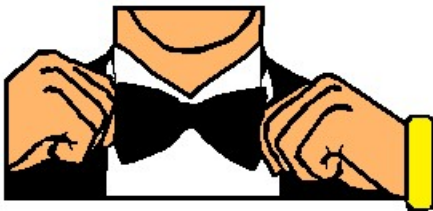
Marking  
✕

bow **tie** Ivan can **tie** his bow **tie**.

List of /ie/ sound words: bow tie, mag**pie**, die, lie, mud **pie**, **ice**, sigh, fry, my, pilot, try, bite, prize, fly, my, type, style

The bow tie in the hand sign picture reminds students to make this hand sign at neck height.

/ie/



✕  
ie

&

✕  
ie

=

ie/i e

✕  
ties

✕  
in side

✕  
die

✕  
hide

✕  
mud pie

✕  
file

✕  
lie

✕  
time

✕  
mag pie

✕  
line

✕  
pie

✕  
fine

# /ng/ in sing = ng

/ng/



**sing** Baby will **sing** and hold my **fingers**.

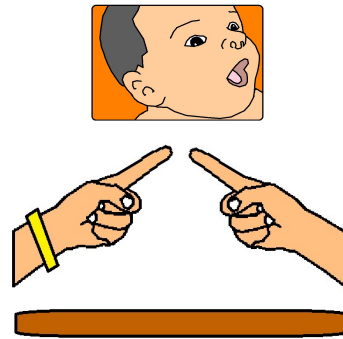
List of /ng/ words: **sing**, **bang**, **bring**, **farming**, **greeting**, **hang**, **lung**, **ping pong**, **wedding**, **long**

List of /ng g/ words: **finger**, **Angus**, **linger**, **fungus**, **hunger**

The desk reminds students to make this hand sign at desk level, as though holding fingers low for a baby to grasp.



/ng/



ng

ng

sing

cling

hang ing

drip ping

gang

grip ping

bring

greet ing

farm ing

frost ing

/ng g/ in **fingers** = ng

ng

ng

fing er<sup>□</sup>s

hung er<sup>□</sup>

Ang us<sup>□</sup>

gang re<sup>□</sup>ne

fung us<sup>□</sup>

in dex fing er<sup>□</sup>

ling er<sup>□</sup>

fing er<sup>□</sup> print

There is no *Teaching Aids* page for this sound.

This letter combination looks the same as the letters for /ng/, but it shows an extra /g/ sound. For example, the word *finger* is pronounced as /fingger/, not /finger/. I'll double underline letters ng when they are showing their second sound.

If your students are learning English, you might need to hand sign the extra /g/ sound when you do dictation - making sure they know not to write the extra letter g.

# /ngk/ in Pink Zinc<sup>®</sup> = nk & nc

/ngk/



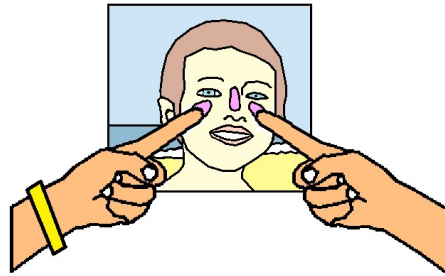
Pink Zinc<sup>®</sup> Frank and Franca protect their noses with Pink Zinc<sup>®</sup> sunscreen.

List of /ngk/ words: Pink Zinc, bank, Franca, Frank<sup>®</sup>, drink, shrank, blanket, sync, uncle, thank

The face in the hand sign picture reminds students to touch their cheeks, as though putting on Pink Zinc<sup>®</sup> sunscreen.



/ngk/



nk & nc = nk/nc

Pink

Zinc<sup>®</sup>

sand bank

Frannc

gang plank

Bannc

drink

Blannc

The words in this column are the only common words ending in the /ngk/ of zinc.

# /oe/ in **toe bone** = oe

/oe/

**toe Oh, no! Joe's toe!**

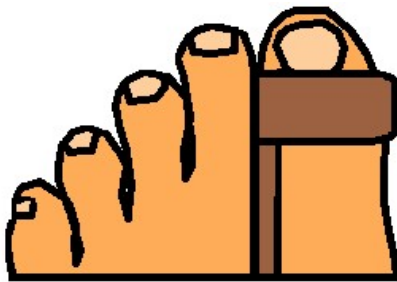


Marking

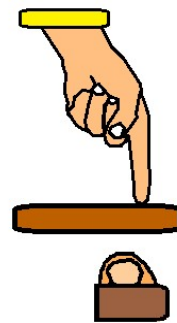


List of /oe/ words: **toe bone**, open, oval, foe, hoe, tip toe, doe, own, blow, so, crow, boat, robot, beau, beaux, boat, dome, low

Notice the marking that looks like the tip of a toe peeping out from the top of a sandal, and the desk, that reminds students to make this hand sign at desk level.



/oe/



oe

&

oe

= oe/o e

toe

boe

Joe

woe

tip toe

zoe

woe

noe

hoe

joe

# /oo/ in **look** = oo

/oo/



Marking

ö

**look** Look at the **crook**\* in the bush!

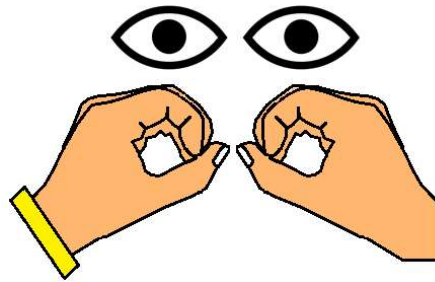
List of /oo/ sound words: look, crook, bush, book, hood, stood, could, pull, would, put, push

The eyes sign reminds students to make this sign at eye level.

\*A crook is a burglar or other criminal.



/oo/



öö

oo

look

crook

hood

foot step

book

hook

took

stood

hood

oops

# /oo/ in moon = oo



Marking  
C

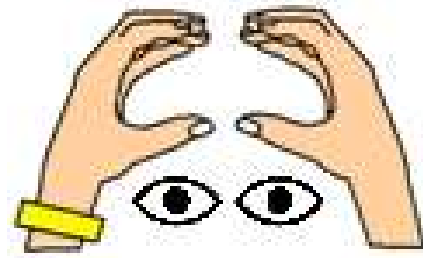
moon The moon looks blue, Andrew.

List of /oo/ sound words: moon, coo, soothe, noodles, doona, kangaroo, through, Andrew, crew, to, futons, gluten, flu, glue, true, fruit, plume

The eyes sign reminds students to make this sign at eye level.



/oo/



oo

oo

o

moon

boost

pool

food

room

zoo

roost er

tat too

room mate

li ving room

Comprehension Lesson 8



slope in side drink book



spoon fing er roost er



bunks blank et foot print

□	⊠	Δ	→	★	∴
◐	◑	◒	◓	◔	◕
	/ae/	/air/	/ar/	/ch/	/ee/
/er/	/ie/	/ng/	/ngk/	/oe/	/oo/
/oo/	/qu/	/ae/	/air/	/ar/	/ee/
/er/	/ie/	/oe/	/oo/	/oo/	/u/



# Comprehension Lesson 8 continued

hop ping

stop ping

grip ping

trip ping

sit ting

snip ping

pin ning

spin ning



Ang us has five ties.



/ae/

/air/

/ar/

/ch/

/ee/

/er/

/ie/

/ng/

/ngk/

/oe/

/oo/

/oo/

/qu/

/ae/

/air/

/ar/

/ee/

/er/

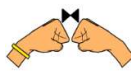
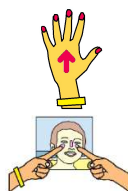
/ie/

/oe/

/oo/

/oo/

/u/



## Comprehension Lesson 8 continued



f<sup>×</sup>ive f<sup>□</sup>ingers



\*

Bring sand wich es and  
muf fins.



Bens r<sup>◌</sup>oost e<sup>□</sup>r stood up.



Re n<sup>△</sup>ae is K<sup>△</sup>ates r<sup>◌</sup>oom m<sup>△</sup>ate.

\* Students must point to 2 pictures.

## Section 7 - Multiple Letter Code - Part 2

### Multiple Letter Code for Remaining Sounds cont.

# /or/ in **ordinary** dots = or

/or/

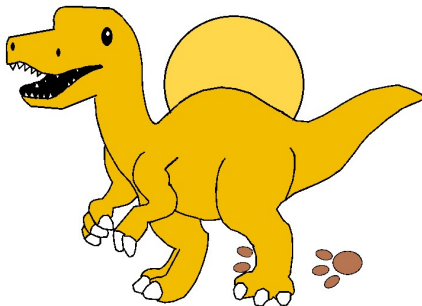


Marking  
...

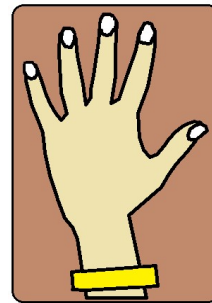
**ordinary** dots Ordinary dots are made by dinosaur paws.

List of /or/ sound words: **ordinary** dots, **four**, **or**, **important**, **morning**, **Paul**, **dinosaur**, **favour/favor**, **colour/color**, **all**, **fall**, **jigsaw**, **draw**, **strawberry**, **August**.

The brown desk shows students should place their hand on the desk, just as a dinosaur places its paw on the ground to make ordinary dots.



/or/



ör

or

ör

störm

börn

förm

pörch

törch

im pör tant

mör ning

# /ow/ in **Ouch! Ow!**

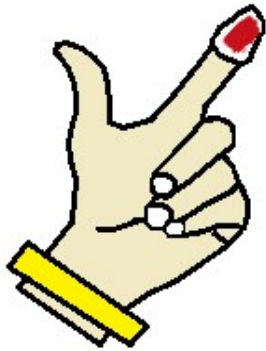
## = ou & ow

/ow/



**Ouch! Ow!** He frowns and howls "**Ouch! Ow!**"

List of /ow/ sound words: **Ouch!** **Ow!**, owl, clown, now, down, sunflower, out, bounce, cloud, chow



/ow/



ou

ou

&

ow

ow

ouch

ow

cloud

clown

proud

now

sound

fowl

ground

growl

Two letter combinations are taught together, when they represent the same sound.

# /oy/ in **boil** **oysters**

## = oi & oy



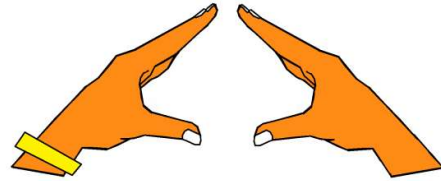
**O**ysters **O**ysters enjoy **toys**.

List of /oy/ sound words: **oysters**, **boy**, **joy**, employ, **foyer**, cowboy, **oil**, **coin**, **point**, **choice**, **boil**

The hand sign looks like two oysters facing each other and opening their shells.



/oy/



oi

&

oy

=

oy/oi

boil

oy sters

coin

em ploy ee

point

boy

join

toy

soil

en joy ment

# /kw/ in **qu**arrel = qu

/kw/ **qu**



**qu**arrel **Queens** **qu**arrel **qu**ietly.

List of /kw/ words: **qu**arrel, **qu**it, **qu**iz, **qu**ins, **qu**ilt, **qu**est, **qu**ite, **qu**ick, **qu**iver

In English, the sign for /u/ works with letter u. Eyes remind students to make the sign at eye level.



qu  
/kw/



qu

qu

quit

quip

quest

quinsu

quilt

quite

jon quil

qu<sup>n</sup>ôte

Only give the following explanation if your students notice this letter team represents two sounds /k/ + /w/. Sound /kw/ used to be written with letters c & w. But when the French were in charge of England, they decided that cw looked ugly, so they decided /kw/ was to be written with letters q and u, and it should be thought of as one sound.

# /sh/ in Shhh! = sh

/sh/

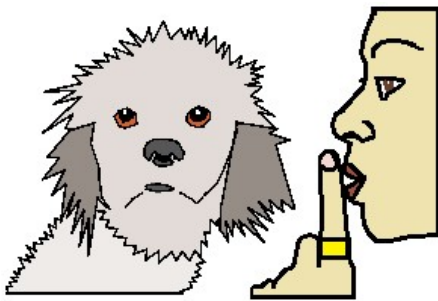


Marking  
Ⓢ

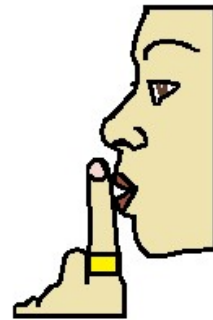
shhhShhh! She's shampooing show dogs.

List of /sh/ sound words: shhh, shells, she, shop, ash, dish, shrub, chef, Cheryl, nation, caution, ocean, sugar, mission, conscience

The other picture is of a damp dog that has just been shampooed. Note the lemon finger ring for the left hand.



/sh/



sh

sh

shhh

meshsh

ashsh

fi nishsh

shed

ship

freshsh

egg shell

sheep

hand shake

# /th/ in **th**irsty = th

/th/



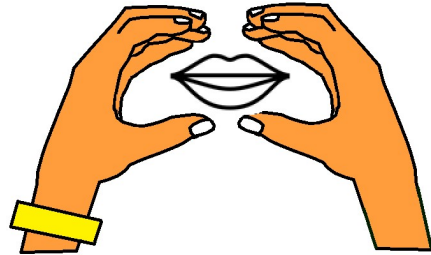
**th**irsty **Th**irsty **Th**ea said **th**anks.

List of /th/ sound words: **th**irsty, **th**ump, **th**ud, **th**in, **Th**eo, **Th**ea, **th**ree, **Perth**, **fifth**, **th**ermometer

The mouth sign reminds the students to make the hand sign at mouth level.



/th/



th

th

thump

throne

Kate Smith

froth

thin

thril ler

tenth

teeth

thing

fith

thank

north

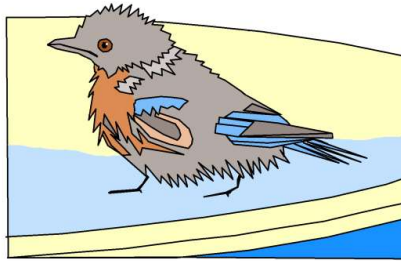


# th in **there** = th

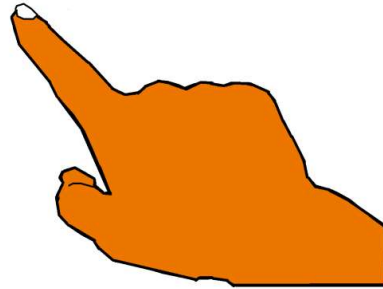


**there** **There's** **that** hot and bo**thered** bird!

List of /th/ sound words: **there's** **that** bird, **the**, **this**, **that**, **those**, **these**, sl**ither**, tee**th**e, see**th**e



/th/



th

northern

than

them

smooth

gather

that

with\*

with\*

this

then

While you are learning to read, these 2 letters will be underlined with two lines because there are two sounds for letter team th.

\* Some people say /with/ and some say /with/, so I won't mark it again in this course.

# /ue/ in rescue & cute= ue

/ue/



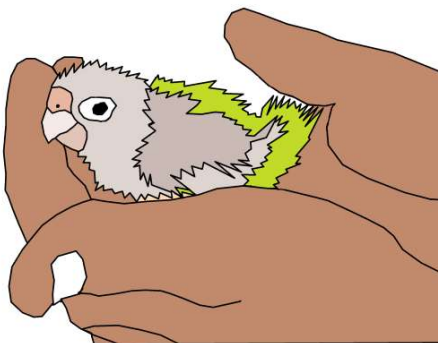
Marking



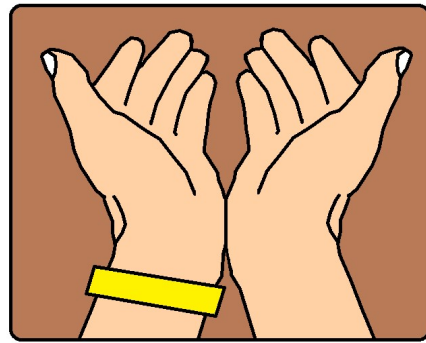
**rescue** European news mentions the baby bird **rescue**.

List of /ue/ sound words: rescue cute, due, cue, emu, module, venue, **use**, **ute**, **jute**, human, duplex, **few**, **feud**, statue

This marking looks like two hands protecting a rescued bird. Note the desk that reminds students to make this hand sign at desk level.



/ue/



ue

&

ue

=

ue/u e

res cue

cute

due

sub due

Sam ue

a ve ue

due

re ve ue

val ue

stat ue

# /w/ or /hw/ in **wh**ale = wh

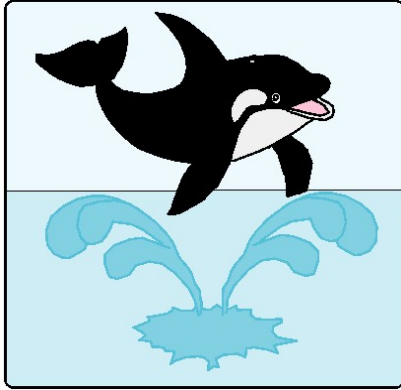
/hw/ **wh**



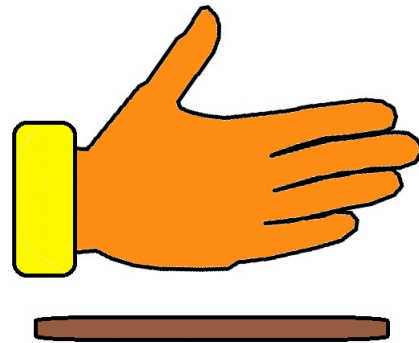
**wh**ale Which **wh**ales go **wh**ack\*?

List of /w/ words: **wh**ale, **wh**at, **wh**en, **wh**y, **wh**eel.

\*By *whack*, I mean the way some whales thump the water with their tails. The **left** hand is at desk level, and moves to the right. The thumb sticks up like a whale fin.



wh  
/hw/  
or /w/



wh

wh

wh<sup>Δ</sup>āle

whis p<sup>□</sup>er

wh<sup>⊗</sup>ite

which

wh<sup>••</sup>ēel

when

☺ wh<sup>h</sup>ō<sup>n</sup>le

Weird Words will be marked, so don't make students learn them.

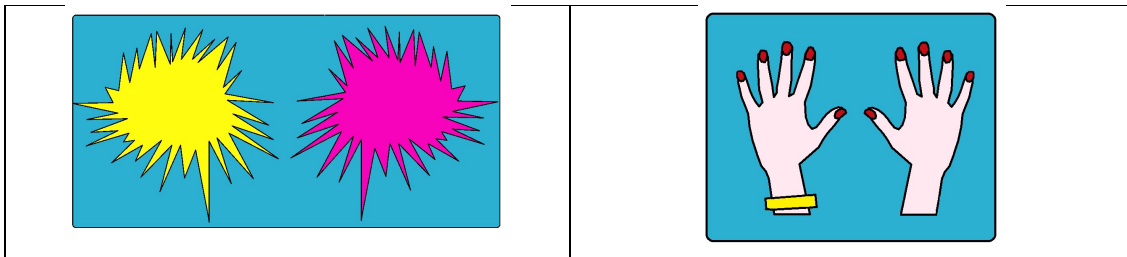
This letter team can be pronounced two ways - as /hw/ or /w/. Choose the pronunciation your students use. If you use sound /w/ for this letter team, there's no need to give the following explanation. Explain that wh is pronounced as /h/ + /w/, and used to be written as hw, but when the French were in charge of England they decided that hw looked ugly. So they made everyone write it as wh, while still pronouncing it as /hw/! AND they wanted /hw/ to be considered as one sound.

## Comprehension Lesson 9

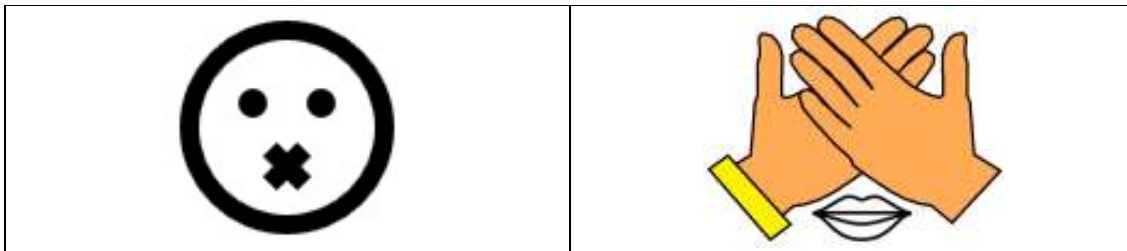
Now, you're going to learn two more things, so I can make an Other Sounds Review Chart at the end of this lesson. Just learn the sounds, pictures, and hand signs.

The first thing to learn is the last remaining sound. It's a foreign sound, so I teach it properly in the Foreign section at the end of the course.

The sound is: /zh/ in **explosions**. This hand sign is made above the head, like fireworks in the sky.



The second sound is: /-/ the silent sound. Here are the picture and hand sign for a silent letter. Just press your lips together to make the "silent" sound.



cloud      flower<sup>□</sup>      mör ning



<sup>Ⓢ</sup>sheep      trip lets      boy      wheel

## Comprehension Lesson 9 continued

\*



Mil li pëdes and o striches  
stam pëde in hisi strëet.

\* Students must choose 2 pictures.

Now, you're going to learn about another sign we put at the end of a different type of sentence. A question is a sentence that asks something. In the table below, I compare sentences that **tell** us something with questions that **ask** us something.

### Telling sentences

Fluff is a big cat.

I will go to the shops.

The car has broken down.

When we read a question, there is a capital letter at the beginning and a question mark at the end.

### Questions

Is Fluff a big cat?

Will I go to the shops?

Has the car broken down?

Flüff



Mit tensü

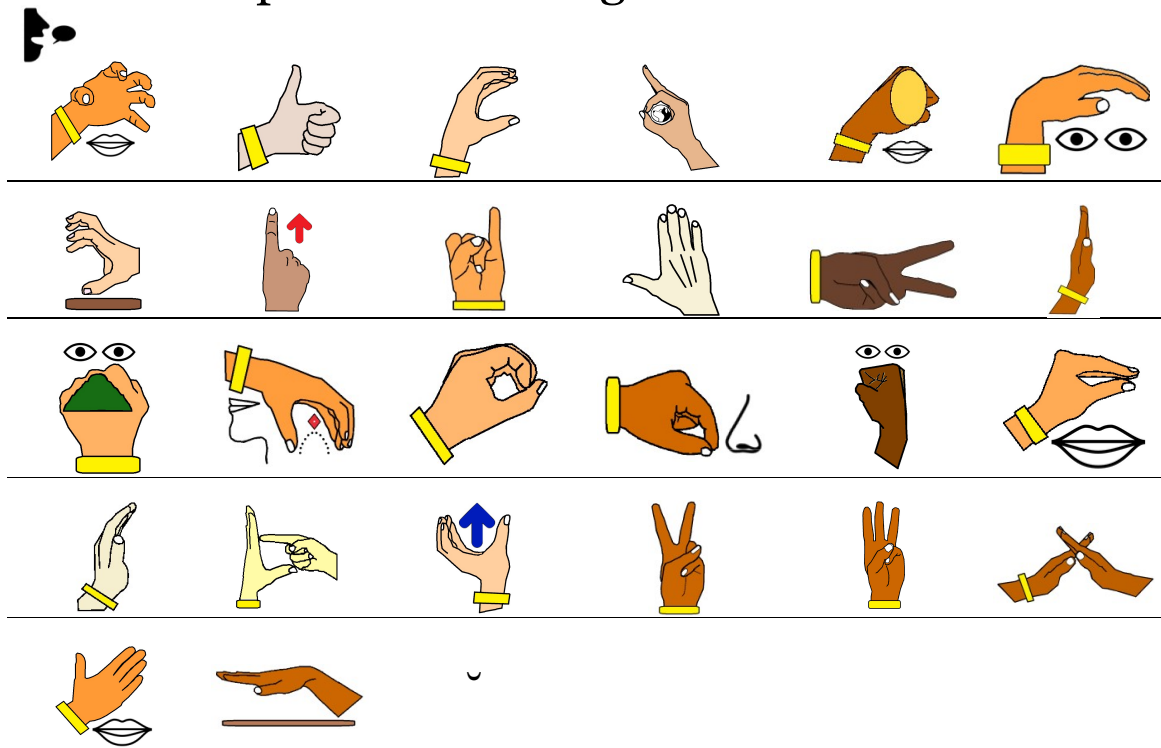


Is Flüff big gër than  
Mit tensü?

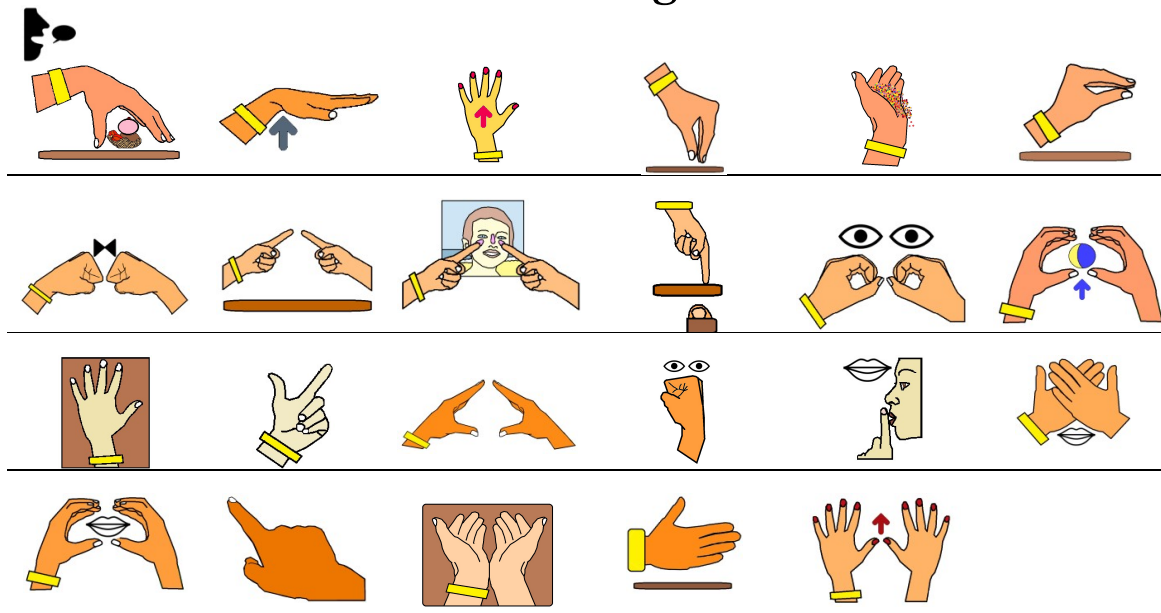


Which car<sup>\*</sup> is is big gër?

## Alphabet Hand Sign Review Chart



## Other Sounds Hand Sign Review Chart



Δ  
ö

→  
C

★  
...

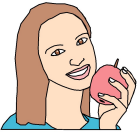
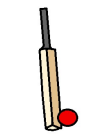


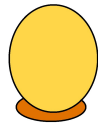







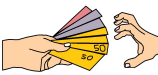



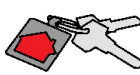







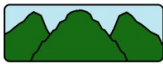
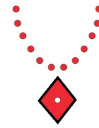



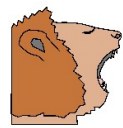



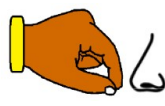



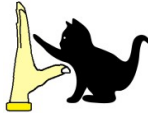



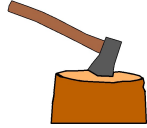

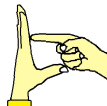









∴  
∩

□  
⊗

⋈  
∥


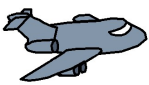



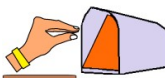
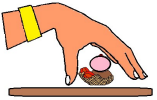
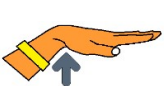











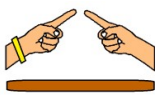
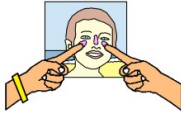
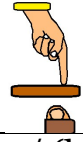
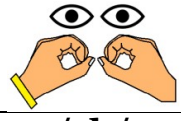
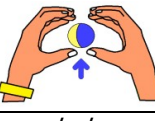








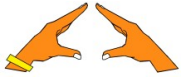









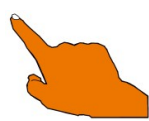


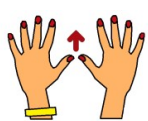
∩  
∪

# Alphabet Hand Sign Review Chart Answers

/a/ apple	/b/ bat &ball	/k/ clamp	/d/ deer	/e/ egg	/f/ fly swat
					
					
/g/ grab	/h/ here	/i/ it's itchy	/j/ just stop right there	/k/ keys	/l/ ladder
					
					
/m/ mountains	/n/ necklace	/o/ orange	/p/ pinch	/qu/ (kw) quarrel	/r/ roar
					
					
/s/ snake	/t/ touch	/u/ up	/v/ valley	/w/ worms wiggle	/x/ (ks) axe/ax
					
					
/y/ yawn	/z/ zoom	/u/			
					
					



# Other Sounds Hand Sign Review Chart Answers

/ae/ ice cream sundae	/air/ airplane	/ar/ star	/ch/ chicken pecking	/ee/ seeds	/er/ letter
					
					
/ie/ bow tie	/ng/ sing & fingers	/ngk/ Pink Zinc	/oe/ toe	/oo/ look	/oo/ moon
					
					
/or/ ordinary dots	/ow/ ow!	/oy/ oysters	/qu/ (kw) quarrel *	/sh/ shhh!	/-/ /silent/
					
					
/th/ thirsty	/th/ there	/ue/ rescue	/worwh/ whale	/zh/ explosions	
					
					

Δ  
/ae/

→  
/air/

★  
/ar/

∴  
/ee/

□  
/er/

⋈  
/ie/

Ω  
/oe/

ö  
/oo/

☾  
/oo/

⋯  
/or/

⊙  
/sh/

⊗  
/-/

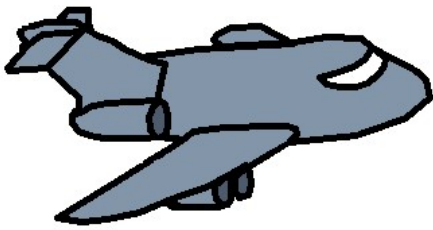
⦶  
/ue/

∨  
/zh/



Section 8 - The Old Code – Part 1

# Old /air/ in share & shared = are



/air/

air  
are ar  
ear

airplane  
share shared  
bears

a→re / a→r are/ar

sha→re

sha→ring

squa→re

squa→ring

ha→rd wa→re

ma→re

gla→re

gla→ring

bla→re

bla→ring

Letters *are* and *ar* are taught together because letters *are* are used at the end of a word, and letters *ar* are used when an ending such as *ing* or *ed* is added to the end of a word.

Old /or/ in dinos**aur** **paw**  
= au & aw

äü      &      äw      =      au/aw

P <u>äü</u> l	p <u>äw</u>
as tro n <u>äü</u> t	l <u>äw</u> y <u>er</u> <sup>□</sup>
<u>Äü</u> g <u>ü</u> st	<u>Sh</u> <sup>Ⓢ</sup> <u>äw</u> n
br <u>äü</u> n	y <u>äw</u> n
S <u>äü</u> l	s <u>äw</u>
bron to s <u>äü</u> r <u>ü</u> s	
ste go s <u>äü</u> r <u>ü</u> s	

Letter team au can only be used before the end of a word; letter team aw can be used anywhere in a word.

# Old /ae/ in mermaid display= ai & ay

āi & āy = ai/ay

mer<sup>□</sup>maid

display<sup>△</sup>ay

br<sup>△</sup>ain

day<sup>△</sup>ay

finger<sup>□</sup> nail

week day<sup>△</sup>ay

ma<sup>△</sup>il bag

play<sup>△</sup>er

pa<sup>△</sup>id

ex press wa<sup>△</sup>y

ha<sup>△</sup>il

ma<sup>△</sup>il man

☺ sa<sup>e</sup>id

sa<sup>△</sup>id sa<sup>△</sup>y

☺ cap ta<sup>e</sup>in

Some people pronounce the word *said* as it used to be pronounced: /sayd/, but others pronounce it as /sed/. But we still write it the old way, to show that it's related to the word *say*.

Old /ee/ in **eat** = ea

ēā

ea
----

ēat

bleēch

dēar

fēast

flēā

hēap

lēā der<sup>□</sup>

bēāch

bēan

Dēan

Ēas ter<sup>□</sup>

crēam

gēar

hēar

lēak

grēen tēā

squēak

squēal

Old /e/ in **bread** = ea

ea<sup>e</sup>

bread<sup>e</sup>

dead<sup>e</sup>

fea ther<sup>e</sup>□

hea ven<sup>e</sup>

head<sup>e</sup>

lea ther<sup>e</sup>□

wealth<sup>e</sup>

thread<sup>e</sup>

breath<sup>e</sup>

stealth<sup>e</sup>

read<sup>e</sup>

read<sup>e</sup>

realm<sup>e</sup>

wea ther<sup>e</sup>□

Old /ae/ in **steak** = ea

ēa

steēk

breēk

greēt

yeē

Old /er/ in **dirty** = ir

ir

ir

dirt

firm

squirt

third

gir der

sir

shirt

birth day

first

girl

girth

first aid

skirt

bird

thirst

skir mish

# Old /n/ in **knaves & knights** = kn

kn

kn
----

knāves\*

knob

knot

knit

knēad

knēel

knēe

knīfe

\**Knave* is the old word for a dishonest man.



Old /oo/ in **to do**\* = o

ō

tō dō

rē dō

ūn dō

on tō

tō dāy

tō ge ther

tō

dō

😊 whōm

whō

\*A *to do* is the old term for a fuss, as in: They made such a to do when they were told to eat their spinach.

Old /oe/ in **moat** = oa

o<sup>a</sup>

oa
----

mo<sup>a</sup>t

bo<sup>a</sup>t

co<sup>a</sup>ch

clo<sup>a</sup>k

co<sup>a</sup>l

go<sup>a</sup>l

so<sup>a</sup>k

fo<sup>a</sup>m

ro<sup>a</sup>d

lo<sup>a</sup>n

so<sup>a</sup>p

bo<sup>a</sup>st

to<sup>a</sup>st

fl<sup>a</sup>o<sup>a</sup>t

th<sup>a</sup>r<sup>a</sup>o<sup>a</sup>t

go<sup>a</sup>t

# Comprehension Lesson 10



feather

goat

road

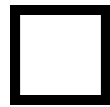


knee

bird

knife

soap



shirt

bread

square

\*



Deans pet sheep ate

Mums slip pers.

\* Students choose 2 pictures.

## Comprehension Lesson 10 continued

<sup>1</sup>

nit

knit

not

knot

need

knead

male

mail

to

<sup>2</sup>  
too

<sup>3</sup>



Shäun and Käte went to  
see ste go säu rüs bönes.

<sup>1</sup> Students read and compare these similar sounding words. They are written differently so that readers know what the writer means. Students don't need to learn these words. I just want to let them see they can read them.

<sup>2</sup> The /too/ with the extra letter o shows **extra emphasis**, for example:

I'll be going to the party, **too**. She won a race, **too**. He got hurt in the accident, **too**.

<sup>3</sup> Students choose 2 pictures.

## Comprehension Lesson 10 continued



/b/

/oe/

/t/

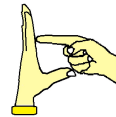
/sh/

/er/

/t/



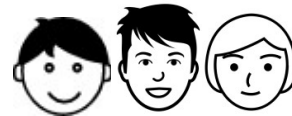
boat



shirt



Vets rŭb oint ment on  
Bläke Browns fowls.



Päul went to Kmärt. Steve  
and Ai mee went, to.

\* Students say the letter name.

Section 9 - The Old Code – Part 2

Old /or/ in All **aboard**  
= oar

<u>oär</u>	<table border="1"><tr><td>oar</td></tr></table>	oar
oar		

oär

boärd

hoär frost

boär

hoärd

roär

soär

hoärds

Old /oo/ in **you** = ou

ou

ou

you

youth

youths

bi you ac

troup

group

wound

gou lash

to can

co pon

croup

soup

Yes, the word *you* ends in letter u, which breaks the Rule: Letters i, j, u and v MUST NOT end an English word. The word *you* was first used more than 600 years ago. By the time this rule was invented, it was too late to change the word *you* spelling.

Old /u/ in **trouble** = ou

ou

je<sup>e</sup>a lous

cou sin

touch

young

flou rish

nou rish



Old /or/ in **yours** = our

oür

yoürs

toür

poür

yoür

foür teén

coürt

goürd

moürn

foür

foürth

con toür

down poür

moür n<sup>er</sup>

toür ist

Old /oe/ in **bow** and **arrow**  
= ow

ow

ow

bow and

ar row

low

tō mor row

win dow

sow

grow

yel low

flow

snow

show

throw

shal low

stow

el bow

pil low

Old /er/ in **fire** = re

re

re

fire

here

mire

there

hire

where

tire

In these words, the ie and the ee are working as teams, and the re is working as a team. I've only marked the re to avoid cluttering up the words.

Old /oo/ in push = u

ö  
u

p<sup>ö</sup>sh<sup>ö</sup>

b<sup>ö</sup>sh<sup>ö</sup>

p<sup>ö</sup>t

b<sup>ö</sup>l le tin

f<sup>ö</sup>ll

h<sup>ö</sup>pe<sup>ö</sup> f<sup>ö</sup>l

p<sup>ö</sup>ll

p<sup>ö</sup>ss

b<sup>ö</sup>ll

p<sup>ö</sup>d d<sup>ö</sup>ng

b<sup>ö</sup>l let

p<sup>ö</sup>l let

b<sup>ö</sup>ll d<sup>ö</sup>ze

f<sup>ö</sup>ll t<sup>ö</sup>rm

f<sup>ö</sup>ll m<sup>ö</sup>on

f<sup>ö</sup>ll t<sup>ö</sup>me

Old /er/ in **spur** = ur

ur

ur

spur

sur name

hurt

burn

fur

mur der

surf

di sturb

burp

sea ur chin

bur glar\*

fur ther

su burb

Frank furt

ur ban

ham bur ger

Old /ie/ in **guy** = uy

u̘y

uy

gūy

būy

būy er

gūys

Stūy ve sant

Old /wor/ in **warm** = war

wär

war

wärm

wär

wär den

wärd

wärd robe

wärmth

wärn

wärt

wärp

wärm üp

Old /r/ in **w**riting = wr

wr

wr

wrap

wrench

wreäth

wren

wrong

wrapt

wreä<sup>e</sup>k

wrist

wrung

wrang ler<sup>□</sup>



## Comprehension Lesson 11



poür



püsh



büy



snöw



ro bin



wound



oärs



büll



win dow



füll moon



fire

\*

Föür töür ists from Spain  
 will vi sit thöse cäves  
 and feed wom bats and  
 li zärds.

\*Tell students to pay attention because I'll be asking questions about this sentence. Students may re-read the sentence to help them answer the questions.

## Comprehension Lesson 11 continued

\*

Toürists from  
Ti bet Scot land Späin

\*

Toürists will feed  
cro co diles li zärds  
pos süms wom bats

\*\*

<u>ör</u>	<u>oär</u>
<u>säw</u>	<u>soär</u>
rap	<u>w</u> rap
<u>för</u>	<u>foür</u>

\* Students should choose 2 words.

\*\* Students compare these word pairs. They sound the same, but they are written differently so that readers know what the writer means. Students don't need to learn these words. I just want to let them see they can read them.

## Comprehension Lesson 11 continued

\*



Firemen will run to  
rescue them and their  
pet cat.

\*



Mum will make muffins  
and homemade cream  
cake for dessert.

That young bird dumps  
dirt on stepping stones.

\* Students pick 2 pictures.

## Section 10 - The Rule Code – Part 1

/ae/ in **taken** = a

â

tâ ken

hâ ven

Â bel

lâ den

Â pril


Dâ vid

Jâ den

bâ gel

bâsin

âcörn

	<p>..a... ..e... ..i... ..o... ..u... ..y ...</p>	<p>Now add this Rule Flashcard. Rule: Vowels MAY show their second sound at the end of a syllable. Letters e, o, and u also show their second sound at the end of a word.</p>
---	---	---

In this course, I have left a space after each syllable so that students can see when a vowel ends a syllable.

/u/ in **away** = a

ă

ă way

go ril lă

vă nil lă

Jes si că

ă

Ă me ri că

Na nă

Nan nă

Me lis să

Han nă

An nă

Pă pă

ja că ran dă

Jem mă



..a ...  
...a

Now add this Rule Flashcard.

Rule: Letter a MAY show sound /u/ at the end of a syllable, and ALWAYS shows /u/ at the end of a word.

/ar/ in **ask** = a

ā

āsk

flāsk

fā ther□

glāss

pāss pört

fāst food

pāst

foot path

bā<sup>\*</sup> ket

māsk

grāss

pāss book

ū<sup>˘</sup>n der pāss

lāst nāme

bath room

āf ter noon



aft  
ask  
ast  
ath

Now add this Rule Flashcard.  
Rule: Letter a MAY show sound  
/ar/ before two consonants.

/or/ in **call** = a

ä

cäll

äll

cli ni cäl

häll

bäll

prac ti cäl

cri mi näl

ca pi täl

b<sup>△</sup>ase bäll

c<sup>★</sup>ar ni väl

ställ

foot bäll

☺ wä <sup>□</sup>ter

I'll put ordinary dots whenever I say /or/, but if you don't say /or/ there, just cross the dots out or ignore them.



al

Now add this Rule Flashcard.

Rule: Letter a MAY show sound /or/ before letter l.

/s/ in pencil = c

c

pen cil

cell

ce ment

sten cil

cen ti pede

spe ci men

price\*

dice\*

central

prin cess

\*In these words, letter e is doing 2 jobs - working with letter i to show sound /ie/ and working with letter c to show sound /s/.



ce  
ci  
cy

Now use the Rule Flashcard for this rule.  
Rule: Letter c shows sound /s/ before letters e, i and y.



2 letter /k/ in **duck** = ck

ck

ck

duck

clock

brick

deck

quack

der rick

stick

crack

black

click

bu cket

sack

chi cken

back bone

back pack

crock pot



ck

Now use this Rule Flashcard.  
Rule: 2 letter /k/ is USUALLY used  
at the end of a one-syllable word,  
after a first sound vowel.

## Comprehension Lesson 12



Bren found ă lost hat.

\*



Jes si că has kit tens and  
dūck lings and ro bins.



F<sup>□</sup>ern and Jem mǎ did  
hand stands.

\* Students choose 3 pictures.

On the next page, students may re-read the story to find answers to the questions. Common punctuation marks will be used now. Explain them to students.

## Comprehension Lesson 12

Han nă's pup is is Zip.

Zip bit Han nă's cake of  
soap. Zip has a bad taste  
in his mouth. Zip won't  
do that a gain.

Zip is ... dog?



Tim's Han nă's Dă vid's

Zip bit ...?



steel

soap

san dăs

3 letter /j/ in **badge** = dge

dge

dge

badge

bridge

edge

fudge

judge

por ridge

dodge

fledge ling

budge

Wedge wood

fridge

budget

lo dge<sup>□</sup>

fi dge



dge

Now use this Rule Flashcard.

Rule: 3 letter /j/ is USUALLY used at the end of a one-syllable word, after a first sound vowel.

/ee/ in **be** = e

è

\*

bè

bè gan

mè

Shè lǎ

wè

dè fend

shè

dè frost

hè

bè sides

thè

thè

Mè gan

\*The words in this vertical column are the common short words that end in e.

Remind your student that these words obey the Rule: Vowels MAY show their second sound at the end of a syllable.

Letter e in the word *the* is pronounced as /ee/ when the next word starts with a vowel sound (e.g. /thee/ elephant), and is pronounced as /u/ when the next word starts with a consonant sound (e.g. /thu/ dentist). I will mention this again in the Reader.

Past tense /ed/in dented  
= ed

ed

ed

den ted

bat ted

trot ted

blũn ted

hin ted

hũn ted

ren ted

gli<sup>⌘</sup> ded

prin ted

stil ted

han ded

in ten ded

The Past Tense shows something that has already happened.

See **ed** = **Past tense** /t/ in **tapped** for more information.

# Past tense /d/ in **pried** = ed

ed<sup>d</sup>

binned<sup>d</sup>

slimmed<sup>d</sup>

summed<sup>d</sup>

tinned<sup>d</sup>

dinned<sup>d</sup>

quick ened<sup>d</sup>

grinned<sup>d</sup>

op ened<sup>d</sup>

sha r e<sup>d</sup>

squa r e<sup>d</sup>

\*Only explain the following information to the students if they ask:

There are two types of consonant sound. One type is sounded, the other is not. This /d/ sound is produced after a consonant sound which is sounded. A sound is **sounded** when it makes your voice box vibrate. You can tell if a sound is sounded by touching your voice box (it vibrates) or by covering your ears (words sound louder).

Native English speakers use voiced sounds sound automatically, but English as a Second Language speakers often have trouble knowing whether to make the /d/ sound in /pried/.

The SOUNDS which are voiced are: /b, d, g, j, k, l, m, n, ng, qu, r, v, w, y /y/, z, and /zh/.

I will mark these sounds all the way through the rest of the course and in the Reader.

We use the sounded Past tense /ed/ so we can keep the voice box switched on. Then we don't have to put effort into switching it off.

# Past tense /ed/ in tapped = ed

ed<sup>t</sup>

tapped<sup>t</sup>ed

pro mised<sup>t</sup>ed

ripped<sup>t</sup>ed

pressed<sup>t</sup>ed

messed<sup>t</sup>ed

gal loped<sup>t</sup>ed

stuffed<sup>t</sup>ed

trapped<sup>t</sup>ed

slipped<sup>t</sup>ed

dressed<sup>t</sup>ed

\*If the students don't ask, don't explain the following:

After an unsounded consonant sound, we use the unsounded /t/ sound.

This lesson teaches the unsounded Past Tense /ed/, which is made after a consonant sound which is NOT sounded. A non-sounded sound does not make the voice box vibrate. The SOUNDS which are not voiced are what I call the quiet sounds. They are sounds: /f, h, p, s, sh, t, x/. These sounds are difficult to make on their own because they must be made without a "grunt" sound added on the end. The best way to do that is to think of a word that ends in that sound and only say the last sound.

When we say an **unsounded** consonant just before Past Tense /ed/, we use the **unsounded** Past tense /ed/ (the /t/ sound) so we can keep the voice box switched off. Then we don't have to put effort into switching it on again.



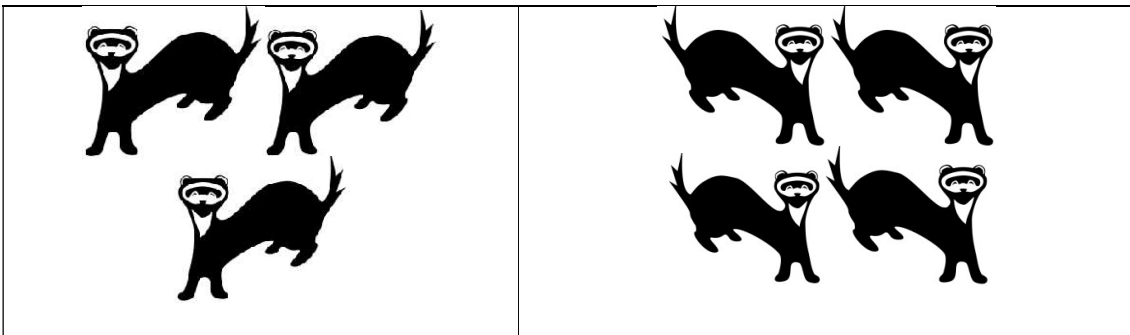
## Comprehension Lesson 13



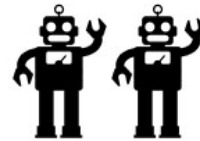
fridge judge bridge edge



tripped<sup>t</sup> grinned<sup>d</sup> bat ted



Foür fer rets had fun.



Do not touch the tou cans.

Comprehension Lesson 13 continued

Jack's brown chi cken got  
first prize at the show.

Then it ran a way and  
hid un der the craft shed.




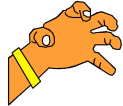
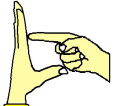







That chi cken be longs to  
È lì zǎ      Han nǎ      Jack

This chi cken is  
brown      black      white

Where did it hide?



## Comprehension Lesson 13 continued

	/b/	/a/	/t/		/e/	/d/	
	/b/	/ee/		/g/	/i/	/n/	
							batted
							begin

\*



Tô dăy's wēa thēr is cōld.

*Jack and Jill*

Jack and Jill went up thē hill

Tô fētch ā pāil of wā tēr.

Jack fell dōwn and brōke his  
crown,

And Jill cāme tūm bling āf tēr.

\* Students point to all relevant pictures.

## Section 11 - The Rule Code – Part 2

/j/ in **g**ems = g

g

gems

gel

ge

gage


sg gest

dë tg gent

gin gg age

fra ggle

I've marked letter g with a double underline to show sound /j/ because /j/ is the second sound for letter g - and it's not consistent.

	<p>ge gi gy</p>	<p>Now add this Rule Flashcard. Rule: Letter g MAY show sound /j/ before letters e, i and y.</p>
---	-------------------------	--

/ie/ in **I**van = i

⌘  
i

⌘  
I van

⌘  
si lent

⌘  
mi grant

⌘  
i bis

⌘  
stri ding

⌘  
wri ting

⌘  
pi lot

⌘  
wi den

⌘  
di et

⌘  
sli ding

⌘  
qui et

⌘  
Bri an



⌘  
I \*

**\*Yes, the word *I* breaks the rule that letter i MUST not end an English word!**



..i ...  
**2 Consonants**  
ild  
ind

Now add this Rule Flashcard.  
Rule: Letter i MAY show sound /ie/ at the end of a syllable, and before two consonants.

/ie/ in find = i

⌘  
i

⌘  
find

⌘  
kind

⌘  
bind

⌘  
rind

⌘  
hind

⌘  
wind

⌘  
mind

⌘  
blind

⌘  
pint

⌘  
wild

⌘  
child

⌘  
mild



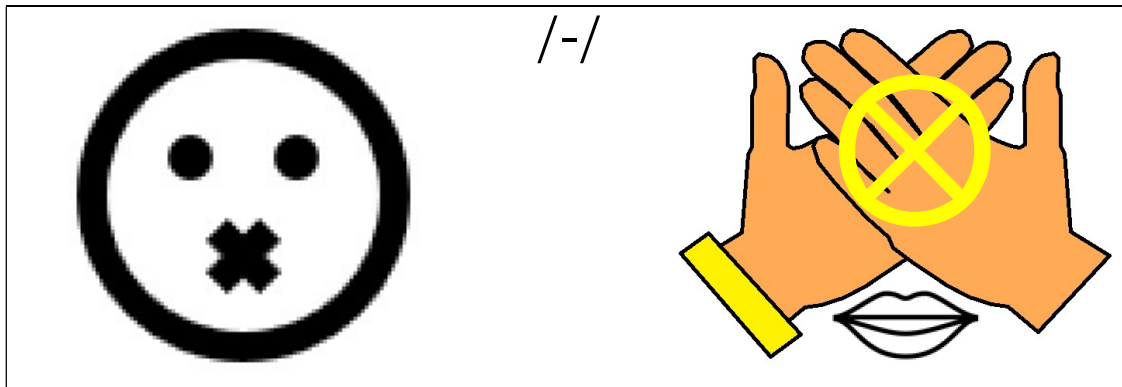
..i ...  
**2 Consonants**  
ild  
ind

Now add this Rule Flashcard.  
Rule: Letter i MAY show sound  
/ie/ at the end of a syllable, and  
before two consonants.

# /l/in wobble = le



There is no list of words, because there is no sound.  
 Note: Both hands cross over the mouth as though to keep it silent and not let a secret out. The marking looks like a face with a cross over the mouth.



le<sup>⊗</sup>

le

wob ble<sup>⊗</sup>

crum ble<sup>⊗</sup>

mum ble<sup>⊗</sup>

tod dle<sup>⊗</sup>

nib ble<sup>⊗</sup>

gob ble<sup>⊗</sup>

fum ble<sup>⊗</sup>

hum ble<sup>⊗</sup>



ble  
dle  
ple

Rule: Syllables:  
 In every syllable  
 there MUST be  
 a vowel,  
 (even if it's only silent e).

/oe/ in g<sup>o</sup> = o

<sup>o</sup>  
o

g<sup>o</sup>

r<sup>o</sup> bot

n<sup>o</sup>

pr<sup>o</sup> test

l<sup>o</sup> g<sup>o</sup>

o pen

s<sup>a</sup> g<sup>o</sup>

s<sup>o</sup> l<sup>o</sup>

h<sup>o</sup> h<sup>o</sup> h<sup>o</sup>

m<sup>o</sup> ment

J<sup>o</sup>

p<sup>o</sup> em

s<sup>o</sup>

vi d<sup>e</sup> o

pr<sup>o</sup> gram

pr<sup>o</sup> gramm<sup>e</sup>



...o...  
2 Consonants  
old ost  
...o  
no go

Now add this Rule Flashcard.  
Rule: Letter o MAY show sound  
/oe/ at the end of a syllable,  
before two consonants, and  
at the end of a word.



/oe/ in **c**old = o

<sup>u</sup>  
o

c<sup>u</sup>old

b<sup>u</sup>old

o<sup>u</sup>ld

g<sup>u</sup>old

h<sup>u</sup>old

f<sup>u</sup>old

s<sup>u</sup>old

t<sup>u</sup>old

/u/ in mother = o

ö

mö ther

sön

se cönd

brö ther

cö ver

mönth

ö ther

ä nö ther

cöm<sup>⊗</sup>e

söm<sup>⊗</sup>e

☺ dö<sup>⊗</sup>nē

dö<sup>⊗</sup>ēs

w<sup>˘</sup>önē<sup>⊗</sup>\*

söm<sup>⊗</sup>e w<sup>˘</sup>önē<sup>⊗</sup>

w<sup>˘</sup>Önce<sup>⊗</sup>\* ü pon ä t<sup>⊗</sup>ime

\*These words are unusual because we add sound /w/ on the front.



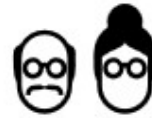
om  
on  
oth  
ov

Now add this Rule Flashcard.

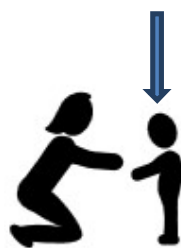
Rule: Sound /u/ is written with letter o before letters m, n, th and v. Optional Memory Sentence: Here's **some** **money** for **Mother's** **gloves**.

See the next Comprehension Lesson for the reason for this rule.

## Comprehension Lesson 14



rô dent    gems    ôld    sî lent



mô ther<sup>□</sup>

sôn

rô bot



pŭd dlē<sup>⊗</sup>

bŭb blēs<sup>⊗</sup>es

\*



Jôe gâve Han nă flowers<sup>□</sup>  
and gin ger<sup>□</sup> bread<sup>e</sup> men.

\* Students choose 2 pictures.

## Comprehension Lesson 14 continued

Many years ago, the writing in books looked like the words in the left-hand column. Then someone made the rule that when letter u was used to show sound /u/, letter o should be used instead before letters m, n, th and v - to make it easier to read.

**Originally, sound /u/  
was written with letter  
u.**

**Then, sound /u/  
was written with letter  
o.**

**Now we also make  
every letter look very  
different.**

munth

month

month

muther

mother

mother

glube

globe

glove

And back then they didn't use: punctuation marks (such as full stops/periods), and they didn't leave a space between words. So the sentence:

*One month we gave mother gloves* looked like this:

Wunmunthwegabemutherglubes

We write it like this:

One month we gave Mother gloves.

With the markings, it looks like this:

<sup>w</sup>Ö<sup>u</sup>ne m<sup>u</sup>ñth<sup>u</sup> w<sup>e</sup> g<sup>u</sup>ave<sup>u</sup> M<sup>o</sup>ñth<sup>o</sup>er<sup>o</sup> gl<sup>o</sup>öves<sup>o</sup>.

Students don't have to read this sentence. I've included this information because it's interesting, and it shows that some of the rules are not as crazy as they seem. They were invented for a reason - even if that reason doesn't apply anymore.

/er/ in American fav**or** = or

or

f<sup>△</sup>a v<sup>□</sup>or

v<sup>△</sup>a p<sup>□</sup>or

ô d<sup>□</sup>or

h<sup>△</sup>a r<sup>\*</sup> b<sup>□</sup>or

a<sup>\*</sup> m<sup>□</sup>or

a<sup>\*</sup> d<sup>□</sup>or

f<sup>△</sup>la v<sup>□</sup>or

l<sup>△</sup>a b<sup>□</sup>or

w<sup>□</sup>orm

p<sup>\*</sup>ass w<sup>□</sup>ord

w<sup>□</sup>ork

w<sup>□</sup>orld

\* Students need to read this page and the next page, no matter which type of English they use, as some words are only written with one of the letter teams.

/er/ in British fav**our** = our

ou<sup>□</sup>r

our

fā<sup>△</sup> vou<sup>□</sup>r

vā<sup>△</sup> pou<sup>□</sup>r

ô<sup>△</sup> dou<sup>□</sup>r

hā<sup>△</sup>\* bou<sup>□</sup>r

ā<sup>△</sup>\* mou<sup>□</sup>r

ā<sup>△</sup>\* dou<sup>□</sup>r

flā<sup>△</sup> vou<sup>□</sup>r

lā<sup>△</sup> bou<sup>□</sup>r

gla mou<sup>□</sup>r

vi gou<sup>□</sup>r

jou<sup>□</sup>r näl

jou<sup>□</sup>r näl ist

3 letter /ch/in scr**atch** = tch

tch

tch

scratch

ditch

match

ki tchen

fetch

Dtch

itch

hitch

patch

stretch

Mi tchell

sketch

ra tchet

bü tcher □

ke tchüp

ha tchet



tch

Now use this Rule Flashcard.

Rule: 3 letter /ch/ is USUALLY used at the end of a one-syllable word, after a first sound vowel.

/ue/ in **h**umans = u

u

hu mans

Tu mut

u nit

du plex

du et

mu tant

hu mid

mo nu ment

cal cu lus

tu nic

Remind your students about the Rule: Vowels MAY say their second sound at the end of a syllable.



/v/in impressive = ve

v<sup>⊗</sup>e

ve

im pres sive<sup>⊗</sup>

f<sup>⊗</sup>ive\*

live<sup>⊗</sup>

l<sup>⊗</sup>ive\*

have<sup>⊗</sup>

dē tec tive<sup>⊗</sup>

mō tive<sup>⊗</sup>

ac tive<sup>⊗</sup>

give<sup>⊗</sup>

con strūc tive<sup>⊗</sup>

c<sup>⊗</sup>arve

ad jec tive<sup>⊗</sup>

s<sup>⊗</sup>erve

dē scrip tive<sup>⊗</sup>

s<sup>⊗</sup>ave\*

f<sup>⊗</sup>or give

Remember that letter v must not end an English word.

\* In these words, the letter e is doing two jobs, being part of a letter team (to help show a second vowel sound, and ending a word that otherwise might end in letter v.

/ee/ in bab**y** = y

ÿ

bă bÿ

emp tÿ

pŭp pÿ

e v<sup>□</sup>erÿ

en trÿ

hŭng rÿ

fros tÿ

his tor ÿ

fa mi lÿ

flop pÿ

dăi lÿ

gran nÿ flat

e v<sup>□</sup>er ÿ thing

Har rÿ

galaxÿ

fŭz zÿ



...y

Now add this Rule Flashcard.  
Rule: Letter y USUALLY shows  
sound /ee/ at the end of a multi-  
syllable word.

## Comprehension Lesson 15



fa mi lỵ



fetch



emp tỵ



match



world



bả bỷ

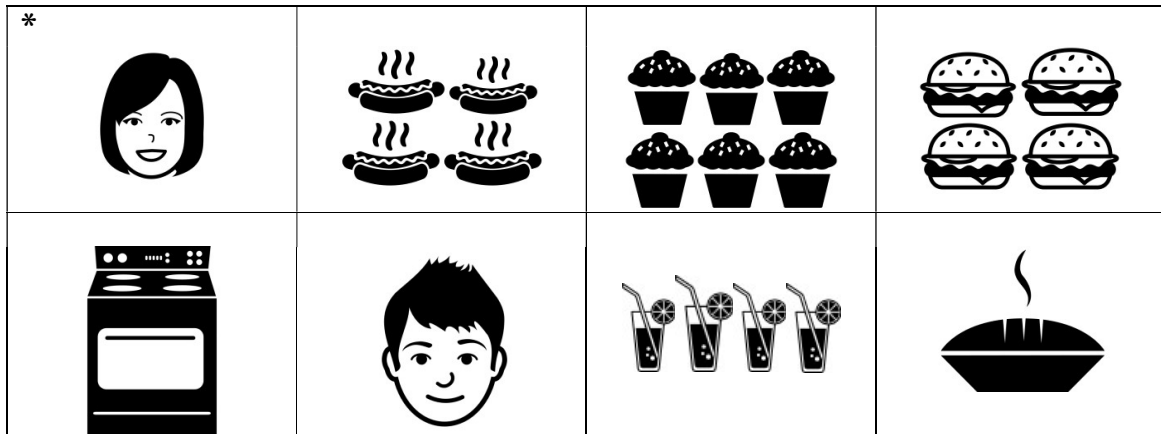
\*



A ðe tec tivẻ cằme tỗ sề  
 ửs ả bởut the bử glả rỷ.  
 The bử glả stỗle Jon's  
 mỗ tỗr bẻke and his  
 lap top.

\* Students should point to each of the 4 pictures as they read. Help if necessary.

## Comprehension Lesson 15 continued



J<sup>Δ</sup>ames s<sup>□</sup>erved drinks, and  
 c<sup>ö</sup>ooked b<sup>t</sup>ur gers and  
 hot dogs out s<sup>⊗</sup>ide on the  
 b<sup>\*</sup>ar be c<sup>Ⓛ</sup>ue. A bi g<sup>Δ</sup>ail  
 c<sup>ö</sup>ooked an ap ple crum ble  
 and cup c<sup>Δ</sup>akes in s<sup>Δ</sup>ide,  
 in the ö ven.

\* This is a complicated story. Your students can either point to the relevant pictures as they read, or you could cut out the pictures and students put them in order as they read, or when they've finished reading. Be helpful, especially if your student is very young or has trouble with this.

## Section 12 - The Foreign Code – Part 1

Foreign/o/in w**ant** = a

ă

wănt

quă li tÿ

squăsh

dish wă shēr

quăr rel

wătch

quăds

cār wăsh

squăd

wig wăm


swămp

wăl let

quăn tŭm

wăsh

Now, you can bring to the students' attention the two sounds in /kw/, so they can understand the following rule.

 <p><b>wa</b> <b>qua</b></p>	<p>Now add this Rule Flashcard. Rule: Foreign /o/ after a /w/ sound is spelt with letter a.</p>
---	---

In these final sections, students will see some letter combinations they have not yet learnt, but they will all be marked – so students will be able to read them.

Foreign /ar/ in **Ma** & **Pa** = a

ă<sup>\*</sup>

Mă<sup>\*</sup>

Pă<sup>\*</sup>

dră<sup>\*</sup> mă<sup>˘</sup>

pă<sup>˘</sup> jă<sup>\*</sup> măs<sup>˘</sup>

dă<sup>\*</sup> tă<sup>˘</sup>

dă<sup>˘</sup> tă<sup>˘</sup>

sul<sup>\*</sup> tă<sup>˘</sup> nă<sup>˘</sup>

bă<sup>˘</sup> nă<sup>\*</sup> nă<sup>˘</sup>

so pră<sup>\*</sup> nō<sup>˘</sup>

Pa nă<sup>˘</sup> mă<sup>\*</sup>

bă<sup>˘</sup> nă<sup>\*</sup> năs<sup>˘</sup>

Să<sup>˘</sup> hă<sup>\*</sup> ră<sup>˘</sup>

to mă<sup>\*</sup> tō<sup>˘</sup>

to mă<sup>˘</sup> tō<sup>˘</sup>

o re gă<sup>\*</sup> nō<sup>˘</sup>

o re gă<sup>˘</sup> nō<sup>˘</sup>

# Foreign /k/ in monarch = ch

ch

mo narch

che mist

scheme

sto mach

ar chi tect

cha rac ter

tech no lo gy

me cha nic

school

chasm

sche dule

sche dule

cha o tic

cha os

ache

anch or\*

\*In this word, the letter c is doing double duty, It is working with letter n to show sound /ngk/ and with letter h to show sound /k/. So the word is: /angk or/.

Foreign /sh/ in qu**iche**  
= ch

ch

crô chet

chă<sup>\*</sup> lă tan

mă che tē

chi vāl rÿ

cha p<sup>□</sup>er one

m<sup>◌</sup>ou stă<sup>\*</sup>che<sup>⊗</sup>

brô chu<sup>□</sup>r<sup>⊗</sup>e

chef



Foreign /sh/ in **special** = ci

ci

ci

spe ciäl

fä ciäl

spë ciës

spë ciës\*

spe ciäl tÿ

po li ti cian

sô ciäl

mû si cian

com mer ciäl

dî e ti cian

fî nan ciäl

tech ni cian

Words ending in cian show the person is an expert in the related field e.g. a physician is an expert on the physical body; a technician is an expert on technology.

\* Letters ie will be taught together later. I've just included them here because many people pronounce this word this way.

# Foreign /ae/ in cafe matinee = e/ee

ê & ée = e/ee

ca fê

ma ti nêe\*

re s<sup>u</sup> mê

rê s<sup>u</sup> mê

ê clâir

dê cör

Re nê

Re nêe\*

dê i tÿ

ex pōsê

för tē

pū rēe\*

pa tē

säu tē

\*The extra letter e shows this name the female version of a word, or a name for a female. In some other languages, there are male and female words. We have copied this word from one of those languages.

Foreign /air/ in **bears** = ear

e<sup>→</sup>ar

ear

be<sup>→</sup>ars

pe<sup>→</sup>ar

swe<sup>→</sup>ar

we<sup>→</sup>ar

te<sup>→</sup>ar

te<sup>→</sup>ar

Foreign /er/ in **search** =  
ear

ear

search

learn

pearl

dearth

ear nest

earn

ear ly

earth

hearse ⊗

heard

earl

rē hearse ⊗

yearn

rē hear sāl

## Comprehension Lesson 16



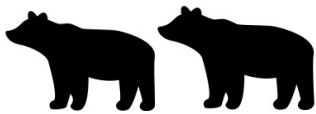
bă nă năs



mo nărch



de sert



mou stăchē



quads



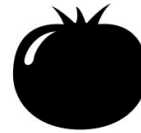
bears



to ma to



chef



earth

Possessive apotrophes show who owns something or who did something

thē hap py ba by's smile

Tran's red pa ja mas

thē rab bit's es cape

Sal ly's pret ty hat

Pop's brown cro cheted slip pers

## Comprehension Lesson 16 continued



Bē care fūl and dōn't slip on the  
bā nā nā skin near the ca fē dōör.

### *Hūmp tỳ Dūmp tỳ*

Hūmp tỳ Dūmp tỳ sat on ā wäll.

Hūmp tỳ Dūmp tỳ had ā great fäll.

Äll the kings hör ses and äll the  
kings men,

Could n't pūt Hūmp tỳ tō ge ther  
ā gain.

Foreign /oe/ in plateau  
= eau

eâu      eau

pla teâu

pla teâus

trous seâu

trous seâus

beâu

beâus

b<sup>(1)</sup>u reâu

b<sup>(1)</sup>u reâus

cha teâu

cha teâus

ta bleâu

ta bleâus

eâu d<sup>˙</sup>e co lôgne

p<sup>ö</sup>rt man teâu

See note at the bottom of the next page.

# Foreign /oe/ in plateau = eau

e<sup>o</sup>au

eau

pla te<sup>o</sup>au

pla te<sup>o</sup>au<sup>z</sup>x

tr<sup>o</sup>us se<sup>o</sup>au

tr<sup>o</sup>us se<sup>o</sup>au<sup>z</sup>x

be<sup>o</sup>au

be<sup>o</sup>au<sup>z</sup>x

b<sup>o</sup>u re<sup>o</sup>au

b<sup>o</sup>u re<sup>o</sup>au<sup>z</sup>x

ch<sup>o</sup>a te<sup>o</sup>au

ch<sup>o</sup>a te<sup>o</sup>au<sup>z</sup>x

ta ble<sup>o</sup>au

ta ble<sup>o</sup>au<sup>z</sup>x

e<sup>o</sup>au d<sup>e</sup> co l<sup>o</sup>g<sup>o</sup>ne

p<sup>o</sup>rt man te<sup>o</sup>au<sup>z</sup>x

Letters eau show the singular - e.g. one plateau, and letters eaus and eaux show the multiple - e.g. several plateaus/plateaux.

Letter x is showing its second sound, so I've underlined it twice. It's taught later, but students are able to read it now.



# Foreign /ae/in reindeer survey = ei & ey

ēi & ēy = ei/ey

rēin dēr      s<sup>□</sup>r vēy

ab sēil      thēy

rēin      prēy

vēil      ō bēy

s<sup>□</sup>r vēil lancē<sup>⊗</sup>      con vēy

whēy

grāy\*      grēy\*

hēy

\***Gray** is the American word. **Grey** is the English word.

NOTE: The words in the right-hand column are the only common words that do not end in the /ae/ in display.

Foreign /ee/ in **seize** honey  
= ei& ey

ei

ey

sei<sup>⊗</sup>zē

hō ney

caf feinē<sup>⊗</sup>

key

cō deinē<sup>⊗</sup>

donk ey

prō tein

mō ney

<sup>⊗</sup>Shei lă

vol ley

sei<sup>⊗</sup>gē

trol ley

ei ther<sup>□</sup>

nei ther<sup>□</sup>

# Foreign /ie/ in heists with **eye** witnesses = ei & ey

ei

ey

heists

eye\* wit ness

ei ther

büll's eye

nei ther

eye brow

ei der

eye le vel

feis tÿ

eye lid

mei ð sis

eye bäll

\* The word eye used to be pronounced using the /ee/ in honey and the /e/ in egg - /ee e/. At some stage, it switched over to what we are calling the /ie/ in eye, with a silent e added on the end. Eye is a very weird word.

Foreign /see/ in **re****ce****i****v****e**  
= cei

cei      cei

rè ceivè<sup>⊗</sup>

dè ceit fùl

cei ling

dè ceivè<sup>⊗</sup>

con ceivè<sup>⊗</sup>

<sup>□</sup>per ceivè<sup>⊗</sup>

dè ceit

con ceit ed

mis con ceivè<sup>⊗</sup>      prè con ceivè<sup>⊗</sup>

Since this is letter team is showing two sounds /s/ + /ee/, there is no *Teaching Aids* page for it.

# Foreign Female/el//en//et/ = elle, enne & ette

elle

elle

enne

enne

ette

ette

Es telle

Jenne

Ge<sup>⊗</sup>ör gette

càs sette

gǎ zelle

flan nel ette

ÿ<sup>••</sup> vette

gǎ zette

Nǎ relle

Bele

Nele

Mi <sup>ᵒ</sup>chele

Since this these letter teams are showing two sounds, there are no *Teaching Aids* pages for them.

In many foreign languages a word is considered to be male or female. When these words are used in English, we often keep the foreign spelling.

Foreign/ue/ in **E**urope = eu

eu

eu

E<sup>⓪</sup> <sup>⓪</sup>rope<sup>⊗</sup>

E<sup>⓪</sup> r<sup>⓪</sup>o

deu<sup>⓪</sup>ce<sup>⊗</sup>

E<sup>⓪</sup> ro p<sup>⓪</sup>e an

feu<sup>⓪</sup>d

e<sup>⓪</sup> r<sup>⓪</sup>e kă

pās <sup>⓪</sup>teu r<sup>⓪</sup>ise<sup>d</sup>d

pās <sup>⓪</sup>teu r<sup>⓪</sup>ize<sup>d</sup>d

Foreign /er/ in amate**ur**  
= eur

eur

eur

a mā teur

mas seur

chauf feur

sa bo teur

en tre pre neur

res täu rân teur

# Foreign /oo/ in Andrew = ew

ew

ew

An drew

chew

crew

<sup>Ⓢ</sup>shrewd

flew

slew

threw

crew cut

drew

brew

grew

screw

jew el

strew



Foreign /ue/ in **new**spaper  
= ew

<sup>ⓀⓀ</sup>  
ew

<sup>ⓀⓀ</sup> news p<sup>△</sup>ā p<sup>□</sup>er

<sup>ⓀⓀ</sup> new

<sup>ⓀⓀ</sup> newt

<sup>ⓀⓀ</sup> few

ca <sup>Ⓚ</sup>sh<sup>ⓀⓀ</sup>ew

sk<sup>ⓀⓀ</sup>ew <sup>□</sup>ers

<sup>ⓀⓀ</sup> dew

<sup>ⓀⓀ</sup> hew

<sup>ⓀⓀ</sup> pew

<sup>ⓀⓀ</sup> mew

\*Foreign /g/, /-/, /-/, /f/ in  
**gh**osts **weigh** their **weight** and **laugh**= gh

gh

gh

ghôsts

ghêê

ghôst lÿ

ghêr<sup>□</sup> kin

ghet t<sup>ô</sup>

ghôst gũm

ghôst town

y<sup>ô</sup> ghu<sup>□</sup>r<sup>t</sup>

Ghâ nă

ghâst lÿ

Af ghân i stan Af ghân i stân



gh...  
 ...gh... ...gh  
 ...ght  
laugh

Now add this Rule card:

Rule: **Foreign /g/ in ghosts weigh their weight and laugh** shows:

/g/ in **ghosts** at the beginning of a Foreign syllable,  
 is **silent** at the end of a Foreign syllable or word,  
 & **silent** before letter **t**,  
 & shows sound /f/ in **laugh**.

\*This lesson is taught over this page and the next page. To say the name of this letter team, read: Foreign /g/ in **ghosts weigh** their **weight** and **laugh**,  
 and say: Foreign /g/ in ghosts, [silent nod, [silent nod], and laugh.

Foreign /g/, /-/, /-/, /f/ in  
**ghosts weigh** their **weight**  
 and **laugh**= gh  
gh

we<sup>Δ</sup>igh

ta<sup>Δ</sup>ught

ne<sup>Δ</sup>igh

dä<sup>Δ</sup>ugh t<sup>□</sup>er

sl<sup>Δ</sup>igh

cä<sup>Δ</sup>ught

ne<sup>Δ</sup>igh b<sup>□</sup>ours

e<sup>Δ</sup>ight

ne<sup>Δ</sup>igh b<sup>□</sup>ors

w<sup>Δ</sup>eight

fr<sup>Δ</sup>eight

The words in this column are common words where *Foreign /g/ in ghosts weigh their weight and laugh* is **silent** at the end of a Foreign syllable.

The words in this column are common words where *Foreign /g/ in ghosts weigh their weight and laugh* is **silent** before letter t.

☺ la<sup>\*</sup>ugh<sup>f</sup>

lä<sup>f</sup>ugh<sup>\*</sup>

The double underlining shows the second sound for this letter team – this case it is **silent**. People used to write letters only when they made a sound. The second sound for this letter team used to be a sort of “throat clearing” sound that we don’t make anymore, except in Scottish English.

\* This shows how laugh used to be pronounced.

## Comprehension Lesson 17



rein deer



news pa per



ho ney



laugh<sup>f</sup>



taught



donk ey

### *The Owl*



A wise old owl sat in an oak.

The more he heard the less he spoke.

The less he spoke the more he heard.

Why aren't we like that wise old bird?

Dogs have own ers. Cats have staff.

Au thor Un known



apple <sup>⊗</sup>	bă nă nă <sub>s</sub>	bās ket	brēad rōll
car rots	chēesē <sup>⊗</sup>	cō co nūt	grāpes
me lōn	minced <sup>t</sup> meāt	o ran ges	pīne apple <sup>⊗</sup>
po tā toēs	sāu sǎ ges	to mǎ toēs	to mǎ toēs
trol lēy	wä tē <sup>□</sup>	wīnē	

Section 14 – The Foreign Code – Part 3

Foreign /n/ in **gnat** = gn

gn

gn

gnat

ǎ lign

rè sign

sign

rè ǎ lign

gnǎ<sup>★</sup>rled<sup>d</sup>

gnǎ<sup>Ⓢ</sup>hed<sup>d</sup>

gnōme<sup>n</sup>

dè sign

con sign

cam pǎ<sup>Δ</sup>ign

bè nign

con sign ment cham pǎ<sup>Δ</sup>gne

ǎs sign ment

gnǎ<sup>W</sup>

Foreign /g/ in **guide** = gu

gu

gu

gu<sup>⌘</sup>ide

guess

guest

dis gu<sup>⌘</sup>ise

guilt

gui ne<sup>⌘</sup>a pig

gu<sup>\*</sup>ard

plague

r<sup>n</sup>ogue

le<sup>⌘</sup>ague

ca ta logu<sup>⌘</sup>

ca ta log

☺ t<sup>⌘</sup>ongue<sup>\*</sup>  
tun gu

This Weird Word came from the German word pronounced /tun gu/. In English, sound /u/ before /n/ is written with letter o; /n/ + /g/ changed to /ng/, and Foreign /g/ in **guide** shows this is a Foreign word. Then, letter e was added to the end, so letter u wouldn't end the word.



gui...  
gue...  
...gue

Now add this Rule Flashcard.  
Rule: Foreign /g/ is used before letters i and e, to show the first sound of letter g.

Foreign /ee/ in ski = i

i

ski

cash i er

tax i cab

Dā mī an

Gā brī el

bac tē rī ă

con vē nī ent

Kī wī

bū dgēr i gār

Nā ō mī

tax i

o ri gā mī

Gā brī elle

chil lī

ma cā rō nī

Ā drī enne



Foreign /y/ in brilliantly = i

<sup>y</sup>  
i

brill <sup>y</sup>iant lÿ

õn <sup>y</sup>iõn

bẻ hãv <sup>y</sup>ior □

ũ <sup>y</sup>niõn

brill <sup>y</sup>iant

o pin <sup>y</sup>iõn

bẻ hãv <sup>y</sup>iour □

rẻ <sup>y</sup>ũ niõn

# Foreign /ee/ in Marie's magazine= ie & i e

ie & ie = ie/i e

Mă rie

ma gă zine

Car rie

săb mă rine

Jes sie

po lice

Deb bie

tram po line

Na tă lie

Ar gen tine

Kă tie

fî gŭ rine

field

shield

yield

fă tigue

Foreign /ie/ in fight = i

igh\*

fight

knight

sight

right

bright

tight

thigh

fright


might


night

light

slight

Here are the rules these words are obeying, even though letters gh are silent:

 <p><b>..i...</b> <b>2 Consonants</b> ild ind</p>	<p>Rule: Letter i MAY show sound /ie/ at the end of a syllable, and before two consonants.</p>
--	--

 <p><u>gh</u>... ...<u>gh</u>... ...<u>gh</u> ...<u>ght</u> <u>laugh</u></p>	<p>Rule: <b>Foreign /g/ in ghosts weigh<u>t</u> their weigh<u>t</u> and laugh</b> shows: /g/ in <b>gh</b>osts at the beginning of a Foreign syllable, is <i>silent</i> at the end of a Foreign <b>syllable</b> or <b>word</b>, before letter <b>t</b>, and shows sound /f/ in <b>laugh</b>.</p>
---	---

Foreign /or/ in **floor** = oor

oör

oor

floör

boör

moör

doör

spoör

poör

tan doör i

out doörs

Foreign /or/ in **before**  
= ore

öre

ore
-----

bë före

scöre

om ni voře

chöre

c<sup>\*</sup>ar ni voře

möre

fr<sup>u</sup> gi voře

gä löre

söre

störe

töre

<sup>o</sup>shöre

wöre

ig nöre

snöre

före man

Foreign /f/ in **photo** = ph

ph

ph

phô tô

al phă bet

a<sup>o</sup>sh phălt

Jô seph

e le phant

phône

pam phlet

phÿ si cäl

pa ră grăph

pa ră graphph

am phi bĩ an

ă pos tro phẽ

phô to gră phÿ

căph to gră phÿ

Foreign /k/ in con**quer**  
= qu

qu

con quer<sup>□</sup>

o blique

an tique

bri quette

cheque<sup>⊗</sup>

check

clique

mo squi t<sup>◌̃</sup>o

sta t<sup>◌̃</sup>ue esque

Bă r<sup>◌̃</sup>oque

plăque<sup>⊗</sup>

rac quet

u<sup>◌̃</sup> nique

An ge lique

Do mi nique

Tör quay

# Foreign /r/ in **rh**inoceros = rh

rh

rh

rh<sup>⌘</sup>i no cer os    rh<sup>i</sup>ythm

rh<sup>⌘</sup>u bar<sup>\*</sup>b    rhap so dy

di<sup>⌘</sup> ar rh<sup>e</sup> ă    di<sup>⌘</sup> ar rh<sup>o</sup>e ă

rh<sup>e</sup> ă    rh<sup>e</sup> o<sup>n</sup> stat

rh<sup>e</sup>u mă tism    rh<sup>⌘</sup>ine sto<sup>n</sup>e

rh<sup>⌘</sup>i zoid    rhom bus

ar rh<sup>i</sup>yth mi<sup>⌘</sup> ă he mo<sup>r</sup> rh<sup>a</sup>g<sup>⊗</sup>e

e<sup>⌘</sup> rh<sup>i</sup>yth mics    rh<sup>u</sup>m bă



## Comprehension Lesson 18



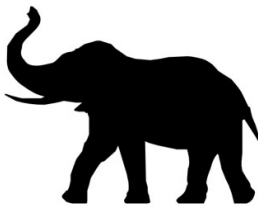
tax i



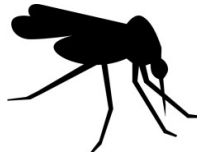
ski



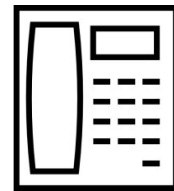
po lice



te le ph<sup>o</sup>ne



e le phant



mo squi<sup>i</sup> t<sup>o</sup>

*Hey Did dle Did dle*

Hey did dle did dle,

The cat and the fid dle.

The cow jumped o ver the moon.

The lit tle dog laughed to see such fun

And the dish ran a way with the spoon.



desk	dräw <sup>□</sup> er	këy böärd
mouse <sup>⊗</sup>	pā p <sup>△</sup> er <sup>□</sup> clips	pen cils
pens	rū l <sup>☾</sup> er <sup>□</sup>	stā pl <sup>⊗</sup> ë rë mō <sup>☾</sup> v <sup>□</sup> er

Section 15 – The Foreign Code – Part 4

Foreign /s/ in **science** = sc

sc

sc

sci <sup>⊗</sup>ence<sup>⊗</sup>

sciss <sup>□</sup>ors

scène

absscess

scè nic

dè scend

sci <sup>⊗</sup>en ti <sup>⊗</sup>fic

ă scend

scent

mŭ sc<sup>⊗</sup>le

sce nar <sup>→</sup>i <sup>∘</sup>o

sce nar <sup>\*</sup>i <sup>∘</sup>o

sci <sup>⊗</sup>en ti st

fa sci nate

re mi ni sc<sup>⊗</sup>e

re mi ni scent

# Foreign /sh/ in tension session = si & ssi

$$\underline{\overset{\circ}{s}i} \quad \& \quad \underline{s\overset{\circ}{s}i} \quad = \quad \boxed{\begin{array}{c} \overset{\circ}{s}i \\ s\overset{\circ}{s}i \end{array}}$$

ten <u><u>s</u></u> iön	se <u><u>s</u></u> iön
ex pül <u><u>s</u></u> iön	com pre <u><u>s</u></u> iön
dë clen <u><u>s</u></u> iön	dë pre <u><u>s</u></u> iön
prë ten <u><u>s</u></u> iön	op pre <u><u>s</u></u> iön
im pre <u><u>s</u></u> iön	mi <u><u>s</u></u> iön
ăg gre <u><u>s</u></u> iön	ex pre <u><u>s</u></u> iön
dis cû <u><u>s</u></u> iön	p <sup>□</sup> er cû <u><u>s</u></u> iön
poss <u><u>s</u></u> iön	pro fe <u><u>s</u></u> iön

# Foreign /zh/ in explosions = si



/zh/ si

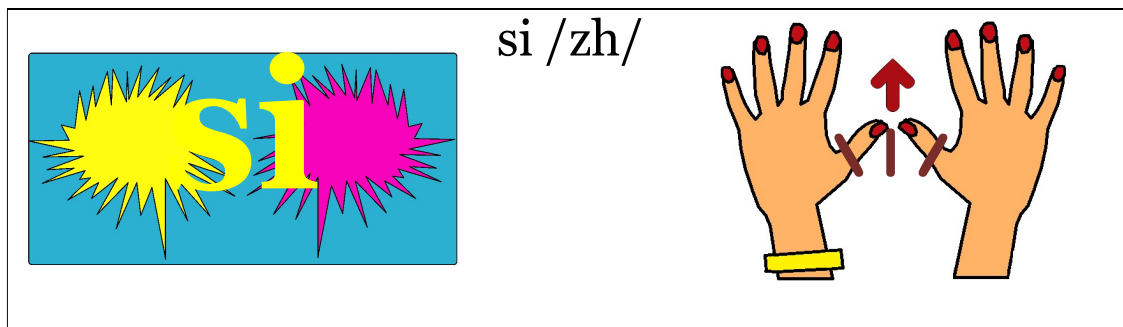
Marking

ˊˊ

explosions Explosions cause visual confusion.

List of /zh/ sound words: explosions, Asia, illusion, Indonesia, vision, pleasure, mirage, azure

Both hands are held up above the head, like fireworks exploding. The marking looks like an explosion.



si

si

ex plô siõns

ver siõn

À siãn

fan tà siã

vi siõn

ăr tẽ siãn

di vi siõn

pro vi siõn

Mi crô nẽ siã In dô nẽ siã

Foreign /sh/ in nation = ti

ti

ti

nà tiõn

ad di tiõn

crè à tiõn

ac tiõn

cà<sup>\*</sup> tiõn

cău tiõn

con v<sup>□</sup>er sà tiõn

ad mi ni strà tiõn

edù cā tiõn

ăc com mo dā tiõn

c<sup>□</sup>ir cū lā tiõn

Foreign /oo/ in **flue** & **June**  
= ue

ue

flue

Jue

blue

rue

glue

rue

true

Jue

flue

pol lue

in true

ab so lue

Foreign /oo/ in **f**utons = u

ũ

fũ tons

brũ nette

flũ id

strũ del

glũ ten

Rũ ben

Sũ san

flũ ent

gũ rũ

af flũ ent

jũ jit sũ

Man chũ

flũ

in flũ en ză

Remind your students about the Rule: Vowels MAY show their second sound at the end of a syllable.

A number of these words end in letter u, which reminds you that they these words belong to other people.



# Foreign /z/ in xylophone

= X

X

xe n<sup>o</sup> p<sup>u</sup>s

xan than

Xe rox

Xe nă

∴ xe no pho bic

Xa v<sup>i</sup> er

Xe rox es

xy lem

☺ e<sup>gz</sup>x am pl<sup>⊗</sup>e e<sup>gz</sup>x am

In these Weird Words, sound /ks/ changes to sound /gz/ because it's easier to say.

Foreign /i/ in Dylan = y

<sup>i</sup>  
y

D<sup>i</sup>y lan

l<sup>i</sup>y ric

c<sup>i</sup>y lin d<sup>□</sup>er

t<sup>i</sup>y pi cäl

Dar r<sup>i</sup>yl

s<sup>i</sup>ys tem

O l<sup>i</sup>ym pic

s<sup>i</sup>ym bol

cr<sup>i</sup>y stäl

s<sup>i</sup>y rūp

b<sup>⊗</sup>i c<sup>i</sup>y cl<sup>⊗</sup>e

c<sup>i</sup>yg net

g<sup>i</sup>ym nā s<sup>˙</sup>i ũm

s<sup>i</sup>ym me tri cäl

# Foreign /ie/ in my python = y

ȳ

pȳ thon

mȳ

pȳ lon

Pȳ rex

crȳ ing

frȳ

xȳ lo phone

flȳ

dȳ nă mite

dȳ nă mo

bȳ stand er

fire hȳ drant

crȳ      cri<sup>d</sup>ed

drȳ      dri<sup>d</sup>ed

car<sup>\*</sup> bo hȳ drate



..y...  
.y

Now add this Rule Flashcard.

Rule: **Foreign** /ie/ shows sound /ie/ at the end of a Foreign syllable and at the end of very short words.

# Foreign /ie/in Good bye

## Clydesdale = ye & y e

y<sup>⌘</sup>e & y<sup>⌘</sup>e = ye/y e

good by<sup>⌘</sup>e

Cly<sup>⌘</sup>des da<sup>ˆ</sup>le

dy<sup>⌘</sup>e

pa ra ly<sup>⌘</sup>se

by<sup>⌘</sup>e

ty<sup>⌘</sup>e

ry<sup>⌘</sup>e

tro glo dy<sup>⌘</sup>te

sty<sup>⌘</sup>e

ha<sup>ˆ</sup>ir sty<sup>⌘</sup>e

ti<sup>⌘</sup>e dy<sup>⌘</sup>e

Ky<sup>⌘</sup>e

sty<sup>⌘</sup>e

sy<sup>⌘</sup>the

## Reading Comprehension Lesson 19



mũ sclē



glue



sciss ors



cy lin der



xy lo ph one



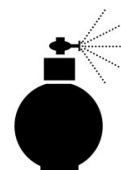
bi cy clē



scent



fly



pol lu tion

Compare the sound of letter y in these words:

lâ dy

dy nă mite

chew y

hy rax

hi stör y

cy clē

gran ny

Ju ly


Remind your students about the Rules: Letter y shows sound /ee/ only at the end of a multi-syllable word, and

Foreign /ie/ in **my python** shows /ie/ at the end of a Foreign syllable or at the end of a short word.

## Comprehension Lesson 19 continued

It's not ẽ nough<sup>f</sup> tō dō<sup>℄</sup> yō<sup>℄</sup>ur best;  
yō<sup>℄</sup> mŭst know<sup>Ń</sup> whāt tō dō<sup>℄</sup>, and then  
dō<sup>℄</sup> yō<sup>℄</sup>ur best.

*W. Ed wards<sup>□</sup> De ming, Man ag ment*  
*Con sŭl tant*

*If Yō<sup>℄</sup> Shō<sup>Ń</sup>uld Mē<sup>⊗</sup>et ă Cro co dī<sup>⊗</sup>le*  
If yō<sup>℄</sup> shō<sup>Ń</sup>uld mē<sup>⊗</sup>et ă cro co dī<sup>⊗</sup>le,  
Dōn't tākē<sup>Ń</sup> ă stick and pō<sup>Ń</sup>ke him.  
Ig nō<sup>Ń</sup>re thē wel cōmē<sup>⊗</sup> in his smī<sup>⊗</sup>le,  
Bē cārē<sup>Ń</sup> fŭl not tō strō<sup>Ń</sup>ke him.  
Fō<sup>Ń</sup>r as hē slēēps ũ pon thē Nī<sup>⊗</sup>le,  
Hē thīn nēr<sup>□</sup> gets, and thīn nēr<sup>□</sup>.  
And whē<sup>□</sup> e'er\* yō<sup>℄</sup> mē<sup>⊗</sup>et ă cro co dī<sup>⊗</sup>le,  
Hē's rē<sup>e</sup>a dŷ fō<sup>Ń</sup>r his dīn nēr<sup>□</sup>! 

\* Short for when ever



e le phant  
li ōn  
rhi no cer os

gir <sup>★</sup>āffē<sup>⊗</sup>  
o <sup>i</sup>ryx  
<sup>⊗</sup>ti <sup>□</sup>ger

hip po pot ă mŭs  
os trich  
ze bră

# Index & Lists of Rules & Sounds



## Section 16 - Index and Lists of Rules & Sounds

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**Pink Zinc**<sup>®</sup>

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/o/    /oe/    /oo/    /u/

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	ai/ay	mer <b>maid</b>	old /ae/ in mermaid	127
		<b>display</b>	<u>display</u>	
	e/ee	ca <b>fe</b>	/ae/ in Foreign /ae/ in cafe	190
		matinee <b>e</b>	<u>matinee</u>	
	ea	ste <b>ak</b>	old /ae/ in steak	130
	ei/ey	re <b>indeer</b>	Foreign /ae/ in reindeer	197
		<b>survey</b>	<u>in survey</u>	
/air/	air	<b><u>airplane</u></b>	/air/ in <u>airplane</u>	94
	are/ar	sh <b>are</b> & shared	old /air/ in share & shared	125
	ear	<b>bears</b>	Foreign /air/ in bears	191
/ar/	a	Ma & Pa	Foreign /ar/ in Ma & Pa	186
	a	<b>ask</b>	/ar/ before two consonants	154
	ar	<b><u>star</u></b>	/ar/ in <u>star</u>	95
/b/	b	<b><u>bat &amp; ball</u></b>	/b/ in <u>bat &amp; ball</u>	51
/ch/	ch	<b><u>chickens peck</u></b>	/ch/ in <u>chickens peck</u>	96
	tch	<b>scratch</b>	/ch/ in scratch	179
/d/	d	<b><u>dog</u></b>	/d/ in <u>dog</u>	35
	ed	<b><u>pried</u></b>	Past tense /ed/, /d/, /t/	163
/e/	e	<b><u>egg</u></b>	/e/ in <u>egg</u>	42
	ea	<b>bread</b>	old /e/ in bread	129

## List of Sounds continued

/ed/	ed	<b><u>dented</u></b>	<i>Past tense /ed/, /d/, /t/</i>	162
/ee/	e	<b>be</b> gan	<i>/ee/ at the end of a syllable</i>	161
		<b>be</b>	<i>and a few short words</i>	161
	ea	<b>eat</b>	<i>old /ee/ in eat</i>	128
	ee/e e	<b><u>seeds</u> for <u>Eve</u></b>	<i>/ee/ in <u>seeds</u> for <u>Eve</u></i>	97
	ei/ey	<b>seize</b>	<i>Foreign /ee/ in seize</i>	198
		<b>honey</b>	<i>honey</i>	198
	i	<b>ski</b>	<i>Foreign /ee/ in ski,</i>	212
		<b>budgerigar</b>	<i>and at the end of a syllable</i>	212
	ie/i e	<b>Marie's</b>	<i>Foreign /ee/ in Marie's</i>	214
		<b>magazine</b>	<i>magazine</i>	
	y	<b>baby</b>	<i>/ee/ at the end of most multi-syllable words</i>	182
/el/	elle	<b>Gabrielle</b>	<i>Foreign /el/ in Gabrielle</i>	201
/en/	enne	<b>Adrienne</b>	<i>Foreign /en/ in Adrienne</i>	201
/er/	ear	<b>search</b>	<i>Foreign /er/ in search</i>	192
	er	<b><u>letter</u></b>	<i>/er/ in <u>letter</u></i>	98
	eur	<b>amateur</b>	<i>Foreign /er/ in amateur</i>	203
	ir	<b>dirty</b>	<i>old /er/ in dirty</i>	131
	or	<b>favor</b>	<i>/er/ in American favor</i>	177
	our	<b>favour</b>	<i>/er/ in British favour</i>	178
	re	<b>fire</b>	<i>old /er/ in fire</i>	143
	ur	<b>spur</b>	<i>old /er/ in spur</i>	145
/et/	ette	<b>brunettes</b>	<i>Foreign /et/ in brunettes</i>	201
/f/	f	<b><u>fly</u> <u>swat</u></b>	<i>/f/ in <u>fly</u> <u>swat</u></i>	50
	gh	<b>laugh</b>	<i>Foreign /f/ in ghosts <b>weigh</b> their <b>weight</b> and <b>laugh</b></i>	207
	ph	<b>photo</b>	<i>Foreign /f/ in photo</i>	218

## List of Sounds continued

/g/	g	<b>grab</b>	/g/ in <u>grab</u>	43
	gh	<b>ghosts</b>	Foreign /g/ in <b>gh</b> osts <i>weigh</i> their <i>weight</i> and <i>laugh</i> at the beginning of a Foreign syllable	206
	gu	<b>guide</b>	Foreign /g/ in <i>guide</i> before letters e, i or y	211
/h/	h	<b>here</b>	/h/ in <u>here</u>	59
/i/	i	<b>it's itchy</b>	/i/ in <u>it's itchy</u>	33
	y	<b>Dylan</b>	Foreign /i/ in <i>Dylan</i>	230
/ie/	ei/ey	<b>heist</b>	/ie/ in <i>heists</i>	199
		<b>eye</b> witnesses	/ie/ in <i>eye</i> witnesses	199
	i	<b>I</b> van	/ie/ at the end of a syllable	169
		<b>find</b>	/ie/ before two consonants	170
	ie/i e	<b>bow ties inside</b>	/ie/ in <u>bow ties inside</u>	101
	igh	<b>fight</b>	/ie/ in <i>fight</i>	215
	uy	<b>guy</b>	old /ie/ in <i>guy</i>	146
	y		Foreign /ie/ in <i>my python</i> at the end of a Foreign syllable or short word	231
		<b>python</b>		
		<b>my</b>		
	ye/y e	<b>Goodbye</b>	Foreign /ie/ in <i>Goodbye</i>	232
		<b>Clydesdale</b>	<i>Clydesdale</i>	232
/j/	dge	<b>badge</b>	3 letter /j/ in <i>badge</i>	160
	g	<b>gems</b>	Letter g may show sound /j/ before letters e, i or y	168
	j	<b>just stop right now</b>	/j/ in <u>just stop right now</u>	53
/k/	c	<b>clamp</b>	/k/ in <u>clamp</u>	54
	ch	<b>monarch</b>	Foreign /k/ in <i>monarch</i>	187
	ck	<b>duck</b>	2 letter /k/ in <i>duck</i>	157
	k	<b>keys</b>	/k/ in <u>keys</u>	55
	qu	<b>conquer</b>	Foreign /k/ in <i>conquer</i>	219

## List of Sounds continued

/ks/ (x)			See /x/	
/kw/ (qu)			See qu	
/l/	l le	<b>ladder</b> <b>wobble</b>	/l/ in <u>ladder</u> /l/ in <u>wobble</u>	37 171
/m/	m	<b>mountains</b>	/m/ in <u>mountains</u>	44
/n/	gn kn n	<b>gnat</b> <b>knave</b> & <b>knights</b> <b>necklace</b>	Foreign /n/ in <u>gnat</u> old /n/ in <u>knave</u> & <u>knights</u> /n/ in <u>necklace</u>	210 132 32
/ng/	ng	<b>sing</b>	/ng/ in <u>sing</u>	102
/ng g/	ng	<b>fingers</b>	/ng g/ in <u>fingers</u>	103
/ngk/	nk/nc	<b>Pink Zinc</b> ®	/ngk/ in <u>Pink Zinc</u> ®	104
/o/	a o	want <b>orange</b>	Foreign /o/ after a /w/ sound /o/ in <u>orange</u>	185 49
/oe/	eau  o  oa oe/o e ow	<b>plateau</b>   <b>ro bot</b> <b>go</b> <b>cold</b> <b>moat</b> <b>toe bone</b> <b>bow</b> & <b>arrow</b>	Foreign /oe/ in <u>plateau</u>   Letter o may show sound /oe/ at the end of a syllable or word, and <b>cold</b> old /oe/ in <u>moat</u> /oe/ in <u>toe bone</u> old /oe/ in <u>bow</u> & <u>arrow</u>	195 196  172 172 173 134 105 142

## List of Sounds continued

/oo/	oo	<b>look</b>	/oo/ in <u>look</u>	106
	u	<b>push</b>	old /oo/ in <u>push</u>	144
/oo/	ew	<b>Andrew</b>	Foreign /oo/ in <u>Andrew</u>	204
	o	<b>to do</b>	old /oo/ in <u>to do</u>	133
	oo	<b>moon</b>	/oo/ in <u>moon</u>	107
	ou	<b>you</b>	old /oo/ in <u>you</u>	139
	u	<b>futons</b>	Foreign /oo/ at the end of a syllable	228
	ue/u e	<b>flue &amp; June</b>	Foreign /oo/ <u>flue &amp; June</u>	227
/or/	a	<b>call</b>	/or/ before l	155
	au/aw	<b>dinosaur</b>	old /or/ in <u>dinosaur</u> paw	126
		<b>paw</b>		
	oar	<b>all aboard</b>	old /or/ in <u>All aboard!</u>	138
	oor	<b>floor</b>	Foreign /or/ in <u>floor</u>	216
	or	<b>ordinary dots</b>	/or/ in <u>ordinary dots</u>	111
	ore	<b>before</b>	Foreign /or/ in <u>before</u>	217
	our	<b>yours</b>	old /or/ in <u>yours</u>	141
	/wor/		See war	
/ow/	ou	<b><u>Ouch!</u></b>	/ow/ in <u>Ouch!</u>	112
	ow	<b><u>Ow!</u></b>	/ow/ in <u>Ow!</u>	112
/oy/	oy/oi	<b><u>boil</u></b>	/oy/ in <u>boil</u>	113
		<b><u>oysters</u></b>	/oy/ in <u>oysters</u>	113
/p/	p	<b><u>pinch</u></b>	/p/ in <u>pinch</u>	58
/qu/(kw)	qu	<b><u>quarrel</u></b>	/qu/(kw) in <u>quarrel</u>	114
/r/	r	<b><u>roar</u></b>	/r/ in <u>roar</u>	45
	rh	<b>rhinoceros</b>	Foreign /r/ in <u>rhinoceros</u>	220
	wr	<b><u>writing</u></b>	old /r/ in <u>writing</u>	148



## List of Sounds continued

/s/	c	pencil	/s/ in pencil before letters e, i, or y	156
	s	<u>s</u> nake	/s/ in <u>s</u> nake	36
	sc	<b>s</b> cience	Foreign /s/ in science	223
/see/	cei	re <b>ce</b> ive	Foreign /see/ in receive	200
/sh/	ch	qu <b>ic</b> he	Foreign /sh/ in quiche	188
	ci	spe <b>ci</b> al	Foreign /sh/ in special	189
	sh	<u>sh</u> hh	/sh/ in <u>sh</u> hh	115
	si/ssi	tension se <b>ssi</b> on	Foreign /sh/ in tension session	224
	ti	<b>n</b> ation	Foreign /sh/ in <u>n</u> ation	226
/-/ Silent Letters	e		Silent e in wobble.	
		wob <b>b</b> le	Every syllable must have a vowel	171
		im <b>pr</b> essive	Silent e in impressive. Letter v must not end an English word	181
	gh		Foreign /g/ in ghosts we <b>igh</b> their we <b>igh</b> t and laugh	206
		we <b>igh</b> ing	is silent at the end of Foreign syllable	207
		we <b>igh</b>	or word, and	207
		we <b>igh</b> t	before letter t, and	207
		fi <b>gh</b> t	in Foreign words such as <i>fi</i> ght	215
/t/	ed	<u>tapp</u> ed	Past tense /ed/, /d/, /t/	164
	t	<u>touch</u>	/t/ in <u>touch</u>	34
/th/	th	<b>th</b> irsty	/th/ in <u>th</u> irsty	116
/th/	th	<b>th</b> ere	/th/ in <u>th</u> ere	117

## List of Sounds continued

/u/	a	<b>a</b> way	/u/ at the end of a syllable	153
		gorilla	or word	153
	o	mother	/u/ before letters m, n, th and v	174
	ou	trouble	old /u/ in trouble	140
	u	<u>up</u>	/u/ in <u>up</u>	41
/ue/	eu/ew	<b>E</b> urope	Foreign /ue/ in Europe	202
		newspaper	Foreign /ue/ in newspaper	205
	u	hu mans	/ue/ at the end of a syllable	180
	ue/u e	<u>rescue</u> & <u>cute</u>	/ue/ in <u>rescue</u> & <u>cute</u>	118
/v/	v	<u>valley</u>	/v/ in <u>valley</u>	52
	ve	impressive	/v/ in impressive	181
/w/	w	<u>worms</u> <u>wiggle</u>	/w/ in worms wiggle	60
	wh	<u>whale</u>	/w/ in whale	119
/wh/ (hw)	wh	<u>whale</u>	/w/ in whale	119
/wor/	war	<u>warm</u>	old /wor/ in warm	147
/x/ (ks)	x	<u>axe/ax</u>	/x/ (ks) in axe/ax	61
/y/	i	brilliantly	Foreign /y/ in brilliantly	213
	y	<u>yawn</u>	/y/ in <u>yawn</u>	62
/z/	s	his	/z/ in his	63
	x	xylophone	Foreign /z/ in xylophone	229
	z	<u>zoom</u>	/z/ in <u>zoom</u>	63
/zh/	si	<u>explosions</u>	Foreign /zh/ in <u>explosions</u>	120
				225

# Flashcards

Permission is given to copy/print all these flashcards for yourself and each of your students.

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# Letter Flashcards

# How to Use the Letter Flashcards

The purpose of using these Letter Flashcards is to help students rapidly learn all the common sounds represented by a letter (or letter team), so that when they sound out using the wrong sound, they know which other sounds to try. By teaching the list of sounds on the back of the card OR the sentence on the back of the card, you can make sure students know every common sound.

You will probably find that your child can say the sound or sounds for most of the cards, and only needs to learn the sentence for the ones he or she has trouble with. **(Everyone has trouble remembering at least a few!)** People who need things to make sense, are better off learning the sentences.

The cards have been set out so you can print them out, fold the line in the middle of the page, glue the “back” of the page together, and then cut the individual cards out as you need them. Or you could print the pages out and take them to a print shop, to be re-printed onto card. (You might even prefer to copy the information onto your own cards.)

The lessons in the course tell you when to start using each card.

I use flashcards because they get students into good habits. Firstly, they train students to know the sound/letter combinations and say them automatically. (Everyone has a problem with a few; just revise those more often and help your child when they come to those ones!)

Secondly, when students are reading, it's easy to extend the habits learned from reciting all the sounds when shown the card by telling the students that when they come to letter a (for example), they can try out the first sound in the word, and if that doesn't make sense, they can try the second sound, etc. This means students become independent readers very quickly, because (most of the time) they don't have to rely on anyone else to help them. They just try each of the sounds for the letter until they come to one that makes sense.

If your students already know the capital letters, don't use those cards.

Only material which is in **bold** on the back of the card must be learned by the students. Train the students so that when you hold up a card, they recite the material in **bold** OR the phrase or sentence. Then you will be able to do the cards in a very short time. Cards only need to be done once a day.

Most of these sounds are listed in the order they are taught. (When they're not, it's because I just couldn't come up with any useful phrase or sentence with the sounds in that order.) It's likely your student will find it easiest to learn all the sounds when you first teach that card. But, if your student would find that overwhelming, just teach the sounds as you come to them in the course.

**NB The material the students must recite is in bold.**

Samples, so you understand how to use the cards.

<p style="text-align: center;"><b>n</b></p> <p>The front of the card looks like this.</p> <p>You fold the card in two, down the middle line, and glue the two back flaps together.</p>	<p style="text-align: center;">n</p> <p style="text-align: center;">/n/ in <b>necklace</b></p> <p>And the back looks like this. You hold the card up. The students look at the front of the card and say what is in bold on the back. Students say: /n/.</p>
--	--


<p style="text-align: center;"><b>n N</b></p> <p>This is what the capital and lower case revision card looks like. You hold it up and the students say the name of the letter.</p>	<p style="text-align: center;">n N</p> <p style="text-align: center;">(Letter name) <b>n</b></p>
--	--

<p style="text-align: center;"><b>i</b> ● ● ● ●</p> <p>The front of the card looks like this. The two blank backs of the page are glued together.</p>	<p style="text-align: center;">i</p> <p style="text-align: center;">/i/ in <b>It's</b> /ie/ in <b>Ivan</b> (who) Foreign /ee/ in <b>skis</b> Foreign /y/ in <b>brilliantly</b>.</p> <p>And the back if the card looks like this. The phrase or sentence is here to help students learn to say the sounds in order, OR they learn the sentence. Students say: /i/, /ie/, /ee/, /y/, or <b>It's Ivan who skis brilliantly.</b></p>
---	--




More samples, so you understand how to use the cards.

<h1>au/aw</h1> <p>When a card has 2 letter combinations, they both show the same sound.</p>	<p>au/aw</p> <p>/or/ in <b>dinosaur paw</b></p> <p>Both letter combinations on the front of the card show the same sound /or/.</p>
---	--

 <h1>a</h1> <p>If you don't say all the sounds I do, adjust the sentence to suit the way you speak, or just teach your students the sounds you say. I separated the circles into 2 groups because that makes them easier to count and remember.</p>	<p>a</p> <p>/a/ in <b>Apples (were)</b> /ae/ in <b>taken</b> /u/ in <b>away!</b> (I) /o/ in <b>want (to)</b> /or/ in <b>call</b> /ar/ in <b>Ma &amp; Pa!</b></p>
--	--

<h1>elle</h1> <p>Occasionally, you'll find a letter combination that shows more than one sound, in this case the Foreign /el/</p>	<p>elle</p> <p>/el/ in <b>Gabrielle</b></p>
---	---

 <p>a</p>	<p>a</p> <p>/a/ in Apples (were)  /ae/ in taken  /u/ in away!  (I)  /o/ in want (to)  /or/ in call  /ar/ in Ma &amp; Pa!</p>
<p>a A</p>	<p>a A</p> <p>(Letter name) a</p>
<p>ae/a e</p>	<p>ae/a e</p> <p>(icecream)  /ae/ in sundae plate</p>

ai/ay

ay/ai

/æ/ in Mermaid Display

air

air

/aɪr/ in airplane

ar

ar

/ɑr/ in star

are/ar

are

/air/ in **share** & **shared**

au/aw


au/aw

/or/ in **dinosaur** **paw**

b

b

/b/ in **bat** & **ball**

<p><b>b B</b></p>	<p><b>b B</b></p> <p>(Letter name) <b>b</b></p>
<p><b>c</b></p> 	<p><b>c</b></p> <p>/k/ in <b>Cl</b>amp (the) /s/ in pen<b>c</b>il.</p>
<p><b>c C</b></p>	<p><b>c C</b></p> <p>(Letter name) <b>c</b></p>

cei

cei

Foreign /see/ in rece**ive**

ch



ch


/ch/ in **Ch**ickens peck (the)  
/k/ in monarch's  
/sh/ in quic**h**e!

ci



ci



/sh/ in spec**ial**

ck	ck  /k/ in <b>duck</b>
d	d  /d/in <b>dog</b>
d D	d D  (Letter name) <b>d</b>

<p>dge</p>	<p>dge</p> <p>/j/ in bad<b>ge</b></p>
<p>e</p> 	<p>e</p> <p>(Those)</p> <p>/e/ in <b>e</b>ggs (will)</p> <p>/ee/ in <b>be</b> (for my)</p> <p>Foreign /ae/ in <b>cafe</b> <b>matinee</b>.</p>
<p>e E</p>	<p>e E</p> <p>(Letter name) <b>e</b></p>



 <p>ea</p>	<p>ea</p> <p>/ee/ in <b>Eat</b>  /e/ in <b>bread</b> (and)  /ae/ in <b>steak</b>.</p>
 <p>ear</p>	<p>ear</p> <p>/air/ in <b>Bears</b>  /er/ in <b>search</b>.</p>
<p>eau</p>	<p>eau</p> <p>Foreign /oe/ in <b>plateau</b></p>

 <p>ed</p>	<p>ed</p> <p><b>Past tense</b> (Birds)          /<b>ed</b>/ dented          /<b>d</b>/ pried (and)          /<b>t</b>/ tapped          (bottle tops).</p>
<p>ee/e e</p>	<p>ee</p> <p>/ee/ in Seeds (for) Eve</p>
 <p>ei/ey</p>	<p>ei/ey</p> <p>/ae/ in Reindeer survey          (those who)          /ee/ in seize honey          (in)          /ie/ in heists (with) eyewitnesses.</p>

elle

elle

/el/ in Gabri**elle**

enne

enne

/en/ in Adri**enne**

er

er

/er/ in letter**er**

ette

ette

/et/ in brun**ettes**

eu


eu



Foreign /ue/ in **E**urope

eur

eur

Foreign /er/ in amate**ur**

 <p>ew</p>	<p>ew</p> <p>/oo/ in Andrew's /ue/ in newspaper</p>
<p>f</p>	<p>f</p> <p>/f/ in fly swat</p>
<p>f F</p>	<p>f F</p> <p>(Letter name) f</p>

 g	g  /g/ in <b>Grab</b> (the) /j/ in <b>gems</b> !
g G	g G  (Letter name) <b>g</b>
 gh	gh  Foreign /g/ in <b>G</b> hosts */-/ in weigh <b>gh</b> (their) */-/ in weigh <b>t</b> (and) /f/ in laugh <b>h</b> . *Silent nod

gn

gn

Foreign /**n**/ in **gn**at

gu

gu


Foreign /**g**/ in **gu**ide

h

h

/h/ in **h**ere

<h1 data-bbox="396 394 651 499">h H</h1>	<p data-bbox="1062 289 1143 323">h H</p> <p data-bbox="980 449 1224 483">(Letter name) <b>h</b></p>
--	---

	<p data-bbox="1094 835 1110 869">i</p> <p data-bbox="844 995 1282 1155"> <i>/i/</i> in <b>It's</b>  <i>/ie/</i> in <b>Ivan</b> (who)  Foreign <i>/ee/</i> in <b>skis</b>  Foreign <i>/y/</i> in <b>brilliantly</b>. </p>
--	--

<h1 data-bbox="440 1495 607 1600">i I</h1>	<p data-bbox="1078 1390 1127 1423">i I</p> <p data-bbox="987 1549 1218 1583">(Letter name) <b>i</b></p>
--	---



ie/i e



ie

/ie/ in Bow **ties** (are) **inside**  
/ee/ in Marie's magazine**.**

ir

ir

/er/ in **dirty**

j

j

/j/ **J**ust stop right now!

<p>j J</p>	<p>j J</p> <p>(Letter name) <b>j</b></p>
<p>k</p>	<p>k</p> <p>/k/ in <b>keys</b></p>
<p>k K</p>	<p>k K</p> <p>(Letter name) <b>k</b></p>

<p>kn</p>	<p>kn</p> <p>/n/ in <b>kn</b>aves &amp; <b>kn</b>ights</p>
<p>l</p>	<p>l</p> <p>/l/ in <b>l</b>adder</p>
<p>l L</p>	<p>l L</p> <p>(Letter name) <b>l</b></p>

le

le

/l/ in wobble

m

m

/m/ in mountains


m M

m M


(Letter name) m

<p>n</p>	<p>n</p> <p>/n/ in necklace</p>
----------	---------------------------------

<p>n N</p>	<p>n N</p> <p>(Letter name) n</p>
------------	-----------------------------------

<p>ng</p> 	<p>ng</p> <p>(Baby will)</p> <p>/ng/ in sing</p> <p>(and hold my)</p> <p>/ng g/ in fingers.</p>
---	---

<p>nk/nc</p>	<p>nk/nc</p> <p>/ngk/ in <b>Pink Zinc®</b></p>
--------------	--

 <p>O</p>	<p>o</p> <p>/o/ <b>O</b>ranges  /oe/ go  /oo/ to  /u/ Mother.</p>
--	---

<p>o O</p>	<p>o O</p> <p>(Letter name) o</p>
------------	-----------------------------------

oa

oa

/**oe**/ in **moat**

oar

oar

/**or**/ in **All aboard!**

oe/o e

oe/o e

/**oe**/ in **toe bone**

oi/oy

oi/oy

/oy/ in **Boil oysters!**

oo



oo


/oo/ in **Look** (at the)  
/oo/ in **moon!**

oor


oo



Foreign /or/ in **floor**



 <p>or</p>	<p>or</p> <p>/<b>or</b>/ in <b>Ord</b>inary dots (are what) /<b>er</b>/ in Americans favor<b>or</b>.</p>
---	--


<p>ore</p>	<p>or</p> <p>Foreign /<b>or</b>/ in before<b>or</b></p>
------------	---

 <p>ou</p>	<p>ou</p> <p>/<b>ow</b>/ in <b>O</b>uch! /<b><u>oo</u></b>/ in <b>Y</b>ou (are in) /<b>u</b>/ in trouble.</p>
---	---


 <p>our</p>	<p>our</p> <p>/or/ in Yours (is a) /er/ in British Christmas favour.</p>
 <p>ow</p>	<p>ow</p> <p>/ow/ in Ow! /oe/ in (A) bow and arrow!</p>
<p>p</p>	<p>p</p> <p>/p/ in pinch</p>

<p>p P</p>	<p>p P</p> <p>(Letter name) <b>p</b></p>
------------	--

<p>ph</p>	<p>ph</p> <p>/f/ in <b>ph</b>oto</p>
-----------	--------------------------------------

<p>qu</p> 	<p>qu</p> <p>/kw/ in <b>Qu</b>arrel (and) /k/ in con<b>qu</b>er!</p>
---	--

<p>q Q</p>	<p>q Q</p> <p>(Letter name) <b>q</b></p>
<p><b>r</b></p>	<p>r</p> <p>/<b>r</b>/ in <b>r</b>oar</p>
<p><b>r R</b></p>	<p>r R</p> <p>(Letter name) <b>r</b></p>

<p>re</p>	<p>re</p> <p>/er/ in fire</p>
<p>rh</p>	<p>rh</p> <p>/r/ in rhinoceros</p>
<p>S</p> 	<p>s</p> <p>(That)</p> <p>/s/ in snake's</p> <p>/z/ in his!</p>

<p>s S</p>	<p>s S</p> <p>(Letter name) s</p>
<p>sc</p>	<p>sc</p> <p>/s/ in science</p>
<p>sh</p>	<p>sh</p> <p>/sh/ in Shhh!</p>

<p>si ssi</p>	<p>si</p> <p>/sh/ in tension session /zh/ in explosions</p>
<p>t</p>	<p>t</p> <p>/t/ in touch</p>
<p>t T</p>	<p>t T</p> <p>(Letter name) t</p>

tch

tch

/ch/ in scratch

th



th


/th/ in Thirsty  
(birds drink)  
/th/ in there!

ti


ti

/sh/ in nation



 <p>u</p>	<p>u</p> <p>/u/ (Get) <b>u</b>p,          /ue/ <b>h</b>umans, (and)          /oo/ <b>p</b>ush          /<u>oo</u>/ <b>f</b>utons!</p>
--	---

<p>u U</p>	<p>u U</p> <p>(Letter name) <b>u</b></p>
------------	--

 <p>ue/u e</p>	<p>ue/u e</p> <p>/ue/ <b>R</b>escue (the) <b>c</b>ute          (bird from the)          /<u>oo</u>/ <b>f</b>lue (in) <b>J</b>une</p>
---	--

**ur**

**ur**

**/er/** in **spur**

**uy**

**uy**

**/ie/** in **guy**

**v**

**v**

**/v/** in **valley**

v V

v V

(Letter name) **v**

ve

ve

/v/ in impressive **v**

W

w

/w/ in worms **w**iggle

w W

w W

(Letter name) **w**

war

war


/**wor**/ in **warm**

wh


wh

/**w**/or /**hw**/ in **whale**

<p><b>wr</b></p>	<p>w<b>r</b></p> <p>/r/ in <b>w</b>riting</p>
------------------	---

<p><b>X</b></p> 	<p><b>x</b></p> <p>/k<b>s</b>/ in <b>Ax</b>e/a<b>x</b> (that) /z/ in <b>xy</b>lophone!</p>
---	--

<p><b>x X</b></p>	<p><b>x X</b></p> <p>(Letter name) <b>x</b></p>
-------------------	---

 <p>y</p>	<p>y</p> <p>/i/ Dylan, the          /ie/ python          /ee/ baby          /y/ yawned!</p>
<p>y Y</p>	<p>y Y</p> <p>(Letter name) y</p>
<p>ye/y e</p>	<p>ye/y e</p> <p>/ie/ in Goodbye Clydesdale</p>

<p><b>Z</b></p>	<p><b>z</b></p> <p><b>/z/ in zoom</b></p>
-----------------	---

<p><b>z Z</b></p>	<p><b>z Z</b></p> <p><b>(Letter name) z</b></p>
-------------------	---

# Rule Flashcards



## Rules Listed in Alphabetical Order

		Flashcards page	Course page
<b>..a ...</b> <b>...a</b>	Letter a MAY show sound /u/ at the end of a syllable, and ALWAYS shows sound /u/ at the end of a word.	50	153
<b>aft</b> <b>ask</b> <b>ast</b> <b>ath</b>	Letter a MAY show sound /ar/ before 2 consonants.	50	154
<b>al</b>	Letter a MAY show sound /or/ before letter l.	50	155
<b>ce</b> <b>ci</b> <b>cy</b>	Letter c shows sound /s/ before letters e, i, and y.	51	156
<b>ck</b>	2 letter /k/ in duck is USUALLY used at the end of a one-syllable word, after a first sound vowel.	51	157
<b>dge</b>	3 letter /j/ is USUALLY used at the end of a one-syllable word, after a first sound vowel.	51	160
<b>.ff</b> <b>.ll</b> <b>.ss</b> <b>..zz</b>	Letters f, l, s and z usually double at the end of short words.	52	63
<b>ge</b> <b>gi</b> <b>gy</b>	Letter g MAY show sound /j/ before letters e, i and y.	52	168

## Rules Listed in Alphabetical Order continued

		Flashcards page	Course page
<b>gh...</b>	Foreign /g/ in ghosts <b>weigh</b> their <b>weight</b> and <b>laugh</b> shows: /g/ in <b>gh</b> osts at the beginning of a Foreign syllable,	52	206 207 215
<b>...gh...</b>	is <i>silent</i> at the end of a Foreign syllable or		
<b>...gh</b>	word, and		
<b>...ght</b>	before letter t, and		
<b>f</b> <b>laugh</b>	shows sound /f/ in <i>laugh</i> .		
<b>gu...</b>	Foreign /g/ in guide often shows sound /g/	53	211
<b>gui...</b>	before letters i and e,		
<b>gue...</b>	especially before silent e at the end of		
<b>...gue</b>	Foreign words.		
<b>i ...i</b>	Letters i & j and u & v MUST NOT end an	53	56
<b>j ...j</b>	English word.		
<b>u ...u</b>			
<b>v ...v</b>			
<b>..i ...</b>	Letter i MAY show sound /ie/ at the end of	53	169 170 215
2 Consonants	a syllable, and		
<b>ild</b>	before two consonants.		
<b>ind</b>			
<b>nn</b>	Double letters are only said once.	54	33
<b>..o ...</b>	Letter o MAY show sound /oe/ at the end of	54	172 173
2 Consonants	a syllable,		
<b>old</b>	before two consonants, and		
<b>ost</b>			
<b>...o</b>	at the end of a word.		

## Rules Listed in Alphabetical Order continued

		Flashcards page	Course page
<b>om</b> <b>on</b> <b>oth</b> <b>ov</b>	Letter o usually shows sound /u/ before letters m, n, th and v. Here's <b>some money</b> for <b>Mother's gloves</b> .	54	174
<b>... ble</b> <b>... dle</b> <b>... ple</b>	Syllables At the end of every syllable there must be a vowel, (even if it's only silent e).	55	171
<b>..tch</b>	3 letter /ch/ is USUALLY used at the end of a one-syllable word, after a first sound vowel.	55	179
<b>...a ...</b> <b>...e ...</b> <b>...i ...</b> <b>...o ...</b> <b>...u ...</b> <b>...y ...</b> <b>...e ...</b> <b>...o ...</b> <b>...y ...</b>	Vowels MAY show their second sound at the end of a syllable.  Vowels e, o, and y also show their second sound at the end of a word.	55	152
<b>wa</b> <b>qua</b>	Foreign /o/ after a /w/ sound is spelt with letter a.	56	185
<b>.. .y</b>	Letter y USUALLY shows sound /ee/ at the end of a multi-syllable word.	56	182
<b>...y...</b> <b>.y</b>	Foreign /ie/ ends Foreign syllables, and at the end of very short words.	56	231

## Rule Flashcards in Alphabetical Order



..a...  
...a

**..a...**

**Letter a MAY show sound /u/  
at the end of a syllable,  
and ALWAYS shows  
sound /u/ at the end of a  
word.**



**aft**  
**ask**  
**ast**  
**ath**

**aft ask ast ath**

**Letter a MAY show sound  
/ar/  
before 2 consonants.**



al

al

**Letter a MAY show sound  
/or/ before letter l.**



ce

ci

cy

ce ci cy

**Letter c shows sound /s/  
before letters e, i and y.**



ck

ck

**2 letter /k/ in duck is  
USUALLY used at the end of a  
one-syllable word, after a  
first sound vowel.**



dge

dge

**3 letter /j/ is USUALLY used  
at the end of a one-syllable  
word, after a first sound  
vowel.**



.ff  
.ll  
.ss  
..zz

ff ll ss & zz

Letters f, l, s and z  
usually double at the  
end of short words.



ge  
gi  
gy

ge gi gy

Letter g MAY show sound /j/  
before letters e, i and y.



gh...  
...gh... ...gh  
...ght  
laugh<sup>f</sup>

gh

Foreign /g/ in **ghosts**

**weigh** their

**weight** and

**laugh** shows: /g/ in **ghosts** at the





beginning of a Foreign syllable,

is *silent* at the end of a Foreign

**syllable** or **word**,

& before letter **t**,

And shows sound /f/ in **laugh**.

 <p><b>gu...</b> <b>gui...</b> <b>gue...</b> <b>...gue</b></p>	<p><b>gu gui gue ...gue</b></p> <p><b>Foreign /g/ in guide often shows sound /g/ before letters i and e, especially before silent e at the end of Foreign words.</b></p>
 <p><b>í ...i</b> <b>í ...j</b> <b>u ...u</b> <b>u ...v</b></p> 	<p><b>i j u v</b></p> <p><b>Letters i &amp; j and u &amp; v MUST NOT end an English word.</b></p>
 <p><b>...i ...</b></p> <p><b>2 Consonants</b></p> <p><b>ild</b> <b>ind</b></p>	<p><b>i</b></p> <p><b>Letter i MAY show sound /ie/ at the end of a syllable, and before two consonants.</b></p>



nn

nn

**Double letters are only said once.**



...**o** ...

**o**..

**2** Consonants

old    ost

no    go

o

**Letter o MAY show sound /oe/ at the end of a syllable, before two consonants, and at the end of a word.**



om

on

oth

ov

**o      m, n, th & v**

**Letter o usually shows sound /u/ before letters m, n, th and v.**

Here's **some money** for **Mother's** gloves.





... ble  
... dle  
... ple

Syllables - ble dle ple

**In every syllable  
there must be  
a vowel,  
(even if it's only silent e).**



tch

tch




**3 letter /ch/ is USUALLY used  
at the end of a one-syllable  
word, after a first sound  
vowel.**



...a...  
...e...  
...i...  
...o...  
...u...  
...y...

a e i o u y

**Vowels MAY show their  
second sound at the end of a  
syllable.  
Letters e, o, and y also show  
their second sound at the end  
of a word.**

 <p><b>wa</b> <b>qua</b></p>	<p><b>w a</b> <b>qu a</b></p> <p><b>Foreign /o/ after a /w/ sound is spelt with letter a.</b></p>
 <p><b>.. .y</b></p>	<p><b>.. .y</b></p> <p><b>Letter y USUALLY shows sound /ee/ at the end of a multi-syllable word.</b></p>
 <p><b>...y...</b> <b>.y</b></p>	<p><b>...y...</b> <b>.y</b></p> <p><b>Foreign /ie/ shows sound /ie/ at the end of a Foreign syllable and at the end of very short words.</b></p>

The Learn to Read  
at Home Course  
Teaching Aids  
Booklet A - M

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# Teaching Aids

The aim of this Teaching Aids booklet is to provide you with:

- A strip that reminds your students of the information taught in the lesson – make it possible for them to refer to at any time;
- A more advanced strip for sounds that are commonly written in two or more ways. This strip shows your students the memory picture, the hand sign, the main letter combinations used for that sound, and a word that uses each of those letter combinations. These Advanced strips are useful once your student starts to learn a second or subsequent way to write a sound. Make the ones your students need, available at all times; and
- the mini Letter Cards. Only use these if your students want to “copy” words from the course in their free time. Some students find this useful, but for most, it’s just “busy work”, so don’t require it.

It's really important for you and your students to understand that they are learning the **sounds** in English.





If your students already know the letter names, tell them we don't use letter names for reading, and that they have to think about reading as saying a **sound** for each sign written on the page. The How Written English Works material in the Introduction will help you explain this concept.

In order to emphasise that you're teaching sounds, the list of words that illustrate the sound you're teaching includes words that use alternative ways of spelling that sound.



Teaching Aids page sample

/l/ in **ladder**

<div><div></div><div></div></div>	<div>/l/  l</div>	<div>l L  <b>ladder</b></div>		
<div><div></div><div></div></div>	<div>/l/  l le</div>	<div><b>ladder</b> <b>wobble</b></div>		
<div>l</div>	<div>l</div>	<div>l</div>	<div>le</div>	<div>le</div>

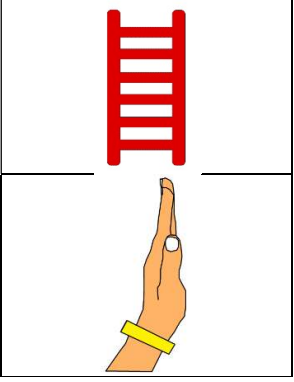
Now, I'll list each part of the page, explaining below each item what it is.

NOTE: There is no advantage in printing these pages in colour.

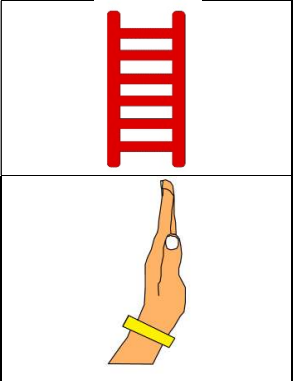
## What the Parts of the Teaching Aids Page Mean

### /l/ in **l**adder

This is the name of the lesson. It's the same as the relevant lesson in the course.

	<p>/l/</p> <p><b>l</b></p>	<p><b>l L</b></p> <p><b>ladder</b></p>
---	----------------------------	--

The strip below contains the same information as the lessons; it's just arranged a different way. If needed, when your student learns a new sound, cut out the strip and place it where it can be referred to easily.

	<p>/l/</p> <p><b>l</b></p> <p><b>le</b></p>	<p><b>l L</b></p> <p><b>ladder</b></p> <p><b>wobble</b></p>
---	---	---

When your student learns the second way to write a sound, replace the original strip with the second one.

Each of the alternative ways to spell a sound listed on the strip, are taught in the course.

## What the Parts of the Teaching Aids page Mean cont

l	l	l	le <sup>⊗</sup>	le <sup>⊗</sup>
---	---	---	-----------------	-----------------

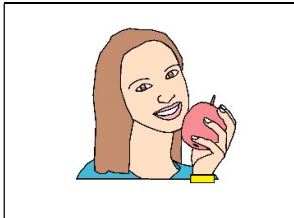
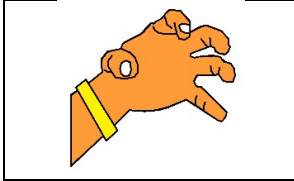
These are the letter cards. It's not essential to use them. They are for the students who learn best if they can **do** something. Using these cards, students can copy words from the course, sound them out, and blend them together.

You may find your student only needs to use them with letters she is having trouble with. The ⊗ marking above the e shows that it is not representing a sound. When that happens, it's usually because the letter is there because of a rule; the essential rules are taught in the course.

The Teaching Aids page begins on the next page. Letter q is not taught in this part of the course section because it is always written with letter u, so it's taught in the multiple letter section, which comes later.

# The Teaching Aids Pages


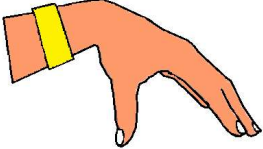
/a/ in **apple**


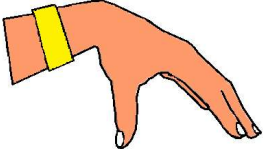
 	/a/  a	a A  <b>apple</b>
--	--------------	-------------------------

Where a sound is commonly written only one way, as is the case for sound /a/, there will be no second strip (or Advanced Strip).

a	a	a	a	a
---	---	---	---	---

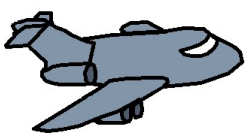
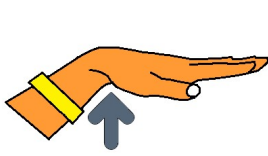
/ae/ in icecream **sundae** plate

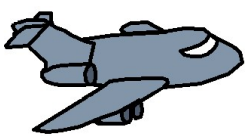
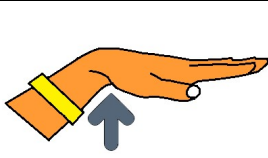
	<p>/ae/  <math>\dot{a}</math>          ae a e</p>	<p><b>sundae</b> plate</p>
		

	<p>/ae/          a          ae a e          ai ay          e ee          ea          ei ey</p>	<p><math>\dot{a}</math>  <b>taken</b>  <b>sundae</b> plate          mer<b>maid</b> display          cafe <b>matinee</b>  <b>steak</b>  <b>reindeer</b> survey</p>
		

$\dot{a}$	$\underline{\dot{a}e}$	$\underline{\dot{a}}$	$\underline{e}$	$\underline{\dot{a}i}$
$\underline{\dot{a}y}$	$\underline{\dot{e}}$ $\underline{\dot{e}e}$	$\underline{\dot{e}a}$	$\underline{\dot{e}i}$	$\underline{\dot{e}y}$

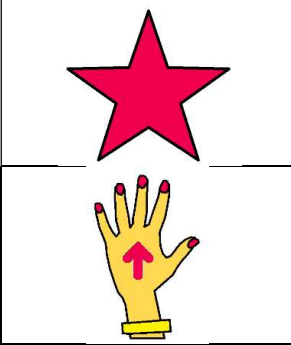
/air/ in **air**plane

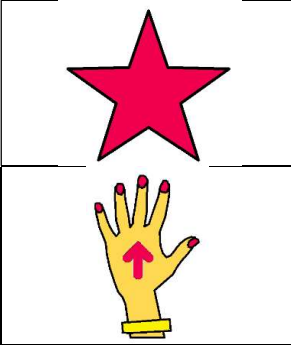
 	/air/ → air	<b>air</b> plane
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 	/air/  air are ar ear	→  <b>air</b> plane sh <b>are</b> sh <b>ared</b> <b>bea</b> rs
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<u>āīr</u>	<u>āīr</u>	<u>āīr</u>	<u>aāre</u>	<u>aāre</u>
<u>aāre</u>	<u>āīr</u>	<u>āīr</u>	<u>eāre</u>	<u>eāre</u>

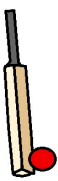

# /ar/ in star

	<p>/ar/ ★ ar</p>	<p>star</p>
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	<p>/ar/ ★ a ar</p>	<p>★ ask Ma &amp; Pa star</p>
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<p>★ a</p>	<p>★ a</p>	<p>★ <u>ar</u></p>	<p>★ <u>ar</u></p>	<p>★ <u>ar</u></p>
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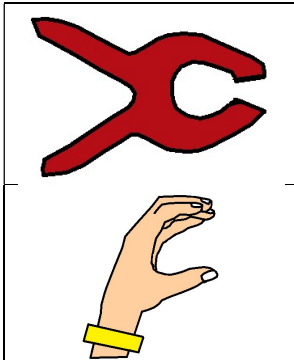
# /b/ in **bat** and **ball**

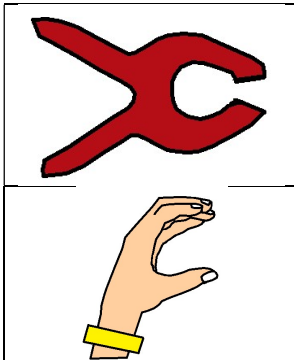
 	<p>/b/</p> <p>b</p>	<p>b B</p> <p><b>bat</b> and <b>ball</b></p>
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b	b	b	b	b	b
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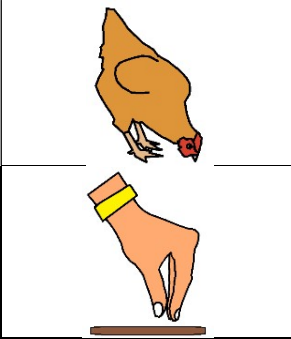
/k/ in **clamp**

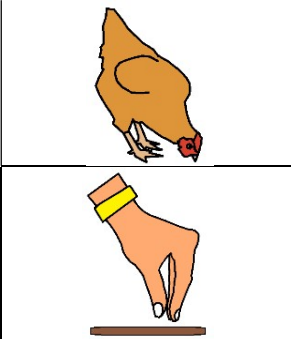
	<p>/k/</p> <p>c</p>	<p>c C</p> <p><b>clamp</b></p>
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	<p>/k/</p> <p>c ch ck k qu</p>	<p>c C</p> <p><b>clamp</b> <b>monarch</b> <b>duck</b> <b>keys</b> <b>quiche</b></p>
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c	c	<u>ch</u>	<u>ch</u>	<u>ck</u>
<u>ck</u>	k	k	<u>qu</u>	<u>qu</u>


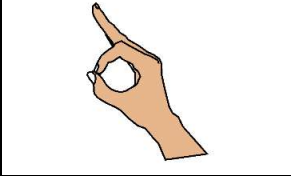
/ch/ in **ch**ickens peck


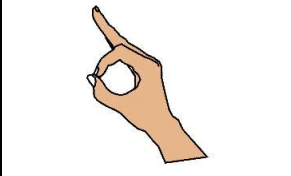
	<p>/ch/</p> <p>ch</p>	<p><b>ch</b>ickens peck</p>
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	<p>/ch/</p> <p>ch</p> <p>tch</p>	<p><b>ch</b>ickens peck</p> <p>scrat<b>ch</b></p>
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<p><u>ch</u></p>	<p><u>ch</u></p>	<p><u>ch</u></p>	<p><u>tch</u></p>	<p><u>tch</u></p>
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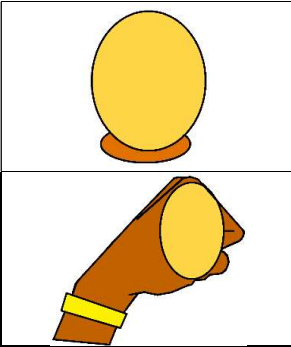
/d/ in **dog**

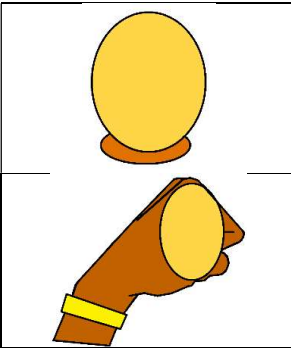
 	<p>/d/</p> <p>d</p>	<p>d D</p> <p><b>dog</b></p>
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 	<p>/d/</p> <p>d</p> <p>ed</p>	<p>d D</p> <p><b>dog</b></p> <p><b>pried</b></p>
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d	d	d	<u>ed</u> <sup>d</sup>	<u>ed</u> <sup>d</sup>
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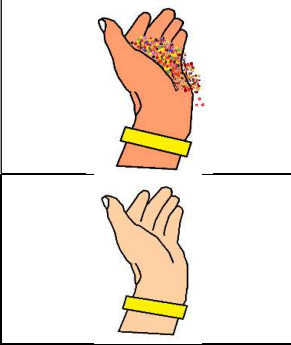
/e/ in **egg**

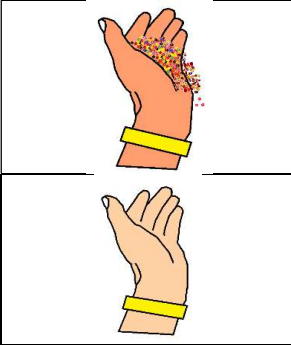
	<p>/e/</p> <p>e</p>	<p>e E</p> <p><b>egg</b></p>
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	<p>/e/</p> <p>e</p> <p>ea</p>	<p>e E</p> <p><b>egg</b></p> <p><b>bread</b></p>
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e	e	e	e	<u>ea</u> <sup>e</sup>
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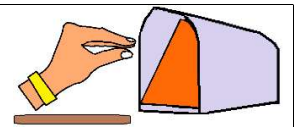
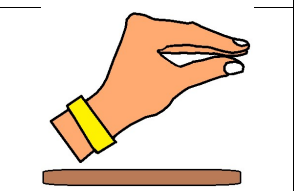
# /ee/ in **seeds** for **Eve**

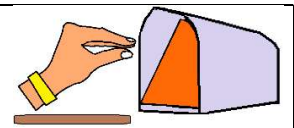
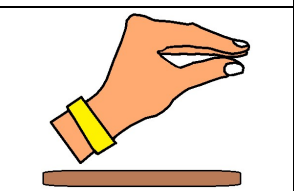
	<p>/ee/ ∴ ee</p>	<p><b>seeds Eve</b></p>
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	<p>/ee/ e ea ee e e ei ey i ie i e y</p>	<p>∴ began be <b>eat</b> <b>seeds Eve</b> rece<b>iv</b>e se<b>iz</b>e hone<b>y</b> budger<b>i</b>gar ski Marie's mag<b>az</b>ine bab<b>y</b></p>
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<p>è <u>è</u>a</p>	<p><u>è</u>è</p>	<p><u>è</u></p>	<p><u>e</u></p>	<p><u>è</u>i <u>è</u>y</p>
<p>ì <u>ì</u></p>	<p><u>ì</u>e</p>	<p><u>ì</u></p>	<p><u>e</u></p>	<p>ÿ</p>

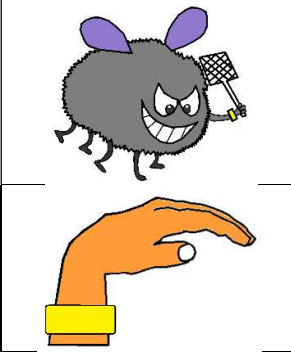
# /er/ in letter

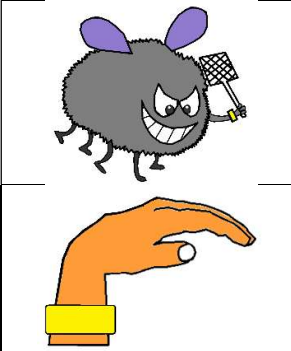
 	/er/ <input type="checkbox"/> er	letter
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 	/er/  ear er eur ir or our re ur	<input type="checkbox"/>  search letter amateur sir favor favour fire spur
--	--	--

<input type="checkbox"/> <u>ear</u>	<input type="checkbox"/> <u>er</u>	<input type="checkbox"/> <u>er</u>	<input type="checkbox"/> <u>eur</u>	<input type="checkbox"/> <u>ir</u>
<input type="checkbox"/> <u>or</u>	<input type="checkbox"/> <u>our</u>	<input type="checkbox"/> <u>re</u>	<input type="checkbox"/> <u>re</u>	<input type="checkbox"/> <u>ur</u>

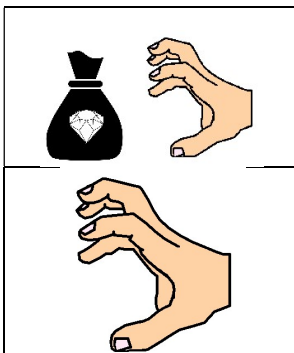
/f/ in **fly** **swat**

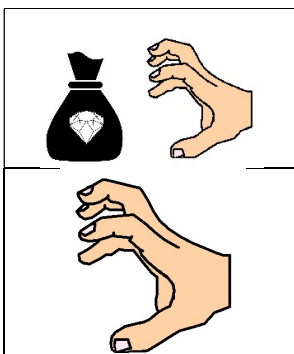
	<p>/f/</p> <p>f</p>	<p>f F</p> <p><b>fly</b> <b>swat</b></p>
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	<p>/f/</p> <p>f</p> <p>gh</p> <p>ph</p>	<p><b>fly</b> <b>swat</b></p> <p><b>laugh</b></p> <p><b>photo</b></p>
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f	f	f	f	f
g <sup>f</sup> h	g <sup>f</sup> h	p <sup>f</sup> h	p <sup>f</sup> h	p <sup>f</sup> h

/g/ in **grab**

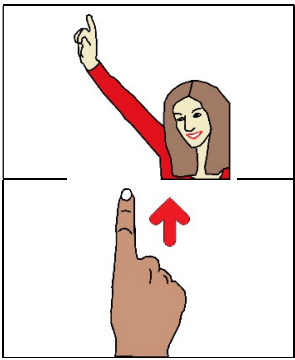
	<p>/g/</p> <p>g</p>	<p>g G</p> <p><b>grab</b></p>
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	<p>/g/</p> <p>g gh gu</p>	<p>g G</p> <p><b>grab</b> <b>gh</b>osts <b>gu</b>ide</p>
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g	g	g	g	g
<u>gh</u>	<u>gh</u>	<u>gh</u>	<u>gu</u>	<u>gu</u>

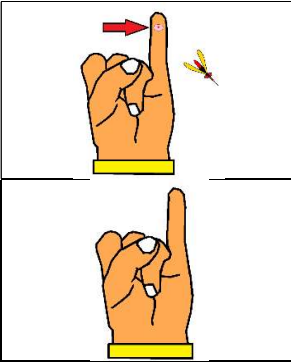


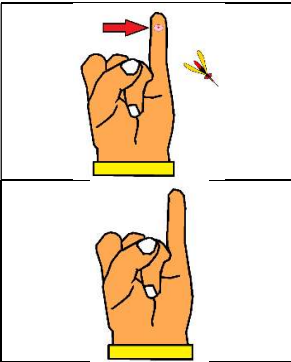
/h/ in **here**

	<p>/h/</p> <p>h</p>	<p>h H</p> <p><b>here</b></p>
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h	h	h	h	h
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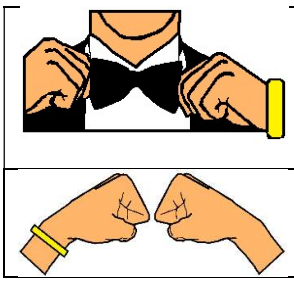
**/i/ in it's itchy**

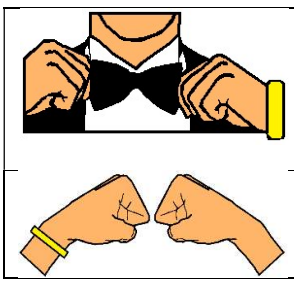
	<p>/i/</p> <p>i</p>	<p>i I</p> <p><b>it's itchy</b></p>
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	<p>/i/</p> <p>i</p> <p>y</p>	<p>i I</p> <p><b>it's itchy</b></p> <p>Dylan</p>
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i	i	i	y <sup>i</sup>	y <sup>i</sup>
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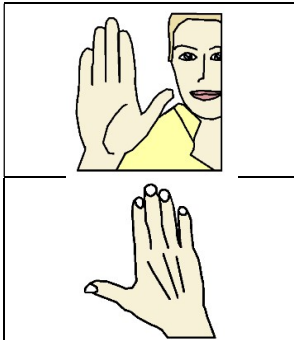
/ie/ in bow **tie**

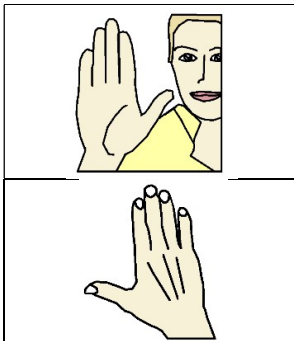
	<p>/ie/</p> <p>ie ie</p>	<p>bow <b>tie</b> inside</p>
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	<p>/ie/</p> <p>ei ey i ie ie uy y ye ye</p>	<p>heists <b>eye</b> witnesses Ivan find <b>fight</b> bow <b>tie</b> inside guy my python goodbye Clydesdale</p>
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<u>ei</u> <u>ey</u>	<u>i</u>	<u>ie</u>	<u>i</u>	<u>e</u>
<u>uy</u>	<u>y</u>	<u>ye</u>	<u>y</u>	<u>e</u>

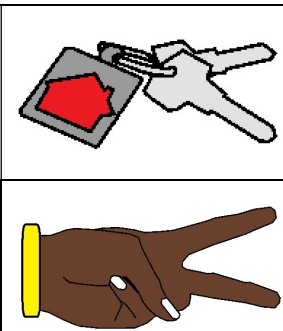
/j/ in **j**ust stop right now

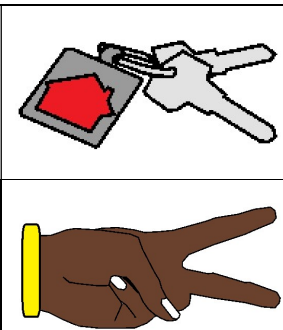
	<p>/j/</p> <p>j</p>	<p>j J</p> <p><b>j</b>ust stop right now</p>
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	<p>/j/</p> <p>dge</p> <p>g</p> <p>j</p>	<p>bad<b>g</b>e</p> <p><b>g</b>ems</p> <p><b>j</b>ust stop right now</p>
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<u>dge</u>	<u>dge</u>	<u>dge</u>	g	g
g	g	j	j	j

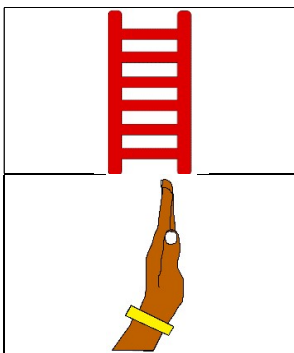
/k/ in **keys**

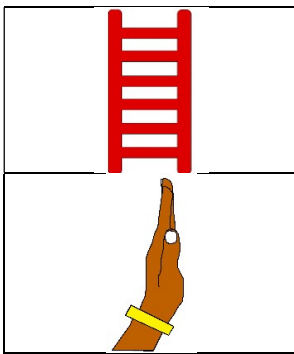
	<p>/k/</p> <p>k</p>	<p>k K</p> <p><b>keys</b></p>
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	<p>/k/</p> <p>c</p> <p>ch</p> <p>ck</p> <p>k</p> <p>qu</p>	<p><b>clamp</b></p> <p><b>monarch</b></p> <p><b>duck</b></p> <p><b>keys</b></p> <p><b>conquer</b></p>
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c	c	<u>ch</u>	<u>ch</u>	<u>ck</u>
<u>ck</u>	k	k	<u>qu</u>	<u>qu</u>



# /l/ in ladder

	<p>/l/</p> <p>l</p>	<p>l L</p> <p><b>ladder</b></p>
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	<p>/l/</p> <p>⊗</p> <p>l</p> <p>le</p>	<p><b>ladder</b></p> <p><b>wobble</b></p>
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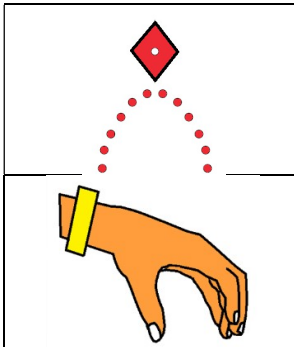
l	l	l	le <sup>⊗</sup>	le <sup>⊗</sup>
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/m/ in **m**ountains

 	<p>/m/</p> <p>m</p>	<p>m M</p> <p><b>m</b>ountains</p>
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m	m	m	m	m
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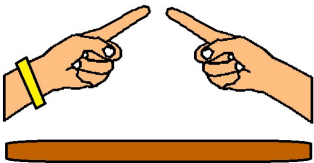
/n/ in **necklace**

	<p>/n/</p> <p>n</p>	<p>n N</p> <p><b>necklace</b></p>
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n	n	n	n	n
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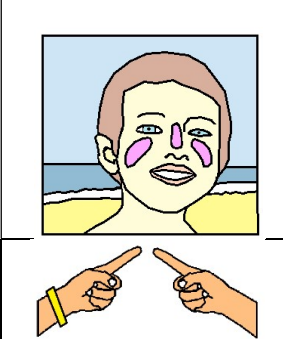


/ng/ & /ng g/ in **sing** and **fingers**

	<p>/ng/</p> <p>ng</p>	<p><b>sing</b></p>
	<p>/ng g/</p> <p>ng</p>	<p><b>fingers</b></p>

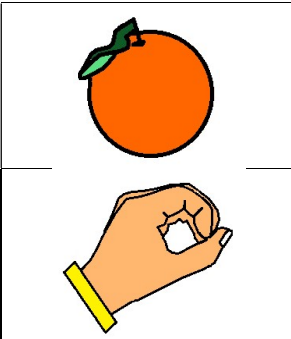
<u>ng</u>	<u>ng</u>	<u>ng</u>	<u>ng</u>	<u>ng</u>
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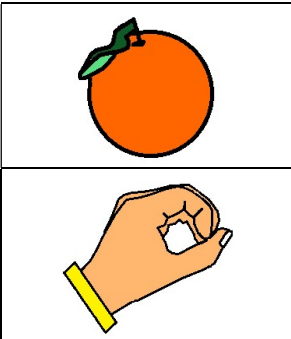
/ngk/ in **Pink Zinc**®

	<p>/ngk/</p> <p>nk</p> <p>nc</p>	<p><b>Pink</b></p> <p><b>Zinc</b></p>
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<u>nk</u>	<u>nk</u>	<u>nk</u>	<u>nc</u>	<u>nc</u>
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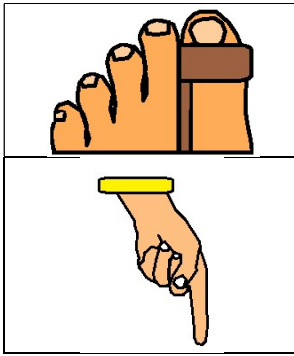
# /o/ in orange

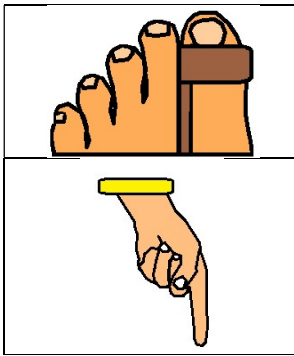
	<p>/o/</p> <p>o</p>	<p>o O</p> <p><b>orange</b></p>
---	---------------------	---------------------------------

	<p>/o/</p> <p>a</p> <p>o</p>	<p>want</p> <p><b>orange</b></p>
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<p>o</p>	<p>o</p>	<p>o</p>	<p>o</p>	<p>o</p>
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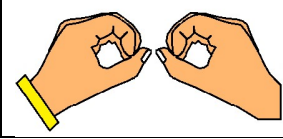
/oe/ in **toe bone**


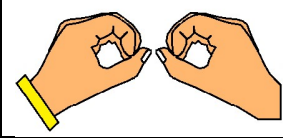
	<p>/oe/  <sup>ɒ</sup>          oe o e</p>	<p><b>toe bone</b></p>
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	<p>/oe/          eau          o          oa          oe o e          ow</p>	<p><sup>ɒ</sup>  <b>plateau</b>  <b>robot go cold</b>  <b>moat</b>  <b>toe bone</b>  <b>bow&amp; arrow</b></p>
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<u><sup>ɒ</sup>e<u>au</u></u>	<sup>ɒ</sup> <u>o</u>	<sup>ɒ</sup> <u>o</u>	<u><sup>ɒ</sup>oa</u>	<u><sup>ɒ</sup>oe</u>
<sup>ɒ</sup> <u>o</u> <u>e</u>	<sup>ɒ</sup> <u>o</u> <u>e</u>	<u><sup>ɒ</sup>ow</u>		


# /oo/ in look


 	<p>/oo/ ö oo</p>	<p>look</p>
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 	<p>/oo/ oo u</p>	<p>ö look push</p>
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<p>öö <u>oo</u></p>	<p>öö <u>oo</u></p>	<p>öö <u>oo</u></p>	<p>öö ü</p>	<p>öö ü</p>
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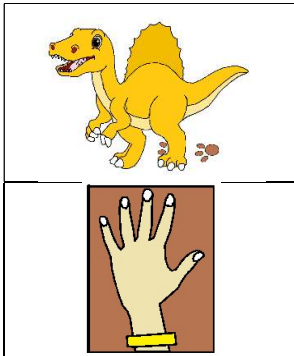
/oo/ in moon

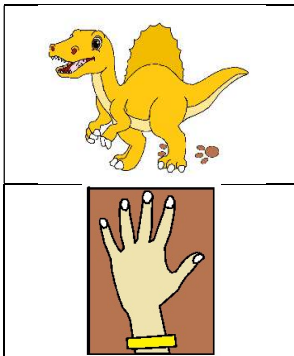
	<p>/oo/          ʊ          oo</p>	<p>moon</p>
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	<p>/oo/          ew          o          oo          ou          u          ue u e</p>	<p>ʊ          Andrew          to do          moon          you          futons          flue June</p>
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<p><u>ew</u> ʊ</p>	<p>ʊ</p>	<p>ʊ</p>	<p><u>oo</u> ʊ</p>	<p><u>oo</u> ʊ</p>
<p><u>ou</u> ʊ</p>	<p>ʊ</p>	<p><u>ue</u> ʊ</p>	<p><u>u</u> ʊ      <u>e</u> ʊ</p>	



/or/ in **ordinary** dots

	<p>/or/</p> <p>or</p>	<p><b>ordinary</b> dots</p>
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	<p>/or/</p> <p>a</p> <p>ar</p> <p>au aw</p> <p>oar</p> <p>oor</p> <p>or</p> <p>ore</p> <p>our</p>	<p>•••</p> <p>call</p> <p>war</p> <p>dinosaur paw</p> <p>all aboard</p> <p>floor</p> <p><b>ordinary</b> dots</p> <p>before</p> <p>yours</p>
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<p>ä</p>	<p><u>är</u></p>	<p><u>äu</u></p>	<p><u>äw</u></p>	<p><u>öär</u></p>
<p><u>öör</u></p>	<p><u>ör</u></p>	<p><u>ör</u></p>	<p><u>öre</u></p>	<p><u>öür</u></p>

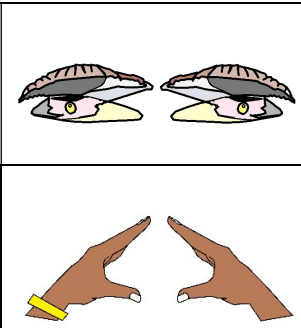
/ow/ in **Ouch! Ow!**

 	<p>/ow/</p> <p>ou ow</p>	<p><b>ouch ow</b></p>
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<p><u>ou</u></p>	<p><u>ou</u></p>	<p><u>ow</u></p>	<p><u>ow</u></p>	<p><u>ow</u></p>
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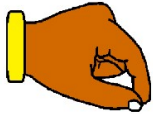


/oy/ in **boil** **oy**sters

	<p>/oy/</p> <p>oi oy</p>	<p>boil oysters</p>
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<p><u>oi</u></p>	<p><u>oi</u></p>	<p><u>oy</u></p>	<p><u>oy</u></p>	<p><u>oy</u></p>
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# /p/ in **p**inch

	<p>/p/</p> <p>p</p>	<p>p P</p> <p><b>p</b>inch</p>
		

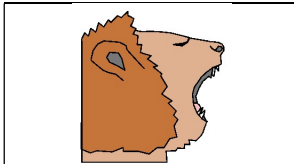
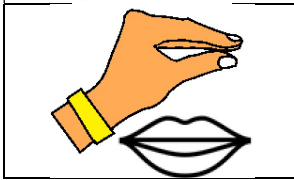
p	p	p	p	p
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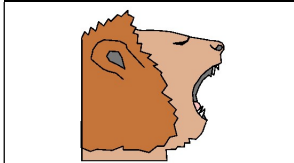
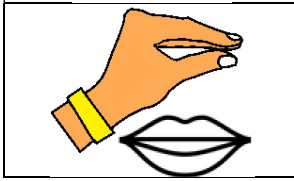
/qu/ (kw) in **qu**arrel

	<p>/qu/ (kw)</p> <p>qu</p>	<p>q Q</p> <p><b>qu</b>arrel</p>
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<u>qu</u>	<u>qu</u>	<u>qu</u>	<u>qu</u>	<u>qu</u>
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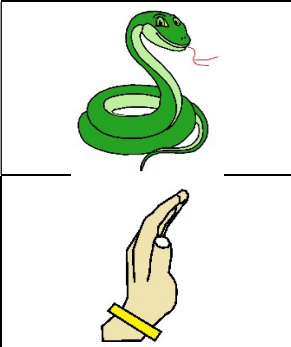
/r/ in **roar**

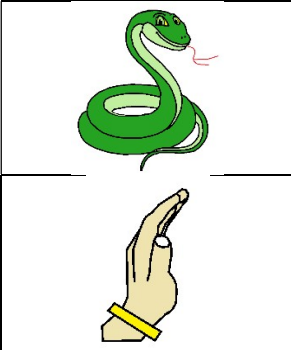
 	<p>/r/</p> <p>r</p>	<p>r R</p> <p><b>roar</b></p>
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 	<p>/r/</p> <p>r rh wr</p>	<p>r R</p> <p><b>roar</b> <b>rhinoceros</b> <b>writing</b></p>
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r	r	r	<u>rh</u>	<u>wr</u>
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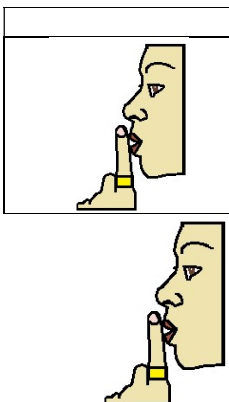
# /s/ in **snake**

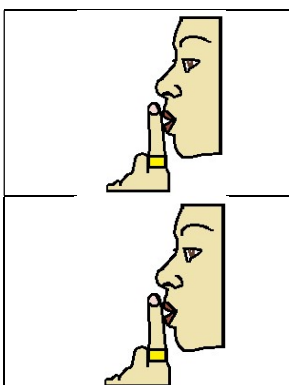
	/s/  s	s S  <b>snake</b>
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	/s/  c s sc	s S  pencil <b>snake</b> <b>science</b>
--	-------------------------	---

c	c	c	c	S
S	S	S	<u>SC</u>	<u>SC</u>

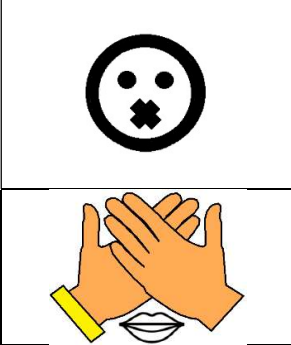
# /sh/ in **shh**

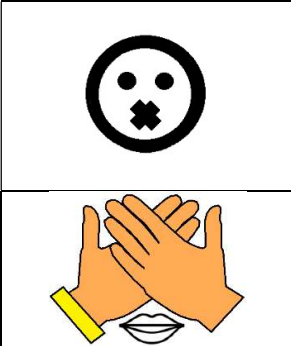
	<p>/sh/</p> <p>sh</p>	<p>shh</p>
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	<p>/sh/</p> <p>ch ci sh si ssi ti</p>	<p>quiche special <b>shh</b> tension session nation</p>
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<p><u>ch</u></p>	<p><u>ch</u></p>	<p><u>ci</u></p>	<p><u>ci</u></p>	<p><u>sh</u></p>
<p><u>sh</u></p>	<p><u>si</u></p>	<p><u>ssi</u></p>	<p><u>ti</u></p>	<p><u>ti</u></p>

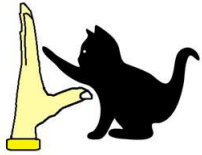
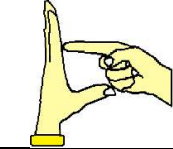
# /-/ [Silent] in silent letters

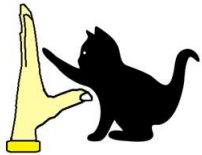
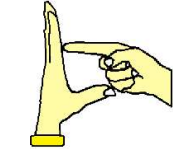
	<p>/-/</p> <p>⊗</p> <p>e</p>	<p>wobble</p>
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	<p>/-/</p> <p>e</p> <p>e</p> <p>gh</p>	<p>⊗</p> <p>wobble</p> <p>impressive</p> <p>weigh <b>weight</b> fight</p>
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<p>⊗</p> <p>e</p>	<p>⊗</p> <p>e</p>	<p>⊗</p> <p>e</p>	<p>⊗</p> <p>e</p>	<p>⊗</p> <p>e</p>
<p><u>gh</u></p>	<p><u>gh</u></p>	<p>⊗</p>	<p>⊗</p>	<p>⊗</p>

# /t/ in touch

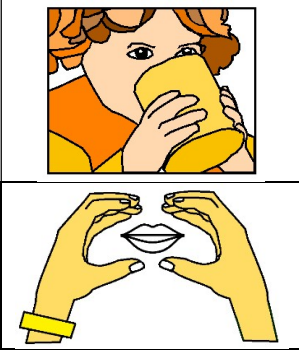
 	<p>/t/</p> <p>t</p>	<p>t T</p> <p><b>touch</b></p>
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 	<p>/t/</p> <p>t</p> <p>ed</p>	<p>t T</p> <p><b>touch</b></p> <p><b>tapped</b></p>
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t	t	t	<u>ed</u> <sup>t</sup>	<u>ed</u> <sup>t</sup>
---	---	---	------------------------	------------------------

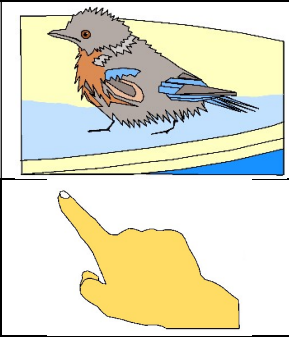


/th/ in **th**irsty

	<p>/th/</p> <p>th</p>	<p><b>th</b>irsty</p>
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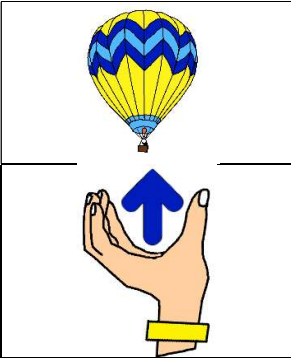
<p><u>th</u></p>	<p><u>th</u></p>	<p><u>th</u></p>	<p><u>th</u></p>	<p><u>th</u></p>
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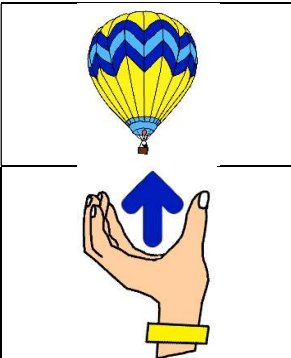
/th/ in **there**

 <p>The illustration is divided into two horizontal panels. The top panel shows a small, fluffy bird with grey, orange, and blue feathers standing on a yellow ground with a blue sky in the background. The bottom panel shows a yellow hand with the index finger pointing upwards.</p>	<p>/th/ th</p>	<p><b>there</b></p>
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<p><u>th</u></p>	<p><u>th</u></p>	<p><u>th</u></p>	<p><u>th</u></p>	<p><u>th</u></p>
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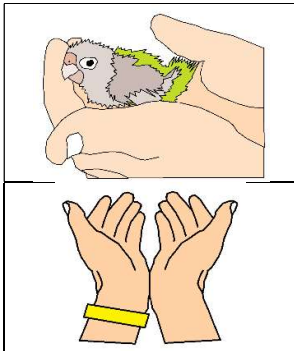
/u/ **up**

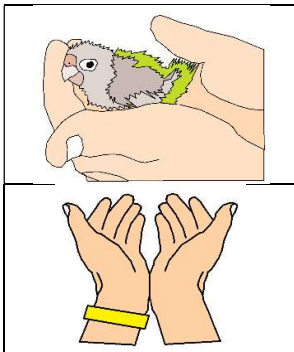
	<p>/u/</p> <p>u</p>	<p>u U</p> <p><b>up</b></p>
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	<p>/u/</p> <p>a</p> <p>o</p> <p>ou</p> <p>u</p>	<p>away gorilla</p> <p>mother</p> <p>trouble</p> <p><b>up</b></p>
--	---	---

ă	ă	ö	ö	<u>ou</u>
<u>ou</u>	ű	ű	ű	ű


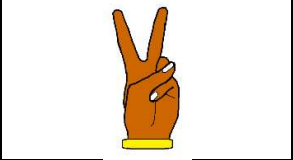


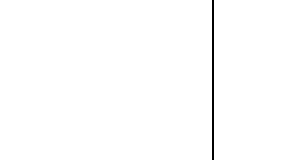
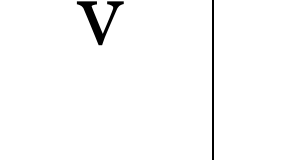
/ue/ in **rescue** and **cute**

	<p>/ue/          (D)          ue u e</p>	<p><b>rescue cute</b></p>
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	<p>/ue/          eu ew          u          ue u e</p>	<p>(D)  <b>Europe newspaper</b>  <b>humans</b>  <b>rescue cute</b></p>
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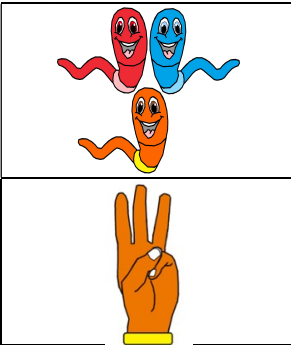
<p>(D)  <u>eu</u></p>	<p>(D)  <u>eu</u></p>	<p>(D)  <u>ew</u></p>	<p>(D)  <u>ew</u></p>	<p>(D)  <u>u</u></p>
<p>(D)  <u>u</u></p>	<p>(D)  <u>u</u></p>	<p>(D)  <u>ue</u></p>	<p>(D)      (D)  <u>u</u>      e</p>	

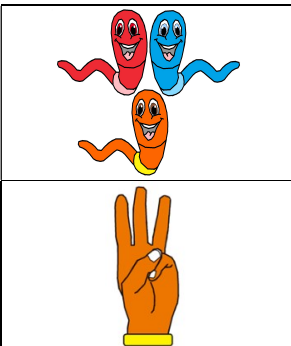
# /v/ in valley

 	/v/	v V valley
	v	
 	/v/	v V valley
	v	valley
 	ve	impressive

v	v	v	v <sup>⊗</sup> e	v <sup>⊗</sup> e
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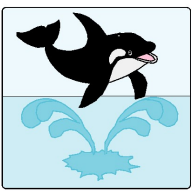

/w/ in **w**orms **w**iggle

	<p>/w/</p> <p>w</p>	<p>w W</p> <p><b>w</b>orms <b>w</b>iggle</p>
---	---------------------	--

	<p>/w/</p> <p>w</p> <p>wh</p>	<p>w W</p> <p><b>w</b>orms <b>w</b>iggle</p> <p><b>wh</b>ale</p>
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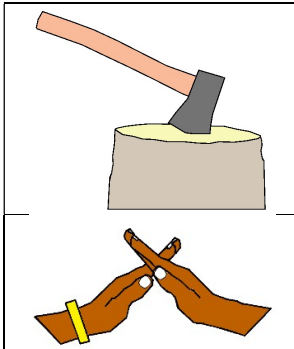
w	w	w	<u>wh</u>	<u>wh</u>
---	---	---	-----------	-----------

/w/ or /hw/ in **wh**ale

 	<p>/w/ or /hw/</p> <p>wh</p>	<p><b>wh</b>ale</p>
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w	w	w	<u>wh</u>	<u>wh</u>
---	---	---	-----------	-----------


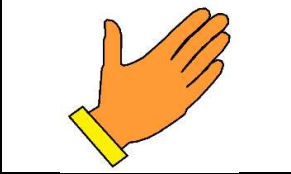
/x/ (ks) in **axe/ax**


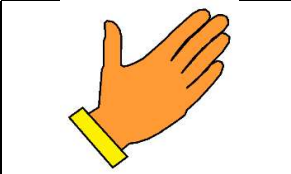
	<p>/x/ (ks)</p> <p>x</p>	<p>x X</p> <p><b>axe/ax</b></p>
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X	X	X	X	X
---	---	---	---	---





# /y/ in **yawn**


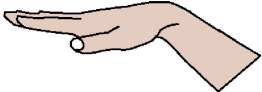
 	<p>/y/</p> <p>y</p>	<p>y Y</p> <p><b>yawn</b></p>
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 	<p>/y/</p> <p>i</p> <p>y</p>	<p>y Y</p> <p>brilliantly</p> <p><b>yawn</b></p>
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<p>y <b>i</b></p>	<p>y <b>i</b></p>	<p><b>y</b></p>	<p><b>y</b></p>	<p><b>y</b></p>
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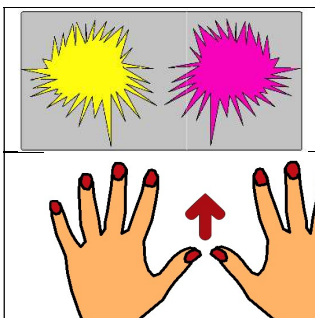
/z/ = in **zoom**

 	<p>/z/</p> <p>z</p>	<p>z Z</p> <p>zoom</p>
--	---------------------	------------------------

 	<p>/z/</p> <p>s x z</p>	<p>z Z</p> <p>his xylophone zoom</p>
--	---------------------------------	--

<p><u>S</u></p>	<p><u>S</u></p>	<p><u>X</u></p>	<p>Z</p>	<p>Z</p>
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/zh/ = in explos**ions**

	<p>si /zh/</p> <p>si</p>	<p>explos<b>ions</b></p>
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<p><u>si</u></p>	<p><u>si</u></p>	<p><u>si</u></p>	<p><u>si</u></p>	<p><u>ssi</u></p>
------------------	------------------	------------------	------------------	-------------------