The Alphabetic Code

the interface between oral and print language

Slides Available for Download at:

https://www.theliteracybug.com/s/Mastering-the-Code.pdf

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Objectives

- To illustrate why learners must develop an understanding of patterns in their own speech (e.g. phonemic awareness) in order to reliably recognise sound-letter patterns and understand how words work;

- To outline key elements of "the code", such as phonemic *awareness*, phonemic *knowledge*, letter-sound correspondence, orthographic patterns, morphological patterns and automatic word recognition and construction skills;

- To emphasise the ultimate goal: for learners to execute the code and word recognition with sufficient automaticity so as to facilitate more complex acts of comprehension and composition; and

- To understand that language skills, such as vocabulary and syntactic competence, become stronger predictors of reading comprehension as word reading skills are consolidated.

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Contents - Mastering the Code

Please Note (before we begin):

This presentation does NOT explore *recommended teaching activities* in any detail. Those topics/issues will be covered in other presentations. Instead, *this* presentation places code-based skills within the context of language and literacy development.

Please explore and enjoy!

Let's start with the …

INTRODUCTION

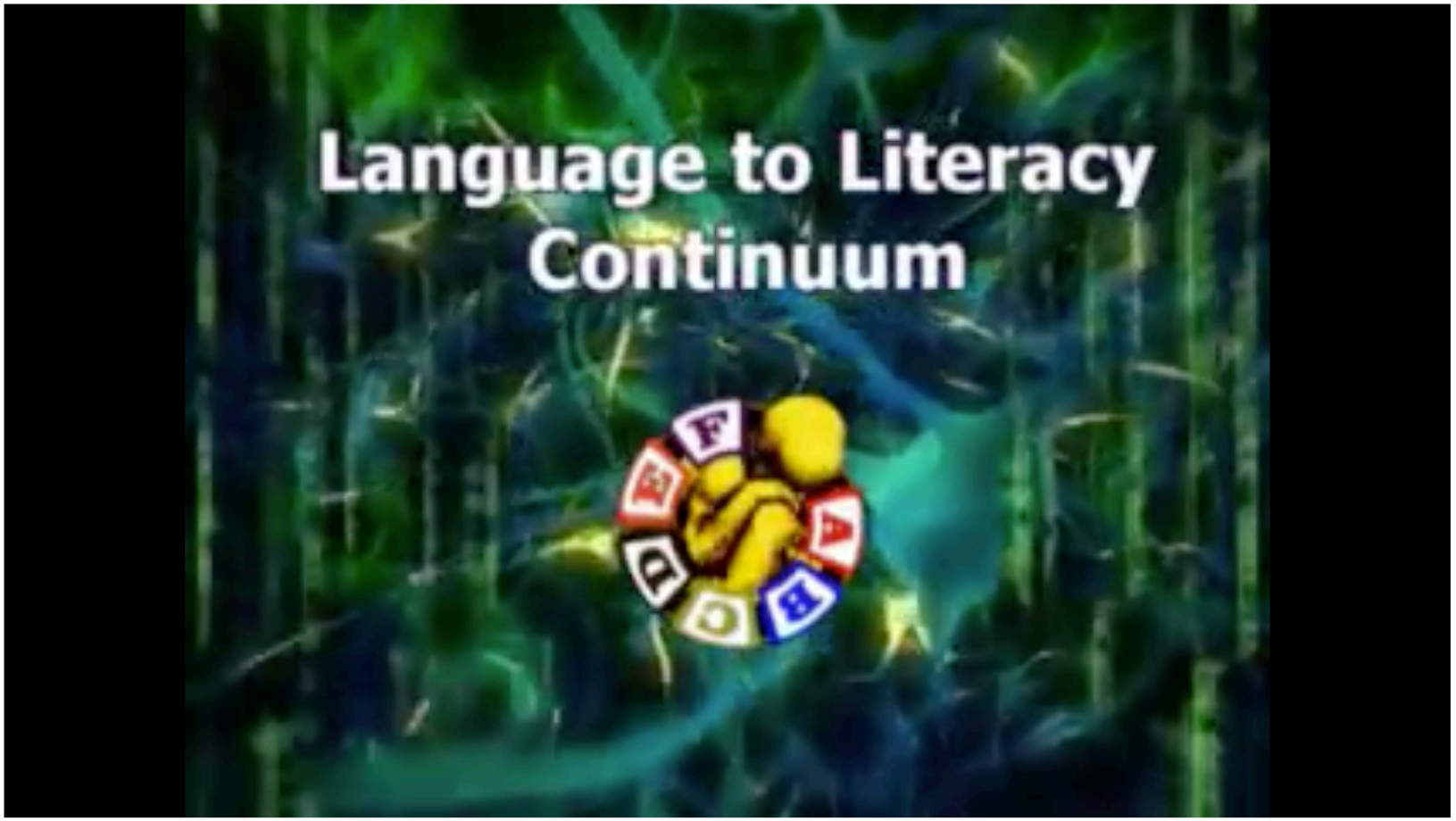
The alphabetic code is the interface between oral language and print language … and so …

"The beginning reader's initial task is to learn how the **spoken language** they know relates to the **written code** they are learning." (Seidenberg, 2017, p 22)

Bringing print and speech into alignment makes reading feasible. (Seidenberg, 2017, p. 40)

Seidenberg, M. (2017). Language at the speed of sight: how we read, why so many can't, and what can be done about it. New York: Basic Books.

The Language to Literacy Continuum



https://youtu.be/jj2rBxKRZSc

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The Language to Literacy Continuum

KEY POINTS:

1. Developing **language** skills is key, including **vocabulary, syntactic competence and discourse development**.

2. Of equal importance is the development of **phonemic awareness**, which is the ability to detect sounds with words, such /b/ + /a/ + /t/). It is significant because (a) the skill isn't necessarily acquired as part of language development and (b) the skill is essential for acquiring code-based knowledge.

3. One requires sufficient practice to become proficient with reading and writing words. Matching **sound-letter patterns** is only one aspect to form words. A learner must also navigate and remember the patterns, rules and exceptions in **English orthography**.

4. Rapid **automatic word recognition** is a key to **fluency**, and - consequently - to **comprehension**.

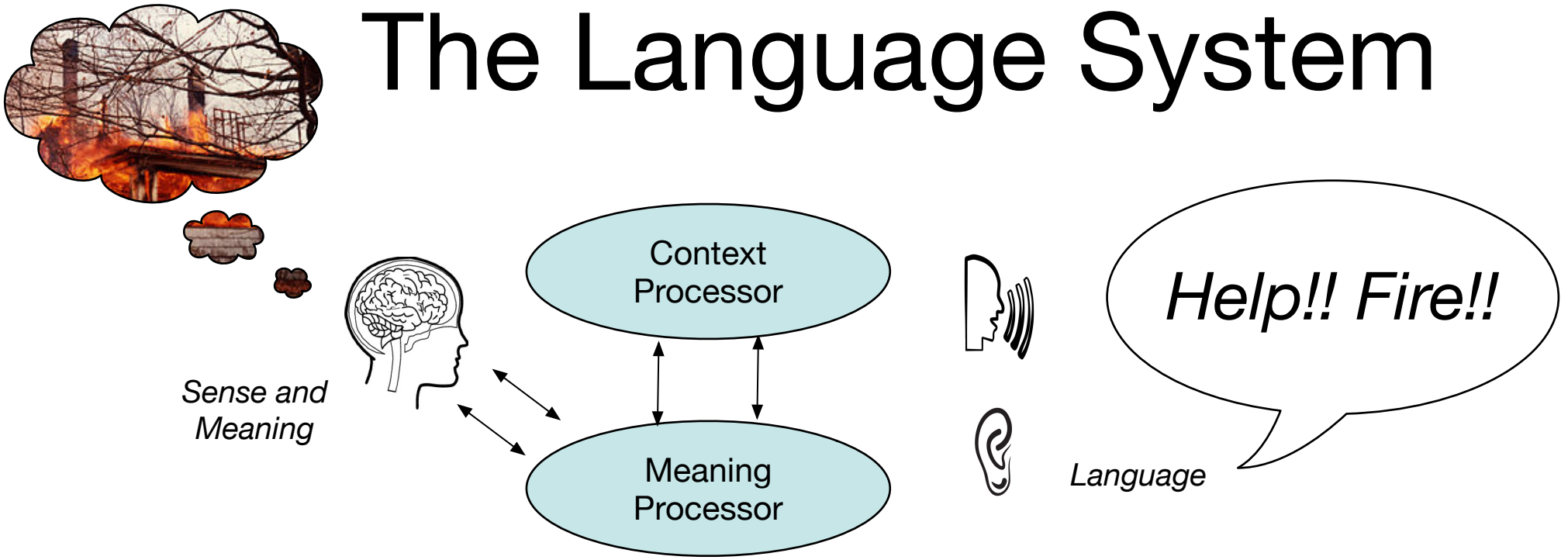
https://youtu.be/jj2rBxKRZSc

Consistent with . . .

ADAM'S MODEL OF THE READING SYSTEM

Adams, M. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: The MIT Press.

The Language System



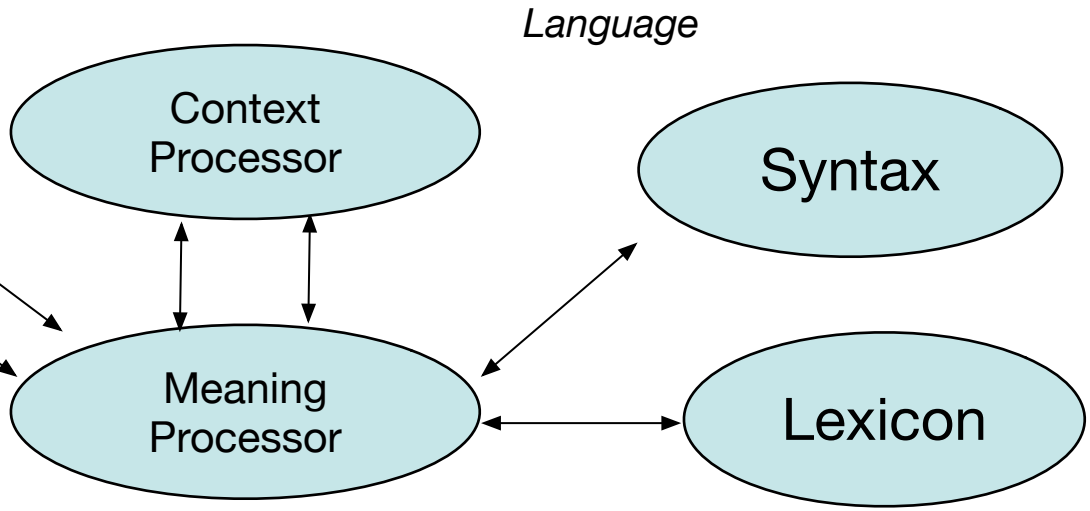
"We read with our eyes, but the starting point is speech."
(Seidenberg, 2017, p 21)

Seidenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it.* New York: Basic Books.

The Language System

Help!!
Fire!!

Sense and Meaning



"Speech is messy. Producing a coherent message is a complex action: deciding what to say, picking the words and grammatical structures that express the intended meaning, loading the program to articulate the sequence of words, and running the program, all done on the fly."
(Seidenberg, 2017, p 24)

Seidenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it.* New York: Basic Books.

The Reading System (Adams)

Sense and Meaning

Imagining / Conceptualising

Attention Switching

Context Processor

Meaning Processor

Phonological Processor

Fire!!

Language

Verbal Rehearsal

Working Memory

{To prepare for literacy] spoken words had to be treated as consisting of component parts [or sounds], which … we now consider an ordinary, teachable aspect of learning to read: ***phonological awareness [and processing****. (Seidenberg, 2017, p. 63)*

Speech

/f/ /ī/ /r/

Phonemic Awareness

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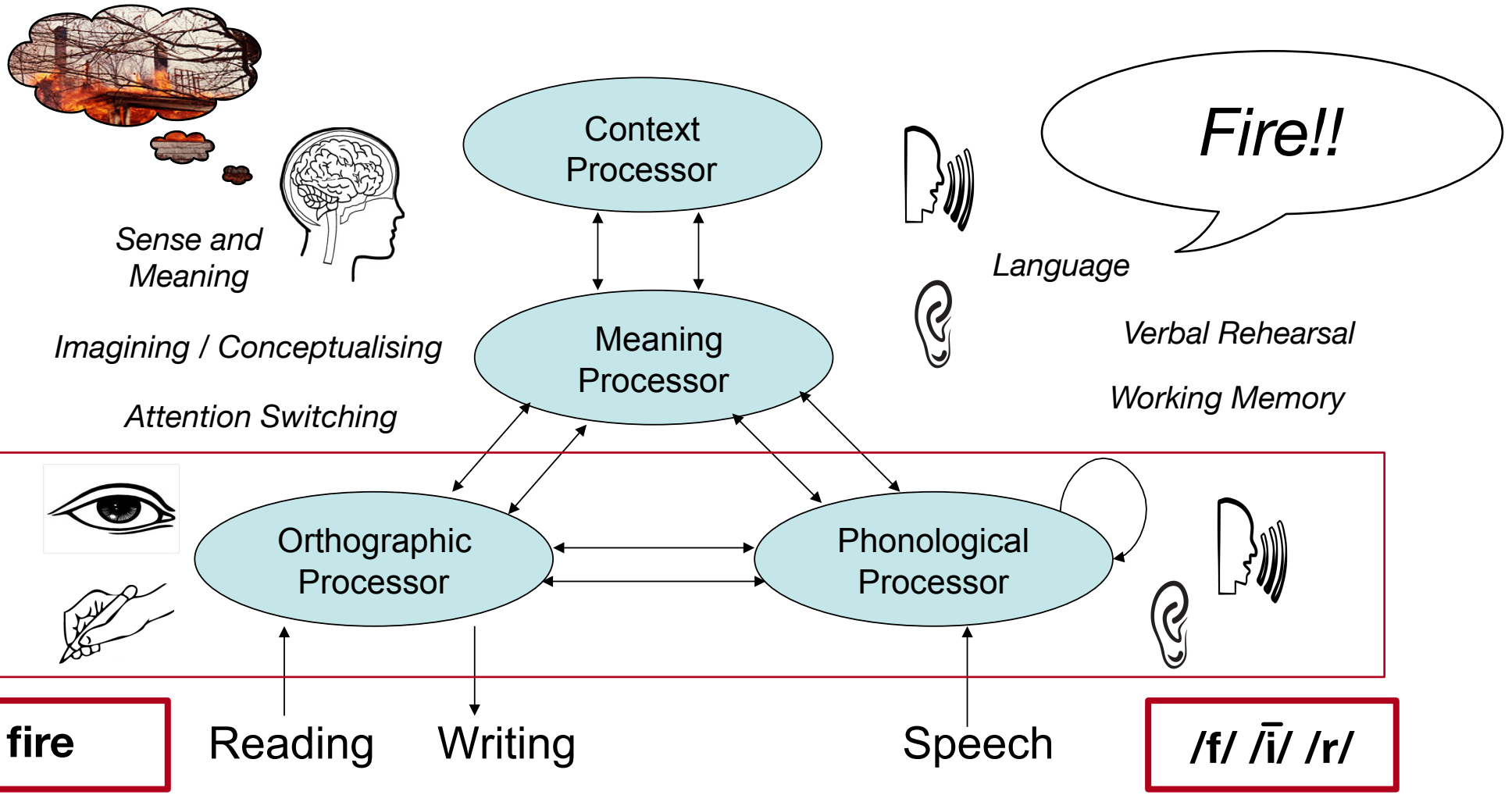
The Reading System (Adams)

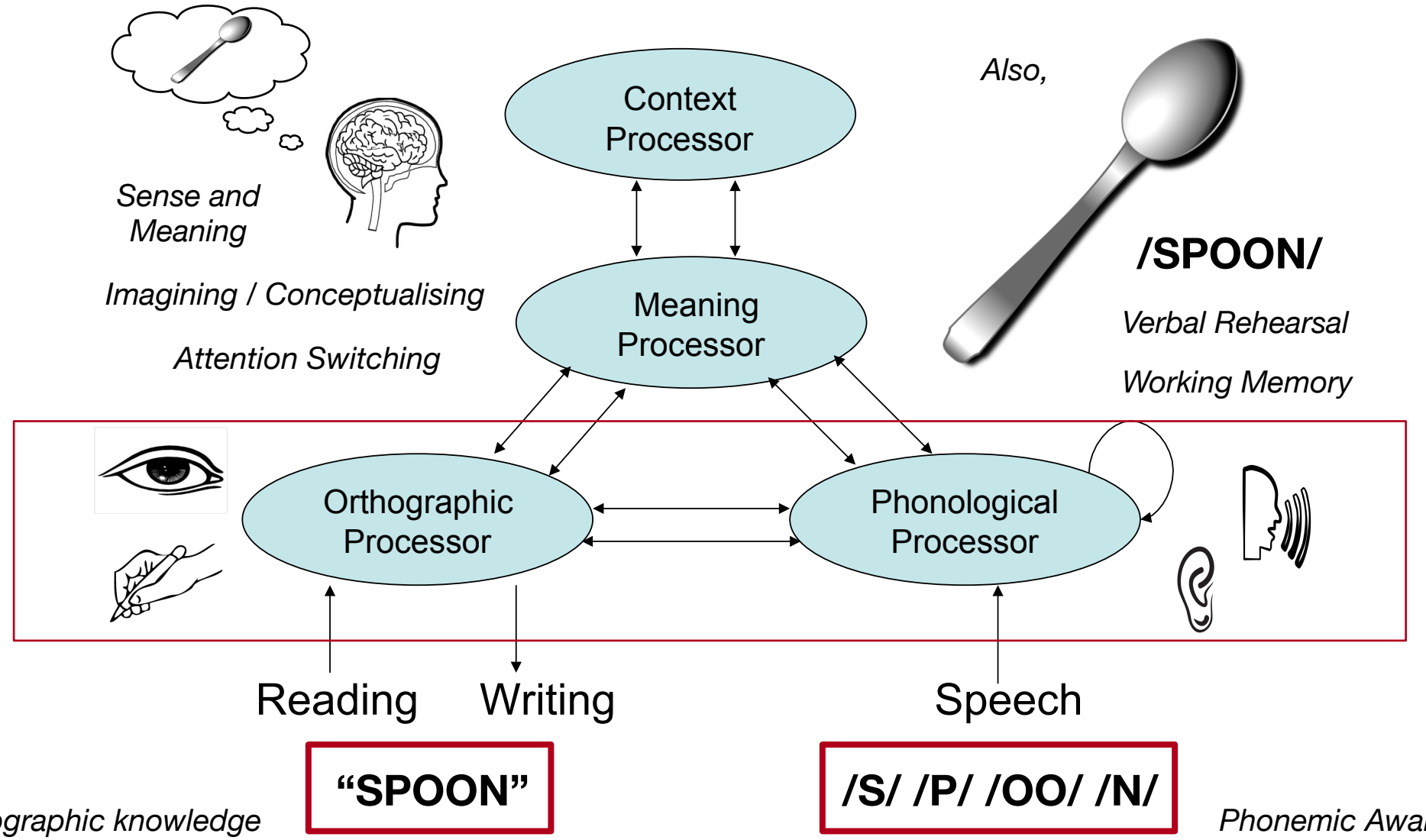


Orthographic knowledge

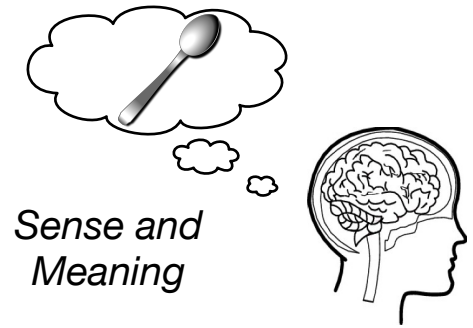
Readers become orthographic experts with practice practice practice. (Seidenberg, 2017, p. 108)

Phonemic Awareness

The Reading System (Adams)



The Reading System (Adams)



Sense and Meaning

Problem-Solving

Imagining / Conceptualising

Attention Switching

Context Processor

Syntax

Meaning Processor

Lexicon

Orthographic Processor

Phonological Processor

Verbal Rehearsal

Working Memory

Attention Control

Reading

Writing

Speech

spoon

/s/ /p/ /o͞o/ /n/

“I am eating a lovely bowl of cereal with my spoon.”

With experience, patterns are detected

"Learning to read is the process of acquiring the several types of statistical knowledge that support rapid and efficient comprehension, starting with phonological structure, orthographic structure, the mappings between orthography and phonology, vocabulary and grammar. Deficits in any of these areas can seriously interfere with children's progress and adult proficiency." (Seidenberg, 2017, p 88)

Seidenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it.* New York: Basic Books.

Reading eventually happens in the background

"So … [eventually] people manage to be good at reading without knowing much about how they do it. Most of what goes on in reading is subconscious: we are aware of the result of having read something — that we understood it, that we found it funny, that it conveyed a fact, idea, or feeling — not the mental and neural operations that produced that outcome." (Seidenberg, 2017, p 3-4)

Seidenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it.* New York: Basic Books.

But not from the get go . . .

"Becoming virtually automatic does not happen overnight. These circuits and pathways are created through hundreds or … thousands of exposures to letters and words." (Wolf, 2008, p 14)

Wolf, M. (2008). Proust and the squid: the story and science of the reading brain. Cambridge: Icon Books.

THE DORSAL-VENTRAL SHIFT HYPOTHESIS

Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. NeuroImage, 158(February), 90–98. http://doi.org/10.1016/j.neuroimage.2017.06.044

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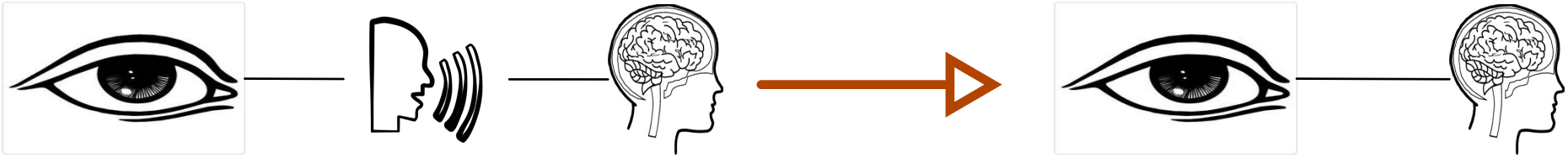
The Dorsal-Ventral Shift Hypothesis

[The Dorsal-Ventral Shift Hypothesis] proposes that there is a developmental shift from a reliance on "**sounding out**", implicated in sound-symbol matching, **to rapid word recognition**, implicated in automatic recall of familiar vocabulary. (Wise Younger, 2017, Pugh et al., 2001).



Pugh, K.R., Mencl, W.E., Jenner, A.R., Katz, L., Frost, S.J., Lee, J.R., Shaywitz, B.A., 2001. Neurobiological studies of reading and reading disability. J. Commun. Disord. 34 (6), 479–492. http://dx.doi.org/10.1016/S0021-9924(01)00060-0.

Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. NeuroImage, 158(February), 90–98. http://doi.org/10.1016/j.neuroimage.2017.06.044

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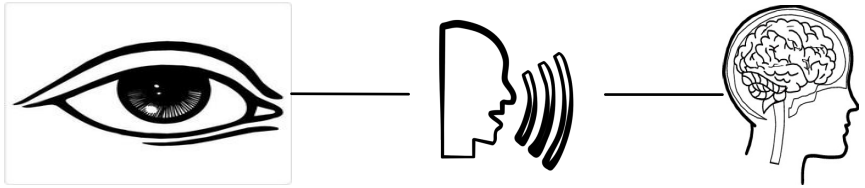
The Dorsal Circuit



The **dorsal**, temporo-parietal circuit, including the left posterior superior temporal gyrus (L STG) and inferior parietal lobe (L IPL), is primarily involved in phonological processing and integrating visual (orthographic) and auditory (phonological) information, known as **phonological decoding** [or **“sounding out”**]. (Wise Younger et al., 2017, Pugh et al., 2001).

Pugh, K.R., Mencl, W.E., Jenner, A.R., Katz, L., Frost, S.J., Lee, J.R., Shaywitz, B.A., 2001. Neurobiological studies of reading and reading disability. J. Commun. Disord. 34 (6), 479–492. http://dx.doi.org/10.1016/S0021-9924(01)00060-0.

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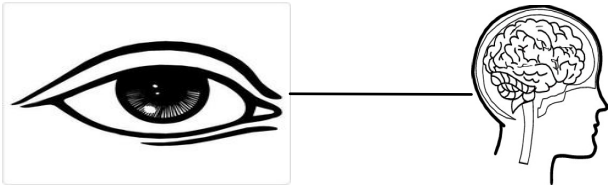
The Ventral Circuit



The **ventral**, occipito-temporal circuit, including the fusiform gyrus (L FG) and inferior occipital gyrus (L IOG), is proposed to be critical for the **fast, automatic processing of visual word forms** (Pugh et al., 2001)

The ventral pathway tends to be used for words that are frequent (Coltheart, 2006; Jobard et al., 2003).

Coltheart, M., 2006. Dual route and connectionist models of reading: an overview. Lond. Rev. Educ. 4 (1), 5–17. http://dx.doi.org/10.1080/13603110600574322.

Jobard, G., Crivello, F., Tzourio-Mazoyer, N., 2003. Evaluation of the dual route theory of reading: a metanalysis of 35 neuroimaging studies. NeuroImage 20 (2), 693–712. http://dx.doi.org/10.1016/S1053-8119(03)00343-4.

Pugh, K.R., Mencl, W.E., Jenner, A.R., Katz, L., Frost, S.J., Lee, J.R., Shaywitz, B.A., 2001. Neurobiological studies of reading and reading disability. J. Commun. Disord. 34 (6), 479–492. http://dx.doi.org/10.1016/S0021-9924(01)00060-0.

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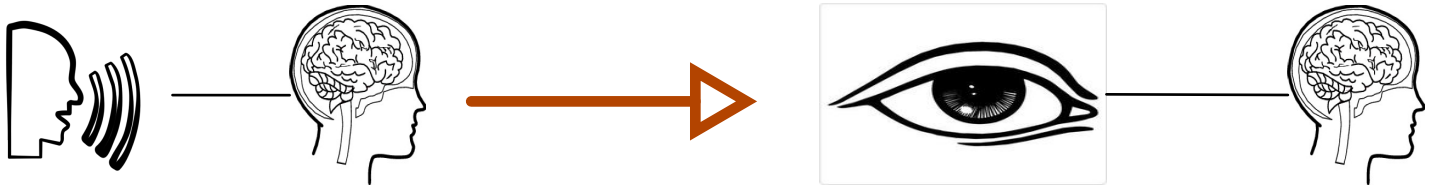
The Dorsal-Ventral Shift

While both the dorsal and ventral streams are thought to be used throughout the lifespan depending on the type of word (i.e. familiar versus unfamiliar words), the dorsal-to-ventral shift hypothesis proposes that children rely more on dorsal stream processing ["**sounding out**"] for all word types **before shifting** to reliance on the ventral stream for [**automatic orthographic recognition** of] familiar words. (Wise Younger et al., 2017, p. 91)



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You can't skip a step, though …

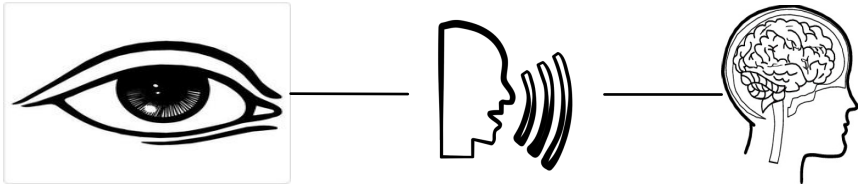
"I'm getting the hang of this!"

Strong phonological decoding skills are necessary for the development of the ventral stream for reading. Children who went on to improve their reading abilities had a sufficiently strong connection between orthographic word forms and their relationships with sounds before they made a shift away from using dorsal stream processing. (Wise Younger et al., 2017, p. 96)

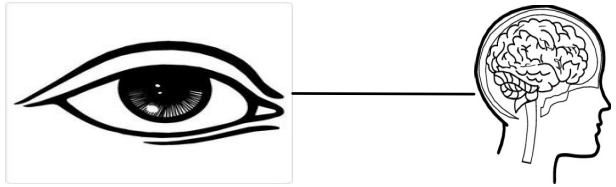
Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. NeuroImage, 158(February), 90–98. http://doi.org/10.1016/j.neuroimage.2017.06.044

So, for a mature reader …

Reading skill is related to using the **'correct' pathway** for the type of word being read. (Wise Younger et al., 2017, p. 91)



"For unfamiliar and pseudo words"
"sounding out"



"For familiar words"
"automatic recognition"

Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. NeuroImage, 158(February), 90–98. http://doi.org/10.1016/j.neuroimage.2017.06.044

In conculsion …

Beginning readers need to develop strong skills in developing their phonological understanding of language and their understanding of sound-letter combinations. They need plentiful opportunities to use this knowledge to recognise and construct words.

Effective readers must transition to a state whereby they are able to automatically and rapidly process words (visually) as they read fluently and with comprehension.

With experience, this system becomes more and more efficient, and language is immediately seen in the script.

ELEMENTS OF THE CODE

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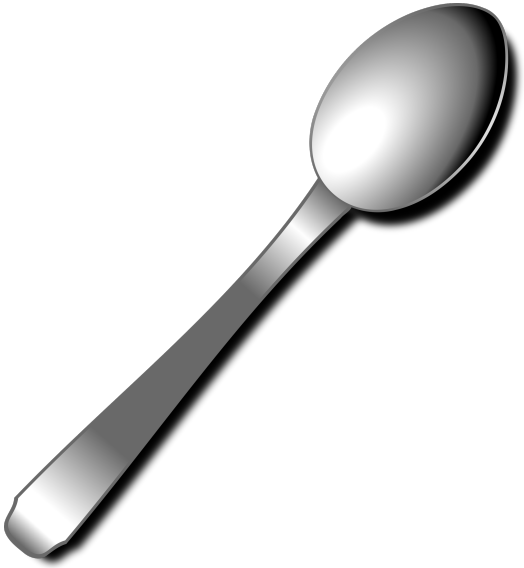
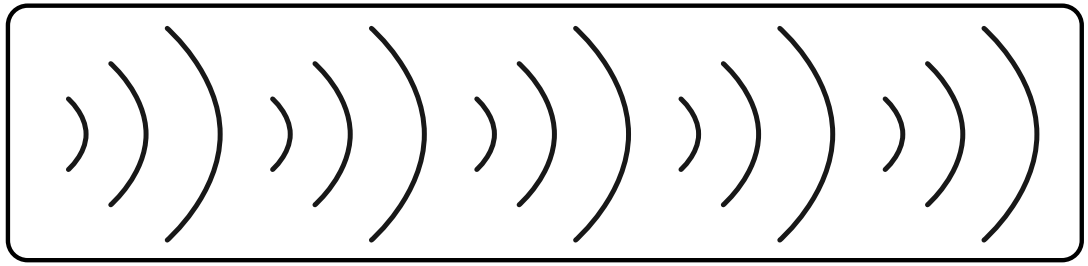
Language

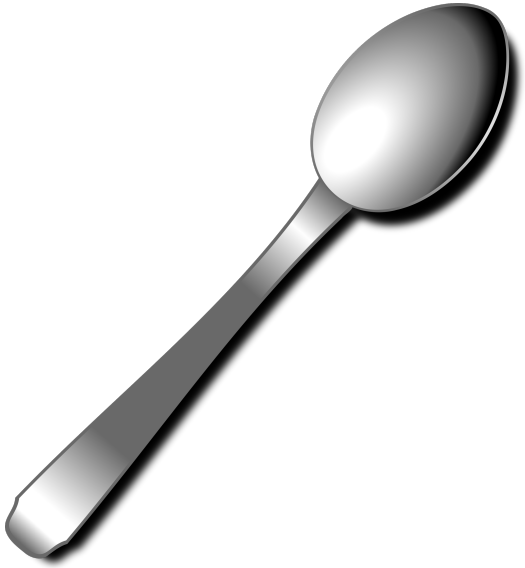


Phonemic Awareness				
Phonemic Knowledge	/s/	/p/	/o͞o/	/n/
Alphabetics / Phonics	s	p	oo	n
Word Construction	spoon			

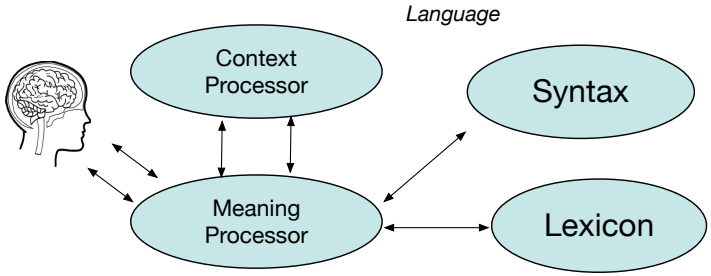
Automatic Word Recognition



Language



We experience the world as a three-dimensional space populated by objects and events because of its … regularities. ***Language****, like the visual world, exhibits … regularities on many levels — phonology, morphology, words, word sequences, relations between utterances and the context in which they occur, among others …* ***Every time we use language****, we also update our [understanding] of it (Seidenberg, 2017, p. 102).*



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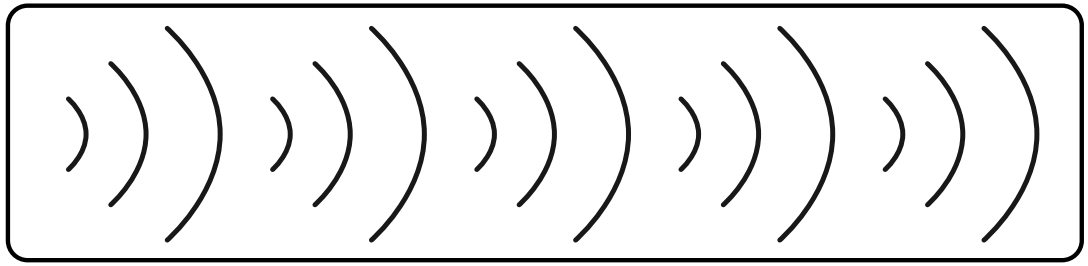
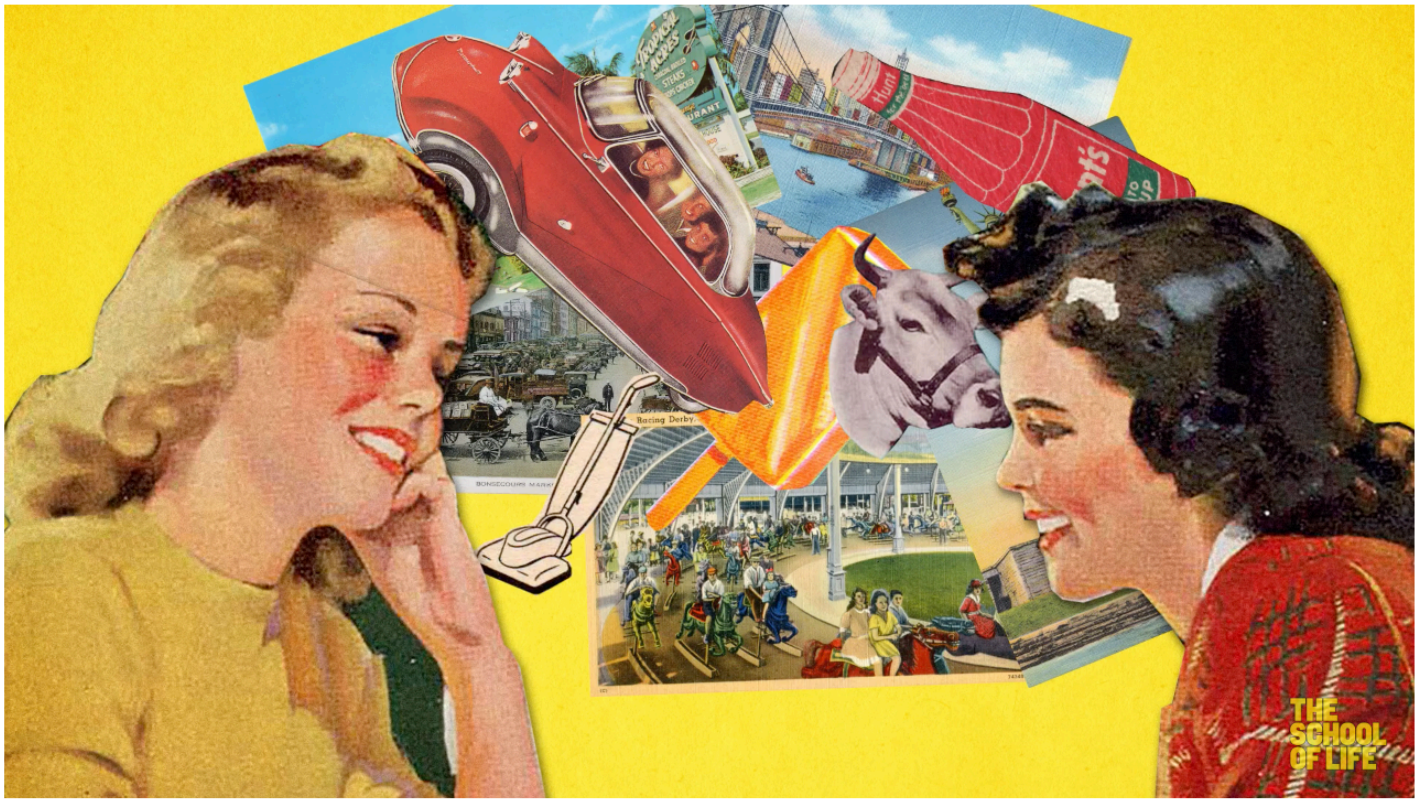
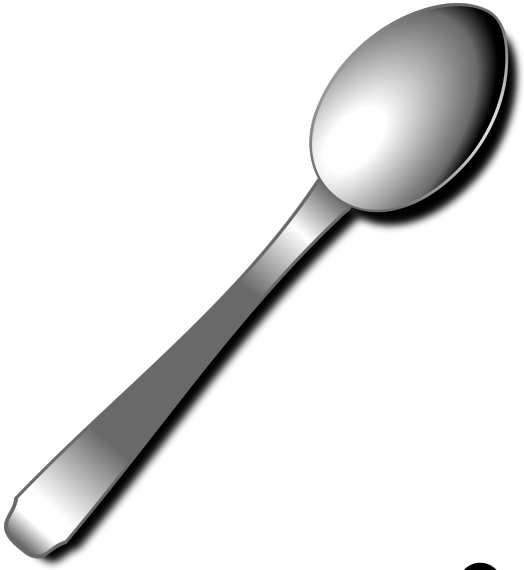
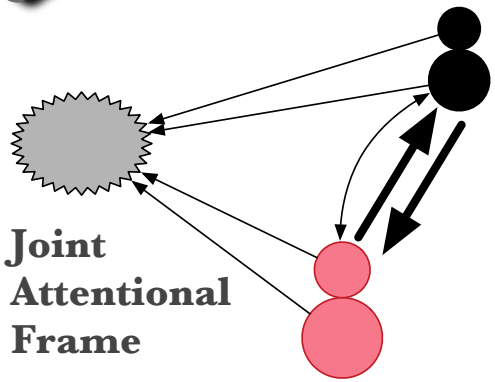


Language

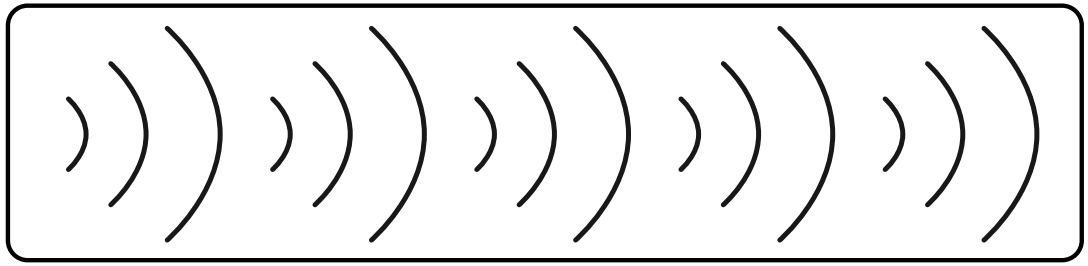




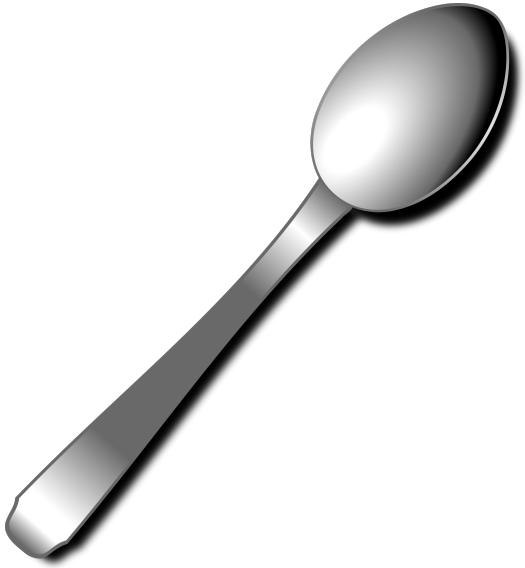


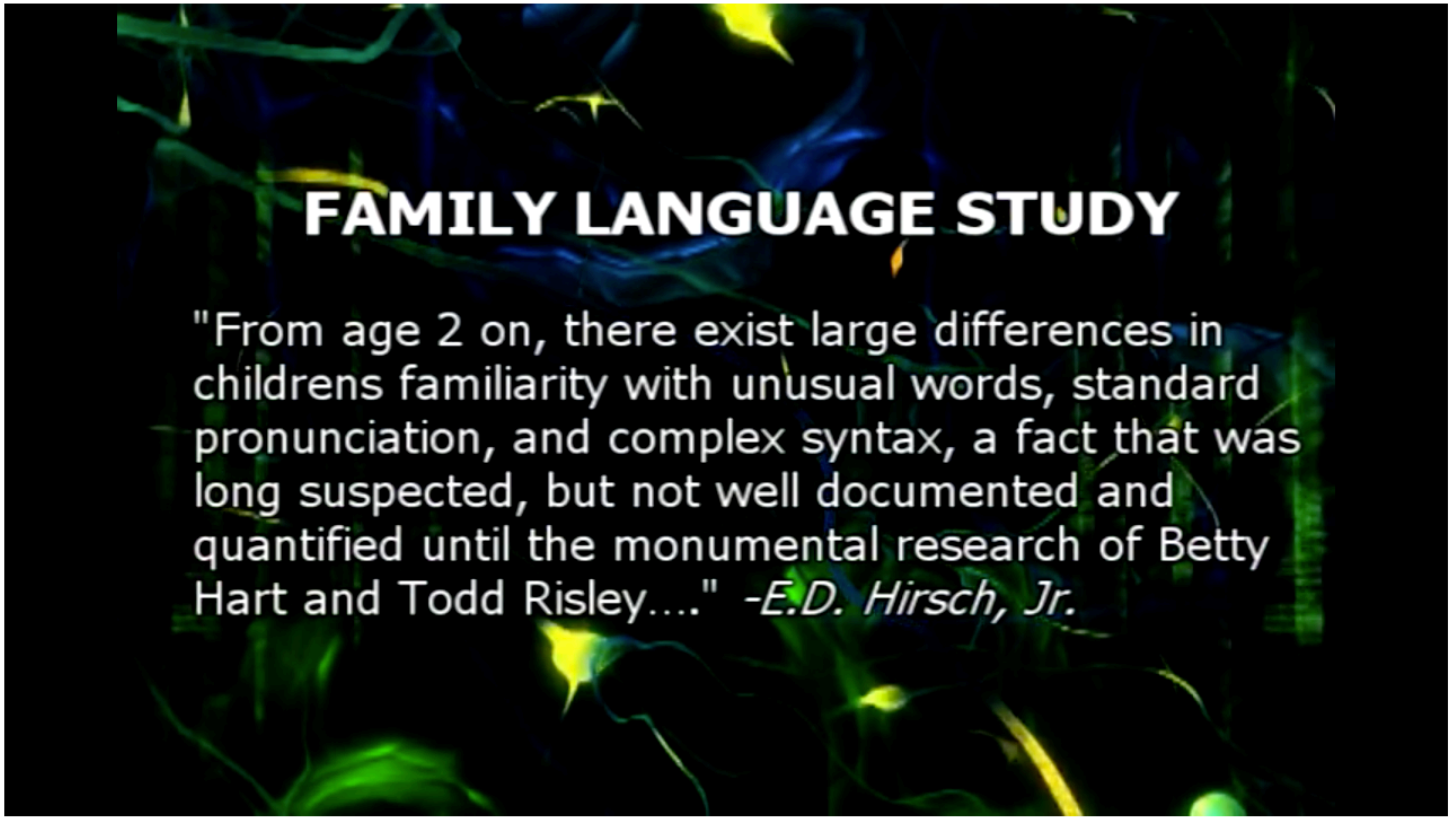
We speak about stuff to each other, hoping we are understood.

https://youtu.be/pQ33gAyhg2c



Language





30 Million WordGap

https://youtu.be/0J4yNRaPx24

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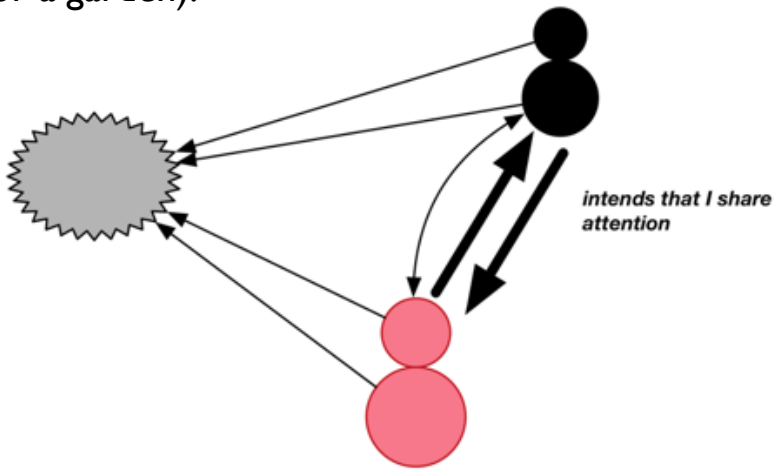
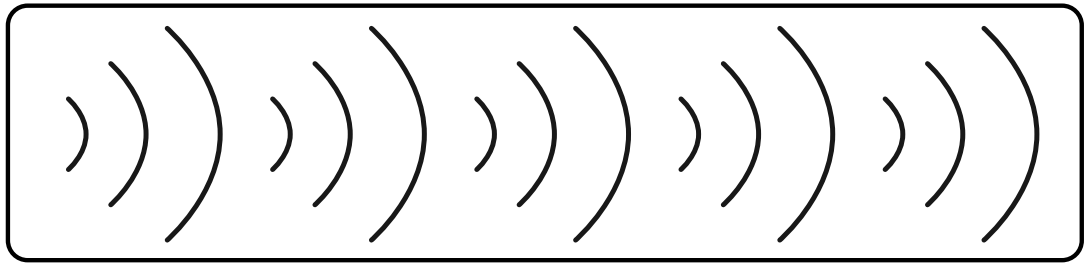
WAYS TO HELP

Joint Attentional Frame presents a conversation between individuals & a mediating tool (e.g. a picture book or a garden).

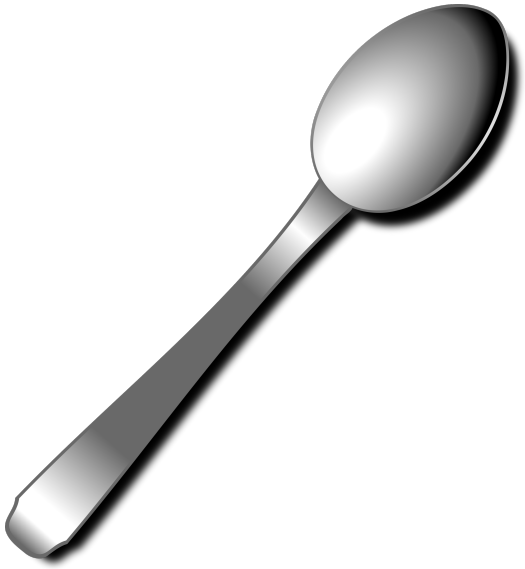


1. Use everyday activities as the context for practice.
2. Vocalise thoughts and describe ongoing actions.
3. Use parallel talk to describe what others are doing.
4. Use modelling to provide practice on a specific language skill.
5. Use recasting to reframe a learner response in a more fully developed way.
6. Use expansion to demonstrate how an idea can be expressed more completely.
7. Use "build ups" and "break downs" to emphasise the components of a message.

IN SUMMARY: It is important to model the complex syntax and vocabulary diversity that we want children to develop. For older students we want to create situations that allow them to engage in complex discussion and debate.

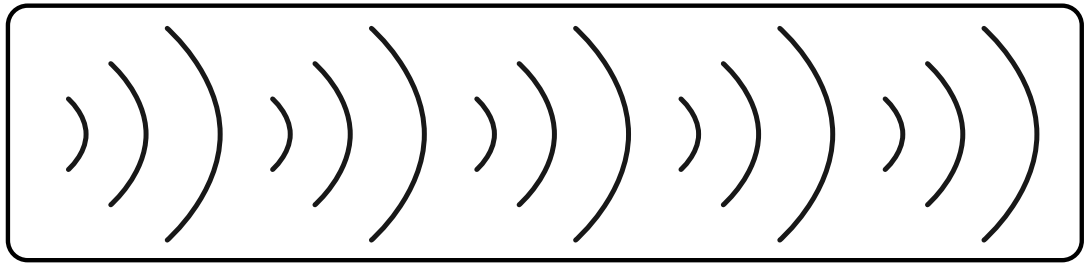


Language



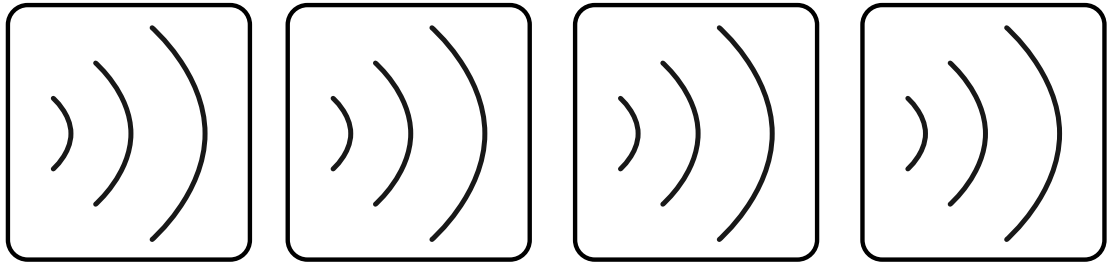
Scaffolding Language Development

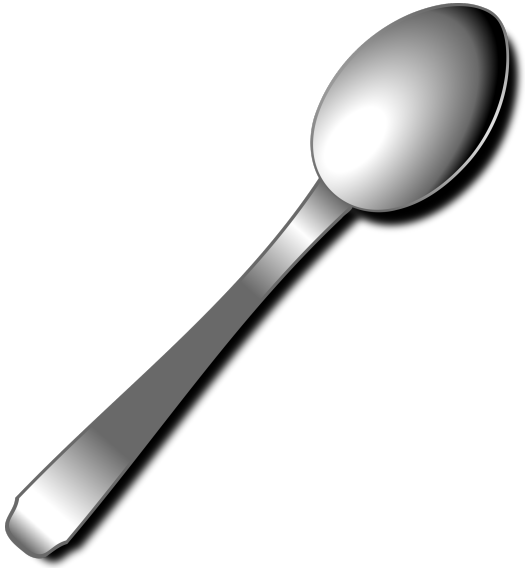
https://youtu.be/e4oOQSEPt38



Language

Phonemic Awareness





*{To prepare for literacy] spoken words had to be treated as consisting of component parts, which could then be represented by a much smaller number of graphical symbols. The would-be architects of writing systems had to develop something that we now consider an ordinary, teachable aspect of learning to read: **phonological awareness**. (Seidenberg, 2017, p. 63)*

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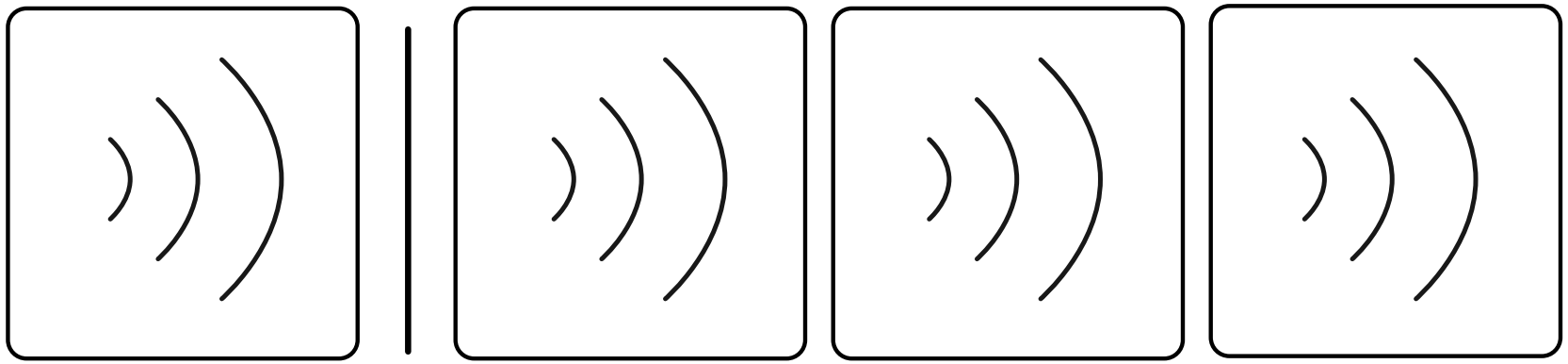
The Crux of Phonemic Awarenes

To be able to detect the sounds within words, and hold this in working memory long enough as to begin matching sounds to graphemes.



The Seven Steps to Phonemic Awareness Are

Listening	*Detecting rhyme*	*Isolating words in sentences*	*Awareness of syllables*	*Detecting initial and final sounds*	*Isolating individual phonemes*	*Introducing letters and spelling*

***Please note**: phonemic knowledge is the exact knowledge of the 45 possible phonemes (give or take one to two). In addition, the development of oral language skills, including vocabulary skills is an inherent precursor.*

***PA MILESTONES** (Ages when 80–90 % of typical students achieved a phonological skill. http://www.readingrockets.org/article/development-phonological-skills)*

Awareness of rhyme emerges = 24 - 30 mths
Ability to produce rhyme emerges = 30 - 36 mths
Rote imitation and enjoyment of rhyme and alliteration = 4 yrs old
Rhyme recognition, odd word out = 5 yrs old
Recognition of phonemic changes in words = 5 yrs old
Clapping, counting syllables = 5 yrs old
Ability to segment words into phonemes begins = 5 - 7 yrs old

Noticing & remembering separate phonemes in a series = 5.5 yrs old
Blending onset and rime = 5.5 yrs old
Producing a rhyme = 5.5 yrs old
Matching initial sounds; isolating an initial sound = 5.5 yrs old
Compound word deletion = 6 yrs old
Syllable deletion = 6 yrs old
Blending of two and three phonemes = 6 yrs old

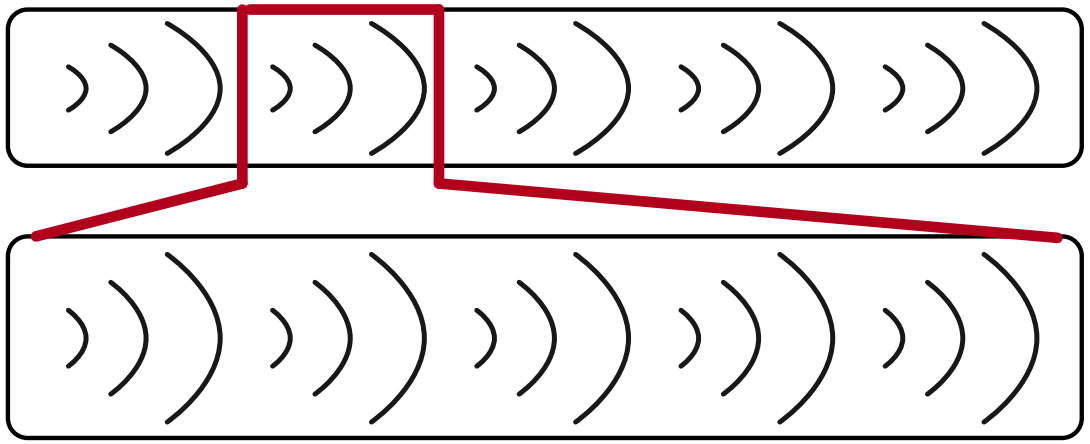
Segment words w/2 –3 phonemes (no blends) = 6 yrs old
Segment words w/ 3–4 phonemes (w/ blends) = 6.5 yrs old
Substitute phoneme in words (no blends) = 6.5 yrs old
Sound deletion (initial and final positions) = 7 yrs old
Sound deletion (initial position, include blends) = 8 yrs old
Sound deletion (medial & final blend positions) = 9 yrs old

Refer to Vocabulary/Language Development for a child's development of familiar words which will be available for analysis.

Phoneme Awareness in the ELLI classroom

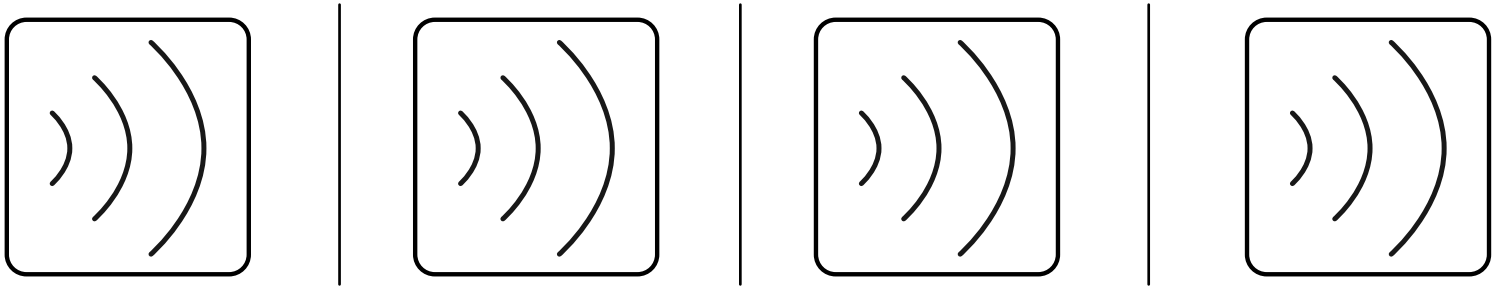
https://youtu.be/PpHiXXyPzm4

THE LITERACY BUG

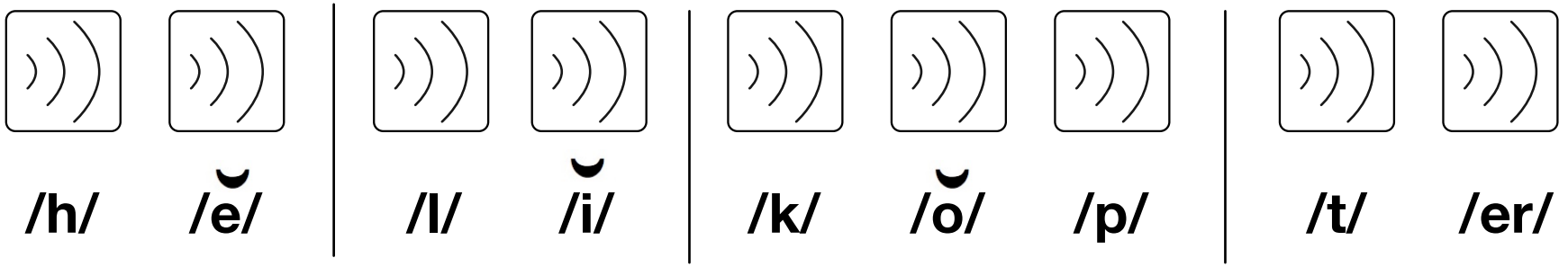


"The helicopter flew over the house"
whole word in a sentece

"Helicopter"
whole word

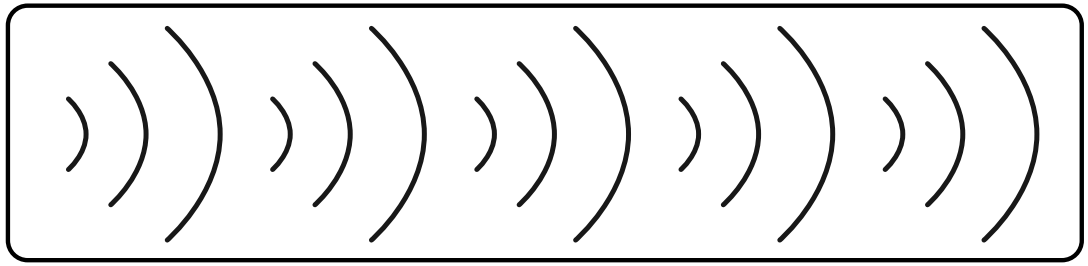


"Hel-i-cop-ter"
in syllables



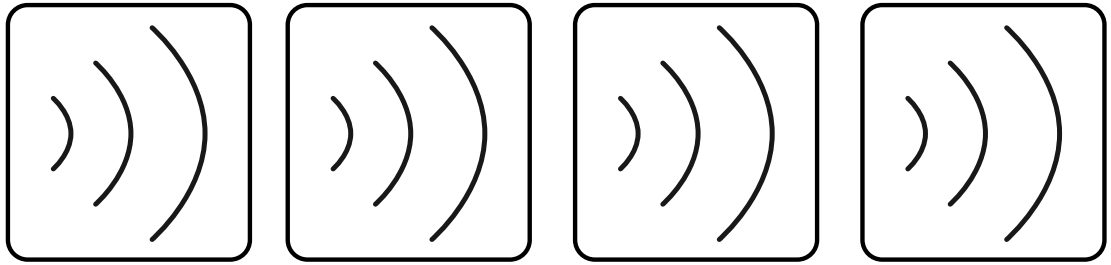
fully segmented into phonemes

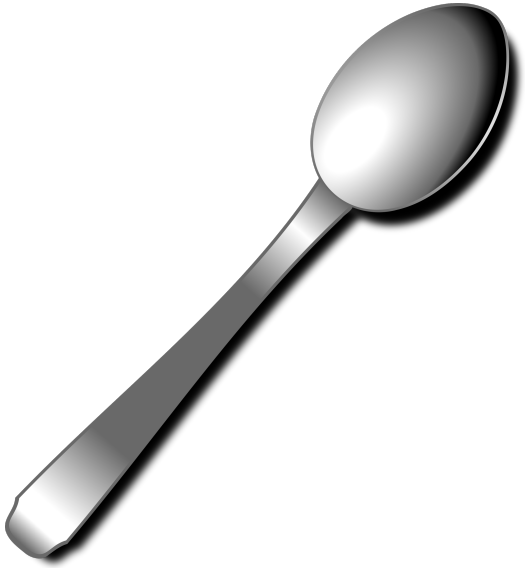
Spoken words [need] to be treated as consisting of component parts … we now consider [this] an ordinary, teachable aspect of learning to read: ***phonological awareness****. (Seidenberg, 2017, p. 63)*



Language

Phonemic Awareness





Phonemic Knowledge

/s/	/p/	/o͞o/	/n/

Discovering phonology: Writing systems require treating spoken words as consisting of parts, which can then be represented by a limited set of graphical elements. We take it as obvious that speech consists of units such as words, syllables, and phonemes, but these units are phonological abstractions that had to be discovered. Writing in the phonological way of thinking coevolved over a long period. (Seidenberg, 2017, p. 49)

/b/

(97% of time spelled w/ "b")

bed
bu**bb**ly
Bhutan

except
bt in dou**bt** is /t/
mb in nu**mb** is /m/

/ch/

(55% of time spelled w/ "ch")

chair, ca**tch**, future
-tch is used only after a single vowel that does not say its name

except
ch in **ch**ef is /sh/
ch in **ch**ord is /k/

/d/

(98% of time spelled w "d")

dog
da**dd**y
mov**ed**

except
-ed in jump**ed** is /t/

/f/

(78% of time spelled w "f")

food, stu**ff**
phone, cal**f**
lau**gh**

-gh is often silent in vowel constructs like eigh, augh, ough, except for occasions like lau**gh** or tou**gh**

/g/

(88% of time spelled w/ "g")

game
gi**g**gle
ghost
guide

G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/

/h/

(98% of time spelled w/ "h")

hot
whole

the letter "h" is often silent in such a phonogram as "gh" or is part of another phonogram like "th" or when "wh" makes the /hw/ sound.

/j/

(88% of time spelled w/ "g")

jar
giraffe
ca**g**e
fu**dge**

G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/

/k/

(73% of time spelled w/ "c")

ca**k**e, **k**ite, ba**ck**, **c**at
chord, cheque

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/
-ck is used only after a single vowel that says its short sound

/l/

(91% of time spelled w/ "l")

lion
fa**ll**
li**tt**le

except
lf in cal**f** is /f/

/m/

(94% of time spelled w/ "m")

man
su**mm**er
autu**mn**
co**mb**

/n/

(97% of time spelled w/ "n")

no
fu**nn**y
knot
gnat
pneumonia
mnemonic

/ng/

(41% of time spelled w/ "n")

si**ng**
si**ng**i**ng**

thi**nk**

/p/

(96% of time spelled w/ "p")

pie
ha**pp**y

"p" appear as a silent letter in the relatively rare phonograms "ps", "pt" and "pn"

/kw/

(100% of time spelled w/ "qu")

quick

except
-que in che**que** is /k/

/r/

(97% of time spelled w/ "r")

run
hu**rr**y
rhyme
write

/s/

(73% of time spelled w/ "s")

sun, me**ss**y
hou**se**, **sc**ien**ce**
psychiatry, ceiling
ni**ce**

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/

/sh/

(26% of time spelled w/ "sh")

shoe, **ch**ef
su**g**ar, con**sc**ience, pen**si**on, fa**shi**on, pressure, mi**ssi**on, na**ti**on, physi**ci**an, appre**ci**ate, ini**ti**ate, **sch**nitzel, fa**sci**sm

/zh/

(49% of time spelled w/ "si")

confu**si**on, ca**s**ual, equa**ti**on, sei**z**ure, , bei**g**e, re**g**ime, dej**a** - vu

/t/

(97% of time spelled w/ "t")

tree
li**tt**le
jump**ed**
pterodactyl
dou**bt**

except
-ed in mov**ed** is /d/

/th/

(100% of time spelled w/ "th")

the
this
that
thumb

except
th in **th**yme is /t/

/v/

(99.5% spelled w/ "v" or "ve")

van
ha**ve**

of - (irregular)

/w/

(92% of time spelled w/ "w")

water
whale

"w" is a silent in the word "write"

/hw/

(100% of time spelled w/ "wh")

while

except
wh in **wh**ole is /h/
wh in **wh**ale is /w/

/wə/

one
once
won
wonderful

In "one" the /w/ sound is not represented by a letter, making hits an irregular phoneme

/ks/

(100% of time spelled w/ "x")

fo**x**

except -x in **x**ylophone is /z/

/ks/+/sh/

an**x**i**ou**s
lu**x**ury

/y/

(42% of time spelled w/ "y")

yellow
o**n**i**o**n

"y" often serves a vowel and makes the short i, long i, long e and long a sounds.

/z/

(23% of time spelled w/ "z")

zoo
fu**zz**y
snoo**ze**
is
choo**se**
xylophone

ă

(96% of time spelled w/ "a")

c**a**t
l**au**gh
aesthetic (rare)
pl**ai**d (rare)

except
ai is normally /long a/ as in p**ai**d

ā

(45% of time spelled w/ "a")

p**a**per, **a**pe
r**ai**n, str**aigh**t
d**ay**, st**eak**, **eigh**t
v**ei**n, th**ey**

a vowel says its name (long form) at the end of a syllable as in p**a**per.

ĕ

(91% of time spelled w/ "e")

b**e**d
br**ea**d
fr**ie**nd
s**ai**d (irregular)

ē

(70% of time spelled w/ "e")

tr**ee**, sh**e**
m**eat**, **e**ve, rec**ei**ve, k**ey**
variation, pet**i**te
ch**ief**, funn**y**

a vowel says its name (long form) at the end of a syllable as in sh**e**.

ĭ

(66% of time spelled w/ "i")

s**i**t
m**y**th

ī

(37% of time spelled w/ "i_e")

b**i**te, b**i**cycle
p**ie**, h**igh**
f**ei**sty, h**eight**
b**uy**, m**y**

a vowel says its name (long form) at the end of a syllable as in sh**e**.

ŏ

d**o**g

the short o sound is quite similar to the /aw/ sound in l**aw** or f**a**ther

ō

(73% of time spelled w/ "o")

ve**to**, m**o**st
b**o**ne, b**oa**t
toe, s**oul**
gr**ow**, th**ough**, bur**eau**

a vowel says its name (long form) at the end of a syllable as in ve**to**.

ŭ

(86% of time spelled w/ "u")

b**u**g
touch

ū

(69% of time spelled w/ "u")

p**u**pil, t**u**ne, **few**, **beau**ty

a vowel says its name (long form) at the end of a syllable as in p**u**pil.

the /long u/ sound is quite similar to the /long oo / sound in s**oo**n or d**o**

o͝o

(31% of time spelled w/ "oo")

c**oo**k
p**u**t
w**ou**ld
w**o**man

o͞o

(38% of time spelled w/ "oo")

s**oo**n, d**o**
bl**ue**, s**ou**p
thr**ough**, s**u**per
fl**ute**, s**ui**t, n**ew**

the /long oo/ sound is quite similar to the /long u/ sound in **few** or t**une**

/ow/

(56% of time spelled w/ "ou")

c**ow**
out
dr**ought**

/oy/

(62% of time spelled w/ "oi")

b**oy**
s**oi**l

/aw/

f**a**ther
l**aw**
w**a**lk
fraud
fr**augh**t
on
f**ough**t

the /aw/ sound is quite similar to the /short o/ sound in d**o**g

/er/

(40% of time spelled w/ "er")

f**a**th**er**
l**ear**n
doll**ar**
g**ir**l
w**or**k
t**ur**n
s**yr**up

/or/

for
m**ore**
s**oar**
four

/ar/

(89% of time spelled w/ "ar")

c**ar**, h**ear**t

/yur/

c**ure**, s**ure**, p**ure**, **your**, **you're, Ur**anus

/air/

ch**air**
f**are**
h**eir**
aerial
t**ear**
error

/ear/

f**ear**
p**eer**
t**ier**

schwa -ə (a, o, u)

(24% of time spelled w/ "a")

not really a single sound. It is more like an /uh/ or /eh/ breathy sound.

alone
gall**o**p
circ**u**s

schwa -ə (e)

not really a single sound. It is more like an /uh/ or /eh/ breathy sound.

jack**e**t

schwa -ə (i)

not really a single sound. It is more like an /uh/ or /eh/ breathy sound.

penc**il**

Phonemic Knowledge

https://youtu.be/xiqUVnXExTQ

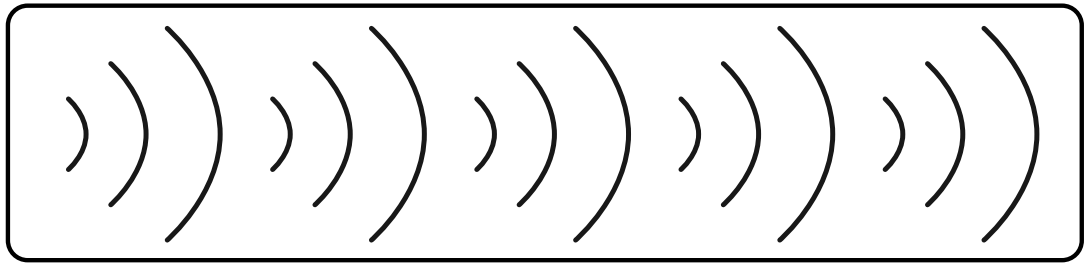
The Sounds of Standard English

	Lips	Lips/ Teeth	Tongue between Teeth	Tongue behind Teeth	Roof of Mouth	Back of Mouth	Throat
Stop	p b			t d		k g	
Nasal	m			n		ng	
Fricitive		f v	th th	s z	sh zh		h
Affricate					ch j		
Glide	wh w				y		
Liquid				l	r		

https://youtu.be/JZ5W17SWo64

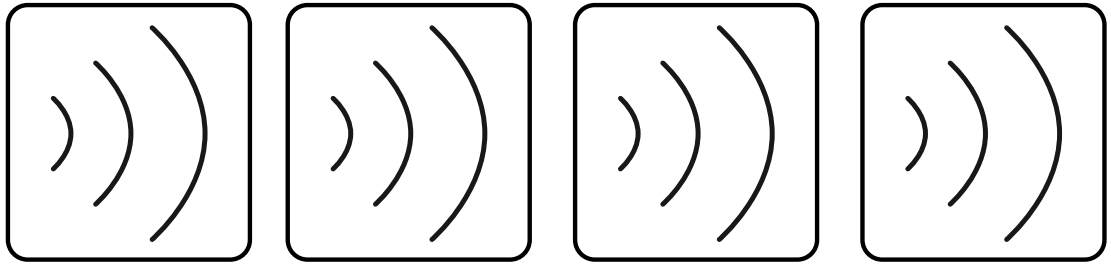
Sound Scientists

https://youtu.be/p8d1eEhH8NI

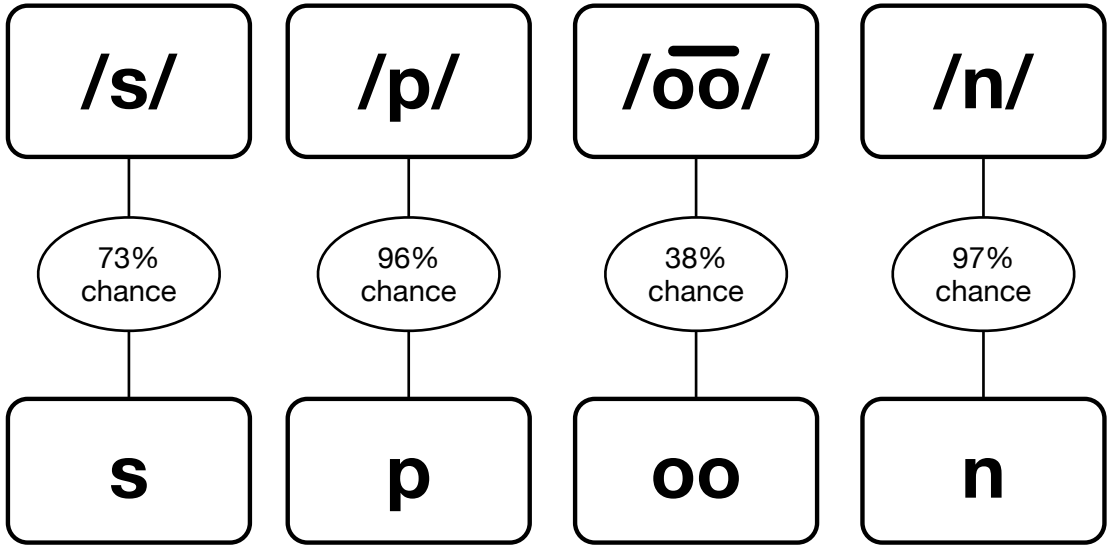


Language

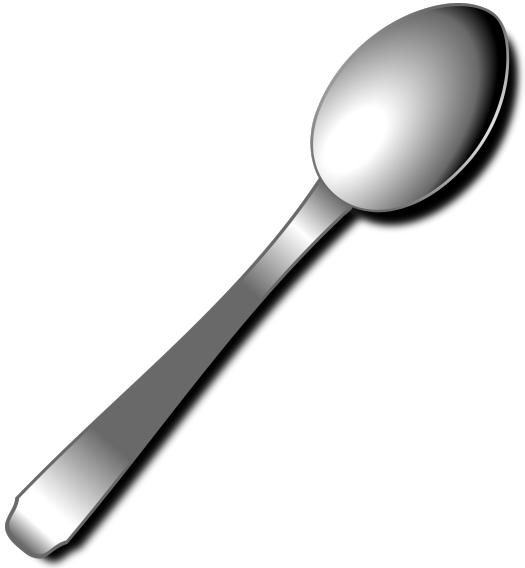
Phonemic Awareness



Phonemic Knowledge



Alphabetics / Phonics



Readers become orthographic experts by absorbing lots of data … The path to orthographic expertise begins with practice practice practice but leads to more more more. (Seidenberg, 2017, p. 108)

THE LITERACY BUG

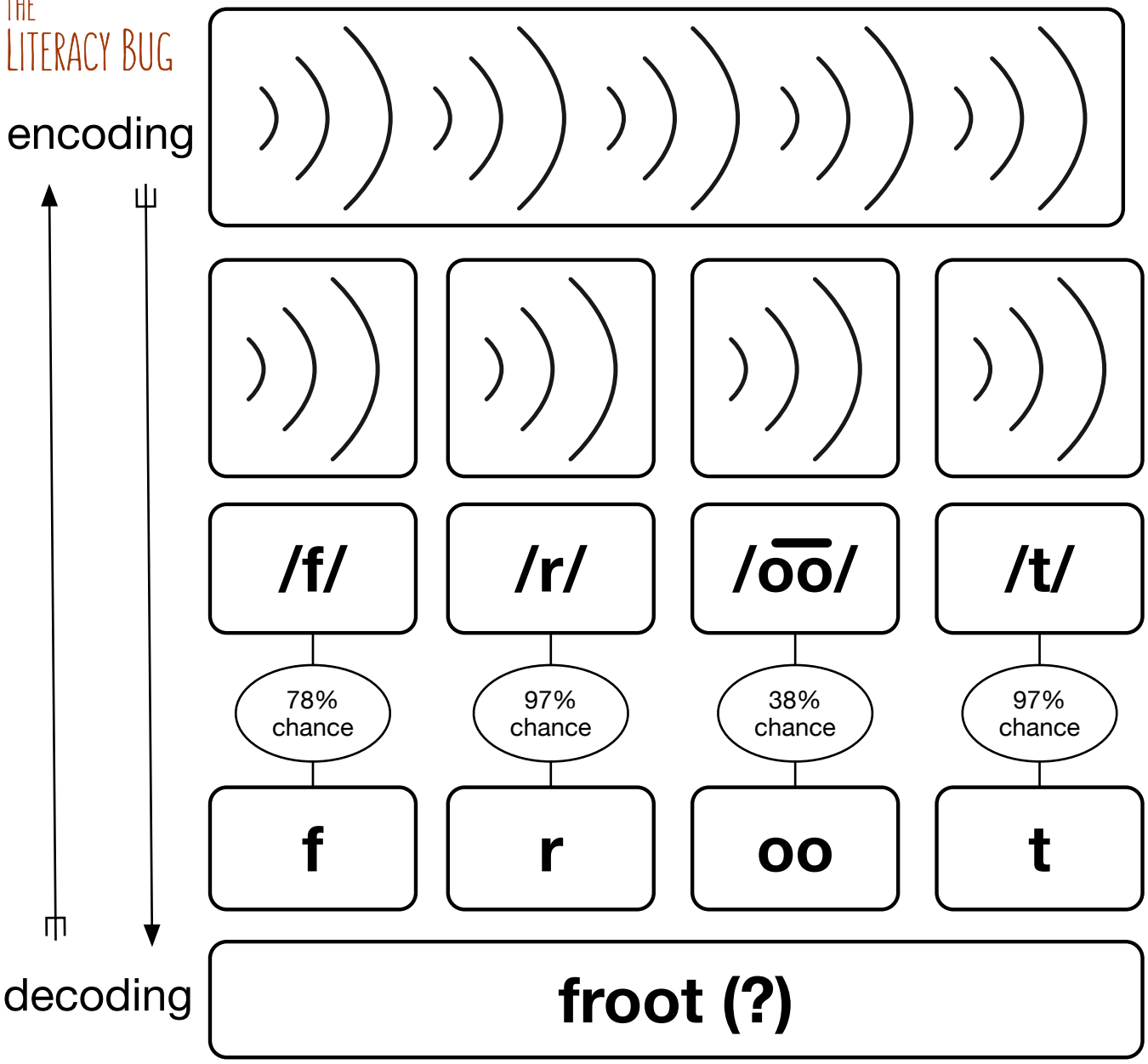
Invented Spelling . . .

"Before children attain a conventional level of spelling …they use what they know about the phonology and orthography to create novel forms of spelling.

These **invented spellings** provide a window into their developing awareness of the alphabetic principle." (p 77)

Ouellette, G., & Sénéchal, M. (2017). Invented spelling in kindergarten as a predictor of reading and spelling in Grade 1: A new pathway to literacy, or just the same road, less known? Developmental Psychology, 53(1), 77–88.

THE LITERACY BUG



"The beginning reader's initial task is to learn how the spoken language they know relates to the written code they are learning." (Seidenberg, 2017, p 22)

froot —> frute
—> fruit

THE LITERACY BUG

Consonant Patterns

Phoneme	Most likely grapheme	%
/th/	"**th**" (nb: voiced & unvoiced forms)	100%
/hw/	"**wh**" as in while (must discriminate from /w/)	100%
/ks/	"**x**" (but "x" can also make the /z/ sound)	100%
/kw/	"**q**" (but "qu" make the /k/ sound rarely)	100%
/v/	"**v**" (except in "of" when the "f" makes the /v/ sound)	99.5%
/d/	"**d**" (must discriminate from /b/)	98%
/h/	"**h**" (but the letter appears in many phonics patterns)	98%
/b/	"**b**" (must discriminate from /d/ and /p/)	97%
/n/	"**n**" (must discriminate from /m/ and /ng/)	97%
/r/	"**r**" (common words make the /r/ with "wr" or "rh")	97%
/t/	"**t**" (even though the "t" can make the "ch" sound)	97%
/p/	"**p**" (must discriminate from /d/ and /b/)	96%

Phoneme	Most likely grapheme	%
/m/	"**m**" (must discriminate from /n/ and /ng/)	94%
/w/	"**w**" (must discriminate from /hw/)	92%
/l/	"**l**" (but also spelled will "ll")	91%
/g/	"**g**" (but also spelled will "gh" and "g" also make /j/ sound)	88%
/f/	"**f**" (but also spelled will "gh" and "ph")	78%
/k/	"**c**" (but the "c" also makes the /s/ sound)	73%
/s/	"**s**" (but /s/ is made by "c" 17% of the time)	73%
/j/	"**g**" (even though the letter "j" is /j/ 100% of the time)	66%
/z/	"**s**" (even though the /z/ sound is associated with "z")	64%
/ng/	"**ng**" (even though "n" is /ng/ in "think")	59%
/y/	"**i**" (which is probably the biggest surprise on the list)	55%
/ch/	"**ch**" (even though "t" can also make the /ch/ sound)	55%
/sh/	"**ti**" (is most common, though "sh" is quickest association)	53%
/zh/	"**si**" (even though represented in other ways)	49%

THE LITERACY BUG

Vowel Patterns

Phoneme	Most likely grapheme	%
/short a/	"**a**" (as in cat … with regular CVC pattern predictability)	96%
/short e/	"**e**" (as in pen … with regular CVC pattern predictability)	91%
/aw/	"**a**" (as in father … with more diversity than short vowels)	89%
/short u/	"**u**" (as in dug … with regular CVC pattern predictability)	86%
/short o/	"**o**" (as in dog … with regular CVC pattern predictability)	79%
/long o/	"**o**" (long vowels could be spelled with more diversity)	73%
/long e/	"**e**" (long vowels could be spelled with more diversity)	70%
/long u/	"**u**" (long vowels could be spelled with more diversity)	69%
/short i/	"**i**" (the /short i/ can also be spelled with "y" as in "myth")	66%
/oi/	"**oi**" as in "boil" with "oy" as in "boy" making another 32%	62%
/ow/	"**ou**" as in "loud" with "ow" as in "cow" making 29%	56%
/short oo/	"**u**" as in "put" as well as "oo" in look at 31%	54%

Phoneme	Most likely grapheme	%
/long a/	"**a**" (and a_e at 35% as in "cake")	45%
/long oo/	**"oo"** as in boot, represented by u, o, ou, u_e, ew, ue	38%
/long i/	**"i_e"** as in fire and **"i"** as in find, also by ie, y, igh	37%
schwa	equally represented by the vowels a, e, i, o, u	—%
/er/	*not stated in research study*	—%
/ar/	*not stated in research study*	—%
/air/	*not stated in research study*	—%
/ear/	*not stated in research study*	—%
/yur/	*not stated in research study*	—%

The percentages provided are based on the number of times each sound-spelling appeared in the 17,000 most frequently used words (Hanna et al., 1966). These included multisyllabic words.

Hanna, P. R., R. E. Hodges, J. L. Hanna, and E. H. Rudolph. 1966. Phoneme-Grapheme Correspondences as Cues to Spelling Improvement. Washington, DC: U.S. Office of Education.

THE LITERACY BUG

Before we go on …a related presentation

THE LITERACY BUG

Analysing Spoken Words

An activity that helps learners develop their awareness of the sound patterns within familiar words (a.k.a. phonological awareness) … and which uses this awareness as one of the foundations for understanding the logic of the alphabetic principle.

https://youtu.be/HCvYgHk6ODc

But for formal study . . .

THE LITERACY BUG

Example English Literacy Facts

There are **26 letters** in the English alphabet.

21 are consonants;
5 are vowels (or 6 if you treat “y” as a sometimes vowel)

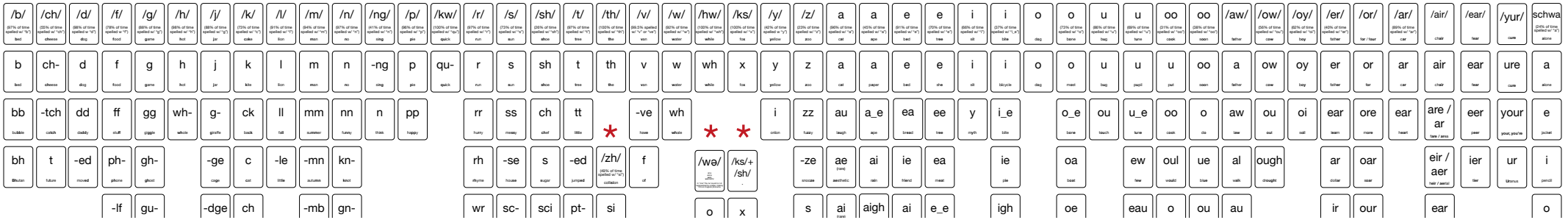
We use these letters as well as letter combinations to represent **44 phonemes** or English sounds (give or take one or two).

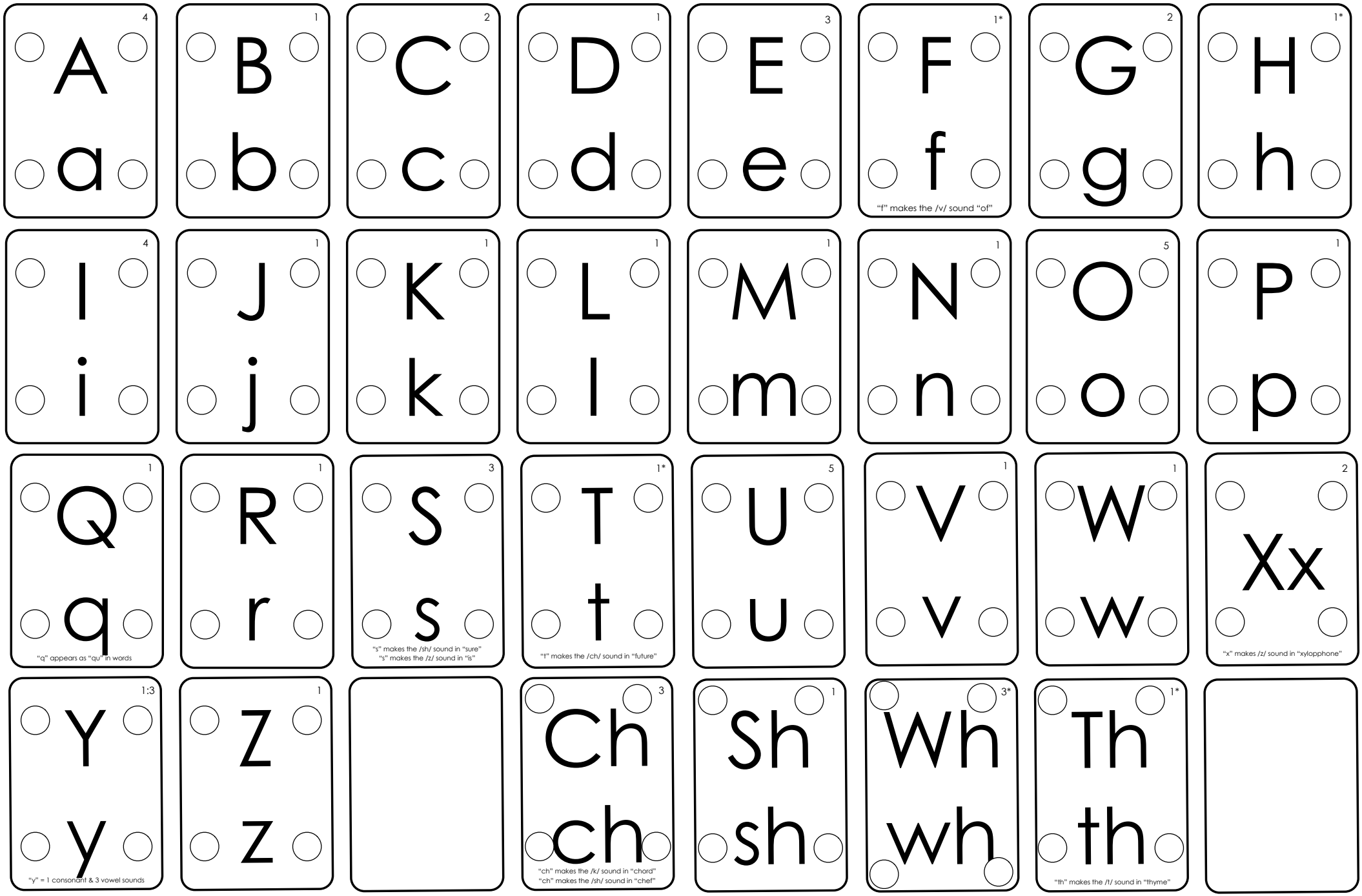
25 consonant sounds
19 vowel sounds

There are **74 common ways** to represent those 44 sounds (e.g. /oo/ as in true, new, shoe, flu)

These sounds are joined together to form words and syllables. There are **six common word and syllable types** in English.

Closed	This syllable ends with a consonant and contains a single following, often in its short form	mat or pic-nic or fresh (e.g CVC or CCVC)
Open	This syllable type ends with a vowel and the vowel is often long	me or ve-to
Silent e or vowel consonant e (ice)	This syllable has a silent e at the end which often signals that the vowel will be long	cape or stripe or cue
Vowel team or vowel pair	This syllable type contains two vowels that make one sound.	pain or head or toy
R-controlled vowel	This syllable contains a vowel with the letter r, and the vowel is neither short nor long.	far or ferment or torment
Consonant + le	This syllable always appears at the end of words and the consonant always goes with the -le	apple or simple or fickle




4
A
a
1
B
b
2
C
c
1
D
d
3
E
e
1*
F
f
"f" makes the /v/ sound "of"
2
G
g
1*
H
h
4
I
i
1
J
j
1
K
k
1
L
l
1
M
m
1
N
n
5
O
o
1
P
p
1
Q
q
"q" appears as "qu" in words
1
R
r
3
S
s
"s" makes the /sh/ sound in "sure"
"s" makes the /z/ sound in "is"
1*
T
t
"t" makes the /ch/ sound in "future"
5
U
u
1
V
v
1
W
w
2
Xx
"x" makes /z/ sound in "xylopphone"
1:3
Y
y
"y" = 1 consonant & 3 vowel sounds
1
Z
z
3
Ch
ch
"ch" makes the /k/ sound in "chord"
"ch" makes the /sh/ sound in "chef"
1
Sh
sh
3*
Wh
wh
1*
Th
th
"th" makes the /t/ sound in "thyme"

b

1

b is /b/ as in **b**ed **b**aby
bb is /b/ as in **bb**ubbly

bh is /b/ as in **Bh**utan (uncommon)

bt is /t/ in **doubt**
mb is /m/ in **thumb**

c

2

c is /k/ in **c**at
c is /s/ in **c**ircle or bi**c**ycle

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/, likewise,
sc is /s/ in **sc**ent
sc is /s/ + /k/ in **sc**are

d

1

d is /d/ as in **d**og
dd is /d/ as in d**dd**y

-ed is /d/ as in mov**ed**
-ed is /t/ as in jump**ed**

f

2**"**

f is /f/ as in **f**un
f is /v/ in **of**
(this is irregular)

ff is /f/ as in stu**ff**y
lf is /f/ as in cal**f**
ph is /f/ as in **ph**one
-gh is /f/ as in lau**gh**

g

2

g is /g/ as in **g**ame
g is /j/ as in **g**em
gg is /g/ as in ei**gg**le
gh- is /g/ as in **gh**ost
gu- is /g/ as in **gu**ide

-gh is /f/ in **tough**
G softens to /j/ if followed by E, I or Y. If not, G is /g/

h

1**"**

h is /h/ in **h**ole
wh are /h/ in **wh**ole

h is often combined in a number of consonant sounds, as a silent letter - as in **gh**ost - or to represent a digraph sound - as in **ph**one or lau**gh**

j

1**"**

j is only /j/ as in **j**ar

yet **g**, **-ge** & **-dge** can also make the /j/ sound

G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/. English words don't end in j.

k

1**"**

k is /k/ in **k**ite
-ck is /k/ in ba**ck**

k is silent in **k**now, **k**night, and **k**not
c **ch** & **-que** can also make the /k/ sound

l

1

l is /l/ in **l**ittle
ll is /l/ in sil**l**y
-le is /l/ in sim**ple**

lf is /f/ in **calf** and in **half**
al is /aw/ in w**alk**
oul is /short oo/ in **would**

m

1

m is /m/ in **m**ilk
mm is /m/ in s**mm**er
mb is /m/ in th**mb**
- mn is /m/ in autu**mn**

m is always **/m/**, except in the rare **mn-** is /n/ in **mn**emonic

n

2

n is /n/ in **n**ow
n is /ng/ in thi**nk**

nn is /n/ in su**nn**y
kn is /n/ in **kn**ow
gn is /n/ in **gn**at
pn is /n/ in **pn**eumonia
-mn is /m/ in aut**umn**
-ng is /ng/ in sing

p

1**"**

p is /p/ in **p**ie
pp is /p/ in hap**p**y

ph is /f/ in **ph**one
p is silent in **pn-**, **pt-**, and **ps-**

qu-

1**"**

qu- is /kw/ as in **qu**ick
whereas, **-que** is /k/ as in ch**eque**

q is always accompanied by the "u" and so "u" is not considered a vowel in this case.

r

1

r is /r/ in **r**ain
rr is /r/ in hu**rr**y
wr is /r/ in **wr**ite
rh is /r/ in **rh**yme

r is always /r/ and **r** appears in controlled-r vowels as in **far**

s

3

s is /s/ in **s**nake
s is /sh/ in **s**ure
s is /z/ in i**s**
sc is /s/ in **sc**ent
-se is /s/ in mou**se**
ss is /s/ in mes**s**y
ps is /s/ in **ps**ychiatry
ss is /sh/ in pressure
-sce is /s/ in cho**sce**
c **-ce** are /s/ in ease & pea**ce**

t

2

t is /t/ in **t**alk
t is /ch/ in future
-bt is /t/ in dou**bt**

tt is /t/ in little
ti- is /sh/ in na**ti**on
ti- is /t/ + /long i/ in **ti**tle
pt is /t/ in **pt**erodactyl

v

1

v is /v/ in **v**an
-ve is /v/ in ha**ve**

f is /v/ in **of**
(this is irregular)

English words do not end in "v", which is why there is the "ve" form

w

1**"**

w is /w/ in **w**ater

wh are /w/ in **wh**ale
wh is /hw/ in **wh**ile
wh is /h/ in **wh**ole
wr is /r/ in **wr**ite

x

2**"**

x is /ks/ in fo**x** or o**x**

yet
x is /z/ in **xylophone**
(this is irregular)

and
x is /ks/+/sh/ in luxury

y

1**"**

(as a consonant)

y is /y/ as in **y**ellow when a consonant, it also makes the /y/ sound in onion

y often appears in vowel sounds, which appear on a separate card

z

1

z is /z/ in **z**oo
zz is /z/ in fu**zz**y
-ze is /z/ in sno**ze**

x is /z/ in **x**ylophone
s is /z/ in **is**
-se is /z/ in **choose**

-bb

1

bb is /b/ as in ru**bb**ly
b is /b/ as in be**d** **baby**

the double b (bb) occurs after the short form of the vowel (e.g. bubble) and not the long form (baby). A word does not end with mm

-dd

1

d is /d/ as in **d**og
dd is /d/ as in d**dd**y

the double d (dd) occurs after the short form of the vowel (e.g. daddy). A word does not end with mm

-ff

1

ff is /f/ as in stu**ff**y
f is /f/ as in fun
lf is /f/ as in cal**f**

the double f (ff) occurs after the short form of the vowel (e.g. stuffy).

-gg

1

gg is /g/ as in ei**gg**le
g is /g/ as in **g**ame

the double g (gg) occurs after the short form of the vowel (e.g. giggle). A word doesn't end with gg

-ll

1

ll is /l/ in sil**ly**
l is /l/ in **l**ittle
-le is /l/ in sim**ple**

the double l (ll) occurs after the short form of the vowel (e.g. full or fall or ball).

-mm

1

mm is /m/ in s**mm**er
m is /m/ in **m**ilk
mb is /m/ in th**mb**

the double m (mm) occurs after the short form of the vowel (e.g. mummy or hammer). A word does not end with mm

-nn

1

nn is /n/ in su**nn**y
n is /n/ in **n**ow
kn is /n/ in **kn**ow
gn is /n/ in **gn**at

the double n (nn) occurs after the short form of the vowel (e.g. funny). A word does not end with nn

-pp

1

pp is /p/ in hap**p**y
p is /p/ in **p**ie

the double p (pp) occurs after the short form of the vowel (e.g. puppy). A word does not end with pp

-rr

1

rr is /r/ in hu**rr**y
r is /r/ in **r**ain
wr is /r/ in **wr**ite

the double r (rr) occurs after the short form of the vowel and does not create a controlled-r vowel (e.g. hurry). A word does not end with rr.

-ss

2

ss is /s/ in mes**s**y
ss is /sh/ in pressure

s is /s/ in **s**nake
s is /sh/ in sugar

-tt

1

tt is /t/ in little
t is /t/ in **t**alk
t is /ch/ in future

the double t (tt) occurs after the short form of the vowel (e.g. little).

-zz

1

zz is /z/ in fu**zz**y
z is /z/ in zoo
-se is /z/ in sno**se**

the double z (zz) occurs after the short form of the vowel (e.g. buzz) as opposed to the long vowel (e.g. faze)

ch

3

ch is /ch/ in **ch**eese
ch is /k/ in e**ch**o
ch is /sh/ in **ch**ef

t is /ch/ in **future**
teh is /ch/ in **t**ea**ch**
-tch is used after a single vowel that does NOT say its name

sh

1

sh- is /sh/ in **sh**ip, **sh**are,

s is /sh/ in sugar
ss is /sh/ in pressure
ssi is /sh/ in mission
sci- is /sh/ in conscience
ti- is /sh/ in nation
si- is /sh/ in confusion
ci- is /sh/ in physician
ch is /sh/ in **ch**ef

th

2*

th is /th/ in **th**is, **th**at, **th**e

th is always /th/, except in the rare **th** is /t/ in **th**yme

there are voiced/unvoiced forms of /th/

wh-

3

wh are /h/ in **wh**ole
wh is /w/ in **wh**ale
wh is /hw/ in **wh**ile

-ng

1

ng is always /ng/ as in sing and in singing

n is also /ng/ in thi**nk**

-ck

1

-ck is /k/ in ba**ck**

-ck is used only after a single vowel that says its short sound (e.g. **back** as opposed to steak)

-tch

1

-tch is /ch/ in ca**tch**
-tch is used after a single vowel that does NOT say its name

ch is /ch/ in **ch**eese
t is /ch/ in **t**ea**ch**
ch is /ch/ in **ch**ef
ch is /sh/ in **ch**ef

-ed

2

-ed is /d/ as in mov**ed**
-ed is /t/ as in jump**ed**

d is /d/ as in **d**og
dd is /d/ as in d**dd**y

ph-

1

ph is /f/ as in **ph**one
f is /f/ as in **f**un
ff is /f/ as in stu**ff**y
lf is /f/ as in cal**f**
gh is /f/ as in lau**gh**

the "p" is silent in "pt", "ps" and "pn"

-lf

1

lf is /f/ as in cal**f**
f is /f/ as in **f**un
ff is /f/ as in stu**ff**y

ph is /f/ as in **ph**one
-gh is /f/ as in lau**gh**

-gh

2

-gh is /f/ as in lau**gh**
f is /f/ as in **f**un
ff is /f/ as in stu**ff**y
ph is /f/ as in **ph**one

whereas **gh-** is /g/ as in **gh**ost
-gh is often silent in the vowel constructs like eigh, ough, but not in a word like tough

gh-

2

gh- is /g/ as in **gh**ost

whereas, **-gh** is /f/ as in lau**gh**
lf is /f/ as in cal**f**
f is /f/ as in fun
ff is /f/ as in stu**ff**y
ph is /f/ as in **ph**one

gu-

1

gu- is /g/ as in **gu**ide

g is /g/ as in **g**ame
gg is /g/ as in ei**gg**le
gh- is /g/ as in **gh**ost

-ge

1*

-ge is /j/ as in cage
-ge is /zh/ in beige (rare)

G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/

-dge

1

-dge is /j/ as in ju**dge**

yet **g** **-ge** & **j** can also make the /j/ sound
-dge is used only after a single vowel which says its short sound. Otherwise **-ge** is used as in ca**ge**.

-le

1

-le is /l/ in sim**ple**
ll is /l/ in sil**ly**
l is /l/ in **l**ittle

lf is /f/ in **calf** and in **half**
al is /aw/ in w**alk**
oul is /short oo/ in **would**

kn-

1

kn is /n/ in **kn**ow
n is /n/ in **n**ow
nn is /n/ in su**nn**y
gn is /n/ in **gn**at
pn is /n/ in **pn**eumonia

mn is /m/ in **autumn**
ng is /ng/ in sing

-que

1

-que is /k/ as in ch**eque**
whereas, **qu-** is /kw/ as in **qu**ick

c **ch**, **k** & **ck** can also make the /k/ sound.

In American spelling, ch**eque** is ch**eck**

-mn

1

- mn is /m/ in autu**mn**
m is /m/ in **m**ilk
mm is /m/ in s**mm**er
mb is /m/ in th**mb**

m is always **/m/**, except in the rare **mn-** is /n/ in **mn**emonic

-mb

1

mb is /m/ in th**mb**
m is /m/ in **m**ilk
mm is /m/ in s**mm**er
- mn is /m/ in autu**mn**

m is always **/m/**, except in the rare **mn-** is /n/ in **mn**emonic

gn-

1

gn is /n/ in **gn**at
n is /n/ in **n**ow
nn is /n/ in su**nn**y
kn is /n/ in **kn**ow
pn is /n/ in **pn**eumonia

mn is /m/ in **autumn**
ng is /ng/ in sing

rh

1

rh is /r/ in **rh**yme
r is /r/ in **r**ain
rr is /r/ in hu**rr**y
wr is /r/ in **wr**ite

r is always /r/ and **r** appears in controlled-r vowels as in **far**

wr

1

wr is /r/ in **wr**ite
r is /r/ in **r**ain
rr is /r/ in hu**rr**y
rh is /r/ in **rh**yme

r is always /r/ and **r** appears in controlled-r vowels as in **far**

sc

3

sc is /s/ in **sc**ent or **sc**enery
sc is /sh/ in **sc**ission
sc is /s/ + /k/ in **sc**are

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/

sci

2

sci- is /s/ + long i in **sci**ence

sci- is /sh/ in con**sci**ence

ssi

1

ssi is /sh/ in mi**ssi**on

ti- is /sh/ in na**ti**on
si- is /sh/ in confu**si**on
ci- is /sh/ in physi**ci**an

si-

3

si- is /s/ + V in **si**ngle /**s**ing
si is /sh/ in pen**si**on
si is /zh/ in confu**si**on

ti- is /sh/ in na**ti**on
si- is /sh/ in confu**si**on
ci- is /sh/ in physi**ci**an

ci-

2*

ci is /s/+V in **ci**tation or **ci**rcle
ci is /sh/ in clini**ci**an

ti- is /sh/ in na**ti**on
si- is /sh/ in confu**si**on
ci- is /sh/ in physi**ci**an

-ce

1

-ce are /s/ in pea**ce** & pa**ce**

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/

ps-

1

ps is /s/ in **ps**ychiatry or **ps**ychiatrist

p is silent in **pn-** and **pt-** and **ps-**

sch

1

sch- is /sh/ in **sch**nitzel (rare)

shi

1

shi- is /sh/ in fa**shi**on

ti-

3

ti- is /sh/ in na**ti**on
ti- is /ch/ in e**ti**quation
ti- is /t/ + /long i/ in **ti**tle

t is /t/ in **t**alk
tt is /t/ in **t**itle
si- is /sh/ in confu**si**on
ci- is /sh/ in physi**ci**an

-bt

1

-bt is /t/ in dou**bt**
tt is /t/ in **t**itle
t is /t/ in **t**alk
t is /ch/ in future
pt is /t/ in **pt**erodactyl

ti- is /sh/ in na**ti**on
ti- is /t/ + /long i/ in **ti**tle

-ve

1

v is /v/ in **v**an
-ve is /v/ in ha**ve**

f is /v/ in **of**
(this is irregular)

English words do not end in "v", which is why there is the "ve" form

i

1**"**

(as a consonant)

i is /y/ as in onion, when a consonant

i is primarily a vowel, and infrequently makes the /y/ sound

x is /z/ in **x**ylophone
s is /z/ in **is**
-se is /z/ in **choose**

-ze

1

z is /z/ in zoo
zz is /z/ in fu**zz**y
-ze is /z/ in sno**ze**

-se

2

-se is /s/ in mou**se** or mou**se**

-se is /z/ in cho**se** or choo**se** or no**se**

a

4

a is /short a/ in **cat**
a is /long a/ in **a**_**e** in **mate**
a is /long a/ in paper
a is /aw/ in father
a is schwa in alone

a vowel says its name (long form) at the end of a syllable as in paper.

e

3

e is /short e/ in **bed**
e is /long e/ in **she**
e is /schwa/ in jacket

a vowel says its name (long form) at the end of a syllable as in **she**.

i

1:4

i is /y/ in onion,
as a consonant

i is /short i/ in fin
i is /long i/ in find
i is /long i/ in bicycle
i is /long e/ in variation
i is /schwa/ in pencil

o

1:5

o is /**short o**/ in dog
o is /**long o**/ in veto
o is /**long oo**/ in do
o is /**aw**/ in on
o is **schwa** in gallop
o is /**w+schwa**/ in one
/short o/ and /aw/ are similar – vowel says its name at the end of a syllable as in veto.

u

5

u is /short u/ in **tub**
u is /long u/ in pupil
u is /short oo/ in put
u is /long oo/ in super
u is /schwa/ in circus

y

1:3

y is /y/ in **yellow**

y is /long e/ in funny
y is /short i/ in **myth**
y is /long i/ in **my**

-uy is /long i/ in **buy**
-ye is also /long i/ in **bye** or **rye**

a_e

3**"**

a_**e** is /long a/ in **mate**
a_**e** is /short a/ in **have**
a_**e** is /air/ in **care**

e_e

1

e-**e** is /long e/ in e**ve**

e is /long e/ in **she**
ea is /long e/ in **each**
ei is /long e/ in **receive**
ie is /long e/ in believe
i_**e** is /long e/ in pe**tite**

i_e

2**"**

i_**e** is /long i/ in **bite**
i_**e** is /long e/ in pe**tite**
i is /long i/ in bicycle
ie is /long i/ in fiesty
igh is /long i/ in **high**
eigh /long i/ in **height**
y is /long i/ in **my**
uy is /long i/ in **buy**

o_e

1

o-**e** is /long o/ in **note**

o is /long o/ in most & veto
oa is /long o/ in boat
oe is /long o/ in **toe**
ou is /long o/ in soul
ow is /long o/ in **bow**
ough /long o/ **though**

u_e

2

u-**e** is /long u/ in **mule**

u-**e** /short oo/ in **flute**

-ye

1

-ye is /long i/ in bye or rye

y is also /long i/ in my

ai

3**"**

ai is commonly
/long a/ in **rain**

irregular cases
ai is /short a/ in plaid
ai is /short e/ in **said**

ay

1

ay is commonly
/long a/ in **day**

ay usually makes the /long a/ sound at the end of a base words as in the compound word **payday**

aw

1

aw is /aw/ in **law**

a is /aw/ in father
au is /aw/ in **fraud**
al is /aw/ in **walk**
ough is /aw/ in **ought**
augh is /aw/ in **taught**

au

1

au is /aw/ in **fraud**

a is /aw/ in father
al is /aw/ in **walk**
aw is /aw/ in **law**
ough is /aw/ in **ought**
augh is /aw/ in **taught**

al

1

al is /aw/ in **walk**

a is /aw/ in father
au is /aw/ in **fraud**
aw is /aw/ in **law**
ough is /aw/ in **ought**
augh is /aw/ in **taught**

aigh

1

ai is commonly
/long a/ in **straight**

augh

3**"**

augh is /aw/ in **taught**
augh is /short a/ + /f/ in **laugh**
augh is /aw/ + /f/ in **laugh**

ar

3**"**

ar is /ar/ in **car**

ar is /er/ in dollar

ar is /air/ in **area**

are

2

are is /air/ in **care**
are is /ar/ in **are**

air is /air/ in **chair**
are is /air/ in **pare**
eir is /air/ in **heir**
err is /air/ in **error**

air

1

air is /air/ as in **chair**

whereas, **ai** is commonly /long a/ in **rain**

irregular cases
ai is /short a/ in **plaid**
ai is /short e/ in **said**

ee

1

ee is /long e/ in meet

e is /long e/ in she
e_**e** is /long e/ in eve
ea is /long e/ in **each**
ei is /long e/ in **receive**
ie is /long e/ in believe
i_**e** is /long e/ in pe**tite**

ea

3

ea is /long a/ in steak
ea is /short e/ in bread
ea is /long e/ in seat

ei

3

ei is /long a/ in vein
ei /long e/ in receive
ei /long i/ in fiesty

ey

2

ey is /long e/ in **key**

ey is /long a/ in they

eigh

2

eigh is /long a/ in **eight**

eigh is /long i/ in **height**

ew

2**"**

ew is /long u/ in **few**
ew is /long oo/ in **new**

the two sounds - /long u/ & /long oo/ - sound near identical if not exactly the same

er

1

er is /er/ in father

ar is /er/ in dollar
ur is /er/ in **blur**
ir is /er/ in **girl**
or is /er/ in **work**
ear is /er/ in **learn**
yr is /er/ in **syrup**

ear

4

ear is /ear/ in **fear**
ear is /air/ in **tear**
ear is /ar/ in **heart**
ear is /er/ in **learn**

eer

1

eer is /ear/ in **peer**

ear is /ear/ in **fear**
ier is /ear/ in **tier**

ie

3

ie is /short a/ in friend
ie /long e/ in believe
ie /long i/ in **pie**

igh

1

igh is /long i/ in **high**

i_**e** is /long i/ in **bite**
i is /long i/ in bicycle
ie is /long i/ in fiesty
eigh /long i/ in **height**
y is /long i/ in **my**
uy is /long i/ in **buy**

ir

1

ir is /er/ in girl

er is /er/ in father
ar is /er/ in dollar
ur is /er/ in blur
or is /er/ in work
ear is /er/ in learn
yr is /er/ in syrup

ier

1

ier is /ear/ in **tier**

ear is /ear/ in **fear**
eer is /ear/ in **peer**

oa

1

oa is /long o/ in boat

oar is /or/ in **soar**
o is /long o/ in most & veto
o-**e** is /long o/ in **note**
oe is /long o/ in **toe**
ou is /long o/ in **soul**
ow is /long o/ in **bow**

oe

1

oe is /long o/ in **toe**

o is /long o/ in most & veto
o-**e** is /long o/ in **note**
oa is /long o/ in boat
ou is /long o/ in soul
ow is /long o/ in bow
ough /long o/ **though**

oo

1

oo /short oo/ in **cook**

oo /long oo/ in **boot**

ou

4

ou is /long o/ in **soul**
ou is /long oo/ in **soup**
ou is /short u/ in **touch**

ou is /ow/ in **out**

oul /short oo/ **would**

oul

1

oul is /short oo/ in **would**

ou is /long o/ in **soul**
ou is /long oo/ in **soup**
ou is /short u/ in **touch**
ou is /ow/ in **out**

ough

5

ough /long o/ **though**
ough /long oo/ **through**
ough is /aw/ in **fought**
ough /ow/ in **drought**

ough is /short u/ + /f/ in **tough**

ow

2

ow is /long o/ in **grow**

ow is /ow/ in **cow**

oy

1

oy is /oi/ in boy

oi is /oi/ in **soil**

oi

1

oi is /oi/ in soil

oy is /oi/ in boy

or

2

or is /or/ in **for**
or is /er/ in work

our is /or/ in **four**
oar is /or/ in **soar**
ore is /or/ in **more**
for is /or/ in **door**

ore

1

ore is /or/ in **more**

or is /or/ in **for**
our is /or/ in **four**
oar is /or/ in **soar**

oor

1

oor is /or/ in **door**

or is /or/ in **for**
our is /or/ in **four**
oar is /or/ in **soar**
ore is /or/ in **more**
for is /or/ in **door**

oar

1

oar is /or/ in **soar**

or is /or/ in **for**
our is /or/ in **four**
ore is /or/ in **core**

our

2

our is /or/ in **four**
our is /ow/ + r in **hour**

our is /or/ in **four**
oar is /or/ in **soar**
ore is /or/ in **more**

ui

1

ui is /long u/ or
/long oo/ in **suit** and **fruit**

the two sounds - /long u/ & /long oo/ - sound near identical if not exactly the same

ue

1

ue is /long oo/ in **blue**

the two sounds - /long u/ & /long oo/ - sound near identical if not exactly the same

-uy

1

-uy is /long i/ in **buy**

y is also /long i/ in my
-**ye** is also /long i/ in **bye** or **rye**

ur

2

ur is /er/ in **turn**
ur is /yur/ in **U**ranus

er is /er/ in fa**ther**
ar is /er/ in dollar
ur is /er/ in **blur**
ir is /er/ in **girl**
or is /er/ in **work**
ear is /er/ in **learn**
yr is /er/ in **syrup**

-ure

1

-ure is /yur/ in **pure**, **sure** and **cure**

The phoneme could be /long u/ + /r/, but there seems to be a unique /y/ and controlled-r blend

Over time, we learn to combine elements to form words.

1

b

b is /b/ as in **b**ed **b**aby
bb is /b/ as in ru**bb**ly

bh is /b/ as in **Bh**utan (uncommon)

bt is /t/ in **d**ou**bt**
mb is /m/ in **th**u**mb**

2

c

c is /k/ in **c**at
c is /s/ in **c**ircle or bi**c**ycle

C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/, likewise,
sc is /s/ in **sc**ent
sc is /s/ + /k/ in **sc**are

1

d

d is /d/ as in **d**og
dd is /d/ as in a**dd**y

-ed is /d/ as in mov**ed**
-ed is /t/ as in jump**ed**

2**

f

f is /f/ as in **f**un
f is /v/ in o**f**
(this is irregular)

ff is /f/ as in stu**ff**y
lf is /f/ as in ca**lf**
ph is /f/ as in **ph**one
-gh is /f/ as in lau**gh**

2

g

g is /g/ as in **g**ame
g is /j/ as in **g**em
gg is /g/ as in ri**gg**le
gh- is /g/ as in **gh**ost
gu- is /g/ as in **gu**ide

-gh is /f/ in **t**ou**gh**
G softens to /j/ if followed by E, I or Y. If not, G is /g/

1*

h

h is /h/ in **h**ole
wh are /h/ in **wh**ole

h is often combined in a number of consonant sounds, as a silent letter - as in **gh**ost - or to represent a digraph sound - as in **ph**one or lau**gh**

1*

j

j is only /j/ as in **j**ar

yet **g** **-ge** **&** **-dge** can also make the /j/ sound

G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/. English words don't end in j.

1*

k

k is /k/ in **k**ite
-ck is /k/ in ba**ck**

k is silent in **kn**ow, **kn**ight, and **kn**ot
c **ch** **&** **-que** can also make the /k/ sound

1

l

l is /l/ in **l**ittle
ll is /l/ in si**ll**y
-le is /l/ in simp**le**

lf is /f/ in **calf** and in **half**
al is /aw/ in w**al**k
oul is /short oo/ in w**oul**d

1

m

m is /m/ in **m**ilk
mm is /m/ in su**mm**er
mb is /m/ in thu**mb**
- mn is /m/ in autu**mn**

m is always **/m/**, except in the rare **mn-** is /n/ in **mn**emonic

2

n

n is /n/ in **n**ow
n is /ng/ in thi**n**k

nn is /n/ in su**nn**y
kn is /n/ in **kn**ow
gn is /n/ in **gn**at
pn is /n/ in **pn**eumonia
-mn is /m/ in **autumn**
-ng is /ng/ in sing

1*

p

p is /p/ in **p**ie
pp is /p/ in pu**pp**y

ph is /f/ in **phone**
p is silent in **pn-**, **pt-**, and **ps-**

1*

qu-

qu- is /kw/ as in **qu**ick
whereas, **-que** is /k/ as in ch**eque**

q is always accompanied by the "u" and so "u" is not considered a vowel in this case.

1

r

r is /r/ in **r**ain
rr is /r/ in hu**rr**y
wr is /r/ in **wr**ite
rh is /r/ in **rh**yme

r is always /r/ and **r** appears in controlled-r vowels as in **far**

3

s

s is /s/ in **s**nake
s is /sh/ in **s**ure
s is /z/ in **is**

sc is /s/ in **sc**ent
-se is /s/ in mou**se**
ss is /s/ in me**ss**y
ps is /s/ in **ps**ychiatry
ss is /sh/ in pre**ss**ure
-se is /z/ in choo**se**
c **-ce** are /s/ in **c**ease & peac**e**

2

t

t is /t/ in **t**alk
t is /ch/ in **t**uture
-bt is /t/ in dou**bt**

tt is /t/ in li**tt**le
ti- is /sh/ in na**ti**on
ti- is /t/ + /long i/ in **ti**tle
pt is /t/ in **pt**erodactyl

1

v

v is /v/ in **v**an
-ve is /v/ in ha**ve**

f is /v/ in o**f**
(this is irregular)

English words do not end in "v", which is why there is the "ve" form

1*

w

w is /w/ in **w**ater

wh are /w/ in **wh**ale
wh is /hw/ in **wh**ile
wh is /h/ in **whole**
wr is /r/ in **wr**ite

2**

x

x is /ks/ in fo**x** or o**x**

yet
x is /z/ in **x**ylophone
(this is irregular)

1**

y

(as a consonant)

y is /y/ as in **y**ellow when a consonant, **i** also makes the /y/ sound in on**i**on

y often appears in vowel sounds, which appear on a separate card

1

z

z is /z/ in **z**oo
zz is /z/ in fu**zz**y
-ze is /z/ in snoo**ze**

x is /z/ in **x**ylophone
s is /z/ in **is**
-se is /z/ in **choose**

3

ch

ch is /ch/ in **ch**eese
ch is /k/ in **ch**ord
ch is /sh/ in **ch**ef

t is /ch/ in **t**uture
tch is /ch/ in ca**tch**
-tch is used after a single vowel that does NOT say its name

1

sh

sh- is /sh/ in **sh**ip, **sh**are,

s is /sh/ in su**g**ar
ss is /sh/ in pre**ss**ure
ssi is /sh/ in mi**ss**ion
sci- is /sh/ in con**sci**ence
ti- is /sh/ in na**ti**on
si- is /sh/ in confu**si**on
ci- is /sh/ in phy**ci**an
ch is /sh/ in **ch**ef

2*

th

th is /th/ in **th**is, **th**at, **th**e

th is always /th/, except in the rare **th** is /t/ in **thyme**

there are voiced/unvoiced forms of /th/

-ack

/ă/ + /k/

words: back, tack, rack, sack,
non-words: dack, fack,

-ake

/ā/ + /k/

words: bake, cake, fake, lake
non-words: make, yake

-an

/ă/ + /n/

words: ban, can, fan, pan, ran
non-words: zan, yan, quan

-ane

/ā/ + /n/

words: ban, can, fan, pan, ran
non-words: zan, yan, quan

-ain

/ā/ + /n/

words: pain, rain, train, stain
non-words: yain, quain

-ale

/ā/ + /l/

words: bale, pale, kale, sale
non-words: zale, quale

-ail

/ā/ + /l/

words: quail, rail, pail, nail
non-words: cail, zail

-at

/ă/ + /t/

words: at, bat, cat, mat, gnat
non-words: lat, dat, zat

*

-ate

/ā/ + /t/

words: date, late, fate, create
non-words: zate, wate

-ame

/ā/ + /m/

words: same, name, fame, lame
non-words: wame, zame

-ap

/ă/ + /p/

words: cap, nap, map, trap
non-words: quap, vap, wap

-ape

/ā/ + /p/

words: cape, drape, shape, tape
non-words: quape, zape

-ash

/ă/ + /sh/

words: sash, quash, smash
non-words: zash, nash, vash

-ank

/ā/ + /n/ + /k/

words: thank, bank, tank
non-words: zank, vank, cank

-ag

/ă/ + /g/

words: bag, lag, nag, wag
non-words: zag, quag, yag

-aw

/aw/

words: saw, law, paw, claw
non-words: zaw, vaw, taw

-ay

/ā/

words: say, play, tray, way
non-words: say, tay, vay

-eat

/ē/ + /t/

words: seat, wheat, treat, neat
non-words: zeat, veat, yeat

-est

/ĕ/ + /s/ + /t/

words: best, zest, west, nest
non-words: hest, yest

-ell

/ĕ/ + /l/

words: tell, sell, well, bell, yell
non-words: zell, fell, mell

-ed

/ĕ/ + /d/

words: bed, fled, Ted
non-words: yed, ved

-en

/ĕ/ + /n/

words: hen, Ben, zen, den, pen
non-words: ken, ven, quen

-ill

/ĭ/ + /l/

words: bill, hill, will, quill, trill
non-words: zill, yill

-ick

/ĭ/ + /k/

words: lick, trick, wick, quick
non-words: zick, yick

-ice

/ī/ + /s/

words: mice, twice, lice, nice
non-words: zice, yice

-it

/ĭ/ + /t/

words: sit, quit, wit, lit, exit
non-words: yit, dit, git

-ight

/ī/ + /t/

words: light, slight, fight, tight
non-words: zight, wight

-ite

/ī/ + /t/

words: site, bite, lite, quite
non-words: site, hite, twite

-ip

/ĭ/ + /p/

words: sip, lip, flip, hip, zip
non-words: yip

-ig

/ĭ/ + /g/

words: big, gig, twig, wig
non-words: vig, yig

-in

/ĭ/ + /n/

words: win, fin, bin,
non-words: hin, zin, min

-ine

/ī/ + /n/

words: mine, twine, line, dine
non-words: zine, nine, bine

-ink

/ĭ/ + /n/ + /k/

words: sink, think, blink, wink
non-words: zink, yink, hink

-ide

/ī/ + /d/

words: side, wide, slide, hide
non-words: zide, yide, dide

-ock

/ŏ/ + /k/

words: sock, mock, flock, clock
non-words: zock, yock, vock

-oke

/ō/ + /m/

words: poke, smoke, yoke
non-words: doke, loke, voke

-ot

/ŏ/ + /t/

words: hot, bot, lot, not, rot
non-words: yot, zot, vot

-oat

/ō/ + /t/

words: moat, boat,
non-words: zoat, yoat

-oom

/o͞o/ + /m/

words: room, boom, zoom
non-words: yoom, toom

-ook

/o͝o/ + /k/

words: look, book, took, cook
non-words: yook, zook, vook

-ore

/or/

words: core, more, store
non-words: zore, vore

-og

/ŏ/ + /n/

words: dog, log, bog, blog
non-words: zog, yog, vog

-op

/ŏ/ + /p/

words: pop, top, mop, bop
non-words: zop, yop, vop**s**

-unk

/ŭ/ + /n/ + /k/

words: trunk, sunk, bunk
non-words: zunk, yunk

-ump

/ŭ/ + /m/ + /p/

words: jump, lump, stump
non-words: zump, wump

-ut

/ŭ/ + /t/

words: but, nut, hut, rut, gut
non-words: sut, lut, yut

-ug

/ŭ/ + /g/

words: hug, bug, tug, lug
non-words: zug, nug, vug

-un

/ŭ/ + /n/

words: fun, bun, sun, run
non-words: yun, zun, lun

THE LITERACY BUG

We learn about word patterns

m s
a n
t p
i

CVC words

p i n m a t

s a p s i p

short vowel

CVCe words

p i n → p i n e

m a t → m a t e

short vowel *long vowel*

ay
ee
ea
oi
ie

CVVC words

day boil

tree

bread friend

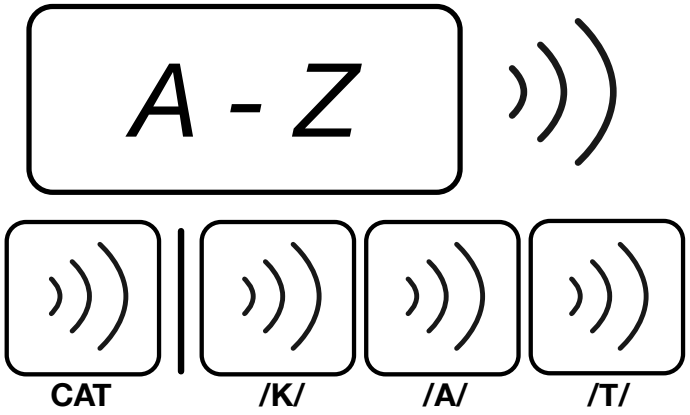
Multisyllabic words

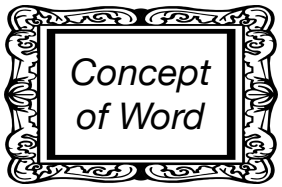
hotdog before

bottle helicopter

banana

Emergent (3 to 5 yrs old)





Pre-speller to spell it how it sounds
Oral language, print awareness, phonemic awareness and alphabetic awareness are the key features of this stage. These are the building blocks for formal literacy.

Letter-Name Alphabetic (4 to 7 years old)

Spell it how it sounds
The single-syllable, CVC form is the easiest way for learners to master consonants sounds, consonant digraphs, consonant blends, the short form of the vowels and simple r-controlled vowels.

Consonant - cat, bed, pig, sun, bot, bog, gig, bib, quit …

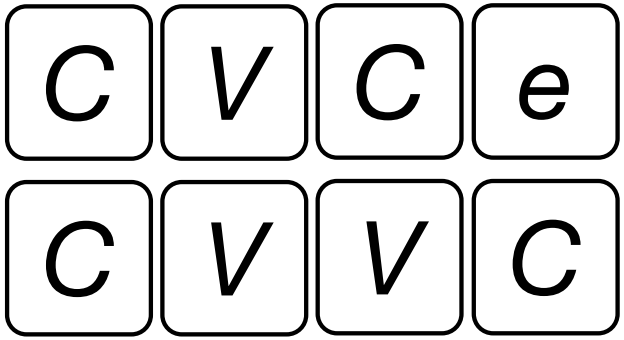
Digraph - with, chat, ship, fish, mush …

Blends - plan, flag,

r-controlled vowels - car, far, fir, stir, star, blur,

NB: the short form of each vowel (a, e, i, o, u) is only represented by a small number of spelling options … unlike the long form —>

Within-Word Pattern (7 to 9 Years old)

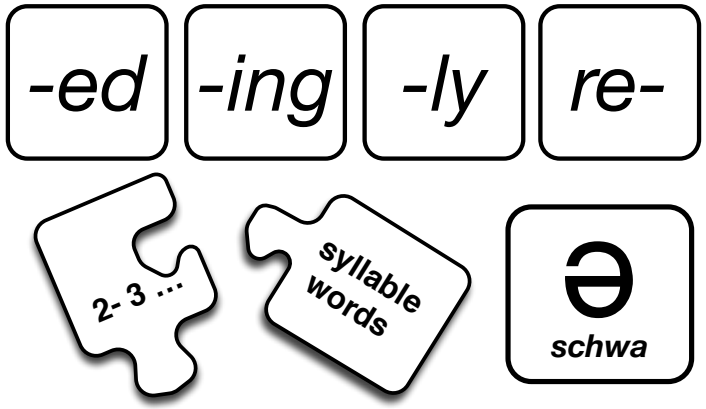


Spell it by pattern
Once a learner has mastered the CVC pattern, it is time to contrast the short vowel sounds with long vowel sound.

Once this contrast is developing, learners explore the various diphthong forms and diverse vowel sounds in single-syllable words, such as *bright.* Learners also explore plurals, contractions, homophones, homographs and compound words.

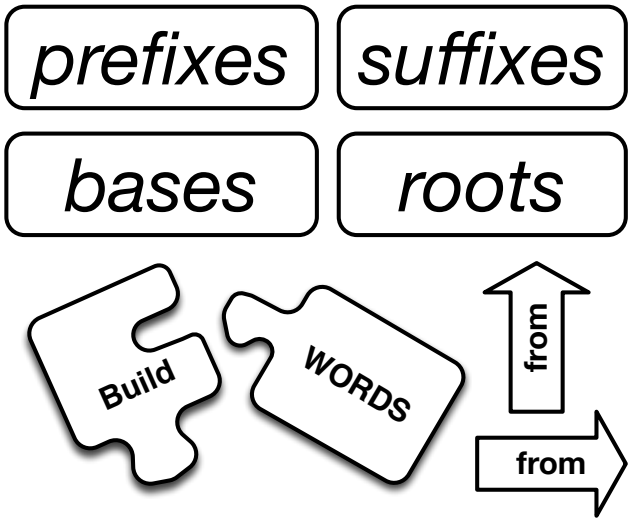
Learners clarify spelling patterns with the help of dictionary aids

Affixes/Suffixes (9 to 11 years old)



Spell by rule & dictionary aids
By this stage, leaners can decode most, if not all, single syllable words. At this stage, learners become adept at adding common prefixes and suffixes as well as spelling a range of multisyllabic words, which requires that they identify *syllable junctures.* The unstressed, ambiguous *schwa* sound (often pronounced "uh") is also present in many multisyllabic words, such as *a*lone and confi*d*ent. Learners will need to turn to other tools to disambiguate these unclear vowel sounds.

Derivational (11 years & older)



10 - 13: use many strategies / 13+: spell from knowledge
At this stage, there are few items which are missing from one's skill set. Instead, spelling & vocabulary learning are inextricable linked.

Six Most Common Syllable Patterns

Closed	This syllable ends with a consonant and contains a single following, often in its short form	mat or pic-nic or fresh (e.g CVC or CCVC)
Open	This syllable type ends with a vowel and the vowel is often long	me or ve-to
Silent e or vowel consonant e (ice)	This syllable has a silent e at the end which often signals that the vowel will be long	cape or stripe or cue
Vowel team or vowel pair	This syllable type contains two vowels that make one sound.	pain or head or toy
R-controlled vowel	This syllable contains a vowel with the letter r, and the vowel is neither short nor long.	far or ferment or torment
Consonant + le	This syllable always appears at the end of words and the consonant always goes with the -le	apple or simple or fickle

END NOTE: As encoding and decoding skills become automatic, there is a gradual shift in the treatment of literacy. There is a shift away from encoding/decoding and toward composition/comprehension. Consequently, teachers assume that learners have the skills to create and consume texts. There is now an onus on conveying and extracting meaning and intentions through text. For instance, it is assumed that one can read the text [government form], but does one know what its means in context?)

THE LITERACY BUG

We learn to add inflectional endings

Adding -ing

hop → **hopping**

CVC

hope → **hoping**

CVCe

Adding -ed

bat → **batted**

CVC

look → **looked**

CVVC

THE LITERACY BUG

We learn about morphology

Prefixes, roots, and suffixes

"Not caring, not feeling"

a pathe tic

not — **feeling** — **the quality of**

"A love for humankind; generosity"

phil anthro py

love — **mankind/humankind** — **the quality of**

Common Prefixes

un-
/short u/ + /n/

not ... the opposite of

untie, undo, unconscious, unveil

re-
/r/ + /long e/

repeat ... do again

return, revisit, rerun, recap, repeat, reuse

pre-
/p/ + /r/ + /long e/ or /p/ + /r/ + /short e/

before ... to go before

preview, precede, preface, pretreat, prepare, preschool

dis-
/d/ + /short i/ + /s/

not, do not, not recognise

disagree, disappear, disappoint, disengage, discard

ex-
/short e/ + /ks/

keep out, outside, former

exit, exclude, external, exoskeleton, ex-president

in-
/short i/ + /n/

not

incorrect, inconsiderate, independent, incredible

uni-
/long u/ + /n/ + /long e/ or /long u/ + /n/ + /short i/

one, single, once

unicycle, unite, unilateral, universe, unibrow

bi-
/b/ + /long i/

two, twice

bicycle, bilateral, biannual, binaural, bipolar

tri-
/t/ + /r/ + /long i/ or /t/ + /r/ + /short i/ or

three, thrice

tricycle, triplicate, trifecta, triennial, tripod

sub-
/s/ + /short u/ + /b/

under, less, below

subtract, submarine, subzero, subpar, submit, substitute

post-
/p/ + /long o/ + /s/ + /t/

after

postpone, postgame, posterior posthumous, postnatal,

mis-
/m/ + /short i/ + /s/

not, failed to, wrong

misunderstand, misanthropic, misnomer, misbehave

non-
/n/ + /short o/ + /n/

not, lacking

nonevent, noncommittal, nonsense, nonexistent

mal-
/m/ + /schwa/ + /l/

bad, evil, poorly

malevolent, maladapted, maligned, malnourished

anti-
[/short a/ + /n/] + [/t/ + /long e/]

against, opposed to, opposite

antipathy, antithesis, anticlimax, antidote, antibiotic

inter-
[/short i/ + /n/] + [/t/ + /er/]

between, across

international, interpersonal, intersect, interpolate, internet

intra-
[/short i/ + /n/] + [/t/ + /r/ +/ schwa]

within

intrapersonal, intranet, intracultural

super-
[/s/ + /long oo/] + [/p/ + /er]

above, beyond

superfluous, superscript, superb, superior

fore-
/f/ + /or/

before, come before

foreshadow, foreword, foreman, forebear, forecast, forebode

pro-
/p/ + /r/ + /long o/

before or supportive

prologue, proceed, propose, probable, proclaim, pronounce

quad-
/kw/ + /aw/ + /d/

four

quadrangle, quadbike, quadrupled, quadrant

pent-
/p/ + /short e/ + /n/ + /t/

five

pentagon, pentameter, pentecost, pentadactyl

multi-
[/m/ + /short u/ + /l/] + [/t/ + /long e/]

many

multigrain, multicultural, multiply, multicoloured

a-
/short a/ or /long a/

without, not

apathy, amoral, abiotic, asymmetrical, atheist

dys-
/d/ + /short i/ + /s/

abnormal, bad

dysfunction, dyslexia, dysplasia, dystopia, dysgraphia

com-
/k/ + /short o/ + /m/

together, bring together

complete, compare, comfort, compile, commingle

ambi-
[/short a/ + /m/] + [/h/ + /long e/ or schwa]

both

ambiguous, ambidextrous, ambivalent, (amphibian)

co-
/k/ + /long o/

together, partnership

coproduction, cofounder, copilot, coexist, coincidence

dia-
[/d/ + /long i/] + [short a]

through ... across

diameter, diagonal, diagnosis, diachronic, diaspora

con-
/k/ + /schwa/ + /n/ or /k/ + /short o/ + /n/

with, joined, together

connect, continue, conjoin, congregate, concurrently

poly-
[/p/ + /short o/] + [/l/ + /long e]

many

polygon, polyester, polytechnic, polypeptide, polyglot

mono-
[/m/ + /short o/] + [/n/ + / long o/ or /short o/]

single, one

monolingual, monotonous, monologue, monopoly

Common Suffixes

-s
/s/

either indicates the plural form of a noun or the singular form of a verb

dogs, ducks, walks, jumps, debates

-es
/schwa/ + /s/

either indicates the plural form of a noun or the singular form of a verb

dishes, washes, crosses, discusses

-ed
/d/ or /t/ or /schwa/ + /d/

either indicates the past tense of a verb or the past participle

walked, jumped, traded (had) discussed

-ing
/short i/ + /ng/

either indicates the present participle or the gerund form

walking, trading, seeing, hopping, running

-ly
/l/ + /long i/

often indicates the adverb form of words (or the "how")

quickly, silently, happily, nervously

-able
/schwa/ + /b/ + /l/

having the quality of ... (noun)

capable, affable, enjoyable, liable, enviable

-ful
/f/ + /schwa/ + /l/

being full of ...

cheerful, deceitful, colourful, beautiful

-tion
/sh/ + /schwa/ + /n/

the nominalisation of a verb ... or when we turn a verb into a noun (common in academic writing)

creation, dictation, detection, summation

-ness
/n/ + /short e/ + /s/

the qualify of ... noun form of an adjective

happiness, wickedness, suspiciousness, peacefulness

-less
/l/ + /short e/ + /s/

without ... (adjective)

careless, fearless, nameless, spotless, homeless, useless

-ous
/schwa/ + /s/ or /short u/ + /s/

having the quality of ... (adjective)

aqueous, vacuous, conscious, malicious

-ive
/short i/ + /v/

having the quality of ...

decisive, inquisitive, collective, expressive, cooperative, perceptive

-ish
/short i/ + /sh/

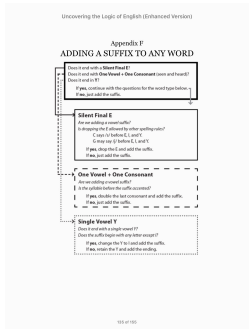
being like or having the quality of ... **or** *... common in many verbs*

sheepish, selfish, publish, vanish, establish

-ship
/sh/ + /short i/ + /p/

the qualify of ... noun form of an adjective or concept

friendship, mateship, hardship, censorship, workmanship



-uous
/long u/ + /schwa/ + /s/ or /long u/ + /short u/ + /s/

having the quality of ... (adjective)

vacuous, virtuous, conspicuous, promiscuous

-ty
/t/ + /long e/

the quality of being ... the presence of being ...

identity, cruelty, mortality, hostility

-ist
/short i/ + /s/ + /t/

person with a particular trait

pianist, sexist, dramatist, sociologist, scientist

-sion
/zh/ + /schwa/ + /n/

the nominalisation of a verb ... or when we turn a verb into a noun (common in academic writing)

collision, permission, cohesion, supervision, conclusion

-fy
/f/ + /long i/

the act of ... to turn into (verb)

crucify, liquify, exemplify, deify, solidify

-y
/l/ + /long i/

often indicates that something has the quality of ("funny" the quality of fun)

funny, slimy, happy, angry, wispy

Common Greek/Latin Rootes

acri-
[/short a/ + /k/] + [/r/ + /short i/]

bitter, stinging

acrimonious, acrid, acridity, acrimony

agr-
[/short a/ + /g/] + [/r/]

relating to farming

agronomy, agriculture, agrarian, agribusiness

anthro-
[/short a/ + /n/] + [/th/ + /r/ + /long o/]

mankind, humankind

anthropology, misanthrope, philanthropy, anthropomorphism

aqu-
/aw/ + /kw/, or /short a/ + /kw

water

aquatic, aquarium, aqueous, aquamarine

arch-
/ar/ + /ch/

head, chief, kind

archenemy, monarchy, oligarchy, archdiocese

auto-
[/aw/] + [/t/ + /long o/ or / short o/]

on its own

autonomous, automobile, automatic, automaton

ben-
/b/ + /short e/ + /n/

good

beneficial, benefit, benediction, benefactor, benevolent

bibli-
[/b/ + /short i/ + /b/] + [/l/ + /long e/ or /short i/]

book

bibliophile, bibliography, bible, benefactor, bibliographer

bio-
[/b/ + /long i/] + [/short o/]

life

biology, biography, biotic, abiotic, antibiotic, biosphere

carn-
/k/ + /ar/ + /n/

meat, flesh

carnal, carnivore, carnivorous, incarnation

cent-
/s/ + /short e/ + /n/ + /t/

one hundred

centimetre, century, centipede, bicentennial

cert-
/s/ + /er/ + /t/

confidently know

certainty, certitude, certificate, ascertain, certifiable

chrom-
/k/ + /r/ + /long o/ + /m/

colour

chromatic, chromatology, chromotherapy

chron-
/k/ + /r/ + /short o/ + /n/

time

chronicle, achronistic, chronology, chronometer

circ-
/c/ + /er/ + /k/

round, around

circle, circumference, circuitous, circumlocution

cog-
/c/ + /short o/ + /g/

mind, aware, think

cognition, cogent, cognitive, neuro cognitive, cogitate

contra-
[/k/ + /short o/ + /n/] + [/t/ + /r/ + /schwa/]

against

contradict, contravene, contrast, contra-political

corp-
[/k/ + /or/] + [/p/]

body

corpus, corporal, corpulent, incorporate, corporate

cosm-
/k/ + /short o/ + /s/ + /m/

space, stars

cosmic, cosmology, cosmopolitan, cosmonaut

cred-
/k/ + /r/ + /short e/ + /d/

belief

credible, incredible, credit, credulous

crypt-
/k/ + /r/ + /short i/ + /p/ + /t/

hidden

cryptic, crypt, cryptogram, apocryphal

ego-
[/long e/] + [/g/ + /long o/]

self

egocentric, egoist, ego, egomaniac

equi-
[/long e/] + [/kw/ + short i/]

equal

equal, equivalent, equilateral, equinox

fid-
/f/ + /short i/ + /d/

faith, trust

fidelity, infidelity, fiduciary, confidant, confidence

geo-
[/g/ + /long e/] + [/long o/]

earth

geologist, geology, geometry, geocentric

graph-
/g/ + /r/ + /short a/ + /f/

writing, representing

dysgraphia, orthography, geography, graphics

hetero-
[/h/ + /short e/] + [/t/ + /er/] + [/long o/]

mixed, diverse

heterogenous, heterosexuality, heterodyne

homo-
[/h/ + /long o/] + [/m/ + / long o/]

same, singular (Greek) ... or human (Latin

homogeneity, homonym, homosexual, homo sapien

hydr-
[/h/ + /long i/] + [/d/ + /r/]

water

hydraulic, hydrogen, hydrophobia, hydrant

hyper-
[/h/ + /long i/] + [/p/ + /er/]

above, beyond, over

hyperactive, hypersensitive, hyperbolic, hypertension

hypo-
[/h/ + /long i/] + [/p/ + /long o/]

below, lower, under

hypodermic, hypothermia, hyposensitive, hypochondriac

kilo-
[/k/ + /long e/] + [/l/ + /long o/]

one thousand

kilogram, kilometre, kiloton

lingu-
[/l/ + /short i/ + /ng/] + [/g/ + /w/]

language

linguistic, lingual, multilingual, linguist

locu-
[/l/ + /long o/ + /k/] + [/long o/]

talk

locution, interlocuter, circumlocution

macro-
[/m/ + /short a/ + /k/] + [/r/ + /long o/]

large

macrocosm, macroscopic, macrocytosis, macrobiotic

man-
/m/ + /short a/ + /n/

hand

manual, manuscript, manufacture, manipulate

medi-
[/m/ + /long e/] + [/d/ + /long e/]

half

medium, median, mediocre

micro-
[/m/ + /long i/] + [/k/ + /r/ + /long o/]

small

microscopic, microscope, microcosm, microbiotic

morph-
/m/ + /or/ + /f/

change, transform

morph, morphology, anthropomorphic, metamorphosis

omni-
[/short o/ + /m/] + [/n/ + /short i/*]

all

omnipotent, omniscient, omnipresent,

pan-
/p/ + /short a/ + /n/

over all, all, across all

panacea, pan-pacific, pantheism, panorama

path-
/p/ + /short a/ + /th/

feeling

sympathy, apathy, empathy, antipathy

phil-
/f/ + /short i/ + /l/

love

philanthropy, philanderer, philosopher, bibliophile*

phon-
/f/ + /long o/ + /n/

sound

telephone, phonology, phonogram, symphony*

phot-
/f/ + /long o/ + /t/

light

photon, photography, photosynthesis, photoelectric

phys-
/f/ + /short i/ + /s/

nature, natural bodies

physical, physics, physician, biophysics

pseud-
/s/ + /oo/ + /d/

fake, not exact, not real

pseudo psychology , pseudonym, pseudoscience, pseudograph

psych-
/s/ + /long i/ + /k/

mind

psychology, psychosis, psychiatry, psychic

soph-
/s/ + /long o/ + /f/ or **/s/ + /short o/ + /f/**

wisdom

sophist, philosophy, sophisticated, sophistication

stell-
/s/ + /t/ + /short e/ + /l/

star

stellar, constellation, interstellar

struct-
/s/ + /t/ + /short u/ + /k/ + /t/

form, formed, order

structure, construction, instruction

tel-
/t/ + /short e/ + /l/

far, far off

telephone, television, teletransporter

term-
/t/ + /er/ + /m/

time, length of time

term, terminal, termination interminable, indeterminate

therm-
/th/ + /er/ + /m/

heat

thermal, thermometer, hypothermia, geothermal

vac-
/v/ + /short a/ + /k/

empty, extract

vacuum, vacuous, vacant*, evacuate, evacuee

viv-
/v/ + /long i/ + /v/ /v/ + /short i/ + /v/

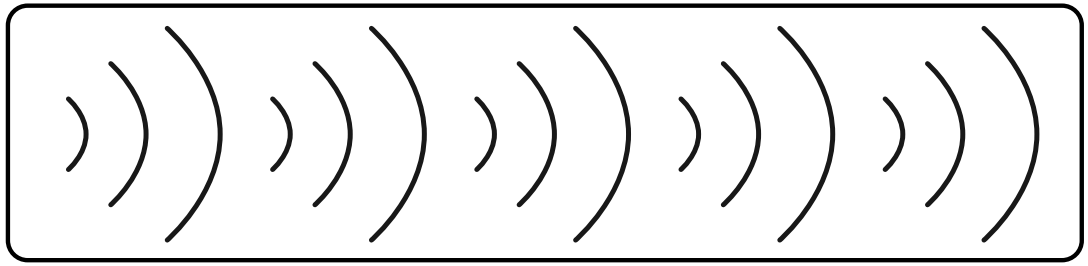
life, lively

vivid, vivacious, vitality, vitamin

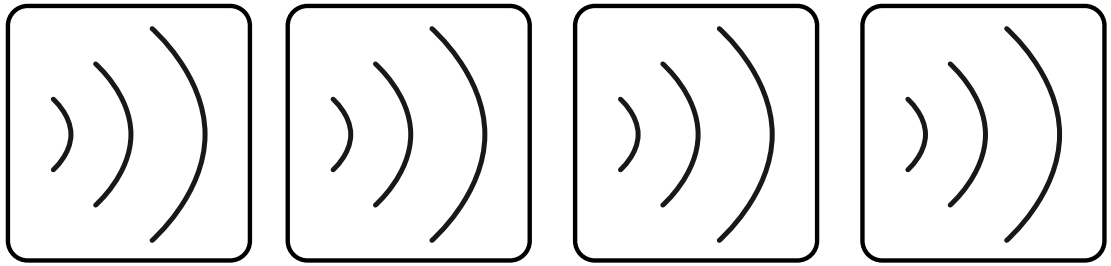
Morphemes - the smallest, *meaningful* units within a word

THE LITERACY BUG

Language



Phonemic Awareness



Phonemic Knowledge

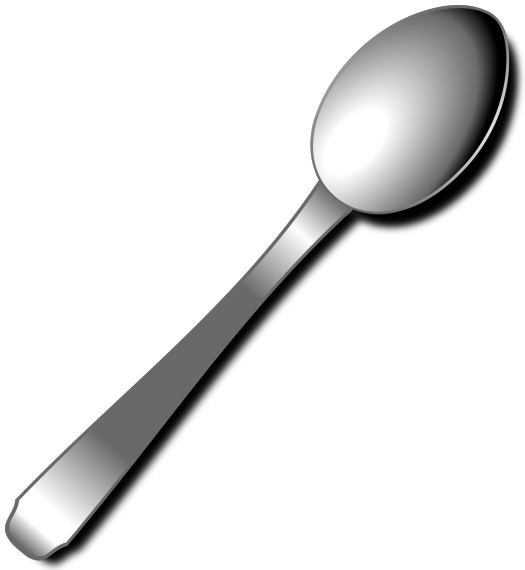
/s/	/p/	/o͞o/	/n/

Alphabetics / Phonics

s	p	oo	n

Word Construction

spoon



Bringing print and speech into alignment makes reading feasible. (Seidenberg, 2017, p. 40)

Automatic Word Recognition

THE LITERACY BUG

What words do learners learn to use, read and spell?

common, familiar vocabulary

NB: At age six, a child may know thousands of words when heard but few in print.

Despite this, a word which is familiar to a learner may be easier to read and spell as the learner call upon both his/her semantic and phonetic systems to recall the word.

These words are often called upon in phonics studied so students can generalise where patterns can be found.

high frequency words

Some words - like "no" - are recognised prior to any phonetic instruction.

Other words - like "was" - are both ubiquitous and irregular, and are often taught by sight rather than analysis.

When referring to high frequency words, we use lists like Dolche or Fry.

As with common vocabulary, these words are open to analysis when the time comes, so students can generalise where patterns can be found.

print words encountered in books and the environment

One of the best sources of print vocabulary is through environmental scans and book reading.

In an environmental scan a child may recognise the word "STOP" in a sign and - then - in isolation well before having the skills to decode the word.

It goes without saying that book reading is important, both at the beginning and throughout one's reading life. Reading connected texts help learners apply word reading skills and semantic problem solving strategies.

topical words being studied (e.g. at school)

Still other words are studied as part of exploring "content", such as "breakfast words" or "dinosaurs" or "art instruments"

As with common vocabulary, a child can know a word when heard but lack the skills to decode it independently.

That said, having access to the word's meaning may provide the incentive for the child to persevere in order to work out its pronunciation and spelling.

words based on progressive patterns in phonics program

Now we get to the "evidence-based" practice, which is found to be effective for a wide range of children … a progressive program in which learners develop the skills to blend, segment and decode increasingly complex graphemes, phonograms and words.

A learner can call upon his/her wide knowledge of print words to help generalise the patterns being explored in the sequenced, synthetic phonics program.

NB: Please do not underestimate a leaner's invented spellings. They reveal the patterns which have been mastered and those which are to come.

Fry's First 100 Words + A Few Other Relevant Words

a /long a/ or /schwa/ or /short a/ *article: one* Dolche: preprimer Fry's first hundred	**about** [/schwa/] | [/b/ +/ow/ + /t/] *preposition* Dolche: Third Grade Fry's first hundred	**after** [/short a/ + /f/] | [/t/ + /er/] *adverb: later than* Dolche: First Grade Fry's first hundred	**again** [/schwa/] | [/g/ + /short e/ + /n/] *adverb: repeated* Dolche: First Grade Fry's first hundred	**all** /aw/ + /l/ *adjective: every* Dolche: Primer Fry's first hundred	**an** /short a/ + /n/ *article: singular* Dolche: First Grade Fry's first hundred	**and** /short a/ + /n/ + /d/ *conjunction* Dolche: preprimer Fry's first hundred	**any** [/short e/] | [/n/ + /long e/] *pronoun* Dolche: First Grade Fry's first hundred	**are** /ar/ *verb: to be (plural impersonal)* Dolche: Primer Fry's first hundred	**as** /short a/ + /z/ *adverb, conjunction, preposition* Dolche: First Grade Fry's first hundred	**at** /short a/ + /t/ *preposition* Dolche: Primer Fry's first hundred	**be** /b/ + /long e/ *verb: to be* Dolche: Primer Fry's first hundred	*
been /b/ + /short e/ + /n/ or /b/ + /long e/ + /n/ *auxiliary verb* Dolche: Second Grade Fry's first hundred	**before** [/b/ + /long e/] | [/f/ + /or/] *preposition, adverb, conjunction* Dolche: Second Grade Fry's first hundred	**blue** /b/ + /l/ + /long oo/ adjective: colour Dolche: preprimer Fry's first hundred (extended)	**boy** /b/ + /oy/ *noun: male child* Fry's first hundred	**bug** /b/ + /short u/ + /g/ *noun, verb: insect or to annoy* Fry's first hundred - additional	**but** /b/ + /short u/ + /t/ *conjunction* Dolche: Primer Fry's first hundred	**by** /b/ + /long i/ *preposition* Dolche: First Grade Fry's first hundred	**can** /k/ + /short a/ + /n/ noun: container verb: able Dolche: preprimer Fry's first hundred	**chin** /ch/ + /short i/ + /n/ *noun: bone below the mouth* Fry's first hundred - additional	**come** /k/ + /schwa/ + /m/ *verb: arrive* Dolche: preprimer Fry's first hundred	**day** /d/ + /long a/ *noun: one cycle of the sun* Fry's first hundred	**did** /d/ + /short i/ + /d/ *verb: to do (past tense)* Dolche: Primer Fry's first hundred	
do /d/ + /long oo/ *verb* Dolche: Primer Fry's first hundred	**down** /d/ + /ow/ + /n/ *preposition: below or lower* Dolche: preprimer Fry's first hundred	**eat** /long e/ + /t/ *verb: to consume* Dolche: Primer Fry's first hundred	**for** /f/ + // *preposition* Dolche: preprimer Fry's first hundred	**from** /f/ + /r/ + /short u/ + /m/ *preposition* Dolche: First Grade Fry's first hundred	**fun** /f/ + /short u/ + /n/ *adjective: amusing* Fry's first hundred - additional	**get** /g/ + /short e/ + /t/ *verb: to acquire* Dolche: Primer Fry's first hundred	**give** /g/ + /short i/ + /v/ *verb, noun: to offer, an offering* Dolche: First Grade Fry's first hundred	**go** /g/ + /long o/ *verb: to move, travel* Dolche: preprimer Fry's first hundred	**good** /g/ + /short oo/ + /d/ *adjective: favourable* Dolche: Primer Fry's first hundred	**grin** /g/ + /r/ + /short i/ + /n/ *verb, noun: smile* Fry's first hundred - additional	**had** /h/ + /short a/ + /d/ *verb, auxiliary verb: to possess* Dolche: First Grade Fry's first hundred	
has /h/ + /short a/ + /z/ *verb, auxiliary verb: to possess* Dolche: First Grade Fry's first hundred	**have** /h/ + /short a/ + /v/ *verb or auxiliary verb* Dolche: Primer Fry's first hundred	**he** /h/ + /long e/ *pronoun* Dolche: Primer Fry's first hundred	**her** /h/ + /er/ *possessive pronoun (female)* Dolche: First Grade Fry's first hundred	**here** /h/ + /ear/ *adverb: location, close* Dolche: preprimer Fry's first hundred	**him** /h/ + /short i/ + /m/ *indirect pronoun* Dolche: First Grade Fry's first hundred	**his** /h/ + /short i/ + /z/ *possessive pronoun (male)* Dolche: First Grade Fry's first hundred	**hop** /h/ + /short o/ + /p/ *verb: to jump up and down* Fry's first hundred - additional	**how** /h/ + /ow/ *adverb, interrogative pronoun* Dolche: First Grade Fry's first hundred	**I** /long i/ *pronoun: singular, personal* Dolche: preprimer Fry's first hundred	**if** /short i/ + /f/ *conjunction: conditional* Dolche: Third Grade Fry's first hundred	**in** /short i/ + /n/ *preposition* Dolche: preprimer Fry's first hundred	
is /short i/ + /z/ *verb: to be* Dolche: preprimer Fry's first hundred	**it** /short i/ + /t/ *pronoun: singular, impersonal* Dolche: preprimer Fry's first hundred	**its** /short i/ + /t/ + /s/ *pronoun (possessive)* Dolche: Second Grade	**just** /j/ + /short u/ + /s/ + /t/ *adjective: barely or fair* Dolche: First Grade Fry's first hundred	**know** /n/ + /long o/ *verb: to remember information* Dolche: First Grade Fry's first hundred	**like** /l/ + /long i/ + /k/ *verb, preposition, adjective, adverb* Dolche: Primer Fry's first hundred	**little** [/l/ + /short i/] | [/t/ +/schwa/ + /l/] *adjective: small* Dolche: preprimer Fry's first hundred	**long** /l/ + /aw/ + /ng/ *adjective: of great length* Dolche: Third Grade Fry's first hundred	**make** /m/ + /long a/ + /k/ *verb: to create* Dolche: preprimer Fry's first hundred	**man** /m/ + /short a/ + /n/ *noun: adult male* Fry's first hundred	**many** /m/ + /short e/ + /n/ + /long e/ *adjective: lots of* Dolche: Second Grade Fry's first hundred	**map** /m/ + /short a/ + /p/ *verb, noun: chart an area* Fry's first hundred - additional	
me /m/ + /long e/ *pronoun: singular, personal* Dolche: preprimer Fry's first hundred	**much** /m/ + /short u/ + /ch/ *adverb, adjective* Dolche: Third Grade Fry's first hundred	**my** /m/ + /long i/ *pronoun: personal, possessive* Dolche: preprimer Fry's first hundred	**neck** /n/ + /short e/ + /k/ *noun: between head and shoulders* Fry's first hundred - additional	**new** /n/ + /long oo/ *adjective* Dolche: Primer Fry's first hundred	**no** /n/ + /long o/ *exclamation* Dolche: Primer Fry's first hundred	**not** /n/ + /short o/ + /t/ *adverb* Dolche: preprimer Fry's first hundred	**of** /schwa/ + /v/ *preposition* Dolche: First Grade Fry's first hundred	**old** /long o/ + /l/ + /d/ *adjective: not young* Dolche: First Grade Fry's first hundred	**on** /short o/ + /n/ *preposition* Dolche: Primer Fry's first hundred	**one** /w/ + /schwa/ + /n/ *number* Dolche: preprimer Fry's first hundred	**or** /or/ *conjunction* Dolche: Second Grade Fry's first hundred	
other [/schwa/] | [/th/ + /er/] *adjective: not this one* Fry's first hundred	**our** /ow/ + /r/ *possessive pronoun* Dolche: Primer Fry's first hundred	**out** /ow/ + /t/ *preposition, adverb* Dolche: Primer Fry's first hundred	**pull** /p/ + /short u/ + /l/ *verb: to move an object toward one* Dolche: Second Grade	**put** /p/ + /short u/ + /t/ *verb: to place* Dolche: First Grade Fry's first hundred	**quit** /kw/ + /short i/ + /t/ *verb: to stop, refuse to continue* Fry's first hundred - additional	**rock** /r/ + /short o/ + /k/ *verb, noun: move back/forth, hard object* Fry's first hundred - additional	**sad** /s/ + /short a/ + /d/ *adjective: unhappy* Fry's first hundred - additional	**said** /s/ + /short e/ + /d/ *verb: to speak (past tense)* Dolche: preprimer Fry's first hundred	**see** /s/ + /long e/ *verb: to look (with eyes)* Dolche: preprimer Fry's first hundred	**she** /sh/ + /long e/ *pronoun: female* Dolche: Primer Fry's first hundred	**so** /s/ + /long o/ *conjunction, adjective, adverb* Dolche: Primer Fry's first hundred	
sock /s/ + /short o/ + /k/ *noun:* sleeve for foot Fry's first hundred - additional	**some** /s/ + /short u/ + /m/ *adjective* Dolche: First Grade Fry's first hundred	**sun** /s/ + /short u/ + /n/ *noun, verb: start at the centre of our universe* Fry's first hundred - additional	**take** /t/ + /long a/ + /k/ *verb: to collect* Dolche: First Grade Fry's first hundred	**that** /th/ + /short a/ + /t/ *relative pronoun* Dolche: Primer Fry's first hundred	**the** /th/ + /long e/ *or* /th/ + /schwa/ *article* Dolche: preprimer Fry's first hundred	**their** /th/ + /air/ *pronoun: possessive* Dolche: Second Grade Fry's first hundred	**them** /th/ + /short e/ + /m/ *pronoun: plural, object* Dolche: First Grade Fry's first hundred	**then** /th/ + /short e/ + /n/ *temporal adverb* Dolche: First Grade Fry's first hundred	**there** /th/ + /air/ *adverb* Dolche: Primer Fry's first hundred	**they** /th/ + /long a/ *pronoun: plural, impersonal* Dolche: Primer Fry's first hundred	**thin** /th/ + /short i/ + /n/ *adjective: slender* Fry's first hundred - additional	
this /th/ + /short i/ + /s/ *pronoun* Dolche: Primer Fry's first hundred	**three** /th/ + /r/ + /long e/ *number* Dolche: preprimer Fry's first hundred	**to** /t/ + /long oo/ *preposition* Dolche: preprimer Fry's first hundred	**top** /t/ + /short o/ + /p/ *verb, noun: highest point* Fry's first hundred - additional	**two** /t/ + /long oo/ *number* Dolche: preprimer Fry's first hundred	**up** /short u/ + /p/ *preposition* Dolche: preprimer Fry's first hundred	**us** /short u/ + /s/ *pronoun (collective personal)* Dolche: Second Grade Fry's first hundred	**very** /v/ + /air/ + /long e/ *adverb: of significance* Dolche: Second Grade Fry's first hundred	**was** /w/ + /schwa/ + /z/ *verb: to be (past tense)* Dolche: Primer Fry's first hundred	**we** /w/ + /long e/ *pronoun: personal, collective* Dolche: preprimer Fry's first hundred	**well** /w/ + /short e/ + /l *adverb, noun: good; source of (water)* Dolche: Primer	**went** /w/ + /short e/ + /n/ + /t/ *verb: to go (past tense)* Dolche: Primer	
were /w/ + /er/ *verb: to be (past tense)* Dolche: First Grade Fry's first hundred	**what** /wh/ + /schwa/ + /t/ *interrogative pronoun* Dolche: First Grade Fry's first hundred	**when** /wh/ + /short e/ + /n/ *adverb, conjunction, relative adverb* Dolche: First Grade Fry's first hundred	**which** /wh/ + /short i/ + /ch/ *interrogative, relative pronoun* Dolche: Second Grade Fry's first hundred	**who** /wh/ + /long oo/ *relative/interrogative pronoun* Dolche: Primer Fry's first hundred	**will** /w/ + /short i/ + /l/ *model verb, noun* Dolche: Primer Fry's first hundred	**win** /w/ + /short i/ + /n/ *verb, noun: victorious* Fry's first hundred - additional	**with** /w/ + /short i/ + /th/ *preposition* Dolche: Primer Fry's first hundred	**work** /w/ + /er/ + /k/ *verb, noun: to put effort in* Dolche: Second Grade Fry's first hundred	**would** /w/ + /short oo/ + /d/ *modal verb* Dolche: Second Grade Fry's first hundred	**you** /y/ + /long u/ *pronoun: impersonal* Dolche: preprimer Fry's first hundred	**your** /y/ + /er/ or /y/ + /or/ *possessive pronoun* Dolche: Second Grade Fry's first hundred	

Fry's Second 100 Words + A Few Other Relevant Words

also [/aw/ + /l/] | [/s/ + /long o/] *adverb: in addition to* Fry's second hundred	**am** /short a/ + /m/ *verb: to be (singular personal)* Dolche: Primer Fry's second hundred	**another** [/schwa/] | [/n/ + /schwa/] | [/th/ + /er/] *pronoun: additional one* Fry's second hundred	**away** [/schwa/] | [/w/ + /long a/] *adjective: leave or not here* Dolche: preprimer Fry's second hundred	**back** /b/ + /short a/ + /k/ *verb, noun, adjective: behind, reverse* Fry's second hundred	**ball** /b/ + /aw/ + /l/ *noun: round object (often bouncy)* Fry's second hundred	**because** [/b/ + /long e/] | [/k/ + /schwa/ + /s/] *conjunction: causation* Dolche: Second Grade Fry's second hundred	**best** /b/ + /short e/ + /s/ + /t/ *adjective: better than* Dolche: Second Grade Fry's second hundred	**better** [/b/ + /short e/] | [/t/ + /er/] *adjective, verb: improve, good* Dolche: Third Grade Fry's second hundred	**big** /b/ + /short i/ + /g/ *adjective: large* Dolche: preprimer Fry's second hundred	**black** /b/ + /l/ + /short a/ + /k/ *colour* Dolche: Primer Fry's second hundred	**book** /b/ + /short oo/ + /k/ *verb, noun: bound reading material* Fry's second hundred
both /b/ + /long o/ + /th/ *pronoun* Dolche: Second Grade Fry's second hundred	**box** /b/ + /short o/ + /ks/ *verb, noun: square or rectangular vessel* Fry's second hundred	**break** /b/ + /r/ + /long a/ + /k/ *verb, noun: (to) fracture* Fry's second hundred - additional	**bring** /b/ + /r/ + /short i/ + /ng/ *verb: to carry to you* Dolche: Third Grade Fry's second hundred	**call** /k/ + /aw/ + /l/ *verb, noun: to speak out, request* Dolche: Second Grade Fry's second hundred	**came** /k/ + /long a/ + /m/ *verb: to arrive* Dolche: Primer Fry's second hundred	**colour** [/k/ + /schwa/] | [/l/ + /er/] *noun, verb: (to add) a shade or hue* Fry's second hundred	**could** /k/ + /short oo/ + /d/ *verb: able* Dolche: First Grade Fry's second hundred	**dear** /d/ + /ear/ *adjective, noun: lovely (one)* Fry's second hundred	**done** /d/ + /short u/ + /n/ *adjective: completed* Dolche: Third Grade	**draw** /d/ + /r/ + /aw/ *verb: to sketch* Dolche: Third Grade	**drink** /d/ + /r/ + /short i/ + /n/ + /k/ *verb, noun: to imbibe liquid* Dolche: Third Grade
each /long e/ + /ch/ *pronoun* Fry's second hundred	**ear** /ear/ *noun: used to hear* Fry's second hundred	**end** /short e/ + /n/ + /d/ *noun, verb: to complete; completion* Fry's second hundred	**far** /f/ + /ar/ *adjective, adverb: at a distance* Dolche: Third Grade Fry's second hundred	**find** /f/ + /long i/ + /n/ + /d/ *verb: to locate* Dolche: preprimer Fry's second hundred	**first** /f/ + /er/ + /s/ + /t/ *adjective, adverb: one in order* Dolche: Second Grade Fry's second hundred	**five** /f/ + /long i/ + /v/ *number* Dolche: Second Grade Fry's second hundred	**found** /f/ + /ow/ + /n/ + /d/ *verb, adjective: to find (past tense)* Dolche: Second Grade Fry's second hundred	**four** /f/ + /or/ *number* Dolche: Primer Fry's second hundred	**friend** /f/ + /r/ + /short e/ + /n/ + /d/ *noun: a confidant* Fry's second hundred	**girl** /g/ + /er/ + /l/ *noun: female (young)* Fry's second hundred	**going** [/g/ + /long o/] | [/short i/ + /ng/] *verb, gerund: to move toward* Dolche: First Grade
got /g/ + /short o/ + /t/ *verb* Dolche: Third Grade Fry's second hundred	**great** /g/ + /r/ + /long a/ + /t/ *adjective: really good* Fry's second hundred - additional	**greet** /g/ + /r/ + /long e/ + /t/ *verb: to introduce onself, say hello* Fry's second hundred - additional	**hand** /h/ + /short a/ + /n/ + /d/ *noun, verb: human use to grip; found at the end of the arms* Fry's second hundred	**high** /h/ + /long i/ *adjective: up, tall and/or in the air* Fry's second hundred	**home** /h/ + /long o/ + /m/ *noun: place of residence* Fry's second hundred	**house** /h/ + /ow/ + /s/ *noun: place of residence* Fry's second hundred	**hurt** /h/ + /er/ + /t/ *verb, noun, adjective: damage/pain* Dolche: Third Grade	**into** [/short i/ +/n/] | [/t/ + /long oo/] *preposition* Dolche: Primer Fry's second hundred	**kick** /k/ + /short i/ + /k/ *noun, verb: to hit with the foot* Fry's second hundred - additional	**kind** /k/ + /long i/ + /n/ + /d/ *adjective: nice* Dolche: Third Grade Fry's second hundred	**last** /l/ + /short a/ + /s/ + /t/ *verb, adjective: ultimate one; final in series* Fry's second hundred
laugh /l/ + /short a/ + /f/ *verb, noun: sign of amusement* Dolche: Third Grade	**leave** /l/ + /long e/ + /v/ *noun: to go away, depart* Fry's second hundred	**left** /l/ + /short e/ + /f/ + /t/ *adjective, verb: not right or to leave (past tense)* Fry's second hundred	**let** /l/ + /short e/ + /t/ *verb: to allow, permit* Dolche: First Grade Fry's second hundred	**light** /l/ + /long i/ + /t *verb, noun: to illuminate* Dolche: Third Grade	**live** /l/ + /short i/ + /v/ or /l/ + /long i/ + /v/ or *verb, adjective: vibrant, existing* Dolche: First Grade Fry's second hundred	**lock** /l/ + /short o/ + /k/ *verb: to close securely* Fry's second hundred - additional	**look** /l/ + /short oo/ + /k/ *verb, noun: to see, appearance* Dolche: preprimer Fry's second hundred	**made** /m/ + /long a/ + /d/ *verb, adjective: to make (past tense)* Dolche: Second Grade Fry's second hundred	**may** /m/ + /long a/ *modal verb* Dolche: First Grade Fry's second hundred	**men** /m/ + /short e/ + /n/ *noun: males (group of males)* Fry's second hundred	**more** /m/ + /or/ *pronoun, adverb: at a larger amount* Fry's second hundred
morning [/m/ + /or/] | [/n/ + /short i/ + /ng/] *noun: early part of the day* Fry's second hundred	**most** /m/ + /long o/ + /s/ + /t/ *pronoun, adverb: the largest amount* Fry's second hundred	**mother** [/m/ + /schwa/] | [/th/ + /er/] *noun, verb: female parent* Fry's second hundred	**must** /m/ + /short u/ + /s/ + /t/ *modal verb, noun* Dolche: Primer Fry's second hundred	**name** /n/ + /long a/ + /m/ *noun, verb: to label (a label)* Fry's second hundred	**near** /n/ + /ear/ *adjective: close by* Fry's second hundred	**never** [/n/ + /short e/] | [/v/ + /er/] *adverb: not occurring (now or in past)* Dolche: Third Grade Fry's second hundred	**next** /n/ + /short e/ + /ks/ + /t/ *conjunction, adjective: the following item in a sequence* Fry's second hundred	**night** /n/ + /long i/ + /t/ *noun: the end of the day* Fry's second hundred	**only** [/long o/ + /n/] | [/l/ + /long e/] *adjective: the one or unique* Dolche: Third Grade Fry's second hundred	**open** [/long o/] | [/p/ + /short e/ + /n/] *verb, adjective: not closed* Dolche: First Grade Fry's second hundred	**over** [/long o/] | [/v/ + /er/] *preposition* Dolche: First Grade Fry's second hundred
own [/long o/ + /n/] *adjective, pronoun: possessive* Dolche: Third Grade Fry's second hundred	**people** [/p/ + /long e/] | [/p/ + /schwa/ +/l/] *noun: human beings* Fry's second hundred	**pick** /p/ + /short i/ + /k/ *verb, noun: to point or pointed item* Dolche: Third Grade	**play** /p/ + /l/ + /long a/ *verb, noun: to enjoy and/or perform* Dolche: preprimer Fry's second hundred	**please** /p/ + /l/ + /long e/ + /s/ *verb, adverb* Dolche: Primer Fry's second hundred	**present** [/p/ + /r/ + /short e/] | [/s/ + /short e/ +/n/ + /t/] or [/p/ + /r/ + /long e/] | [/s/ + /short e/ +/n/ + /t/] *noun, verb: gift or to demonstrate* Fry's second hundred	**pretty** [/p/ + /r/ + /schwa/] [/t/ + /long e/] *adjective: attractive* Dolche: Primer Fry's second hundred	**ran** /r/ + /short a/ + /n/ *verb: to run (past tense)* Dolche: Primer Fry's second hundred	**read** /r/ + /short e/ + /d/ or /r/ + /long e/ + /d/ or *verb: to extract language from print* Dolche: Second Grade Fry's second hundred	**red** /r/ + /short e/ + /d/ *colour* Dolche: preprimer Fry's second hundred	**right** /r/ + /long i/ + /t/ *adjective, noun; correct or not left* Dolche: Second Grade Fry's second hundred	**road** /r/ + /long o/ + /d/ *noun: a wide path to travel on* Fry's second hundred - additional
run /r/ + /short u/ + /n/ *verb: to move quickly* Dolche: preprimer Fry's second hundred	**safe** /s/ + /long a/ + /f/ *noun, verb, adjective: to keep secure and away from harm* Fry's second hundred - additional	**saw** /s/ + /aw/ *verb, noun: to see (past); sharp tool* Dolche: Primer Fry's second hundred	**say** /s/ + /long a/ *verb: to speak* Dolche: Primer Fry's second hundred	**school** /s/ + /k/ + /long oo/ + /l/ *noun: a place forlearning* Fry's second hundred	**seem** /s/ + /long e/ + /m/ *verb: to appear like* Fry's second hundred	**shall** /sh/ + /short a/ + /l/ *modal verb* Dolche: Third Grade Fry's second hundred	**should** /sh/ + /short oo/ + /d/ *modal verb* Fry's second hundred	**sick** /s/ + /short i/ + /k/ *noun, adjective: not feeling well, ill* Fry's second hundred - additional	**smile** /s/ + /m/ + /long i/ + /l/ *noun, verb: facial express when happy* Fry's second hundred - additional	**snack** /s/ + /n/ + /short a/ + /k/ *verb, noun: light meal* Fry's second hundred - additional	**snake** /s/ + /n/ + /long a/ + /k/ *verb, noun: a cold-blood, scaly creature with no legs (slithers)* Fry's second hundred - additional
soon /s/ + /long oo/ + /n/ *adverb: near in time* Dolche: Primer Fry's second hundred	**stand** /s/ + /t/ + /short a/ + /n/ + /d/ *noun, verb: to present upright and firm* Fry's second hundred	**such** /s/ + /short u/ + /ch/ *pronoun, determiner* Fry's second hundred	**sure** /sh/ + /yur/ *adjective: confident, certain* Fry's second hundred	**tell** /t/ + /short e/ + /l/ *verb: to speak and inform* Dolche: Second Grade Fry's second hundred	**than** /th/ + /short a/ + /n/ *conjunction, preposition* Fry's second hundred	**these** /th/ + /long e/ + /s/ *pronoun (plural)* Dolche: Second Grade Fry's second hundred	**thing** /th/ + /short i/ + /ng/ *noun: an item, object* Fry's second hundred	**think** /th/ + /short i/ + /ng/ + /k/ *verb: to consider* Dolche: First Grade Fry's second hundred	**too** /t/ + /long oo/ *adverb* Dolche: Primer Fry's second hundred	**tree** /t/ + /r/ + /long e/ *noun: a tall wooded plant with leaves and seed pods, (can flower)* Fry's second hundred	**under** [/short u/ + /n/] | [/d/ + /er/] *preposition* Dolche: Primer Fry's second hundred
until [/schwa/ + /n/] | [/t/ + /short i/ + /l/] *preposition, conjunction* Fry's second hundred	**upon** [/schwa/] | [/p/ + /short o/ + /n/] *preposition* Dolche: Second Grade Fry's second hundred	**use** /long u/ + /s/ *verb, noun: to utilise* Dolche: Second Grade Fry's second hundred	**want** /w/ + /schwa/ + /n/ + /t/ *verb: to desire* Dolche: Primer Fry's second hundred	**way** /w/ + /long a/ *noun: a path, route* Fry's second hundred	**week** /w/ + /long e/ + /k/ *noun: seven days* Fry's second hundred - additional	**where** /w/ + /air/ *adverb: position* Dolche: preprimer Fry's second hundred	**while** /wh/ + /long i/ + /l/ *conjunction, relative adverb: at the same time* Fry's second hundred	**white** /wh/ + /long i/ + /t/ *colour* Dolche: Primer Fry's second hundred	**why** /wh/ + /long i/ *interrogative, relative adverb* Dolche: Second Grade Fry's second hundred	**wish** /w/ + /short i/ + /sh/ *verb, noun: a desire or hope* Dolche: Second Grade Fry's second hundred	**year** /y/ + /ear/ *noun: duration of 12 months* Fry's second hundred

Fry's Third 100 Words + A Few Other Relevant Words

along
[/schwa/] | [/l/ + /aw/ + /ng/]

preposition

Fry's third hundred

always
[/aw/ + /l/] | [/w/ + /long a/ + /s/]

adverb: occurring regularly
Dolche: Second Grade
Fry's third hundred

anything
[/short e/] | [/n/ + /long e/] | [/th/ + /short i/ + /ng/]

pronoun

Fry's third hundred

around
[/schwa/] | [/r/+ /ow/ + /n/ + /d/]

adverb, preposition: in the area
Dolche: Second Grade
Fry's third hundred

ask
/short a/ + /s/ + /k/

verb, noun: to question; or a question
Dolche: First Grade
Fry's third hundred

ate
/long a/ + /t/

verb: past tense (eat)
Dolche: Primer
Fry's third hundred

bed
/b/ + /short e/ + /d/

noun: furniture to sleep on

Fry's third hundred

brother
[/b/ + /r/ + /schwa/] | [/th/ + /er/]

noun: male sibling
Fry's third hundred - additional

brown
/b/ + /r/ + /ow/ + /n/

colour
Dolche: Primer
Fry's third hundred

buy
/b/ + /long i/

verb, noun: purchase
Dolche: Second Grade
Fry's third hundred

car
/k/ + /ar/

noun: a motor vehicle

Fry's third hundred

carry
[/k/ + /air/] | [/long e/]

verb: to hold and bring to you
Dolche: Third Grade
Fry's third hundred

clean
/k/ + /l/ + /long e/ + /n/

verb, adjective: to remove dirt/mess
Dolche: Third Grade
Fry's third hundred

close
/k/ + /l/ + /long o/ + /s/ or /k/ + /l/ + /long o/ + /z/

verb, adjective: nearby or to shut

Fry's third hundred

clothes
/k/ + /l/ + /long o/ + /th/ + /s/

noun: attire

Fry's third hundred

coat
/k/ + /long o/ + /t/

noun, verb: a heavy warm piece of clothing; jacket, to cover
Fry's third hundred

cold
/k/ + /long o/ + /l/ + /d/

adjective: very cool
Dolche: Second Grade
Fry's third hundred

cut
/k/ + /short u/ + /t/

verb, noun: to slice
Dolche: Third Grade
Fry's third hundred

didn't
[/d/ + /short i/] | [/d/ + /n/ + /t/]

verb: do not

Fry's third hundred

does
/d/ + /schwa/ + /s/

verb: to do
Dolche: Second Grade
Fry's third hundred

dog
/d/ + /short o/ + /g/

noun, verb: a canine creature

Fry's third hundred

don't
/d/ + /long o/ + /n/ + /t/

verb: do not
Dolche: Second Grade
Fry's third hundred

door
/d/ + /or/

noun: a hinged barrier to close off a room
Fry's third hundred

dream
/d/ + /r/ + /long e/ + /m/

verb, noun: imagine (often whilst asleep)
Fry's third hundred - additional

dress
/d/ + /r/ + /short e/ + /s/

verb, noun: to put on clothes, a long skirted piece of attire
Fry's third hundred

early
[/er/] | [/l/ + /y/]

adjective, adverb: near the start of

Fry's third hundred

eight
/long a/ + /t/

number
Dolche: Third Grade
Fry's third hundred

every
[/short e/] | [/v/ + /er/] | [long e]

adjective
Dolche: First Grade
Fry's third hundred

eyes
/long i/ + /s/

noun: used to see, for vision

Fry's third hundred

face
/f/ + /long a/ + /s/

noun, verb: front part of the head (with eyes, nose, mouth)
Fry's third hundred

fall
/f/ + /aw/ + /l/

verb, noun: to decline or autumn
Dolche: Third Grade
Fry's third hundred

fast
/f/ + /short a/ + /s/ + /t/

adjective: quickly
Dolche: Second Grade
Fry's third hundred

fat
/f/ + /short a/ + /t/

adjective, noun: oily greasy substance, contributes to obesity
Fry's third hundred

feet
/f/ + /long e/ + /t/

noun: humans walk on two of them (below the ankle)
Fry's third hundred - additional

fine
/f/ + /long i/ + /n/

adjective, noun: slim, thin or a penalty incurring exchange of money
Fry's third hundred

finger
[/f/ + /short i/ + /n/] | [/g/ + /er/]

noun: a human hand has five of these
Fry's third hundred - additional

fire
/f/ + /long i/ + /r/

noun: heat caused by burning object, such as wood
Fry's third hundred

food
/f/ + /long oo/ + /d/

noun: edible substance

Fry's third hundred

foot
/f/ + /short oo/ + /t/

noun: humans walk on (below the ankle)
Fry's third hundred - additional

fruit
/f/ + /r/ + /long oo/ + /t/

noun: organic food with seed(s), often sweet as it stores sugar
Fry's third hundred - additional

full
/f/ + /short u/ + /l/

adjective: "to the top"
Dolche: Third Grade
Fry's third hundred

funny
[/f/ + /short u/] + [/n/ + /long e/]

adjective - humorous
Dolche: preprimer
Fry's third hundred

fly
/f/ + /l/ + /long i/

verb, noun: to move through air
Dolche: First Grade
Fry's third hundred

gave
/g/ + /long a/ + /v/

verb: to give (past tense)
Dolche: Second Grade
Fry's third hundred

goes
/g/ + /long o/ + /s/

verb: to go
Dolche: Second Grade
Fry's third hundred

green
/g/ + /r/ + /long e/ + /n/

colour
Dolche: Second Grade
Fry's third hundred

grow
/g/ + /r/ + /long o/

verb: to mature; get bigger
Dolche: Third Grade
Fry's third hundred

hat
/h/ + /short a/ + /t/

noun: object worn on the top of the head
Fry's third hundred

happy
[/h/ + /short a/] | [/p/ + /long e/]

adjective: content, amused

Fry's third hundred

hard
/h/ + /ar/ + /d/

adjective: firm, rock-like

Fry's third hundred

head
/h/ + /short e/ + /d/

noun: where the brain is located. Above the neck and shoulders
Fry's third hundred

hear
/h/ + /ear/

verb: sensed by the ears

Fry's third hundred

help
/h/ + /short e/ + /l/ + /p/

verb, noun: assist
Dolche: preprimer
Fry's third hundred

hold
/h/ + /long o/ + /l/ + /d/

verb, noun: to contain, container
Dolche: Third Grade
Fry's third hundred

hope
/h/ + /long o/ + /p/

verb, noun: to desire, dream, wish to happen
Fry's third hundred

hot
/h/ + /short o/ + /t/

adjective: lots of heat
Dolche: Third Grade
Fry's third hundred

inside
[/short i/ + /n/] | [/s/ + /long i/ + /d/]

noun, adjective: the interior of

Fry's third hundred - additional

jump
/j/ + /short u/ + /m/ + /p/

verb, noun: to leap
Dolche: preprimer
Fry's third hundred

keep
/k/ + /long e/ + /p/

verb: to obtain; hold onto
Dolche: Third Grade
Fry's third hundred

letter
[/l/ + /short e/] [/t/ + /er/]

noun: a writer part of the alphabet, or a text addressed to someone
Fry's third hundred

longer
[/l/ + /short o/ + /ng/] | [/g/ + /er/]

adjective: to be of greater length

Fry's third hundred

love
/l/ + /short u/ + /v/

noun, verb: to have great affection for

Fry's third hundred

might
/m/ + /long i/ + /t/

modal verb or noun (strength)

Fry's third hundred

money
[/m/ + /schwa/] | [/n/ + /long e/]

noun: currency for trade

Fry's third hundred

myself
[/m/ + /long i/] | [/s/ + /schwa/ + /l/ + /f/]

pronoun
Dolche: Third Grade

nervous
[/n/ + /er/] | [/v/ + /schwa/ + /s/]

adjective: anxious, related to nerves
Fry's third hundred - additional

nothing
[/n/ + /schwa/] | [/th/ + /short i/ + /ng/]

pronoun, adjective
Fry's third hundred - additional

now
/n/ + /ow/

adverb
Dolche: Primer
Fry's third hundred

o'clock
[/long o/] | [/k/ + /l/ + /short o/ + /k/]

adverb: indicating hourly time

Fry's third hundred

off
/aw/ + /f/

preposition, adverb
Dolche: Second Grade
Fry's third hundred

once
/w/ + /schwa/ + /n/ + /s/

adjective: on one occasion
Dolche: First Grade
Fry's third hundred

order
[/or/] | [/d/ + /er/]

noun, verb: to be in sequence or give a direction
Fry's third hundred

outside
[/ow/ + /t/] | [/s/ + /long i/ + /d/]

noun, adjective: the exterior of

Fry's third hundred - additional

pair
/p/ + /air/

noun: a set of two things

Fry's third hundred

part
/p/ + /ar/ + /t/

noun, verb: a component of gg to separate
Fry's third hundred

phone
/f/ + /long o/ + /n/

verb, noun: to call, an instrument used to make calls
Fry's third hundred - additional

quick
/kw/ + /short i/ + /k/

adjective: fast

Fry's third hundred - additional

quite
/kw/ + /long i/ + /t/

adverb: to an extent/degree
Fry's third hundred - additional

ride
/r/ + /long i/ + /d/

verb: to travel in or in
Dolche: Primer
Fry's third hundred

round
/r/ + /ow/ + /n/ + /d/

adjective, verb: of circular shape
Dolche: First Grade
Fry's third hundred

same
/s/ + /long a/ + /m/

adjective, pronoun: a similar or exact one
Fry's third hundred

sat
/s/ + /short a/ + /t/

verb: to rest in a chair (past tense)

Fry's third hundred

second
[/s/ + /short e/] [/k/ + /schwa/ + /n/ + /d/]

adjective: number two in order

Fry's third hundred

set
/s/ + /short e/ + /t/

verb, noun, adjective

Fry's third hundred

seven
[/s/ + /short e/] [/v/ + /short e/ + /n/]

number
Dolche: Third Grade
Fry's third hundred

show
/sh/ + /long o/

noun, verb: to demonstrate
Dolche: Third Grade
Fry's third hundred

sing
/s/ + /short i/ + /ng/

verb: vocal music
Dolche: Second Grade
Fry's third hundred

sister
[/s/ + /short i/ + /s/] | [/t/ + /er/]

noun: female sibling

Fry's third hundred

sit
/s/ + /short i/ + /t/

verb: (e.g. to rest in a chair)
Dolche: Second Grade
Fry's third hundred

six
/s/ + /short i/ + /ks/

number
Dolche: Third Grade
Fry's third hundred

sleep
/s/ + /l/ + /long e/ + /p/

verb, noun: to rest (with eyes closed)
Dolche: Second Grade
Fry's third hundred

small
/s/ + /m/ + /aw/ + /l/

adjective: little
Dolche: Third Grade
Fry's third hundred

smell
/s/ + /m/ + /short e/ + /l/

verb, noun: sensed by the nose

Fry's third hundred - additional

something
[/s/ + /short u/ + /m] | [/th/ + /short i/ + /ng/]

pronoun

Fry's third hundred - additional

start
/s/ + /t/ + /ar/ + /t/

verb, noun: to begin; beginning
Dolche: Third Grade
Fry's third hundred

stop
/s/ + /t/ + /short o/ + /p/

verb, noun: to cease movement
Dolche: First Grade
Fry's third hundred

sunlight
[/s/ + /short u/ + /n/] | [/l/ + /long i/ + /t/]

noun: the hot light coming from the sun
Fry's third hundred - additional

taste
/t/ + /long a/ + /s/ + /t/

verb, noun: sensed by the tongue

Fry's third hundred - additional

ten
/t/ + /short e/ + /n/

number
Dolche: Third Grade
Fry's third hundred

thank
/th/ + /short a/ + /ng/ + /k/

verb: to express appreciation
Dolche: First Grade
Fry's third hundred

third
/th/ + /er/ + /d/

adjective: in a sequence after two

Fry's third hundred

those
/th/ + /long o/ + /s/

pronoun (plural)
Dolche: Second Grade
Fry's third hundred

though
/th/ + /long o/

conjunction, adverb

Fry's third hundred

today
[/t/ + /long oo/] | [/d/ + /long a/] or [/t/ + /schwa/] | [/d/ + /long a/]

noun: this day
Dolche: Third Grade
Fry's third hundred

together
[/t/ + /long oo/] | [/g/ + /short e/] | [/th/ + /er/]

adverb, adjective: all as one
Dolche: Third Grade

took
/t/ + /short oo/ + /k/

verb: to take (past tense)

Fry's third hundred

town
/t/ + /ow/ + /n/

noun: small city

Fry's third hundred

turn
/t/ + /er/ + /n/

verb, noun: go around a corner

Fry's third hundred

twice
/t/ + /w/ + /long i/ + /s/

adverb, conjunction: on two occasions

Fry's third hundred - additional

try
/t/ + /r/ + /long i/

verb, noun: to attempt or a goal
Dolche: Third Grade
Fry's third hundred

walk
/w/ + /aw/ + /k/

verb: to move slowly on legs
Dolche: First Grade
Fry's third hundred

warm
/w/ + /or/ + /m/

adjective, verb: a bit hot or to heat
Dolche: Third Grade
Fry's third hundred

wash
/w/ + /aw/ + /sh/

verb: to clean
Dolche: Second Grade
Fry's third hundred

water
[/w/ + /aw/] | [/l/ + /er/]

noun, verb: clear, fresh liquid

Fry's third hundred

window
[/w/ + /short i/ + /n/] | [/d/ + /long o/]

noun: a piece of glass through which on looks out of or into a building
Fry's third hundred - additional

woman
[/w/ + /schwa/] | [/m/ + /short a/ + /n/]

noun: female (adult)

Fry's third hundred

write
/r/ + /long i/ + /t/

verb: to use pen and/or print
Dolche: Second Grade
Fry's third hundred

yellow
[/y/ + /short e/] | [/l/ + /long o/]

adjective: colour
Dolche: preprimer
Fry's third hundred

yes
/y/ + /short e/ + /s/

exclamation
Dolche: Primer
Fry's third hundred

yesterday
[/y/ + /short e/ + /s/] | [/t/ + /er/] + [/d/ + /long a/]

noun, adverb: day before today

Fry's third hundred

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… And organising words into rich sentences

ANALYSE

- REASON
- PURPOSE
- FUNCTION

of the reading

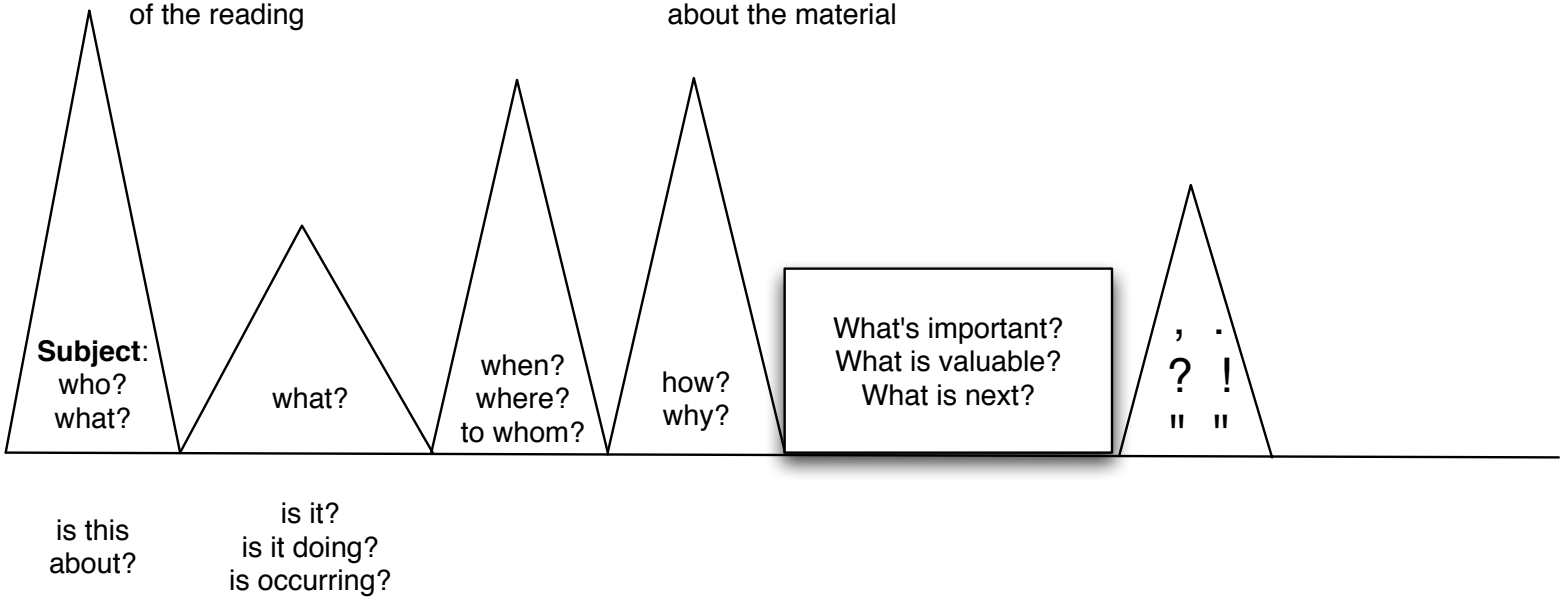
THINK

- ASK QUESTIONS
- SEEK MEANING
- MAKE PREDICTIONS

about the material

ORGANISE

- INFORMATION
- THOUGHTS
- RESPONSES



The Prime Minister released a policy to the Parliiament yesterday, because he wanted to address the problem of littering.

You can switch the sentence order but you still ask similar questions

Because he wanted to address the problem of littering, the Prime Minister yesterday released a policy to Parliament

Structures

In traditional grammar, there are four **types** of sentences:

Declarative - are statements that consist of a subject and a predict to make a claim on the world

Interrogative - are questions that includes some form of who, what, where, when or how.

Imperative - are commands, such as "close the door" or "describe the experiment". The subject of the sentence is the implied "you" (e.g. [you] close the door). You will notice that essay "questions" are not really question. They are commands, such "analyse the poem".

Exclamatory - are exclamation and are set apart by their emphatic tone, such as "He is alive!"

In traditional grammar, there are four **structures** for declarative sentences:

Simple - consist of one *independent clause* made up of a subject and predicate, such as "Mr Williams walked across the road."

Compound - consist of at least two *independent clauses* that are joined by a *conjunction*, such as "Mr Williams walked across the road, and Mr Black followed him.

Complex - consist of at least one *independent clauses* with at least one *dependent clause*, such as "Mr Williams, who is my English teacher, walked across the road."

Compound-Complex - consist of at least two *independent* that are joined by a conjunction and which include at least one *dependent clause*, such as "Mr Williams, who is my English teacher, walked across the road, and Mr Black followed him."

In traditional grammar, there are four **three** elements in a sentence:

Words - *self-explanatory*

Phrases - a group of words which serve the function of a grammatical category, such as prepositional phrase or a noun phrase like "the red car"

Clause - consists of a subject and predicate. An independent clause is a simple sentences, and a dependent clause is a clause that starts with a relative pronounce that links to an independent clause

Types of Words/Phrases

In traditional grammar, there **open classes** of words and **closed classes** of words. **Open classes** grow as the language grows. **Closed classes** are finite. The follows are **CLOSED CLASSES**

Articles- including words like *the, a,* and *an*

Pronouns - including common pronouns, like *I, you, they, we,* as well as possessive pronouns like *mine, yours, my, their*, as well as relative pronouns like *that, which, whose.*

Prepositions - include all words that indicate position such as *on, next to, above, before, below, beside*, *through*. In school, I was told that a preposition was anything you do with a cloud, such as going *through a cloud, below a cloud, above a cloud, beneath a cloud.*

Conjunctions - are *joining words* such as *and, but, because, or, if, meanwhile, therefore, etc.*

OPEN CLASSES include:

Nouns - refers to "things" both concrete items and abstract ones like *chair, emu, rock, girl, freedom, sadness*

Verbs - refers to actions (both concrete items and abstract actions) like *jumping, running, stirring, thinking, feeling, resenting*

Adjectives - words that describe a noun, such as *red*, *deep*, *beautiful*

Adverbs - words that describe an action, such as *slowly, quickly, thoroughly, falsely*

A phrase might consist of multiple types of words, but its main focus on a particular grammatical function.

Noun phrase - "*the red car*" describe a thing (the car)

Verb phrase - *walked slowly and carefully* describes the action (walking

Prepositional phrase - "*on the pine needle floor on the forest*" describes the position of events.

Adjectival phrase - "*red as the dawn of the day*" collectively provides a description.

Ultimately, we arrange the words and phrases to make statement about the world. We use many types of words. Some hold deep meaning, and others are more functional in nature.

In Discourse

Some sentences do not comply with the traditional logical order of actor-action-consequence. In particular, there are times when the object of an action becomes the grammatical subject of a sentence. This is known as the **passive voice**, as illustrated below:

Active - "*The boy kicked the ball.*"

Passive - "*The ball was kicked by the boy.*"

At first, English language learners may struggle with the passive voice; that is, they struggle until this pattern is pointed out to them.

The **indirect form** is also a unique sentence structure, which is encountered regularly.

Direct - "*The president lied to Congress* "

Indirect - "*It is believed that the president lied to Congress.*" or "*Mr Brown said that the president lied to Congress.*"

A statement of fact becomes something much more subjective.

Whilst there are many ways to add meaning to a sentence, the following are three categories which might help analysis:

Horizontal - involves *adding* elements to a sentence in order to expand meaning. For instance, "*The car has a dent in it.*" can become "*The red car that is parked on the sidewalk has a large dent on the bonnet.*"

Vertical - involves *selecting* a more specific or apt word in order to convey more exact or deeper meaning. For instance, "*The red sedan that is perched on the sidewalk has a large dent on the bonnet.*"

Conventional (Rhetorical) - involves some conventional stylistic element of which the audience is familiar. For instance, "*Aghast! You won't believe what I saw. I just saw a red sedan perched on the sidewalk in front of Gary's house. It has a large dent in its bonnet, probably from hitting a tree or something.*"

A sentence expresses a **sense** and a **meaning**. In concrete sentences, the sense is often clear enough; however, the meaning is caught up in the speaker and listener's assessment of the context and intention of the utterance. Consequently, one requires much more than formal proficiency to understand a sentence. That said, an understanding of grammatical convention doesn't hurt. For further insights, please visit: https://www.theliteracybug.com/commanding-sentences. Please explore and enjoy

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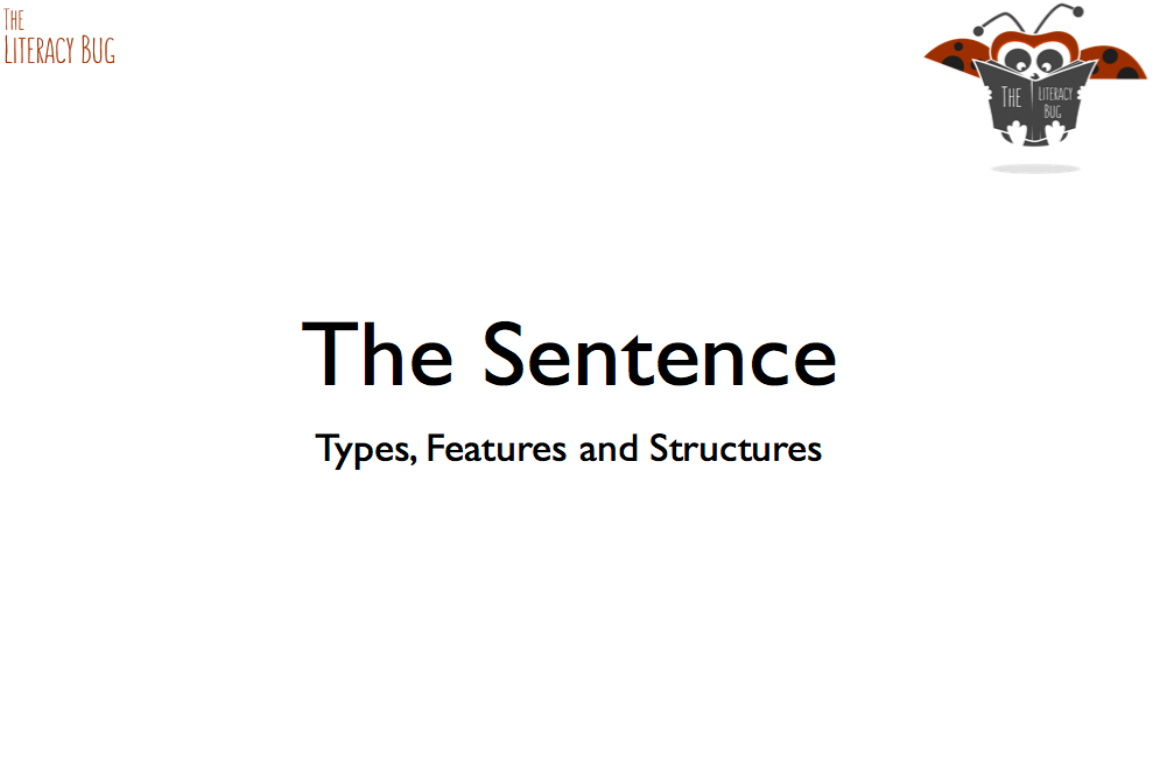
For more details …a related presentation



http://bit.ly/2-The-Sentence

And now to the …

CONCLUSION

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Ultimately

We want learners to rapidly and unconsciously see language through the code …

… and to use code-based skills to be able to read and access new words and language.

… we want fluency to reach such a stage so learners can attend to the often more difficult tasks of composing and comprehending messages.

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Monitoring Growth in Key Areas

1. Oral Language (including syntactic competence)	Foundation of literacy (sounds, words, discourse)
2. Cognitive capacity (e.g. memory, sequencing)	Ability to process information and learn
3. Phonological processing and phonemic awareness	Ability to detect patterns in spoken words, including the ability to detect individual sounds
4. Alphabetic knowledge	Grasp the concepts that letters represent sounds
5. Decoding (reading) skills	Ability to “read” an increasing corpus of words
6. Encoding (spelling) skills	Ability to spell an increasing corpus of word
7. Vocabulary development	Develop breadth and depth of vocabulary
8. Fluency (reading connected text)	Read with accuracy, speed and expressiveness
9. Comprehension	Ability to understand and interpret written material

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We should be compelled to …

(a) **talk** regularly with learners (for oral language development, for shaping discourse, and for fostering verbal reasoning);

(b) **read** to learners, read with learners, and help learners read on their own;

(c) **write** for learners (e.g from dictation), write with learners (e.g. joint construction), and help learners write on their own;

(d) help learners **develop skills** (phonological awareness, decoding/spelling vocabulary, grammar, fluency, etc);

(e) help them **build knowledge** and the strategies to build knowledge; and

(f) help learners be active in the ways that language and literacy are used as tools for **understanding and action**.

Pinnell, G. S., & Fountas, I. C. (1997). Help America Read: A Handbook for Volunteers. Portsmouth: Heinemann.

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Objectives (revisited)

- To illustrate why learners must develop an understanding of patterns in their own speech (e.g. phonemic awareness) in order to reliably recognise sound-letter patterns and understand how words work;

- To outline key elements of "the code", such as phonemic *awareness*, phonemic *knowledge*, letter-sound correspondence, orthographic patterns, morphological patterns and automatic word recognition and construction skills;

- To emphasise the ultimate goal: for learners to execute the code and word recognition with sufficient automaticity so as to facilitate more complex acts of comprehension and composition; and

- To understand that language skills, such as vocabulary and syntactic competence, become stronger predictors of reading comprehension as word reading skills are consolidated.

Slides Available for Download at:

https://www.theliteracybug.com/s/Mastering-the-Code.pdf

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